

INYI Journal



International Network on Youth Integration

The International Network on Youth Integration (INYI), an international network for knowledge exchange and collaboration, is proud to release Volume 5, issue 1 of the INYI Journal. Activities of the INYI Network include, amongst others: 1. An exchange of information about members' and other's publications; 2. Organization of Visiting Scholar/Post-doctoral exchanges between members' institutions; 3. Collaboration on new proposals (with different members of the INYI taking the lead, depending upon source of funding and research focus); and 4. Collaboration on workshops, presentations at international conferences.

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Dr. Nazilla Khanlou

INYI Journal

Editor: Nazilla Khanlou

Editorial Assistant: Luz Maria Vazquez

York University, HNES 3rd floor
4700 Keele Street
Toronto, ON, Canada, M3J 1P3

E-mail: owhchair@yorku.ca

Website:
<http://nkhanlou.info.yorku.ca/>

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EDITORIAL

New and continuing members of INYI are engaged in innovative and practice/ policy relevant research around the globe. We welcome new INYI Featured Member Ms. Jehane Simona Moussa (PhD Candidate) at the Université de Neuchâtel in Switzerland who has worked at the Swiss Forum for Migration and Population studies (p. 4). An ongoing member, also featured in this issue, Dr. Hyun-Sil Kim shares with us a new direction in her program of research looking at the effects of music on school children Korean (Dr. Kim is among the rare academics who has gone back to school to work on a new undergraduate degree, this time in music) (p. 3). Both Ms. Simona Moussa and Dr. Kim were chapter authors in a new book I had the privilege of co-editing titled *Women's Mental Health* this (Khanlou & Pilkington, 2015). Ms. Nida Mustafa's book review (p. 11) provides details of this book.

In this issue Ms. Joana Suta presents her research findings on the effects of social changes on family wellbeing in Italy (p. 5-10). Ms. Suta's work is an important contribution to the literature on mental wellbeing and positive psychology through consideration of family-related demands.

Over the summer we welcomed a youth member to our team, Ms. Neda Safaee-

Rad, as an undergraduate research intern. Ms. Safaee-Rad's review of two articles (p. 13) considers the construct of resilience, another dimension of mental wellbeing, among university students.

In October we held the 3rd Lillian Wright Maternal-Child Learning Institute at York University (p. 15, summary by Cassandra Marroccoli). The focus of this institute was on global maternal-child health.

My appreciation to Dr. Luz Maria Vazquez for her editorial assistance with the INYI journal and with our best wishes for the holiday season and the new year to you and your family.

Nazilla Khanlou

York University

INYI Featured Member



Selected Publications

HS Kim & HS Kim (2015). The Effect of Musical Instrument Performance on Emotional Intelligence, Anxiety, and Aggression in Korean Elementary School Children. *Journal of Research in Music Education* (in progress)

HS Kim & HS Kim (2013). Depression in Non-Korean Women Residing in South Korea Following Marriage to Korean Men. *Archives of Psychiatric Nursing*, 27, 148-155.

HS Kim, HS Kim, & J. Samuels-Dennis (2012). The Influence of Psychosomatic Symptoms, Physical and Sexual Abuse, and Coping Strategies on Delinquent Behavior among Korean Adolescents. *Archives of Psychiatric Nursing*, 26, 155-164.

KS Lim & HS Kim (2012). Effect of Life respect Programs for the Elderly on Depression, Suicidal Ideation, and Psychological Well-Being of the Elderly. *Journal of Welfare for the Aged*, 55, 201-222.

HS Kim (2011). Impacts of Social Support and Life Satisfaction on Depression among International Marriage Migrant Women in Daegu and Kyungpook Area. *Journal of Korean Academy of Mental Health Nursing*, 20(2), 188-198.

Meet Hyun-Sil Kim, PhD

Hyun-Sil Kim was born in Seoul, South Korea. She graduated from Hanyang University (major in Nursing) and earned a Doctoral degree from Ewha Womans University in Seoul. Her doctoral thesis developed “Structural Equation Model of Delinquent Behaviour influenced by Media Violence” in Korea. She was also a post-doctoral fellow in the Faculty of Nursing, University of Toronto under the supervision of Dr. Nazilla Khanlou (2002-2003).

She is currently a professor in the Department of Nursing at the Daegu Haany University located in Daegu, South Korea. Her research objectives are juvenile delinquency, substance abuse, influence of media violence on delinquent behaviour, family dynamic environment, personality, school violence. She was the principal investigator of a “Development of sublimation program for Korean adolescent’s aggression” (funded from Korea Research & Engineering Foundation at 2001) and “Gender differences in delinquent behaviour among Korean Adolescents” (funded by Korea Research Foundation at 2000). From 2004 to 2006, she wrote the article on value conflict originated in the cultural difference between traditional Korean Confucian culture and western culture among Korean adolescents in Canada. Dr. Kim also participated the research project entitled “Immigrant youth and cultural identity in a global context” (principal investigator: Dr. Nazilla Khanlou, funded by Social Sciences and Humanities Research Council of

Canada from 2003 to 2005) as member of the international advisory panel. In 2007, she published the books entitled ‘Adolescent Behaviour Research Advances’ and ‘Adolescent Behaviour Research Studies’, which focused on etiological factors and cultural differences of juvenile delinquency and youth crime, (Nova Publishers, N.Y, U. S.). She is also involved in policy making and development of social integration program for the international marriage migrant women living in South Korea.

For her contribution to this research area, she received numerous awards including the International Health Professional Award of the Year 2007 from the International Biographical Center, UK, and was featured in Who’s Who in the World from Marquis Who’s Who Publication Board and the Great Minds of the 21st Century from the American Biographical Institute.

From March to August, 2010, she served at School of Nursing, York University as an adjunct professor and visiting scholar. Since 2010, she has expanded her research focus to exam the effects of art-based intervention on emotional problems among immigrant women, children, or the elderly with a language barrier. For performing art-based intervention, she began to study music intervention using a musical instrument performance from 2011 and is currently pursuing a Bachelor’s degree in woodwind, musicology (majoring in the flute). Currently, she is involved in a study that examines the effects musical instrument performance on emotional intelligence, anxiety, and aggression in Korean elementary school children as a principal investigator.

Contact: hskim@dhu.ac.kr

INYI Featured Member

Jehane Simona Moussa, PhD Candidate



Selected Publications

Moussa, J., Pecoraro, M. & Ruedin, D. (2015). The Gender Gap in Mental Health: Immigrants in Switzerland. In : Khanlou N & Pilkington B. (Editors). *Women's Mental Health: Resistance and Resilience in Community and Society*. *Advances in Mental Health and Addiction* (Series Editor: Masood Zangeneh). New York: Springer.

Babones, S., Moussa, J. & Suter, C. (2015). A Poisson-Based Framework for Setting Poverty Thresholds Using Indicator Lists. *Social Indicators Research*. DOI: 10.1007/s11205-015-0919-4.

Suter, C., Iglesias, K. & Moussa, J. (2015). From Dissonance to Well-being and Adaption? Quality of Life in Switzerland Over the Past Decades. In: Wolfgang Glatzer (Ed.), *The Global Handbook of Wellbeing and Quality of Life*, New York: Springer.

Jehane Simona Moussa obtained her master degree in socioeconomics at the University of Geneva in 2013 with a strong interest in economics of development and demography. In 2012, she worked as a scientific collaborator at the Swiss Forum for Migration and Population studies in a project that aimed to study the gender gap in term of health among the immigrant population living in Switzerland. During her studies, health issues as well as migration issues always interested her; therefore this project fitted perfectly her interests. Since 2013, Ms. Simona Moussa is a PhD candidate at the Institute of Sociology at the University of Neuchâtel, working part-time on a Swiss National Found project called: "Income and wealth inequality, deprivation and wellbeing in Switzerland, 1990-2013". She is also working part-time as a teaching assistant, teaching an introduction to both, quantitative and qualitative methodologies in sociology to first year Bachelor students.

Her previous studies in socioeconomics lead her to start a PhD thesis on subjective wellbeing and on vulnerable groups in a longitudinal perspective in Switzerland, under the supervision of professor Dr. Christian Suter and with Dr. Eric Crettaz as co-director. Her interests in poverty issues as well as in vulnerability includes dimensions such as the quality of life and its numerous domains, the definition (thresholds) and the identification of social groups (such as the poor and the vulnerable), and the subjective wellbeing. Her thesis follows a quantitative approach with

the use of several databases such as the Survey on Income and Living Conditions and the Swiss Household Panel (which allows longitudinal analysis). Three main phases can be identified; the first one is the question of thresholds used to distinguish between different social classes, and specifically to identify people living in vulnerability to poverty from those being in poverty. In this sense, a first article on deprivation measurement and the impact of threshold used has been published in *Social Indicators Research* in February 2015. Her research aims also to compare several measures of poverty to know if they tend to measure same people. The second phase is to analyze the impact of economic crisis on subjective wellbeing and on the risk of falling into poverty for people living in Switzerland. The last phase is to understand how and what influences the level of subjective wellbeing of people being vulnerable to poverty and therefore be informative to public policies.

Contact: jehane.simona@unine.ch

**Family-related demands, positive orientation, coping strategies
and family satisfaction: A mediation model**

Joana M. Suta, PhD

Member of the Association of Psychologists of Lazio, Rome, Italy

Abstract: This study investigates how gradual social change may affect subjective well-being (SWB) in the family domain, for example how it impacts family satisfaction. Individuals are active agents who use personal resources and coping strategies to protect their SWB from the effects of social change. Specifically, we predict that family demands affect SWB negatively, whereas positive orientation and coping strategies have a protective role. In a sample of 261 young Italian adults, family-demands associated with social changes were found to have negative effects that could only be reduced from having a positive orientation. Furthermore, confirming the motivational theory of lifespan development, problem-focused strategies were beneficial for family satisfaction to the extent that they represent an adaptation response to demands associated with social changes.

Keywords: Social changes, family-related demands, positive orientation, coping strategies and family satisfaction.

Introduction

The accumulation of negative manifestations of social changes represents a risk factor for individual adaptation and subjective well-being (SWB). "Social change is defined as a more or less rapid and comprehensive change of societal structures and institutions, including changes to the political, economic, and cultural frameworks of a society" (Grumer et al., 2013, pg, 1268). The demands associated with social changes are perceived as a mismatch between age-related habits and emerging developmental life tasks (Silbereisen et al., 2006, 2010). The current study stems from the theoretical framework of Silbereisen and colleagues, and aims to understand how gradual social changes can affect family life and SWB of young Italian adults.

Italy is a low birth rate country, with its rate dropping from 2.67 in 1965 to 1.32 in 2010, due to the high cost of living, as well as both insufficient and expensive childcare services. ISTAT (2012) has estimated that 41.9% of young Italian adults ranging from 25-29 years of age are unable to afford the cost of living on their own, and are still living with their parents. Delayed time of forming a new family and having a lower birth rate, have serious consequences for the future of social security systems.

Psychological Resources, Coping Strategies and SWB

The differences in inter-individual resources and skills considerably influence the effects of gradual social changes on SWB and the activation of coping strategies (Pinquart & Silbereisen, 2004). The positive orientation may be specifically effective for studying the role of individual resources for coping with the demands of social changes.

The term positive orientation has been used by Caprara & Colleagues (2009) to denote the basic tendency of individuals to evaluate life and difficulties more positively. Positive orientation determines the effect of social changes on SWB using control strategies. According to the Model of Social Change and Human Development (Silbereisen et al., 2010), the motivational life span theory of control (Heckhausen et al., 2010) represents an adequate theoretical framework to classify and evaluate how an individual deals with the demands of social changes. This theory consists of two basic strategies of coping: a) active: in which people engage with the issue and try to control it; and b) disengaged: in which people view demands to be uncontrollable.

Silbereisen and colleagues have extensively investigated the negative effects of perceived family demands on individual SWB (Pinquart & Silbereisen, 2008; Grumer et al., 2013). Family satisfaction may represent an important indicator of family-related SWB, which can be affected negatively by social changes. It represents a global variable of family functioning which includes: the level of support received, the solutions to family problems, the quality of time spent together, and the grade of independence within the family (Caprara et al., 2005).

Objective and Hypotheses

This study explored how family-related demands can affect the relationship between positive orientation and family satisfaction, both directly through, and mediated by, coping strategies. In addition, we also posited a direct effect of perceived family demands on coping strategies and family satisfaction. Thus, we hypothesized that perceived family demands is a variable that affects all others simultaneously.

We hypothesized that:

H1: Family demands can influence the role of positive orientation on family satisfaction and coping strategies. These demands may exert a negative impact on positive orientation. Both coping strategies of focusing and distancing are activated by family demands. Also, we hypothesize that family demands will have a negative impact on family satisfaction.

H2: Positive orientation impacts coping strategies with positive effects on problem-focused coping and negative effects on distancing strategies. Its influence reduces the negative effect of demands on family satisfaction.

H3: Problem and distancing coping strategies mediate family satisfaction, have negative effects on family demands, and have protective effects on positive orientation.

Methods

Participants and measures:

The participants in this study were 261 young adults, residents of Rome, Italy. They were 24 to 29 years old ($M = 25.85$, $DS = 1.49$) with 56.7% females. Approximately 70% of participants had at least a high school diploma. Ninety percent of male and 78% of female participants still lived with their original families.

The instruments of this study were part of a battery that the participants completed individually, and consisted of:

i) Perceived family-related demands associated with social change; this 6 item scale measures how social changes affect an individual in their family life domain (Silbereisen et al. 2006);

ii) Coping strategies with perceived demands family related due to social change (Silbereisen et al., 2006, 15 items). This scale measures two coping strategies: problem-focused and problem-distancing.

iii) Coping Problem-focused strategy is measured by the means of three subscales of selective primary control, compensatory primary control and selective secondary control (SSC); while Coping Problem-distancing strategy is measured through two subscales of Compensatory secondary control I and Compensatory secondary control II. Each subscale is further measured by three items.

iv) As a measure of scale of self-esteem, Rosenberg's (1965) scale (RSES) containing 10 items was used measuring state self-esteem by asking respondents to reflect on their current feelings; the Life Satisfaction Scale by Diner et al. (1985) measures satisfaction with life as whole (SWLS) containing 5 items; and Optimism-Revised Scale by Scheier et al. (1994), (LOT-R), containing 6 items measuring dispositional optimism towards life.

v) The Family Satisfaction Scale Revised (Olson, 1982) is an instrument containing six items assessing two major dimensions of Olson's Circumplex Model of family functioning, adaptability and cohesion. Four items were used for this study.

Results

Family demands, positive orientation, coping strategies and family satisfaction

Some of the variables tested show asymmetries and kurtosis values that exceed |1|. We tested the hypothesized relations among variables by using M-plus 5 (Muthén & Muthén, 1998-2007) with maximum likelihood estimation with robust standard errors (MLR). Mediated effects were calculated using the procedures outlined by MacKinnon et al. (2002) and formal mediation test by using bootstrapped confidence interval.

The hypothesized structural model

The variables analyzed were defined as following:

Family demands were defined as a cumulative represented index by the sum of the items that were strongly (6) or very strongly (7) endorsed by the respondent. Positive orientation was defined as a latent variable loaded by three indicators: self-esteem, life satisfaction and optimism, which in turn were posited as the mean of the items of the respective scales. The latent variable of problem-focused strategy was defined by three indicators: selective primary, compensatory primary and secondary primary controls, respectively. Problem-distancing was defined in a similar way, as a latent factor defined by two indicators: Compensatory secondary control I and Compensatory secondary control II. Each indicator of the two latent coping variables strategies was computed as the mean of its three items. The latent variable of family satisfaction was defined by using four of the six indicators of the revised-family satisfaction scale.

To take into account the role of family-related demands, we included this variable as a covariate, influencing all other variables included in the study. Positive orientation, coping strategies and family satisfaction were predicted by family-related demands. Coping strategies and family satisfaction were predicted in turn by positive orientation. Lastly, both problem-focused and problem-distancing coping strategies used, as hypothesized, mediated the effect of positive orientation on family satisfaction.

Structural equation analysis

The hypothesized model fits the data well: $\chi^2(56)=121,094$ $p=.001$, CFI= .94, TLI=.91, RMSEA=.07 (.05-.08). Family demands negatively predicted positive orientation (-.21; $p < .001$), and positively predicted problem-focused coping (.31; $p < .001$). Family demands contributed directly to problem distancing coping (-.14; $p < .01$) but failed to contribute directly to family satisfaction (-.03 n.s). In turn, positive orientation predicted positively problem-focused coping (.32; $p < .001$) and family satisfaction (.34; $p < .001$), and negatively problem-distancing strategies (-.34; $p < .001$).

In order to test mediation more formally, we computed confidence intervals around the significant coefficients for the indirect effects, using the bootstrap (with 1,000 replications) method as implemented in Mplus 5 (MacKinnon et al., 2002, 2004). Below, we briefly present the significant mediated effects.

Family Demands

The mediated effect of demands on family satisfaction through problem-focused strategies was statistically significant with associated unstandardized coefficients $\beta = .06$. The confidence intervals for this indirect path coefficient were not including zero (i.e. 95 % CI: from .005 to .106). The mediated effect of demands through

positive orientation on family satisfaction was statistically significant with associated unstandardized coefficient $\beta = -.06$. The confidence intervals for this indirect path were not including zero (i.e. 95%CI: from $-.112$ to $-.010$).

Positive Orientation

A mediated effect of positive orientation on family satisfaction through problem-focused coping strategies was significant, with an associated unstandardized coefficient of $\beta = .059$ and an associated interval confidence which did not include zero (i.e. 95%CI: from $.009$ to $.110$).

The variance explained by the model for each dependent variable was: 26.5% for problem-focused coping strategies and 11% for problem-distancing coping strategies. For positive orientation the variance explained was 5% and for family satisfaction was 28%.

Discussion, Conclusion and Implications for Youth Integration

This study demonstrates the importance of the construct of positive orientation, operationalized as the interplay of optimism, life satisfaction and self-esteem. The perceived family-related demands associated with social change have a negative impact on structured resources, representing a threat for SWB. Positive orientation function filters out the negative effect of family related-demands by deactivating problem-distancing strategies and, consequently, preserving global family satisfaction.

The main interesting facet of the results of this study is the positive indirect effect of family-related demands over family satisfaction. The complexity of this relationship opens the way to new discussion and conclusions. First of all, family related demands represent developmental task challenges related to specific life stages in this domain (e.g. to create own family or to have a child). This domain continues to have importance and a strong normative power for the young adults in our sample. Secondly, young adults face these demands by activating coping strategies as a way to find solutions for their problems. This is a demonstration of what Heckhausen (2010) called “primacy to primary control” of the human being. By exerting primary control, young adults are engaged and motivated to attain their developmental task. The relevance of this study exploring subjective well-being as a form of family satisfaction, was that this variable was found to be a powerful resource for young adults coping with developmental tasks over time. For future, longitudinal studies would need to be designed in order to evaluate this hypothesis more accurately.

Implications

The current Italian social security system needs a thorough of the adopted strategies to devise such responsive processes that can be more helpful to its youth. The promotion of policies that encourage positive vision and proactive behavior in young adults can lead them to a better quality family life and eventually can contribute to a better collective well-being.

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Women's Mental Health: Resistance and Resilience in Community and Society - Book Review

Nida Mustafa, PhD student

Dalla Lana School of Public Health, University of Toronto, Canada

Research Assistant, Laboratory of Cognitive Neuroscience and Women's Health, University of Toronto, Canada

Research Assistant, Office of Women's Health Research Chair in Mental Health, York University, Canada

nida.mustafa@mail.utoronto.ca

nmustafa@yorku.ca

Khanlou N & Pilkington B. (Editors) (2015). *Women's mental health: Resistance and resilience in community and society. Advances in Mental Health and Addiction* (Series editor: Masood Zanganeh). New York: Springer.
<http://www.springer.com/psychology/health+and+behavior/book/978-3-319-17325-2>

The United Nations emphasizes gender equality and empowerment by promoting "...the right to the enjoyment of the highest attainable standard of physical and mental health" for women across the globe (United Nations Women, 1995). The World Health Organization (2015) specifically focuses on women's mental health by promoting and enhancing knowledge, support, and care on issues such as domestic violence, stress, and sexual abuse. Working in partnership with these tremendous efforts is the strength, resistance, and resilience of women themselves around the world.

To better identify the factors that influence the mental health and wellbeing of women, it is essential to understand their social locations and roles through a multidisciplinary and intersectionality lens. *Women's Mental Health: Resistance and Resilience in Community and Society*, edited by Dr. Nazilla Khanlou and Dr. Beryl Pilkington, presents a holistic analysis of women's mental health from individual, community, and systemic levels. With a global focus, this unique text captures the stories, narratives, and experiences of women from across the world, including entries from Canada, India, Iran, Italy, Rwanda, South Korea, Switzerland, and more. Each in-depth chapter focuses on women from a particular region, and explores the intersection of factors that shape their mental health. Authors have identified implications of their work in terms of policy and practice, further promoting a positive future for international women's mental health. Concluding each chapter, a response is also provided by a community figure, practitioner, or key stakeholder, which links research and theory to practice and policy from a new, unique perspective.

The book is divided into six sections, each identifying important challenges, transitions, and successes in women's mental health. Part I focuses on structural and systemic factors that influence the lives of women across the globe, discussing issues such as access to mental health services, concerns in employment opportunities, and violence against women at both social and personal levels. Part II explores social support and the community in relation to women's health. Available support for women is analyzed in terms of mental health, and the factors that lead to the use of such services are also discussed. Resistance and resilience in relation to health and social services are the main focus of Part III. Chapters in this section explore the interaction between women and health care systems, as well as identify the challenges, discrepancies, and future directions in seeking adequate care. Migration, transition, and the process of settlement are key themes in Part IV, and are linked to marginalization and mental health. Policy and program development suggestions are given by authors in this section as a means to reduce the immigration burden on women. Part V focuses on racialization, poverty and mental health with insights from Canada, South Korea, and Switzerland, highlighting the challenges as well as resilience of women across the world. The last section of the book, Part VI, explores rewards and challenges of motherhood in many countries, and identifies issues around pregnancy, loss, and mental health.

For women to attain the highest standard of physical and mental health in any region of the world, it is essential to identify the many intersecting factors that are at play in shaping their experiences. Barriers and challenges at all levels – personal, social, communal, institutional – need to be recognized, understood and addressed holistically in order for such efforts to advance. The accumulation of these topics in the *book Women's Mental Health: Resistance and Resilience in Community and Society* is a positive step in this direction. The innate strength and resilience of every woman is the foundation of this progress.

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The Effects of Resilience on the Psychological Well-being of University Students – Article Review

Neda Safaee-Rad

Undergraduate student (Psychology, Faculty of Science, University of Toronto)

neda.safae.rad@mail.utoronto.ca

Taylor, H., & Reyes, H. (2012). Self-Efficacy and Resilience in Baccalaureate Nursing Students. *International Journal of Nursing Education Scholarship*, 9(1), 1-9.

Pidgeon, A. M., Natasha, F. R., Stapleton, P., Magyar, H. B., & Lo, B. C. Y. (2014). Examining Characteristics of Resilience among University Students: An International Study. *Open Journal of Social Sciences*, 2, 14-22.

The “state” or “trait” that is known as resilience is becoming increasingly important within the academic field. Resilience has been broadly defined as a characteristic controlling the negative effects of stress, helping with adaptation and increasing one’s psychological well-being (Pidgeon et al., 2014). Articles by both Taylor and Reyes (2012) and Pidgeon et al. (2014) discuss resilience and its influence on student psychological wellbeing and academic success.

In their study, Taylor and Reyes explore the role of self-efficacy and resilience pertaining to test scores of 136 baccalaureate nursing students in multiple courses during one semester. A strong sense of self-efficacy provides a boost in personal accomplishment and positive psychological well-being, it also serves as an indicator for potential issues such as attrition, career progress and nursing education competence (Taylor & Reyes, 2012). This goes hand in hand with resilience, as researchers have concluded, a high level of resilience contributes to increased self-efficacy even during unfavourable situations (Taylor & Reyes, 2012). Students may face unique challenges such as a change of environment, academic stressors, loss or weakened social support networks, developing peer relationships and financial management (Pidgeon et al., 2014). There were no significant differences present in perceived resilience or self-efficacy scores in the early or late semester (Taylor & Reyes, 2012). Researchers used the Resilience Scale which directly measures resilience by examining five characteristics: self-reliance, meaning, equanimity, perseverance and existential aloneness (Taylor & Reyes, 2012). Significant differences were discovered in the early and late semester for the two characteristics of perseverance and existential aloneness (Taylor & Reyes, 2012).

In the study by Pigeon et al., researchers looked at student characteristics when reporting high or low resilience in explaining its clinical relations to mental health, specifically focusing on psychosocial variables that could be potentially modified (Pidgeon et al., 2014). Taking an international perspective, 214 university students from Australia, the United States and Hong Kong measured for resilience, perceived social support, campus connectedness and psychological distress (Pidgeon et al., 2014). Perceived social support comes from an individual’s perception of emotional and physical care they receive from family, friends and significant others (Pidgeon et al., 2014). It shows the relationship between students and their educational environment. Campus connectedness reflects the ability students have to develop positive relationships with peers and fitting in within their campus environment (Pidgeon et al., 2014). This is especially important for increased academic motivation and positive psychological outcomes for students (Pidgeon et al., 2014). Lastly, psychological distress includes three negative emotional states: depression, anxiety and stress (Pidgeon et al., 2014). The results of this study found that students with low levels of resilience have significantly lower perceived social support, campus connectedness, and higher psychological distress and therefore the opposite for high resilience students (Pidgeon et al., 2014).

Both of these studies conclude that a higher level of resilience is extremely favourable for positive psychological and academic success within the university environment. Literature suggests that self-efficacy, being directly related to resilience, improves when people overcome very difficult circumstances (Taylor & Reyes, 2012). Despite this, research has found a significant decrease in student's confidence to solve problems "if they tried hard enough" (Taylor & Reyes, 2012, p.5). This stands as an indicator that academic institutions need to provide resilience boosting programs for this population (Pidgeon et al., 2014). Some students may not have the strength of resilience they require and are therefore feeling this attrition within their university experience. As an academic institution, programs that help students differentially manage stress, build positive personal and professional identities and develop self-management strategies, do in fact encourage resilience (Finn & Hafferty, 2014).

As a current university student, I certainly do agree with the positivity of resilience boosting in order to strengthen students for the hardships they may face. To be resilient when under any type of pressure will allow the student to not only thrive during challenges they regularly endure, but to also be capable of handling even more, pushing them to reach their ultimate potential.

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INYI Publications and Events

New Publications:

Khanlou N & Pilkington B. (Editors) (2015). Women's mental health: Resistance and resilience in community and society. *Advances in Mental Health and Addiction* (Series editor: Masood Zanganeh). New York: Springer.
<http://www.springer.com/psychology/health+and+behavior/book/978-3-319-17325-2>

Khanlou, N., Haque, N., Sheehan, S. & Jones, G. (2015). "It is an Issue of not Knowing Where to Go": Service Providers' Perspectives on Challenges in Accessing Social Support and Services by Immigrant Mothers of Children with Disabilities. *J Immigrant Minority Health*, 17 (6): 1840-1847. DOI 10.1007/s10903-014-0122-8 Open access at:
<http://link.springer.com/article/10.1007%2Fs10903-014-0122-8>

Khanlou N & Pilkington FB. Introduction: A systems approach to women's mental health. In: Khanlou N & Pilkington B. (Editors). *Women's mental health: Resistance and resilience in community and society. Advances in Mental Health and Addiction* (Series editor: Masood Zanganeh). New York: Springer.

Khanlou N, Mustafa N, Vazquez LM, Haque N, & Yoshida K. (2015). Stressors and barriers to services for immigrant fathers raising children with developmental disabilities. *International Journal of Mental Health & Addiction*, 13: 659-674 DOI: 10.1007/s11469-015-9584-8.
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Macedo J, Khanlou N, & Lui M. (2015). Use of vignettes in qualitative research on drug use: Scoping review and case example from Brazil. *International Journal of Mental Health & Addiction*, 1-14. doi: 10.1007/s11469-015-9543-4, Available URL:
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3rd Lillian Wright Maternal-Child Learning Institute: Global Maternal-Child Health

On October 1st, 2015 York University our Office hosted the 3rd York University Lillian Wright Maternal-Child Learning Institute that focused on global maternal-child health research policy. Dr. Nazilla Khanlou (York University) opened the presentations and described different perspectives that addressed current maternal-health disparities which occur across nations that infringe upon economic and social rights. Dr. Mirielle Joussemet (Université de Montréal) described her research with parents and children within the self-determination theory and presented her findings regarding autonomy support across cultures, autonomy support within parent-child relationships as well as the effects on parental and child mental health. Meg French (UNICEF Canada) discussed the Millennium Development Goals and the Sustainable Development Goals that focus on a broader set of priorities for the next fifteen years that will attempt at ensuring the most vulnerable women and children receive the health care they need and have a right to. Alison Collins-Mrakas (York University) addressed research ethics policies, procedures, and protocols within the context of the university's expectations. Wanda MacNevin (Director of Community Programs for the Jane/Finch Community and Family Centre in Toronto) presented her work with The Women Moving Forward program regarding the beneficial outcomes as well as the challenges the community centre program has been facing with new funding partners. Dr. Beryl Pilkington (York University) highlighted the progress and challenges faced when trying to achieve two of the eight Millennium Development Goals addressing global maternal-child health as well as critiqued Canada's Muskoka Initiative to global maternal-child health and the shortcomings of healthcare delivery to Canadian Aboriginal women and children. The event also included 17 poster presentations from postdoctoral and graduate students. Please check the event booklet to learn about their interesting research findings at <http://nkhanlou.info.yorku.ca/>
Summary by: Cassandra Marroccoli, RN, BScN (York University) Graduate Assistant at the Women's Health Research Chair in Mental Health Office.

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Aroian, Karen RN, FAAN, PhD (Professor, Director of Research, University of Central Florida College of Nursing)

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1. Title
2. Author(s) name and affiliation
3. Brief abstract (up to 75 words)
4. Five keywords
5. Main text (minimum 500 words to maximum 1500 words in length) to include:
 - a) Introduction
 - b) Description of initiative
 - c) Discussion/ conclusion/ and implications for youth integration
6. References
7. Acknowledgement(s)
8. Contact information for primary author

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1. Manuscripts should follow American Psychological Association (APA) style*
2. Manuscripts should be double-spaced and submitted as a WORD file
3. Please send your manuscript via email to the Editor and indicate in the subject line of your email: INYI Journal Manuscript Submission + your name

* For additional information on APA Style see “The Basics of APA Style” at:
<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

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Editor Contact Information

Nazilla Khanlou, RN, PhD
INYI Founder and Journal Editor
Associate Professor, School of Nursing
York University, Toronto, Ontario, Canada
Email: nkhanlou@yorku.ca
website: <http://nkhanlou.info.yorku.ca/>

INYI Journal

Editor: Nazilla Khanlou

Editorial Assistant: Luz Maria
Vazquez

York University, HNES 3rd floor
4700 Keele Street
Toronto, ON, Canada, M3J 1P3

E-mail: owhchair@yorku.ca

Website:
<http://nkhanlou.info.yorku.ca/>

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