

CPA: International and Cross Cultural Psychology (ICCP) Section Newsletter.

A Word from the Section Chair

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Greetings from Victoria! Spring is here and the flowers have begun to blossom with the warmth of the sunshine! A student in my cross-cultural communications course commented how wonderful it must be for many people in the world to enjoy sunshine and "shorts-weather" almost all year round. She was referring to her e-pal in Trinidad whom she had contacted for her assignment which required her to communicate with this e-pal over an extended period of time. In early January, we had some snowfall. She was emailing to her pal in Trinidad who inquired "what's up"? She said it's snowing making everything very pretty indeed. Her e-pal exclaimed, "I have never seen snow!" The student got an idea. She turned her computer camera to her window! The Trinidadian e-pal could not contain his excitement at watching the "live" display of snowfall at the other end of his e-world! The geographical divides among us are no longer daunting as this cross-cultural friendship aptly demonstrated.

At the political level however, it is a different and sad story. As I am sharing my reflections with you, CNN is showing the war in Iraq "live". Stories of mass destruction, human rights abuse, innocent victims, and anticipation of refugee influx surround the news world. The ethno-religious-economic conflicts

have the world divided. Many of our section members work with refugees and new immigrants to Canada, and many of us are actively examining the issues of inter-group and inter-cultural harmony. Implementing our understanding and psychological strategies towards global peace would be a very noble goal for cross-cultural psychologists.

I am hoping, as you all that sanity may prevail soon. Meanwhile maintaining our solidarity as a group of cross-cultural psychologists is essential. At the upcoming CPA convention in June '03 at Hamilton we have a very rich program plan. Our section's invited speaker, Floyd Rudmin will present "The Many Meanings of Marginality". We have joined hands with History & Philosophy of Psychology section to present two joint-symposia; "Acculturation" and "Relevance of Culture" highlighting the historical, theoretical, and empirical issues. Kimberley Noels has organized a symposium on "Intercultural Contact". Reflecting the dynamic participation of our student members, a symposium is planned by Jay Van Bavel; "Student Research" in which our budding cross-cultural psychologists will present their research. In addition, Peter Liu is going to engage us in a "Conversation on Asian-Canadian psychology". Colleen Braun is making a special presentation on "Cultural implications of Depression and



Chronic Pair". Another major event to look for is the mega inter-session; "Globalization and HIV/AIDS in Cambodia" involving our section along with other sections; SWAP, History & Philosophy of Psychology, I/O, Social & Personality, and Health.

I am very much looking forward to your participation at the section's business meeting (Sat, June 14). We always welcome dynamic new members to be on our executive committee. To conclude on a pleasant note, we will be planning a social dinner for our members to mingle and more. Please stay tuned for details!

See you in Hamilton!

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Spring 2003 Editorial



With Spring here (at least in many parts of Canada) and Summer just around the corner, many of us are preparing for the upcoming CPA convention in Hamilton, Ontario. This edition of the International and Cross-Cultural Psychology (ICCP) Section newsletter includes notices of upcoming events, websites and books of interest, invitations for collaborations, articles about ongoing research and professional projects, and many of the other features that the two previous newsletters had. It focuses, however, on the upcoming convention, highlighting the many symposia, paper sessions and other events sponsored by the Section, as well as relevant sessions offered by other sections. We hope you will find it useful in making the most out of your attendance at the Convention.

I'd like to particularly encourage everyone to attend the ICCP Section Business Meeting, which will take place from 2:00 to 2:55 on Saturday June 14 in Room 203. For those of you who haven't attended before, this is an opportunity for Section members to meet each other and to discuss ways in which the Section can serve your interests better. It also includes the election of new members to the Executive Committee, and this year we need to elect a new Chair-elect, Secretary-Treasurer, Newsletter Editor, and Student Representatives. Graduate students are particularly encouraged to attend and become involved in the discussions, and they are eligible for all the elected offices except Chair and Chair-elect.

As a final note to this brief editorial, I'd like to thank all the contributors for sharing information of interest to Section members, and for providing articles about their ongoing projects. I'd also like to thank Kristie Saumure for yet another outstanding round of assistance in editing the ICCP newsletter; I am sure that this newsletter would not make it out to members in as attractive, timely, and organized fashion without her dedicated involvement.

Kimberly Noels

ICCP Newsletter Editor



Interested?

- The 8th International Metropolis Conference will be held in Vienna in Sept. Some colleagues and I have proposed a workshop exploring the area of policing and community, policing and immigration, hate bias/crime, impact of terrorist rhetoric on immigration and implications for policing, etc. and are looking for papers. If you are interested, please get back to me personally. You can read about the conference and the work of Metropolis at http://canada.metropolis.net/frameset_e.html?http://canada.metropolis.net/ma—Valerie Pruegger
- Interested in Research Collaboration? A global survey that focuses on the psychological use of community in the increasingly diverse cultural contexts is being planned. Currently we are looking for more data collection sites in Canada and any other regions for the purpose of multicultural comparison. Portions of the survey results will be presented at the 2003 APA Convention in Toronto in August. If you are interested in cross-cultural collaboration, please contact Mitsuru Ikeda, B.A. at manchan@purple.plala.or.jp. Further questions could be directed to Toshiaki Sasao, Ph.D., Associate Professor of Psychology, Community Research & Action Group, International Christian University, Osawa 3-20-2, Mitaka-shi, Tokyo 181-8585 JAPAN, email: sasao@icu.ac.jp.

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Upcoming Conferences and Presentations



- **2003 Biennial Conference for the International Academy for Intercultural Research.** May 16-19. Taipei, Taiwan. For more information on submissions, see <http://www.interculturalacademy.org/taipei-2003.html>.
- Ninth International Conference on Intercultural Understanding and Communication. July 24-28, 2003. Fullerton, California. For more information see: <http://www.trinity.edu/org/ics/Call%20for%20CSF%2C%202003.html>
- **IACCP Regional Conference.** July, 2003. Budapest Hungary. Sponsored by the Hungarian Psychological Association and the Social Psychology Section of the Association. More details to come.
- **XVII Congress of the IACCP.** August, 2004. Xi'an Sha'anxi Province, China. Sponsored by the Chinese Psychological Society and Shaanxi Normal University. More details later.
- **28th International Congress of Psychology.** August, 2004. Beijing, China. See: www.psych.ac.cn/2004/index.html.
- **International Congress of Psychology (IUPsyS).** 2008: Berlin, Germany.
- **International Congress of Applied Psychology. (IAAP).** 2006: Athens, Greece



Websites to Note

- **Website for the International and Cross-Cultural Psychology Section of CPA.** <http://ccins.camosun.bc.ca/~tonks/iccp>
- **Reports of hate in Calgary:** www.reporhate.org
- **Culture and Cognition at UBC:** <http://mlab1.psych.ubc.ca/%7Edlehman/Cultcog.htm>
- **Centre for Research on Culture and Human Development:** www.stfx.ca/pinstitutes/culture
- **University of Saskatchewan's Culture and Human Development Program:** <http://www.usask.ca/psychology/chd/>
- **University of Alberta Program in Social and Cultural Psychology:** <http://www.psych.ualberta.ca/research/scp.html>
- **Society for Cross-Cultural Research:** <http://www.fit.edu/CampusLife/clubs-org/sccr/>
- **Cultural Psychology Links:** <http://www.socialpsychology.org/cultural.htm>
- **Centre for Cross-Cultural Research:** <http://www.ac.wvu.edu/~culture/>
- **Cultural Studies Central:** <http://www.culturalstudies.net/>
- **Graduate Education in Cross-Cultural Psychology:** <http://www.ac.wvu.edu/~lonner/GradEd.htm>

Books of Interest



Social and Cultural Lives of Immune Systems- James M. Wilce

Upcoming April 2003 (Description pulled from the Dust Jacket)

Social and Cultural Lives of Immune Systems introduces a provocative new hypothesis in medico-social theory - the theory that immunity and disease are in part socially constituted, and that immune systems function not just as biological entities but also as symbolic concepts charged with political significance. Bridging elements of psychology, sociology, body theory, immunology and medical anthropology, twelve papers from leading international scholars explicate some of the health-hazards of emotional and social pressure, whilst analysing the semiotic and social responses to immunity and to imagery associated with it. Is it possible, as some experts now claim, that the terminology of immunity, dependent upon the defense of the self from invasion by an alien other, has entered modern consciousness to a point where it serves as a metaphor and indicator of wider political realities? If one's social status affects one's immune competence, can health interventions avoid taking poverty and discrimination into account?

Can immunological rhetoric genuinely be shown to affect operations as diverse as military action, crime policy, and international food distribution? If this is the case, what conclusions can be drawn from the fact that tactics of disclosure, emotional openness and inclusion are clinically proven to boost immunity, whereas division, denial and containment - apparently modeled on the activities of immune cells - ironically raise susceptibility to disease?

Social and Cultural Lives of Immune Systems features contributions from David Napier, Emily Martin, Daniel E. Moerman and others alongside critical data from trauma-writing interventions in the US and New Zealand, European drug trials, US clinical practice and global fieldwork on stress, status, and cultural capital. Possibly the first cultural analysis of embodiment to give close attention to immune function, and certainly one of the first studies of immunology, disease and healing to look seriously at concepts of the social self, it offers a comprehensive framework for future study in an exciting new area.

James M. Wilce Jr is Assistant Professor of Anthropology at Northern Arizona University. He specialises in sociocultural perspectives on language, illness and healing, and is author of *Eloquence in Trouble: Poetics and Politics of Complaint in Rural Bangladesh* (1998). Theory and Practice in Medical Anthropology and International Health Medical Anthropology, Immunology, Sociology



Traumatic Experiences and Refugee Children: Risk, Impact, and Response

Yaya de Andrade, Joan Simalchik

Abstract

The authors discuss the complex dimensions of psychosocial trauma involving refugee children. Their conceptualization of trauma originates from the work of Martin Baro, and reveals the interplay of 3 main factors: (1) circumstantial, (2) contextual and (3) personal factors. These have to be considered at all times in the planning and implementation of interventions. Also, the authors describe the importance of school as the natural context where traumatized refugee children can - and should be supported. The awareness of and response to their needs will ultimately reduce risk and further impact of their traumatic experiences.

Dan Bar-On emphasized in Legacies of Silence: Encounters with Children of the Third Reich that awareness of what took place in the Second World War might have constrained views of the future. As a result of those catastrophic events, some people gave up the quest for hope, convinced of the inevitability of inhumanity. Others suppressed the knowledge of what had occurred, by avoiding disquieting questions. Still others became obsessed with coming to terms with the devastation and were unable to come to terms with the past.

We are now living through uncertain times, and if we consider current events, it is likely that many people have changed some of their assumptions that the world is a safe place. Among these millions have witnessed via television the September 11 events in the United States and the continuing media images of attacks in Iraq. These events take place in the midst of different societies, one that had been for the most part, previously sheltered from devastation. Even with its technology and security apparatus, it seems that there was no one who could prevent it, and more recently, even with millions demonstrating against attacks, they have happened despite the pressures and reflections upon its impact. Children all over the world continue to be exposed to unprecedented levels of war related violence, and their development and learning are compromised.

Within the refugee population there are families and children who have experienced multiple levels of loss among the first being the loss of protection of their own state. During periods of flight and the subsequent quest to find safety, people experience periods of uncertainty and ambiguity and may have foreshortened hopes for the future. Within this process of disruption, there are women, children and men who developed survival strategies utilized throughout the asylum process and later during resettlement period.

Many adults have individual views of vulnerability and they exhibit personal abilities to adjust to life. Nevertheless, these abilities may change after surviving overwhelming, unexpected events, and may, in fact, shatter basic core assumptions. Children's experiences are embedded in their familial/ cultural contexts and catastrophic events will also have an even bigger impact on them, if adults around them are unable to make sense of what happens, are unable to accept and integrate their experience into their lives, and/or to take care of the children. These are the children who are most vulnerable.

Children at Risk

In the last two decades there has been a significant interest by scholars, clinicians and the general public about the impact that war experiences have on children, especially refugee children. Both authors have directly assisted thousands of refugee children and their families in dealing with the memory and impact of traumatic experiences. Training has also been provided to non-governmental organizations, community leaders, students and professionals in human services in Canada and abroad with the main objective of increasing the understanding of the risk and impact of individual and collective traumatic experiences on children, families, and communities. Through these experiences, a model of care has been developed which consists of support for the individual with an increased role for community support.

Although war is not a new phenomenon, careful studies of the complex dimensions of psychosocial trauma involving children have emerged only recently. War is inherently an event that contains a high probability to cause harm and those who understand risk management would agree that it is a situation to be avoided. For those who experience large number of traumatic events, there will likely be higher level of anxiety and more psychological distress.

The literature has shown some evidence that trauma relates to people's predisposing characteristics and these are exacerbated by experiences they have had and/or witnessed. A few studies have already demonstrated that toxic events, despite their prevalence, can cause low incidences of physical and mental disorders in adult population. The conclusion is that significant factors are related to an individual's temperament, beliefs, and level of cognitive abilities.



On the other hand, increasingly, the literature points to the critical importance of contextual understanding and social recognition of potential impact of traumatic events for recuperation of the individual.

The literature also has shown that the impact of overwhelming events for children is not quite the same as for adults. First, it is important to note that children, probably more than adults, are not divorced from the familial/cultural context in which they live and relate. They are deeply affected by what happens, not only to them, but also to their parents and their community. It may be that children are more impressed by features of threatening events than adults usually are, and their objectivity and knowledge of real danger and impact may be quite different than adults' understanding of possible harm.

Despite the evident impact of harmful events on children, there is often a reluctance on the part of adults, and significant resistance from officials, families and authorities in general, to expose children to references associated with the events they have survived and/or witnessed. To talk about traumatic events may be perceived by many adults as damaging to children and posing possible dangers for further traumatization.

While there are significant distinctions between adult and childhood discourse, nevertheless, particular procedures have successfully been used with adults and many of these emphasize the importance of breaking the silence surrounding what is perceived as traumatic.

Many children are silent, not because a biological coding, or intrapsychic factors, but because silence has been imposed upon them by others. The reasons children may remain silent may not be related to internal conflicts or inability to match memory clues, but rather to the fact that they have not been given to opportunity to speak.

In a recent discussion in Vancouver, Yule challenged the assumption that children forget traumatic experiences, and further more that they do not want to remember them. In his large sample of interviews with children who survived overwhelming events, he found them able and willing to talk about their reactions, the events per se, their concerns about themselves and others, and life in general. This coincides with the author's own research conducted with refugee children. They were not only willing to talk about what happened to them and their families, but also reported feeling that such dialogue was important to their own development and better understanding of their reactions to it.

As suggested by Terr, children's ability to talk about traumatic experiences, and overcome trauma largely depends on adults' abilities to assess and help them understand what has happened. Otherwise they may regard those experiences to be "foreign objects" in their bodies and their minds.

Martin Baro suggested that by maintaining "circles of silence" parents, as much as officials and authorities, could transmit an 'official story' in contrast to breaking the silence and allowing for testimonies, disclosure, and symbolic representation of children's experiences.

Another concern usually mentioned by those who object to children's discussion of trauma is that children are uncertain, naive and inaccurate in their description (or self-report) of symptoms. LaCapra extends the complexities surrounding "attending to the victim's voice" to all survivors regardless of their age. Without the opportunities for testimonial discourse, the process of coming to terms with past will be limited for both survivor and society. Langer maintains that while memory making may be fraught with difficulty, it is essential for an understanding of trauma and its impact. Studies continue to provide evidence that childhood trauma is not "resolved" naturally as one grows up and therapeutic clinics and hospitals are filled with adults haunted by images and impressions of their unresolved traumatic experiences.

Psychosocial Trauma

Psychosocial Trauma is a phenomenon involving interplay of three constituent elements: the events, personal features, and the context in which events take place.

For Martin Baro, psychosocial trauma results from political extremism, destruction and dislocation, and ultimately, it involves the social oppression of children and their families. For many children, social support has been destroyed or is nonexistent, and there are little if any available social resources focused on healing and recovery. In this environment, it is likely that children will develop symptoms of posttraumatic stress or dissociative mechanisms. The most serious scenario is when parents are also traumatized, and subsequently not able to care for and protect their children or are prevented from doing so.

In essence, the dialectic of psychosocial trauma involves the contradictory and fragmented ways in which people exhibit signs of intrusion, avoidance, hyperarousal, dissociation, all of which are common in the trauma literature as symptoms of Posttraumatic Stress Disorder (PTSD).

For many children, political repression has been endemic – war, massacres, massive displacement and dislocation occur and families can be separated. Some of them would find refuge in countries such as Canada, and their testimonies help us to better understand the multiple dimen-





Traumatic events are numerous in type and kind and a child may react to the traumatic episode long after it has occurred. Children have described their personal stress related to existing violence at home, in their communities, and helplessness in collective situations such as ferry accidents and fire .

Through the work of the Psychosocial Trauma Institute, we have collected samples of events considered traumatic by children, including refugee children. The children's lists of traumatic events coincide with those of adults despite differences in age, gender ethnicity, background, professional role and social class.

These traumatic events have been categorized according to three major circumstantial factors: natural disasters (e.g. earthquakes, tornadoes), health issues (Aids, leprosy), and human actions (torture, sexual abuse). Also incorporated are categories based on the work of Martin Baro, which is relevant for a better understanding of the phenomenon of trauma caused by "psychosocial destruction."

The dialectical nature of psychosocial trauma implies that an injury or damage is dependent not only on how particular experiences are conditioned by one's social background, but also on the severity of the experience, characteristics of the individual personality and the experience itself.

Martin Baro characterized psychosocial destruction according to three contextual factors: organized violence (e.g. confrontations, armed conflicts), institutional lies (e.g. official stories, circles of silence) and social polarization (e.g. group antagonism, resentment). Following his work, we have been able to better conceptualize and understand the phenomena of psychosocial trauma.

Beyond the need to be empirical in drawing conclusions about the interplay between the reality of a structural context and psychosocial trauma, there needs to be an understanding of how structural, environmental, social (external) contexts have an impact on and transform adults and children's emotional, cognitive, spiritual (internal) world.

Many refugee children have directly or indirectly experienced one or many of the described circumstantial and contextual factors. These are traumatic events that have happened to them and around them. Even though the experiences may have been similar in nature, the impact on individuals is diverse in intensity and complexity. Research should be conducted to better evaluate the impact of social/contextual influences and how adversity and distress can be balanced through cultural practices, personal coping mechanisms and community buffers.

According to Herman , after a traumatic event, adults may become traumatized but many will eventually recover from the impact of the event. Among these are those who naturally recover and for whom life and routine will be restored. There are those who will need treatment and others for whom interventions may or may not be beneficial for their needs. Those who benefit from it will improve and symptoms will subside. Those for whom treatment is not appropriate will continue to exhibit traumatic stress. There are still others who may require treatment, but do not have access to it. They remain at a higher risk, as they may develop more complex health difficulties, and further, they may later require more specialized and costly support and intervention.

As with adults, for children also, there will always be a group who require some sort of intervention. Interventions are essential because they restore children's previous level of functioning and sense of control. They protect children from further distress, normalize their symptoms and assist them in coping with traumatic memories. They seek to mobilize personal resources of the child, their families, and the context in which they live and learn.

The School Context

School is the most relevant context for children from early childhood to adolescence. Schooling, for most children, is an experience that is very nurturing and reassuring. Children who are vulnerable and live in contexts that perpetuate and/or exacerbate existing problems require assistance at school.

In schools, students arrive with both abilities and limitations as a result of personal features, genetic structures, and traumatic experiences. Schools are an ideal setting for the application of concepts related to the impact of traumatic events in children's development. It is a context in which conditions can be created that can prevent, inform and assist children to recover from traumatic experiences.

In schools, counsellors and teachers have the opportunity to use appropriate methods to improve the integration of traumatic experiences. Children can be provided with opportunities for ventilation and testimonies. They may be assessed and referred by school staff if more specialized assistance is required.

Beverly James reported on first hand observations of remarkable children who told stories about how they survived disasters, war, abuse, poverty, and who demonstrated significant resilience. When carefully studied, one can see that these children do not come through traumatic experiences completely unharmed. But with good, consistent care, children are often able to cope with the myriad difficulties related to trauma sequelae.





Teachers and school counselors are committed to provide good care that optimizes the development of students and ensures them of opportunities through which they **can** maintain perseverance and skills related to coping with and mastering challenges.

It is impossible to protect all children from all risks, at all times, and ultimately from every traumatic experience. However it is possible to prevent trauma at many levels, and children need to learn to tolerate experiences. School staff needs to use approaches that will enhance children's coping, adjustment, and healthy development.

Both psychology and education concentrate major focus on children's strengths and their healthy coping and abilities. But both fields also acknowledge the importance of children's shattered identities, their complex difficulties, countless losses and symptoms of traumatic stress. Schools need optimistic, hopeful, honest, and compassionate staff. At school, circles of support can be antidotes to internalized circles of silence and mental health risk will not be transformed into mental disorder.

When the deeper wounds of children do not heal with programs that optimize development and nurturing experiences, there may be other factors at work. These can include: continuous betrayals; disruptions of contact; lack of protection; and discouragement on the part of caregivers.

There may exist a failure on the part of the school to provide them with a context in which they can integrate traumatic experiences.

Attachment is integral to development. For Bowlby, it is an essential repertoire of pre-adapted behaviors that promote interactions. This notion affects the capacity to adapt, as the other, to whom the child is attached, must be available and responsive, especially in emergencies, in the same way communities respond to collective emergencies and diminish its negative impact in its population.

There will be times when children are overwhelmed, unwilling to speak about what has happened, and to recount their stories. And, at other times, children may not demonstrate "accuracy" in their reporting of situations. In either case, children tend to avoid memories that evoke fear and terrifying experiences. For many, rather than memory problem, the difficulty may be one related to language. Often children do not know how to express themselves clearly, especially if they are in a country and learning a foreign language. They do not always know how to describe what they experienced or witnessed in words that adults may understand. Perhaps they were told not to tell anyone about what happened to them and/or their families.

Trauma undermines the possibility of a coherent narrative and one's trauma may be expressed through symptoms, disconnected lapses, outbursts, and mental escape. Rothschild holds that when memory is not enabled to be expressed, posttraumatic symptoms speak instead. "In essence, the body of the traumatized individual refuses to be ignored." When significant features are hidden or cluttered, we may not see what we are supposed to see, and, as we grow older they may become more blurred, fading from an earlier detailed vividness. This is a natural process, and memory for Freud existed beneath the present, hidden behind a visual screen. It is a construction of conflicts between repression and force. Both are compromised in human encounters.

Many people want to forget the past, many emigrate want to be free and experience new perspectives, to be different, to be transformed. Stories have a beginning, whether these consist of an individual "I" or a collective "we." Written testimonies are fixed but development and learning are fluid. When children are given opportunity to talk about or to write their stories, they re-explore the significance of episodes in their development. More details may be recalled as time passes, or fantasized.

While the past cannot be changed, children can be helped to change their views of the future. Families, schools and society at large can offer supportive contexts in which they can live, learn, and relate and so that they are able to develop in a healthier environment.

" No child is so resilient that s/he can thrive in a completely unsupportive environment. Changes in environment should be designed to increase children's chances of obtaining the type of support from friends that they need to cope with the stressors in their lives"

Prevention of Trauma

The first goal is to break the silence surrounding traumatic events, and to concurrently acknowledge the impact of psychosocial trauma. Terr pointed out that traumatic events are external but they quickly become incorporated into the mind. When children are traumatized, they have difficulties storing and using information gathered during and/or after the traumatic experience. When memory is not properly digested, it will return in fragments, distressing images, dissociation and somatic states.

Children, families, communities collectively become implicated in the breakdown of a social order when they are abused, maltreated, violated, and even after they survive horrific circumstances such as the events last September in the United States. Vulnerability is affected through others' direct experiences and trauma is transformed from a private matter to a public policy concern.





Finally, there are many articles and books describing how people are resilient. They manifest initiative, creativity, humour, insights and morality. These characteristics are essential for healthy development and programs are needed that will release them, especially for their enhancement in children. Children are able to recognize that there are positive aspects within difficult and traumatic experiences and when they are involved in programs that help them to identify and integrate traumatic experiences, their vulnerability and risks of physical and mental illness diminishes.

Care should be exercised so not to place excessive focus on victimization and helplessness. There is a risk of embarking on rescuing missions that create more dependency, more illness, less understanding, less adjustment and no genuine compassion.

And there is a risk of avoiding the disquieting questions, and thereby maintaining a denial that ultimately may be catastrophic.

There is a need to identify natural buffers in communities. Children count on support. Support can be provided in creative ways that increase healthy coping, even though the world is recognized to be a complex web of interactions, not always humanizing in nature. Sometimes freedom, independence and claimed rights contradict the need for directions, recognition and cooperation with others.

Helpless adults and helpless children will continue to blame and accuse others, especially if and when others are not helping them to integrate traumatic experiences. It may be that healthy children, adults, communities and societies in general are the ones that, despite the horror they go through and witness, help themselves and others to maintain identity and memory and are able to carry on with life, with hope, dignity and compassion.

1 Dr. Yaya de Andrade is a registered psychologist based in Vancouver who has a major interest in trauma, especially on its impact on children's development. She has provided direct services for traumatized individuals and groups for over 20 years, has worked with schools, mental health organizations, hospitals and universities. She has had opportunities to be involved in overseas projects, and collaborated in national and international publications.

2 Ms. Joan Simalchik is an educator based in Toronto who has designed and delivered programs on support services for survivors of torture and organized violence in the last 20 years. Her main interest lies in the development of community based models of care. She has been continuously requested by NGOs, government, and professional group to collaborate in publications on the impact of torture

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25 Terr, op cit.



**Cultural interpreters in health research: Report from a Cervical Cancer Prevention Initiative (CCPI)****Renate Schober, Ph.D. (Psych.), Xiaohong Song, B.Sc. (China), Liany Susanto, MD (Indonesia), and Isabell Kim, M.A. (Ed.)**

The CCPI is an innovative community-based model of health service, education and research addressing health needs of Chinese-speaking recent immigrants to Toronto. In view of an increased risk of cervical cancer in Chinese-speaking immigrant women relative to the general population (Sent, 1998), CCPI is specifically focused on increasing participation in Pap testing within the context of primary care. Located at the Cross-Cultural Health Services (CCHS) Clinic of Scadding Court Community Centre, CCPI is delivered by a cross-cultural and multidisciplinary team of partners from several health service sectors: community, public health, hospital, and volunteer foreign-trained health-care professionals (FTHCPs) who are recent immigrants to Toronto. The partners collaborate in areas of outreach, health education, promotion, and clinical service and research. FTHCPs are key to the success of this project, playing a crucial role as cultural interpreters in all aspects of this work (cf. Ministry of Citizenship of Ontario, 1989).

Major goals in our cross-cultural research strategy included the following: 1) to explore immigrant women's cultural understandings of health and illness, with a focus on cervical cancer and barriers to prevention; and 2) to examine whether Health Education Workshops presented during Chinese Women's Health Days have beneficial effects on immigrant women's Pap test knowledge and participation in testing. Program evaluations were done to identify ingredients for success of the CCPI partnership model and the Volunteer Training Program for FTHCPs. Research methods included questionnaires, focus groups and individual interviews.

Our research group developed culturally sensitive research methods that are of interest in cross-cultural psychological research. For example, in one of our studies on lay illness models, fifteen Chinese-speaking recent immigrant women participated in individual structured interviews with two of the authors, one of whom served as interviewer and the other as translator/cultural interpreter. Instructions specified that the woman was the expert and the investigators wanted to learn about her cultural understandings of health and illness, focusing on cervical cancer and barriers to prevention. Most of the research participants had some English language skill, and used both English and Chinese throughout the course of the interview. English translation/interpretation was given for all Chinese language communications. We chose this method of interviewing in order to simulate the experience that many immigrant women have in health service settings. The interviewer kept a written record of on-going communication, and each session was also tape-recorded for later transcription and comparison against written record. Content analysis was applied to the data sets by three independent raters, who identified emerging themes and tabulated their frequency of occurrence.

In this study, the reliance on a translator/cultural interpreter combined with a "participant as expert" approach generated a wealth of data on immigrant women's cultural understandings in the health domain. Briefly, most of the women recognized physical, mental and emotional processes as core components of health and illness. Their description of personal illness episodes included symptoms, diagnostic label, cause, cure, and consequences of the illness. They relied on social support, self-care, Chinese Medicine, and Western physicians and medicine as aids in recovery from illness. Their perception of cervical cancer focused on feelings of fear and hopelessness, being unable to bear children, and hope for survival through medical intervention. Most recognized Pap smear as a diagnostic test for cervical cancer and some understood the role of Pap testing in cancer prevention. They recognized emotional discomfort and lack of knowledge as major barriers to testing, and recommended education workshops, media advertisements, and 'friends telling friends' as strategies to improve participation in testing. Most of the women identified language as a barrier to finding a physician in the new country. Findings in this study suggest a need to address negative emotional meanings of cancer and Pap testing in future health service and education interventions. Culturally based health practices (e.g., Chinese Medicine) are also in need of increased clinical and research attention. As well, future cervical cancer prevention strategies could benefit from incorporating women's action recommendations to improve participation in Pap testing. This study shows that cultural interpreters can be beneficially used in cross-cultural research to improve current understanding of immigrant women's health perceptions and behaviors.

Based on our experience, we recommend the use of FTHCPs as cultural interpreters in cross-cultural health research. The cultural interpreter's strength is in knowing both languages, understanding both cultures, and advocating on behalf of their clients (Ministry of Citizenship, 1989). By providing cultural and linguistic links, they assist research participants to understand the dominant culture and research context, communicate the participant's conceptual understandings, health beliefs and practices, and enable researchers and project partners to understand the immigrant culture. The reliance on cultural interpreters in health research reflects a shift away from conventional research paradigms that focus on hierarchical relationships and the investigator's expert knowledge (see also Mischler, 1986; Murray & Chamberlain, 1999). Our cross-cultural practice focuses on collaborative teamwork, where cultural meanings are negotiated and power shared between communication partners. The role of cultural interpreters has not been explored in cross-cultural health research and has potential to generate valuable knowledge with implications for developing culturally sensitive health education, health promotion and patient care.

We have identified several key ingredients for success of cross-cultural research in health-related domains. First, health research flourishes within the broader context of a health service model that recognizes diversity as strength rather than a complicating factor. Second, health research requires the dedication and commitment of a cross-cultural and multidisciplinary research team that fosters creativity, while supporting cultural sensitivity and authenticity. Third, in many settings, a cultural interpreter may need to be specifically designated in order to ensure cultural appropriateness of project materials and communication between parties. Fourth, a research paradigm that focuses on collaborative teamwork between communication partners has potential to generate important data that generalizes from laboratory to real life health care situations. Fifth, health research specifically will benefit from the contributions of FTHCPs, whose cultural and foreign-trained expertise contribute to all phases of research from planning and design to data collection, analysis and interpretation. It is noteworthy that FTHCPs who participated in the CCPI were happy to contribute their best to this project and viewed the volunteer program as an opportunity to gain Canadian experience, learn more about the Canadian health system, and contribute at a level commensurate to their skill. Most of the FTHCPs are working as labor, some found paid work in the health field upon volunteering with the CCPI, and others were motivated to aim for the medical certification test in Ontario. The CCPI research team has demonstrated some of the ways in which psychological health research can benefit from a cross-cultural focus. Culture is a core attribute of individuals and social groups, and as such deserves systematic research attention.

References

- Ministry of Citizenship of Ontario (1989). Cultural interpreter training manual. Toronto: Queen's Printer Press.
- Mischler, E.G. (1986). Research interviewing: Context and Narrative. Cambridge, Mass.: Harvard University Press.
- Murray, M. & Chamberlain, K. (1999). Qualitative health psychology: Theories and Methods. London: Sage Publications.
- Sent, L., Ballem, P., Paluck, E., Yelland, L. & Vogel, A.M. (1998). The Asian Women's Health Clinic: Addressing cultural barriers to preventive health care. Canadian Medical Association Journal, 159, 350-354.



CPA '03: June 12-14: Hamilton

International & Cross-cultural Psychology Program

***For times and locations, please see page 12.**



I) Section Keynote Speaker

Floyd Rudmin: "The Many Meanings of Marginality"

II) Student Symposium

Student Research in International and Cross-cultural Psychology: A Symposium on the Role of Context in Acculturation, Identity and Meaning

Moderator: Jay Van Bavel

ii) *Parent and child attitudes towards education and occupational achievement as a function of acculturation*

Reena Chopra & K. Paul Satinder

iii) *Acculturation of missionaries: Religious orientation, coping and adjustment*

Geoffrey S. Navara & Susan James

iv) *Ethnic identity in isolated Francophone communities*

Sophie Gaudet & Richard Clement

v) *Second language usage: The effects of context, norms and vitality*

Susan C. Baker, Richard Clement, Peter D. MacIntyre

III) Symposium on Intercultural Contact

Perspectives on Intercultural Contact and Adaptation to New Cultures

Moderator: Kimberley Noels

i) *The cross-cultural coping scale: Evidence and implications for individualistic and collectivistic dimensions of coping*

Ben Kuo

ii) *Validating and expanding a model of acculturation*

Saba Safdar

iii) *Distress in the immigrants' experience in relation to hassles, well-being and competence*

Clarry Lay

iv) *Acculturation and daily hassles: Effects of generational status, gender and situations among Guyanese-Canadians*

Richard Clement & Sonia Singh

v) *Intercultural adaptation in international students: Language, ethnic identity and adjustment*

Kimberley Noels & Eiko Imai

IV) Joint Symposium with the History & Philosophy of Psychology Section

From Empirical to Theoretical: Acculturation Methodologies and Ideologies

Moderator: Randal G. Tonks

i) *Relationships among Ego identity, ethnic identity, and host cultural identity*

Ai-Lan Chia

ii) *An exploration into the nature of acculturative stress*

Alexander Shaw

iii) *Ideological bias in acculturation research*

Floyd Rudmin

iv) *History of and history as a cultural psychology of acculturation and stress*

Randal G. Tonks



V) Joint Symposium with the History & Philosophy of Psychology Section

The Relevance of Culture

Moderator: Gira Bhatt

i) *The construction of culture in the discourse of practitioners*

Tara Holton

ii) *"Beauties and the beast": Fairytale motifs in the discourse of south Asian women*

Rebecca Malhi

iii) *Lewin and Mead on food habits: The (ir)relevance of culture*

Kristen Copeland & Fran Cherry

iv) *Transatlantic migration of scientific discourses: The case of psychoanalysis*

Cecelia Taiana



VI) Multi-Sections Mega-Presentation

International & Cross-cultural, History & Philosophy, SWAP, Social & Personality, I/O, Health
Globalization & HIV/AIDS in Cambodia

Section representation: Gira Bhatt

VII) Conversation Session

Asian-Canadian psychology: Discussion of Community Needs, Professional Issues, and Research Challenges.

Peter Liu

VIII) Special Presentation

"Tell me where it hurts": Cultural Implications in the Treatment of Depression and Chronic Pain

Colleen P Braun

IX) Posters:

i) *Psychological outcomes of biculturalism: A comprehensive literature review*

Mehran Vali-Nouri

ii) *Risk factors associated with eating pathology among Canadian second generation Greek and Italian immigrant women*

Gavriela Geller & Cheryl D. Thomas

iii) *Immigrant women's experiences in Canada: Understanding uncertainty*

Debra M Woods & Peter R. Grant

iv) *A cross-cultural exploration of personality and interpersonal problems using the interpersonal circumplex model*

Dawn E. Brandlmayr & Krista K. Trobst

v) *Gender and society by self-concept and family relations: A comparison of the adaptation of adolescents in Canada and in Portugal*

Kwak, Kyunghwa

vi) *A comparison of two diagnostic scales used to assist depression in the Chinese*

Andrew Szeto



CPA 2003 Hamilton At a Glance — Topically Relevant Sessions

*For further details on ICCP Sessions, see pages 10 & 11.

Thursday, June 12, 2003

- 11:25am-12:55pm. Room 202 (45 Theatre). International and Cross-Cultural Section Symposium. Kimberly Noels, Moderator; Ben Kuo; Saba Safdar; Richard Clément. "Perspectives on Intercultural Contact and Adaptation to New Cultures".
- 1:00pm-2:55pm. Room 201 (40 Theatre). Social and Personality Section Symposium. Michael J.A. Wohl, Moderator; Kimberly Matheson; Kenneth L. Dion; Mindi D. Foster; Nyla R. Branscombe. "Facing Discrimination: Response Strategies of Disadvantaged Groups".
- 4:00pm-5:55pm. Webster B (100 Theatre). Social and Personality Section Symposium. Kimberly Noels, Moderator; Valery Chirkov; Frederick M.E. Grouzet; Rodrigue Landry; Michelle Downie. "Culture, Language, and Motivation: Perspectives from Self-Determination Theory".

Friday, June 13, 2003

- 9:00am-11:25am. Room 203 (40 Theatre). International and Cross-Cultural Psychology Section Symposium. Jay J. Van Bavel, Moderator; Monika Brandstätter; Reena Chopra; Geoffrey S. Navara; Sophie Gaudet; Susan C. Baker. "Student Research in International and Cross-Cultural Psychology".
- 10:00am-11:25am. Webster C (60 Theatre). History and Philosophy Section Presentation. Randal G. Tonks, Moderator; Ai-Lan Chi, Alexander C. Shaw; Floyd W. Rudmin. "From Empirical to Theoretical: Acculturation Methodologies and Ideologies".
- 11:30am-1:20pm. Third Floor, Chedoke BC. International and Cross-Cultural Psychology Section. Poster Session.
- 1:00pm-1:55pm. Room 314 (50 Theatre). International and Cross-Cultural Psychology Section Workshop. Colleen P. Braun. "Tell me Where it Hurts: Cultural Implications in the Treatment of Depression".
- 3:00-4:55pm. Room 314 (50 Theatre). History and Philosophy Section. Gira Bhatt (Moderator). "The Relevance of Culture".
- 3:00pm-4:55pm. Webster A (100 Theatre). History and Philosophy Section. Ian Lubek, Moderator. "Globalization and HIV/AIDS in Cambodia: Multiple Sub-Disciplinary Views on Interventions for Women and Children".

Saturday, June 14, 2003.

- 10:00am-10:55am. Albion B (40 Theatre). International and Cross-Cultural Psychology Conversation Session. Peter M. Liu. "Asian-Canadian Psychology: Discussion of Community Needs, Professional Issues, and Research Challenges".
- 10:30am-11:25am. Webster A (100 Theatre). Social and Personality Section Keynote Speaker: Richard N. Lalonde. "The Role of Culture in the Interpersonal Relationships of Immigrants: A Focus on their Preferred Mate Characteristics".
- 12:00pm-1:25pm. Room 203 (40 Theatre). International and Cross-Cultural Psychology Keynote Speaker: Floyd Rudmin. "The Many Meanings of Marginality".
- 2:00-2:55pm. Room 203 (40 Theatre). International and Cross-Cultural Psychology Section Business Meeting.





International and Cross-Cultural Psychology Section Business Meeting Vancouver, BC: May 31, 2002



MINUTES

Thirteen section members were present at the Section business meeting (SBM).

Approval of agenda

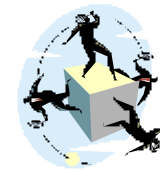
It was suggested that the issue of a student representative on the executive committee be added to the agenda. Modified agenda is approved.

Approval of the minutes of the Annual Meeting, Québec City

The International and Cross Cultural Psychology section did not hold a SBM at the 2001 Annual Convention in Québec City. There were thus no minutes to approve.

Reports from the executive committee: 2001-2002

- a. Report by chair (Marta Young)
 - Marta provided a brief overview of the current membership in the section. At the time of the convention, there were 44 non-student members and associates, and 55 student members. This year's executive focussed on increasing the section membership, especially among students. Letters were sent out to students who had submitted a cross-cultural abstract for the CPA Annual convention but who were identified as non-section members. They were invited to join the section and were told that students can join the section for free.
 - An overview of the section's programming for the annual convention was given. Marta thanked Kim Noels and Richard Clément for their help in adjudicating the poster and symposia submissions for the annual convention. For the first time, a student section symposium, organized by Ray Van Bavel, was part of the section's programme. In addition, the section invited speaker was Dr. Heine. The section also had a CPA invited speaker, Dr. Ron Fisher, and the section symposium (moderated by Marta Young) dealt specifically with Ethnopolitical Conflict (presenters were Dr. Suedfeld, Dr. Ron Fisher, Dr. Paul Antrobus, Michael Wohl). Furthermore, Dr. Tonks presented a theory review on methodology and acculturation.
 - Marta also shared with section members the fact that CPA has organized for the first time a section chairs preconvention meeting that also includes CPA board members. This new forum is important as sections can raise issues that are relevant to their membership as well as provide an opportunity for section chairs to intermingle and create fruitful connections. At the preconvention meeting, the section chairs supported the idea of continuing such a meeting in the future.
 - Marta also briefly noted that, in addition to regular email, the section had two main avenues in terms of communication: the twice-yearly newsletter (organized by Kimberly Noels) and a website (webmaster Randy Tonks). Section members were encouraged to contribute and access these communications.
 - On a more social note, the importance of having a section social activity was discussed. Members were very supportive of this idea. Furthermore, members present were notified that the section had planned a shared dinner at a local restaurant. Members were encouraged to attend.
 - Marta also raised the issue of facilitating transitions when the executive changed. In particular, the section "black binder" needs to be tracked down, updated, and sent to the current chair. The importance of bringing this binder at each convention and passing it on to the next chair would be important for continuity.
 - Marta concluded by acknowledging all the help and cooperation she received from section members



Minutes– Continued

b. Secretary Treasurer Report for 2001-2002 - Randy Tonks, Camosun College

This year Peter MacIntyre and I shared the duties of keeping some records for the section and maintaining our finances. For those of you who missed the Vancouver conference, our outgoing Chair, Martha Young, has the minutes to report with important information raised at our latest annual business meeting. Outside of that, not much has changed since last year, although our membership has grown a bit from last year where we now have 50 full members and 69 student members. This is an increase from last year's numbers of 41 full members and 60 student members. With such an increase in membership, particularly students, we hope that we can get them and other new members involved in the running of the section to increase the number of people participating in our activities and profile within CPA.

Our e-mail list has been up and running for over a year now, and we're looking forward to building discussions and communications outside of the conference / 'abstract' seasons.

So please join it by sending a message to listproc@camosun.bc.ca [Subscribing information](#) is on the section website. Check out our section website <http://ccins.camosun.bc.ca/~tonks/iccp/> for more information on other related activities such as conference information including the student award for best paper / poster presentation, the section newsletter, and other resources.

Our [financial picture](#) has stayed course where we have had a modest increase in our account, partially due to the fact that there was no reception as part of the business meeting nor the awarding for the student prize at the 2001 conference in Quebec. This year in Vancouver there were a number of students participating and it looks like next year in Hamilton we will again have a strong contingent of students.

Financial Statement 2001-2002

Item Description	Debit	Credit	Balance
2000/01 Balance Forward			2330.17
2001 Business Meeting Reception	0.0		
2001 ICCP Student Award (Not Awarded)	0.0		
2001 Supplemental Membership Dues			
2002 Membership Dues (Jan/02)		266.00	2596.17
2002 Supplemental Membership Dues		20.25	2616.42
Newsletters	0.0		
Postage/Photocopies	0.0		
Deposit Interest/Bank Fee (April 23/02)	3.00		2613.42
Balance			2613.42
Totals		Credits	Debits
		313.00	3.00
			Annual Net Change
			+310.00

c. Newsletter Editor's Report - Kimberly Noels, University of Alberta, May 28, 2002

One newsletter was sent out this year, in April-May, 2002. After soliciting contributions from ICCP Section members, chairs of departments, and Canadian members of the International Association of Cross-Cultural Psychology, a wide variety of information was gathered concerning individual members' research, practice and teaching activities, conferences, websites, academic program news, the CPA convention plans, and many other topics. This material was assembled into a 13-page document (see attached), which was distributed by email to all ICCP Section members who had an email address, and by post to those who did not. Copies of the newsletter were also distributed to Canadian IACCP members, in the interest of encouraging their involvement in the ICCP Section of CPA. As well, copies were distributed to chairs of Canadian psychology departments, to be distributed to departmental members who might have an interest in culture and psychology.



Minutes—Continued

Student representative(s)

Members welcomed the idea of including at least one, but preferably two, student representatives on the executive. It was felt that this would be a way for students to get involved and exposed to more administrative positions within CPA. Furthermore, it would provide a more formal connection between the student and non-student membership within the section. Responsibilities would include sitting on the executive, facilitating linkages with student section members as well as CPA's student section, and organizing the section student symposium. Members also took this opportunity to thank Ray Van Bavel for organizing the first section student symposium. The symposium was very well-attended and provided the opportunity for students to share current developments in the field. Also, the idea of on-line mentoring for students was raised.

Guidelines for student award

Section members had an in-depth discussion regarding the student award. It was agreed that it would be important to include a brief article and photograph of the winner in the Fall or Spring issue of Psynopsis. With respect to advertising the award, fruitful avenues would include the student section publication (awards advertising column) and emailing students using the student section distribution lists. A brief advertisement in Psynopsis was also raised as another possibility. A discussion also ensued with respect to the selection process. The current process of selecting a winner based on abstracts submitted was felt to be too limited in terms of information provided. An on-site evaluation during the section's poster session was suggested as perhaps a fairer process. It was suggested that an Awards Committee with three members be created and that the section would sponsor one award per year. Members suggested that this new approach be tried in Hamilton and that the committee could evaluate the effectiveness of the new selection process. It was also decided that the award would consist of one book and \$100 cheque. Finally, it was suggested and agreed that the award winner would briefly present his/her thesis at the SBM and would contribute a short article to the section newsletter.

Election of officers for 2002-2003

Chair elect:	Marta Young
Secretary/Treasurer:	Randy Tonks
Newsletter editor:	Kimberly Noels
Student Representatives:	Jay Van Bavel Vaishali Raval

CPA Annual Convention: Hamilton, 2003

Possible symposia discussed included a joint symposium with the History and Philosophy section as well as having a second student-organized symposium. Members were encouraged to share other ideas by communicating with the upcoming chair, Gira Bhatt, prior to the submission deadline in the Fall.

Presentation of Student Award (Marta Young)

The student award was presented to Ai-Lan Chia, University of Victoria for her paper entitled "Multidimensional and orthogonal approaches to ethnic identity and acculturation". Ai-Lan Chia presented a brief overview of her dissertation and she agreed to contribute a short article (based on her thesis) to the section newsletter.

The new section chair for 2002-2003, Dr. Gira Bhatt, was welcomed.