International Capacity Building in Psychological Science: Reflections on Student Involvement and Endeavors

Daniel Balva · Daniel Thomas Page · Fanie Collardeau · Julio Andrés Gómez Henao · Ana Lorena Flores-Camacho

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Abstract
Internationalization in psychology provides unique opportunities for students worldwide and promises to build a more inclusive, representative, and culturally sensitive discipline. Far from passive recipients of the internationalization process, students are actively involved in promoting opportunities for cross-cultural collaborations, international learning, and the creation of international networks. This paper reviews opportunities for student involvement in internationalization related efforts in psychology. Students’ roles within international and regional psychology organizations are explored to highlight the unique contributions and opportunities afforded by more independent and fully student-led organizations and initiatives. This paper discusses the barriers to establishing student-led organizations and to student involvement in international endeavors, including power imbalances, language barriers, and disparities in students’ ability to access financial resources and mentorship depending on their geographical location. Recommendations are offered, to both students and professional members, to foster student contributions to the internationalization of psychology and support the creation of sustainable student-led international organizations.

Keywords Student organization · Internationalization · Psychology organization · Student-led · Global network

Internationalization has been identified as a possible, although debated, process through which some of psychology’s existing challenges, such as a need for greater inclusivity and cultural awareness, may be resolved (Begeny, 2018). Scholars have identified differences in the degree of internalization of psychology’s subdisciplines (Adair & Huynh, 2012; van de Vijver, 2013) and in the desired balance between valuing indigenous theories and creating a universal psychology (Begeny, 2018; Leong...
& Blustein, 2016; van de Vijver, 2013). However, existing frameworks for internationalization can help students, researchers, and practitioners engage with, and reflect on the potential goals and processes necessary for internationalization within the field of psychology (Begeny, 2018; Bullock, 2015; Consoli et al., 2017; Gerstein et al., 2009; González et al., 2019; Ng & Noonan, 2012; van de Vijver, 2013).

An increasing number of psychologists have made calls for diversification and internationalization of the discipline (Begeny, 2018; Leong & Ponterotto, 2003; van de Vijver, 2013). Internationalizing the discipline requires a concerted, reflective, and intentional effort (Begeny, 2018; Marsella & Pedersen, 2004). Internationalization does not amount to the “Americanization” or “Westernization” of other contexts and cultures, nor the unwelcomed exportation of North American and European theories, methodologies, and interventions to other cultural contexts. Rather, it is informed by an awareness of psychology’s historical roots in Euro-American culture and its culturally based assumptions (Begeny, 2018; Bernardo et al., 2018; Dhar & Dixit, 2021; Gone, 2016; Leong & Ponterotto, 2003; Ng & Noonan, 2012).

Internationalization should promote the greater recognition of indigenous and diverse theories within training programs, organizations, and conferences (Marsella & Pedersen, 2004), and emphasize a commitment to collaboration as well as “cultural respect, reciprocity, inclusivity, value for all contributions, and co-creation of knowledge” (Begeny, 2018, p. 927). More specifically, the goals of internationalization can include (a) a representative, culturally and contextually sensitive profession and scholarship; (b) improving current theories and practices; (c) ensuring theories and practices have strong ties to the local contexts in which they emerge or are used; (d) providing opportunities for enhanced professional development and cultural competency of students and professionals; (e) fostering equal partnerships and cross-cultural collaborative efforts; and (f) advocating for the practice of a culturally sensitive, equitable, and inclusive discipline (Begeny, 2018; Bernardo et al., 2018; Bullock, 2015; Ng & Noonan, 2012; van de Vijver, 2013).

With growing efforts towards internationalization, students worldwide may benefit from greater access to opportunities for enhanced cultural awareness and cultural competency. By training incoming professionals to be more attuned and understanding of cross-cultural concerns, the field of psychology can bridge international gaps and foster a more diverse and inclusive profession (Gerstein & Ægisdóttir, 2007). Far from being only recipients in the process of psychology’s internationalization, students can also be agents of change and actively contribute to the growth and advancement of the discipline.

While there are a number of frameworks for, and in support of, the internationalization of psychology (e.g., see Begeny, 2018), students are rarely mentioned as key contributors in the internationalization process, and their contributions and perspectives are rarely showcased. This article aims to reflect on students’ ongoing and potential involvements and contributions to the internationalization of psychology. Specifically, it aims to (a) provide an overview of traditional ways students have been involved in, and promote the internationalization of the profession (e.g., formal education, conferences, publications, etc.) and (b) highlight the value of student-led regional and international organizations to further the profession’s internationalization, inclusiveness, and diversity.
The authors engaged in a bibliographical review of student-led organizations (regional and international) as well as student-led opportunities contributing to the internationalization of psychology and existing professional psychological international organizations. Peer-reviewed articles, conference proceedings, books, organizational reports, and gray literature sources were included (e.g., websites from different organizations) in the review. The scarcity of peer reviewed articles on the topic was notable. Therefore, to complement their search, the authors reached out to student members of their respective student-led regional and international organizations and professional members worldwide for assistance in locating resources. The authors further inquired into suggested resources, which were incorporated into this article, as appropriate. The authors recognize national student-led psychology organizations as important resources for students; however, national student-led psychology organizations were excluded from this article, as their primary focus is not the promotion of international psychology or the connection of members from the profession worldwide. Resources written or translated into English, French, and Spanish were included within this article, reflecting the authors’ languages. The inability of the authors to search information and resources in additional languages is a limitation of the paper.

Throughout this paper, the authors also share reflections about their individual and collective experiences in regional and international student-led psychological organizations. The authors discuss the contributions students have made, and can make, toward the internationalization of psychology, the barriers students face contributing to such initiatives, and the ways in which professional organizations and members can support student-led endeavors.

**Students’ Traditional Involvement in International Psychology**

**The Benefits of Internationalization**

Internalization provides opportunities for the discipline of psychology to foster a more representative and both culturally and contextually sensitive profession and scholarship (Begeny., 2018; Bullock, 2015). Many psychologists around the world have developed unique and individualized best practices and treatment interventions rooted in cultural sensitivity and understanding, and do not operate from a one-size-fits all approach. At the same time, psychologists across the globe are engaged in similar advocacy efforts for the discipline (Bullock, 2015), and may be pursuing similar research-related topics. To learn how psychologists outside their own countries are navigating common challenges, psychologists must pool together resources, acknowledge the work individuals are doing worldwide, and foster collaborative learning and teaching. In turn, this could ultimately advance scientific practice (Bullock, 2015).

For students, participation in internalization efforts may allow them to become more culturally aware professionals through, for example, thoughtful reflections about contextual factors which may limit the applicability of specific theories or interventions to local contexts (Leong & Ponterotto, 2003). Additionally,
participation in internationalization efforts may allow students from the Global South to advocate for culturally sensitive research and interventions, and access resources and training opportunities traditionally more frequently located in Western countries. Indeed, international and regional organizations can provide all students with additional learning experiences through attending webinar training or conferences (both domestic and international), participation in cultural immersion or exchange programming, and cross-cultural research engagement (Atalar, 2020; Gerstein & Ægisdóttir, 2007).

While co-occurring in different parts of the world, internationalization may be characterized by unique challenges and opportunities in different regional and national contexts and for individuals at varying levels of training. Namely, interest in internationalization in Western regions may translate into a greater acceptance of alternative and indigenous theories and a move away from Western assumptions about human functioning. This interest has translated into additional courses and a greater focus on multicultural training or indigenous theories in North American training programs (American Psychological Association, 2017a, b; Canadian Psychological Association, 2017a, b; Cohen et al., 2021; Gregus et al., 2020).

Within regions historically more excluded from psychological science and with less training opportunities and economic resources, internationalization may translate into efforts to create indigenous theories and to adapt existing knowledge bases to local contexts. This legacy is reflected, for example, in the objectives of the Arab Union of Psychological Science or the Asian Association of Social Psychology (Arab Union of Psychological Science, 2015; Asian Association of Social Psychology, 2015). For students within these regions, training may be shaped by the need to improve theories and interventions to better respond to their local contexts and by region-specific guidelines for training and practice.

Students are key beneficiaries and agents in fostering a more representative, culturally, and contextually sensitive profession and scholarship regardless of where they are located. As psychological theories and interventions become more culturally sensitive, a greater number of students from various cultural backgrounds may feel welcomed by and interested in the profession. Students may also feel encouraged to pursue culturally sensitive research projects—especially if they can more easily work with mentors who possess the expertise and skills to conduct cross-cultural work.

Pathways to Student Involvement in Internationalization

There are many ways in which students can advocate for, and partake in the internationalization of psychology (Cantu, 2013). Namely, some examples include incorporating international learning into formal or supplemental education, engaging in cross-cultural or interprofessional collaborations with peers and colleagues worldwide (Buskist et al., 2012), partaking in research and publication to advance student-led scholarship within the discipline, and participating in conferences (Lutsky, 2016). The aforementioned areas of professional participation (while not
Internationalization Through Education

Internationalizing undergraduate and postgraduate psychology programs is an ambitious and advantageous goal requiring collaborative efforts from students, faculty, program departments, and educational institutions (Takooshian et al., 2016). Psychology graduates require proficiencies in international and intercultural communication and collaboration for various reasons. International education increases students’ competitiveness in the international labor market (Fox & Hundley, 2011). More importantly, international professional development for students as practitioners and researchers allows them to better serve diverse communities locally and globally through the development of interventions that respond to local and international challenges (Fox & Hundley, 2011).

Students need to be versed in local and international psychology (Takooshian et al., 2016) and be aware of the discipline’s Euro-North American roots and how this limits the applicability of psychological theories and conceptualizations to specific contexts (Arnett, 2008; Henrich et al., 2010). As such, curricula must challenge students to be informed of changes in science, the labor world, and human rights (Grajcevci & Shala, 2016). For students to grasp the importance of international psychology, culturally responsive learning opportunities must be provided to foster a more holistic worldview.

Given that opportunities within classroom settings for international training may frequently be scarce or limited, it is essential to promote a variety of opportunities for supplemental education (Atalar, 2020; Gerstein & Ágisdóttir, 2007). Ideally, educational institutions and training programs can form global alliances to allow the participation of psychology students in virtual and face-to-face international exchange opportunities, to hone their international competencies through firsthand experiences (Atalar, 2020; Gerstein & Ágisdóttir, 2007).

These opportunities can be advanced outside of the classroom setting and often outside of compulsory academic training. In fact, many psychology organizations offer such spaces for exchange. International communication through world congresses and conferences (Bullock & Ober, 2018), scholarly exchanges, and international organizations have contributed to students’ involvement in developing an ever-evolving modern psychology (Atalar, 2020). Takooshian et al. (2016) provides 14 recommendations to help guide students, faculty, and educational institutions to support and develop an international outlook and skills to foster cross-cultural understanding and competencies (Marsella & Pedersen, 2004). Student specific recommendations include performing cross-national research, participating in study or work abroad programs, and participating in academic mobility opportunities (e.g., Erasmus+ within the European Union, Asociación de Universidades GRUPO MONTEVIDEO in Latin America, etc.; European Commission, 2021; The Association of Montevideo Group Universities, 2022). Other recommendations include attending conferences, joining international organizations, applying for funding and fellowships to support and foster international activities (e.g., Fulbright Scholar awards,
Fogarty Fellowships, etc.), and considering multicultural and international focused opportunities for internships and field placements (Takooshian et al., 2016; Consoli et al., 2017; European Commission, 2019, 2021; Gerstein & Ægisdóttir, 2007; Leong & Ponterotto, 2003; Leung, 2003; McCaslin, 2003; Fulbright, 2022; National Institutes of Health, 2022). While opportunities for participation in such educational experiences may be plentiful, students and faculty are encouraged to discuss possibilities available to students to best support student endeavors and training needs.

**Interprofessional and International Collaborations**

Involvement in professional organizations—both within psychology and across disciplines can offer vast opportunities for engagement in professional development and interprofessional advancements (Clay, 2011). In fact, many student and youth-led initiatives across professions offer unique opportunities for students to immerse themselves in interprofessional collaboration. Interprofessional education (IPE) engages students from two or more professions to learn and work collaboratively to improve outcomes (World Health Organization, 2020). Within psychological sciences, IPE can bring together knowledge and expertise from psychology students and students in allied professions worldwide. Benefits for psychology students include educational training and experiences that foster multicultural and professional attitudes, competencies, and skills central for teamwork and improved outcomes in research and clinical settings (Zucchero, 2016).

Contemporary psychological research and clinical practice worldwide demand an increase in interprofessional collaborative practices (Walpola & Schneider, 2018). The Youth Coalition and Youth LEAD are examples of youth-driven international and interprofessional organizations, which incorporate perspectives and leadership from youth and interdisciplinary professionals to focus on advocacy, partnerships, sexual and reproductive rights for adolescents and youth (Youth Coalition, 2021), and HIV prevention, treatment, and support (Youth LEAD, 2021).

International and interprofessional collaboration forums can also enhance students’ international perspectives and leadership, and advance cultural awareness and internationalization within psychological science (Lebron et al., 2017; Rosch & Collins, 2017; Stone et al., 2016; Walpola & Schneider, 2018; Zucchero, 2016). Added benefits of such forums may also include the development of mutual friendships and academic exchange with students and professionals from other countries, positive alternate perspectives about one’s career, and possible internships or employment opportunities in other countries (Stone et al., 2016). Students can also connect with colleagues via online platforms such as ResearchGate, Academia.edu, and LinkedIn to collaborate with fellow students worldwide. Similarly, students can take advantage of international platforms such as the Open Science Framework (OSF), which encourages research support and interprofessional collaboration globally (Open Science Framework, 2011). Collaborative efforts can lead to significant professional development and advancement opportunities for students, and another means of doing so is through publications, which are an important avenue for student involvement, leadership, and the dissemination of student research and efforts.
Graduate students often experience difficulties initially getting involved in academic publishing and developing the unique set of knowledge and skills required (Garbati & Samuels, 2013; Syeda et al., 2017). To help remove publication-related barriers for students, graduate students in Canada created an international, student-led, peer-reviewed, and open-access journal, *Emerging Perspectives: Interdisciplinary Graduate Research in Education and Psychology* (EPIGREP; University of Calgary, 2021). The EPIGREP journal aims to reduce barriers to student publication by creating writing collaborations between students, which is especially important when considering how few papers are solely student-authored (Syeda et al., 2017). Although challenges exist in establishing student-managed academic journals (Syeda et al., 2017), such initiatives can further enhance student professional development, showcase students’ work and leadership efforts, and support students and internationalization efforts across the globe (Takooshian et al., 2016).

The *Junior Research Programme (JPR)* is a global effort to create a worldwide network of student and early career researchers within psychology and behavioral sciences (Junior Researcher Programme, 2021). Approximately 36–42 students from varying countries participate in a week-long summer school (jSchool) through this effort. Six research projects are established among thirty bachelor- and master-level students under the supervision of six doctoral and postdoctoral researchers. Students work collaboratively on their research project for 13 months and can present their projects at the annual JRP Conference. Opportunities to complete an internship with JRP and to become part of the JRP Alumni Network also exist to foster personal, professional, and scientific growth and development for young psychologists and scholars (Junior Researcher Programme, 2021).

The *Journal of European Psychology Students (JEPS)* is an open-access, double-blind, peer-reviewed journal for psychology students worldwide, which European psychology students have led since 2009 (European Federation of Psychology Students’ Associations, 2021a, b). By ensuring authors receive extensive feedback, JEPS gives psychology students, globally, experience in publishing and provides a platform to share student voices and research, thus contributing to student-led internationalization efforts. Similarly, Latin American psychology students have created various psychology student journals throughout the region (Arbaiza-Bayona, 2012), which have been vital in increasing communication and learning, while giving students opportunities to showcase their research. Such efforts have bolstered the internationalization of psychological science within the region (Gallegos, 2014).

**Conferences**

Conferences, congresses, and workshops are important opportunities for students to build knowledge on current practices and research in psychology (Atalar, 2020; Bullock & Ober, 2018). Participation at conferences encourages students to learn of research conducted in other countries and engage in discussion. It enables cultural exchange and allows for the identification of topics requiring additional research and solutions to previously unexplored problems. Within the context of international
psychology, international conferences highlight areas needing concerted research attention and can foster research networks resulting in collaborative efforts to secure funding sources (e.g., grants) and other professional resources that can be shared between developed and developing nations. Thus, international conferences can contribute to building a more inclusive, representative, and culturally sensitive knowledge base in which to adhere.

Students across the globe have created many opportunities for fellow students to connect through national, regional, and international workshops, conferences, and congresses. For example, Latin American students have organized conferences and congresses for students across the region as an integral part of the region’s development of the discipline. Since 2000, students at the Faculty of Psychology at the University of Havana have hosted the biannual International Meeting of Psychology Students (XII Encuentro Internacional de Estudiantes de Psicología), with the twelfth meeting scheduled for 2022 (Psicoencuentro 2022, 2021). According to Gallegos (2014), students from Mexico, Argentina, Perú, Chile, Cuba, Colombia, Ecuador, and Paraguay have also held such events, many of which had institutional and faculty support. These events indicate the collective interest of students in establishing international networks and the power of student-led collaborations to contribute to the development of international psychology.

In a similar respect, Connecting Minds, an undergraduate psychology research conference associated with Kwantlen Polytechnic University in Canada (Pedersen et al., 2013), was established in 2008 to provide a larger platform for undergraduate students from around the world. Opportunities for participating students include presenting research, engaging with fellow students, and for interested students, developing professional development skills by working alongside faculty in the conference organization committee. Student engagement in conferences as presenters, participants, and organizers are meaningful leadership opportunities which prepare them for continued academic endeavors. Active collaboration and mentorship between students and professionals can ensure greater equity and cross-cultural engagement to internationalize the discipline further while connecting students within the profession (Pedersen et al., 2013).

Conferences are often associated with local, national, regional, or international psychology organizations, many of which offer students additional opportunities for involvement, networking, and a greater understanding of the discipline. The authors provide an overview of several regional and international psychology organizations, which include non-student led organizations, organizations specifically focused on student needs, and student-led organizations—all of which offer varying opportunities for student involvement and contribution.

**International Psychology Organizations**

International psychology organizations aim to facilitate conversations between professionals and students in different countries and continents while encouraging advances in practice and research. Some international psychology organizations have furthermore used their platform to advocate within their subdiscipline for
multicultural training (American Psychological Association, 2016; Bernardo et al., 2018).

Most international organizations are located in Western countries (American Psychological Association, 2016), which mirrors the predominant location of journal editors and publications (Wang et al., 2019). Nevertheless, the growth of psychology worldwide is visible when looking at the plethora of organizations currently in existence at the national, regional, and international levels across the globe (Bullock & Ober, 2018; Takooshian & Stambaugh, 2007). While the number of organizations changes rapidly, at least 100+ international organizations (usually specializing in a particular content area), 35+ regional associations, and 150+ national psychological associations exist (APA, 2017a; APA, 2016; Bullock & Ober, 2018). University-specific groups (often connected to training programs) that are intended to help psychology students engage in peer support, learn leadership skills, and create a sense of community within training programs or institutes, also exist, as do university specific groups catering to international students (Lebron et al., 2017; Rosch & Collins, 2017). While such organizations may not fulfill the same functions as international organizations, they can still serve as meaningful platforms and spaces to connect students from different backgrounds and countries to further internationalize the discipline.

International and Regional Professional Organizations

Bullock and Ober (2018) describe umbrella organizations as global associations that aim to promote the field of psychology worldwide with a globally representative membership. There are various prominent umbrella organizations in existence, including, but not limited to, the International Union of Psychological Sciences (IUPsyS), the International Association of Applied Psychology (IAAP), the International Council of Psychologists (ICP), and the International Association for Cross-Cultural Psychology (IACCP) (Bullock & Ober, 2018; Takooshian & Stambaugh, 2007). Opportunities for involvement within such organizations may include participation in conferences and congresses, publications within respective journals, access to student-specific scholarships and awards, and involvement within task forces, special interest groups, or committees (Bullock & Ober, 2018; see also IUPsyS, 2020; ICP, n.d.; IAAP, 2021a, b; IACCP, n.d.; Consoli et al., 2017). Many of these associations also allow students to pursue leadership positions and some provide opportunities to participate in study or work abroad programming (IAAP, 2022).

Bullock and Ober (2018) have described regional organizations as umbrella organizations that aim to promote psychology within the organization’s respective region, while fostering and sharing professional resources relevant to those within the region. Regional organizations can also serve as a point of contact or facilitator for involvement among regional institutions. Some of the various regional organizations initiated between 1951 and 2016, spanning the Americas, Europe, Asia, the Middle East, the Caribbean, and Africa, include, but are not limited to, the Interamerican Society of Psychology (SIP), the European Federation of Psychological Associations (EFPA), the Asian Psychological Association, the Arab Union of
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Psychological Science (AUPsyS), the Caribbean Alliance of National Psychological Associations (CANPA), and the Pan African Psychology Union (PAPU). Many of these organizations encourage the participation of students and early career psychologists (American Psychological Association, 2016; Bullock & Ober, 2018).

Student Roles in Non-student-Led Organizations

Umbrella organizations within the discipline are not student-led and do not cater specifically to students. However, students are frequently allowed to partake in a student committee or serve in a leadership role such as that of a Student Representative or Chair. While roles and responsibilities for Student Representatives or Chairs will vary depending on the organization, quite often, Student Representatives or Chairs are delegates on the organization’s Executive Board on behalf of the student membership. Student Representatives may also be responsible for organizing student-focused programming and network opportunities for the student membership at large.

Students may benefit from being involved in these roles by establishing connections, developing leadership skills and experiences, or learning more about the inner workings of professional organizations and advocacy. Once involved in an organization—either through joining a committee of interest or running for an elected student position — students may be asked to take on more time-consuming tasks or a larger share of tasks due to power differentials in organizational and leadership structures. In such instances, students may experience difficulties navigating boundary-setting, in addition to not being recognized for their efforts. These instances, which frequently occur, can be detrimental to the encouragement, motivation, and professional development of students—and may also lead to burnout at an early stage in one’s professional career.

Depending on the level of support from leadership structures, students may also experience significant difficulties within non-student-led organizations in navigating student privileges, or lack thereof, and may desire greater opportunities for leadership and involvement. While challenges may be ever-present in such instances, these occurrences may provide important student unity and advocacy opportunities. For example, the American Psychological Association of Graduate Students (APAGS) advocated for two years for graduate students to be granted voting rights within the American Psychological Association’s (APA) elections and matters requiring membership voting. The voting rights were granted only after significant student-led advocacy efforts resulting in APA professional members approving the motion (Angyal et al., 2020).

Student leadership within other APA divisions have advocated for similar privileges (e.g., student advocacy resulting in voting privileges being afforded to all student members within the APA’s Division 52 for International Psychology effective January 2022), and across other associations (e.g., student advocacy in the 2021 SIP Members Assembly during the 2021 XXXVIII Interamerican Congress of Psychology resulting in the establishment of student representation on the Interamerican Society of Psychology’s Board of Directors). While many organizations have now
established such privileges and voting positions for students, the aforementioned advocacy efforts are just a few examples of how students have united and worked together to ensure their voices are heard within the discipline.

**International Student-Focused Organizations**

Even though most professional-led international organizations working to connect professionals and students across continents primarily focus on concerns pertaining to professional members, some regional and international student-focused organizations have since emerged. These initiatives may constitute the student section of an otherwise bigger professional organization in psychology. Students are encouraged to consult with respective national, regional, and international organizations of interest for such opportunities.

For example, the Association for Psychological Science (APS) Student Caucus, composed of student affiliates of the Association for Psychological Science, is home to more than 35,000 student and professional members across the globe (Association for Psychological Science, n.d.). Student members of the APS Student Caucus have access to a variety of APS publications and sources for funding and recognition such as student research awards and grants, in addition to opportunities for peer mentorship between undergraduate and graduate student members.

Other professional organizations catering to students may be led by either professionals and/or students. For example, Psi Chi Honor Society started as a national organization in the USA in 1927, and over time evolved to become an international Honor Society, catering specifically to students, with more than 1200 chapters in the USA, three US territories, and 17 other countries (Psi Chi, 2019). Psi Chi offers students local and international opportunities for engagement within individual chapters. Benefits include access to generous awards, grants, scholarships, and academic travel stipends. Students can also attend US-based and international conferences and submit for publication within Psi Chi’s peer-reviewed journal and other publications (Psi Chi, 2019). More recently, Psi Chi put in place the Network for International Collaborative Exchange (NICE), allowing students and faculty members from across the world to collaborate on cross-cultural research projects (Psi Chi, 2019).

**Student-Led Efforts Toward Internalization: Regional Initiatives**

Students in different world regions have taken a proactive stance by initiating student-led and more independent projects of regional and international significance. Examples of student initiatives are evident in the establishment of fully student-led regional organizations and involvement in the planning of regional and international conferences. Of note are efforts from students across Europe and Latin America—two regions with strong legacies of student involvement in psychology.

In 1987, European students established the European Federation of Psychology Students Associations (EFPSA) which was made possible by long-standing efforts of European students within their respective countries. It was the result of an increased awareness of the need for cross-national collaborations. At the time of this
article, EFPSA includes 33 member and observer organizations (composed of local, regional, and national psychology student associations and organizations among different European countries; European Federation of Psychology Students’ Associations, 2021a, b) and is independent of other professional organizations. As a result of being a fully student-led association, EFPSA is characterized by its explicit focus on students’ goals and training needs (European Federation of Psychology Students’ Associations, 2018).

EFPSA stays connected with students in its member countries through Member Representatives, who also represent students by voting on proposals, the Executive Board’s activity, and the organization’s financial report. All EFPSA members have access to publications and blog postings, training summits, study and travel abroad programs, paid internship experiences, and can partake in the Junior Researcher Programme described earlier in this article (European Federation of Psychology Students’ Associations, 2021a, b). Students can also engage in international congresses, leadership opportunities, and collective advocacy to educate the public about mental health and stigma (European Federation of Psychology Students’ Associations, 2021a, b). Additionally, student member organizations in each participating country ensure that the training goals and interests of their respective students are represented and supported by EFPSA (European Federation of Psychology Students’ Associations, 2021a, b).

In Latin America, students have been instrumental in psychology’s institutional, scientific, political, professional, and international development and growth (Gallegos, 2009, 2014). Since the first psychology careers were established in the mid-twentieth century in Latin America, students in the region have created specialized journals, student associations, and have carried out various academic events for fellow students (Arbaiza-Bayona, 2012; Gallegos, 2009, 2014; González, 2012). Perhaps most notably, student involvement within the region has led to the creation of the Latin American Society of Psychology Students (Sociedad Latinoamericana de Estudiantes de Psicología, SOLEPSI), an autonomous organization exclusively led by undergraduate psychology students.

Many congresses and conferences within the region were hosted by SOLEPSI chapters and were carried out by psychology students in multiple Latin American countries, sometimes with the support of academic or professional institutions. Some events were, for example, supported by the SIP, the APA, and various local student organizations throughout the region at the time (Salas et al., 2014). While SOLEPSI has indicated plans to reactivate the different chapters throughout various Latin American countries, it currently maintains primary activity in Colombia only. This Colombian chapter works on organizing events, congresses, and publications focusing on social issues (Gallegos, 2009). The example of SOLEPSI highlights both students’ interests in fully student-led organizations and the difficulties faced by students in creating sustainable student-led organizations.

Through their work, EFPSA and SOLEPSI not only created additional opportunities for student involvement in professional endeavors but also worked toward the promotion of a more international and culturally sensitive discipline. Participation in fully student-led organizations affords numerous opportunities for professional and leadership development, networking, and communication-related skill building.
(Zhang et al., 2018). These organizations provide students with opportunities to gain experience at all levels of leadership, including positions usually reserved for professional members (Zhang et al., 2018). In addition to the personal and professional growth that students obtain through such opportunities, fully student-led regional or international organizations directly promote the internationalization of the discipline through the incorporation of diverse and global perspectives from the profession’s future generation.

Due to their exclusive focus on the needs of students, fully student-led organizations are more likely to be sensitive and responsive to students’ concerns, and to be committed to remove barriers to students’ training. Such commitments may include, for example, offering student-specific resources, student-focused conferences and supplemental training opportunities, or the creation of paid internships (European Federation of Psychology Students’ Associations, 2021a, b).

These groups create a more representative and culturally and contextually sensitive profession by encouraging multicultural exchanges and collaborations. They also provide more equitable opportunities for students in countries with varying degrees of resources. For example, Eastern Europe’s political history significantly influenced the direction and growth of clinical psychology within these respective countries (David & Stefan, 2017). The inclusion of Eastern European countries in EFPSA promoted a deeper understanding of the field’s differences and similarities in Western and Eastern Europe for EFPSA students. Furthermore, the inclusion enabled Eastern European students to access additional research and training opportunities, as well as support for organizing regional conferences in their home countries (European Federation of Psychology Students’ Associations, 2021a, b).

By supporting the unique needs of their student members, these organizations help foster the growth of more culturally sensitive professionals who understand the importance of historical contexts and have the skills to engage in cross-cultural collaborations. Student members may also, in the process, become more competitive applicants for master, doctoral and postdoctoral programs, which, over time, may lead to improved representation of students from countries historically less represented in psychology. Furthermore, these organizations can support earlier, lasting partnerships between their students with or without the involvement of faculty. Such partnerships can continue after student members graduate. Student-led organizations and ongoing initiatives can ensure students’ future commitment to them after graduation. It can, over time, foster a culture of early career and professional psychologists who, based on their own experiences, may be more apt to support student-led initiatives within the profession.

**Professionally Supported, Student-Led International and Regional Endeavors**

To overcome the challenges inherent to the survival of fully student-led organizations, the authors of this paper initially worked with professional leaders to establish fully student-led working groups that have received advising support through their connections to major professional organizations. Two examples include the Global Student Psychology Committee (GSPC) and the SIP Students Workgroup.
The GSPC was first conceptualized in September 2020 by the American Psychological Association’s Division 52 (International Psychology) presiding President and Student Chair. The first GSPC meeting took place in December of 2020, during which time psychology students from around the world came together to make connections, engage in discussions, and learn about diverse psychology contexts. At the time of this publication, the GSPC (2021) comprised students from 27 countries with representatives from Africa, Asia, Europe, North America, Latin America, and Oceania. The SIP Students Workgroup was reactivated in March 2021 based on the support of the presiding SIP President and Executive Board, and the collaborative work of students from the Americas (North, Central, and South America, and the Caribbean). Presently the SIP Students Workgroup comprised students from 14 countries across the Americas and Caribbean. The aims of the GSPC and the SIP Students Workgroup focus on the promotion and development of international psychology by means of fostering student networks, collaborating on research, engaging in discussion and exchange of ideas (academic, scientific, and professional), encouraging collaborative member participation in congresses and conferences, and sharing resources to overcome barriers and gaps between countries (Global Student Psychology Committee, 2021; Interamerican Society of Psychology, 2021).

The GSPC and SIP Students Workgroup both meet virtually on a monthly basis to engage in professional conversations to define and revisit the group’s missions and identify ways to support student growth and the internationalization of the profession. For example, the GSPC invites student speakers and expert guest speakers from countries represented by committee members to speak about specialized topics. Furthermore, student members are able to present to the committee on current and relevant affairs with a national and/or international orientation (e.g., cultural norms across countries, the role of psychologists in navigating nationwide political strife, COVID-19 pandemic-related concerns, country-specific educational regulations and requirements to become a psychologist, and developments in the field of psychology). Student discussions that take place during GSPC and SIP Students Workgroup meetings also cover student experiences in education and research, as well as context-specific challenges, opportunities, and insights from their local contexts. Presentations and ensuing discussions hope to encourage debate and inform students about clinical and research practices in other countries.

Students from both groups have collaborated on hosting global student programming events such as the “Global Student Networking Event” at the 2021 Virtual APA Convention in collaboration with APA’s Division 52. The event connected more than seventy-five students from across the globe and helped to bridge international gaps within the profession. The GSPC and SIP Students Workgroup both operate with the same intention to empower students and provide them with opportunities for learning, growth, leadership, and cross-cultural collaboration. The groups strive to promote a diversity of dialogue while ensuring inclusivity and equity so that all students’ voices are heard, valued, and respected.
Lessons Learned from the GSPC and SIP Students Workgroup

Each of the authors of this paper are students located in different countries, including the USA, South Africa, Canada, Colombia, and Mexico. The authors share a mutual interest in international psychology and the promotion of cross-cultural student collaborations. What brought these student authors together was our collective membership in the Global Student Psychology Committee, and for some of the authors, collective membership in the SIP Students Workgroup as well. As such, the following reflections are based on the authors’ experience in establishing both student-led international and regional organizations.

Both groups started from the realization that there was a lack of student-led spaces and global student representation within preexisting spaces to which students previously belonged. While students were given opportunities to connect with and learn from professionals, it was more difficult for them to come together with other students to share their concerns and interests. The goal for both groups has been to honor students’ diverse worldviews, experiences, and perspectives. The working groups enable discussions around similarities and differences in lived experiences, and they provide meaningful spaces to share ideas aimed at overcoming collective challenges. The GSPC and SIP Students Workgroup strive to afford students the opportunity to share their research as well as personal, academic, and professional reflections, generate thought-provoking discussions, and further develop students’ cultural awareness and understanding of psychology on a global level.

It is important to mention that student members across groups have shown interest in contributing to collaborative projects and meeting psychology students from different countries and educational levels. Students across both groups have commented that this has been the only space where they have been able to create such networks, indicating the importance and necessity of these spaces. As such, more opportunities for international dialogues and partnerships are warranted. Faculty, training programs, universities, institutions, and the profession at large need to recognize the significance of international work and provide support to this valuable area of the field (Bullock, 2015; Draguns, 2001; Gerstein & Ægisdóttir, 2007; van de Vijver, 2013).

Within these groups, individual gains have further translated into collective group gains. For example, students within the GSPC have strived to foster inclusivity by moving away from English as the only language of choice. One method of doing so has been translating the committee’s mission and vision statements and statement of inclusivity—which were collaboratively developed by committee members and translated into each member’s native language. Additionally, student members from the GSPC and SIP Students Workgroup have supported other student members in navigating language-related barriers with conference proposals and journal article submissions. Students whose native languages align with the majority language for respective conferences and journals have served as liaisons and translators, making it possible for students from less frequently represented countries, or with lower levels of English proficiency, to also showcase their work and achievements. These efforts, initiated by student members of both
groups have been directed toward promoting a more inclusive and representative discipline. The work of these students reflects a vital step toward addressing the neglected 95 percent of the world’s population, which has been frequently overlooked due to psychological researchers’ tendency within the USA to solely place focus on the US population, comprising less than 5 percent of the world’s population (Arnett, 2008).

Through collaborations between student members of the respective committees, networks have since been established between affiliated universities and associations. As a result, students have been invited to participate in additional academic endeavors such as conference and congress planning, lectures, educational and professional trainings, and presentations in fellow universities and across affiliated associations. These opportunities aim to help students expand their personal and professional networks, and bridge international gaps by enabling greater collaborative endeavors between affiliated universities, training programs, peers within educational programs, and psychological associations (whether national, regional, or international). One such example has been a resulting collaborative partnership between the GSPC and the University of the West Indies (Mona) Psychology Students’ Association, Jamaica. The GSPC has served as a platform to connect students from the University of the West Indies (Mona) Psychology Students’ Association with students from other universities across the globe, which has resulted in meaningful engagement of professional and international dialogue.

Participation in either committee is voluntary. Members’ support and participation have displayed students’ genuine desire to partake in international spaces and collective learning. Both committees have fostered an environment where students are invested in a labor of love founded in individual and collective motivation and passion. The groups’ primary focus has been to create meaningful relationships where all students are considered equal contributors and knowledge holders. Utilizing virtual methods, individual members have been able to engage in small group discussions with different committee members during each monthly meeting, which has led to increased personal connections and greater levels of comfort in larger group discussions.

Both committees have aimed to foster a foundation of cultural sensitivity, empathy, and compassion. They have placed significant value on diversity of thought and worldviews as opportunities for personal and professional growth and on understanding and valuing cultural differences. The emphasis on establishing equitable and sound cross-cultural relationships is visible in committee members’ genuine curiosity to learn more from one another’s cultures and lived experiences. As student members join in cross-cultural conversations with unique and individualized perspectives, students have recognized they can think differently, present local and indigenous theories and understandings that may not align with aspects of Western psychology, and feel safe expressing their beliefs and knowledge in a supportive environment. Such relationships have provided the impetus for student collaborations in research initiatives, conference proposals, and virtual academic events. As such, spaces that foster more equal and inclusive relationships between student members and within the profession seem to be catalysts that drive student interests in the internationalization of the profession.
Nevertheless, as observed firsthand by the authors and as supported by the literature, there are a variety of barriers that can hinder student involvement in professional organizations and the creation of student-led organizations and endeavors within the discipline. A number of these barriers are described in the following section.

**Barriers to International Student Organizations and Student Involvement**

Numerous overlapping barriers can hinder the development and functioning of an international student-focused or student-led organization. Barriers include imbalances in power, language and communication barriers, cultural differences, implications of geography, and inequity in access to funding (Gandhi, 2009).

Intergroup relations of international student organizations are affected by similar power dynamics present in larger professional and academic psychology organizations such as challenges around hierarchies of knowledge, expertise, and access to resources and opportunities. Students located in the Global North have historically had greater access to resources, education, mentorship, and professional development opportunities (Zelaya, 2018). As such, student organizations must ensure they have a strong foundation that creates equitable and mutually beneficial relationships. Within the realm of research, cross-cultural and collaborative research aims to dismantle hierarchies, unsettle colonial models of researcher and subject, and democratize processes of knowledge generation (Aijazi et al., 2021), and student organizations should aim to do similarly.

The differential access to opportunities and difficulty to survey regional organizations also became apparent for the authors when identifying international and regional student-led organizations across the globe. Fully student-led or student-focused organizations with websites translated in English, French, or Spanish could not be found in Africa, Asia, and the Middle East. Additionally, regional professional organizations for these regions appeared to have been created decades after their counterparts in the Global North. For example, the Arab Union of Psychological Science, the Caribbean Alliance of National Psychological Associations, and the Pan-African Psychology Union were founded after 2010 (Bullock & Ober, 2018). The later emergence of professional organizations suggests it might have been and may potentially still be more challenging for students in those regions to access the mentorship or support necessary for the creation of student-led international or regional organizations (e.g., accessing funding sources, organizational know-how, etc.).

Additionally, English continues to be the dominant language in science and knowledge production (Amano et al., 2016; see also Draguns, 2001). Although sound quality science has been produced in non-English-speaking countries, research publications, academic resources, conferences, and international organizations often exclusively require English proficiency (Packer & Meneghini, 2007; Salager-Meyer, 2014). This situation creates an advantage in professional and research settings for English speakers. The reliance on English for publication gives an additional advantage to English speakers when working on collaborative
projects, whether those projects are professional- or student-led, and renders those team members essential to disseminating findings to a broader audience. Unfortunately, these proficiency standards can lead the discipline away from a comprehensive and holistic understanding of topics and can act as a barrier to dissemination of information. The overreliance on English can lead to the silencing and erasure of opinions, experiences, and findings of non-English speaking colleagues across the globe (Ammon, 2011; Draguns, 2001; Ramírez-Castañeda, 2020). It was, for example, not possible for the authors from this article to identify regional organizations which did not possess a website in English, French, or Spanish, which may have limited the authors’ capacity to identify additional opportunities in some regions of the world (Packer & Meneghini, 2007). As another example, students for whom English is not their first language or who may have low levels of English proficiency may furthermore be less likely to participate in international organizations or collaborative projects, without additional support (e.g., translators). Language and communication differences, coupled with colloquial language can impede effective communication, accentuate power differentials, and cause friction in international organizations in many ways (Gandhi, 2009).

International organizations and student-led organizations therefore must contend with individualized needs, differences in language, culture, and geography. Further, students’ experiences, needs, and opinions, which are diverse, may at times be contradictory or hard to reconcile. Members from different nations likely have varied experiences in their educational systems, religious backgrounds, and culture that may influence their identity (e.g., individual versus collective orientation) and work style. Thus, organizations need to embrace and respect such diversity to ensure organizational progress and the creation of a welcoming and equitable space (Ortiz, 2015). Additionally, while not unique to international and student-led organizations, geographic location and time zones can also impede students’ attendance of events (both online and in-person) and limit students’ access to international training and collaborative work opportunities. This is especially true when factoring in academic responsibilities and requirements that occupy student time, including but not limited to, classes, clinical practice, community outreach, and/or research engagement. This, coupled with travel times and costs for in-person meetings and events may serve as added barriers for students to partake in international professional organizations.

Disparities in access to funding, particularly for the Global South and developing countries, mean fewer opportunities for many students in these regions. Economic barriers may ultimately result in a negative impact on traditionally valued but unpaid professional skill development, such as research and publishing skills and networking. International organizations’ membership registration fees can also hinder student involvement, particularly students from low-income households and developing countries (Wang et al., 2019). Furthermore, even within the Global North, some countries have high student fees (e.g., Hungary and the USA) while others provide free or low-cost tertiary education (e.g., Germany and Norway; Organisation for Economic Cooperation & Development, 2020). Access to funding such as scholarships and grants is also not equal across countries and continues to be especially relevant during the COVID-19 pandemic. Without funding to support students
engaging in organizational activities and research, longevity and project completion may be unlikely.

**Discussion**

Internationalization of psychology is a collective effort that requires intentionality, attention, support, and action (Begeny, 2018; Marsella & Pedersen, 2004). Numerous prominent scholars have recognized the benefits of internationalization for the discipline. These include, but are but not limited to, improved training for students and incoming psychologists (Fatemi et al., 2019), a more inclusive, culturally, and internationally informed profession with an improved understanding of human behavior (van de Vijver, 2013), and a more holistic worldview for psychologists to address global concerns (Bullock, 2015). Integrating international opportunities and knowledge into psychology training can provide meaningful experiences at an early stage in students’ professional development and help students engage more fully with multicultural and global considerations (Consoli et al., 2017; Gerstein & Ægisdóttir, 2007; Marsella & Pedersen, 2004; Takooshian et al., 2016).

Encouraging student involvement in internationalization efforts, as discussed in this paper, can increase students’ personal and professional proficiencies and skills while allowing them to serve as key contributors to the growth of the discipline (Atalar, 2020; Bullock & Ober, 2018). As previously noted, student involvement and student-led endeavors within the discipline have proven efficacious in supporting the continued development of an inclusive, representative, and multicultural profession. These efforts have been vital in enhancing students’ own multicultural and cross-cultural competencies including cultural sensitivity and cultural humility. Taken together, a student-driven focus placed on ensuring inclusivity for fellow students across the globe has resulted in a greater investment and unification of students for the betterment of psychology.

When given the opportunity to do so, students have made, can make, and continue to make worthwhile contributions to the discipline. With institutional and faculty support, students can be encouraged to recognize their potential as valuable members—not only of respective professional organizations to which they may belong, but also to the profession itself. This has been evidenced by student-led initiatives (Arbaiza-Bayona, 2012; European Federation of Psychology Students’ Associations, 2021a, b; Gallegos, 2014; Pedersen et al., 2013; Syeda et al., 2017), and more recently, by newly established student-driven organizations such as the GSPC and the SIP Students Workgroup—both of which aim to foster cross-cultural collaborations, worldwide student networks, inclusivity, and the acceptance of all countries’ student contributions as valuable to the discipline (Global Student Psychology Committee, 2021; Interamerican Society of Psychology, 2021). Through student-led organizations and endeavors, students have been working collaboratively to address barriers and challenges that exist within the profession and society at large.

The spaces students have occupied through their leadership efforts in different world regions are to be commended and can continue to have lasting positive impacts on the discipline of psychological science and the internationalization of
psychological science, especially if supported by professionals and fellow international organizations to ensure longevity. The authors of this paper offer recommendations based on their experiences and collective research with the intention of promoting sustainable student-led international organizations and endeavors.

**Recommendations**

In personal communication with a variety of students across national, regional, and international organizations, many had expressed prior experiences of not feeling valued as student members within organizations led by professional members within the discipline. Therefore, existing organizations must make significant efforts to value all members, regardless of educational standing or country of residence. In doing so, professional organizations need to recognize the benefit that all student members can bring to organizations when given opportunities to have their voices heard and valued.

Student-led efforts and student-initiated organizations within the discipline exist across regions, yet according to Gallegos (2009, 2014), students do not generally make a written record of their activities. The inability to learn from historical accounts of other student-led organizations and initiatives can limit historical reconstruction and result in repeating previously executed, but short-lived or unsustainable initiatives. These shortcomings can have repercussions in terms of missed learning opportunities for improvement and decreased chances of continuity and sustainability.

It is recommended that new student organizations be established only when a solid foundation has been enacted. Student psychology organizations that have lasted the longest were those created from, and with the support of solidly established institutions and organizations (Gallegos, 2009). To ensure continuity also means to ensure a pluralistic environment that provides a strong sense of democracy where member knowledge, experiences, and diversity in worldviews are used collectively for the betterment of the organization. Respect for individual differences and mutual understanding can allow for sustainability among student-led organizations rather than resulting in discord and dissolving of such spaces (Gallegos, 2009).

Professional organizations and members could support student-led initiatives and endeavors by encouraging students to form student-led spaces within existing national, regional, and international organizations, and to foster global alliances and connection with peers in other countries. As a result, partnerships between national, regional, and international organizations and student-led organizations can provide student led-organizations with the necessary resources to ensure longevity and continued success. Such resources can include opportunities for funding initiatives or scholarships, guidance, mentorship, or even emotional support for students working towards advancing the discipline.

Given that students’ time involved in student organizations can be brief, especially when considering pending graduations of student members, promoting the continuity of student leaders can be challenging (Stekl et al., 2019). A stewardship portfolio or self-standing collection of resources created and curated by
students, faculty, and advisors may provide some continuity and serve as a bridge between organizational student leaders (Stekl et al., 2019). Further, young professionals and former student leaders are encouraged to participate as collaborators or advisors. By doing so, they can help identify recurring challenges, prepare student members to enter the workforce, and provide an expanded network of contacts and support. Due to their prior involvement as students, former student members, leaders, and young professionals are more likely to be invested in the mission and vision of student-led organizations and can work with active student members to foster sustainability and continuity of projects and initiatives.

For students who may not know where to begin in terms of joining professional organizations, the authors encourage joining faculty or student-led organizations at one’s institution of study and learning the inner workings of such spaces. Students can focus their efforts on building upon what might already exist, and upon feeling comfortable, they may be more inclined to consider joining national, regional, specialty (depending on one’s subfield of psychology or niche within the profession), or international professional organizations where students can engage on a larger scale (American Psychological Association, 2014). The authors also encourage students at all levels of training who may be interested in international psychology to connect with student-led international organizations.

Ultimately, students have the capability of determining their desired level of involvement and contribution within organizations. As fellow students, we encourage student collaborations to promote the value of student perspectives and contributions—especially alongside and among students from around the world. In doing so, students are encouraged to seek support and guidance from senior members (Bullock & Ober, 2018) and fellow students, and to inquire about opportunities for involvement, funding sources, and ways to network and collaborate with peers and professionals.

Students with access to technology and the Internet are recommended to take advantage of virtual events and spaces designated to connect colleagues from across the globe (Gerstein & Ægisdóttir, 2007; Grajcevci & Shala, 2016; Leong & Ponterotto, 2003) and begin learning how to navigate international spaces and cross-cultural collegial relationships. In these spaces, students are encouraged to reflect on and recognize their own cultural background and consider what cultural awareness might look like in spaces with international colleagues. Exhibiting trustworthiness and cultural sensitivity, while engaging in continuous listening, learning, dialogue, and cooperation with fellow colleagues may be especially valuable (Bullock & Ober, 2018). Cultural humility is vital when engaging in collaborations with international peers, as is ensuring equity and inclusivity (Begeny, 2018) so that all involved parties can partake in discussions and have the opportunity to understand one another. Collaborative student spaces, student-led organizations, and student established initiatives provide exciting ventures for students within the discipline—especially when efforts are aimed at connecting students from across the globe. It is our hope for students to have the support, encouragement, and resources at their disposal to ensure the success of such endeavors.
Future Directions

For student-led organizations and initiatives to flourish, it is vital for professional organizations and members within the discipline to join together to advocate for the benefit of student-driven endeavors. Students must also partake and lead in such advocacy efforts. In doing so, students’ efforts need to be documented to garner increased support and knowledge about these initiatives and organizations. Advocacy efforts should also center around increased resources from within the profession to help make student-led and student-focused psychology organizations and spaces more accessible to students across the globe. The authors of this paper have met with leaders of various regional organizations to inquire into possibilities for collaboration and support to ensure that all students are afforded the opportunity to partake and engage in the aforementioned initiatives. Utilizing regional and international resources and learning from peers and colleagues within the discipline—although an ongoing effort—will be essential for the longevity of these initiatives and future endeavors.

The Global Student Psychology Committee and Interamerican Society of Psychology Students Workgroup aim to expand their reach to more students worldwide with hopes of continued collaboration and opportunities for students to work together and engage in meaningful discourse to bridge international gaps with the goal of internationalizing psychology (Draguns, 2001; van de Vijver, 2013). As efforts continue to expand, so will the search for continued support, guidance, and mentorship from former students, young professionals, and leaders within the profession to ensure sustainability and continued professional and cross-cultural growth-fostering opportunities for students. Further, collaborative efforts from student members to create a compendium of guidelines for future student leaders and members of student-led organizations can serve as a beneficial resource for similar student-led initiatives within the discipline (Stekl et al., 2019).

Future directions will involve additional research into the specific roles of students in psychology organizations and ways organizations can better support and enhance the experiences of student members. Continued efforts to learn from current and former student-led organizations and leaders will provide greater insight into barriers and facilitators of student-led organizations. It is the hope of these authors that by doing so, we can help support future initiatives by offering a historical context on global student initiatives from students in different regions of the world.

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Declarations

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Authors and Affiliations

Daniel Balva1 · Daniel Thomas Page2 · Fanie Collardeau3 · Julio Andrés Gómez Henao4 · Ana Lorena Flores-Camacho5

Daniel Thomas Page
d.page@uqconnect.edu.au

Fanie Collardeau
faniecol@uvic.ca
