

THE INTERNATIONAL COUNSELING PSYCHOLOGIST



APA 2022 Minneapolis

Note from Editor

Shu-Yi Wang, Ph.D.
University of Florida

I am delighted to bring to you the Spring 23 issue of The International Counseling Psychologist. Due to some challenges, we did not publish the Fall 22 issue. Hence, you will find this issue with more content than the previous newsletters. Reading through the articles, I was feeling a wide range of emotions, such as my excitement and gratitude toward ICP officers' work, my admiration and appreciation for award winners, and sadness about our loss of Dr. McWhirter. Most importantly, I feel a sense of belonging to the ICP community. Thank you for all that you do to keep our community thriving. Hope you consider contributing to our future newsletters. Stay well.

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GREETINGS FROM CO-CHAIRS

Chun-Chung Choi, Ph.D.

University of California, Irvine

Hung Chiao, Ph.D.

National Taiwan Normal University, Taiwan

Dear friends and family of ICP,

Greetings from Chun-Chung and Hung! We hope that you stay safe, healthy, and at peace with your loved ones at where you are. It has been such a challenging time around the globe this year! We witnessed human suffering and loss of life as a result of the human-made trauma such as the war in Ukraine. We also saw the devastating natural disasters such as the earthquakes that took place in Turkey- Syria. Hundreds of thousands of lives were lost and tens of millions of families were displaced. Moreover, while Covid-19 pandemic has been less notorious in most countries, many of us are still struggling with it in addition to the other unknown viruses floating around. Henry Ford once said, "Coming together is a beginning, keeping together is progress, working together is success." While many families around the globe are mourning for the lost, we hope that each of us continues to support one another, our love ones, our family members and friends, colleagues, students, and brothers and sisters around the globe. Our lives are connected and we can only thrive when we stand beside each other. Let's do what we can in our own capacity to take care of and advocate for each other. Together, stronger.

Best Regards,
Chun-Chung and Hung

ICP 2022-24 Co-Chair

Hung Chiao, Ph.D.



Hung Chiao is currently a faculty of Educational Psychology and Counseling Department at the National Taiwan Normal University. Besides teaching and doing research on her favorite topics such as counseling practicum and supervision, multiculturalism and social justice, gender and sexual minority issues, she has been committed to international issues through serving ICP as well as international committees of several counseling psychology professional associations in Taiwan. Something interesting about her is that she has completed 5 full marathons so far. Although every time she swore not to do it again during the game, she registered her next one shortly after the run.

GREETINGS FROM CO-CHAIRS

Chun-Chung Choi, Ph.D.

University of California, Irvine

Hung Chiao, Ph.D.

National Taiwan Normal University

ICP 2022-24 Co-Chair

Chun-Chung Choi, Ph.D.



It is a great pleasure to connect with you through our ICP newsletter and to share a bit about myself with you!

I'm currently serving as the Training Director/Associate Director at University of California, Irvine Counseling Center. I have also worked as a Clinical Associate Professor at the Counseling & Wellness Center and an Affiliate Graduate Faculty member at the Department of Psychology at University of Florida for 14 years. In addition to the special interest in clinical practice with the international student population, I enjoy providing consultation and training for group therapy and supervision to clinicians and supervisors in the U.S. and China.

I was born in southern China and grew up in Hong Kong. I went to Taiwan for my undergraduate study and came to the U.S. in 1995 to pursue a master's degree in clinical psychology. I worked in a community mental health in Illinois for a couple of years before returning to school to pursue a Ph.D. in Counseling Psychology at UIUC. I was actively engaged in ICP and IMOC during my graduate study and early career and I continued to be attached to this warm and lovely community afterward.

Loneliness and the loss of a sense of belonging have long been established as having detrimental impacts on human being. Members in this community are certainly not foreign to such experiences. These issues become worse after the pandemic. Hung and I would like to gently invite you to lean on us when you need a hand. We will be here to listen. We may not be able to resolve the challenges ahead of you, but we will be your companion in your journey.

REPORTS FROM OFFICERS



IMOC

International Mentoring and Orientation Committee (IMOC)

Hsiu-Hui Chen, Ph.D.

Previous Chair of IMOC
Private Practice, USA



Niyatee Sukumaran, Ph.D.

Current Chair of IMOC (2022-24)
Private Practice, USA



The International Counseling Psychologist**REPORTS FROM OFFICERS****IMOC Fall 2022 Report****by Hsiu-Hui Chen, Ph.D.**

The International Mentoring and Orientation Committee is established and has grown on the vision of our founder Drs Yu-Wei Wang and Oksana Yakushko and many other pioneers. The committee has strived to provide mentorship and a community for international trainees and early career professionals in the field of psychology.

These past two years have been challenging for our members, psychologists, and our committee for many reasons. I am very proud of the IMOC committee chairs who devoted their valuable time and effort in providing support for our members. I personally witnessed these chairs carrying the original mission of IMOC in a difficult global crisis. We also provide responsive support when there are international and national events that impact on our members.

Here is the summary of our subcommittees and what we have done the past year:

The Mentoring Program Committee

The Mentorship program is co-chaired by Drs. Kayi Hui-Spears and Sunny Ho. The mentorship program highly values the quality of our mentorship. Formal and informal evaluations have been done on a regular basis. The subcommittee also held a Mentor-Mentee Meet Up virtual event at the APA Convention every year.

The Professional Development Committee

This subcommittee is chaired by Dr. Brian TaeHyuk Keum. To respond to the needs in our community, the subcommittee, International and Immigration Initiative Committee, at the beginning of this year (2021) with the purpose of providing support and resources for ICP members regarding legal issues, such as visa or immigration issues.

Membership and Publicity Committee

This subcommittee is chaired by Dr. Jihee Hong. The subcommittee has been working on making connections with training programs nationwide to share our services with training staff and international trainees. The work has helped IMOC to build a larger and closer community.

Convention Planning Committee

This subcommittee is chaired by Dr. Bo-Hyun Lee. The subcommittee has been focusing on planning and hosting events during APA focusing on the interests of our members and building connections. The subcommittee has put hard work and thoughtfulness in the events it hosts. With the hardship we went through during pandemic, this committee also hosted a Winter Roundtable virtual event for our members to have a support space.

Website Management Committee

This subcommittee is chaired by Doris Zhang, who is finishing up her doctoral degree. This subcommittee has been working very efficiently on promoting all the programs and messages to our members.

This year, the subcommittee started a new tradition at APA that it held a Meet and Greet virtual event for international students to make connections during the convention.

REPORTS FROM OFFICERS

Membership Officers

Membership Officers

Young Hwa Kim, Ph.D.

2020-22 International-Based Co-Officer
Seoul National Univ. of Education, South Korea



Na-Yeun Choi, Ph.D.

2020-21 US-Based Co-Officer
Dankook University, South Korea



Ethan Sahker, Ph.D.

2022-24 International-Based Co-Officer
Kyoto University, Japan



Chiaothong Yong, Psy.D.

2021-23 US-Based Co-Officer
The Ohio State University, USA



New International-based co-officer:

- Dr. Young Hwa Kim has recently ended her 2020-2022 term as International-based Membership Co-officer. We would like to express our appreciation of Dr. Kim's hard work in the section. One of her greatest contributions is taking on the huge undertaking of the new membership database update.

The International Counseling Psychologist**REPORTS FROM OFFICERS**

- Dr. Ethan Sahker was elected as the International-based Membership Co-officer. Dr. Sahker is an assistant professor in the Graduate School of Medicine at Kyoto University in Japan. He earned his PhD in counseling psychology from the University of Iowa, completed his doctoral internship at the University of California San Diego/Veterans Affairs, and completed a postdoctoral research fellowship in public health through the Japan Society for the Promotion of Science.

Current Membership Co-Officers:

- Ethan Sahker, PhD – International-based
- Chiaothong Yong, PsyD – US-based

One of the goals of the Membership Co-Officers is to continue to update and upkeep the new membership database. We also hope to expand our membership and to find more ways to connect with our new and prospective members.

iLGBTQ+ Committee

iLGBTQ+ Co-Officers

**Chia Po Cheng,
M.Phil, M.ED, LPC**

2022-24 iLGBTQ+ Co-Officers
University of Massachusetts, USA



**Eunhu Chang,
M.A., MSE.d.**

2022-24 iLGBTQ+ Co-Officers
University of Massachusetts, USA



Hi everyone! My name is Po (he/him), and I am the new co-chair for the iLGBTQ+ committee. I am honored to take over this role from the previous co-chairs, Eddie Chong and Makiko Kasai. They did a fantastic job bringing a sense of community for the past two years. For those unfamiliar with the iLGBTQ+ committee, the goals of the committee are creating a safe and supportive space for LGBTQ-identified ICP members and advocating for LGBTQ-related rights within the ICP. In the next two years, my vision for the committee is to become the platform any LGBTQ+ international students, scholars, and practitioners will know about when they join division 17. I believe there are a lot of great works our LGBTQ+ folks can bring to the division and we also know how to bring the fun! We will also continue to host our monthly affinity group. People can find out more about our committee from our Facebook page (APA Div 17: iLGBTQ+ committee) or contact me directly (ChiaPo.Cheng001@umb.edu).

REPORTS FROM OFFICERS

Awards & Recognition Committee

Awards & Recognition Committee Co-Chairs

Pius Nyutu, Ph.D.

2020-22 Co-Chair
Fayetteville State University, USA



Hang-Shim Lee, Ph.D.

2020-22 Co-Chair
Konkuk University, South Korea



Hui Xu, Ph.D.

2022-24 Co-Chair
Loyola University Chicago, USA



Hung Chiao, Ph.D.

2022-24 Co-Chair
National Taiwan Normal Univ., Taiwan



2023 Awards: Call for Nomination by Drs. Hui Xu and Hung Chiao

The Awards and Recognition Committee is seeking nominations for the following annual awards. Please consider submitting nominations for yourself, colleagues, and/or your students.

- Lifetime Achievement Award
- Excellent Contribution Award
- Graduate Student Outstanding Research Award

The submission deadline is 4/15/2023. Please see p. 46 for more information.

Fall 2022 Report

by Drs. Pius Nyutu and Hang-Shim Lee

We are pleased to report the recent ICP awards and recognitions updates. The ICP Awards committee co-chairs consulted and acquired approval from the ICP Executive Board to separate the Lifetime Achievement and Excellent Contribution awards and revise the description of each. The Lifetime Achievement award was described as for professionals of greater than 20 years of experience while the Excellent Contribution award was set for those of 10-20 years of experience.

The committee successfully conducted nominations and selection for the Lifetime Achievement Award, the Excellent Contribution Award, and the Graduate Student Outstanding Research Award. The call for nominations for all the awards was disseminated on April 28, 2022, and follow-up reminders sent with a deadline of May 31st, 2022. One nomination was received for the Lifetime Achievement award, two for the Excellent Contribution award, and six nominations for the Graduate Student Outstanding Research award. A committee of seven ICP members (listed below) conducted the review. Upon review, one of the nominations for Excellent Contribution award was determined as applicable to Lifetime Achievement award instead and was therefore considered for that category.

Dr. Meifen Wei, Iowa State University, was selected for the Lifetime Achievement Award; Dr. Yu-Wei Wang, University of Maryland, was selected for the Excellent Contribution Award, and Haram Kim, MA, University of Florida, was selected for the Graduate Student Outstanding Research Award. The awards ceremony was conducted during the ICP International Breakfast session on Thursday August 4th, 2022, at the APA convention, Minneapolis, MN, and also streamed virtually. Each awardee was granted a plaque and a certificate. Additionally, the ICP Executive Board awarded travel/research funds of \$200.00 to Haram Kim, the Graduate Student Outstanding Research Awardee, and \$100.00 to Joonwoo Lee, M.Ed., University of Wisconsin-Madison, who was the runners-up for the students' award.

Congratulations to all the awardees. They are all featured elsewhere in this newsletter.

Also, we would like to express appreciation to our ICP Awards Committee members.

- Dr. Pius Nyutu, Co-Chair
- Dr. Hang-Shim Lee, Co-Chair
- Dr. Brian TaeHyuk Keum
- Dr. Stephanie Chong
- Dr. Elena Yakunina
- Dr. Ae-Kyung Jung
- Dr. Mijin Kim

Thank you again for all of your wonderful work in our ICP community.

INTERNATIONAL SECTION 2022

AWARD RECIPIENTS

The Awards and Recognition Committee, co-chaired by Drs. Pius Nyutu and Hang-Shim Lee, selected the following three professionals who have made remarkable contributions to international counseling psychology:

- Dr. Meifen Wei at Iowa State University for Lifetime Achievement Award
- Dr. Yu-Wei Wang at University of Maryland for Excellent Contribution Award
- Haram Kim at University of Florida for Graduate Student Outstanding Research Award

The awardees were honored at the International Scholars Welcome & Orientation Breakfast at 2022 APA Convention in Minneapolis.

International Section 2022 Awards

Lifetime Achievement Award



Meifen Wei, Ph.D.
Iowa State University

A Reflection on My Journey of Becoming a Joyful Counseling Psychologist

I feel deeply humbled and honored to receive the Lifetime Achievement Award. I thank Dr. Ruth Chao for nominating me for the award and the APA Division 17's International Section for valuing my contributions through this award. Looking back on my career both in Taiwan and in the U.S., I truly feel it was a miracle for me as a first generation college student to eventually become a professor and psychologist in the U.S. I would like to highlight two key elements (i.e., passion and mentorship) as I reflect on my own professional journey.

Passion: I have had first-hand experience in witnessing how the power of my own passion (help people to grow) works as motivation/energy to enjoy what I do. Reflecting back, I realized I have been seeing myself in a journey of pursuing what I have always wanted to be ever since I was a child (i.e., a teacher and a counselor). Each my experience has built a great foundation to create my future of infinite possibilities beyond my imagination. After pursuing my dream job as a faculty member and counselor (and later director) for 8 years at the Student Counseling Center at Ling-Tung College (now 嶺東科技大學) and being a paraprofessional counselor for 10 years at the Teacher Chang Counseling Center (張老師諮商中心) in Taiwan, I further confirmed my love for counseling.

International Section 2022 Awards

Lifetime Achievement Award



Later, when I read Carl Roger's book on "Becoming a Person," I was very surprised to find out that he was not only a clinician but also a great researcher. He constantly verified his clinical work with research data and used his research data to continue to refine his theory and clinical work. His book helped me to realize the importance of research, science, and theory. Carl Roger was my role model who helped me to shape my career path to pursue my PhD in the U.S. to improve my research ability and eventually to integrate research, theory, clinical work, culture, and myself. I know that my first love research area is to conduct counseling process and outcome studies to know how changes occur in counseling and what factors contribute to effectiveness of counseling outcomes for Asian populations.

In my career in the U.S., I also was curious to research and better understand how Asian people regulate their emotions and cope with stress. My clinical experiences working with Asian people in Taiwan and in the U.S. helped me to translate these real life stories and observations into research questions for empirical tests. Often, I feel so touched looking at my research results because they were what I learned in real life from clients or people around me. However, conducting research studies to unpack the complicated phenomenon of how Asians cope is not an easy process. For example, the lack of literature is really challenging. When I worked on my first acculturative stress study for Asian international students, there were only two articles out there. Later, when I

International Section 2022 Awards

Lifetime Achievement Award

Meifen Wei, Ph.D.
Iowa State University

began to study coping with discrimination, I found no such scale identifying how people coped with discrimination. At that time, I felt that this was a disadvantage for me in conducting this line of research. However, now, I see that this disadvantage was an opportunity for me. Because of the lack of literature, I had plenty of room to contribute my ideas to advance literature. Because of the lack of scales, this allowed me to develop about 10 new scales.

After working in the U.S. for 10 years, I felt ready to be a cultural broker, like my advisor, Dr. Puncky Heppner, had done for me in knowing how to use understandable language to let readers in and outside of the U.S. understand the nuance of Asian cultures. Since 2011, I started my cross-cultural collaborations on emotion regulation with my colleagues (Drs. Jenny Su, Jeffrey Kahn, Shu-ping Lin) in Taiwan and in the U.S. Later in my sabbatical year in 2015 and in 2020, I worked very closely and intensively with Drs. Lifei Wang, Dennis Kivlighan, and Martin Kivlighan on emotional cultivation group intervention projects for children and adolescents in Taiwan. Almost every summer before the pandemic, I was in Taiwan and involved in school counselor training and/or conducting research. During these pandemic years, we have been continuing our work online very early in the morning in the U.S. and very late in the night for colleagues in Taiwan. This collaboration was thrilling and fulfilled my long-term career dream to conduct process and outcome research to unpack how change occurs and what factors contribute to the effectiveness of counseling among Asian populations.

Mentorship: I am very fortunate to have had three top journals editors (of the Journal of Counseling Psychology and The Counseling Psychologist) as my mentors. My first mentor is Dr. Puncky Heppner. He was always encouraging and positive, and he was a cultural broker for me to learn the American perspective from him and for him to listen to my Asian perspective. I learned a

International Section 2022 Awards

Lifetime Achievement Award

Meifen Wei, Ph.D.
Iowa State University

I got a lot from his wisdom not only for research but also for how to thrive as a person in daily life. To this day, he is still my go-to-person when I need consultation. My second mentor is Dr. Brent Mallinckrodt. I met him at Missouri during my last year there. Because I was his TA, we had several intensive talks and discussions on the topic of attachment in research and clinical implications. He helped me to build a strong attachment theory foundation. I learned a lot from his excellent, sharp critical thinking ability. My third mentor is Dr. Dennis Kivlighan. Dennis's practicum class was an influential class for me. I learned the concept of attachment, working alliance, and core conflictual relationship themes (CCRT). My thesis was to examine client's and therapist's working alliances in Taiwan. I taught CCRT for my practicum class in the U.S. and for school counselors in Taiwan. Dennis' clear and "to-the-point" writing style is a model for me to follow. His strong statistical skills cannot be matched by others in counseling.

In addition, I've had many other mentors to help me to develop my statistical skills greatly. Dr. Phil Wood is a great mentor at Missouri, and he spent many hours answering my "why" questions in structural equation modeling (SEM). In my first year at Iowa State University (ISU), one day, I posted my SEM question to the SEM email listserv. My colleague, Dr. Dan Russell, who had been using SEM for more than 20 years at that time, emailed me back and said "come to see me, and I can solve your problem." He assigned his best student (now Dr. Todd Abraham) to teach me how to use the LISREL program and invited me to take his advanced SEM class. When his students did their homework assignments, I worked with Dan to use my newly learned statistical skills in SEM to analyze my data. Dan is very smart, and he always has a solution to handle any challenging questions from reviewers. In addition, I greatly appreciate Dr. Doug Bonett as a mentor while he was a professor in both statistics and

International Section 2022 Awards

Lifetime Achievement Award

Meifen Wei, Ph.D.
Iowa State University

psychology at ISU. He always clearly answered my statistics questions because of his deep understanding about statistics. As you can tell, with these wonderful mentors who have been with me to develop my professional journey, they have maximized my potential beyond I could ever dream about.

I want to give a special thank you to my long-term friend, Dr. Lifei Wang, who strongly recommended me to my advisor, Puncky to start this professional journey in the U.S. to pursue my dream to help others to grow. My professional life journey really is full of miracles to make impossible possible! When I was ready to go back to Taiwan for my sabbatical year, Lifei invited me to work together with her newly developed emotional cultivation group intervention program for children and adolescents in Taiwan. This opportunity has meant a lot to me, and it helped me to fulfill my original plan to study in the U.S. to integrate research, theory, clinical work, and culture together in the emotional regulation context. After being in the U.S. for almost 30 years, I feel that I have substantial understanding of both eastern and western cultures and have developed several research skills/abilities and clinical experiences to put everything together. Reflecting back, I saw how powerful Carl Rogers's "Becoming a Person" book implanted a roadmap for my professional journey. His circular loop for clinical work, research, and theory explained my tendency to begin my research ideas from my clinical observations and people's life stories to formulate research hypotheses. I often have "a ha" moments that amaze me in how objective statistical data is able to reflect subjective human's minds and hearts to speak to people's life stories. In the next step of my chapter, I am looking forward to going back to Carl Rogers to translate my theoretical knowledge and research evidence back to clinical work to work with clients, particularly Asian clients. Finally, I appreciate my parents, my family, my husband, and my daughters' great support in pursuing what I love to do and making my dream come true.

International Section 2022 Awards

Excellent Contribution Award



Yu-Wei Wang, Ph.D.
University of Maryland

About Dr. Wang

Dr. Yu-Wei Wang received her undergraduate degree in English & American Literature from National Central University in Taiwan, dual Master's degrees in Psychological Counseling and Organizational Psychology from Teachers College, Columbia University, and her Ph.D. in Counseling Psychology from the University of Missouri. She is the Research Director/Assistant Director of the Counseling Center, Clinical Associate Professor, and Faculty Fellow for the University Honors program at the University of Maryland, College Park (UMD). In addition, she has conducted research on career development issues in partnership with the University Career Center and a large-scale study on food insecurity in partnership with the University of Maryland Dining Services, Health Center, and Maryland Parents & Family Association. The food insecurity study helped the University raise funds to establish the new Campus Pantry. Dr. Wang has published articles and book chapters on international and multicultural issues in psychology, counseling, education, & training; stress, trauma, and coping/problem solving; as well as qualitative research design. She is the Co-Founder of the Taiwan Psychology Network—a nonprofit professional organization in the United States. Dr. Wang is a member of the APA Division 17, 35, 45, and 52 and has served the Divisions in various capacities, such as serving as the Co-Chair of the Div. 17 International Section, a member and the international representative of the Div. 17 Strategic Planning Committee, Div. 17 representative to the APA Committee on International Relations in Psychology, and the Co-Chair of the Special Task Group on Mentoring International Students. She was recently elected as the Div. 52 (International Psychology) Secretary to the Board; her term will begin in January of 2023.

International Section 2022 Awards

Excellent Contribution Award



Dr. Wang's Contributions to ICP

Service or Training with an International Focus

I have served on six Division 17 Committees and four Presidential Strategic Task Groups (STGs) over the years. Many of these committees and STGs were related to international issues (e.g., STG on Mentoring International Students), or I was the international representative for the group (e.g., the Strategic Planning Committee). In addition, a number of my advisees or research assistants at Southern Illinois University (SIU) and University of Maryland-College Park (UMD) were international students. For example, one of my former doctoral advisees, Dr. Nupur Sahai, received the Graduate Student Outstanding Research Award from the International Section in 2017 for her dissertation entitled, "Counselors' perceptions of integrating Indian/Eastern and Western counseling approaches in India." In addition, four of my eight past graduate assistants at UMD were international students (from South Korea, China, and New Zealand). Three of them now serve as faculty members in the United States and South Korea, and one is a practicing psychologist working with refugees in New Zealand. Currently at UMD, all three GAs I selected are international students (from Ethiopia, India, and South Korea). Next year, I will also have a research intern from Hong Kong.

International Section 2022 Awards

Excellent Contribution Award

Yu-Wei Wang, Ph.D.
University of Maryland

When I was a doctoral student, I co-founded the Taiwan Psychology Network (TPN) with Dr. Gisela Lin—who had a vision to create a network for psychologists and students from Taiwan when she served as the President of the Asian American Psychological Association. Later, TPN became a not-for-profit organization in the United States. I started the first international student mentoring program within the TPN after attending the first Multicultural Conference & Summit in 1999 (I was a first-year doctoral student at the University of Missouri at that time). During the difficult dialogue session, another Asian international student—who identified as a sexual minority—became tearful when she described how isolated she felt in her doctoral program, facing discrimination from her peers, faculty, and supervisors because she was the first and only Asian international lesbian student in her program. After hearing about her experiences, I suddenly realized how lucky I was with the support from my doctoral advisor—Dr. Puncky Heppner, other faculty members, supervisors, and peers at the University of Missouri. This experience inspired me to create the first mentoring program for TPN.

Since then, I have run several mentoring programs for TPN and APA Division 17. When Drs. Larry Gerstein and Puncky Heppner co-founded the International Section, I suggested to continue the STG on Mentoring International Students (which Puncky appointed me to co-chair when he was the Div. 17 President) as a committee within the Section. This marked the birth of the International Mentoring & Orientation Committee (IMOC). I served as the inaugural Chair for that committee. Later when I co-chaired the International Section, I worked with our Board to amend our bylaws and include the IMOC Chair as a Board member—this means, the international student mentoring program became an integral part of the Div. 17 International Section.

International Section 2022 Awards

Excellent Contribution Award

Yu-Wei Wang, Ph.D.
University of Maryland

These mentoring programs helped to connect many international students with mentors who otherwise were unavailable in their programs. These students then mentored the next generations of international counseling psychologists when they became faculty or practitioners. Additionally, TPN inspired the development of other international networks in international psychology (e.g., Korean Psychology Network). It always brought a smile to my face whenever international colleagues and students told me that they wouldn't feel alone when attending APA Conventions anymore because of the connections they were able to build through TPN or the International Section!

In my teaching, I emphasized international issues, whenever applicable (e.g., in my Cross- Cultural Psychology, Multicultural Issues in Counseling, or Professional Issues Seminars at SIU).

When I was a doctoral student, I also co-taught two courses with Drs. Puncky and Mary Heppner during their Fulbright Fellowships and provided counseling at a University Counseling Center in Taiwan. Recently, I was selected as one of the Faculty Fellows for the University Honors program at UMD. I plan to discuss international issues in my seminar. These honors students are going to be future leaders! I would like to teach our future leaders how to approach research and psychological issues with an international mindset.

Cross-Cultural Collaboration

I have made over 160 presentations at international and national conferences. Additionally, I was invited to deliver 13 addresses/workshops in Taiwan and Hong Kong, as well as 66 presentations locally or nationally. A number of my

International Section 2022 Awards

Excellent Contribution Award

Yu-Wei Wang, Ph.D.
University of Maryland

presentations focused on international psychological, educational, and training issues, and I often invited international colleagues and students to present with me. Some of these co-presenters collaborated with me on research, while others worked with me to provide services and programs for the APA Division 17 or TPN. Also, when I co-chaired the International Section, I served as the liaison to the APA Committee on International Relations in Psychology, Division 52 (International Psychology), and other organizations. Recently, I was elected as the Secretary to the APA Division 52 Board. I am honored to have this opportunity to serve our international community, and I look forward to working with leaders in international psychology to help promote cross-cultural collaboration!

International Counseling Psychology Research

I have published 12 papers and been preparing five manuscripts which address international issues in counseling, psychology, health, and education. My doctoral dissertation was on childhood sexual abuse in Taiwan, which was published in the *Journal of Counseling Psychology*.

My research showed that international students are at risk of developing food insecurity and have limited resources and support in the United States, contrary to what many people believe. Furthermore, Asian international students have been facing additional discrimination due to the COVID-19 pandemic; as a result, some of them fear for their safety, while being unable to go home due to international travel restrictions. I have been emphasizing these hardships facing international students when I presented our research findings to the media, campus stakeholders, professionals, and student groups. Recently, I have been preparing research reports for our Division's Diversity, Education, & Inclusion Strategic Planning Committee. My research

International Section 2022 Awards

Excellent Contribution Award

Yu-Wei Wang, Ph.D.
University of Maryland

on college students' food insecurity has helped our university raise enough funds to build a new Campus Pantry, which is open to all students (including international students) who struggle to make ends meet. I also testified for a Maryland bill ("Hunger-Free Campus Grant Program"), which was passed by our state legislatures last year. This bill will provide grant funding to support the efforts of Maryland public institutions of higher education to eliminate student hunger on college campuses. My hope is that I can continue using my research to advocate for international students and create positive change for our international community!

Editor's note: Some minor edits have been made to make the original submission fit the purpose of a newsletter article. Dr. Wang's comprehensive list of publications and manuscripts under preparation are available upon request.

International Section 2022 Awards

Graduate Student Outstanding Research Award

About Haram Kim

Haram is a rising fifth-year doctoral candidate in the Counseling Psychology program at the University of Florida supervised by Ryan Duffy, Ph.D. Prior to her doctoral program, she received her Bachelor's and Master's degrees in Psychology at Yonsei University in Korea.

Haram's research broadly explores the intersection of work and well-being, particularly among those at the margins of society. She is also much interested in cross-cultural studies that are aimed at investigating the validity of US-developed theories in other national and cultural contexts. Throughout her career, she has collaborated with colleagues from multiple countries including Australia, China, Korea, Turkey, and the U.S., and has published several papers with them.

Moreover, she is interested in the well-being of international doctoral students studying in the U.S. She has conducted a study examining the experiences of international counseling students in their programs with other international students in her program through which they provide programs with practical guidelines to better support the students.



Haram Kim, MA
University of Florida

International Section 2022 Awards

Graduate Student Outstanding Research Award



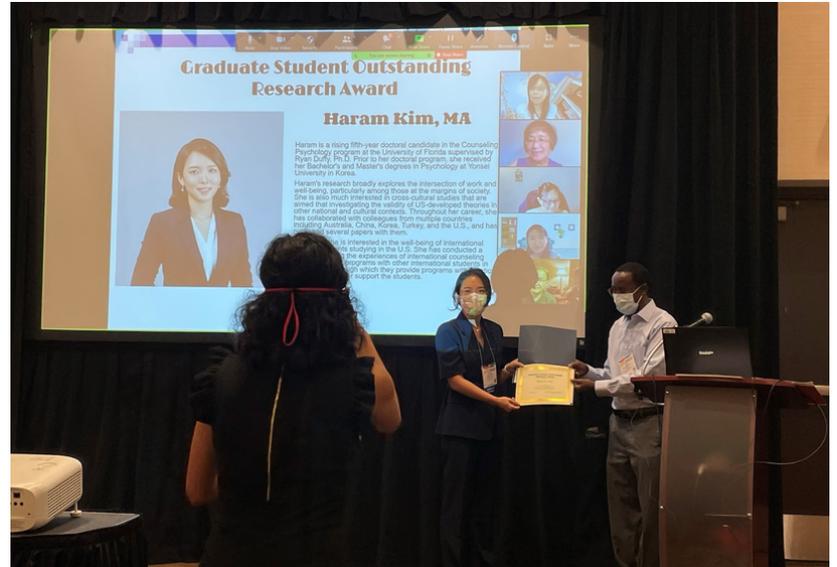
A Cross-Cultural Validation of Psychology of Working Theory with Turkish Working Adults

According to the report created by ILO (2008), Turkey faces problems with employment and the need to create decent jobs due to rapid growth of people at working age, dissolution of agricultural employment, and its pressure on the labor market. Scholars in vocational psychology have acknowledged the importance of securing decent work for individuals in Turkey and have studied this phenomenon through the lens of the Psychology of Working Theory (PWT; Duffy et al., 2016). For example, scholars have investigated some propositions of the PWT model (Colakoglu & Toygar, 2021; Kozan et al., 2019). However, the lack of measurement tools for many key PWT constructs has prevented more active research inquiry in the area. As such, the purpose of the present study is twofold: a) translating key PWT measures in Turkish by following best practices (Ægisdóttir, Gerstein & Çinarbaş, 2008), examining initial validity and reliability of the scales and b) investigating propositions with the PWT model among Turkish working adults using these new measures.

We conducted two separate studies to address our primary aims. In Study 1, we translated and conducted initial validity and reliability analysis on the Economic Constraints Scale (ECS; Duffy et al., 2019), the Lifetime Experiences of Marginalization Scale (LEMS; Duffy et al., 2019), and the Work Needs Satisfaction Scale (WNSS; Autin et al., 2019). Then data was collected from 390 Turkish working adults; 50% of whom

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identified as women ($n = 195$) and the other 50% as men ($n = 195$) to test the dimensionality and reliability of the scales. The results indicated that both ECS and LEMS were unidimensional models and WNSS had a higher-order model consistent with the development study (Autin et al., 2019; Duffy, Gensmer et al., 2019). And as with the development studies, all three scales had relatively high internal consistency estimates, ranging between .95-.98, and the factor structure of the WNSS was also in line with the English version.

In Study 2, using these newly translated scales, we examined the PWT model among a group of Turkish working adults. We collected data from 564 Turkish working adults. The sample consisted of women ($n = 294, 52.1\%$) and men ($n = 270, 47.9\%$). Results showed that overall, PWT propositions were supported with the sample. Specifically, those who were more marginalized and economically disadvantaged were less likely to attain decent work and those with more decent work were more likely to have their needs met and have higher job and life satisfaction. There was also notable divergent finding on the role of work volition (-perceived ability to make choice in career) as a mediator. As proposed in PWT and supported by empirical studies conducted in the U.S., work volition has mediated the link between economic constraints, marginalization, and decent work. However, it did not mediate the link between marginalization indicating that the link between marginalization and decent work may be explained better with another mediator in the Turkish context.

The current study shows there may be implications for practice in vocational

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research and counseling. Namely, it can be beneficial to further understand the role of work volition in attaining decent work within a Turkish context. For example, the results in this study suggest there may be value in positioning work volition as a predictor of decent work as opposed to a mediator, which was more appropriate in a US context. This study provides translated scales for economic constraints, marginalization, and work needs satisfaction that can be useful for future research looking to explore these constructs. Working from a PWT framework can help career counselors consider structural factors to better understand their client's unique context and implement more equitable interventions. The results of this study demonstrate attaining decent work is essential not only for satisfaction in their work life but also in their personal lives more broadly. Additionally, this study contributes to the existing literature on decent work and can hopefully influence systemic changes in the world of work to improve working conditions and access to decent work.

There are limitations in this study to consider, however, they may be valuable when developing future research questions. First, in Study 1 and Study 2, most participants were employed full-time (77.7% and 89.2%, respectively), which can signal they may have more privileged identities in society and leaves a gap in our understanding of part-time employed people. Study 2 relied on an online data collection platform to recruit participants which may contribute to the overrepresentation of people employed full-time. Additionally, the average ages for Study 1 and Study 2 were 37.58 and 35.04 years old, respectively. It could be interesting for future research using a PWT lens to focus on early- and late-career individuals to explore career development and decent work across the lifespan. Finally, future research should aim to include more culturally relevant variables that better capture decent work and its predictors and outcomes. For example, marginalization was not significantly correlated with work volition, however, there may be other variables specific to this population that are more applicable. Provided this information, qualitative studies could be insightful and help identify additional variables in attaining decent work and its related outcomes among this group.

APA 2022 PHOTOS



RESEARCH ARTICLE

PASSING THE TORCH: THE ROLE OF PARENTS ON THE ADJUSTMENT AMONG ASIAN INTERNATIONAL STUDENTS IN THE U.S.

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ABSTRACT

Current programming efforts in the U.S. typically take an individualistic and assimilation approach that disregards the existing parental social support that international students have back in their home country. We qualitatively explored eight Asian continuing-generation (those whose parents had studied in the U.S.) international students' perceptions of their parents' influence on their adjustment. Three participants were undergraduate, three graduate students, and two completing optional practical training. We identified three domains: (a) six reasons why our participants decided to study in the U.S., with parental influence being the top one, (b) parents' role in pre-sojourn adjustment, and (c) parents' role in in-sojourn adjustment. Implications and recommendations for research and practice are discussed.

Asian international students (ISs) constitute the largest IS group in the U.S. (Institute of International Education, 2022), with Asian countries making up six of the top ten countries of origin for ISs. Students from China, India, South Korea, Vietnam, Taiwan, and Japan account for 60.3% of the entire U.S. IS population (Institute of International Education, 2022). Given the high number of Asian ISs pursuing post-secondary degrees in the U.S., it is imperative that staff and faculty work to facilitate their adjustments to college life.

Navigating a new environment, often alone, ISs face significant challenges including homesickness, social isolation, and racial and language discrimination (Brunsting et al., 2018). Current programming for ISs typically takes an individualistic and assimilation approach that focuses on their new life in the U.S. which dismisses, perhaps unintentionally, the existing social support and resources that students have in

their home countries. However, it is likely that parents remain a primary source of support for ISs who come from more collectivistic cultures and maintain strong filial ties to their families throughout their time abroad (Smith & Khawaja, 2011). Moreover, research has found that Chinese ISs frequently seek help for their academic and psychological problems from their parents and peers from the same country-of-origin rather than individuals (e.g., peers, professors) and resources (e.g., mental health services) in the host country (Bertram et al., 2014). Additionally, literature suggests that Asian ISs' motivations for studying in the U.S. and career decision-making may be heavily influenced by parents (Bodycott & Lai, 2012) than their friends or school counselors in the U.S. (Singaravelu et al., 2005). Yet, we know little about the specific kinds of supports that ISs receive from their parents before and during their studies.

Current Study

This study is the first to qualitatively explore Asian ISs' perception of their parents' role in their pre-sojourn (prior to studying in the U.S.) and in-sojourn (during their studies in the U.S.) adjustments. Specifically, we asked participants the following questions: (1) Since you've been enrolled, how have your parent(s) been involved in your U.S. schooling experience? (2) Tell us about your relationship with your parent(s). Has this changed since you became an IS? (3) To what extent, did your parent(s) influence your social involvement (e.g., campus, community, religious involvement, etc.)? Please elaborate. (4) To what extent, do you think that your parent(s) have prepared or supported you to adjust to life in the U.S.? Please elaborate. (5) To what extent, do you feel emotionally supported by your parent(s)? Does it meet your needs, why or why not?

Method

Consensual Qualitative Research

The current study employed the consensual qualitative research (CQR; Hill, 2015) method to gain a better understanding of individuals' lived experiences. See Hill (2015) to learn more about CQR.

Participants

We recruited participants who (a) were 18 years old or older, (b) were current ISs in the U.S., and (c) had a parent who received their higher education in the U.S. A total of eight ISs (7 women and 1 man) participated (mean age = 23.13, range = 18-35). Countries-of-origin included Hong Kong (n = 2), India (n = 2), Korea (n = 2), and Taiwan (n = 2). At the time of the interview, two participants were in their first year of college, one was a junior in college, three were doctoral students, and two were on their optional practical training (OPT) visa. The majority (n = 6) of participants resided in the Midwest region, and two in the South. Two participants' parents were living in the U.S. at the time of the interview. Parents' U.S. experiences included a one-year English teaching program, undergraduate, master's, and doctorate degrees, and post-graduate work visas (e.g., OPT, H1B). See Table 1 for more demographic information.

Protocol and Procedures

This study received approval from IRB. Two formal means of data collection were used: (a) a brief demographic questionnaire and (b) a semi-structured interview protocol. Participants chose their own pseudonyms. Each interview lasted approximately 60 minutes and were all conducted online using Zoom. All participants were asked to sign a consent form that included permission to audio record the interview.

Data Analysis

We took the three-step approach in CQR during data analysis by domain coding, developing core ideas, and cross-analysis. A working codebook was established to assist in coding the frequencies of each category as general (applies to six to eight cases), typical (applies to four to five cases), and variant (applies to two to three cases). Finally, we shared the results with the participants to check for accuracy. No participants provided any feedback.

Results

We established three domains: (a) reasons for studying in the U.S., (b) parents' role in pre-sojourn adjustment, and (c) parents' role in in-sojourn adjustment. We elaborate on each of the domains, categories, and subcategories in the following sections.

Reasons for Studying in the U.S.

Participants identified six reasons that contributed to their decision to study in the U.S.: (a) parent's influence (e.g., unspoken expectations to study in the U.S.), (b) better academic environment (e.g., encouragement from home country's institution and teachers to study abroad, the U.S. academic environment being more open and supportive as opposed to their home country's "cut-throat" academic environment), (c) prestige of U.S. schools, (d) being in the U.S. at a younger age, (e) having a more Western worldview, and (f) self-exploration (e.g., using the opportunity to learn more about oneself). Of note, all participants identified their parents who studied in the U.S. as one of their top reasons for choosing to study abroad. All participants also emphasized that their parents believed the academic environment is much better in the U.S. than in their home countries.

Parents' Role in Pre-Sojourn Adjustment

Participants described their parents' involvement in preparing them to study in the U.S. in three manners: selecting and applying for schools, being prepared and setting realistic expectations, and English proficiency.

Help in Selecting and Applying for Schools

Parents appeared to have taken on the role of coaching the participants through the step-by-step process of applying to U.S. schools. For example, some parents coordinated road trips to visit schools to help participants see what university life might be like. The parents seemed eager to be involved from the beginning decision-making stage of applying for U.S. universities.

Being Prepared and Setting Realistic Expectations

Participants described how their parents helped them mentally prepare and set realistic expectations about day-to-day life (e.g., staying in residence halls, cooking meals, opening bank accounts) and academically (e.g., Jenna's parents discussed personal experiences of pursuing graduate school in the U.S. at length since she was young.)

Parents also provided opportunities to attend summer school at a U.S. institution prior to their official start of college so they could have a "taste" of the environment. Parents wanted participants to be prepared and thrive in the culture of American education.

English Proficiency

Typically, parents were intentional about providing participants with the environment to learn English at a young age. Note that this piece of data indicates that participants with

parents who were educated in the U.S. seem to have early life experiences reflecting higher SES status. For example, Snake and Rose, both from India, stated that due to being upper-middle class, their first language is English. They acknowledged that their English proficiency and the educational, professional, socioeconomic background in their family-of-origin were highly related. Other participants became fluent in English at a young age as the result of spending time in the U.S. when their parents were ISs. Some parents hired tutors to maintain participants' English fluency and proficiency. It appears that parents with study abroad experience made sure to develop and preserve participants' English proficiency.

Parents' Role in In-Sojourn Adjustment

Participants described how parents continued to be involved and offered support after they arrived in the U.S. Two types of support emerged: (a) financial, practical, and emotional support, and (b) involvement in participants' social interactions and navigating discrimination.

Financial, Practical, and Emotional Support

All participants described how their parents provided them with financial, practical, and emotional support. All participants indicated that financial and practical support were the most salient forms of parental involvement in their education (e.g., helping them settle down upon their arrival in the U.S. and visiting numerous times; Amanda's aunt provided her with detailed instructions on navigating the U.S. environment). This form of help from their parents may have reduced day-to-day adjustments and supported participants in quickly turning their focus to academics.

Participants described in more general ways in

which their parents supported them emotionally. Participants indicated a sense of ease because they could call their parents anytime and receive support. Some of the participants indicated willingness to reach out to parents because parents are more likely to have had similar experiences in their own study abroad experiences and would likely understand how it feels and what to do, without the participants having to explain too much about the situation. Additionally, participants discussed how the geographical distance in fact made them grow closer to their parents. Taken together, it appears that the parents provided scaffolding for participants in multiple and flexible ways and helped to set them up for success in the U.S.

Involvement in Participants' Social Interactions and Navigating Discrimination

Generally, parents were involved in participants' social interactions by sharing experiences of forming relationships with professors, advisors, and other graduate students. Some parents highly encouraged involvement in student organizations and to form intercultural friendships rather than only befriending individuals from the same cultural background.

Related to social interactions, some parents relayed to participants to expect change in the relationship between parent and participant. For example, Amanda's aunt told her that she should expect to become more independent before they form a closer relationship again. Her aunt encouraged her to be more "active" by making more friends from different races and joining various student organizations. Parents seemed to recognize the importance of social engagement and forming individual identities while studying abroad, providing

encouragement and guidance to participants.

Typically, participants discussed how their parents listened to and guided them in navigating discrimination as Asian individuals. Bob discussed how her father advised her on “how to be a wise international professor who has, like multiple... minority status, but also privileges and how I could use [my privileges]. So, I think he gives me some ideas about how to [navigate the system].” Parents were better able to relate to participants’ encounters with mistreatment and provided support emotionally. Participants who perceived that their parents did not experience discrimination, also reported parents being open and not dismissing such discussions.

Discussion

To deepen our understanding of ISs’ adjustment in the U.S., we examined the ways in which continuing-generation Asian ISs perceived the influence and involvement of their parents in different aspects of their lives. Our findings suggested that parents not only played an important role in participants’ pre-sojourn preparations, but also offered in-sojourn support. This is congruent with the conclusion of Rundles’ (2013) study that social support, especially that from parents, is one of the most crucial factors that helped Saudi Arabian ISs overcome challenges when adjusting to a new country. Our findings also align with Schartner and Young’s (2016) model, in which they distinguish between pre-sojourn and in-sojourn factors that contribute to ISs’ academic, psychological, and sociocultural adjustment and adaptation. See Schartner and Young (2016) for more information about their model. While their model lists out these factors independent from one another, our findings expand our understanding of how they may be related.

For example, the support parents provided gives us a sense of how they influenced our participants’ motivation to study abroad, English proficiency, and knowledge of the U.S. Parents also encouraged forming intercultural relationships that could later develop into new sources of support and can be related to cultivating cultural empathy, open-mindedness, and taking initiative socially--qualities that further serve the participants on better adjustment in the U.S.

Although our study sheds light on an understudied population among ISs, it has several limitations. The results provided here are a snapshot of the participants’ experiences, that reflects understanding of their experiences at the time of the interview. In addition, all participants in the current study identified as Asian descent. The majority are East Asian and identify as women. As continuing-generation ISs, our participants likely come from middle to high socioeconomic status. Future studies can include a more diverse sample and the perspectives of parents and the role of other family members (e.g., siblings) with study abroad experiences.

Implications for Practice

To provide ISs with tools to adjust, rather than waiting until ISs arrive on campus (usually a month before school starts), staff can consider developing online orientation modules for pre-arrival. Topics may include tips on preparing to study in the U.S., setting realistic expectations academically, culturally, and socially, and ways to continue to practice their English proficiency. In addition to linking ISs to student organizations and volunteers that help them in practical ways, an assessment of their existing support structure in the U.S., at home, and beyond is important and can help them be

successful upon arrival. This may include brainstorming ways to maintain connections with those who are back in their home country and how to involve parents as part of their journey in the U.S.

This study found that parents' discussions about microaggressions and discrimination and their encouragement for befriending others from different backgrounds had importance to our participants. Given the benefits of intercultural relationships (Gareis & Jalayer, 2018), consider combining a few international and domestic orientation sessions for students to mingle, pairing international and domestic students in the same group projects, and building events that help foster cross-cultural communication and multicultural sensitivity. Given how the political climate and ever-changing immigration policies may impact ISs' well-being (Pottie-Sherman, 2018), consider reviewing empirical research on racial identity development for ISs (e.g., Fries-Britt et al., 2014; Wang et al., 2020) to be equipped for broaching such discussions. Mental health practitioners working with ISs may want to assess parents' roles in students' lives to get a better understanding of the students' support system. Practitioners may also consider hosting psychoeducational and support groups for ISs to develop awareness, knowledge, and skills on their personal well-being and ways to navigate various U.S. systems (e.g., career centers, health care).

Lastly, given the importance of the role of parents in students' success and retention, universities may consider involving parents once an IS is admitted by providing relevant resources that could equip parents with the tools and knowledge to better support their children's study abroad experience. For

example, provide an online orientation for parents with information regarding the institution, benefits of intercultural friendship, the process of cultural adaptation, and signs of distress and where to seek providers. With universities fostering connections, parents may consider forming groups in their home countries to advocate and voice their concerns as a collective. Universities may also designate liaisons to keep in contact with parents who are in their home countries to continue to engage parents. Lastly, given the financial burden of visiting the U.S., schools may consider providing travel grants for parents to visit ISs to better support their adjustment and well-being.

Table 1. Participants' demographics.

Participant's pseudonym	Gender	Age	Status during time of interview	Country-of-Origin	Participants' length of stay in the US	Parents & education they pursued in the US	Parents' length of stay in the US	Participant in the US when parents pursued degree
Jenna	Woman	25	Doctoral student	South Korea	2 yrs & 5 mos	Father-Master's, PhD; Mother-PhD	Father-4yrs; Mother-2 yrs	No
Dicky	Man	18	Freshman	Hong Kong	5 mos	Father-Master's	6 mos	No
Amanda	Woman	20	Freshman	Hong Kong	1 mos	Aunt-Master's	5 yrs	No
Bob	Woman	35	Doctoral student	South Korea	5 yrs & 5 mos	Father-Master's	2 yrs & 7 mos	Yes, attended 3 rd grade in the US
Jade	Woman	20	Junior	Taiwan	11 yrs & 7 mos	Father-Master's, OPT, H1B; Mother-Master's	Father-11 yrs 7 mos; Mother-11 yrs 7 mos	Yes, attended 6 th -12 th grade
Lina	Woman	22	OPT	Taiwan	4 yrs & 3 mos	Father-1-year English teaching program	1 yr	Yes, attended 2 nd grade
Snake	Woman	23	OPT	India	5 yrs & 9 mos	Father-Bachelor's, Master's	4 yrs	No
Rose	Woman	22	Doctoral student	India	2 yrs & 9 mos	Father-Bachelor's, Master's	5 yrs	No

Note. OPT = optional practical training; H1B = an employment-based, non-immigrant visa for temporary workers. yrs = years; mos = months.

Editor's note: References were not included for the purpose of brevity. This information is available upon request.

RESEARCH ARTICLE

INTERNATIONAL STUDENTS' EXPERIENCES DURING COVID-19: CHALLENGES AND RESILIENCE

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Note. We appreciate the funding support for this project from the International Section of the APA Society of Counseling Psychology (Division 17).

ABSTRACT

The current study examined international students' challenges and coping strategies during the COVID-19 pandemic using thematic analysis. The results indicated that social isolation and COVID-related policy changes are the most frequently reported challenges. Consequently, international students employed social connections with closed others and a variety of secondary coping strategies.

The COVID-19 global pandemic has dramatically impacted the overall health and well-being of people worldwide (Center for Disease Control; CDC, 2020). Common stressors include fear of being infected, deaths of significant others, social isolation, struggles with job and financial losses, and racial discrimination toward minority groups (Boyras & Legros, 2020; Duane et al., 2020; Horesh & Brown, 2020; Qiu et al., 2020).

International students are one of the most vulnerable student populations for mental health issues and may disproportionately experience significant distress due to their unique status (i.e., visa status, temporary migration from another country). Many international students faced a significant number of exclusive uncertainties around their study plan and mobilities such as suspended visa appointments, ongoing changes of international travel bans, and uncertain school arrangements. Also, job and financial losses affect international students more significantly because of limited job opportunities due to their visa status (i.e., ineligibility for off-campus jobs or government jobs). To make matters worse, international

students were also exempt from relief programs offered by the federal and state governments in the U.S. (Alaklabi et al., 2021; Firang, 2020; Van de Velde et al., 2021). In addition, international students lack family support as many of their families were thousands of miles away and in different time zones.

Therefore, it is important to understand the experiences of international students during the COVID-19 pandemic from their lenses and provide guidance for universities to assist international students in future crises. The current study intends to facilitate understanding through examining the challenges they faced and their coping strategies in the face of this hardship.

Method

Participants

Participants were 108 international students who currently study in the U.S. Their ages range from 18 to 45 ($M = 24.88$, $SD = 4.99$). Among all the participants, 15 reported working towards a doctoral degree, 36 reported working towards a master's degree, 7 reported working towards a graduate degree, 43 reported working towards a bachelor's degree, and 7 did not specify the degree that they were pursuing. Participants were from 27 countries and regions; 91% were from Asia, 3% were from Europe, 3% were from Central and South America, 1% were from Australia, and 1% did not report their country of origin. Their years in the U.S. range from 3 months to 13 years ($M = 3.26$, $SD = 2.66$).

Procedures

Participants were recruited through international centers and professors from universities across the U.S. Interested

participants received an email with a link directing them to an online survey that included: (a) informed consent, (b) a demographic information survey, (c) an open-ended question on stressful/challenging situations international students have experienced during COVID-19, (d) an open-ended question on coping strategies international students have used to manage their challenges, and (e) seven inventories that measure childhood trauma, mental health, post trauma growth, quality of relationships, mindfulness practice, and proactive coping. The current study exclusively focused on the qualitative data and examined international students' challenges and coping strategies. Upon completion of the survey, participants were invited to enter a drawing for one of twenty-five \$25 Amazon e-gift cards.

Results

We conducted a thematic analysis (Braun & Clarke, 2006) to categorize the sources of COVID-related challenges facing international students as well as their coping strategies. Among all 108 participants, 105 provided answers for the question on COVID-related challenges. Fifty-two participants reported experiencing isolation and emotional struggles, making it the most prevalent theme reported by participants. Experiences such as a sense of loneliness, driven by limited in person interactions with peers and being far away from the support system in their home country, were noted by students from diverse cultural backgrounds and disciplines. As one respondent indicated, "I have none who cares about me like a family around myself. I was very isolated emotionally and physically".

Furthermore, policy-related challenges became the second most frequently mentioned concern. Forty-seven international students

highlighted the impacts of changing immigration policies on their studies and career planning. For instance, one student explained that “the week of ICE’s announcing mandatory on-site class for international students” was stressful. Students also reported COVID-related travel restrictions in the U.S. as a source of challenge. For example, students had to risk not being able to return to the U.S. to complete their education if they flew out of the country.

Finally, participants named the little understanding and financial support for international students at the institutional level as a barrier. Financially, some students found it challenging to afford the high cost of living in the U.S., due to internship opportunities and financial aid were negatively impacted by COVID. In addition, fear of contracting COVID without good insurance coverage, discrimination against Asians, and insufficient psychological assistance all appeared to contribute to the perception of lack institutional support and the sense of being ignored and marginalized by universities.

In sum, many international students were adversely affected by COVID-19. The impacts of these challenges also appeared interrelated, potentially elevating students' psychological distress. As one student said:

COVID negatively impacted my research, practice, and mental health. As a graduate student, it was stressful to navigate ways to travel back to my home country because my supervisor and the graduate school discussed that I might potentially lose my assistantship if I cannot return to the U.S. ... graduate students often rely on their assistantships to continue education. Although I am aware of the travel

restriction policy, the way they informed me sounded very threatening, and it sounded as if they just simply do not understand (or bother to understand) international students' concerns.

A summary of the themes regarding challenges is provided in Table 1.

A total of 96 participants provided answers for the questions on how to cope during COVID. The most frequently utilized coping was social connection. Over half of participants indicated that they used social connection to cope with the stress caused by the COVID pandemic. These social connections are mostly with friends, family, or other people through virtual methods (e.g., Zoom), or in some cases in person meetings. Social connection seems to be the most necessary need and an important coping method as one participant puts it, “Having housemates also helped with not feeling so isolated. Being an introvert has helped to an extent as I’m used to being by myself but even then, the quarantine still gets to me”.

Other frequently reported coping strategies include creative activity/hobby, physical activity, mindfulness activity, positive thinking, addressing financial issues, focusing on goals, and treatment. For example, some participants developed new hobbies or spent more time on creative activities, such as cooking, drawing, listening to music, reading, playing games, etc. Some participants engaged in physical activity, such as yoga, walking, and other exercises. Meditation was the most cited mindfulness activity, but other activities, such as taking it one day at a time without worrying about the future, can be coded as one as well as positive thinking. Another type of coping strategies was to focus on goals, such as motivating yourself

by focusing on the goal of finishing school and graduating. Some participants engaged in active problem solving by addressing their issues directly. They found jobs or sought support to address financial issues. Some of them addressed their mental health issues by taking medication or getting therapy. Please see the summary of the coping strategies that the participants provided in Table 2.

Discussion

Consistent with existing studies on COVID-19 with international students (Coffey et al., 2020; Koo et al., 2021), social isolation and loneliness was the most frequently mentioned challenge among international students. Feeling isolated and marginalized is a common challenge for many international students even during non-crisis periods (Alharbi & Smith, 2018). However, COVID-19 and the resultant government and university policies (e.g., travel restrictions, increased unemployment, cancellation of financial aid) accentuated this challenge for many disadvantaged populations. For example, travel restrictions made it challenging for students to visit their family in their home countries due to the risk of not being able to return to the U.S. to complete their education. Some may feel as if they must choose between staying in the U.S. or returning home. Some may also feel threatened by deportation if they enroll in online-only classes. Correspondingly, it makes sense that the study found the most frequently utilized coping strategy to be social connection. Maintaining contact and connections with close others (e.g., friends, family, and other people) became a primary way to connect socially as other types of social interactions (e.g., in-person connection during work, dining, grocery shopping, public gathering) became limited during the unprecedented global pandemic which forced a

public quarantine.

Furthermore, a variety of federal, state, and/or university policies implemented during COVID-19 created tremendous difficulties for international students on top of the direct impacts from COVID-19. Policies included U.S. travel restrictions, changes in immigration policies, cancellation of financial aid, campus shutdowns that were executed without careful consideration of their impacts on international students. These impacts were reflected in many challenges reported by international students in the current study.

Subsequently, a variety of self-care activities (e.g., hobbies, physical exercise, mindfulness, therapy, sleep) and positive reappraisal (e.g., normalization, self-compassion) dominated international students' coping strategies. These coping strategies are characterized as secondary coping strategies as they focus on changing individuals' perceptions of their environment when comparing to primary coping strategies which focuses on changing the environment directly (Lazarus & Folkman, 1984). In comparison, only a very limited number of primary coping strategies which focused on solving problems were reported by international students (e.g., address financial issues). The dominance of secondary coping strategies instead of primary coping strategies may reflect a sense of helplessness among international students towards those COVID-related challenges created by policies. It may also reflect that international students lack necessary resources to cope with policy related challenges. Consequently, international students were forced to choose secondary coping strategies to change their perceptions rather than primary coping strategies to address challenges themselves.

Implications

The current study mainly consisted of international students studying in universities in the Western United States. The challenges presented may vary depending on students' demographics, such as nationality, programs of study, and years living in the U.S. With this in mind, we provide the following recommendations to the individuals, service providers, and institutions that provide support to international students:

- Continue to learn common and unique challenges and needs of international students during a challenging circumstance like COVID-19 pandemic. The current study results offered a good start.
- Offer virtual support groups and socializing opportunities to reduce social isolation. Virtual support groups can be offered through a collaboration between university counseling centers and international student offices. Specifically, the most effective strategy is to provide support groups in languages other than English (e.g., Mandarin, Korean, etc.).
- Offer a variety of virtual programs/workshops to engage international students in creative activities (e.g., drawing, cooking, writing etc.), physical activities (e.g., walk, yoga, dance, etc.), and mindfulness activities (e.g., meditation) that incorporate different cultural aspects.
- Offer tangible resources (e.g., legal services, financial services, visa-related services) to assist international students in solving realistic challenges such as visa issues, travel restrictions, and lack of financial supports.
- Create a task force/committee to advocate for international students to higher administrations; international students'

voices should be heard when making policies that will affect this population.

A brief description of affiliation, professional interests, and degree

Lu Tian, Ph.D., is currently an Associate Professor in Counseling Psychology at University of Northern Colorado. Her research interests include proactive coping, cultural factors in coping, and cross-cultural coping.

Yiyang Zhang, M.A., is currently a Ph.D. student at the Department of Social Work and Social Administration at the University of Hong Kong. Her research interests include diversity, equity, and inclusion in education.

Eddie Chong, Ph.D., is currently an Assistant Professor at the Department of Social Work and Social Administration at the University of Hong Kong. His research interests include diversity-related issues in everyday interactions and in helping relationships.

Bongjoo Hwang, Ph.D., is the Executive Director of Student Health & Counseling Services at California State University San Marcos. His areas of interests include college students' mental health, diversity, training, and leadership development.

Table 1. COVID-related Challenges

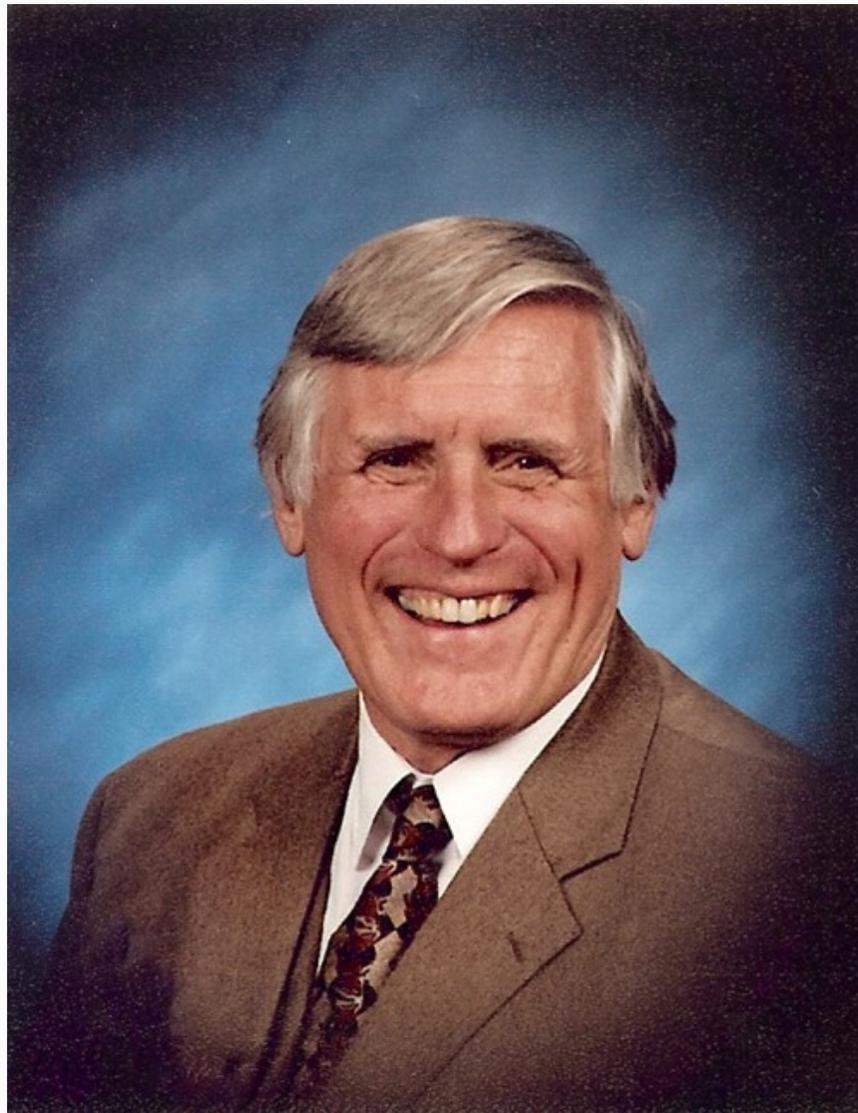
Challenge Category	Specifics	Frequency
Isolation and emotional struggles	Lack of social engagement with peers and teachers, separation with families, losing loved ones	52
Policy-related	U.S. travel restrictions, immigration policy changes and their impact on visa status	47
Finances-related	Difficulty securing employment or internship, cancellation of financial aid, high expenses	34
School-related	Effectiveness of online learning, concerns about academic performance, limited learning support	25
Health-related	Health concerns about self and families, health insurance coverage	14
Other challenges	Racism or diversity issues, lifestyle changes (e.g., wearing a mask)	17

Table 2. COVID-related Coping Strategies

Coping Category	Specifics	Frequency
Social Connection	Friends, Family, Other People	51
Creative Activity/Hobby	Cooking, Drawing, Listening to Music, Gaming, Reading, Driving	17
Physical Activity	Yoga, Walk, Exercise	13
Mindfulness Activity	Meditation, Reflective Activity	11
Addressing Financial Issues	Getting a job, Getting financial support	7
Positive Thinking	Self-confidence	5
Treatment	Medication, Therapy	5
Basic Self-Care	Rest, Sleep	4
Other Cognitive Strategies	Normalization, Acceptance, Self-Compassion	8

Editor's note: References were not included for the purpose of brevity. This information is available upon request.

IN MEMORY OF J. JEFFRIES MCWHIRTER, PHD, ABPP



It is with profound sadness and heavy hearts that we inform you of the death of Dr. J. Jeffries "Jeff" McWhirter on January 20th, 2023. The International Section of the Society for Counseling Psychology lost a distinguished member. He was a beloved professor, a brilliant and compassionate psychologist, a creative researcher, and a gifted writer. He will be deeply missed.

Dr. McWhirter was a nationally and internationally recognized scholar with a long history of distinguished contributions to the field of counseling psychology. He retired from the Counseling Psychology program of Arizona State University after 34 years as a faculty member, and continued teaching graduate and undergraduate courses for 18 consecutive years until the summer of 2022. Dr. Jeff McWhirter loved teaching and being a professor. One of his greatest

Paula T. McWhirter, PhD

Benedict McWhirter, PhD

**Ellen Hawley McWhirter,
PhD**

IN MEMORY OF J. JEFFRIES MCWHIRTER, PHD, ABPP

His contributions were his pioneering commitment to international outreach, teaching, and service. He had a remarkable dedication to international work and embodies an outstanding example of the mission of the section to: “encourage, promote, and facilitate the scientist-professional model of counseling psychology in international contexts in the USA and around the globe.”

Dr. McWhirter wrote numerous books and published and produced hundreds of research articles, book chapters, monographs, and professional presentations in the areas of group counseling, learning disabilities, and at-risk children, adolescents, and their families. His work has been translated into multiple languages. He was invited to teach, deliver workshops, and conduct presentations and training seminars around the world. His dedication to solving critical social and public health problems marked his entire career. Respectful of both commonalities and differences across human contexts, he consistently incorporated cultural, historical, and sociopolitical information into his teaching and scholarship.

Dr. McWhirter was awarded a Fulbright Senior Scholar Award (Ankara, Turkey in 1977-1978). He taught at Hacettepe University, where his primary focus was on the training of counselors. Dr. McWhirter forged lasting relationships with students and colleagues. He was awarded a second Fulbright, this time to Australia, in 1984-85. He spent 6 months in Sydney at the Catholic College of Education, and 6 months in Perth at the Western Australian College of Advanced Education. He presented lectures and workshops throughout the country. During that year he also participated in a Fulbright Inter-country Exchange, serving as a visiting professor to the Counselling Programme at Massey University in Palmerston North, New Zealand. Again, his focus was on training counselors and psychologists.

Finally, from 2004-2009 Dr. McWhirter engaged in extensive international teaching and consulting through his third Fulbright as a member of the

Fulbright Senior Scholars Program. Through this position, Jeff returned to Turkey in the summer of 2007 and was delighted to engage in professional collaboration with faculty members, some of whom had been his students in Turkey 30 years before. This experience confirmed for him and for all who know of his work the profound impact he had through his philosophy, hard work, scholarship, and personal connections that he has nurtured through the years and that are central to enhancing psychology and psychology's role in different national contexts.

In addition to his Fulbright Awards, Dr. McWhirter also had many international teaching and lecturing experiences, the first of which took place in 1976 when he served as a visiting professor for the summer at the University of Victoria, BC, Canada. He subsequently served as a visiting professor and lecturer in the Department of Psychology, University of Lisbon, Portugal (Fulbright Inter-country Exchange); Instituto de Ciencias de la Educación, Universidad de Navarra, Pamplona, Spain; George Peabody College for Teachers (European Program), Harrogate, England; Berlin, Germany, Munich, Germany, University of Toronto in Canada, and delivered a series of workshops and seminars in Sydney, Melbourne, Adelaide, Canberra, and Perth, Australia. His extensive international work contributed significantly to the next generation of professionals in many countries, and helped many professionals and programs alike understand more thoroughly the integration of science and practice in counseling and counseling psychology. He also advocated for and encouraged international activities within counseling psychology for decades, long prior to the development of this international section.

Dr. McWhirter received many honors from his peers. He was a Fellow of three divisions within the American Psychological Association and was honored with fellow status for the American Psychological Society and the American Academy of Counseling Psychology. Other awards included the Distinguished Contributions to the Science of

IN MEMORY OF J. JEFFRIES MCWHIRTER, PHD, ABPP

Psychology Award from the Arizona Psychological Association, the Professional Advancement Award from the Association for Specialists in Group Work, and a Distinguished Teaching Award from ASU. Moreover, Dr. McWhirter held a Diplomate in Counseling Psychology, the highest professional credential that a psychologist can receive and that is held by only 4% of licensed psychologists in the U.S. This combination of awards and honors illustrates the respect he commanded in many different milieus for his contributions to all areas of the profession and the academy. Notwithstanding these many honors, Jeff McWhirter was an incredibly humble, kind, and caring person who was gracious and generous in all of his interactions.

Jeff's legacy includes the many hundreds of students he has taught and counselors and psychologists he has trained, in the US and around the world. His legacy also includes children and grandchildren who are psychologists, faculty members, educators, and advocates. More importantly, His greatest accomplishment, along with Mary, his spouse of 62 years, is his family - instilling a consistent hard-work ethic, high expectations, faith commitment, and desire to care for others among his 5 children and 17 grandchildren.

Dr. J. Jeffries McWhirter dedicated himself to international service, training, and scholarship for decades. His work was transformative for students and professionals across the world. His personal authenticity, care, and humanity have communicated the great hopes of the profession of counseling psychology to everyone with whom he worked in our global community.

ADDITIONAL REFLECTIONS AND TRIBUTES

“

Dear McWhirthers,

There were three Fulbright Professors in Counseling Psychology at Hacettepe University in Ankara. First was C. H. Patterson from the University of Illinois, then Jeff, and a few years later I followed in 1982-83. The Counseling faculty at Hacettepe had so many positive things to say about Jeff, his presence and impact.

Before going on the Fulbright to Turkey, my wife and I had so many questions about so many things. Where would our two kids, age 10 and 6, go to school? Where to live? And lots more questions. Jeff and Mary were patient with us and answered so many questions and reduced so many of our worries. We appreciated their guidance. We had a wonderful year at Hacettepe; I appreciate Jeff and Mary showing the way.

DR. THOMAS SKOVHOLT,
COUNSELING PSYCHOLOGY
PROFESSOR EMERITUS
UNIVERSITY OF MINNESOTA

“

This was such a bittersweet treat to read; thank you so much for sharing this preview with us. Reading it brings back fond memories of Jeff's humor and warmth as well as his vast knowledge and desire to share what he knew. It was so interesting to read about his third Fulbright and the extent and reach of his teaching and training. He was truly a leader in the field in incorporating cultural, historical and sociopolitical context as you wrote; this strength was infused into the program and has benefited me

IN MEMORY OF J. JEFFRIES MCWHIRTER, PHD, ABPP

personally and professionally throughout the years. I feel honored and privileged to have been one of his students many years ago and a recipient of his care and wisdom.

Warmest wishes to you all,

SHERRY CEPERICH

“

Dear McWhirters,

Thank you so much for sharing this beautiful description of Jeff's life and contributions. I thought it was perfect, and I learned even more about the many places and people he influenced with his passion for international work and counseling psychology. I know my early career was shaped by Jeff's support and vision—I wasn't at all sure how to combine my international work when I began counseling psychology. Jeff's enthusiasm, his support of my early research, and his all around generosity and kindness of spirit were very influential in my development as a counseling psychologist focused on transnational concerns. I thought of him fondly when I was in the Philippines in January on my Fulbright.

SHARON G. HORNE, PH.D. (SHE/THEY)
PROFESSOR & CO-DIRECTOR,
COUNSELING PSYCHOLOGY PH.D. PROGRAM
UNIVERSITY OF MASSACHUSETTS BOSTON

“

Dear McWhirters,

Reading this tribute, it reminded me of my many conversations with him about travel. I too was a Fulbright scholar (twice). We both shared stories of travel and how much the Fulbright experience affected our personal and professional lives. I admired his love for global psychology and fostering international collaborations. Moreover, Jeff was a kind man. I truly enjoyed the times I was able to chat with him. I always looked for him at the social hours. Again, thank you so much for sharing him

with us all.

“May his memory always be a blessing.”

Take care

MARILYN STERN, PH.D., CRC
PROF, DEPT OF CHILD & FAMILY STUDIES
AFFILIATE PROF, DEPT OF PSYCHOLOGY,
PEDIATRICS, & SCHOOL PSYCHOLOGY
FULL MEMBER, MOFFITT CANCER CENTER
UNIVERSITY OF SOUTH FLORIDA

“

Dear Paula, Benedict, and Ellen,

I am so sorry for your loss.

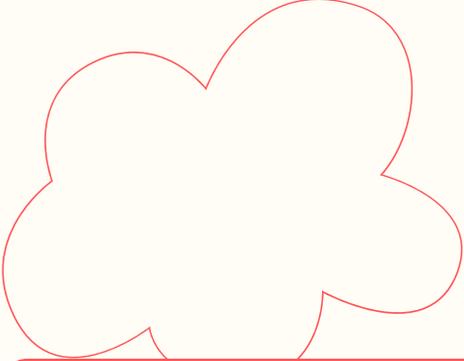
Dr. McWhirter showed the way on international engagement and made it possible for so many others to follow. Like only a few others of his generation, he understood the importance of cultural humility in international endeavors while simultaneously affirming the importance of learning partnerships. Dr. McWhirter built two-way bridges for others to cross and the field is a better one thanks to his commendable contributions to reciprocal, respectful collaborations.

May all of us who have benefitted from his leadership honor his memory and advance the field through international engagement.

With deep appreciation,

ANDRÉS J. CONSOLI
SCP VP FOR INTERNATIONAL AFFAIRS

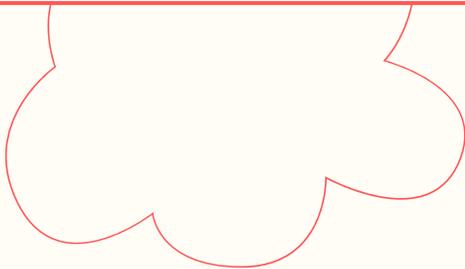
ANNOUNCEMENTS



The 16th Death, Dying and Disposal (DDD-16) congress of the Association of Studies on Death and Society (ASDS) will be held in Padua (Italy) from 7 to 9 September 2023. The title is 'Learning from suffering and dying: New Languages from Sciences to the Humanities'. The DDD-16 website where to find information is:
https://endlife.psy.unipd.it/Conferenza_LSFDD/

The next NICE Academy organised by the Network for Innovation in Career Guidance and Counseling in Europe in collaboration with the Liepāja Board of Education, the Latvian Career Development Support Association, Liepaja University and Euroguidance Latvia of the State Education Development Agency will be held in Liepaja, Latvia on August 23-26, 2023. The title of the Academy is 'Equipping career guidance and counselling professionals to meet contemporary challenges in practice.'
For more information please visit the website <https://nice-network.eu/Liepaja/>

Lea Ferrari, Ph.D.
Associate Professor
Department of Philosophy, Sociology, Education and Applied Psychology
University of Padova



ANNOUNCEMENTS

Hello,

You are invited to participate in a study that explores **the experiences of Taiwanese therapists and trainees and their work in mental health** (IRB-FY2023-103). We are especially interested in exploring **how participants use their cross-cultural experiences to understand multicultural issues in the U.S.** and how they use their **racial/ethnic/national identities** to inform their practice. This study is being conducted by Dr. Lei Wang at Chatham University, Dr. Shu-Yi Wang at University of Florida, and Dr. Shao-Jung “Stella” Ko at University of California-Berkeley.

To participate:

- You must be at least 18 years of age or older to participate.
- You identify as Taiwanese and came to the U.S. initially on F-1 or J-1 visa.
- You are in the field of mental health (including psychologists, counselors, social workers, psychiatrists, etc.) and you provide counseling to clients/patients.
- If you are a current student/trainee, you (1) must be on F-1 or J-1 visa currently, (2) have taken at least one course on multicultural counseling or a course that is equivalent, and (3) have had at least 1 semester/quarter of direct clinical hours from practicum/clinical experience.

We are looking to interview 40 participants for this study. You will be asked to complete a survey with demographic information and some rating scale questions. The survey should take you between 10-15 minutes to complete. One of the researchers will reach out to schedule a 90-minute recorded virtual interview with you. The primary investigator will send you a \$20 Amazon gift card or Visa gift card after the completion of the interview.

To participate in the study, please follow the link to the demographic survey:

https://chatham.az1.qualtrics.com/jfe/form/SV_7UqBDtBYDWR31z0

The results of this study will help inform ways in which Taiwanese therapists implement multicultural counseling in their work with clients in the U.S. Additionally, if you are interested, we will also provide you a summary of the results from this research study.

Participation is voluntary. All information obtained in the study is strictly confidential unless disclosure is required by law. The information that is acquired from this study may provide insight on how to better support Taiwanese therapists. **Please note that the survey will close on 4/28/2023.** If you have any questions, comments, or concerns, please email l.wang@chatham.edu. Thank you for your consideration!

Warmly,
Lei Wang, Shu-Yi Wang, and Shao-Jung “Stella” Ko

Lei Wang, Ph.D., Licensed Psychologist (she/her/她)
Assistant Professor, Graduate Psychology, Chatham University

ANNOUNCEMENTS

Dear Colleagues,

The Society of Counseling Psychology's International Section Award and Recognition Committee is seeking nominations for the following annual awards. Please consider submitting nominations for yourself, colleagues, and/or your students.

Lifetime Achievement Award

The lifetime Achievement Award recognizes a professional of more than twenty (20) years of experience who has demonstrated a long history of significant contribution in international counseling psychology in more than one of the following areas: (a) international counseling psychology research; (b) cross-cultural collaboration; and (c) service or training with an international focus.

Excellent Contribution Award

The Excellent Contribution Award recognizes a professional of between ten (10) and twenty (20) years of experience who has demonstrated significant contribution in international counseling psychology in recent years in one or more of the following areas: (a) international counseling psychology research; (b) cross-cultural collaboration; and (c) service or training with an international focus.

Application Requirements for Lifetime Achievement and Excellent Contribution Awards:

Application submissions must fit with the mission of the Section to encourage, promote, and facilitate the scientist-professional model of counseling psychology in international contexts in the U.S. and around the globe. The award winner(s) will receive a plaque and will be invited to give a speech at the section's International Scholars' Breakfast hosted by the International Section during the APA convention. The award winner(s) will also be acknowledged in the International Section Newsletter. To be eligible for these awards, applicants must be a counseling psychologist or a counselor anywhere around the world, and they must be members of the International Section. Members of the Executive Board are not eligible for the award. Application/support materials should include the following items:

1. For research-based contribution, submit a descriptive summary of the candidate's international research, including references (maximum three pages, 12-point font). The work may be published, in press, and/or ongoing projects. For contribution based on collaboration or service/training, submit a two-page summary addressing the areas of requirement.
2. One letter of support (if more than one person would like to provide a letter of support, please synthesize the letters and submit only one document).
3. The applicant's curriculum vitae

ANNOUNCEMENTS

Graduate Student Outstanding Research Award

The Graduate Student Outstanding Research Award recognizes a graduate student demonstrating excellence in international counseling psychology research. Projects can be empirical or non-empirical but must fit with the mission of the Section to encourage, promote, and facilitate the scientist-professional model of counseling psychology in international contexts in the U.S. and around the globe. If the project has been published, published articles within 2 years are eligible for this award. The award winner will receive a plaque at the Section's International Scholars' Breakfast hosted by the International Section during the APA convention and will be acknowledged in our International Section's Newsletter. To be eligible for this award, applicants must be (at the time of their application) enrolled in a graduate program in counseling or counseling psychology anywhere around the world, and they must be members of the International Section.

Application/support materials should include the following items:

1. A 500-1000 word summary of the project
2. A letter of support from either the training director or the student's project advisor.
3. The applicant's curriculum vitae

Please send application materials in one pdf file with candidate's name and award title as the file name with the email subject line, ICP Award Application, to both Drs. Hui Xu and Hung Chiao, Co-Chairs of the International Section Awards & Recognition Committee, at hxu2@luc.edu & hungchiao@gmail.com **by April 15, 2023**.

For more information about past awardees, see the ICP website at [ICP Awards \(div17.org\)](http://ICP Awards (div17.org))

Sincerely,
Drs. Hui Xu and Hung Chiao
Co-Chairs of the International Section Awards & Recognition Committee

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