



International Psychology Bulletin

Volume 22 no. 3 Summer 2018

Division 52 of the American Psychological Association
21 years of International Psychology, 1997 - 2018



Editor

Genomary Krigbaum

Associate Editor

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Official Bulletin of the Division of International Psychology (Division 52) of the American Psychological Association

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<https://www.div52.org/index.php/publications/32-publication-details>

Articles published in the International Psychology Bulletin (IPB) represent the views, perceptions, information of the author(s) and not necessarily those of the Division of International Psychology (Div.52) or the American Psychological Association (APA). Submissions (respectfully) representing differing views, comments, information and letters to the editor are welcome.

Message from the President

Coming of Age and Seeing the Future



Merry Bullock, Ph.D.
President, Division 52

This is a banner year for Division 52. In 2017, the 20th anniversary year was heralded by passing the Division's first comprehensive strategic plan. Begun under the leadership of past-past president Jean Lau Chin and brought to fruition under the leadership of past-president Craig Shealy, the plan was the culmination of a lot of Division members' efforts and input – from surveys of members, focus groups, task forces, and discussion.

This year we have begun the first steps of implementation. The first phase was to articulate the new organizational structure of the division, intended to foster synergy and communication among and across members and groupings. The next phase was to ask the Division membership to change the bylaws in accordance with Strategic Plan mandates. The vote took place this spring with an overwhelming 98% approval. Here are the big-picture changes (and see: <https://div52.org/index.php/activities/strategicplan>)

• **Membership Categories**

The Division now has three simple member categories: **Member** (which includes Members, Associates, D52 Fellows and Dues Exempt); **Affiliate** (which includes professional and international affiliates); and **Student**.

• **Leadership Structures**

Students and ECPs: Student leaders and ECP leaders (represented as the chairs of the Student and ECP

Committees) will now enjoy a 3-year-leadership cycle, as the President role is for most divisions. Year 1 will be a learning year as chair-elect; year 2 an active year as chair, and year 3 as past chair with mentoring and programmatic duties. During the Chair year, the chair will also serve as Student or ECP representative on the Board.

• **Vice Presidents**

The undefined roles of "Member-at Large" have changed to **Vice President** roles with specific purviews: Engagement (Membership and other outreach), Communication (Publications, Webinars) and Initiatives (with Advocacy, Education and Training, and content-specific committees or interest groups).

• **Presidential Trio**

The roles are more clearly defined. The President Elect and Past President now explicitly serve as the strategic direction committee co-chairs.

• **Enfranchisement**

Students will now vote (for the first time!) for the Student Committee Chair-Elect and thereby the student representation to the Board.

• **New Groupings**

Two new committees join the Division structure: an **Advocacy Committee** whose purview will be to guide the Division in addressing current issues and in promoting a stronger international lens for advocacy effort across APA;

Message from the President

and a **Liaison Committee** that will coordinate efforts of subcommittees focusing on (a) liaisons to APA Divisions and offices; (b) liaisons to other organizations in the USA with international divisions; (c) liaisons to university departments; (d) liaisons to larger, multidisciplinary initiatives; and (e) liaisons to the Division's international affiliates.

There could not be a more important time for Division 52 to redefine its role and strategic goals. As many in the US and around the world turn inward in their thinking and focus, it is important to help us all remember the value of looking outside one's own group, country, or community and the value of welcoming diversity in our communities and conversations. The members of Division 52, have endorsed increased engagement, and a stronger voice for international action and perspectives.

The upcoming convention will continue the Division's tradition of excellent programs, due in large measure to the efforts of the 2018 Convention Co-Chairs Judith Gibbons and Katelyn Poelker. There are 18 program hours in the convention center featuring 14 symposia, 3 conversation hours, 2 poster sessions, a presidential address, business meeting, and social hours. I list all the symposium titles here because they demonstrate such a wealth of global perspectives:

- Addressing Global Challenges Through International Psychology
- Psychological Science Addressing Global Challenges – How can we do it Well?
- The Changing Landscape of Asian Collectivism in the Globalizing Era
- Global Perspectives on Psychology Education and Training
- Psychological Consultation in South Africa – Integrating Country Context, History and Culture
- Integrating Theory and Practice into Positive Psychological Approaches for International Students
- Intercultural Innovations in Trauma Research and Care
- Advancing Social Justice Internationally – Psychology Contributions
- Human Trafficking – Unrecognized Vulnerabilities
- Using Systematic Interventions for Orphans and High Risk Students In Swaziland
- Endorsement of Polyculturalism Cross-Culturally

- Therapeutic Spaces in Public Places – Platicas en la Plaza
- Family Relationships and Development in China – From Majority to Minority

In addition, the Division Suite will feature 5 additional symposia, 8 conversation hours or action hours, an award talk, and some social events. See <https://div52.org/index.php/convention> for more up to date details.

Other convention events to watch out for are the poster contests (poster presenters may submit their poster for judging; awards are presented at convention), award talks by the APA international award recipients, and the international welcome reception held at 3 pm on Thursday, just before the convention opening ceremony.

Several of you have indicated over the course of this year that you would like to be more involved with Division activities – the timing could not be better! The Division's new committees (and old committees) welcome new members. After convention look for an online article outlining which committees are looking for new members. Also be sure to sign up for Fast Connect if you have not already done so – it's a great way to learn more about your fellow members.



Division 52-International Psychology,

The 2018 APA Convention is JUST

Around the Corner!

(Judith Gibbons & Kate Poelker)



We are looking forward to seeing you in San Francisco August 9-12. Here are a few events as a sneak peek of the wonderful programming we have in store at Convention. Also, please visit us in the Suite at the Marriot Marquis Hotel, which is just a 5-minute walk from the Moscone Center. We have a full line-up of great programming in the Suite.

Invited Symposium

“Psychological Science Addressing Global Challenges: How Can We Do It Well?” (Friday, August 10 at 9 am – Moscone Center 2009): In this symposium, organized by Division president, Merry Bullock, **Drs. Anne Petersen, Chris Stout, and Brian Hall** will share their perspectives on how psychological research can be used to address the many challenges that we face today as an international community.

Conversation Hour

“Conversations about Internationalizing Psychology Texts & Courses with David Myers & Walter Lonner” (Thursday, August 9 at 2 pm – Moscone Center 3009): Drs. Dave Myers and Walt Lonner will participate in a Conversation Hour facilitated by Dr. Ken Keith about infusing international content into psychology courses. This session is designed to be interactive and allow attendees to ask questions and share ideas.

Award Presentation

Dr. Kim Bard will give a talk on her co-edited book (with Dr. Heidi Keller), *The Cultural Nature of Attachment: Contextualizing Relationships and Development* in the Division 52 Hospitality Suite in the Marriott Marquis hotel

on Saturday, August 11 at 4 pm. Exact room number is TBD. This book is the winner of the 2018 Ursula Gielen Global Psychology Book Award.

Don't forget to download the APA app to help plan your schedule at Convention. You can view the complete Division 52 Program at Convention on the Division's website (<https://div52.org/index.php/convention/division-52-convention-program>).

Please contact Judith Gibbons and Kate Poelker, Program Chair and Co-Chair at div52.2018@gmail.com if you have any questions.

Results of the 2018 Division Board

Position Election

(Genomary Krigbaum)

Congratulations to the members of the board whose terms begin January 2019:

*President-Elect --**Brigitte Khoury, PhD**

*Vicepresident for Engagement --**Lynette H. Bikos, PhD**

*Early Career Psychologist-Leadership Team --**LeAnn DeHoff, PhD**, Chair and **Katelyn Poelker, PhD**, Chair-Elect

*Division Representative to APA Council --**Neal S. Rubin, PhD**

Division 52's Ursula Gielen Global Psychology Book Award Given to Professors Heidi Keller & Kim A. Bard

(Uwe P. Gielen)

APA Division 52's Ursula Gielen Global Psychology Book Award was established in 2007 to recognize the author(s) or editor(s) of a recent book that makes the greatest contribution to psychology as an international discipline and profession. The recipients of the 2018 Award are Heidi Keller and Kim A. Bard for their edited book *The Cultural Nature of Attachment: Contextualizing Relationships and Development* (The MIT Press). The volume includes vivid discussions of the theory of attachment, a highly influential theory that can be found in most textbooks of developmental psychology. In an effort to broaden the current paradigm, which was originally proposed by John Bowlby, a group of 46 leading theorists and researchers discusses a broad diversity of attachment systems varying across cultures and primate

species. The authors represent a variety of disciplines such as psychology, anthropology, psychiatry, sociology, neuroscience, philosophy, neurology, zoology, education, comparative ethology, history of science, and others. Their efforts help broaden attachment theory so that it becomes more applicable to a variety of societies differing in their family systems, and the way they raise their children. In addition, several authors discuss attachment in a variety of primates. The book is based upon a research conference that was supported by the Ernst Strüngmann Forum, an organization dedicated to interdisciplinary communication on issues encountered in basic science.

The core purpose in establishing the Ursula Gielen Book Award is to encourage increasing recognition and appreciation of the international nature of psychology. In line with this goal, the submissions for the 2018 award included a broad variety of authors, co-authors, and editors from many different countries. Expert referees in the field of international psychology were asked to evaluate each volume based on several criteria, such as how large and significant a contribution the book makes to psychology as a global discipline and profession as well as the international nature of the book's contents.

Authors intending to compete for the 2019 Award (for internationally oriented books with a 2018 copyright) should ask their publisher to submit three copies of their book by October 1, 2018, together with a 2-page letter in English making a case for the book's potential contributions to global psychology. For more information contact Uwe P. Gielen (The Institute for International and Cross-Cultural Psychology at St. Francis College, New York City; ugielen@sfc.edu), with cc. to legan@sfc.edu. For more information, see: <https://div52.org/index.php/awards/ursula-gielen-global-psychology-book>

Division 52 at the Western Psychological Association (WPA) 2018 Convention

(Kate Degenhardt, Desta Gebregiorgis, & Lynette Bikos)

The Western Psychological Association 2018 Convention in Portland, Oregon was estimated to be the largest in its history with over 2900 registrants. International

Psychology was well represented at the convention, with 31 poster presentations, 1-paper presentation, and 6-symposia. Below, we highlighted each symposium that was presented at WPA:

Embedded: Systemic and organizational issues in mental health delivery across the globe. Chair: Lynette Bikos

Scholars discussed the complexity of delivering mental health treatment across varying global contexts. Experts spanning five countries explored issues such as trauma, coping and psychological wellbeing within unique international systems.

Conceptualizing and Treating Trauma Within a Somali Refugee Community. Chair: Jacob Bentley

Panelists in this symposium discussed a culturally informed program designed to address trauma-related challenges within a Somali refugee community. The psychosocial facets of the Somali refugee experience and the impact of protracted migration and resettlement processes were analyzed.

International Field Study Experiences: Collaboration, Community Building and Student Development. Chair: Matt Novak

Scholars explained how a unique primatology field course that has run for 30 years on Tinjil Island illustrates the human/environment interface of global health and conservation biology. Presenters discussed the international collaboration, community college/university collaborations and student development within this unique program.

Examining Cultural and Structural Barriers to Seeking Psychological Counseling: Three Studies Across Six Countries. Chair: Munyi Shea

Researchers introduced a new multidimensional measure that examines help-seeking behavior and perceived barriers to psychological counseling services among ethnically and culturally diverse student bodies. The effects of factors such as collectivism, loss of face, and barriers to services provided implications for the development of culturally responsive psychological services on college campuses.

The Scientific Investigation of Psychological Actions or Systems Around the Globe. Chair: Satoko Kimpara

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Variables such as language, gender norms, and access to resources can present threats to evidence-based replications in international contexts. Researchers utilized comparative research projects to examine challenges to the introduction of research-informed practices from one context into new cultural settings and challenges to creating culturally sensitive practices.

New Trends in International Psychology. Chair: Harold Takooshian

Experts explored the rapid growth of psychological science occurring beyond the borders of North America. A panel of psychologists with cross-cultural experience discussed new and developing trends in international psychology.

D52 International Psychology Student-First-Authoring Poster Contest

Each year, WPA gives awards to outstanding student-first-authored posters and paper/symposia with an international psychology focus. Eligible submissions (i.e., the presentations must be student first-authored and must have an international focus) were e-mailed ahead of the convention and judged online. The submissions are judged on their clarity, design, and presentation. The winning projects not only further the field of international psychology but demonstrate the student authors' abilities to carefully interpret data and communicate unique implications. Award certificates were delivered at the time of the presentation by Lynette Bikos, PhD, and her graduate students.

First Place Recipients. *Acculturative Stress, Perceived Discrimination, and Familism on Substance Use Among Latino Youth.* Bianca Hinojosa, & Rosa Toro (California State University, Fresno).

Indians' Perceptions of Chinese Cultural Status and Morality: An Extension of the Stereotype Content Model. Chloe Rodman (Claremont McKenna College).

Second Place Recipients. *A Stone's Throw Away: How Attachment and Trauma Influence Resilience in a Palestinian Sample.* Emma Harms & Catherine Rishmawi (Whitworth University).

Psychological Well-Being Trajectories of Female Expatriate Spouses: Contributions Of Marital Role Salience. Kaitlin Patton & Lynette Bikos (Seattle Pacific University).

Perspectives of Cambodian Youth Victims of Sex Trafficking

on Trauma Symptomatology and Healing: A Qualitative Study. Michelle Tran & Jenss Chang (Azusa Pacific University).

Third Place Recipients. *Biculturalism: A Well-Being Pathway.* Ruby Fletes & Andrew Chavez (California State University, Los Angeles).

Mindfulness and Compassion in Israel: Translational Barriers and Cultural Challenges. Afik Faerman & Satoko Kimpara (Palo Alto University).

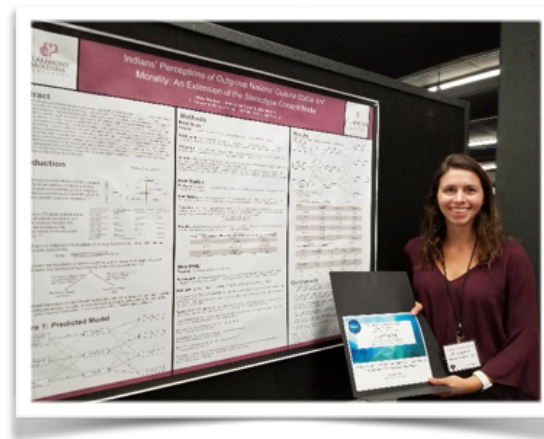
Psychological Distress and Substance Use in Female Expatriate Spouses in Turkey. Lauren Hirsch & Thomas Pankau (Seattle Pacific University).

Bilingual Advantage in Older Adults: Proficiency in Two Languages is Associated with Executive Function Performance. Daniela Ayala, Alexandra Weigand, David Salmon, Mark Bondi, & Emily Edmonds (University of California San Diego).

Special recognition is due to the five honorable mentions and five participant certificates.

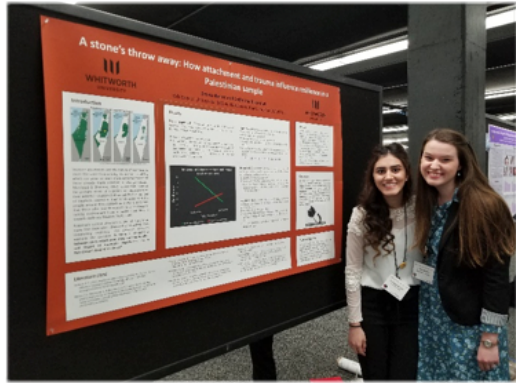
Many Thanks to our judges, who included: Chris Koch, George Fox University; Satoko Kimpara, Palo Alto University; Joanna Muang, University of Missouri – Kansas City; Jiwon Yoo, Seton Hall University; Zhipeng Gao, York University – Toronto; Clara Fajardo, Veteran's Administration Medical Center, Durham, NC; and Kaitlin Patton and Lynette Bikos, Seattle Pacific University.

D52 Photos and Credits



Chloe Rodman, "Indians' Perceptions of Chinese Cultural Status and Morality: An Extension of the Stereotype," first place, Claremont McKenna College.

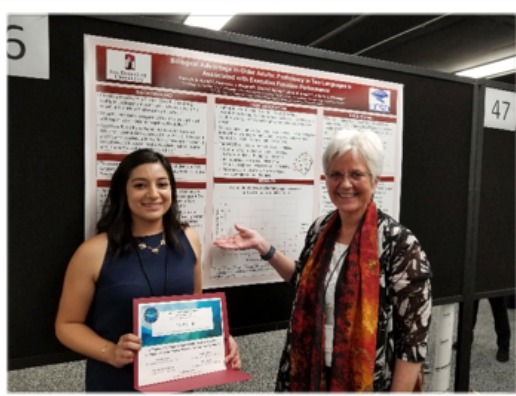
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Emma Harms & Catherine Rishmawi, “A Stone's Throw Away: How Attachment and Trauma Influence Resilience in a Palestinian Sample,” second place, Whitworth University.



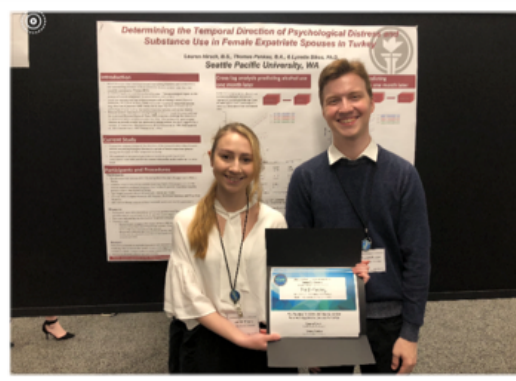
Participants from the symposium, “Conceptualizing And Treating Trauma Within A Somali Refugee Community” included Lori Zoellner (University of Washington), Peter Rosencrans (University of Washington), Michael Dolezal (Seattle Pacific University), Chairperson Jacob Bentley (Seattle Pacific University), Mohammed Alsubaie (Seattle Pacific University), Rosemary Walker (University of Washington).



Daniela Ayala, Alexandra Weigand, David Salmon, Mark Bondi, & Emily Edmonds, “Bilingual Advantage in Older Adults: Proficiency in Two Languages is Associated with Executive Function Performance,” third place, UC San Diego. Presenting the award is Merry Bullock, D52 President.



Panelists from the symposium, “Embedded: Systemic And Organizational Issues In Mental Health Delivery Across The Globe” included Akira Tsuda (Kurume University, Japan), Satoko Kimpar (Palo Alto University), Zahia K. M. Alqara (Gaza Community Mental Health Programme, Gaza Strip), Lynette Bikos (Seattle Pacific University), Yimi Omofuma (Palo Alto University), Kaitlin Patton (Seattle Pacific University), Lifei Wang (National Taiwan Normal University, Taiwan), and Merry Bullock, Division 52 President.



Lauren Hirsch & Thomas Pankau, “Psychological Distress and Substance Use in Female Expatriate Spouses in Turkey,” second place, Seattle Pacific University.

Congratulations to 2018 Division 52

Awardees!

(Submitted by Merry Bullock)

See them at: <https://div52.org/index.php/awards/227-congratulations-to-2018-d52-awardees>



Division 52 - News & Updates

Division 52 Webinars are hour long informational and skill building sessions. They are open to the public. There is an opportunity for discussion with the presenter.

The cost is Regular: \$25 per webinar; Early Career (within 10 years of degree) \$15; Students \$10 with an additional \$5 discount for all Division members. Those who want CE credit can add it for \$15.

Division 52 Webinars - Fall 2018

See at <https://div52.org/index.php/activities/webinars>

Flyers for:

September, <https://div52.org/images/PDF/webinars/D52-Webinar-2018Sept-Flyer.pdf>

October, <https://div52.org/images/PDF/webinars/D52-Webinar-2018October-Flyer.pdf>

Upcoming Webinars



A Journey to Learning and Training in Psychology: Perspective of an International Student
Seema Jacob, Psy.D. & Dara Zafran, Psy.D.

Moderator: LeAnn DeHoff, Ph.D.

September 13, 2018 – 3:00pm–4:00pm EST; 12:00pm–1:00pm PST [Link to Flyer](#)



Everything You Ever Wanted to Know About Shyness but Were Too Shy to Ask: Personal Cultural Considerations

Bernardo J. Carducci, Ph.D.

Moderator: Philip Zimbardo, Ph.D.

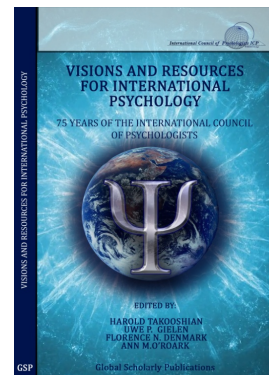
October 12, 2018 11:00am–12:00pm EST / 2:00pm–3:00pm PST [Link to Flyer](#)

UPDATE FROM THE INTERNATIONAL COUNCIL OF PSYCHOLOGISTS (ICP)

New Book Published: Visions and resources for international psychology:

As psychology now grows much faster outside than inside North America, how can professionals and students become more involved in global psychological science, practice, consulting, advocacy? This volume presents valuable new information in four parts:

1. **Forewords** by distinguished leaders of the International Council of Psychologists.
2. **Past.** New materials on 75 years of ICP--including its origins in 1941, growth, current activities, and summaries of the annual ICP conferences in Yokohama (2016) and New York City (2017), on "Psychology's contribution to people, the planet, and the world."
3. **Present.** Seven concise and helpful essays by 12 experts, on how to be more involved in international psychology: Organizations / Research / Teaching / Study abroad /Practice/ Technology / Online learning
4. **Future.** Vision statements from 30 leaders of international psychology, to answer this question: *"In your view, what is the optimal role of international psychology organizations to address the emerging challenges of the 21st Century?"*



See ICPWEB.org for more information

Members in the News

Recipient of the 2018 Raymond D. Fowler Award for Outstanding Contributions to APA

(Submitted by Genomary Krigbaum)

Congratulations to Dr. Merry Bullock, the 2018 Raymond D. Fowler Award recipient for outstanding contributions to the American Psychological Association. “This award recognizes an APA member who has had a significant and enduring impact on APA as an organization and who has shown a clear dedication to advancing APA’s mission” (<http://www.apa.org/about/awards/fowler-cont.aspx?tab=1>).

An American Psychological Association Citizen Psychologist

(Submitted by Arline Bronzaft)

Dr. Arline Bronzaft’s work, on lessening noise in our world, has allowed her to partner with colleagues internationally; their collaboration focuses on the adverse impact of noise on mental and physical health. Through these type of collaborations, she, and four British coauthors, wrote the book *Why Noise Matters*. As an honor for her work, she was the first recipient of an APA Citizen Psychologist Citation.

INTERESTED IN REVIEWING?

Readers who are interested in reviewing for the IPB - *Peer Review* section should contact, Genomary Krigbaum, PsyD Editor at genomary.krighbaum@my.gcu.edu, indicating relevant expertise, training, and interests.

HAVE DIVISION 52 - NEWS & UPDATES?

Send them to the IPB editor, Genomary Krigbaum, PsyD at genomary.krighbaum@my.gcu.edu

NEWS OF DIVISION 52 MEMBERS

Submit your news - publications, awards, grants, kudos for publication in the newsletter. Limit: 100 words. Please provide an internet link if possible. Send to the Newsletter Editor, Genomary Krigbaum, PsyD at genomary.krighbaum@my.gcu.edu



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Self-Esteem and Trauma: A Review of Current Literature

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Self-esteem

Self-esteem has been a focus of much research in recent years with implications for ways in which psychological treatment can be directed. Psychological well-being, as a broad term, has encompassed myriad components within a psychological framework, with self-esteem taking an important role in its overall composition. Given that it is such a difficult idea to define in quantifiable terms, self-esteem has oftentimes been replaced by more easily determined factors within the psychological literature. In this article, we present a review of the literature on the impact of self-esteem on resilience and its role in the alleviation of negative effects of trauma, as well as in psychological well-being.*

One of the most commonly utilized scales in the measurement of self-esteem has been the Rosenberg Self-Esteem Scale (Rosenberg, 1965), a measure that is seen throughout most of the self-esteem research presented in this paper. This is a global self-esteem scale consisting of 10 self-

report items that evaluate respondents' feelings of themselves. The items are scored on a scale of 1 to 4, with higher scores correlating with higher self-esteem (Blascovich & Tomaka, 1991). The Rosenberg scale was developed initially to assess the self-esteem levels of adolescents but has been utilized in both adolescent and adult evaluations of self-esteem. For the purposes of this literature review, the Rosenberg measure will be emphasized. Because self-esteem is a difficult construct to define in quantifiable terminology, partially due to its popular use in everyday language without scientific methodology, a scale with which to measure self-esteem is vastly important to its inclusion in psychological research.

Self-esteem is an important factor in social science research as it has been found to be related to many different aspects of the human experience. Within societal standards, "low" self-esteem has an undesirable effect and ways in which to raise self-esteem are widely discussed in everyday

*Mentor: Dr. Ani Kalayjian (drkalayjian@meaningfulworld.com), Teachers College at Columbia University-Masters of Clinical Psychology.

conversations and in societal ideals. Self-esteem can be defined as “the extent to which one prizes, values, approves, or likes oneself,” (Blascovich & Tomaka, 1991, p. 115). This is a construct that relies on appraisals or judgments of oneself in an effort to evaluate the overall sense of one’s own importance or worth to oneself or to one’s immediate society.

Westernized societies, particularly those of the United States and Europe, seem to be especially concerned with self-esteem and one’s own self-worth. One interesting study done by Deiner and Deiner (1995) examined whether this is due to the individualistic nature of American and other Western societies or if this idea of self-esteem as an important component to psychological well-being is generalizable across cultures.

In their study, Deiner and Deiner (1995) compared participants from 31 different nations across the globe and their evaluations of self-esteem and satisfaction in life. Subjective well-being was assessed with regard to life satisfaction levels, emotional state, self-esteem, income, and social support. Income was found to be significant in predicting subjective well-being throughout all cultures. The researchers hypothesized that self-esteem was correlated with financial satisfaction and the correlation was positively significant. In addition, in all cultures, self-esteem was strongly correlated with life satisfaction, suggesting that self-esteem is important not only in individualist cultures, but also in collectivist cultures throughout the world.

Trauma

Trauma encompasses many forms of adverse events throughout different points in the lifespan of an individual. Potentially traumatic events are common and found throughout all cultures and ages, spanning all demographics, and necessitating much attention for intervention. A bulk of this attention in the literature has been paid to researching protective factors of trauma—which can determine and amplify resilience to adverse events—and to those factors which predict lower levels of resilience. This research has been important in establishing which psychological responses are most beneficial in times of trauma.

According to the National Child Traumatic Stress Network (2014), around 5 million children experience some form of traumatic event every year, while between 25% and 61% of children and adolescents have reported a history of a

potentially traumatic event. According to the World Health Organization (2013), an estimated 3.6% of the world’s population suffers from PTSD symptoms annually. Of adults in America, close to 40% reported having experienced a traumatic event before the age of 13. Certain demographics may exhibit higher rates of trauma, as seen in the Fratto (2016) article, which discussed that around 90% of children in the American foster care system have been witness to or victims of at least one traumatic event in their lives. This type of experience has been shown to have a serious impact on the behavior and mental health of these children.

Trauma can occur in a plethora of forms and can have varied consequences in different demographics. Childhood trauma has been seen as particularly difficult in recovery, with much of the literature showing long-term negative effects. These consequences can be seen in psychological well-being, as well as in physical health, and can potentially cause serious and persistent issues throughout development (Fratto, 2016). In children and adolescents, trauma can negatively affect self-esteem, coping skills, school performance, self-regulation, critical thinking skills, self-motivation levels, and relationship quality among other concerns. Children who have experienced trauma have been found to be more at risk for developmental delays, putting a strain on the psychological well-being for the overall lifespan. Many of these issues can have an exacerbating effect on the self-esteem of these children. After being exposed to a traumatic event, many variables can influence levels of self-esteem and the ability to perceive oneself as lovable, worthy, or competent. Childhood maltreatment has been shown to have a relationship with adolescent shame, and self-worth (Fratto, 2016). Heightened aggression and impulsivity may be consequences of high levels of shame because of an increase in hyper-arousal in traumatized youth, with these issues potentially lasting well into adulthood. In a study looking at those who have experienced childhood adversity (Zilioli et al., 2016), lower cortisol levels at awakening were correlated with low levels of self-esteem, possibly leading to poorer psychological health and resilience. Additionally, children are often victims of maltreatment like physical abuse, psychological trauma, and sexual abuse, with each of these types of abuse eliciting significant negative consequences.

In Barnum and Perrone-McGovern's (2017) study on survivors of childhood sexual abuse, it was found that this demographic displayed higher levels of avoidant and insecure forms of attachment. Insecure attachment and child sexual trauma appeared to lead to negative self-views, which led to an increase in post-traumatic stress disorder (PTSD). In addition to these findings, this study also reported that higher levels of childhood sexual trauma were linked to lower levels of self-esteem and also to lower subjective well-being. It is possible that childhood sexual trauma may result in persistent emotional distress, into adulthood.

Children, of course, are not the only demographic of focus in this literature review, we also focused on psychological well-being and trauma. One main implication of the research on childhood trauma is its longitudinal impact into adulthood. Further research is warranted to study adults with histories of childhood trauma. In a paper by Ekinci and Kandemir (2015), participants were Turkish adults with histories of childhood trauma who presented substance dependence and were in a treatment program in Istanbul, Turkey. Participants, who were adults with childhood trauma, were found to be more likely to develop mental health issues such as substance dependence, depression, and anxiety.

The concept of self-esteem protecting against further adversity was reiterated by Frazier et al. (2011), with a similar protective effect found with optimism as a factor. There is not sufficient research to correlate optimism and self-esteem in populations suffering from trauma and further exploration is warranted. Additionally, higher self-esteem levels were found to be correlated with greater levels of resilience, which is in turn correlated with fewer traumatic symptoms in children and youth, possibly leading to higher levels of resilience throughout the lifespan with effects into adulthood (Daigneault et al. 2013).

In a study on the effects of traumatic experiences on comorbidity into adulthood, Jean, et al. (2014) reported that significant feelings of worthlessness were found to be associated with trauma. These feelings were also related to lifetime suicide attempts in this population. However, experiences with serious trauma were found not to be associated with lifetime suicide attempts when feelings of worthlessness were not also present. This suggests that trauma alone is not sufficient to cause significant issues with

lifetime suicide attempts, but that negative self cognitions would have to be present in order to find this effect. Furthermore, this may have implications for treatment in addressing the feelings of worthlessness and other negative self-talk primarily.

As previously acknowledged in this paper, trauma can present in many different forms, including that which is associated with natural disasters. As the reporting of global natural disasters has increased in recent years, the effects of the trauma from surviving a natural disaster have also increased. The impact of natural disasters on psychological well-being has remained high, particularly in the presence of low socioeconomic status (Rossellini et al., 2017). In a study by Chen et al. (2012), children who were survivors of trauma due to the the 2008 Wenchuan earthquake were evaluated for PTSD symptomatology. The study revealed that self-esteem played an important role in coping. Specifically, trauma exposure effects were found to be partially mediated by self-esteem reports. Positive and high levels of self-esteem were also shown to impact positive coping in these earthquake survivors. Self-esteem appears to be a strong component in protecting children from the harmful and lasting negative impacts of a traumatic event.

According to Kalayjian and Eugene (2010), generational trauma, too, impacts children and adults alike. In their study, researchers assisted children in Armenia after the devastating 1988 earthquake and found that children and adolescents were experiencing nightmares about the Ottoman Turkish Genocide. These were depicted in visions of deserts and Turkish soldiers, as well as feelings of being trapped in the desert for months, starving and thirsty. Although the grandparents and great-grandparents were actual survivors of these experiences, the children and adolescents were suffering from PTSD symptoms related to these events. This is a phenomenon known as generational trauma and is presented more frequently in the longitudinal literature of the effects of trauma.

Another group that is frequently acknowledged in the literature is composed of women survivors of intimate partner violence. Sahin, et al. (2010) studied the relationship between childhood trauma, type of marriage, and the effects of self-esteem in married women who were given self-report measures in Turkey. Over half of the respondents were

victims of domestic violence, with a larger effect seen in those with lower socioeconomic status. In addition, those who had reported experiencing childhood physical abuse were found to have higher rates of domestic violence in their marriages. It is important to note the cyclical nature of physical abuse to shine some much-needed light on the risk factors for domestic violence. In those who had experienced domestic violence in their marriages, self-esteem reports were lower than in marriages without domestic violence. It should be noted that, though this finding is important in the literature, the responsibility for domestic violence should not be attributed to the victim nor to the disposition of the victim.

In a study by Reich et al. (2015), self-blame in survivors of intimate partner violence was explored, as well as the self-esteem levels of participants. In this study, participants were victims of physical abuse, psychological abuse, sexual abuse, or any combination of these within their intimate partner relationships. Participants answered questions about level of self-esteem and self-blame related to the abuse and the study found that self-blame levels were negatively correlated with self-esteem across all types of abuse studied. This finding suggests that more self-blame may contribute to lowered self-esteem or even that self-esteem levels may moderate self-blame in abuse survivors. Low self-esteem levels were also found to be indicative of poorer general psychological adjustment in these participants, indicating that self-esteem may contribute to levels of resilience in this adult population, as can be seen in the literature on childhood maltreatment and trauma.

This effect of low self-esteem in adults with traumatic experiences is also seen in a recent study comparing sexual and non-sexual trauma in Polish women (Kucharska, 2017). Participants were evaluated based on type of past trauma experience, as well as depression and levels of self-esteem. When looking at recency of trauma, including those experiences of the past two years and those experienced earlier, it was found that lower self-esteem was found in those with more recent traumatic experiences, but that self-esteem was not a significant factor in those who had experiences less recently. The self-esteem effect, however, was more significant in those who had experienced sexual trauma than in participants with non-sexual trauma experiences.

Toussaint et al. (2016) studied the effect of recency of trauma with a global lens, also finding that recent events were related more significantly with higher levels of PTSD symptomatology. With events that were not as recent, the symptomatology was significantly lower. However, an effect was further heightened when looking at those whose trauma experience included violence, something not seen in those who had experienced non-violent trauma. This study also analyzed components of resilience across the world, finding that participants from countries in the Middle East reported lower levels of “meaning in life” after their traumas. In African countries, however, an opposing effect was found, with a heightening of both search for meaning in life and of forgiveness. These findings may provide some hope that self-esteem levels and other resilience factors, such as meaning in life, may have the potential for raising after sufficient time post-trauma, though this would need more exploration in the literature.

While much of the research discussed in this review has focused on the cultural implications of self-esteem as it pertains to trauma in multiple countries, little research has been devoted to exploring the question of self-esteem in cultures within the United States. One example of this is a study by Stevens-Watkins et al. (2014), which looked at the self-esteem levels of African American women who had experienced trauma. The research noted that African American women are more prone to experiences of trauma, however, these women also have lower rates of reporting and treatment seeking, which may exacerbate psychological maladjustment. The study highlighted other factors that can help in resilience for this population, though, such as social support, spirituality, and self-esteem. This study found that higher levels of self-esteem may contribute to increased active coping in this population, suggesting that self-esteem may be correlated with resilient responses to trauma. One caveat for Stevens-Watkins et al.’s (2014) finding is that there may be an influence on African American women to report higher levels of self-esteem than actually experienced, such as in the “Strong Black Woman” ideology. This ideology encompasses the notion that there may be an over-reporting of positive ideals, such as self-esteem and overall well-being in order to maintain the positive image of participants as “Strong Black Women”. Further research is

recommended to establish the scope of this confounding factor.

Many children and adults are survivors of war, genocide, and political conflicts, experiencing trauma from life-threatening conditions. This population is vital to the study of trauma and its effects on those who experience it, particularly in relation to PTSD symptomatology, as much can be learned about risk factors and protective factors contributing to their resilience. According to Kalayjian (2016), for example, Rwandan child genocide survivors exhibited high levels of PTSD even fifteen years after the genocide. In another study (Besser et al., 2014), civilians exposed to war trauma were assessed for symptoms of PTSD. It was found that personality characteristics deemed as positive, such as optimism, self-esteem, and perceived social support availability, were important in psychological adjustment to stressful life events like those experienced by the participants. This heightening of positive characteristics led to fewer mood disturbances in this population. High self-esteem levels, for instance, were associated with higher resilience and more effective responses to these negative life events, as well as with lower rates of PTSD symptoms. Self-esteem, therefore, may be a protective factor for the stress caused by the trauma in civilians of war.

This effect was further studied by Weinberg et al. (2015) in an article on the roles of optimism and self-esteem as predictors of symptoms of PTSD. In this study, the researchers were able to collect data from the participants while the trauma from war was ongoing. Again, researchers found that higher self-esteem was associated with resilience in coping with these traumatic experiences. Self-esteem was also predictive of success, psychological health while the trauma took place, and lower reports of depressive symptoms. High self-esteem was again described as a protective factor in the trauma faced by these participants. It should be noted that the participants of this study were all female and that these results were not discussed in terms of male self-esteem or resilience. Nevertheless, the conclusions of this study are a hopeful addition to the body of research on resilience and the role that self-esteem plays in protecting against the negative psychological effects of trauma.

The literature on self-esteem's role in trauma is growing and expanding its focus to other populations and cultures.

One of the limitations of this review is its focus on childhood trauma. While this is an important demographic to study, it is not the only population that is so deeply affected by traumatic events. Sexual abuse trauma in children has received the bulk of the attention in this area as this type of trauma has been shown to have significant effects throughout the lifespan. More information into the experiences of resilience and exacerbating effects of the trauma could have a significant role in determining the ways in which we administer psychological treatment to this population.

Additionally, this review found a limitation in the literature in a disparity of gender. One contributing factor to this may be that women are more vulnerable to specific types of trauma, such as sexual trauma (Kucharska, 2017). Men, however, experience trauma on a large scale, as well, and the research is not adequate in studying the effects of trauma on this population. In many cultures, men are not culturally encouraged to, and may even be widely discouraged from, participating in psychological treatment for trauma, as they may be advised or may feel a need to "man up". Nevertheless, more information into the ways in which men find resilience after experiences of trauma could add to the wealth of research in an important way. Clinicians could benefit from knowledge of self-esteem's role in males experiencing trauma to understand the impact of views of self across genders. Expanding the body of research to encompass various other populations and their experiences in resilience and self-esteem following significant traumatic events can only be beneficial researchers.

In conclusion, though the term 'self-esteem' may seem broad in scope, and with many variables, multiple research findings suggest its importance in the study and outcomes of trauma. In addition, self-esteem levels were consistently correlated with levels of resilience, psychological coping, and well-being. Learning about resilience and protective factors after a devastating trauma would contribute to better addressing the needs of traumatized populations nationally and internationally.

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Student Column

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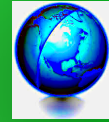
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Ani Kalayjian & Michelle Aslanyan
Columbia University, U.S.A.



The 62nd Session of the United Nations Commission of the Status of Women

The 62nd session of the Commission on the Status of Women (CSW) took place at the United Nations (UN) Headquarters in New York from 12 to 23 March 2018. The NGO CSW Forum was organized in parallel with the 62nd CSW to provide civil society an opportunity to engage with member states, UN agencies and other organizations in the advancing issues of gender equality. The Forum is the largest CSW gathering at the UN, where each year thousands of people come to amplify women and girls' voices while having an opportunity to discuss and focus on the issues impacting them. This year more than 10 000 attendees from around the globe registered for CSW, with more than 440 parallel events organized by NGOs to provide best practices, insight into techniques that work and lessons learned. This year's theme was "Challenges and opportunities in achieving gender equality and the empowerment of rural women and girls." Empowering rural women was selected as an issue this year because global reports indicate that less than 13% of landholders worldwide are women, and while the global pay

gap between men and women is at 23%, in rural areas, it can be as high as 40%. Moreover, without rural women and girls, rural communities and urban societies would not function; yet, on almost every level and measure of development, because of gender inequalities and discrimination, they fare worse than rural men or urban women. This is because women in rural areas of the developing world often work from sunset to sundown taking care of the land and growing food, while also tending to their children and households. They do this even when they have less land rights than men, less access to financial and educational resources, more unpaid care-taking and domestic work, and increased vulnerability for being the recipient of violence and abuse.

In accordance with its affiliation with the UN Department of Public Information, on 14 March 2018, the Association for Trauma Outreach and Preventions (ATOP), Meaningfulworld, was honored to present a parallel event, titled "Sex, Power and Money: Empowering Rural Women Globally." This symposium explored how women are

affected by poverty, loss of power in their communities, and sexual violence in the following regions of the world: 1) Africa, 2) Middle East, 3) the Caucasus, and 4) the Caribbean. ATOP Meaningfulworld's relevant work in helping women heal from trauma through expression of negative emotions, empathy, support, and resource sharing, as well as solutions for women's empowerment were discussed. As we are certainly witnessing in American society today, the challenges and impediments to achieving gender equality are pervasive in all levels of civil society, government, academia, and business. The title of this symposium identified the primary areas that contribute to the inequities, obstacles, and discrimination to which girls and women continue to be subjected. The focus on rural girls and women contributed an even greater possibility of disenfranchisement from the larger society. ATOP Meaningfulworld has worked with women in this country, as well as in 46 countries around the world, who are subjected to economic and human rights inequities, sexual assault during the trauma of war, genocide, domestic violence and other forms of abuse.

The 7 Step Integrative Healing Model that Meaningfulworld utilizes helps women and men heal from trauma and transform it into meaning making, which can then become the foundation for social, emotional, and professional growth. Intervention is multi-pronged, incorporating emotional intelligence, the building of self-esteem, teaching self-healing remedies and ways to reduce stress, and developing networks for support.

The room was filled with likeminded participants from around the world, standing room only, as the event began with a moment of silence to gather and connect with women's experiences worldwide in thought and spirit, followed by opening remarks by Program Chair, Dr. Ani Kalayjian, Founder and President of ATOP Meaningfulworld. Dr. Kalayjian spoke about the importance of understanding women's experiences, engaging men in the process, and for all to understand and manage our emotions. Dr. Kalayjian shared her poem, "The other side of love," about love as a motivator for growth, and how to manage its negative impact. Next, the program Co-Chair, Dr. Leslie Popoff, ATOP Meaningfulworld's United Nations Coordinator, introduced the session, and attendees were treated to a short

film about Meaningfulworld's Humanitarian Mission to post hurricane Maria, in Puerto Rico in December 2017. This film highlighted the post-hurricane struggles of the people of Puerto Rico, and especially for women who were often burdened with increased caretaking responsibilities for their communities. Dr. Kalayjian also highlighted the work of colleague, Dr. Wedding, a psychologist and Program Director at the university in Antigua. Dr. Wedding spoke about witnessing first-hand the devastation from natural disasters in multiple Caribbean islands, including San Maarten and Antigua.

The first speaker for the session was Dr. Lena Verdeli, an Associate Professor of Clinical Psychology and Director of Clinical Training at Teachers College, Columbia University. She is also the Founder and Director of the Teachers College Global Mental Health Lab, where she investigates empirically supported treatments for depressed adults in rural areas around the world. She has worked with women in southern Uganda and Colombia, war-affected adolescents in camps in northern Uganda, distressed patients in primary care in Goa, India and Haiti, and war-affected Syrian refugees in Lebanon, among others. Dr. Verdeli highlighted that rural women are more vulnerable to mental health issues than men at the rate of 2:1, due to a lack of education, increased violence and abuse, and multiple pregnancies. Further, maternal depression affects the entire household, especially child malnutrition, growth and development. Therefore, when assets go to women, the whole household and community benefit. Dr. Verdeli and her Lab have developed a randomized-control trial intervention, titled, Interpersonal Psychotherapy, a structured intervention that can be implemented by community members in a group format, which was proven to improve depression rates. This intervention is sustainable and adaptable to various contexts and cultures due to its interpersonal nature and group format. The decreased rates of depression were seen as an incredible resource with the hope of also improving childhood malnutrition and development in the long run. This is extremely good news for rural women and whole communities around the world.

Next, attendees of the session were treated to two beautiful Spanish pieces performed on classical guitar by Dr. Robert V Kionoian, followed by an invocation led by the

Brief Reports

Reverent Winnie Varghese, Director of Justice & Reconciliation at Trinity Church Wall Street. The second speaker, Dr. Jose Alejandro Vazquez, Representative of the International Federation for Family Development to the UN and Associate Fellow of the Research Institute for Culture and Society, spoke about the importance of investing in family policies as tools to support the UN Sustainable Development Goals (SDGs) in rural areas. Dr. Vazquez highlighted the great need to improve access for rural women, especially to quality education and land ownership, and to lessen women's burden for unpaid domestic work. There is also a dearth of data from rural communities, an area that needs improvement in order to assess and achieve the implementation of SDGs. The third speaker, Dalal AlMajed, a graduate student at Teacher's College, Columbia University, spoke about her study on the harassment of women in Kuwait. She investigated two hypotheses: (1) that women in Kuwait view street harassment from men as normal, rather than deviant, behavior, and (2) that women are desensitized to harassment behavior which leads to its normalization. She highlighted that if women do not recognize harassment as problematic and deviant, it is indeed more challenging to combat and prosecute such behavior.

In closing, Dr. Ani Kalayjian led the group in her signature Heart-to-Heart-Circle of Gratitude and Love, for attendees to experience a sense of connectedness with one another, women and men across the globe, and all humanity. Overall the symposium was innovative and transformative, allowing attendees to gain insight into the plight of rural women around the world, as well as feel the urgency for increased data, research dissemination and policy revisions and implementation.



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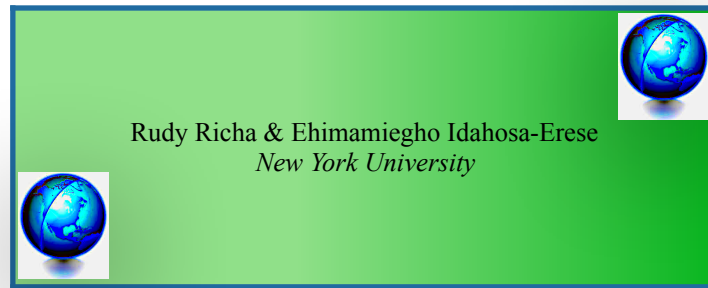
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Psychology Day at the United Nations: Climate Change Mitigation and Adaptation

*“We are the first generation to be able to end poverty, and the last generation that can take steps to avoid the worst impact of climate change. Future generations will judge us harshly if we fail to uphold our moral and historic responsibilities... Saving our planet, lifting people out of poverty, advancing economic growth, these are one and the same fight. We must connect the dots between climate change, water scarcity, energy shortages, global health, food security, and women’s empowerment. Solutions to one problem must be solutions for all.” --Ban Ki-moon, Secretary General of the UN (2007 - 2016)**

The Eleventh Annual Psychology Day at the United Nations, Climate Change: Psychological Interventions Promoting Mitigation and Adaptation, brought together close to 400 diplomats, psychologists and students on April 12, 2018 at the UN in New York City, to consider ways in which psychological theory, research, and practice can mitigate the deleterious impact that climate change and natural disasters

have on individuals globally. The event addressed the human and systemic challenges of climate change, as well as methods to change attitudes towards climate change prevention, develop resilient individuals and societies, and facilitate the attainment of the United Nations’ Sustainable Development Goals. This day was co-sponsored by the Permanent Mission of the Dominican Republic to the United Nations, with the support of H.E. Ambassador Francisco A. Cortorreal, the Permanent Mission of Palau to the United Nations, with the support of H.E. Ambassador Ngedikes Olai Uludong, and the Permanent Mission of the Maldives to the United Nations, with the support of Ambassador Ali Naseer Mohamed. Additionally, members of various NGOs accredited by the United Nations Economic and Social Council (ECOSOC) and Department of Public Information (DPI) aided in the realization of the event.

In her orientation to the day’s agenda, Leslie Popoff, Ph.D., Chair of the Psychology Day Planning Committee and

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United Nations Coordinator for The Association for Trauma Outreach and Prevention (ATOP) Meaningfulworld, focused on Sustainable Development Goal #13, “Climate Actions,” which emphasizes the link between climate change and the economic development of nations, especially those greatly affected by natural disasters. She declared that climate change is as much of a psychological and social phenomenon as it is a scientific one, and psychological research provides the link between populations’ norms, values, belief systems, and the strategies that can promote a more sustainable environment. With that purpose in mind, the APA Task Force on the Interface Between Psychology and Global Climate Change was established in 2008 to study the role of psychology and related research in comprehending and targeting global climate change; and their hope is to create adequate strategies to attenuate its impact. Key members of this task force were present on the day’s panel.

In opening remarks, H.E. Ambassador Ngedikes Olai Uludong thanked the psychology community for addressing this important topic. Moderator, Walter Reichman, Ed.D., Partner and Vice President of OrgVitality, Emeritus Professor of Psychology at Baruch College and the Graduate Center at the City University of New York, explained how Psychology Day came to fruition and introduced the event’s speakers.

The first presenter of the afternoon was keynote speaker Susan Clayton, Ph.D., Wilson-Whitmore Professor of Psychology at the College of Wooster. She addressed psychology’s role in responding to climate change and asserted that researchers should consider three psychological aspects when addressing the linear increase in temperature and its impact on human beings. The first aspect mentioned was human understanding of climate change, as our understanding is being disrupted by the fear of facing life-threatening natural disasters. A result of this emotional protection is engagement in system justification; in other words, individuals are motivated to believe the system is just and that there is no need to worry, so we ignore the threat accompanying climate change. This (mis)perception is further enhanced by people’s limited cognition and ideologies. The belief that religion, technology, or capitalism is the solution to climate change is further clouding understanding and distancing individuals psychologically. The second aspect addressed the consequences of climate

change on human beings. These include damage to one’s general physical health, deteriorating mental health and well-being, increased conflict within social contexts, and limiting broader ways of thinking. These consequences, if not addressed, are further amplified over time. Third, she focused on effective responses to adopt in the face of climate change. Mitigation is key when working to reduce the impact of climate change; and adaptation follows by empowering societies while also encouraging them to enhance their social identities and build a common understanding on the topic. Additionally, psychologists should focus on building resilience within communities. Dr. Clayton ended her talk by stressing that psychologists can help adjust climate change by investigating perceptions, understanding its impact, encouraging mitigation, and promoting adaptation and resilience within the different communities, whether they have or have not been affected by climate change.

The second speaker, Daniel Dodgen, Ph.D., Director of the Office of Operational Policy and Strategic Planning for the Assistant Secretary for Preparedness and Response at the U.S. Department of Health and Human Services (HSS) presented “Climate Change and Extreme Weather Events: The Impact of Mental Health and Well-Being.” Utilizing the Climate and Health Assessment, a White House report from 2016, the audience was made aware of recent alarming trends in the U.S. (e.g. increased heavy downpours, more intense heat waves, less intense cold waves, more frequent hurricanes, etc.). While people often view climate change as something we may need to worry about in the future, it is already affecting everyone now; and Dr. Dodgen emphasized the relationship between its negative health and mental health outcomes. Overall, exposure to weather-related disasters results in mental health consequences such as post-traumatic stress disorder, depression, anxiety, grief/bereavement, increased substance use or misuse, and suicidal thoughts and attempts. Specific groups, such as children, farmers, those with limited mobility, immigrants, individuals living in coastal areas, those from indigenous communities, people living in poverty, and all those who may be involved with supporting a community after a natural disaster are all at increased risk for mental health consequences. Additionally, extreme heat increases health risks for individuals with mental illnesses. In closing, Dr. Dodgen urged the audience

to take the opportunity to apply their skills, knowledge, and experiences to address climate change. For example, the HHS Office of the Assistant Secretary for Preparedness and Response (ASPR) integrates mental health into responses to extreme weather conditions by providing mental health services and consolation to impacted communities and shelters.

The third speaker, Irina Feygina, Ph.D., Director of Behavioral Science and Assessment at Climate Central, LLC presented “Psychological Contributions to Overcoming Disengagement and Fostering Compelling Solutions to Climate Change.” She argued that understanding people’s experiences- what occurs when they encounter the possibility and reality of climate change- is the first step towards dealing with the natural phenomena. She suggested that psychologists should harness psychological insights and methodologies in order to engage people in the community and develop adequate programs specialized to build resilience in community members. These programs should address the cognitions, attitudes and values, needs and motives, as well as social norms and the personal experiences shared by the community facing the natural disaster. Dr. Feygina moved on to discuss the importance of properly communicating the issue at hand to the larger population. Psychologists should not only focus on understanding climate change; they must also take into account the Information Deficit Model and the fact that several factors such as one’s emotions, limited cognitions, and personal experiences stand in the way of completely comprehending the concept of climate change. This topic should be communicated in a way that addresses people’s needs, limited understanding, motives and values, among other things, in order to establish the connection needed to encourage people to take action on climate change.

The final speaker, Paul Stern, Ph.D., President of the Social and Environmental Research Institute and Professor II at Norwegian University of Science and Technology presented “Changing the Behaviors that Drive Climate Change: What People Need to Understand, and How to Promote Change.” The challenge for us, Dr. Stern declared, is to address the influence the older generations had on climate change, and turn it around, in order to benefit future generations. Posing the question “what can psychology

offer?,” he emphasized that changing human behavior is key and urged psychologists to consider how their insights can add to what other sciences can offer. Because many of the important risks associated with climate change cannot be well quantified or pinpointed in space, there is a need for qualitative understanding that is consistent with scientific understanding, addresses important unknowns, and promotes informed dialogue and debate. Dr. Stern declared that we need to act before we have predictive certainty; and we must recognize that values, needs, and interests vary among individuals, organizations, communities and countries. Overall, humanity is not meeting challenges related to climate change adequately by solely relying on technology and economic stimuli. As consumers, organizations, and citizens, we must also contribute to mitigating the impact of climate change through applying psychological insights, engaging in private climate initiatives, and informing public policy.

These three presentations segued into an open discussion on climate change, followed by a gala reception for participants. Since 2007, each annual Psychology Day at the UN focused on another timely issue, such as "Promoting well-being" (Feher, 2017), and "The global migration crisis" (Marcotte, 2016). This three-hour Psychology Day 2018 can be viewed on-line at the link below (see Note 1 below).

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Therapy Training Video Series Review - Gestalt Therapy for Today: Repairing Gloria
New Contemporary Gestalt Therapy Demonstration Films

Producer - Robert W. Resnick (2017)

Charles Bowman
President - *Indianapolis Gestalt Institute*

New Contemporary Gestalt Therapy Demonstration Films by Robert Resnick, Ph.D.* is a collection of eight episodes of actual, unedited gestalt therapy sessions plus a thirty- minute Gestalt Therapy Theory Synopsis with Dr. Resnick providing the therapy demonstrations, commentary and lecture. The full set, almost seven and a half hours long, demonstrates modern gestalt therapy's phenomenological and dialogic process approach to psychotherapy. Recorded between 2001 and 2016, the sessions demonstrate central tenets in contemporary gestalt therapy theory. These professionally recorded therapy sessions, occurring in real time with real clients, are accompanied by brief discussions, short synopsis, and the thirty-minute summary of contemporary gestalt therapy theory.

The setting for the films is the annual European Gestalt Therapy Training Program that has been offered by Dr. Resnick and his colleagues at Gestalt Associates Training Los Angeles (GATLA) for 47 years. Fritz Perls personally certified Dr. Resnick in 1969 and chose him to introduce gestalt therapy in Europe in lecture and workshop format that year. This high quality opus is a training vehicle in the spirit of psychotherapy in general and gestalt therapy in particular. Freud revolutionized psychoanalytic training with his development of the single case study method. Carl Rogers introduced audio recording and transcription of individual counseling sessions in the 1940s, further developing the

study of the *process* of psychotherapy.

Like Rogers, Perls saw video as an invaluable training tool. He utilized audio and video recording to make his training seminars and gestalt therapy demonstrations available to a wide audience, including a transcription of four lectures and a dreamwork seminar published in 1969 entitled *Gestalt Therapy Verbatim*. Similar to Perls, Dr. Resnick is also committed to training in psychotherapy using video. He also includes an introduction to gestalt therapy theory in the opening clip of the series. In terms of the style and method of these two gestalt therapists, this might well be where the similarity ends.

Probably the most recognized of all psychotherapy training videos is Everett Shostrom's iconic video *Three Approaches to Psychotherapy* or "The Gloria Films." It is unfortunate that so many graduate students studying counseling and psychotherapy have been and continue to be exposed to gestalt therapy through the dissemination of this film. Perhaps Dr. Resnick's most impressive contribution to gestalt therapy will be to correct the erroneous conclusion of many graduate students in psychotherapy "that challenge and frustration of the client is the dominant Gestalt approach" (Wakelin, 2017, p. 63). In *Three Approaches to Psychotherapy*, Perls has been characterized as confrontational, acerbic, even abusive. In this current work one is struck repeatedly throughout the videos with the

* Author's Note: Disclosure: As Robert Resnick and myself have both been part of the Gestalt Therapy community for many decades; we both know each other and have occasionally worked together as conference presenters and as training faculty. Correspondence concerning this review should be addressed to Charles Bowman, 9292 N. Meridian Street, Suite 311, Indianapolis, Indiana, USA 46260. Contact: charlie@bowmancounseling.com

caring, non-interpretive, involved nature of contemporary gestalt therapy. Dr. Resnick demonstrates again and again what gestalt trainers have deemed the “use of self as a therapeutic instrument” via his laughter, tears, seriousness and contact.

I am loath to dwell on the Gloria films but there is a theoretical point to be made that context matters. To the gestalt therapist this means that the figure of our awareness only has meaning in relation to the ground. Perls, Rodgers and Ellis were filmed in 1964. It was “the Age of Aquarius.” *Mary Poppins* and *A Hard Day's Night* were two of the most popular films of the day and fresh episodes of *Bewitched*, *Gilligan's Island*, and *The Man from U.N.C.L.E.* were anticipated on weekly television. These were the days of Lyndon Johnson's “Great Society” in the United States, where the filming of *Three Approaches to Psychotherapy* took place. Also in 1964, Bob Dylan released the title track off his new album, “The Times They Are a-Changin'.”

And indeed they have! These films highlight a new era for gestalt therapy—one that fully integrates the relational turn in gestalt praxis. Gone are the barnstorming days of Fritz Perls and gestalt therapy. In his mission to demonstrate the efficacy of gestalt therapy Perls lost the focus on relationship and on contacting. *New Contemporary Gestalt Therapy Demonstration Films* shows gestalt therapy at its finest, enlivened by omitting much of the jargon of gestalt therapy theory. Instead, the videography itself clearly demonstrates the power of a gestalt therapist connecting in various contexts through ultra-clear, high quality, two-camera video. Split-screen technology captures nuance and subtlety in a manner that older films cannot. One can see the nonverbal communication between therapist and client *simultaneously*.

In the episode “It Cannot Be So,” Dr. Resnick demonstrates an alternative method of confrontation that relies less upon Perls' methods of challenge and frustration and more so upon contacting and connection – demonstrating his availability, interest and presence. In response to the client's persistent quest for cognitive understanding, Dr. Resnick offers the following:

“What I'm clear about is I don't want to get stuck with you trying to find out what you don't know. ...I don't like it and I don't think it's going to be useful for you either. So, I'm becoming more interested in how it is

that you don't know rather than what you don't know.”

This marks the beginning of an intervention that shifts the client's experience from a cognitive process of theorizing and predicting to an awareness of his embodied experience of introjection. Although the words are precise in this vignette—as the subtitles helpfully attest—the video offers a clearer, fuller view of the power of gestalt therapy through connection. The “I-Thou moment” is much heralded in gestalt therapy and this vignette demonstrates the healing power of connection in this fashion. Clearly, gestalt therapy has come of age since the days of Gloria.

These videos do not present a cookbook of how to do gestalt therapy. Although they are replete with examples of gestalt therapy at its best, a phenomenologically-based, dialogical psychotherapy must begin with client and therapist fully present to each other, here and now. Laura Perls offered this advice:

Gestalt therapy is existential, experiential and experimental. But what techniques you use to implement that and apply it, that depends to the greatest extent on your background, on your experiences professionally, in life, your skills and whatever (as cited in Rosenfeld, 1978a, p. 24).

The films are available worldwide and are currently subtitled in nine languages with seven more soon to be added. An annotated menu of each film is available at www.Vimeo.com/ondemand/gestaltfilms. Versions are available for streaming or downloading from this site and DVDs can be ordered at resnickfilms@gmail.com. The entire set is available for USD \$350 or USD \$59.99 per episode. The duration of the full set is 7 hours, 35 minutes. The thirty-minute synopsis of gestalt therapy theory is available for viewing or download at no cost.

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Well-Being of Youth and Emerging Adults across Cultures: Novel Approaches and Findings from Europe, Asia, Africa and America

Radosveta Dimitrova. Stockholm: Sweden. 327 pages. ISBN: 978-3-319-68362-1.

Snežana Stupar-Rutenfrans & Petrouschka C.D. Verdouw
University College Roosevelt, The Netherlands

Well-Being of Youth and Emerging Adults across Cultures, published in 2017, is part of the Cross-Cultural Advancements in Positive Psychology book series. The principal point of this series is to spread a general and culture-reasonable viewpoint on great life advancement. Moreover, the series advance a deeper understanding of the cross-cultural differences in well-being conceptualization. This volume focusses on “Emerging adulthood (EA),” a term first coined by Arnett in 2000 and portrayed as a standardized life stage described by various experiences, the absence of long-haul responsibilities and precarious sentimental relationships and business. Emerging adulthood describes the development of youth between the ages of 18 and 25.

The editor of this volume, Radosveta Dimitrova, is a highly appreciated leader in cross-cultural and developmental psychology who earned several prizes for her innovative research. Dimitrova has brought together a team of experts for this volume, including Jeffery Jensen Arnett who is a Professor in the Department of Psychology at Clark University in Massachusetts. Arnett is the originator of the theory of emerging adulthood, as he authored several articles and books, including *Well-Being of Youth and Emerging Adults across Cultures*, regarding this concept. The editor and the author are both experienced in the field of cross-cultural psychology and the theory of emerging adulthood. Hence, it seems appropriate that a book of this nature should have originated from them.

In 2000, Arnett published an article that proposed a new theory of development from the late adolescence through the twenties, with an emphasis on ages 18-25. He contends that

this period is neither pre-adulthood nor youthful adulthood but that emerging adulthood is distinct from them both. From 2000 on, emerging adulthood was considered to be a cultural theory, however, many people had seen that the 20s were different than the past, which led to a greater interest in studying emerging adulthood around the world. As discussed earlier, emerging adulthood is not a universal theory, currently only existing where social and economic conditions make it conceivable (Arnett, 2000). Partly because of aforementioned research conducted by Arnett, emerging adulthood gained interest in the past 20 years and even special conferences were organized on this popular topic. Research conducted by Arnett has mostly focused on emerging adulthood in the West, especially in the United States. However, the current book presents new empirical data on the well-being of youth and emerging adults from a global perspective. Therefore, this new book is a critical and noteworthy commitment to the developing worldwide interest on rising adulthood. Arnett correctly mentioned that the theory of emerging adulthood was originated by an American and that it is wrong to just transport these theories to different societies because all hypotheses and measures are loaded down with fundamental social suspicions that may be different for other countries. The current book clearly focuses on emerging adulthood and the cultural differences in well-being for youth.

The current volume compares the aspects of well-being in different geographical regions such as Europe, Asia, Africa, North- and South America. Although it describes global regions, it also focusses on ethnic minorities within

the different countries. The findings are distinct, but give nearly a full representation of well-being during emerging adulthood at a global scale.

The research conducted in this book regarding Africa and the ethnic minorities is unique and distinguishes this book from other books and articles. Africa has not been sufficiently represented in psychological research for a long time. This book, however, includes Africa because of its enormous youth population which is due to the high fertility rate; Africa has the fastest-growing youth population throughout the 21st century (UNDP, 2017).

Additionally, this book includes innovative approaches to cultural, theoretical and methodological issues regarding emerging adulthood and thus offers up-to-date evidence and insights for researchers, practitioners, and policymakers in the fields of cross-cultural psychology, human development, sociology, social work and developmental science. The current book is rich in facts and theories from many different perspectives regarding the well-being of adolescents and concerning the emerging adulthood theories.

The current volume is divided into three main parts; Part I concerns the well-being of youth and emerging adults from indigenous populations. It describes tight and loose cultures, the influence of religion and optimism on youth, the positive youth development, identity formation, personal developments, and the meaning of life and motivation. Part I reveals that in the USA and northern Europe, it is common for adolescents to leave home and start having an independent life. Though, in the south of Europe, Italy for instance, teenagers remain at home even while having a more self-ruling and autonomous life. In most Western nations, having a progression of intimate and sexual connections amid developing adulthood is not only permitted but also supported because of the believed basis that this will provide for inevitable marriage. On the other hand, in Eastern nations, pre-marriage dating and sex is disheartened, because of a social accentuation on education and because of female virtue before marriage. Inside every nation, there are contrasts and similarities on sexual orientation, ethnic gathering, and social class, all of which are emphasized in Part II of the book.

Part II reviews the well-being of youth and emerging adults from ethnic minority and immigrant populations while

focusing on different ethnic minorities in the LGB youth, Spanish youth, Turkish-Bulgarian youth, Romanian youth, Muslim youth and Chinese migrant youth. This part of the book revealed that it is hard for immigrant youth and minority groups to achieve adequate levels of social well-being because of the differences in cultures. The findings of this part suggest that there may be differences in well-being depending on whether the immigrants live in similar or contrasting cultures compared to their home cultures. Moreover, it describes that collective identity is a useful notion for the youth with a diverse ethnic background in the post-communist European context. The collective identity reflects the universal and common experiences of minority groups and the challenges they face with the mainstream culture. Collective identity is said to be important for the well-being of youth from several different ethnic minorities including the Turkish-Bulgarian and Muslim-Bulgarian Minorities in Bulgaria. Additionally, one specific chapter applies the Five Cs model (competence, confidence, character, connection, and caring) of Positive Youth Development (PYD) (Lerner et al., 2006) to migrant youth in China. This demonstrates that the five Cs are applicable to Chinese migrant youth. This chapter stressed that PYD is a healthy state and that it has been achieved in the last decades. Also, the results reveal that future orientation and social support are important individual strengths for PYD of the Chinese migrant youth. In sum, Part II compares the well-being of youth in different ethnic minorities and immigrant groups. For all minorities, the well-being depends on the differences between the home culture and the culture of the mainstream inhabitants.

Part III focuses on the well-being of youth and emerging adults in a comparative perspective and compares the well-being of youth and emerging adults in countries such as Mexico, Nicaragua, China, Colombia, Italy, Jordan, and Kenya etc. The distinctive parts highlight the complexities of youngsters' life in an assortment of social settings to investigate how key formative procedures, for example, personality, religiosity and hopefulness, informal communities, and social communication in families and society everywhere advance ideal and fruitful adjustment. The first chapter of this part reveals that life satisfaction, and thus also well-being, was reliably connected with the high

underwriting of every one of the four religiousness spaces: believing, bonding, behaving and belonging. The second chapter of this part shows that social competence, kind and helpful behavior and academic goals are part of the positive development that is encouraged by parental warmth and acceptance in all countries. However, not all positive youth characteristics are true for all countries but are more important in particular cultural groups than in others. Another chapter examines the use of the Satisfaction with Love Life Scale (SWLLS) measurement across cultural contexts. In addition, another chapter examines how children of immigrants are doing in terms of several well-being facets including educational and psychological outcomes. It shows that theoretical assumptions of developmental, social and acculturation psychology are intense constituents for ideal adjustment of outsider youngsters and youth. According to the author, these findings should be used to guide policies and programs targeting optimal outcomes for the children of migrants. The last chapter describes the evidence found supporting the influence of culture on the adaptation of youth, and the evidence that a strong cultural maintenance and a strong collective identity are both significant predictors of higher self-esteem, life satisfaction and well-being of immigrant youth. Part III gives recommendations for policymakers regarding the well-being of immigrant youth. The main recommendations include the crucial role of families, schools, and neighborhoods in setting up beneficial contexts for the recognition and prevention of problems that children and immigrant youth fear. Also, the policymakers should take the socio-cultural background into account when planning interventions. Multicultural identities should be sustained to improve the well-being of immigrant youth.

In general, the current book is very well written and rather interesting due to innovative arguments and perspectives. Although the subject is complex, the book is not too complicated for the average reader. The strength of the book is that it is interesting for everyone who can relate to different cultures, parenting, psychology and the emerging adulthood. This book relates to international readers in many different ways as the book regards an enormous amount of cultures and shows how each culture has contrasts and similarities to other cultures. The book is divided into three clear parts and the index allows the reader to immediately

find the subject of interest. A minor weakness of the book is that there are no summaries given after or before each of the three parts. A summary or short overview would have improved the flow between the parts and the different chapters. Additionally, the volume does not include a clear conclusion about the findings that were presented. Overall, the book is written intellectually and the facts presented are gathered from various academically proven resources. The authors and editors enthusiasm for the topic is obvious throughout the book, and the readers are invited to think critically about the concept of global emerging adulthood.

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