commencement of the programme (e.g. disrupted social structures) and exceptional pressure and fatigue for the greatest part of the program, which regularly induce significant negative affect. Yet, despite this student learning orientation and commitment to an I/O Psychology career appear unwavering. Narrative analysis indicates that an overarching sense of purpose, professional identity, the learning context (trainer encouragement, reinforcement of superordinate values), strong social support, and mastery are among several factors that contribute to an enhanced sense of self-efficacy, resilience and coping.

ICOPE & APsyA: Connecting Psychology Students to Facilitate International Understanding

Sherri N Mccarthy (1), Kyle Hawkey (2), Sarlito Sorwano (3), Jas Jafaar (4) 1. Northern Arizona University, United States of America; 2. Pennsylvania State University, United States of America; 3. Persada University, Indonesia; 4. Universiti Malaya, Malaysia

Similarly and differences of Master's degrees in Europe, Asia, Africa, North America and South America are noted. Professional preparation of psychologists and career paths across continents are compared. Roles of ICOPE, the international teaching organization that began in Russia in 2002 and now affiliates with IUPsyS, and of APsyA in connecting graduate students is explained. Collaborative projects, including research on Quality of Life indicators conducted jointly by students in Malaysia and the U.S., and the development of an MOU to co-teach students in Indonesia and the U.S. are recounted. Faculty exchanges and lectures benefiting graduate students in Brazil, Pakistan, Italy and elsewhere, are provided. Evidence that graduate educational opportunities have improved for students in all countries and international understanding has been facilitated is offered. Other supportive organizations in this endeavor, such as the International Council and APA's International Office & Div. 52, are also cited.

ORAL PRESENTATION

OR2033 Self-Determination Theory as analysis frame for interpreting Masters IO Psychology students' learning commitment

Hossein Ali Abadi (1), Johann P Groenewald (2), Christian L Van Tonder (1,3), Carolina Henn (3) 1. Curtin University, Australia; 2. Edith Cowan University, Australia; 3. University of Johannesburg, South Africa

Self-determination theory (SDT) offers substantial potential for explaining motivation in complex, context-bound learning situations and consequently for improvements in learning design. This study employs SDT in clarifying the seemingly contradictory experiences reported by Masters Psychology students (two cohorts) following intense, challenging training. Using a semi-structured interview schedule, 25 Masters students' narrative accounts on completion of their professional training (end 2014 and 2015) were obtained. Content analysis was conducted using an SDT analysis frame. Results reveal that student motivations readily fit 'identification', 'integration' and 'intrinsic motivation'. In many cases this entailed a shift from predominantly 'externally regulated' and 'introjected motivation' (at commencement of the course) to more 'intrinsic motivation' later in the course. These observations are explained in terms of student profile, the dynamics of the situated learning approach employed, and prevailing support strategies. Findings have important implications for cradle-to-grave Psychology and IO Psychology training design and delivery.

OR2034 Rediscovering the Adolescent: a Consensual Qualitative Research

Clarissa F Delariarte St. Paul University Quezon City, Philippines

The adolescent faces changes like self-doubt aggravated by cyber bullying and social media syndrome (Weiten, 2008). Considered unstable, they have been labeled as "kids lost in cyberspace" (Farber, 2008). It is a difficult stage and parents, teachers and significant others need to champion the adolescent to "model strength of character to walk away from temptations" (Pierson, 2013). Using Consensual Qualitative Research (Hill, 2005) the researcher investigated personal discoveries of adolescents through journal