

Conference - Workshop Program

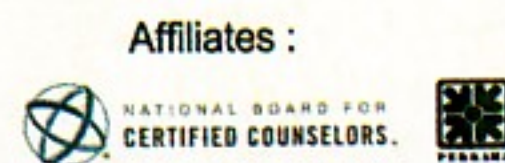
18th APECA Biennial Conference-Workshop

05 - 07 August 2010

Hotel Royal Penang, Malaysia.

Counseling for a Sustainable Future

Organized by: School of Educational Studies Universiti Sains Malaysia (USM) Penang, Malaysia.



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Organizing Chairperson	3

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CONCURRENT PAPER PRESENTATION 5
DAY 2, AUGUST 6, 2010 (FRIDAY) : 10.30 - 11.30

Sri Pinang Ballroom (Level 1) – Chairperson: Nattasuda Taephant
10.30 – 11.00 Nattasuda Taephant & Deborah Rubel

Asian Group Leaders' Process of Group Work Practice

11.00 – 11.30 Hazel McClure

Counseling a Third Culture/Global Nomad/Cross Cultural Population in an International School Setting

Cornwallis Room (Level 2) – Chairperson: Mansor Abu Talib
10.30 – 11.00 Mansor Abu Talib & Tan Kit-Aun

Relationship of Career Exploration in Predicting Career Identity of Undergraduates at Malaysian Public Universities

11.00 – 11.30 Farida Harahap

Developing the Implementation of E-Counseling Model for School Counselor.

Esplanade Room (Level 2) – Chairperson: AB. Rasab Mamat
10.30 – 11.00 AB. Rasab Mamat

Sexual Harassment Behavior Experience Among Teachers and Staff at a Work Place

11.00 – 11.30 Yuyoung Lee, Nayoung Lim, Enjoo Yang

Concept Mapping of the Coping and Changes in International Students' Acculturation

Wellesley 1 (Level 4) – Chairperson: Mohamad Hashim Othman
10.30 – 11.00 Mohamad Hashim Othman, Abdul Majid Mohd Isa & Huzili Husin

Effects of Knowledge, Touching Experience and Friends Involved in Drug Abuse Among Public Universities Students

11.00 – 11.30 Ali Khaled Bawaneh, Ahmad Nurulazam Md Zain & Salmiza Saleh

Thinking Styles Among Jordanian Eight Grade Students Based on Hermann Whole Brain Model

involvement in part time job ($\beta = .059, p < .001$) predicted career identity. These findings suggest at a preliminary level that educators and counseling practitioner can promote the enhancement of career identity through various counseling and psycho-educational activities with emphasis given on participation in career counseling and part time work as it plays a crucial role in cultivating career identity among undergraduates and should be encouraged in the early stage of undergraduate year in the university. It is suggested that counseling services engage students in career exploration to help them integrate self-assessment information and occupational information. Counselor need to know the important roles they can play in enhancing student's career developmental tasks. It is also suggested that the career development intervention and curriculum be embedded in academic courses, collectively.

Developing The Implementation of E-Counseling Model For School Counselor

Farida Harahap

Universitas Negeri Yogyakarta, INDONESIA

In an increasingly complex lives, adolescents faced problems that requires them to seek help from others to resolve. One popular way that teenagers used to seek help to their psychological problems was writing questions about the problem through psychological consulting rubric in media. Almost in every teen's magazine or teen site in the internet, there are many space of e-counseling rubric. It indicates that psychological consultation by post or e-counseling, are good places for teenagers to seek help for their problem. This challenge is for school counselor to develop e-counseling as an alternative counseling strategy to help students resolve their personal problems. Various advantages of e-counseling are: unavailability of enough time for students at the school, the perception that counseling is only for troubled children, the embarrassment when consulting students face to face at school, or freedom to consult personal problems without having to disclose the identity of the original (Fadhilah, 2006; Tidjan and Nurwangit, 2001). Generally, some schools have started creating a web site or blog, even some teachers and school counselors already use their blogs to help the students. This trend can be developed by school counselors to implement counseling via writing or e-counseling, therapy e-mail or by correspondence with students (Murphy and Mitchell, 1998). In the West, the development of psychological therapy through writing is called by various terms such are: therapeutic letter writing, expressive writing, therapeutic writing, scriptotherapy, and was associated with narrative therapy and Morita therapy. It is important to us to develop a model for online counseling because of its flexibility to follow the current technologies such as e-mail or e-counseling. The various literature have concluded that: First, writing as a form of therapy, techniques or strategies in counseling, for example, expressive writing, journaling therapy, etc. Second, writing as a primary procedure in counseling, such as, counseling on line, e-counseling, cyber counseling, or counseling by correspondence. E-counseling contains many debating issues such as: the absence visual and aural relationships between counselors and their clients. In many journals and text books, a lot of theory and practice of counseling through writing continue to be developed through a more focused research. E-counseling skills are very different (Bolton, 2004). So far, there has been no research or development in e-counseling as a counseling technique for students at the school in Indonesia. E-counseling is a new modality. It is a thing that could theoretically be taught and trained. So, we need to develop techniques, strategies and ethics of e-counseling for school counselors.