



Career-Life Support for Accompanying Partners of International Students: The SHARP-AP Program




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Background: Internationalization of Postsecondary Education

- Temporary residents in a foreign country taking part in an educational program (Paige, 1990)
- The number of international students is steadily increasing around the world (OECD, 2015)
- Over 330,000 international students in Canada (CIE, 2016)
- Identified as a strategic priority in Canada due to potential contribution to economic growth (Advisory Panel on Canada's International Education Strategy, 2012)



Accompanying Partners of International Students

- Typically well-educated women with years of employment experience in their home country (Martens & Grant, 2008; Sakamoto, 2006; Teshome & Osei-Koffi, 2012).
- Accompanying partners face a greater likelihood of experiencing adjustment difficulties, social isolation, acculturation problems, loss of life roles and status, separation from support network (Cho et al., 2005; Kim, 2012; Myers-Walls et al., 2011; Schwartz & Kahne, 1993; Teshome & Osei-Koffi, 2012; Vogel, 1986).
- The adjustment, acculturation, and well-being of accompanying partners plays a role in the academic success of international students (Domene, Arthur, & Col, 2015; Teshome & Osei-Koffi, 2012; Wimberly, McCloud, & Flinn, 1992).



Need for Support Services / Programs




- The needs of their accompanying partners have been largely overlooked (Martens & Grant, 2008; Teshome & Osei-Koffi, 2012).
- University services for these individuals are often absent, or occur only on an informal, ad hoc basis (Martens & Grant, 2008; Schwartz & Kahne, 1993; Teshome & Osei-Koffi, 2012).
- No existing programs to address the specific needs of non-student accompanying partners of international students

The SHARP-AP Program

The Strengths Hope and Resources Program - Accompanying Partners of International Students (SHARP-AP):

- Hope and Strengths focused
- Translated from an existing evidence-based program, "Being Hopeful in the Face of Chronic Pain" (Edey, King, Larsen, & Stege, 2016)



Objectives:

1. Increase hope and emotional wellness
2. Restore a sense of empowerment and strength
3. Explore issues that can make life difficult for accompanying partners
4. Use hope strategies and positive educational tools to address these difficulties

Theoretical Background

Positive Psychology

- Attends to inherent strengths and potential in order to promote positive emotions and well-being (Duckworth, Steen, & Seligman, 2005).
- Strengths and positive emotions work to counter difficulty (Fredrickson, 1998), increase one's future ability to cope (Fredrickson & Joiner, 2002), and promote resilience in the face of adversity (Tugad & Fredrickson, 2004).

Hope Theory

- Definition: Hope is the ability to envision a future in which one wishes to participate (Jevne, 2005).
- Higher hope is associated with (a) better personal adjustment, (b) enhanced coping abilities, (c) increased physical and psychological health, and (d) higher quality of life (Brown & Lent, 2000; Kwon, 2002; Yavas, Karatepe, & Babakus, 2013)
- Hope is a key value and strength occurring across all cultures and faith perspectives (Parse, 1999; Peterson & Seligman, 2004).

SHARP-AP: Session by Session

Session Number	Dimensions of Hope	Activities
Session 1	<ul style="list-style-type: none"> Cognitive Affective Temporal Affiliative Contextual 	<ul style="list-style-type: none"> Icebreaker Introduction to hope "Hope is" Group poem Identification of hope threats and sources of hope Sentence stems to encourage development of particular hope
Session 2	<ul style="list-style-type: none"> Affective 	<ul style="list-style-type: none"> Hope collage
Session 3	<ul style="list-style-type: none"> Behavioural Temporal Affective 	<ul style="list-style-type: none"> Debriefing hope collage Strengths activity
Session 4	<ul style="list-style-type: none"> Behavioural Affective Contextual 	<ul style="list-style-type: none"> Group brainstorm of internal and external resources Introduction to resource binder
Session 5	<ul style="list-style-type: none"> Affiliative Contextual 	<ul style="list-style-type: none"> Review of resources from session 4 Discussion of stories of support and difficulty accessing support Skills for seeking and receiving support
Session 6	<ul style="list-style-type: none"> Behavioural Affective Temporal 	<ul style="list-style-type: none"> Time machine activity

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Acknowledgements and Question Time

We would like to acknowledge the work of the creators of the original, SHARP group intervention, designed to assist people experiencing chronic pain, including:

Wendy Edy, Rachel King, & Rachel Stege

Do you have any questions or comments?

