



Opening Address Conference Abstracts Author Index

Human Rights, Dignity & Justice: Empowerment for All

International Council of Psychologists
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University of Business and Economics



OPENING ADDRESS AND CONFERENCE ABSTRACTS

Opening Address ICP conference 2024

Polli Hagedaars, ICP President

Our opening session will be a bit different – the goal is to follow a short description / talk on the conference themes with a group discussion of human rights and empowerment from our own collective experience. After some welcoming words to all, I will give a brief reflection on the theme of the conference: Human Rights, Dignity and Justice: Empowerment for all, contemplating what it means and if it is meant for all. We will then follow with an interactive discussion incorporating your thoughts.

Let us start by welcoming every participant.

A special thank you to Erinn Cameron, Mary Beth Kenkel and Merry Bullock as organisers of this conference.

I would like to read a poem by Maya Angelou.

A free bird leaps

on the back of the wind
and floats downstream
till the current ends
and dips his wing
in the orange sun rays
and dares to claim the sky.

Caged Bird, Maya Angelou, 1983

The poem by Maya Angelou best illustrates what empowerment means for a person.

This Conference in Prague

We are in-person together for the first time since Cadiz in 1999. What a joy!!

We are here in the city of Franz Kafka (1883-1924); his work has been interpreted as exploring themes of alienation, existential anxiety and guilt. He has also become famous for the use of Kafkaesque absurd situations.

Prague is also the city of the Golem, stemming from a Jewish story, the most famous by Rabbi Loew of Prague, to connote the unsophisticated unfinished human being. Helping to become more humane is one of our professional missions.

Prague is also the town of the Defenestration (throw out of the window). In 1618, two Imperial governors and their secretary were tossed from the Prague Castle.

But Prague is foremost a city of free speech and a glorious Jewish life you can visit here.

ICP Mission:

The mission of the International Council of Psychologists is to promote human rights, dignity, and justice and to further international understanding and world peace by facilitating collaborative relationships around the world.

The International Council of Psychologists values diversity in knowledge and methodological approaches, cultural humility, peer relations, mutual understanding, scientific approaches, critical thinking, and inclusion.

ICP as an association strives to become even more inclusive and global. What does this mean? One way to be more inclusive is to make it easier for colleagues everywhere in the world to participate in our activities. We will try this in several ways:

- To start e.g. with an inclusive clock- we are planning for alternating times of the day for our broadcast activities - so in turn, everyone can watch a Webinar or participate in an online meeting. We are starting with our own board meetings. For the next Board meeting my time will be 5 in the morning.
- To have open discussions where we respectfully may differ in opinion, and exchange views and feelings, because *To see our own shadows, we need the light of many others*



Andy Hargreaves, THE, Feb. '24, recommends that 'a human rights framework aims

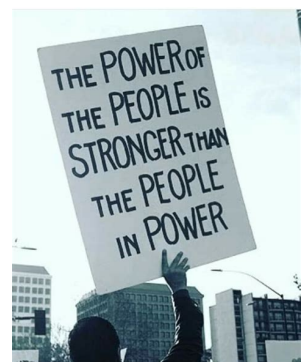
- to encourage people to show dignity and respect for one another
- to share responsibility for finding agreeable solutions
- to reject power imbalances
- to advocate mutual and maximal recognition of interests, rights and obligations.'

Now about the conference theme.

Human rights, Dignity, and Empowerment

What is empowerment, the special theme of this conference?

Power is an underappreciated concept in psychology. I studied in the time of "Power to the People!" I heard, however, nothing about power during my psychology studies. I originally started to study political sciences, where I got an inkling of what power could mean. People may feel helpless in their lives for any number of reasons; empowerment theory focuses on how oppression contributes to this experience. It centres on helping marginalized people at individual, group and community levels gain the personal, interpersonal and political power to improve their lives.



Paulo Freire's idea of empowerment implies a conquest, an advancement and prevailing by the one who is empowered (active subject of the process), and not a simple donation or transfer out of benevolence, which transforms the subject into a passive object (Schiavo & Moreira, 2005). It can be argued that Paulo Freire developed a special meaning for the word empowerment in the context of philosophy and education, defining it more internally. *Pedagogy of the Oppressed*, 1968-1970.

In (community) psychology however, Julian **Rappaport** (1981) can be called the father of empowerment. He believes that empowerment is about helping those with less than their fair share of power to understand their own situation and gain more power. For Rappaport, empowerment includes considering people's needs, their rights and their choices, and it captures the breadth of concern with the powerlessness that many groups experience.

Wiley & Rappaport (APA, 2000) even put empowerment in the centre of research. According to them, an empowerment perspective should act as an agent of empowerment by making research responsive to the real life needs of the underserved (minority children, poor children, and their families). This empowering responsiveness would need to be manifested in all areas, including research content, methods, interpretation, and application.

What does empowerment mean for us as professionals, and as ICP members?

Human rights, Dignity and Empowerment

Article 1 UDHR: All human beings are born free and equal in dignity and rights.

Dignity of and for every human being is the expression of it and respect its behavioural component. Empowering can mean to restore or repair the dignity of and respect for the person or the group.

Othering and Inclusion

That some people need to get more empathy than to be empowered, may be obvious. The basic question for us as a profession, is what we consider to be our responsibility toward vulnerable people and those in vulnerable positions. What actions can be taken to achieve the goals of human rights, dignity and social justice?

Words matters: How do we speak about groups, 'the other', 'Us versus Them'? A small example: we all like Diversity, Equity and Inclusion. Is this seen from a dominant point of view or from a normative one? A 'dominant perspective' is that uniformity is the norm, and we have to include minority groups. In a "normative perspective," diversity is considered "normal" and a non-diverse approach as exclusion.

Actions matter: Do we have the courage to speak, and to take a stand? Or avoiding cognitive dissonance by going along?

People matter, so do we. Do we dare to question the status quo, challenge oppressive systems, and actively shape a more just and inclusive society? Like Hannah Arendt, do we critically examine the world around us and recognize our power to effectuate change?

Enough to discuss for now and for the days to come. We prepared some questions/ points to start with:

- What does empowerment mean to you?
- How can we as psychologists promote empowerment?
- Do you have examples of empowering others – from your personal life, or what you have observed professionally?
- What or who can be of help to empower persons or people?
- What are salient threats to, or violations of, human rights in your region or institution?

I wish us all a wonderful conference

Conference Abstracts

Panel Discussion Climate and Environmental Psychology

- Chair: **Érinn C. Cameron**, PhD (Department of Psychiatry, Boston Medical Center, Boston University, Massachusetts General Hospital)

Talk 1:

Predictors of Climate Change Anxiety Among South African University Students

- **Érinn C. Cameron**, PhD, Department of Psychiatry, Boston Medical Center, Boston University, Massachusetts General Hospital (*presenting author*)
- **Ashraf Kagee**, PhD, Stellenbosch University, South Africa

Abstract:

While the physical effects of climate change and the mental health effects of climate-related disasters have been widely documented, climate change anxiety has been less studied, especially outside of a Western context. Younger generations will be particularly affected by climate change during their lifetimes. Predictors and psychological effects of climate change anxiety have been less studied in younger populations. The LMIC university setting is uniquely positioned to enact social, cultural, and political change regarding environmental issues. Additionally, anxiety and depression are higher among university students, and worrying about climate change may exacerbate existing mental health conditions, especially in regions thought to be highly susceptible to climate change, such as sub-Saharan Africa. South Africa is particularly vulnerable to the adverse effects of climate change, with Cape Town having experienced a severe water shortage, which is projected to recur. Our study assessed the relationship between several psychological, experiential, and behavioral factors and climate change anxiety among university students studying in the Western Cape, South Africa ($N = 343$). Climate change anxiety was assessed using the Climate Change Anxiety Scale (Clayton & Kazsia, 2020). Prevalence of climate change anxiety was higher among students with higher general anxiety, higher depression, higher environmental concern, higher nature-relatedness, higher climate-related information-seeking behavior and exposure, more pro-environmental behaviors, more climate impacts experienced, and more visits to green space. Correlations with climate change anxiety were highest with climate-related information-seeking behavior. Hierarchical regression indicated that 58.6% of climate change anxiety was accounted for by general anxiety, climate concern, nature relatedness, environmental values, pro-environmental behaviors, and climate-related information-seeking behavior. When all factors were considered, climate impacts, information exposure, pro-environmental behavior, visits to green space, and depression were no longer significant predictors. Further research is needed to assess the prevalence and severity of climate change anxiety and predictors among university students in LMIC countries to inform the development of prevention and intervention strategies, institutional policies, and future research programs in university settings. Coping, resilience, and cultural implications should be examined from an environmental justice perspective.

Talk 2:

Poor Governance is Associated With Poor Climate Change Mitigation Across Countries: Can Women's Leadership be a Catalyst for Change?

- **Érinn C. Cameron**, PhD, Department of Psychiatry, Boston Medical Center, Boston University, Massachusetts General Hospital, USA
- **Allison M. Cohen**, University of Utah, USA (*presenting author*)
- **Genn Kerruish**, Stellenbosch University, South Africa
- **J.H. Ogilvy**, University of Southern California, United States of America

Abstract:

Climate change is a psychologically distressing global crisis necessitating inclusive and effective prevention and mitigation efforts at the governmental level. While research indicates that governance is often ineffective in responding to adverse impacts of climate change, specific knowledge regarding the effects of climate change in regard to governance strategies and women's participation via leadership is lacking. Vulnerable populations, particularly women and girls and those in geographical areas prone to climate change, are disproportionately affected by the climate crisis and disproportionately represented in leadership positions, especially at the governmental level. We hypothesized that having more women in leadership positions would be positively associated with country-level climate change mitigation efforts. Our research examined the relationship between nine indicators of climate change mitigation (projected greenhouse gas emissions in 2050, CH₄*, F gas*, CO₂ from land cover; CO₂*; greenhouse gas emissions per capita, greenhouse gas intensity trend, N₂O*, black carbon*), governance (government regulatory quality, political stability, control of corruption, government effectiveness, and the rule of law) and women's leadership (the percentage of elected seats held by women in local government bodies, the percentage of seats held by women in the national legislature, and the percentage of ministerial positions held by women) using country-level data. Results indicate that in countries where more women are in positions of power and involved in widespread decision-making, stronger country-level performance is observed in regard to climate change mitigation efforts. Further, results indicate that women's participation in leadership moderates the relationship between governance and climate change mitigation across countries. Findings suggest that women's leadership is a valuable component of effective climate change mitigation efforts, and countries would benefit from amplifying the voices and political prominence of women in governmental leadership roles.

Panel Discussion: Interventions (Health and Mental Health)

- Chair: **Mary Beth Kenkel**, Florida Institute of Technology, USA

Talk1:

Peer Education for Gender Inclusion and Substance Use in Southern Africa (recorded)

- **J. Anitha Menon**, University of Zambia (presenting author);
- **Tara Carney**, South African Medical Council;
- **Natalie Johnson**, University of Basel;
- **Beatrice Chiyokoma**, SolidarMed, Zambia;
- **Kudakwashe Madzeke**, SolidarMed, Zimbabwe;

- **Jennifer Belus**, University of Basel

Abstract:

Sub-Saharan Africa (SSA) has a large youth population, whose behaviors during this period profoundly influence lifelong well-being, including educational attainment, coping mechanisms, and beliefs about gender equity. Substance use is often employed by young people as a coping strategy and used mostly in the presence of peers.

This study aims to enhance youth well-being by developing a new intervention targeting substance use and gender equity beliefs, building upon existing evidence-based interventions, and delivering to peer groups within vocational training programs. The intervention will be focused specifically on young people and their peer networks.

Methods and Findings: The proposed intervention, PEGISUS (Peer Education for Gender Inclusion and Substance Use in Southern Africa), is based on RAD-PAL, designed to reduce substance in adolescents, and Manhood 2.0, designed to transform gender beliefs among young people. Through youth advisory board meetings and focus group discussions involving participants aged 16-24 from Zambia, Zimbabwe, and South Africa, feedback was collected to tailor the intervention developmentally and culturally. Discussions regarding the adaptation were centered on program appropriateness, specific intervention components, and the peer group format.

PEGISUS represents an intervention that aims to address issues that youth face at multiple levels, including social and structural determinants of well-being. It consists of a multi-level intervention that integrates substance use reduction and gender equity within vocational training programs and aims to directly engage peer groups. Future steps involve testing the intervention through a clustered randomized controlled trial within vocational training settings.

Talk 2 unchecked

Rights and Values: Combatting Gender-Based Violence in a Rural Guatemalan Community
(recorded)

- Danielle Skogen, REALgirl (presenting author);
- Judith Gibbons, Saint Louis University;
- Anea Bogue, REALgirl

Abstract:

SERniña (REALgirl), a Guatemalan gender equity program focused on healing and empowerment, recently implemented a year-long whole-family program in a rural Guatemalan community. Workshops for mothers, fathers, boys, girls, and teachers, as well as individual and family therapy sessions, incorporated restorative justice and Mayan healing practices to address gender equity, empowerment, and violence prevention.

A pre-post evaluation revealed that approximately three quarters of the families participating in the intensive family program reported less violence in their homes and better relationships between parents and children and between spouses. Workshop participants reported significantly better emotional regulation and more egalitarian gender role attitudes. Ninety percent of women participants reported taking a concrete action toward their empowerment. As one mother shared in a post evaluation focus group, “[I

learned that] as a woman I have to have my rights, my values.” Here we report on lessons learned and future directions.

Talk 3: unchecked

Determinants of Psychological Distress Among Sub-saharan Immigrant Workers in Morocco (Recorded)

- Ahmed Khaoudi, Moulay Ismail University, Morocco (presenting author);
- Lamya Mouhssine, Moulay Ismail University, Morocco;
- Abdelaziz El Bardouni, Moulay Ismail University, Morocco;
- Farah El Houari, Moulay Ismail University, Morocco

Abstract:

Immigrant workers often face a multitude of complex challenges intrinsically linked to their immigrant status (Niyubahwe et., 2014). These challenges are multifaceted, ranging from overcoming language barriers to adapting to cultural differences and integrating into a new country and a new work system (Fromentin, 2014). During times of crisis and economic uncertainty, this vulnerable population is exposed to serious difficulties (i.e., precarious work contracts, income reductions, language barriers, cultural differences, perceived discrimination, and lack of social support), which can have considerable consequences. In this context, stress can stem from uncertainty regarding job security, working conditions, and financial stability (Comlan, et al., 2016; Jamal & Badawi, 1995; Subedi & Rosenberg, 2016). Psychological distress, expressed through feelings of anxiety and emotional discomfort, can result from the accumulation of daily pressures and continuous adaptation to a changing environment (Fournelle, 2018; Kammogne & Marchand, 2019). Therefore, an in-depth understanding of the determinants of psychological distress is crucial to inform effective interventions aimed at supporting the mental health and well-being of this particularly vulnerable population.

The present study aims to identify the determinants of psychological distress among Sub-Saharan immigrant workers. The results, theoretical and practical implications, and the limitations of the current study will be discussed at the conference.

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Talk 4

Stress, Stigma and Family Quality of Life among Caregivers of Patients with Common Mental Illnesses in Pakistan unchecked

(under HEC-GCF-844)

- Rabia Khawar, Applied Psychology GC University Faisalabad, Pakistan (presenting author);
- Mehwish Shakil, Applied Psychology GC University Faisalabad, Pakistan;
- Samavia Hussain, Applied Psychology GC University Faisalabad, Pakistan;
- Imtiaz Ahmed Dogar, Department of Psychiatry & Behavioral Sciences, Allied Hospital II, Faisalabad, Pakistan;
- Rizwana Amin, Psychology Department, Effet University Jeddah, Kingdom of Saudi Arabia; Department of Professional Psychology Bahria University Islamabad,
- Hafiz Shafique Ahmad, Department of Psychiatry and Behavioral Sciences, Nishtar Hospital Multan, Punjab, Pakistan;
- Ammara Butt, Department of Psychiatry and Behavioral Sciences, Jinnah Hospital Lahore, Pakistan;
- Hira Ahmad, Department of Psychiatry & Behavioral Sciences, Allied Hospital II, Faisalabad, Pakistan;
- Memoona Aslam, Applied Psychology GC University Faisalabad, Pakistan

Abstract:

Mental illness has chronic and long-lasting effects that adversely impact the quality of life of an individual in different settings and a whole family (Bassett & Moore, 2013). These consequences may be severe in resource-limited countries, where the treatment gap for mental disorders is very high (Fekadu et al., 2019) and family members take almost all the obligations of caring for the person with the illness (Thornicroft et al., 2004). The illness of the family member will also affect their children (Hatfield & Lefley, 2005) as they may not get a chance to go to school, drop out early, or perform poorly (Ranning et al., 2018), also face socioeconomic constraints (Black & Devereux, 2010) and most importantly prone to develop same mental illness as their parents, or a wide range of emotional and behavioral problems in general (Reedtz et al., 2019). Taking care of someone with mental illness can cause caregivers to experience stress, anxiety, and burnout (Bevans & Sternberg, 2012). Additionally, the stigma associated with mental illness experienced by caregivers (Khanal, 2021) might negatively impact their quality of life (Leng et al., 2019). Moreover, caregivers may likely face mental health issues (Siddiqui & Khalid, 2019) and social and financial stressors (Souza et al., 2017).

The present study intended to investigate the relationship between stress, perceived stigma, family stigma, and family quality of life among caregivers of patients with common mental illnesses.

A purposive sample of 211 adult caregivers of patients with common mental illnesses (Mage= 40.0, SDage = 12.6; 73.5% women and 26.5% men) was obtained from in and

outpatient settings of psychiatric departments of different public sector hospitals in Punjab Province, Pakistan.

Instruments included The University of Washington Caregiver Stress Scale, the Devaluation of Consumer Families Scale (DCFS), the Family Stigma Stress Scale (FSSS), and the Beach Family Quality of Life Scale (FQOL).

Results of Pearson product-moment correlation showed that caregiver stress significantly positively correlated with perceived stigma and negatively correlated with family quality of life. Perceived stigma was significantly positively correlated with family stigma stress and significantly negatively correlated with family quality of life. Results of the t-test showed significant gender differences in perceived stigma, family stigma stress, and family quality of life, demonstrating that female caregivers had more casual attribution, perceived more harm, and experienced more family interactions than male caregivers of patients with mental illness. The results of a moderation analysis through PROCESS MACRO showed that gender (being a female caregiver) significantly moderated the relationship between caregiver stress and family quality of life.

Cultural aspects, gender roles, and psycho-social pressure must be taken into account by mental health practitioners while planning to improve the quality of life of the family caregivers of individuals diagnosed with mental illness.

Panel Discussion Health and Mental Health

- Chair: Chris Mulchay, Asheville Testing, USA

Talk 1

Can Organized Psychology Lead In Countering Hate- And Bias-Motivated Violence? waiting

- Hanlie van Wyk, University of South Africa, South Africa (presenting author);
- Juan A Nel, University of South Africa, South Africa

Abstract:

Nations worldwide are observing escalating patterns of hate victimization targeting people based on identity factors like race, nationality, religion, or sexual orientation. Coupled with a lack of psychosocial support to victims of hate, victims experience immense trauma with the impact extending to the larger group they belong to resulting in hopelessness, distrust, and dignity loss.

Psychology's primary focus is the well-being of humans, their communities, and societies and cannot be detached from social justice or political systems. Organized Psychology describes the collection of international, national, scientific, and professional organizations e.g. International Union of Psychological Science representing 82 country members and over a million psychologists worldwide. Organized Psychology, nationally and internationally, can serve our global society by leading contributions that prevent and disrupt the pervasive rhetoric of bigotry and intolerance that drives hate-based violence and fostering transnational, interdisciplinary, and collaborative approaches between psychology and other disciplines and among psychological sub-disciplines.

Talk 2

Mental Health Policies: an International Perspective unchecked

- Jaime Martín, Universitat Jaume I, Spain (presenting author);
- Gabriel Medianero, Universidad de Panamá & Instituto Nacional de Salud Mental, Panama;
- Daniel Martín, Universidad de Córdoba, Spain;
- Yanning Calderón, Universidad Autónoma de Yucatán, Mexico;
- Neha Srinivas, Fairleigh Dickinson University, USA

Abstract:

Following the COVID 19 pandemic, mental health problems have increased significantly, with anxiety and depression being the most prevalent among the population. The increase in phenomena such as suicide, especially in the child and adolescent population due to their special vulnerability,, substance abuse, and continued exposure to any type of violence, are some examples that show the lack of protection of the citizenship around mental health.

The World Health Organization (WHO) and the United Nations (UN) have developed a series of works and recommendations related to the prevention and promotion of mental health to urge governments around the world to incorporate and prioritize mental health in their policies.

Therefore, the purpose of this session is to present the main national mental health policy measures in the countries participating in the symposium: United States, Mexico, Panama and Spain. Comparing the policies between states in the USA and federal laws such as Mental Health Parity and Addiction Equity Act, the General Health Law in Mexico against substance abuse and suicides, the recognition of mental health in Panamá as human right in the Law 364 of February 2023, Mental Health Strategy of the National Health System 2022 in Spain, which takes into account policies of the European Union, with the policies of different Autonomous Communities.

Talk 3

Efficacy of REACTION Program on Parental Mental Health: A Pilot Study unchecked

- Nil Ean, The Center for Trauma Care and Research Organization, Cambodia; Royal University of Phnom Penh, Cambodia;
- Panha Toch, The Center for Trauma Care and Research Organization, Cambodia; Kids Education School, Cambodia

Abstract:

Aim: Mental health of parents of children with neurodevelopmental disorders are positively correlated and counter interacted. Scientific study focuses on group intervention to promote mental health among parents of children with autism and ADHD is undocumented.

This study is trying to explore the effectiveness of a six-week and structured group intervention program, REACTION, on the mental health among parents of children with autism and ADHD. A Group of 13 parents of children with Autism and ADHD who are getting special educational services at Kids Education School in Phnom Penh where purposively and voluntarily invited to join a six-week intervention program.

Quality of life was measured by WHO-5, and symptoms severity of depression, anxiety, and PTSD are measured by PHQ-9, GAD-7 and PCL-5 at pre- and post intervention. Descriptive statistic and one-way ANOVA were executed to know the demographic information of the participants and the significant of the group differences.

The result shows that the REACTION program is applicable for parents of children with Autism and ADHD. The quality of life and mental health problems among the parents are improved. The six-week and structured program intervention is effective among parents of children with Autism and ADHD in the context.

Talk 4

Human Rights Intervention for The Rehabilitation Among Disabled (recorded) unchecked

- Charanpreet Singh, Chandigarh University, India(presenting author)

Abstract:

About one billion of the world population (15%) have some form of disability and it is estimated that nearly 80% of disabled people live in developing countries WHO & World Bank, 2011. The world health organization defines disability as an umbrella term for impairments, activity limitations, and participation restriction covering three main domains; body functioning, structure, activity, participation, and environmental factors (WHO, 2001).

The objectives of the study were to find out the awareness and protection of human rights among disabled, and the benefits, privileges provided by the Government agencies through The Rights of Persons with Disabilities Act, 2016.

Panel Discussion: Decolonization

- Chair: Hagenars, Polli (C5)

Talk 1

Dispossession of an Eastern Métis Identity: A Colonial Right?

- Lynne Gouliquer, Laurentian University, Canada (presenting author);
- Carmen Poulin, University of New Brunswick, Canada;
- Daniel Côté, Laurentian University, Canada

Abstract:

In 2016, the Supreme Court of Canada ruled that Métis people are "Indians" under the laws of Canada. This and the R. versus Powley rulings should have clarified the issues surrounding Métis rights, identity, territory, and care. However, rather than provide answers, they raised more questions and challenges.

The literature and research on this question, and the general public's perspective reflect an understanding dominated by the Western Métis peoples' histories, understanding, and realities. Yet there is a hunger that seeks an understanding of how Eastern Métis are navigating their current realities with regards to their everyday experiences, histories, and identity. It is through the oral storytelling tradition that our present research examines the meaning of identifying as Eastern Métis.

In this presentation, we provide a critical examination of the literature and colonial legal legislations that have shaped our understanding of Métis-ness to date and contrast it with the lived experience of those who identify as Eastern Métis. We conclude with a critical examination of the process of being dispossessed of one's identity versus the power to name and to own a people as a means to shed light on the current debates on the Métis question in Canada.

Talk 2

Decolonizing Psychotherapy : Through The Lens of Indigenous Psychology (recorded) unchecked

- Ismahan Soukeyna Diop, University Cheikh Anta Diop, Senegal (presenting author);

Abstract:

This article presents a decolonial approach to the representation of normal and pathology in Senegal.

After reviewing the literature on psychiatry in Senegal and indigenous psychology in various countries, the author introduces Parallelism, an approach to the world as thought by the Wolofs, Lebous and Séreer of Senegal. She discusses the paradigm differences between time, space, the real and the imaginary, and their impact on the relationship between patient, family and health workers. Through the illustration of a clinical case, the author demonstrates how parallelism makes it possible to observe and develop a caring and culturally relevant therapeutic position.

Talk 3

The Host-Country's Role In Refugee's Subjective Well-Being And Perceived Discrimination

- Ling Ling Tai, ISCTE-IUL, Portugal (presenting author);
- Kinga Bierwiazzonek, University of Oslo, Norway;
- Rita Guerra, ISCTE-IUL, Portugal

Abstract:

The global refugee population has doubled since 2016. In the first half of 2023, there were more than 110 million forcibly displaced people, and this trend will likely continue. In addition to the usual challenges of adapting to the host society, refugees also carry the physical and psychological burdens of forced displacement and human rights violations.

The Psychological Antecedents of Refugee Integration (PARI) model (Echterhoff et al., 2020) includes two psychological factors as its central theme: perceived forcedness (i.e., the subjective experience of forced displacement) and related perils (i.e., the subjective experience of dangers associated with forced displacement). These factors are theorized to influence the refugees' integration processes while coping with the demands of the host society. Moreover, post-arrival demands typically faced by refugees include perceived discrimination in various domains such as housing, employment, healthcare, and education. Evidence shows that discrimination negatively affects participation in host societies, reduces migrants' adoption of the host society's culture, reduces the likelihood of integration, and generally hinders subjective well-being

Less known is the role of host country's context for refugee psychological responses to displacement. In this study, we thus compare two refugee groups in two different contexts: refugees in Portugal and Zomi refugees in Malaysia. Portugal is a signatory of the UN Refugee Convention and Protocol and has a comprehensive integration policy, including healthcare access for asylum-seekers and cultural diversity education in schools. Portugal is ranked 'Top Ten' on the Multicultural Policy Index. In contrast, Malaysia, does not have a national asylum system and are not signatories of the UN Refugee Convention and Protocol. The non-recognition of refugees means they have limited access to housing, employment, education, healthcare, and protection. Treated as "illegal immigrants", refugees regularly face detention without trial or representation, forced removals, deportation, criminal prosecution, and corporal punishment by the local authorities.

Provided these differences between contexts of reception, we expected that refugee groups in these two countries differ in their perceptions of discrimination, well-being, and their correlates. Indeed, results showed that perceived discrimination and related perils were significantly higher for Zomi refugees in Malaysia, while subjective well-being and perceived forcedness were considerably higher for refugees in Portugal. For both groups, perceived forcedness was negatively related to subjective well-being, but perceived discrimination was not significantly associated with subjective well-being. For refugees in Portugal, perceived discrimination was positively related to perceived forcedness. For Zomi refugees, perceived discrimination was positively associated with related perils. We propose that group differences are a product of the host country's social and political factors. Limitations, practical implications, and future research avenues are discussed.

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Talks and Discussion

- Chair: Josephine C H Tan, Lakehead University, Canada

Talk 1

**ICP 2023 Fukuhara Award Recipient Award Talk:
Emotional Strengths of Guatemalan Adolescents in Conditions of Economic Scarcity**
(recorded)

- Judith L. Gibbons, Saint Louis University, USA/Guatemala (presenting author);
- Brien K. Ashdown, Albizu University, USA;
- Katelyn E. Poelker, Saint Louis University, USA

Abstract:

Research has often focused on developmental difficulties among adolescents living in conditions of economic scarcity. In Guatemala, a country of the global south marked by severe economic disparity, adolescents' daily experiences vary enormously by economic condition.

We studied adolescents' trait empathy at two Guatemalan schools serving economically disparate populations, and examined household amenities as a mediator of the differences in empathy. Participants (173, ages 12 through 18) completed the Basic Empathy Scale and the Household Amenities Scale. Adolescents attending the low-income school reported many fewer household amenities, but significantly more empathy than students from the high-income school.

Analysis using Hayes' PROCESS macro revealed that adolescents' amenities mediated the relation between their school and their empathy scores. These findings emphasize the strengths of youth living in difficult circumstances and can inform efforts towards promoting socio-emotional learning in high-income settings and achieving economic justice through harnessing the strengths of all adolescents.

Talk 2:

Mainstream Psychology, Positive Psychology and Psychology of Religion and Spirituality CHECK

- Elaine Henry Olaoye, Brookdale Community College, USA (presenting author)

Abstract:

Psychology is the discipline licensed to help individuals reduce their suffering and experience some level of wellbeing. However, until the 1990s mainstream psychology focused largely on psychopathology, diagnosis and reduction of suffering. Seligman challenged this limited focus and spearheaded the concept of positive psychology, allowing attention and research on happiness or well-being, creating opportunities for a broader understanding of human functioning. Instead of pathological diagnoses, identification of character strengths and maximizing use became a focus of research and practice. However, these were seen as atomistic units and understanding of the complexities of synergistic relationships between them were limited. However, they do not work in isolation and research in this area is important. The extent to which they are feeling versus cognitive states, as well as varying combinations of each, is also critical.

Religion and spirituality are two traditions which predate psychology by millennia and focus on unique ways of facilitating human development. These are generally based on doctrines, beliefs and practices passed down for generations and are very different from psychological approaches. Yet there are fundamental similarities in the goals of each, that of supporting human growth and functioning. Each of these three approaches, each have had limited success, in achieving their goals. Rethinking methods, measures, approaches, and practices as well as underlying assumptions and chosen definitions and how each can be aligned to better respond to current needs and learn from each other, in an effort to help millions around the world, who stand in need of support to respond to their varying societal and environmental circumstances, with more confidence, strength and clarity.

This presentation will examine how addressing some of these concerns can help with the mental health needs of individuals that are arising with some urgency in so many countries. The takeaway is that historical, philosophical, and methodological issues need to be addressed in creating new approaches and methods. This is

necessary for the development of the various critical strategies that can respond to the rising levels of need to experience well-being in individuals and communities today.

Round Table Discussion

Psychology and Democracy Reading Group Round Table

- Chair: Josephine C H Tan, Lakehead University, Ontario, Canada;
- Participants:
 - Josephine C H Tan, Lakehead University, Ontario, Canada;
 - Polli Hagenars, C5, Amsterdam, Netherlands;
 - Mary Beth Kenkel, Florida Institute of Technology, Florida, USA;
 - J. Ibeh Agbanyim, Focused Vision Consulting, LLC, Arizona, USA;
 - Elaine Olaoye, Brookdale Community College, New Jersey, USA;
 - Ling Ling Tai, Iscte - University Institute of Lisbon, Portugal

Abstract:

The members of the Psychology & Democracy interest group will discuss the rise of authoritarianism and the decline of democracy around the world.

Discussion Education in Psychology

- Chair: Ada Sinacore, McGill University, Canada

International Competences for Undergraduate Psychology: A Blueprint for Internationalizing Curricula

- Susan Nolan, Seton Hall University, USA
- Jacquelyn Cranney, University of New South Wales Sydney, Australia

Abstract:

The International Competences for Undergraduate Psychology (ICUP; preprint: osf.io/6y38x) was developed to guide foundational psychology education including the development of cultural responsiveness for all undergraduates, regardless of career destination.

In the ICUP, Nolan and colleagues define psychological literacy as “the intentional application of psychology knowledge, skills and values to achieve personal, work and community (local to global) goals; the integration and application of foundational psychology competences within an [undergraduate] program should lead to psychologically literate graduates.” Relatedly, Cranney and colleagues (2012) describe global citizenship as “the understanding of global interrelatedness, and the capacity to live, work and contribute positively as a member of global communities.” Cranney and colleagues (2022) argue that psychological literacy underlies the development of a global citizen, both of which require a sophisticated degree of cultural responsiveness.

Competencies: The ICUP rests on the foundation of psychological literacy and global citizenship, and encompasses seven competence categories: the two core categories of psychological knowledge and psychological research methods and methodologies, and five psychology-relevant areas: values and ethics; cultural responsiveness and diversity; critical thinking and problem-solving; communication and interpersonal skills; and personal and professional development. Each includes several competence statements. In this presentation, we discuss psychological literacy and global citizenship, and outline how the competence categories and statements include 1) cultural responsiveness; and 2) the UN Sustainable Development Goals (SDGs).

Cultural responsiveness: The ICUP defines cultural responsiveness as “adopting an ongoing reflexive approach to understanding and addressing the psychological needs and well-being of diverse populations, including by actively seeking knowledge about cultural groups – their histories, traditions, customs, systemic influences, and unique challenges” (Nolan et al., in prep). This approach informed the ICUP development process, but is also explicitly called out in some competence statements, including: “Demonstrate reflexivity regarding the impact of one’s own and others’ historical, social-cultural, and geopolitical contexts and roots in understanding self and others – on an ongoing basis” (Nolan et al., in prep).

SDGs. As described on the SDG website, the 17 goals are “a shared blueprint for peace and prosperity for people and the planet, now and into the future.” Because human behavior is directly or indirectly related to all 17 SDGs, psychology has a central role to play in their achievement as reflected across the ICUP. As one example, competence 7.5 mentions the SDGs: “Propose, implement, and/or evaluate interventions to meet the psychological needs of communities (local to global), with reference to the United Nations (UN) Sustainable Development Goals (SDGs), such as eliminating racism and human habitat destruction.” As another example, because numerous international and national competence frameworks for higher education directly influenced the ICUP, it directly targets SDG 4 (Quality of Education).

Posters Poster Presentations (In person and Virtual)

Burnout among Psychologists: A Qualitative Meta-synthesis

- Tetsuko Kato, Graduate School of Human Development and Environment, Kobe University, Japan (presenting author)
- Toshiki Ito, Graduate School of Human Development and Environment, Kobe University, Japan
- Yoshiko Kato, Graduate School of Human Development and Environment, Kobe University, Japan

My presentation aims to explore the psychologists’ burnout experiences and the associated risk and protective factors. The “takeaway” message is that assessing both physical and mental conditions may reveal distinct burnout features. Also, psychologists’ personal strengths, such as feelings of holistic growth and finding meaning in working with

clients, protect them from burnout in addition to formal and informal social support networks.

Psychologists who offer psychotherapy may be at risk of experiencing burnout. Several quantitative systematic reviews have identified certain risk and protective factors. Also, Vivolo et al.'s (2022) systematic review of qualitative studies aimed to identify risk and protective factors of burnout in psychological therapists. Nonetheless, a different review type that allows for different interpretations and focuses on different aspects of qualitative studies may provide novel contributions.

This qualitative meta-synthesis aimed to explore burnout experiences and identify burnout-associated factors among psychologists, focusing on environmental, relational, and personal factors.

We searched PubMed, EBSCO, and Psych INFO (for English papers) and utilized CiNii for Japanese papers. After thoroughly screening titles and abstracts, we identified 11 articles that met our criteria. We evaluated paper quality using the Critical Appraisal Skills Program qualitative checklist. We then extracted and translated participant quotations into Japanese. Subsequently, we conducted a thematic analysis, identifying two core themes, nine themes, and 18 subthemes without losing meaning.

Psychologists described burnout as encompassing changes in their mental and physical well-being, affecting their professional and personal lives. Factors contributing to burnout included working in environments wherein their roles were not fully comprehended, including dealing with challenging client relationships. Protective factors against burnout include psychologists' personal resilience and social support. Further qualitative research in Japan is needed, particularly focusing on occupational settings and considering potential cultural differences.

This work was supported by JSPS KAKENHI Grant Number JP18KK0055.

Traumatization As Tool Of Cultural Propagation And Group Survival In Highly Controlling, Isolated Communities (Recorded)

- Martina Bottazzo, Osaka University, Japan (presenting author)

Abstract:

There are several concepts surrounding the relationship between culture and trauma. For example, Sztompka (2000) defines "cultural trauma" as a culturally defined and interpreted shock to the cultural tissue of a society. Another concept is that of "cultural betrayal trauma", which is defined as a within-group trauma which occurs in minority populations and violates the mutual trust of its members (Gómez, 2019). In such conceptualizations, traumatic events are often framed as unintended aberrations occurring within communities.

However, how should we interpret traumatization when the infliction of pain and suffering becomes part of the inner cultural workings of a community? The example of ritualistic human sacrifices in ancient civilizations comes to mind, but one might argue that such forms of culturally sanctioned traumatization still persist in modern society. For example, feminist scholars have pointed out how the patriarchy propagates itself through the traumatic subjugation of women (Gómez, 2019).

Such considerations beg the question: are there communities where all members are systematically and intentionally victimized, to the point that traumatization becomes an essential tool of its cultural propagation to the next generation? I encountered this phenomenon in my studies regarding the life experiences of children in high-control religious groups. Children born in these environments are psychologically and physically traumatized to the point that they are rarely able to leave the group, and later perpetrate the same abuse on their own children (Bottazzo, 2023). In other words, the traumatization of minors is not a sub-product of the indoctrination, but its most essential component, as the lack of traumatization would reduce the efficacy of the indoctrination, upon which the continued existence of the group depends. I believe that this process can be compared to that of a massive, ongoing ritual sacrifice, where the well-being of each member is sacrificed for the survival of the group.

These observations led me to conclude that, in order to understand highly controlling and insulated communities, it is necessary to keep in mind that traumatization (while always highly disruptive on an individual level) is often utilized as a fundamental tool of cultural propagation and group survival. Recognizing the “generative” function of traumatization does not equate to condoning abusive behaviors, but it can be a useful conceptual framework for researchers and health practitioners who deal with systematic abuse within a given culture.

During my presentation, I will support my theory with several examples, and elaborate on the way researchers and health practitioners can utilize the above framework to interpret the phenomenon of systemic abuse within insulated communities.

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The Impact of Climate Change on Psychological and Social Well-being (recorded)

- Patricia Tesoriero. PhD, International Psychologist, USA (presenting author)

Abstract:

Climate change has become ubiquitous in the 21st century. It seems at least once a month extreme weather events and natural disasters ravish some part of the globe, leaving local communities devastated and global economies hurling. Events such as earthquakes, floods, storms, and wildfires. Those living through these events or near impacted areas can experience high levels of stress or related trauma either directly or indirectly. Subsequently, people may report experiencing higher levels of psychosocial distress, depression, or other forms of mental health issues such as post-traumatic stress, anxiety, fear, or insecurities.

Consequently, extreme weather events can carry a socioeconomic burden on those impacted. For example, those living in impacted areas may experience economic burden due to damage, job loss, or become displaced, as well they may experience food and water scarcities in the wake of such disasters. This is particularly concerning as those most impacted tend to be vulnerable and marginalized populations located in low-income neighborhoods with little resources. With temperatures continuing to rise climate change will only worsen. Sadly, some of the biggest contributors to climate change are manmade phenomenon influencing greenhouse gas emissions increasing the levels of methane, carbon dioxide (CO²) fluorinated gases, and nitrous oxide, for example, in the atmosphere and local water supplies. Notwithstanding, increases in these emissions can stem from natural oil and gas extraction methods, burning coal, deforestation, fluorinated gases through use of equipment and products that use these gases as well as increasing livestock agriculture. Needless to say, climate change affects all of us, albeit some more than others. Thus, it is imperative to understand the overall psychological and social justice impact climate change has from a human rights perspective.

How Do Women View Feminism? (Recorded)

- Kristina Khrimian, Armenian Behavioral Science Students (ABSS), USA
- Elia Kappa, Armenian Behavioral Science Students (ABSS), USA
- Alisa Ficiciyan, Armenian Behavioral Science Students (ABSS), USA
- Gayane Gevorgyan, Armenian Behavioral Science Students (ABSS), USA

Abstract:

How do women view feminism? Throughout the span of two weeks, ABSS sent forward an online survey relating to views about feminism. From our research, we were able to survey females of different ages and backgrounds, however, as one of the main objectives of the survey was to compare the views of Armenian women to those of other ethnicities regarding feminism, a large amount of the answers we gathered were from Armenians.

This survey was written and answered on a Google Form to ensure easy access to all of our surveyees, and was distributed to 180 women throughout the U.S.

The questions on the Google Form were based on the survey conducted by Dr. Takooshian and Dr. Stuart in 1983, but they were slightly adjusted to our current era and audience. In their study, it was found that feminist attitudes and ethnicity were “opposing forces”, since non-ethnic women exhibited far more feminist values than ethnic women did.

Based on our data, women's views on feminism are split: women who are older, more religious, and identify more closely with an ethnicity all tend to have more conservative opinions on feminism. Upon reflection, overall, women's views on feminism have remained similar to those 30 years ago.

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