

# 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 8, issue 1 of the INYI Journal. Activities of the INYI Network include:

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, and presentations at international conferences.

## Contents

Editorial.....	2
Featured Member: Esra Ari .....	3
Article: Kaja's story: The importance of narrative 'threads' as a qualitative analysis approach. By Caroline Lenette .....	4
4 <sup>th</sup> Meighen Wright Learning Institute. A brief Report. Attia Khan.....	8
New Publications & Events.....	9
Members List.....	10
Submission Guidelines .....	11



*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](mailto:owhchair@yorku.ca)

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

ISSN 1929-8471

## EDITORIAL

As we head to the end of this year, and here in Toronto there is snow and cold weather with winter making its debut, we are grateful for the connections we have with INYI colleagues. Some of our colleagues are emerging scholars and to this end we are pleased to feature in this issue of the INYI Journal Ms. Esra Ari, a PhD Candidate in Sociology at Western University, Canada. In our last issue we had an article from Ms. Ari titled *Multiculturalism: An antidote to racism or untouched inequalities*.

In November of this year we held our 4<sup>th</sup> Meighen Wright Maternal-Child Learning Institute. Dr. Attia Khan, who is a PhD candidate in the Faculty of Health at York University, has written an overview of this day and its presentations on page 8. We also share with you an overview of a community event we held in July in connection with one of our studies on young adults with developmental disabilities, their families and service providers (page 9).

Our feature research article is from Dr. Caroline Lenette at the University of New South Wales, Australia. In *Kaja's story: The importance of narrative 'threads' as a qualitative analysis approach*, Dr. Lenette applies narrative threads as a qualitative strategy in her research with young Australian refugee delegates. Among the strengths of this article are Dr. Lenette's explication of her positionality – an approach qualitative researchers apply to add rigor and transparency to their research – and the use of voice through Kaja's narrative to share findings. Dr. Lenette considers complexities of narrative threads in relation to refugee young people and as a method.

In May of this year I had the pleasure of presenting on immigration and mental health at the *Migration Challenges in the Globalization Era* event held at Instituto de Ciências da Saúde, Universidade Católica Portuguesa in Lisbon, Portugal.

Volume 8, Issue 1, 2017

In the next issue of INYI Journal we will feature the research work of faculty members at the Institute.

On behalf of Dr. Luz Maria Vazquez, Editorial Assistant to INYI Journal, and I, we wish you and your families a happy, healthy, and peaceful New Year.

**Nazilla Khanlou**

**Editor  
York University**

*INYI Featured Member: Esra Ari (PhD Candidate)*



**Esra Ari** Esra Ari is a Ph.D. candidate in the Department of Sociology at Western University, supervised by Dr. Anton L. Allahar. Esra's areas of interests are social inequality, race and ethnicity, racialization, social class, migration, and multiculturalism. Her current research examines the interlocking effects of "race" and class on the economic and social integration of second-generation Jamaicans and Portuguese and the role of multicultural ideology in the integration process of two second-generation groups. For her research, she conducted forty-three semi-structured and in-depth interviews in the Greater Toronto Area (GTA) between the years of 2015-2016. Esra's education and work span both Canada and Turkey. She holds an M.A. (sociology) from the Middle East Technical University, Ankara, Turkey. Her M.A. research examined the children of internally displaced Kurdish people, education, child labor and child poverty, comparing conditions and outcomes in two cities, one in eastern, and the other in western Turkey. Her thesis was entitled "Educational Perception of the Internally Displaced Families' Children: Evidence from Izmir and Diyarbakir." Esra also worked in a Non-Governmental Organization, Civil Society Development Center, in Ankara, Turkey as a training programs assistant for local NGOs throughout Turkey. She developed and took part in a number of field research studies in various regions in Turkey, conducting interviews on multiple issues such as poverty, child labor, child poverty, local and rural economies, and female prisoners in Turkey.

She has also done volunteer work with children, youth and immigrants, both in Turkey and Canada. Esra has written several conference papers concerning youth, education, ethnic minorities, child labor and poverty and presented in Canada and in the U.S. In contrast, her more recent work has focused on multiculturalism, second-generation populations, integration, assimilation and racialization, all of which are related to her Ph.D. research. Esra published an article about the role of multiculturalism in the integration of black Jamaicans and Portuguese in Toronto in the International Network on Youth Integration (INYI) Journal, as well as coauthoring a book chapter with Dr. Fernando Nunes along with two other coauthors who were participants in her Ph.D. research. That chapter, entitled "Contested Integration: Class, Race and Education of Second and Third-Generation Minority Youth, Through the Prism of Critical Pedagogy," is a comparative study of Jamaican and Portuguese youth in Canada; the book will be published in 2018 by Springer. Recently, Ari, serving as the first author, and Allahar wrote an article about these two second-generation groups, multiculturalism, integration, and assimilation, which is in the submission process.

Esra also teaches courses on Social Inequality, Minority Groups and Sociology of Work at King's University College at Western and taught at Western University, London, Ontario as a part-time instructor.

Contact: [esra.ani.ari@gmail.com](mailto:esra.ani.ari@gmail.com)

## Kaja's story: The importance of narrative 'threads' as a qualitative analysis approach

Caroline Lenette, University of New South Wales Australia

### Abstract

Young people's narratives can often be reduced to mere 'illustrative' purposes when reporting research findings. As a result, contributions can lose their richness and yield decontextualized accounts in discussions on integration. This article highlights how using narrative 'threads' (Lumsden, 2013; Spence, 1983) to convey a refugee young woman's story can value her contributions more fully, and offer contextual insights that might otherwise be missed. Her narrative emerged from a qualitative study where six refugee young people were interviewed about their experiences of international advocacy in Switzerland in 2016. Young people's inter-woven narrative threads can better inform meaningful youth integration initiatives.

### Keywords

Refugee young people's perspectives; refugee woman's narrative; narrative 'threads'; qualitative analysis; identity.

### Introduction

*The core of people's identity is a narrative thread that gives meaning to life, provided that it is never broken. Part of the sense of self comes from being able to go backward and forward in time and to weave a story about who one is. If that is taken away, the individual is significantly less (Spence, 1983, p. 457)*

Consulting young people is key to developing meaningful initiatives that benefit them (Multicultural Youth Advocacy Network, 2016). Refugee young people's narratives on resettlement (see Davy et al., 2014) are increasingly valued in consultative processes, and qualitative researchers can facilitate opportunities for participants to move from 'knowing' to 'telling' stories (Hyvärinen et al., 2008). In the production of reports or papers, we often subjectively select quotes that we feel best represent certain themes (due to pragmatic concerns like space and journal requirements) to present 'segments' of participants' narratives. Alexandra (2008) describes this relatively reductionist process as subtracting, translating, and defining people's stories, which may result in decontextualized qualitative analyses despite the extensive narratives shared. While rich results might still emerge, "the possibility of opening up a narrative to reveal multiple truths and more evocative, revelatory pathways for dialogue and understanding is often shut down" (Alexandra, 2008, p. 101). This article uses 'narrative threads' (Lumsden, 2013; Spence 1983) to render the context of a refugee young woman's experiences as an advocate. Narrative threads provide a useful way of making sense of a person's story in qualitative analysis, as they are "tightly connected with experiences" (Lumsden, 2013, p. 5) and "capture a certain kind of holism" (p. 6) that can serve to highlight coherent patterns. People tend to draw on particular narrative threads to make sense of their current circumstances as they convey their story, as in Kaja's narrative below.

### The initiative

#### Methods

In 2016, the United Nations High Commissioner for Refugees [UNHCR] annual consultations with Non-Government Organizations [NGOs] in Geneva, Switzerland focussed specifically on young people's issues, offering a unique opportunity for young delegates from diverse backgrounds to engage in advocacy. My research involved documenting the experiences of four Australian refugee delegates (two young men and two young women from

different ethnic backgrounds) using qualitative methods (forthcoming) and so I was also part of the Australian NGO delegation. The University of New South Wales' Human Research Ethics Committee granted ethical approval for the project in February 2016.

Pre-departure and post-return semi-structured interviews with the youth delegates in Australia, paired with participant observations in Switzerland, provided in-depth accounts of the young people's experiences. Two other young refugee women (one living in a developed nation, and the other in a refugee camp in a developing country) were also invited to participate to offer comparative perspectives while in Geneva, and Kaja, whose narrative I focus on here, was one of them. All participants were aged between 20 and 25. Significantly, this event was the first experience of international advocacy for all of us.

### **Positionality**

As a migrant woman, and a refugee scholar involved in participatory qualitative research and committed to social justice, I wished to convey the nuances of participants' narratives about this unique experience in as much detail and as widely as possible. I acknowledged my privileged position as a middle-class academic in a wealthy and developed nation, with access to resources and networks, and with the freedom to travel wherever I want. However, as someone considered as 'Other' in my country of adoption, I am also deeply aware of the damaging effect that being labelled and reduced to a single story can have. And so, I was determined to ensure I did not perpetuate such simplistic approaches in my analysis of the young people's experiences.

### **Kaja's narrative**

Kaja was keen to answer questions on the consultations, but what she really wanted to share were the circumstances leading to her becoming a refugee youth advocate. She also wanted her real name to be used to own her story and exercise agency over the research process. Polkinghorne (1995, p. 7) describes 'plot' as 'the narrative structure through which people understand and describe the relationship among the events and choices of their lives'. Kaja wrote a 1500 word 'plot' and asked me to share it widely. I considered how to honor her request while keeping her narrative as 'whole' as possible. For pragmatic reasons, this proved difficult, and I found myself subtracting (to reduce the word count), translating (through subheadings), and defining her story (in academic terms). I wondered if this was the only way to convey Kaja's story.

I turned to the concept of 'narrative threads' to recount her journey, as appreciating stories as inter-woven 'threads' can reduce the likelihood of making erroneous assumptions about one's identity and experiences. As Spence (1983) outlines in the opening quote, narrative threads are at the core of one's identity and give meaning to a person's story. As such, a reductionist approach (to which qualitative analysis is not immune) may dilute the strong sense of identity associated with telling one's story. This is why narrative threads can offer a more holistic approach to qualitative analysis.

The five threads, presented here in the same order as in Kaja's original narrative, are: family life, loneliness, xenophobic attacks, caring for her mother, and hopes for the future. Longer quotes are used here to show Kaja's choice of narrative style to convey her story.

#### *Family life*

My name is Kaja, I am a Congolese from the Kasai tribe. I am the last-born and the only girl out of five children. I was born in Katanga Lubumbashi. In 1996, my family fled from Congo due to tribal conflicts between the Katangese and the Kasai people... to South Africa where we lived til 2008. Life was not so easy for me and my brothers; growing up, I felt like I had the best father in the whole world till I turned nine. In 2004, my father started drinking and smoking; first it was just at home then the late nights started. One night, dad came back home drunk,

he asked where mom was and started shouting and screaming at her. I was the only one awake; I never went to bed before I saw my daddy... I heard him tell her that he was going to kill her, I heard my mom ask him to, saying she was tired of seeing her children suffer when their father is able to provide for them yet he isn't.

### *Loneliness*

Everyday I would go to school with a fake smile on my face just not to hurt my mom's feelings but break down when I saw my friends really smiling and playing. I didn't want to have any friends; I kept on pushing everyone away... every time I tried to speak, tears would just fall on my cheeks and every time someone said sorry, I felt that they were laughing at me instead... everyday I would go to school hungry, sad and angry. Angry at my dad, angry at my mom for leaving me, and at myself for being born. One day, my principal called me and gave me a food basket, it was so embarrassing I thought that everyone would know that I'm poor, laugh at me, so sometimes when I was called to the principal's office, I wouldn't go, I'd prefer to go hungry those few days than everyone seeing me with that bag every month. I hated every man and boy that I saw, saw them all as animals; that was how life was for me til 2008.

### *Xenophobic attacks*

In August 2008, the xenophobic attacks started. My family moved into a camp that was set for us; from the camp we were taken to prison known as 'Lindela prison'. After being in there for a week, we were taken out on the streets. Mothers with day old babies, elderly, sick people; we all slept at the side of a freeway for 4 days then finally we were put into a shelter. All the men were arrested. Our first-born brother was arrested but the others managed to escape... on 27 August at around 3 am, me, my mother, and three brothers ran away and went to Zimbabwe. When we got there, I was sad that I couldn't see my other brother, and scared that I was around so many people that spoke languages I couldn't understand, but I was very happy that I was with my mom and she wouldn't be beaten again.

### *Caring for her mother*

My mom had a spinal cord problem and she was paralyzed on the whole left side of her body. She couldn't talk properly... I had to dress my mother, feed her, I had to guess what she wanted at times cause she wasn't speaking clearly. My dad was there but he did nothing at all to help her...she blamed herself, she told me words that I will never forget. "Sorry for making you suffer like this". It wasn't her fault, that I knew. I blamed dad, I blamed the xenophobic attacks, I blamed life, I blamed God but mostly I blamed myself.

### *Hopes for the future*

Most people just go to school to be great, but I want to go to school so that I make the whole world proud, and my mom proud, so that she sees that she didn't fail at all. I want her to be there and say that's my girl.

As for now, I'm just an ordinary girl working as an interpreter in a refugee camp in Zimbabwe trying to help look after myself and my family but tomorrow, I know I'm going to be an extraordinary girl not only looking after myself and my family but also after a great nation.

And my father that once gave up on me will be very, very proud of me.

### **Discussion**

The use of narrative threads to analyse Kaja's story on the difficulties and complexities she experienced sheds light on two important factors that allow us to better appreciate her past experiences and the direction she is heading towards. Firstly, inter-woven threads are useful to acknowledge the odds she overcame and her journey towards becoming 'an extraordinary girl'. Taken out of context, the final quote on her hopes and dreams may not completely make sense, if we are unaware of the difficult events of her childhood and their significance in shaping Kaja's identity. The wish to make her father and mother proud has different meaning once we become cognizant of the reasons why this is particularly important for Kaja. Secondly, while still necessary to compress her narrative,

which is inevitably subjective, the intent was to maintain: (i) the order (ii) style and (iii) threads of the narrative. Kaja told her story not as a 'segment' related to the research topic, but as a broader, inter-woven narrative on her journey as a young woman and advocate. As described by Spence (1983, p. 457), Kaja went "backward and forward in time...to weave a story about who [she] is". For her, it was important to explain what mattered but also why. Each thread built on the previous one in a logical manner. Such subjective accounts reflect the motivations of many refugee young people; they offer insights into their aspirations, grounded in past experiences, to contribute to the socioeconomic wellbeing of a country, and to effect change as advocates.

### **Implications for youth integration**

A holistic approach is transformative and can facilitate young people's integration and support their goals for a gratifying life (Davy et al., 2014). Inter-woven narrative threads are rich with significance and should be drawn on more extensively to inform youth integration initiatives because: (i) They not only value young people's contributions in all their complexity, but also provide more nuanced perspectives to inform initiatives effectively; and (ii) Rather than employ a reductionist analysis approach, narrative threads can preserve the initial intent of participants' contributions, which then makes meaningful engagement possible.

### **References**

- Alexandra, D. (2008). Digital storytelling as transformative practice: Critical analysis and creative expression in the representation of migration in Ireland. *Journal of Media Practice*, 9(2), 101-112. doi:10.1386/jmpr.9.2.101/1
- Davy, C., Magalhães, L., Mandich, A., & Galheigo, S. (2014). Aspects of the resilience and settlement of refugee youth: A narrative study using body maps. *Cadernos de Terapia Ocupacional da UFSCar*, 22(2), 231-241.
- Hyvärinen, M., Mikkonen, K., & Mildorf, J (2008). Narrative knowing, living, telling. *Partial Answers: Journal of Literature and the History of Ideas*, 6(2), 225-231. doi:10.1353/pan.0.0021
- Lumsden, D. (2013). Whole life narratives and the self. *Philosophy, Psychiatry and Psychology*, 30(1), 1-10.
- Multicultural Youth Advocacy Network. (2016). National Youth Settlement Framework. Available at: <http://www.myan.org.au/>
- Polkinghorne, D. (1995). Narrative configuration in qualitative analysis. *International Journal of Qualitative Studies in Education*, 8(1), 5-23.
- Spence, D. P. (1983). Narrative persuasion. *Psychoanalysis & Contemporary Thought*, 6(3), 457-481.

### **Acknowledgements**

Sincere thanks to UNSW's School of Social Sciences' Research Committee for funding to attend the UNHCR-NGOs consultations, and to the outstanding young people who participated in the study.

### **Contact information**

[c.lenette@unsw.edu.au](mailto:c.lenette@unsw.edu.au)

**York University's 4th Meighen Wright Learning Institute**

**Event Overview**

Attia Khan, PhD Candidate, York University

On 2nd November 2017, the fourth Meighen Wright Learning Institute was held at York University, Toronto. The Learning Institute highlights latest research, practices and scholarships in maternal and child health. The one-day event was organized by the Women's Health Research Chair in Mental Health and Meighen Wright Academic Lead, Dr. Nazilla Khanlou. This year the focus was on two research themes 1) International Context of Disabilities in Maternal-Child Health, and 2) Parenting. Invited speakers included local, provincial and international researchers and practitioners dedicated to maternal-child health and wellbeing. The full day event included keynote presentations, student posters presentations, and interactive discussions on a range of disciplines and topics related to this year's themes.

After the welcome and introductions by Dr. Nazilla Khanlou, keynote speakers from research Focus 1 presented their talks. The first speaker Dr. John Stone, Associate Professor in the Department of Rehabilitation Science, University of Buffalo presented his work on "Provision of Competent Cultural Services to Persons with Disabilities." While recounting unique anecdotes from his personal exposure to cross-cultural issues in India and Brazil, Dr. Stone highlighted the unmet health needs of people with disabilities who are often excluded from physical activities, cancer screening, sexual and reproductive health at three levels of health—promotion, prevention and intervention. Dr. Marina Heifetz from Boomerang Health spoke on "Mothers with Intellectual and Developmental Disabilities: Challenges and Resilience", and recommended strength based approaches, and autonomy building sources to support the mental health challenges of mothers with intellectual disabilities.

After breaking up for lunch, view student poster presentations and networking opportunities, attendees and speakers re-assembled for Focus 2 presentations. Keynote speaker Dr. Yvonne Bohr, Associate Professor of Clinical Developmental Psychology, York University emphasized the importance of responsivity of caregiver to infant cues and distress in the development and regulation of key behavioural and social areas. Dr. Bohr is studying the influence/interference of the tremendously increased use of hand-held digital technology with caregiver attention. Keynote speaker Dr. Julie Cinamon presented on parents support and beliefs on disclosure, and symptoms of post traumatic stress related to trauma in children, recommended allowing space for positive change. The last speaker for the event Julia Chan, PhD (c) in Clinical Developmental Psychology under supervision of Dr. Jonathan Weiss, spoke about her study on the predictors of parents scaffolding for children with Autism Spectrum Disorder. She found that both parent (such as emotional regulation and depression) and child factors (such as age, IQ and ASD severity) were related to parent scaffolding.

The event was successfully wrapped up with an open discussion for the attendees and participants' feedback.

## INYI Publications and Events

---

### PUBLICATIONS

Khanlou N, Mustafa N, Vazquez LM, Davidson, & Yoshida K. (2017). Mothering children with developmental disabilities: A critical perspective on health promotion. *Health Care for Women International* (38)6, 613-634. Available url: <http://dx.doi.org/10.1080/07399332.2017.1296841>

Khanlou N, Haque, N Mustafa N, Vazquez LM, Mantini A, & Weiss J. (2017). Access barriers to services for immigrant mothers of children with autism in Canada. *International Journal of Mental Health & Addiction* (15) 2, 239-259. Available URL: <https://link.springer.com/article/10.1007/s11469-017-9732-4>

Khanlou N, Haque, N, Skinner A, Mantini A, & Kurtz Landy C. (2017). Scoping review on maternal health among immigrant and refugee women in Canada: Prenatal, intrapartum and postnatal care. *Journal of Pregnancy*, 2017, Article ID 8783294, 14 pages, Available URL: <https://www.hindawi.com/journals/jp/2017/8783294/cta/>

MacDonnell JA, Dastjerdi M, Khanlou N, Bokore N & Tharao W. (2017). Activism as a feature of mental health and wellbeing for racialized immigrant women in a Canadian context. *Health Care for Women International*,38(2), 187-204.

### Community Event: The YADD Study

---

On July 20th, 2017, the office of the Women's Health Research in Mental Health organized the Community Event: Impact of Gender and Migration Status on Accessing Direct Funding for Developmental Services in Ontario, at NABORS- Neighbours Allied for Better Opportunities in Residential Support, Toronto.

Our goal was to present and discuss with the community, research findings from our qualitative study that examined the barriers and facilitators to access and utilize direct funding. Qualitative in-depth interviews were conducted with 86 individuals: 21 YADD (8 males and 13 females YADD), 45 caregivers of YADD (8 males and 37 females) and 20 service providers (4 males and 16 females). The study was conducted between September 2015-2017. Study participants shared important issues related to economic constraints, employment, education, health and mental health, discrimination and stigma, and service and institutional support needs.

The community event was a successful forum through which study participants, service providers and other members of the community exchanged ideas about issues of access to direct funding and utilization. In particular we discussed the barriers caregivers of YADD face when trying to apply for funding, and once they get the funding, the challenges they face to manage the direct funding system.

This project was funded by the Ministry of Community and Social Services, Ontario, Canada.

You can learn more about our projects at <http://nkhanlou.info.yorku.ca/research/community-based/>

# Members List

---

## AUSTRALIA

**Lenette, Caroline** PhD (University of New South Wales)

## BRAZIL

**Macedo, Jaqueline Q.** (Doctoral Student Ribeirao Preto College of Nursing, University of Sao Paulo)

## CANADA

**Beiser, Morton** CM, MD, FRCP (Professor and Program Director, Culture, Immigration and Mental Health, Psychology, Ryerson University, Professor, University of Toronto, CERIS)

**Davidson, Deborah** PhD (Associate Professor, Sociology, York University)

**Dasmohapatra, Soni** (Child and Youth Advocate, Office of the Provincial Advocate for Children and Youth)

**Ghazban, Niusha** (Doctoral Student, Psychology, Ryerson University)

**Gonsalves, Tahira** MA (Ontario Government)

**Haque, Nasim** MD, PhD (Evaluation Specialist, Critical Care Services Ontario)

**Hynie, Michaela** PhD (Associate Professor, Psychology, Associate Co-Director York Institute for Health Research, York University)

**Khan, Attia** (Doctoral Student, Department of Health Policy and Equity, Faculty of Health, York University)

**Khanlou, Nazilla** RN, PhD (INYI Founder, Women's Health Research Chair in Mental Health & Associate Professor, Nursing, Health, York University)

**Lalonde, Richard N.** PhD (Professor, Psychology, York University)

**Mustafa, Nida** (Doctoral Student, Social & Behavioural Health Sciences, Dalla Lana School of Public Health, University of Toronto)

**Nitkin, Debora (Isane Ratner) Kirschbaum** PhD (Lecturer, Lawrence S. Bloomberg Faculty of Nursing, University of Toronto; Participant Professor, Faculty of Medical Sciences, State University of Campinas)

**Nunes, Fernando** PhD (Associate Professor, Child & Youth Study, Mount St. Vincent University)

**Safae-Rad, Neda** (undergraduate student, University of Toronto)

**Su, Chang** PhD (Meighen Wright Post-Doctoral Fellow, York University).

**Tirone, Susan** PhD (Associate Professor, School of Health and Human Performance & College of Sustainability, Dalhousie University)

**Waldron, Ingrid** PhD (Associate Professor, School of Occupational Therapy, Dalhousie University)

**Ari, Esra** PhD Candidate (University of Western Ontario)

## GERMANY

**Müller-Bachmann, Eckart** PhD (Researcher and Project Manager for Christliches Jugenddorfwerk Deutschland)

## ITALY

**Barbaranelli, Claudio** PhD (Professor, Department of Psychology, Sapienza University of Rome)

**Podio-Guidugli, Sara** PhD (Department of Psychology, Sapienza University of Rome)

**Suta, Joana** PhD (Department of Psychology, Sapienza University of Rome)

## PORTUGAL

**Calado, Pedro** MSc (Director do Programa Escolhas)

**Simões, Celeste** PhD (Technical University of Lisbon Faculty of Human Kinetics)

**Mendes Pedro, António Fernando** (Universidade Autonoma de Lisboa e Universidade Catolica)

**Santos, Luísa** PhD (Faculty of Human Sciences, Universidade Católica Portuguesa)

**Hanenberg, Peter** PhD (Faculty of Human Sciences, Universidade Católica Portuguesa)

## SOUTH KOREA

**Kim, Hyun Sil** RN, PhD (Professor, Nursing, Daegu Haany University)

## SWITZERLAND

**Efionayi, Denise** (Assistant Director, Swiss Forum for Migration and Population Studies)

**Gakuba, Théogène-Octave** PhD (Lecturer and Researcher, University of Applied Sciences, Western Switzerland)

**Simona Moussa, Jehane** PhD Candidate (Department of Sociology, University of Neuchâtel)

## UNITED STATES OF AMERICA

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

# Guidelines for Manuscript Submissions

---

## International Network on Youth Integration (INYI) Journal

The INYI is an international network for knowledge exchange and collaboration. INYI members are invited to submit short manuscripts based on their research/ teaching/ practice/ policy initiatives related to the broad area of youth integration. For additional information on INYI please see <http://nkhanlou.info.yorku.ca/international/inyi/>

## Guidelines for manuscript submissions to the INYI Journal

### Outline

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

### Style and formatting

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>

### Permissions

1. For copyrighted material, submitting authors are required to obtain written permission from the copyright holder

### Process

1. Submitted manuscripts are by invitation (INYI members are encouraged to correspond with the Editor regarding potential manuscript ideas)
2. Once a decision has been made on the relevance of the submitted manuscript to the INYI Journal, the Editor will provide stylistic feedback and/ or other suggestions as necessary prior to the final publication of the manuscript.

### Copyright

1. Published manuscripts are the property of INYI Journal. INYI Journal will honor requests to reprint copyrighted material on a limited basis with the condition that proper credit is given to its source and permission is also attained from the paper’s author(s).

### 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](mailto: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](mailto:owhchair@yorku.ca)

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

ISSN 1929-8471

