

Cultural and Ethnic Diversity

Alexander Thomas
(Editor)

How European Psychologists
Can Meet the Challenges

Cultural and Ethnic Diversity

About the Editor

Alexander Thomas, PhD, was professor for social psychology and applied psychology at the University of Regensburg, Germany, until 2005 and received an honorary PhD in Social Sciences from Ruhr-University of Bochum, Department of Social Psychology and Social Sciences. In 2015 he was appointed adjunct professor at East Bavarian Technical University (OTH) Regensburg. For over 30 years he has been researching and teaching in the field of intercultural psychology and comparative psychology of culture. Professor Thomas has published widely on the psychology of intercultural action and dialogue as well as on intercultural competence, including a two-volume handbook on intercultural communication and cooperation.

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Edited by

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Preface

Introduction to the Challenges

For European psychologists, the development of intercultural competence is currently a central, if not the most central, challenge for doing their work in the field of research, teaching, and practice.

Three Basic Conclusions

Psychologists work in hospitals, homes for elderly people, and other care institutions. They work in therapy and rehabilitation centres, in schools and universities, and in companies. They work self-employed as therapists and for organisations as counsellors, coaches, and trainers in human resource development. They work in the fields of design (e.g., usability, signposting systems, product development, and marketing), in all sorts of research, and in training (e.g., leadership, team building, prisoners' resocialisation, and security of aviation personnel). They work in war zones and support people after catastrophes. They work for the army and police and so on and so on.

You will find them almost everywhere. It seems to be as if it is the profession with the widest range of working fields. There are an uncountable number of areas where psychologists are needed and find work.

Therefore, as a first conclusion, it should be emphasised:

(1) Psychologists contribute a lot to society.

When talking with psychologists spread all over Europe, one challenge catches everyone's eyes: Psychologists' fields of work are multiplied by cultural variety. This happens, on the one hand, on a colleague level, by the exchange of knowledge in international contexts, by going abroad, and/or by cooperating with colleagues of other countries. But, on the other hand, it also happens in working with clients who have grown up with different cultural backgrounds. Psychologists face that coping with cultural variety not only abroad, but also increasingly locally.

What does this mean for the work of a psychologist? With the awareness that all psychological processes have a cultural imprint, it easily becomes evident that the whole body of knowledge a psychologist gains while studying should reflect this view. Perceiving, feeling, thinking, judging, and acting – all psychic phenomena are culturally shaped and a sort of condensed reality based on historical-cultural processes with their specific inner logic. Psychological dynamics and processes can be either culturally influenced or based on personal or situational reasons. But psychologists do not learn about cultural influences on themselves and on others, and they do not learn how to differentiate among personal, situational, and cultural impacts. These do not regularly belong to their

basic study curricula. Sometimes they even do not become aware that more specific, differentiated and flexible moderation, training, and intervention techniques would be required to support the further development of people who have grown up with a different cultural background. *Intercultural psychology* would contribute a lot to establishing intercultural knowledge and competence and would give a wider range of alternatives for action.

Therefore, as a second conclusion, it should be pointed out:

- (2) *Psychologists' knowledge and intervention competencies have to be basically completed by intercultural competence, in order to be prepared to meet the challenge of coping with this culturally driven variety.*

To get a first impression regarding in which sector of psychology, intercultural psychology can be found, the author sought a small-scale overview by comparing the Internet home pages of some psychologists' associations in European countries: specifically, those in Denmark, Italy, Germany, the Czech Republic, and The Netherlands. It quickly became obvious that there is no consensus about how to place intercultural topics at all, and even less of a consensus regarding its place as a psychological sector in itself. Of course, the online presences of the associations themselves could be studied in terms of their being culturally influenced. But disregarding that, the findings can be taken as a first hint that it is only in the northern countries (Denmark and The Netherlands) that interculturalisation is mentioned as a distinguished sector of psychology. However, we can also ask, what does that mean altogether to psychology in Europe? And which implications does that have for the understanding of psychology inside the European psychological science itself?

Let us attempt to figure out some answers, as evoked in the author's mind:

1. Each country of the sampled associations has its own individual view on the sectors of psychology.
2. Only a minority of the sampled associations seem to reflect on culturally driven influences on the psychic processes of human beings.

Therefore, as a third conclusion, it should be noted:

- (3) *Intercultural psychology should attract more interest from psychologists' associations. It can also support the intradisciplinary exchange and the self-reflection of the whole profession of psychology.*

Intercultural Competence as a Master Key Competence

Bringing all three conclusions together, it becomes obvious that the European Federation of Psychologists' Associations (EFPA) and EuroPsy could contribute *systematically* to a solution for the intercultural challenges that European societies will have to face on an ongoing basis.

All over Europe, intercultural psychology should be taught as a regular subject in the bachelor's degree study programmes of psychology, not only as a specification in the master's degree programmes, but already from the second year of study and thereafter. Intercultural competence could become a *master key competence* to support psychologists' work to be better prepared to face the intercultural challenge of their own work and to work culturally adequately. Finally, psychologists could spread intercultural knowledge all over their fields of working. This would contribute to facing European societies' intercultural challenges as well.

What would be supportive of reaching this goal? The EFPA-group "Cultural and Ethnic Diversity" will promote the following, and therefore continue its work after July 2017 (de Ponte, 2017, pp. 5–8):

1. *Start the interdisciplinary exchange and self-reflection of the profession*: The intercultural view is very supportive by reflecting the culturally impacts like they are in applying mostly Western theories, models, and methods.
2. *Equipping European Psychologists with Intercultural Competence*: There are to two things to be done: a. Bring the intercultural psychology into the European Bachelor study programmes of Psychology; b. Building a data base of European Intercultural Psychologists who can offer courses for practitioners and academic psychologists (for lecturing and research).
3. *Cooperate with other standing committees and boards*: Working together and sharing knowledge and perspectives with other EFPA standing committees and boards will enrich and reinforce the process and have a supportive effect on society.

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Introduction

Information technology and the information economy with their possibilities of global networking have led to an internationalization and globalization of all areas of human life. These developments affect the experience and behavior, and thus the perceptions, thinking, and judgments, the sensations and emotions, and the motives and motivations, as well as the actions, of all people across the world. In the process, cultural and ethnic diversities, and the perceiving and managing of them, play an important role in all spheres of life, in the private as well as the professional domains. Psychology is affected by these developments in two respects. The first is to find in the discussion of the sections of Psychology as a profession: Although cultural psychology and comparative psychology of culture are gaining new significance in the fields of research and education, they aren't able to give answers to questions at an interactional level evoked by the contact of people raised in different cultural backgrounds. Here you would need the intercultural psychology with its own interactional perspective, but sometimes it isn't existing as a distinct section.

The second is that more and more psychologists face that they have to cooperate or work therapeutically with people of different origins. So treatments, advices, and working processes are often differently seen and managed. Intercultural competence is by now a recognized key competence for professional and managerial staff in all social spheres of European countries and worldwide. The development of that competence is not made en passant – not somehow happening by itself – for example, through long-term cooperation with people from different countries. Rather, it can be better achieved by a targeted intervention with the methods of a systematic intercultural sensitization, as well as through intercultural education and training. To develop effectively lasting interventions, there is a need for psychological research in all areas of psychology, especially social psychology, personality psychology, developmental psychology, and learning as well as teaching educational psychology. It was a good initiative of the European Federation of Psychologists' Associations (EFPA), as the merger of national professional societies of psychology in Europe, to create a task force which deals with questions and issues regarding *cultural and ethnic diversity*. This book grew out of the discussions and contributions of the participants in this task force. They have provided the majority of the chapters. To round off the topic, a few more chapters were procured by the editor. The importance and effects of the subject of cultural and ethnic diversity are viewed from different angles in the work of psychologists, combined with the mastering of the associated challenges for psychologists in Europe.

All of the chapters collected in this book are based on findings taken from the authors' own empirical research projects or based on the analysis and collection of previously published research results. The individual contributions are assigned to seven thematic groups which are significant for the work of psychologists in research and practice.

Part 1, "EFPA Task Force Cultural and Ethnic Diversity", gives an overview of the work of the task force over the course of the last six years and an insight into their objectives and tasks. This is followed by a contribution regarding the importance of the subject of intercultural competence, for psychologists in Europe.

Part 2, "Theoretical and Conceptual Aspects," concerns the culturally specific ideological aspects of work motivation theories, the concept of cultural standards, contributions of psychology to the development of intercultural competence, and ethical standards in the work of psychologists with people of different cultural origins.

Part 3, “Personality, Education, Training,” embraces contributions about personality-related psychological aspects of people who are living and are domiciled in different countries. Two additional chapters deal with university education at bachelor’s and master’s degree levels with regard to the subject of *cultural and ethnic diversity*, and report on successfully tested curriculum modules. Another contribution deals with the development of young Kosovo Albanians growing up and becoming adults during oppressive prewar times in Kosovo and parenting their children through prewar, conflict, and postwar times. The subsequent chapter is about intercultural challenges in conflict mediation.

Part 4, “Work/Organizational Psychology” develops a concept of intercultural competence for selection and training in the field of police work as a first contribution. This is followed by a chapter about human interaction when using computers, considering cultural-psychological and culture-comparative aspects of cultural background. Another chapter deals with different aspects of cultural diversity in various fields of industrial and organizational psychology.

Part 5, “Clinical and Counseling Psychology,” starts with a chapter about aspects of transcultural counseling and psychotherapy. The following chapter deals with cultural differences with regard to the perception of diseases and their management, as well as the willingness to be treated with psychotherapeutic measures.

Religious and spiritual aspects of the psychological care of patients are addressed in another chapter. Thereafter, the importance of varying culture-based mixedness for psychologists is presented in the examples of 11 multicultural couples.

Part 6, “Migration,” begins with the presentation of a field-tested concept for the professional education of migration specialists. Another chapter deals with the importance of the concept of resilience for psychological work with migrants.

Part 7, “Psychology of International Youth Exchange,” contains four chapters about various issues from empirical research work on the psychology of international youth exchanges. The first chapter deals with the importance of the knowledge of social and developmental biographical contributions to the qualification of international youth exchange programmes. This is followed by a contribution regarding the importance of international youth meeting programmes and youth exchange programmes to develop openness and mobility in vocational training. Another chapter deals with the existing scientifically proven findings on the effects of international youth meetings on the personality development of young people with a need for special support. Considerations about the development of a multicultural identity in the course of experiences at international youth meetings conclude this topic.

If this book with its heterogeneous contributions leads psychologists who are doing practical work in Europe to become aware of how important it is for their work in education, advising, and therapy, to take into account cultural differences and to develop a respective intercultural competence, the intended purpose of this publication will be achieved. If, furthermore, European psychologists doing scientific work become aware of the importance of psychology for research and education in coping with intercultural challenges in European companies, further added value will be achieved.

In any case, the authors hope to make a contribution with their considerations.

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Part I

EFPA Task Force Cultural and Ethnic Diversity

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Chapter 1

Meaning of the EFPA Task Force Cultural and Ethnic Diversity for Psychologists in Europe

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Introduction

In 2009, the Task Force Cultural and Ethnic Diversity (CED task force) was established under the auspices of the European Federation of Psychologists' Associations (EFPA). This reflected a growing awareness of the importance of multiculturalism, migration, and globalization, and the need for the psychological profession to include and accept it as reality in order to meet present and future challenges. Psychologists working with ethnic diverse populations found it important to have intercultural competence training and to be able to introduce culturally sensitive approaches into their professional work. The need for training courses, mutual inspiration, and information on *best practice examples* was becoming urgent. The question of how relevant academic research and theoretical knowledge in this field is disseminated to colleagues outside the academic world seems pertinent. The question of where to find academic teaching programmes in cultural and ethnic diversity for psychology students, for BA and MA degrees, in European universities has been raised by this task force.

A Historical Outline

EFPA

The establishment of the European Federation of Psychologists took place in September 1981. It was born out of a need for collaboration at a time when the psychological profession was establishing itself. Its initial efforts were aimed at gathering and sharing information about the status of psychology with a focus on education and training, ethics, and legal issues. In 1981, 13 countries

and 21,000 psychologists were represented in the federation; in 2011, there were 35 countries and 300,000 psychologists. In 2001, the focus of the federation was broadened to include psychology as a science as well as psychology as a profession. This was reflected in the variety of committees and task forces that were established thereafter (see Roe & Freeman, 2011).

EFPA's Task Force Cultural and Ethnic Diversity

In 2009, the Dutch Sectie Interculturalisatie (Dutch Intercultural Section) sent a proposal to the EFPA General Assembly to establish a new task force on “Cultural and Ethnic Diversity: Implications for Psychologists.” The originators of this proposal were psychologists from The Netherlands, Hacène Seddik and Ine Vink, and the Dutch Institute of Psychologists (NIP). “The intention behind [this proposal] was to raise awareness in all those whose working lives intersect with immigrants, those active in (mental) health care, education, socioeconomic fields, and politics. And for all those who wish to improve the quality of their services” (see Vink, Nagy & Porsild, 2011). The establishment of the Task Force Cultural and Ethnic Diversity was recommended by the EFPA General Assembly in July 2009.

Aims of the CED Task Force

The aims of the CED task force were defined by Sectie Interculturalisatie [Dutch Intercultural Section] (Vink, 2009, p. 2) as:

1. To raise the awareness of practitioners and students of psychology about the psychological consequences of cultural and ethnic diversity in European societies; in all areas: clinical and health, work and organization, and development and education. This includes diagnosis, treatment, counseling and coaching of migrants and refugees, managing diversity, and acculturation processes and interethnic relations.
2. To exchange relevant reports and information and ongoing research on multicultural and multiethnic psychology available from EFPA members and/or their associated organizations.
3. To determine intercultural competencies related to working as a professional in multicultural and multiethnic societies.
4. To begin to establish for various fields sets of best practices for psychologists interacting with clients from diverse ethnic and cultural groups.
5. To stimulate the inclusion of ethnic and cultural diversity issues in curricula leading to the EuroPsy Certificate.

A next step was taken when six EFPA member countries and the students' association, the European Federation of Psychology Students' Associations (EFPSA) appointed their representative, with Ine Vink as the convenor.

During the first period, the group emphasized the importance of collecting systematic information about existing university programmes on cultural diversity and intercultural psychology in Europe at bachelor's master's degree levels and postgraduate specialization and training courses. A survey was made and distributed to the psychological associations via EFPA head office. Answers to this survey, however, were few, and it was not possible to get a comprehensive view of the situation. Instead the focus of the group was increasingly on the need to collect best practice examples from professionals and researchers inside and outside university departments and institutes. After the first period, the efforts and recommendations were summarized as follows (Vink, 2011, p. 2):

1. The whole field of CED continues to become more and more important, as evidenced by societal problems throughout Europe. It is important that psychologists become aware of

these issues and take them into serious consideration in their work with clients, schools and organizations.

2. Ongoing assessment of psychological measures is necessary in order to establish if they are successful interventions in all fields of culturally diverse work.
3. The subject of intercultural competence should be made an integral part of the course work for BA, MA and post-doc programmes for psychologists.
4. Psychologists who are working or wish to work in clinical psychology, could use special training / education in intercultural competence in order to effectively work with clients of a differing cultural background from their own.
5. Labor and organizational psychologists working in the fields of personal development and organizational change must be qualified to apply, in their professional tasks, the knowledge based on cross-cultural and intercultural psychological research. Awareness needs to be raised that this knowledge is not only available, but necessary.
6. Psychologists working in the field of education and skills training need more profound knowledge about methodologies for intercultural learning and training, and about culturally diverse learning environments.
7. Those psychologists who are already knowledgeable about CED in their own field can offer this knowledge for use in other disciplines, including politics, to help address the more societal aspects of CED.
8. Potential students from migrant groups should be encouraged to study psychology and become specialized in intercultural issues. This would provide the student with dynamic career opportunities based on personal experience-expertise and provide employers with a service market that is attractive to their clients.
9. In order for psychologists to increase their helpfulness to those migrants experiencing problems becoming productive citizens of society, these recommendations as listed above need to be implemented.

At the 12th European Congress of Psychology (July 2011, in Istanbul), the CED task force held an invited symposium with convenor Ine Vink and other task force members (Alexander Thomas and Luděk Kolman) under the headlines: “Cultural and Ethnic Diversity: Implications for Psychologists,” “The Psychology of Intercultural Action,” “Migration, Trauma and Mental Health,” and a workshop.

Another symposium with Ine Vink as the convenor was held in line with the topic of the CED task force – that is “Enhancing Professional Competencies for Cultural and Ethnic Diversity.” A third symposium, on ethnic and cultural diversity in Scandinavia, psychosocial challenges, and interpersonal processes and relationships, was held. It included presentations on “The Construction of Multicultural Identities Among Young People of Kurdish-Iraqi and Palestinian Origin in Denmark” (presented by B. Vishnivetz); “Psychosocial Aspects of ‘Mixedness’ in Scandinavia: Inter-marriages and Children of Mixed Parentage” (presented by R. Singla) and “Intercultural Medical Consultations Under the Microscope” (presented by Emine Kale).

The EFPA General Assembly (2011 Annex II) decided that the CED task force should continue its work as described in its report (Vink, 2011), and include in its programme of work the following:

1. Suggestions regarding how knowledge on (the implications of) cultural and ethnic diversity can best be incorporated in the education and professional work of psychologists in various areas.
2. Suggestions regarding promising lobbying activities and/or funded projects with the European Commission.

It turned out to be quite difficult, however, to secure a sufficient number of representatives from member countries, and this meant a delay in the planned activities.

After being established, the new group had their first meeting in the EFPA head office, Brussels, in October 2012. Topics were

1. Best practices of academic teaching programmes in culture and ethnic diversity for students of psychology seeking BA and MA degrees.
2. Special training programmes for clinical psychology to conduct psychotherapy for migrants.
3. Best practice or preparation programmes for school teachers working in the field of intercultural learning.
4. Development of ethical guidelines for European psychologists working with cultural and ethnic diversity.

The focus of this group meeting was primarily on: academic teaching programmes and ethical guidelines.

Concerning the development of ethical guidelines, it was considered important to coordinate with the EFPA Board of Ethics (CED contact was Carla Moleiro, Portugal). Existing ethical guides for psychologists were to be collected, such as the *APA Guidelines for Providers of Services to Ethnic, Linguistic, and Culturally Diverse Populations* (APA, 1990), the *Meta-Code of Ethics* (EFPA, 2005), the *Universal Declaration of Ethical Principles for Psychologists* (IUPsyS, 2008), *Ethical Principles for Nordic Psychologists* (Norsk Psykolog Forening, 1998; Dansk Psycholog Forening, 2016), and the Ethical Guidelines of the NIP (Dutch Institute of Psychologists, 2015; Hagenaars, Visser, et al., 2007). Further, it was decided to initiate a CED website, with Carla Moleiro as the webmaster.

The next CED meeting, in Copenhagen, with invited colleagues, included presentations covering the topic of the role of the psychologist regarding migration, inclusion, and exclusion in national and European contexts. Descriptions of the concepts of inclusion and exclusion, urbanization and migration processes, the role of the psychologist, and examples describing cross-cultural intervention and training programmes for leaders and personnel working with abandoned children were presented. Prof. Alexander Thomas, Germany, gave an account to the task force members of his efforts to collect examples of best practices in academic teaching programmes in culture and ethnic diversity for students of psychology seeking BA and MA degrees in Germany. A survey on this subject had been sent to 15 universities, resulting in five positive responses including short descriptions of contents and structure. These universities were the universities of Bayreuth, Bochum, Konstanz, Marburg, and Regensburg.

After reflecting on the results, the group decided to send the survey to other universities in Europe with personal introductions. This resulted in additional responses from four universities: two from the the Czech Republic (Prague and Brno), one from Portugal (SCTE-IUL), and one from Denmark (Aalborg).

The next activity of the CED task force was an invited symposium at the European Congress of Psychology, in Stockholm, 2013. The topic, reflecting the activities and concerns of the task force, was new developments in academic psychology teaching and cultural competence training in Europe in the context of globalisation. From Germany (Regensburg), the paper “An Academic Teaching Program in Culture and Ethnic Diversity for MA Students of Psychology” was presented by Ulrike de Ponte. From Portugal, the paper “Case Conceptualization, Relationship Building and Intervention Challenges with Culturally Diverse Clients Among Clinical Psychologists: A Case for Cultural Competence Training” was presented by Sandra Roberto and Jacklin Freire (Lisboa). From the Czech Republic, the paper “An Inquiry Into the (Sub)Cultural Contingency of Work Motivation” was presented by Assistant Prof. Luděk Kolman (Prague). And from Denmark, the paper “A Bottom-Up Initiative: Meditation & Mindfulness ‘Eastern’ Practices in the Western Academia” was presented by Assistant Prof. Rashmi Singla (University of Roskilde).

At the task force meeting in connection with the Stockholm congress, CED representatives expressed the need for closer contact with the national members’ associations to secure support for promoting an intensified focus on intercultural perspectives in educational programmes for psychol-

ogists and students. It was suggested, that a list of colleagues, practitioners, and researchers involved in the development of educational programmes be assembled. A list of all presenters of intercultural or cross-cultural topics at the Stockholm conference would be distributed to the members by Ulrike de Ponte (Germany) for future contacts.

At the EFPA General Assembly in Stockholm, an additional period for the CED task force to continue its work was agreed on, with the acceptance of a work plan and a request for further elaboration. There were also recommendations from the task force itself (Jensen, 2013, pp. 1–7), which “were acknowledged and to be taken into consideration in the work of EFPA and its member associations.” These proposals were as follows:

1. EFPA will develop and work out professional guidelines and ethical standards for psychologists working in the intercultural field.
2. EFPA will promote and support the founding of educational programmes for university students on bachelor and master levels.
3. EFPA will promote and support mutual intercultural partnership programmes including practitioners, students and researchers across the European borders.

The work plan for 2013–2015 was delivered by convenor Luděk Kolman (Czech Republic). The aims were “To look for and be engaged in ways to promote and support mutual intercultural partnership programmes including practitioners, students and researchers across the European borders, as well as in promising lobbying activities and/or funded projects with the European Commission.” (Kolman, 2014, pp. 2–3) The objectives were

1. To prepare guidelines for the incorporation of knowledge on (the implications of) cultural and ethnic diversity in the education and professional work of psychologists in various areas in cooperation with the Board of Educational Affairs and the Board of Professional Development;
2. To propose ways of the development [*sic*] of curriculum components on cultural and ethnic diversity at the bachelor[’s] and master[’s degree] levels in cooperation with the Board of Educational Affairs;
3. To take part in the development of professional guidelines and ethical standards for psychologists working in the intercultural field in cooperation with the Board of Ethics and the Board of Professional Development;
4. To prepare a presentation by the CED task force at the Congress in Milan in 2015 and to implement it;
5. To implement the use of teleconferencing in the work of the CED task force as a means of easier communication of TF members and achieving higher standards of efficiency and economy in the same.

During the period leading up to the coming meeting of the task force (October 2014), there was some consideration of the status of cultural and ethnic diversity as either an auxiliary topic to other fields of psychology or as a specialized field in its own right. Within the framework of the task force, it had not yet been possible to get sufficiently valid all-round information on practices and theoretical positions in the European member countries. Fundamental debates within the task force itself and establishment of teamwork was rather difficult due to rare meetings and and sparse contact with some of the representatives.

At the task force meeting in October 2014 in Prague, convenor Luděk Kolman emphasized the need to organize a survey with the objective of finding out to what extent psychology students and professional psychologists were being trained in the field of culture and ethnic diversity in individual member countries. The information would be important to other EFPA bodies. The group decided to go ahead with this task.

Founding of an Association of Culture and Ethnic Diversity was suggested and discussed. The intention was to establish a network consisting of professionals, and including present and former

task force members, active in the field of intercultural psychology and interested in cooperation, partnerships, and sharing of knowledge. Convenor Luděk Kolman was to continue planning for the project and contact EFPA head office for advice and support. Also the development of a database was suggested, with information on experts in intercultural communication who would be prepared to give advice and support to colleagues.

The idea that task force members and/or their professional teams might produce articles for a publication with topics relevant to the field of culture and ethnic diversity was discussed and welcomed. Prof. Alexander Thomas, Germany, volunteered to be responsible for proposals and ideas for the publication. And throughout the following process, he was in charge.

In February 2015, the CED survey, titled “On the Present State of European Psychology Preparedness to Deal With Issues Concerning Cultural and Ethnic Diversity,” was sent to the EFPA member countries via EFPA head office (Kolman, 2015b). Eleven national associations responded: Seven out of 11 replied that they had available training courses for professional psychologists wanting to develop their inter-cultural competence. Seven out of 11 said that their national association provided information and knowledge on culture and ethnic diversity matters. Seven out of 11 responded that they have an organizational body dealing specifically with culture and ethnic diversity. Four out of 11 have student curricula that deal in sufficient depth with culture and ethnic diversity. Three out of 11 replied that they have expertise and counseling services on culture and ethnic diversity. Finally, seven out of 11 replied that EFPA code of ethics was sufficient in the intercultural field (Kolman, 2015b).

As an example and model for cooperation across national borders, a seminar was arranged by Assistant Prof. Rashmi Singla, University of Roskilde (RUC; Denmark) on April 10, 2015, with contributors from the CED task force and the Society of Intercultural Psychology in Denmark. This seminar was titled “Diversity Management in Academic Teaching of Intercultural Psychology in Denmark/Europe.”

Ulrike de Ponte (Germany) presented a paper on the Regensburg Intercultural Competence programme. University teachers and researchers from five Danish universities presented versions of their intercultural programmes. Danish psychologists described and demonstrated ways of working with traumatized children and young refugees. Researchers, teachers, university staff, practitioners, and students of psychology were present.

In July 2015, the European Congress of Psychologists held an invited CED symposium in Milan with topics rather closely connected to the current focus of the CED task force. Ulrike de Ponte (Germany) gave a presentation on intercultural competence in psychology, based on her and Prof. A. Thomas’s theory-based training of intercultural competence. An additional workshop underlined life-long learning and intercultural competence as a key competence. The presentation of convenor Luděk Kolman (Czech Republic) dealt with intercultural sensibility training. Sylvie Graf and Tibor Zingora (Czech Republic) presented a study into methods for reducing prejudice, titled the “Benefits of Ethnic Diversity: Secondary Transfer Effect From Intergroup Contact With Vietnameses [*sic*] to Prejudice Against Roma.” Carla Moleiro (Portugal) held a presentation on “Ethical Standards for Psychologists Working With Culturally and Ethnically Diverse Populations: The Interplay Between Ethical Principles and Ethical Virtues.” A draft of a set of European Guidelines for Psychologists Working With Cultural and Ethnic Diversity was prepared about the time of the congress, by Carla Moleiro, and distributed to task force representatives for comment before finally being sent to the EFPA Board of Ethics.

At the EPFA General Assembly in 2015 it was decided that the CED task force be continued for a final term, with some recommendations, some of them also previously mentioned. These were

- a. To incorporate knowledge on cultural and ethnic diversity in the education and professional work of psychologists in various areas in collaboration with [the] Board of Educational Affairs and the Board of Professional Development.

- b. Develop curriculum components on Cultural and Ethnic Diversity, possibly based on modules on inter-cultural competences existing at the universities of Regensburg, Prague and application in other universities, at the bachelor and master levels, preferably in the framework of EuroPsy, in collaboration with the Board of Educational Affairs and the Board of Professional Development.
- c. Develop professional guidelines and ethical standards for psychologists working in the inter-cultural field, in collaboration with the Board of Professional Development and the Board of Ethics.
- d. Continue the work on the publication of the book on culture and ethnic diversity issues.
- e. Prepare for the creation of an association that can continue the work of the task force, which can apply for associate Membership of EFPA and the discontinuation of the task force by July 2017.

For the last period of the task force's tenure, the number of representatives from the European member countries (15 persons) is higher than ever before, which is encouraging. EFPA Executive Council liaison is ensured and contact with the EFPSA through the student representative has been established. The recommendations from EFPA seem somewhat more distinct and clear than previously. Internal communication should become easier, as regular Skype sessions have been introduced.

Previous periods have shown a number of obstacles to the activities of the task force. It has proven quite difficult, for instance, to secure information and answers to surveys and requests and to convince colleagues and psychology associations of the importance of the issues taken up and to regard the field of cultural and ethnic diversity as an integral and indispensable part of psychology. Conclusions from these previous periods seem to indicate the importance in the future to stress direct contact and communication among professionals and students in the field of culture and ethnic diversity, to establish partnerships, support exchange programmes, and continue collecting and publishing best practice examples.

The idea of establishing the task force as a self-standing association has been put forward, as task force members have felt a lack of interest from wider psychological circles. At the same time, the task force was initially a rather small group, and the members did not envisage the possibility of its growth (Kolman, 2015a). However, in the past year, things have changed considerably, and the number of task force members has grown. In this connection, it might make sense to reconsider the idea and discuss with EFPA head office the possibility of establishing the task force as one of the EFPA standing committees.

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