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NEWSLETTER OF THE CPA/SCP

SECTION ON WOMEN & PSYCHOLOGY
SECTION: FEMMES ET PSYCHOLOGIE

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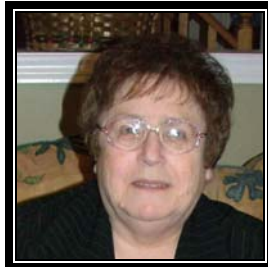
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DIVISION 35 (SPW) LIAISON



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To Be Announced

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BRITISH COLUMBIA

(Position vacant)

MANITOBA

(Position vacant)

NEW BRUNSWICK

(Position vacant)

NEWFOUNDLAND

(Position vacant)

YUKON & NORTHWEST TERRITORIES:

(Position vacant)



COORDINATOR'S MESSAGE

Coordinator's Message
Submitted by Teresa Janz
Spring 2009

Dear SWAP members:

The CPA convention, to be held at the Fairmont Queen Elizabeth Hotel, in Montréal, Québec, is fast approaching (June 11 to 13). We have a lot to look forward to in terms of SWAP programming. There are also a number of presentations offered by other Sections which will likely interest our members. However, I am disappointed to inform you that there will not be a pre-conference institute for the convention this year. This is something we will need to address in Montreal this year as we search for someone (or a group of people) to organize a workshop for 2010. The institutes are a great opportunity to network with other feminists, learn about current research, and get energized about the great work you are doing! Let's ensure there will be an institute in 2010 by coming together to make this happen. You can do this by letting someone on the executive know you are interested. I know if we brainstorm together at this year's conference, we will come up with some great ideas for CPA for next year!

Special Accomplishments

Before presenting the SWAP events for CPA, I am pleased to inform SWAP members that we have something to celebrate! Dr. Meredith Kimball has been selected to receive the 2009 CPA Education and Training Award. This is the most prestigious education and training award the discipline confers in Canada, and reflects CPA's appreciation of her contributions to education and training in psychology in Canada.

On behalf of SWAP I would like to extend our sincere congratulations! Dr. Kimball will be presented the award at the Welcoming Ceremony of the Canadian Psychological Association Convention to be held at the Fairmont Queen Elizabeth Hotel, Montréal, Québec, at 9:00 a.m. on Thursday, June 11, 2009. She will also be presenting a talk entitled, *All You Have To Do Is Listen*, at 3:00pm on Thursday. I would encourage all SWAP members to attend the awards meeting to celebrate with her!

SWAP Convention at a Glance

(this information is tentative, so please check your program when you arrive)

We are now just a couple of weeks away from the annual convention in Montréal. There will be a lot of SWAP events to interest you this year. Last year the convention in Halifax was exciting and we need to keep the momentum going by offering exciting symposia, conversation sessions, and workshops year after year!

Even though I will highlight the sessions particularly relevant to SWAP members, I would encourage you to check out the many other interesting sessions in the program as well.

On Thursday, June 11th,

- **9:00 am:** Dr. Meredith Kimball will be presented the 2009 *CPA Education and Training Award* at the Welcoming Ceremony of the Canadian Psychological Association Convention
- **11:00 am to 11:25 am:** (Peribonka Room, Convention Floor 80) Women and Psychology; *When is Aggression Considered Abuse? Female University Students' Misappraisal of Indicators of Abusive Relationships* (Paulina Dysko, Erin Ross, Peter Hoaken)
- **11:30 am to 1:25 pm:** (Hochelaga 1-6 Convention Floor) *Poster Session 'A'* Women and Psychology, the Poster Sessions allow more time for conversations, they are a great opportunity to chat about the research in person and network.
- Unfortunately, at **3:00pm** we will have a difficult decision to make because of a scheduling conflict with two great presentations occurring at the same time. This doesn't happen often but unfortunately it happened this year. Meredith Kimball is scheduled to give her CPA Education and Training Award address, *All You Have to Do is Listen*, in the Mackenzie Room (convention floor 150). This will happen at the same time as a talk entitled, *More Than Words: A Discursive look at Relationship Constructions and What they Mean for Women*, by Courtney Chasin, Sobia Ali, Courtney Williston in the Peribonka Room (Convention Floor 80)

Friday, June 12th is a very big day for SWAP members!!

- **8:00 am to 8:55am:** (BERSIMIS Convention Floor 80) Yes, it says **8:00am**, your eyes have read this correctly! This is when the *Section Business Meeting for Women and Psychology* is scheduled and everyone is invited to attend. This will get you up and get you going and leave your schedule free to attend other SWAP events during the day! Our Distinguished Member, Feminist Mentoring, and Student Paper and Travel Awards are all presented at our meeting. I hope you will be able to be there to celebrate with the award winners and participate in the business of the Section. I also hope that we will get some good discussions going around the future of the Section, making sure that feminist voices are strong at CPA, and issues regarding the pre-conference workshop for next year.
- **11:30 to 1:25:** We can see a presentation concerning: *Mood disorders in pregnancy and postpartum: Advances in multidisciplinary assessment, diagnosis and treatment* (Michal Regev, Doris Bodnar) (GATINEAU, Convention Floor 80)
- **3:00 PM - 3:55 PM:** Will be the Keynote Address for Women and Psychology (*our Distinguished Member Award Winner*), Elizabeth Church will present her talk, *Reading Self Help: How Mothers Engage with Parenting Books* (in GATINEAU, Convention Floor 80)
- **4:00 PM - 4:55 PM:** Stay in the same room following Elizabeth Church's talk for our **Reception and Social Hour**. Everyone is welcome! We will continue this tradition of having our social event immediately following the keynote address. The social events are a wonderful way to meet new people and to catch up with old friends so I hope to see you there!
- **5:00 PM - 5:25:** Continue the celebratory mood by going to the Chaudière room (Convention Floor 6) for Teresa Beaulieu and Alexandra Rutherford's talk, *"I AM a feminist, and here's why..." : Identifying the beneficial aspects of feminist identity*

Saturday, June 13th:

- **3:30 pm to 4:55am:** (in Gatineau, Convention Floor 80), the Women and Psychology Section has it's final presentation with a talk entitled, *Women's Health: Troubling Marginalization*, by Colleen MacQuarrie, Hunter Heather, Philip Smith.

SWAP is your section and we encourage you to get involved by nominating yourself for a vacant spot on the executive, offering to organize (or help to organize) a preconference institute for CPA next year, contribute to the newsletter, becoming a sustaining member, or just coming to the SWAP events and enjoying the company of feminist researchers, practitioners, and advocates, new and seasoned.

On your behalf, I will be attending a meeting of Section Chairs and with the Board of CPA on the day before the convention and will continue the work of past-coordinators to try to keep the Section and a feminist perspective visible to CPA. As the "school year" comes to an end, I have been thinking that September will begin my last year as the chair of this section, so during CPA in Montreal we will be looking for someone to fill this role in the future. If you are interested in volunteering please be sure to contact me or one of the executive. This is a wonderful opportunity to learn more about your professional organization and to meet and network with other feminists.

I hope to see you at CPA!

Best regards,

Teresa Janz

Chair, Section on Women and Psychology



EDITOR'S MESSAGE

Summer is finally upon us and it is time for the CPA Convention again! Teresa outlines events of interest to SWAP members in her Coordinator's Message (page 5) and provides us with the Agenda for the SWAP Annual General Meeting (page 13). It sounds like this year's CPA Convention is going to be very exciting for SWAP members. Unfortunately, other commitments prevent me from attending CPA, but I hope everyone has a wonderful time!! I look forward to hearing all about it. To that end, it would be great if several members would write a review of their experiences at CPA, and events of special interest to SWAP members, to include in September's Newsletter.

The Executive Showcase continues in this issue, with two members featured: Michelle McCarron (page 10) and Sandra Pyke (page 11). As well, the Provincial Rep's Showcases continues with our representative from Saskatchewan, Linda McMullen on page 12.

Of special interest in this issue is the first instalment of the SWAP Member's Forum (pages 19-21). I hope everyone enjoys reading this column and will contribute to future columns. As well, this issue contains the first of many (I hope) Methodological Reviews (page 15). Also, the Newsletter continues to offer you Jennifer Boisvert's Feminist Review (page 9), a Conference Review (page 18), and abstracts for Member's Recent Publications (page 31 – Keep those coming! We enjoy reading about members' publication successes!!)

There are several Notices on pages 22-30. Of particular interest is a notice informing members about the SWAP-sponsored publication *Pathways, Bridges and Havens: Psychosocial Determinants of Women's Health*, edited by Joanne Gallivan & Suzanne Cooper. Finally, there is information about several upcoming Conferences/Workshops (pages 33-36), Calls for Papers/Abstracts (pages 37-39), a Fellowship opportunity (page 33) and the SWAP Membership List on page 40.

I truly hope that everyone enjoys the Newsletter. I welcome any comments/suggestions on what you would like to see in upcoming Newsletters. If you have an idea for a special feature or a regular column, please contact me. As well, I welcome any other submissions that you think SWAP members would be interested in reading. Relevant calls for papers, abstracts, nominations, applications, fellowship and employment opportunities, and notices, as well as information about up-and-coming conferences or special issues, are always welcome.

The deadline for submissions is August 31, 2009.

Shannon Ellis, Newsletter Editor, sellis@uoguelph.ca



FEMINIST REVIEW

***Finding Data on Women: A Guide to Major Sources at Statistics Canada.* Marcia Almey. Ottawa, ON: Statistics Canada, 2007. 139pp.**

**Reviewed by
Jennifer A. Boisvert, Ph.D., R. Psych. (AB), L. Psych. (CA)**

This document was prepared by Statistics Canada for Status of Women Canada and would be of interest to policy analysts, women's groups, organizations and feminist researchers and other data users focused on women as a population. It provides a comprehensive overview of social data collected by Statistics Canada on women, and an indication of how it may be accessed and used.

This document's four sections range from 6 to 46 pages. The introduction outlines the initiative underlying the preparation of the document, its purpose and the sections comprising it.

The first section indicates the format in which social data are available, presenting information on the Statistics Canada Internet website, its print publications and periodicals, and other media, e.g., microdata files, CD-ROMs.

The second section summarizes the main sources at Statistics Canada, describing demographic information collected on varied social surveys, including censuses, noting that data are available by sex upon request.

The third section discusses the types of social data presented in the previous section(s) and the types of statistical analysis appropriate for the data. It features topics such as population and demography, health and well-being, education and training, paid and unpaid work, and income and expenditures. It also provides examples of how social data have been used, i.e., descriptive versus analytical analyses.

The fourth section highlights new initiatives and research at Statistics Canada, including several surveys and their objectives, content, sample and status. Contact information for each survey is also provided, thereby facilitating access.

A glossary of statistical terms concludes this document. This is followed by a variety of appendices such as a bibliography, a list of Statistics Canada contacts and a summary of survey descriptions.

Overall, this document has strengths and weaknesses. While it succeeds in presenting a comprehensive overview of social data sources available at Statistics Canada, it is less successful in clearly identifying sources addressing women as a special population. More to the point, this document does not indicate if and how Statistics Canada is researching issues relevant to women, e.g., gender-sensitive research. The majority of the surveys include women as part of their representative samples, but do not necessarily highlight issues of relevance to women beyond reproduction. Furthermore, while this document provides the reader with a sense of the scope and diversity of the data available at Statistics Canada, the presentation appears disorganized, making it difficult for the reader to separate pertinent from extraneous information. Eliminating excessive details and inserting clear breaks, markers or transition statements in the text would have helped the reader.



EXECUTIVE SHOWCASE

Michelle McCarron has been SWAP's Web Maven since February 2008. Michelle is a PhD Candidate in the Department of Psychology at the University of Regina and was the recipient of a SSHRC CGS-D award in May 2006. Upon completion of her Master's degree in Clinical Psychology at the University of Regina in 2006, she felt that her true calling was to pursue a career in research, leading her to enrol in the university's Experimental and Applied Psychology Programme for her doctoral studies.

For her Master's thesis, Michelle conducted a qualitative study of mentoring relationships as experienced by faculty members and female graduate students, under the supervision of Dr. Cannie Stark. She is currently working on her dissertation—an empirical and theoretical examination of qualitative data analysis methods—under the supervision of Dr. William Smythe. Michelle has been interviewing experienced qualitative researchers about the methods that they use to analyze data, as well as conducting a thorough analysis of the methodological literature in this area.

The data collected from the interviews and document analyses will be examined in light of Lev Vygotsky's theory of conceptual development; although this theory was originally offered as an explanation of children's concept formation, there are notable similarities between the types of preconceptual thought described by Vygotsky and various aspects of qualitative data analysis. More information regarding this line of research can be found in the Methodological Review section of this issue. In addition to this line of inquiry, Michelle is also interested in comparing the data analysis practices reported by qualitative researchers with the processes and techniques described in the qualitative research methods literature.

Although her dissertation is keeping her busy these days, Michelle is a member of the University of Regina Faculty Association's Status of Women Committee. She was also a contributor to the *Ethical Guidelines for Supervision in Psychology: Teaching, Research, Practice, and Administration* recently endorsed by CPA, an experience which she thoroughly enjoyed and appreciated.

Michelle was born and raised in Moose Jaw, Saskatchewan and hopes to remain in the province to build her career following completion of her graduate studies. Michelle and her husband, Eric, are celebrating their 6th wedding anniversary this month. Being a graduate student, she has no time for hobbies, but hopes to resume reading for pleasure at some point in the near future! Michelle would like to thank Eric, her parents (Lynda and Dan), her brother (Marc) and her best friends (Tammy Kirichenko and Susan Weir), for all of their support and encouragement throughout her years as a graduate student.



EXECUTIVE SHOWCASE

Sandra Pyke obtained her undergraduate and Master's education at the University of Saskatchewan and received her Ph.D. degree from McGill University in 1964. Joining the faculty of York University in 1966, she was cross-appointed to the Department of Psychology and the Counselling and Development Centre. She became formally involved in the women's liberation movement at this time, joining the Toronto Women's Caucus, a grass roots organization of feminists. During her tenure at York she supervised more than 30 graduate students and held many administrative positions including: Coach of the women's basketball team; Chair of the Counselling and Development Centre; Advisor to the President on the Status of Women; Coordinator of the Arts Undergraduate Women's Studies Program; Chair of the Nellie Langford Rowell Library Board; Director of the Graduate Program in Women's Studies; Chair of the Department of Psychology; Dean of the Faculty of Graduate Studies. In recognition of her contributions to the university, she was awarded the title of University Professor in 1999. Currently, she is Professor Emerita and Co-President of the York University Retirees Association. In terms of professional activities outside York, she chaired the Ontario Council on Graduate Studies as well as the Council of Universities Status of Women Committee and served as the Executive Director of the Council of Canadian Departments of Psychology. She also was a consultant to more than 15 departments of psychology and was an invited speaker at universities in Australia, Sweden, Chile and Latvia.

Sandra has been very active in the affairs of the Canadian Psychological Association (CPA). She is a Past President of the Association (1982), participated on the CPA Task Force on the Status of Women in Canadian Psychology (1975), was the founding Coordinator (1976) of the Section on Women and Psychology (SWAP) and served a total of nine years on the Board of Directors. She was the recipient of the 1996 award for Distinguished Contributions to the Profession of Psychology and more recently (2008) was presented with the CPA award for Distinguished Lifetime Service to the Association. She currently serves on the CPA Public Policy Committee and the Executive of the CPA Section on Women and Psychology and received the SWAP Distinguished Member Award in 1993. She is a Fellow of both the Canadian and American Psychological Associations.

Dr. Pyke's many publications (plus or minus 80) include a methodology text co-authored with Neil Agnew, now in its seventh edition. Her articles and presentations (about 100) cover a variety of topics primarily focused on issues relevant to women – e.g., chilly climate, sexual harassment, counselling for women, androgyny, and the history of feminism in Canadian psychology.

On the domestic front she and Dale are the proud parents of two very talented and accomplished daughters (Aryn and Kyra) both of whom hold doctoral degrees.



PROVINCIAL REP'S SHOWCASE

Linda McMullen received her Ph.D. in Clinical Psychology from the University of Saskatchewan in 1981 and was appointed Assistant Professor in the same year. She was promoted to full professor in 1996. She achieved the status of Registered Psychologist in 1984, received the Jillings Award from the Saskatchewan Psychological Association in 1994 for outstanding service to her profession, was appointed a Fellow of the Canadian Psychological Association in 2003, and was the recipient of the 2009 Academic Freedom Award from the University of Saskatchewan Faculty Association.

She is the author or co-author of several articles and book chapters, many of which are centred on depression, and has received many research grants. Currently she is principal investigator of a SSHRC-supported project on how lay persons and family physicians talk about diagnostic and treatment practices for depression. With Fred Wertz, Kathy Charmaz, Ruthellen Josselson, and Rosemarie Anderson, she is also writing a book on qualitative data analysis to be published in 2010. She maintains an active research program and has successfully supervised many Master's and Ph.D. students

Linda has served her profession in many ways, including service on many committees, as associate editor of the Canadian Journal of Behavioural Science, a member of several editorial boards and reviewer for book publishers, many professional journals, SSHRC and other granting bodies. She has also been active in the community as a member of the Board of Directors of the Saskatoon Symphony and the Saskatoon Concert Band.

At the University of Saskatchewan, Linda has served on many departmental, college and university committees, including the College of Arts and Science Review Committee, the University Review Committee, the Academic Planning and Priorities Committee and the President's Review Committee. She was director of clinical training from 1988 to 1997 and head of her department from 1997 to 2006. She has been the elected faculty member on the Board of Governors since 2004.

AGENDA FOR THE 2009 SWAP ANNUAL GENERAL MEETING

AGENDA for the 2009 SWAP Annual General Meeting in Montreal
Friday June 12, 2009—8:00a.m. to 8:55a.m. in Bersimis Convention Floor 80

1. Approval of the agenda.
2. Minutes of the 2008 AGM.
3. **Awards:**
 - Presentation of the 2009 Distinguished Member Award by Sandra Pyke
 - Presentation of Thanks to the Past Chair by Teresa Janz
 - Presentation and Report for the 2009 Student Paper Award & Student Travel Bursaries by E.B. Brownlie

Executive Reports:

4. Chair Report: Teresa Janz
5. Treasurer Report: Noreen Stuckless
6. Membership report: Brenda Bettridge
7. Newsletter Editor report: Shannon Ellis
8. Web update: Teresa Janz for Michelle McCarron
9. Graduate Student Representative report: Heidi Klett
10. Undergrad Student Reps report: Laura Hambleton & Jessica McCutcheon
11. Status of Women Committee report: Erika Horwitz
12. Division 35 Liaison report: Charlene Senn
13. Provincial Rep reports: Lynn Sloane, Olga Favreau, Colleen MacQuarrie, Linda McMullen, Joanne Gallivan, Brenda Bettridge
14. **Proposed Executive Slate for 2009-2010:**

Chair: Teresa Janz
Chair-Elect: Carmen Poulin
Treasurer/Secretary: Noreen Stuckless
Newsletter Editor: Shannon Ellis
Chair, Status of Women Committee: Erika Horwitz
Graduate Student Rep: Heidi Klett
Undergraduate Student Rep: **Vacant**
Web Maven: Michelle McCarron
Membership Coordinator: Brenda Bettridge
Student Paper & Award Coordinator: E.B. Brownlie
Nominations Coordinator: Sandra Pyke
Abstract Review Coordinator: **Vacant**
SWAP-Division 35 Liaison: Charlene Senn
Provincial Reps:

15. Other Business:

- Call for Volunteers, Positions Available:
 - Abstract Review Coordinator; Undergrad Student Rep; Women who would gladly step aside for other volunteers: Nominations Coordinator; any other volunteers?
- CPA 2010--SWAP Institute in Winnipeg? Who could organize? Ideas for Institute
- Feminist Mentoring Award—Ideas to encourage submissions
 - Undergrad Feminist Mentoring Award?
- Listserv discussion
- Other Issues:
 - Café press (Teresa Janz update on behalf of Michelle McCarron)
 - Newsletters in web/print format (Teresa Janz update on behalf of Shannon Ellis)
 - CWP Leadership Institute for Women in Psychology—Teresa Janz

16. Adjournment



METHODOLOGICAL REVIEW

A Preconceptual Approach to Qualitative Data Analysis

Michelle C. E. McCarron, MA & William E. Smythe, PhD
Department of Psychology, University of Regina

In our article, “A Preconceptual Approach to Qualitative Data Analysis” (McCarron & Smythe, 2009; see also Smythe & McCarron, 2008), we draw from Lev Vygotsky’s (1934/1986) theory of conceptual development, as described in his seminal volume *Thought and Language*, in arguing for a preconceptual approach to qualitative data analysis. Although Vygotsky’s theory stems from his research on children’s development of concepts, we have nonetheless found his theory applicable to our own work as qualitative researchers. Having used the analytic techniques developed in grounded theory (particularly as described in Strauss & Corbin, 1998) ourselves, we noted similarities between the types of preconceptual thought described by Vygotsky (i.e., syncretic groups, complexes, and potential concepts) and the types of coding (open, axial, and selective) described in the first and second editions of Strauss and Corbin’s (1990, 1998) *Basics of Qualitative Research*.

A detailed description of Vygotsky’s methods is beyond the scope of this review; in brief, children were tasked with assembling blocks of various colours, shapes, and sizes according to the artificially defined “concepts” that were designated by nonsense syllables written on the underside of the blocks, out of view of the child. The researcher would overturn a block, read the syllable, and ask the child to pick out the other blocks with which it belonged; subsequently, the researcher would overturn one of the blocks that were incorrectly included in the child’s grouping, and the process would start over again.

In studying the types of thought children engaged in when discovering these concepts, Vygotsky (1934/1986) classified preconceptual thought into three broad categories: thinking in terms of syncretic groups, complexes, and potential concepts. Syncretic groups are the least sophisticated and are based on circumstantial connections amongst information. Vygotsky identified three types of syncretic groups: groupings based on trial and error, groupings based on contiguity in space or time, and initial assembly of syncretic groups that have already been formed (i.e., creating larger, more encompassing groups out of those initial groups). Complexes are groups based on more substantial, observable properties. Five types of complexes were identified: associative complexes (based on similarities), collection complexes (based on contrasting properties), chain complexes (in which the basis for grouping shifts from one object to the next, in succession), diffuse complexes (in which the basis for the grouping is in flux and is based on a vague sense of connectedness), and pseudoconcepts (which look much like concepts, except that they are still firmly rooted in concrete properties of the objects). Potential concepts are based on more abstract properties. Vygotsky identified two types of potential concepts: maximally similar groupings and groupings based on a single, unifying attribute.

In considering Vygotsky’s (1934/1986) syncretic groups, complexes, and potential concepts, we have been able to identify examples of each type of preconceptual thought in our own qualitative research,

corresponding to the methods of open, axial, and selective coding from grounded theory (Strauss & Corbin, 1990, 1998). For example, qualitative researchers may begin to make sense of immense amounts of data by looking at responses across participants to a similar interview question (contiguity), may use the constant comparative method to systematically look for similarities (associative complexes) and differences (collection complexes) in their data, or may continue to refine their data until a single, unifying theme emerges.

Where we strongly diverge from Strauss and Corbin (1990, 1998) and even more so from the approach described in the most recent edition of their work (Corbin & Strauss, 2008) is in our view of the role that concepts play throughout the analytic process. Whereas Corbin and Strauss (2008) incorporate concepts into all aspects of their approach to analysis, from the earliest stages of research development through to completion of a study, we argue for an approach to qualitative data analysis that sees concepts as the end products rather than the basis of analysis, with an emphasis on the role of preconceptual thought during the process of analysis.

It is important to acknowledge that, as researchers, we bring certain conceptualizing tendencies to our work based on numerous factors, such as our own experiences with the subject matter, scholarly (and sometimes non-scholarly) reading on the topic, prior research that we have conducted, and our academic training in general. We suggest that as much as is possible, it is important to check these conceptual predispositions at the door when analyzing qualitative data. Not only do we need to bracket specific pre-existing and predefined concepts directly relevant to the topic of our inquiry, we also need to resist the "academic" tendency to abstractly conceptualize and thereby decontextualize the lived meanings of our participants. This is not to say that we should deny the lenses through which we view our data; in fact, quite the opposite: It is important to acknowledge these lenses and how they shape our interpretations and experiences of the data; however, we must remain open to recognizing information that differs from the concepts that we already hold. Moreover, we need to appreciate that the meanings expressed by our participants tend to be highly concrete, richly contextual and often do not fit the parameters of our abstract concepts.

For example, even though one's concept of an academic mentoring relationship may exclude the notion of friendship due to the power differential between the parties involved, the concept of a mentoring relationship, as constructed from the data, may well include the idea of friendship, at least under certain circumstances (this example could be taken further, to explore the researcher's concept of "friendship" as it compares with the way that participants understand and use the word). By embracing a preconceptual approach to qualitative data analysis, we de-emphasize the role of our pre-existing concepts and of conceptual abstraction in the process of building new concepts from the data.

This early work has been largely informed by our experiences with grounded theory, stemming both from our own familiarity with, and use of, the approach, and also from the initial connection that we made between Vygotsky's (1934/1986) theory and qualitative research based on the similarities we noted between the three types of preconceptual thought and the three types of coding described by Strauss and Corbin (1990, 1998). Michelle's dissertation research (in progress) stems from, and will expand upon, the theory discussed in the original manuscript and incorporates a more diverse array of approaches to qualitative data analysis. For more information about this work, please contact Michelle McCarron (mccarron@uregina.ca) or William Smythe (William.Smythe@uregina.ca).

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CONFERENCE REVIEW

Alberta Psychiatric Association (APA) Annual Meeting, Banff, Alberta, March 26-29, 2009.

**Reviewed by
Jennifer A. Boisvert, Ph.D., R. Psych.**

This Canadian provincial annual meeting focused on psychiatric practice (psychotherapy and psychotropic medications). A range of topics was presented in symposia and paper sessions. The role of gender, culture and genes in the development, manifestation and treatment of varied psychopathology was the “theme” topic.

The reviewer, Dr. Jennifer A. Boisvert, and her co-researcher, Dr. W. Andrew Harrell, presented “Personalized Eating Disorders Treatment: Incorporating Gender Sensitivity and Cultural Diversity.” This presentation enabled practitioners to acquire knowledge of the diversity among adults with eating disorder symptomatology, and to develop skills for offering personalized treatment in the primary care setting by incorporating gender sensitivity and cultural diversity. Empirical research conducted by Drs. Boisvert and Harrell on risk and protective factors of eating disorder symptomatology in women and men was presented.

Other papers also addressed gender and culture in the context of psychiatric treatment. Future APA annual meetings should appeal to those with a special interest in psychiatric practice.



SWAP MEMBER'S FORUM

Gender Identity Disorder (GID) is a controversial diagnosis that raises questions about how we define and understand sex, gender, mental illness, and the roles of the psychologist and psychiatrist. GID was first classified as a Psychosexual Disorder in the third edition of the *DSM (Diagnostic and Statistical Manual of Mental Disorders)*, published in 1980. The current edition of the *DSM (DSM-IV-TR)* includes diagnostic criteria for GID in both children and adults, describing the disorder as being characterized by strong cross-gender identification, discomfort with one's sex or gender role, and clinically significant distress or impairment in important areas of functioning. The inclusion of GID in the upcoming of the *DSM (DSM-V)* is currently under review. In this forum, SWAP members respond to the question,

“What should happen to GID in the DSM-V?”:

I'm not a Clinical Psychologist and as a feminist (Social psychologist) I have concerns over diagnoses of any kind. Historically, diagnoses have been used too many times to oppress people with less social power (remember Drapetomania and Dysaesthesia Aethiopsis both applied to African Americans in slavery if they ran away or were disrespectful/fought back, respectively). The DSM and diagnoses have also been used by individuals and entire professions to pathologize behaviour that is not approved of by the social majority (e.g., homosexuality) at a particular historical time and place. The development and invention of diagnoses continues to be a process that attempts to legitimize as (fixed) psychological symptoms or syndromes, things that can be better explained, by the social construction of roles/rights, opportunities, and power and social status (e.g., emotions connected to menstrual/reproductive processes). Further, even some diagnoses that are used regularly by feminist clinicians (e.g., PTSD) are not without problems for women or consequences for our movements to fight against violence against women and children. Paula Caplan, Bonnie Burstow, and Jeanne Maracek and many other feminists have written eloquently about these issues.

So, with all that said, and beyond my 'normal' concerns about diagnosis, I am horrified that we have, as a profession, allowed a diagnosis that reifies two rigid and immutable gender categories and pathologizes children who do not fit those narrow and confining boxes. As feminists, I believe that we should be struggling constantly to explore the gender dualities, to expand the notions of what is appropriate in dress, temperament, occupations, and interests, for males and females until, as Sandra Bem suggested many years ago, children and adults can identify secondary sex characteristics as male and female (and in all their variety) but know that otherwise there are no 'rules' that can be applied. We may even, as a number of writers and scientists have suggested (e.g., John Stoltenberg, Anne Fausto-Sterling), need to expand our notions about how many sexes there are even when we are talking about these physical characteristics and become more comfortable with ambiguity. Physicians, psychologists and psychiatrists who have parents approaching them who are concerned about their children's mental

health and welfare should be educating those parents and their communities at large to increase tolerance, not to alter children to make them fit into narrow gender conceptualizations. The GID diagnosis should be eliminated. It is well past time.

-Dr. Charlene Y. Senn

Department of Psychology / Women's Studies
University of Windsor

The fact that Gender Identity Disorder is an existing diagnosis in the DSM-IV strikes me as a slap in the face to the transgendered community and as being an embarrassment to professional psychology. It harkens back to the days when homosexuality was considered disordered and was identified by the professional community as such prior to its exclusion from the DSM-III-R.

As a heterosexual, I can only speak from an outsider's perspective. However, I would think that telling those whose sex and gender identity are in conflict that they are "disordered" (either explicitly, or implicitly via the continued inclusion of GID in the DSM-V) would be an insult to transgendered individuals and could be detrimental to those already facing the challenges (including the ridicule and rejection that often come with being anything other than the societal norm) that go along with the decision to pursue sex reassignment surgery. Instead, our efforts should be focused on providing support to people who struggle with the realization that they were born into the wrong body, without the need to label them as "disordered."

Aside from the above-mentioned issues, I find it disturbing that those responsible for the inclusion of GID in the DSM-IV-TR take such a stereotyped view of appropriate play behaviours and appearance/clothing preferences for girls and boys (see pp. 576-577) despite the disclaimer in the Differential Diagnosis section (p. 580). It is time that we, as a profession, stop contributing to the stigmatization of people who identify as anything other than heterosexual and I believe that the elimination of Gender Identity Disorder from the DSM-V is a necessary step toward achieving this goal.

-Anonymous

The inclusion of Gender Identity Disorder (GID) in the DSM-V serves only to perpetuate the institutionalization of transphobia. This builds off of an oppressive diagnostic history (and contemporary trend) of labelling socially stigmatized identities as disordered. While strides have been made in respect to some civil liberties, the blatant discrimination of trans folks illustrates the work still needing to be done. We are all, directly or indirectly, a part of this discrimination.

By including GID within the DSM-V, gender variant folks are positioned within the discriminatory terms of being disordered, a problem, an "other." Psychiatric labels are damaging for a number of reasons. When we label someone with a disorder, dominant society reads that person as 'sick'. This mentality of sickness legitimates and fosters acts of violence. While I am not suggesting that GID causes violence, I do feel that GID plays a role in perpetuating transphobia. The brutal bashings and murders of trans folk is often ignored by mainstream culture and the perpetrators of these acts of violence often rely on the notion that the target of their violence is 'sick'. GID maintains the permissibility of this stereotype.

As a community of individuals in a position of expertise and authority within the mental health field, I think it is crucial to ask oneself how to be an ally and advocate for the gender variant community. Taking a stance against the prejudicial inclusion of GID in the DSM-V is one step in helping shift a transphobic culture.

-Jenna MacKay
York University

Gender Identity Disorder: Essentialism in Operationalization

Gender Identity Disorder (GID) is a highly contentious issue. The responses to it are far from black and white, even within the transgender community. On the one hand, having GID in the DSM continues the stigmatization and pathologization of transgendered individuals. On the other hand, from a purely practical standpoint, having GID in the DSM ensures that many individuals can get access to sexual reassignment surgeries (SRS). Since this issue is so complex and fraught with many ethical-political consequences, I will restrict my remarks to how a diagnosis of GID comes about.

One of the steps in receiving a psychologically related diagnosis is through completing the necessary psychological tests – GID is no exception. The available measures make many problematic assumptions about the relationship between sex and gender as well as gender and behaviour. For example, on Freund and Blanchard's (1998) test for adult males and Blanchard's (1998) test for adult females, gender is defined through affiliation with a series of behaviours, interests, and aspirations. Masculine behaviour is equated with getting enjoyment from playing with toy soldiers, liking adventure stories, wanting to become a pilot, and taking on a leadership role. Feminine behaviour, on the other hand, is equated with getting enjoyment from playing with dolls, identifying with fairytale princesses in need of saving, wanting to become a dancer, and getting enjoyment from doing household chores (e.g., cooking and sewing). GID is thus operationalized in such a way that reflects stereotypical notions of masculinity and femininity that are rooted in behaviour. It begs the question: what is it about North American society that continues to tell us that to be considered 'normal,' boys have to be *boys*, and girls have to be *girls*. I think there is a danger in essentializing gender in such a way. By falling back on old stereotypes to construct what gender means, and thus what it means to have a disordered gender, we are negating everything that the women's and gay rights movements have striven for. If GID is to remain as a category within the DSM, if only for the practical reason of access to SRS, then our understanding of it needs to be seriously re-evaluated. Breaking down these assumptions about gender and gendered behaviour is an essential step to removing the stigma surrounding the transgender community.

-Anonymous

NOTICES

SWAP BOOK LAUNCH AT CPA CONVENTION

Pathways, Bridges and Havens: The Psychosocial Determinants of Women's Health
Edited by Joanne Gallivan & Suzanne Cooper

This collection of papers based on presentations from last year's SWAP Institute will be launched at the SWAP Reception at the CPA Convention on Friday, June 12th. You can view more information and the cover, based on a photograph by Cape Breton artist Carol Kennedy, at www.cbupress.ca <<http://www.cbupress.ca/>> , under 'forthcoming'. The press is offering a special Convention price of \$20 (tax included) and proceeds from Convention sales will go to SWAP. List price is \$23.95 (plus GST & shipping). We will be able to accept only cash or checks (made payable to SWAP). Come prepared to buy copies for yourself and friends who may not be attending the convention! To be sure we have enough books on hand, please notify Joanne Gallivan (joanne_gallivan@cbu.ca) indicating the number of copies you intend to purchase.

SPSSI REQUEST FOR APPLICATIONS (RFA): Social Sciences and Policy Deadline: July 15, 2009

Introduction

We are pleased to inform you that SPSSI Council has approved support for a one-time initiative to fund up to three special projects consistent with SPSSI's priorities as described in our Strategic Plan (<http://www.spssi.org/strategicplan>). At a time of economic challenges and tight foundation and federal research funds, we believe it is critical that SPSSI be a source of support for research programs that are less likely to receive funding from more traditional mechanisms.

Competitive responses to this RFA can include a range of research methods, and a broad range of content areas. However, with respect to the latter, there is a strong preference for topics that are timely, unlikely to be funded through traditional mechanisms, and relevant to public policy.

Example topics might include *but are not limited to:*

1. Implications of the current economic situation on the health and well-being of vulnerable populations.
2. Fear, hate and discrimination during times of limited resources, and strategies to transform division into shared interests.
3. The impact of global warming on vulnerable populations.
4. Federal education equity and minority/underrepresented populations.
5. Unequal access to health care, health disparities, and universal health care as a human right.

6. Marriage inequality, gay rights and societal equity.
7. Human rights and illegal immigrants within U.S. borders.

Types of proposals that would be competitive might include *but are not limited to*:

1. Critical literature reviews of a timely topic with opportunity for publication in ASAP (assuming that peer review is positive) or other key journals, as well as a concise translation into a series of policy papers.
2. Focus groups on current topic that could be used as pilot data for a larger, fundable project through traditional competitive mechanisms.
3. Observational study of the impact of current events and/or policies on outcomes relevant to SPSSI's mission.
4. Development and evaluation of a novel curriculum relevant to SPSSI's mission to be shared with SPSSI members and other professionals.

Critical Dates

1. Full Proposal Due: July 15, 2009
2. Review completed by: August 15, 2009
3. Award Date: September 1, 2009
4. Period of Funding: Up to two years

Requirements

1. Preference will be given to proposals from a multidisciplinary team of investigators, broadly defined with regard to expertise
2. Consistent with the objectives set forward within the SPSSI Strategic Plan (www.spssi.org/rfp2009)
3. A clear evaluation component
4. A translational piece with specific information on the policy-relevant implications of the findings and suggested strategies on how the findings might influence policy
5. A set of products of value to SPSSI [e.g., review paper(s), summary policy papers for targeted audiences, meetings with key policy makers or other policy-relevant organizations with shared interests].
6. At least one member (but not all) of the team submitting the application must be a member or willing to become a member of SPSSI by award date.

Key Proposal Sections (Note: Complete proposals are not to exceed 10 pages.)

1. Project description, including:
 - a. Introduction
 - b. Specific Aims
 - c. Method(s)
 - d. Analysis Plan
 - e. If relevant, confirmation that an IRB approval process has been initiated at the time of submission. Note that although actual IRB approval is not required at the time of submission, approval must be provided before an award can be made.
2. Biographical sketch for the Principal Investigator and Co-Investigators

3. Facilities required (if any) and proof of access
4. Complete Budget and justification
 - a. Indirect costs are not covered under this funding mechanism.
 - b. Total funds available are \$68,000 and SPSSI plans to fund up to three (3) grants
 - c. Funding requests can be submitted for direct costs related to the project. This can be spent over a two-year period. Money can be used for a portion of staff salaries (e.g. clerical assistance and students), computing fees, travel, telephone, or other justifiable expenses. Faculty salaries are not covered by this mechanism.
5. Although cost-sharing from the recipient institution is not required, if such support is provided, a brief description is requested.
6. References used in the proposal.

Evaluation Criteria

1. Quality of study design
2. Expertise of the investigator(s)
3. How well the proposed research builds on existing social science research and theory
4. Feasibility of study completion during the projected time frame
5. Degree to which findings can translate to public policy
6. Degree to which the study is consistent with SPSSI's Strategic Plan

Mechanism -- Cooperative Agreement:

The RFA is a cooperative agreement rather than a more traditional grant or contract. As such, there will be a cooperative relationship between the award recipient and SPSSI. More specifically, Central Office representatives and a member of SPSSI's Policy Committee will work with the award recipients in the development, implementation, and oversight of the recipient's project. Note that SPSSI's role will be to help guide the project toward meeting its goals without being a cumbersome presence.

Submission Process:

Grants should be submitted electronically to SPSSI by no later than COB on **July 15, 2009**. Late applications will be returned. Submit applications to SPSSI's Executive Director, Dr. Susan Dudley at sdudley@spssi.org.

Questions about the initiative should be sent via email to sdudley@spssi.org. Note that questions and answers will be posted on the SPSSI website at www.spssi.org/rfp2009 so that all potential applicants have access to the same information.

CENTRE FOR CRITICAL QUALITATIVE HEALTH RESEARCH (CQ)
Formally Known as Qualitative Inquiry Group (QUIG)
University of Toronto

QUIG is being transformed into the **Centre for Critical Qualitative Health Research** or “**CQ** for short. CQ has (as did QUIG) a distinct identity that highlights advancement of the methodology and theory of qualitative inquiry and a ‘critical’ approach to topic and method.

Background and context

In the early 1990’s Professor Joan Eakin in the Department of Behavioural Science (Faculty of Medicine) established *QUIG* (Qualitative Inquiry Group), an informal collective of faculty and students doing qualitative research in the health field. Over the years there has been a marked increase in the use of qualitative methodology in the health sciences. *QUIG*’s membership and range of activities expanded considerably, most notably through the organization of an inter-faculty collaborative series of methodology courses, sponsorship of a seminar series, and the development of a website. A number of health science departments and faculties turned to *QUIG* to meet the growing demand from students for graduate-level qualitative research training. Because of the special nature of this methodology and its status in the health sciences, *QUIG* also became a widely-used intellectual ‘home’ and resource for qualitative researchers in the broader research community at University of Toronto affiliated research institutes, and in other research settings in Canada and internationally.

This was Stage One of *QUIG*; much was put in place but it operated informally with improvised resources. The transformation of *QUIG* into the Centre for Critical Qualitative Health Research (or “**CQ**” for short) in 2009, through a partnership between the Dalla Lana School of Public Health and the Bloomberg Faculty of Nursing, marks entry into Stage Two in which the initiative is more deliberately structured in order to sustain current activities, engage in new undertakings, meet rising levels of interest

in qualitative inquiry in the health research field, grow internationally, and ensure the continuity of the organization beyond its current dependence on particular individual faculty.

Goals of CQ

- To build local, national and international capacity in critical, theoretically-informed qualitative health research, scholarship and teaching.
- To provide superior graduate education in qualitative research methodology
- To promote innovation, knowledge development, and critical reflection at the leading edge of the field of qualitative methodology
- To be a ‘go-to’ site of expertise in the particular challenges of practicing and teaching qualitative research in the health field.
- To anchor, connect, challenge and inspire qualitative researchers across health-related disciplines and institutional units

Based at the University of Toronto, CQ functions primarily as a teaching and research hub and network for faculty, students and researchers doing health-related research across the University of Toronto and affiliated health teaching/research units. CQ is linked with qualitative health researchers/methodologists in other academic settings in Ontario, Canada and internationally.

Core identity and focus

CQ asserts a particular and distinctive identity and strives to raise the bar on the teaching and practice of qualitative research in the health field through the promotion of a critical and theoretically-informed perspective on method and substance.

By '*critical*' is meant the capacity to inquire 'against the grain:' to question the conceptual and theoretical bases of knowledge and method, to ask questions that go beyond prevailing assumptions and understandings of phenomena, to acknowledge the socio-political dimensions of health and health research.

By '*theoretically-informed*' is meant the reflexive, competent and creative application to the research process of social theory and theory from other disciplines.

By '*health research*' is meant both basic and applied research inquiry into health, ill-health and health care in their broadest senses, ranging from micro-level examination of bodily and social experience to macro-level exploration of professional, institutional and societal-level influences on health and health care

Current Activities

CQ takes up and continues activities established under the *QUIG* banner:

Cross departments/faculty collaboration: to support teaching-related activities and a community of scholars.

Website: maintenance of an accessible electronic site for the banking and exchange of ideas and resources <http://www.sph.utoronto.ca/qualmethod>

Inventories of education resources for qualitative research across the University of Toronto: searchable listings of qualitative methodology courses and faculty are available electronically on the current website, and are periodically updated/added to as needed.

Essentials of Qualitative Research (EQR) course series: a coordinated sequence of graduate courses in research methodology associated with a Certificate of 'advanced' competency. New courses have and will be initiated to meet demand, and new partner programs and units are being brought into the venture. Curriculum teaching support is currently in place including regular meetings of EQR teaching faculty and assistance to faculty teaching and developing new courses in the series (see Appendix A for list of current courses in series).

Seminar Series: two series 1) seminars on methodology and theory by leading/established researchers and visiting scholars, and 2) student seminars for those with research-in-progress. High quality and broad methodological relevance ensures high attendance at these seminars and the events function as important and valued opportunities for collegiality and networking.

Teaching of qualitative research methodology:

Teaching symposia: In 2004, *QUIG* hosted a national invitational workshop on teaching qualitative health research in the health sciences. A follow-up international symposium is being planned.

Visiting Professor and postdoctoral program: to advance faculty ability to teach qualitative methodology. The focus has so far been on the development of teachers in developing countries, but national outreach is also planned.

Listserv network of researchers: currently ~ 600 faculty, students and researchers from the University of Toronto, other universities in Ontario, university affiliates and research institutes.

Institutional research outreach: links and collaborations have been established with individual and clusters of qualitative researchers in hospitals and research institutes affiliated with the University of Toronto and in other universities, including: The Wilson Centre, University Health Network, Hospital for Sick

Children Research Institute, Li Ka Shing Knowledge Institute at St Michael's Hospital, Centre for Addition and Mental Health, Institute for Work & Health, Toronto Rehabilitation Institute, Princess Margaret Hospital Psychosocial Oncology and Palliative Care, York University, Ryerson University.

International network: collaboration between researchers in health science settings in other countries through a network of centres with a similar mission.

Instructional workshops: computer software application workshops for students.

Consultation and advocacy related to teaching materials, thesis supervision, publication, research funding, project staffing, editorial board assistance, technology advice, among other topics.

Network of Teachers of Qualitative Health Research: first established at 2004 national workshop on teaching; awaiting revival.

Some Future Plans

- Establish a web-based Discussion Forum for debate and exchange around qualitative methodological and theoretical issues.
- Web-cast the Seminar series
- Establish prizes for student research and faculty teaching that exemplify the goals of the centre.
- Develop workshops and short summer courses on selected topics for faculty and students.

Membership

CQ has four types of 'members' with corresponding types of participation and roles:

Collaborating institutional sponsors

CQ is centred in the University of Toronto and is a joint initiative of the Dalla Lana School of Public Health and the Lawrence S. Bloomberg Faculty of Nursing. These two sponsors have academic and administrative responsibility for CQ, and provide the basic organizational and technical support for the centre's activities.

Contributing institutional partners

A number of academic and research units contribute financially and in-kind to the activities of the centre. Contributing institutional partners currently are:

- Leslie Dan Faculty of Pharmacy
- Institute of Medical Sciences
- Department of Health Policy, Management and Evaluation
- Inwentash Faculty of Social Work
- Institute for Work & Health

Academic Fellows

Individual members who currently make, or have made in the past, sustained and significant contributions to the mission of the centre are invited to be Academic Fellows of CQ and to play an advisory and ambassadorial role for the centre.

Individual members

Anyone who is interested can join CQ by enrolling in the centre's ListServ. The current membership includes faculty, students and researchers from multiple different disciplines and administrative units, at the University of Toronto, affiliated research institutes, other universities in Ontario and Canada, and also abroad.

Administrative structure

CQ reports to the two collaborating sponsors, the Director of the Dalla Lana School of Public Health and the Dean of the Lawrence S. Bloomberg Faculty of Nursing.

Directors

The collaborating sponsors appoint the Director (currently Professor Joan Eakin from the DLSPH) and Associate Director (currently Dr. Denise Gastaldo from the LSBFN).

Steering committee

This committee provides advice, assistance and oversight/feedback to the Directors of the centre regarding the educational and research activities of CQ and meets three times a year or as needed. The committee includes CQ members actively engaged in teaching in the Essentials series, and others from the broader research community who are taking leadership in other CQ initiatives.

Appendix A**Essentials of Qualitative Research (EQR) Course Series**

The following courses reserve varying numbers of places for EQR students from graduate departments that are 'contributing institutional' partners of CQ. Note that there is variation across courses in terms of number of spaces reserved for EQR students, prerequisites, and masters/doctoral orientation. Social theory is fundamental to qualitative health research on the social aspects of health/health care. Although theory is addressed to varying extent in most EQR courses, doctoral students are encouraged to seek out exposure to social theory within the EQR series and beyond. Detailed descriptions of the courses are available on the website.

Introductory Level Courses

JRP 1000 *Theory and Method for Qualitative Researchers: An Introduction* (Pia Kontos and Barbara Gibson)

NUR 1028 *Introduction to Qualitative Research* (Jan Angus, Denise Gastaldo)

CHL5111/5221 *Introduction to Qualitative Research* for Master's students (Blake Poland)

SOC 6713 *Qualitative Research Methods II-Qualitative Interviewing* (Ping-Chun Hsuing)

Secondary Level Courses

NUR 1024 *Foundations of Qualitative Inquiry* (Denise Gastaldo)

NUR 1025 *Doing Qualitative Research: Design and Data Collection* (Jan Angus)

CHL 5115 *Qualitative Analysis and Interpretation* (Joan Eakin)

CHL 5122 *Qualitative Research Practice* (Ellen MacEachen and Joan Eakin)

HAD 70001 *Issues in Qualitative Health Services Research* (Anu MacIntosh)

Social Science Theory

CHL 5101 *Social Theory and Health* (Peggy McDonough)

Your 'membership' in QUIG will be automatically rolled over into CQ. Most of our on-going activities (course series, seminars, inventory of courses & faculty and other resources on the website etc) will just continue on as always. Other new things are being planned, and a new website will be in place shortly.

To subscribe to the QUIG email list, send a message in the following format to listserv@listserv.utoronto.ca (case is insensitive) subscribe QUIG-L <firstname> <lastname>; e.g.,

subscribe QUIG-L Mary Jones To remove your name, send an email to listserv@listserv.utoronto.ca with the following in the body of the message: signoff QUIG-L If you receive a subscription RENEWAL message, press REPLY, erase everything in the body of the message, type CONFIRM in the body and send it. - If you receive a subscription EXPIRED message, create a new message to listserv@listserv.utoronto.ca. In the body type SUBSCRIBE QUIG-L and send it. - Remember DO NOT include a signature file in the body of the message - Visit our website at <http://www.phs.utoronto.ca/qualmethod/>

ATTENTION SWAP STUDENT MEMBERS SHOWCASE YOUR RESEARCH IN THE NEWSLETTER

STUDENT RESEARCH: This is a column where students can submit an abstract about any research they have recently conducted (or are conducting) relevant to women and psychology. This is a great way to let members know what research is being conducted by students and has the potential for assisting students with valuable networking opportunities. If you are a SWAP student member (or you supervise a student) and you would like to showcase relevant research, please submit a short abstract (about 200-300 words), the university affiliation, email contact information and the name of the student's supervisor to the Newsletter Editor at sellis@uoguelph.ca.

ATTENTION SWAP MEMBERS ARE YOU HAVING PROBLEMS FINDING AN ANSWER FOR A PROBLEM OR A QUESTION REGARDING YOUR RESEARCH?

RESEARCH THINK TANK: This is a chance for members to obtain assistance from other SWAP members regarding such things as finding elusive references, methodological queries, assistance solving sampling problems, and technological advice. If you are conducting research, or considering a new research project, and you have a problem or question that is stumping you, consider tapping into the wealth of knowledge and research experience of SWAP members. Just email your question or problem to the Newsletter Editor (sellis@uoguelph.ca) and I will send it out to the members via swap-net. Members can send their responses to the Editor and I will forward them to the enquiring member. As well, I will put the questions/problems and the members' replies in the next Newsletter. This column has the potential to provide members with a valuable research resource for current and future research projects.

FUTURE SWAP NEWSLETTER SUBMISSIONS

The next Newsletter will be printed in September 2009. I would like to continue enhancing the Newsletter in upcoming issues. As such, I would welcome submissions for the following columns:

1. **MEMBER'S RECENT PUBLICATIONS:** This column is for members to highlight their recent publications. If you have published an article/book/book chapter in the last year this is your chance to let the SWAP members know about it. Please submit the reference and a 250-500 word abstract of your publication to me. If you would like to submit something longer, please email me and I'll be happy to make special arrangements.

2. **METHODOLOGICAL REVIEW:** If you have read or written an article using a research method that you think is particularly interesting and/or innovative, or has been used in an innovative fashion (e.g., to access a difficult to access population, administered in a unique way, etc.), please consider writing a review of that article. The research itself does not have to be specific to women, psychology or feminism, but if it is that is definitely a bonus! The idea is to highlight research methodologies that may be useful to members when they are developing new research projects. For example (but not limited to), discourse analysis, conversation analysis, client representative case study, structural equation modeling, a multiple regression conducted in a unique way, mixed methods, etc. If you have any questions about what to include in the review, please feel free to contact me.
3. **CONFERENCE REVIEWS:** If you have attended a conference since the last Newsletter and there were presentations that you think would be of interest to our members, please consider writing a brief review (250-500 words) of the conference/presentation(s). This includes any presentations that you may have made at a recent conference. Please include the author(s) of the research, the name of the project, the professional affiliation of the author(s), and the name of the conference where this research was presented.
4. **UPCOMING CONFERENCES:** If you are aware of an upcoming conference that you think the other members would like to know about, please email me the details of the conference.
5. **RECENTLY DEFENDED DISSERTATIONS & THESES:** If you have a student or you are student who has recently defended a dissertation or thesis (in the last year), please have the student send me a short abstract (about 200-300 words), the university affiliation and the name of the student's supervisor.
6. **FELLOWSHIPS OR JOB OPPORTUNITIES:** If you are aware of any fellowships or job opportunities that would be of interest to our members, please send me the details of them.
7. **CALL FOR PAPERS/ABSTRACTS:** If you have received a call for papers/abstracts for conferences and/or publications please send me the details.

Thank you for your assistance in enhancing the SWAP Newsletter! If you have suggestions for any additional columns you think would be interesting to have in the Newsletter, please let me know. I am always open to suggestions!! If you have any questions about submissions to any of the columns listed above please feel free to contact me.

DEADLINE FOR SUBMISSIONS FOR SEPTEMBER'S NEWSLETTER IS AUGUST 31st, 2009

SWAP E-MAIL LIST

Our e-mail list (swap-net@sfu.ca) is designed to send messages out only if they are sent by a member of the list. This is what prevents the many spam messages from reaching you. Any message sent to the list by a non-member comes only to me as manager of the list. It is important to remember that you are not listed by your name on the swap-net list, but by your e-mail address. What this means is that if your e-mail address changes, or if you have more than one e-mail and send a swap-net message from a mail box that is not listed, your message will bounce. I try to scan the bounced messages and if one is from someone I think is on the list, I notify her/him and we correct whatever problem has occurred. However, sometimes I miss a message from a legitimate member. This is a reminder—if you change your e-mail address, please remember to let me know (Kimball@sfu.ca). If you want to be able to send swap-net messages from more than one e-mail address, I'm happy to list both addresses, if you let me know. Meredith Kimball, Manager, Swap-net list

MEMBERS' RECENT PUBLICATIONS

Boisvert, J. A., & Harrell, W. A. (in press). Ethnic and age differences in eating disorder symptomatology among Albertan women. *Canadian Journal of Behavioural Science*.

Ethnic and age differences in body mass index (BMI), body shame and eating disorder symptomatology were investigated in a representative, nonclinical sample ($N = 601$) of women from the Province of Alberta. Women reported ethnicity (White, Hispanic, Aboriginal, Asian), age, height and weight (used to calculate BMI), and items measuring body shame and eating disorder symptomatology. Strong ethnic differences were observed. Aboriginal women reported significantly higher BMI than Hispanic and Asian women. Hispanic women reported higher body shame than White women. Hispanic women also reported more bulimic behaviour than White, Aboriginal and Asian women. White women reported lower body satisfaction than Asian and Aboriginal women. Aboriginal women reported the highest body satisfaction. Bulimic behaviour was lowest in older women (65+ years) compared to other age groups. Body satisfaction was greatest in older women (65+ years). These study findings have important implications for theory, research and practice, as our society continues to place an inordinate value on thinness and beauty as ideals for women and girls.

Boisvert, J. A., & Harrell, W. A. (in press). The effects of English-speaking in the household and immigrant heritage on eating disorder symptomatology among Canadian women and men. *Women's Health and Urban Life*.

English-speaking in the household and immigrant heritage were investigated as predictors of eating disorder symptomatology. Subsamples of immigrants ($n = 72$) and native-born Canadians ($n = 314$) were analyzed. Each subsample had approximately equal numbers of men and women. Respondents in English-speaking households reported a higher tendency to think about dieting than respondents in non-English-speaking households. Immigrant men reported a higher tendency to think about dieting and a higher tendency to feel satisfied with the shape of their body than native-born Canadian men. Immigrant women, however, showed the opposite trend. They reported thinking about dieting to a lesser degree than native-born Canadian women. In contrast to immigrant men, immigrant women appear to be "insulated" from Western cultural body ideals and standards. This study increases our understanding of factors that might affect the health of Canadian women and men, particularly immigrants, raises important implications for health promotion research, practice and policy.

Harrell, W. A., & Boisvert, J. A. (in press). The impact of currency exchange and unemployment rates on non-immigrant visas from Canada to the United States. *Canadian Studies in Population*.

Changes in immigration rates by Canadians moving to the United States (U.S.) from 1989 through 2006 were examined for three U.S. non-immigrant visa categories: NAFTA Professional (TN), Treaty Trader and Treaty Investor (E-1, E-2), and Intra-Company Transferee (L-1). Cross correlation functions (CCF) were calculated relating changes in numbers of visas to changes in Canada-U.S. currency exchange and unemployment rates. Regression analyses tested Han-Ibbott's (2005) model of immigration decision-making and a variation of Herrnstein's (1961) matching law. CCF analysis found that Canada-U.S. currency exchange and unemployment rates were predictive of changes in immigration rates. Regression analyses indicated that a devalued Canadian dollar discouraged migration to the U.S. for Canadian Treaty Trader and Treaty Investors (E-1, E-2). NAFTA Professional (TN) and Intra-Company Transferee (L-1) were more impacted by Canada-U.S. employment rates. These findings have implications for Canada-U.S. inequities in bilateral immigration under NAFTA, with Canada experiencing a greater drain in human capital.

Poulin, C., Gouliquer, L., & Moore, J. (in press). Discharged for Homosexuality from the Canadian military: Health Implications for Lesbians. *Feminism & Psychology*.

The present study examines the short and long-term psychological, physical, and social health implications associated with pre-1992 investigations and eventual discharge of Canadian military servicewomen for reasons of homosexuality¹. Theoretically, it sheds light on the impact of the intersection between sexism and heterosexism. The feminist psycho-social ethnography of the commonplace methodology, as described by Gouliquer and Poulin (2005), was utilised. It draws on in-depth semi-structured interviews with 13 former military personnel who self-identified as lesbian. While in the military, study participants were persecuted and forced to adopt various cognitive and behavioural coping strategies to avoid being found out and discharged by the military's Special Investigative Unit. Women reported that the relentless military surveillance, ongoing risk evaluation, and identity hiding contributed to psychological, physical, and social health effects, including high stress, physical exhaustion, depression, substance abuse, and social isolation. The criminal code's definition of torture and the literature regarding the effects of stalking on victims provide context for the results. The discussion presents policy recommendations aimed at repairing the psychological damage that discharged lesbian service members suffered

FELLOWSHIPS

The Shastri Institute is happy to announce that the competition for India Studies Fellowships for the 2010-2011 academic year is now open. The **application deadline is set for June 30, 2009**. All the forms and guidelines are available on our website: <http://www.sici.org/programmes/for-canadians/india-studies-fellowships-2010-2011/>

UPCOMING CONFERENCES/WORKSHOPS

LINGUISTIC IMPOLITENESS AND RUDENESS II (LIAR II) THE 2009 INTERNATIONAL CONFERENCE OF THE LINGUISTIC POLITENESS RESEARCH GROUP

June 30 – July 2, 2009

Sponsored by: Lancaster University
Lancaster, United Kingdom

This three-day conference focuses on language and communication that might be described as 'impolite', 'rude', 'aggressive', 'face-attacking', etc., building on the success of the first impoliteness conference (LIAR) at the University of Huddersfield. However, we also welcome any papers that are related to politeness theory, application or practice in any form. Researchers and postgraduates working in fields such as linguistics, sociology, psychology, communication studies, business studies, organizational studies, conflict resolution studies, literature and philosophy are particularly welcomed, though the conference is open to all interested parties.

Opening plenary: Geoffrey Leech (University of Lancaster)

Plenary speakers:

Sara Mills (Sheffield Hallam University)

Marina Terkourafi (University of Illinois at Urbana-Champaign)

Karen Tracy (University of Colorado)

Organizers: Jonathan Culpeper (Lancaster University) and
Derek Bousfield (University of Central Lancashire)

Email: impoliteness2009@lancaster.ac.uk

**5TH ANNUAL INTERNATIONAL MIXED METHODS CONFERENCE AND
WORKSHOPS 2009**

July 8 – 11, 2009

Sponsored by: The School of Healthcare
University of Leeds
Harrogate, North Yorkshire, UK

Focus is on researchers utilising mixed and multi methods in creative ways, particularly those working within the social sciences, health and education in the following themes:

Philosophical and methodological issues
Real world applications
Mixing art and science
Quality and Ethics
Mixing Science and Social Science

On-line booking will be available via the website (<http://www.mixedmethods.leeds.ac.uk>)

Keynote speakers include:

Professor Jennifer Mason, University of Manchester, UK
Dr Leslie Curry, Yale University, USA
Dr Alicia O'Cathain, University of Sheffield, UK

Workshops will be facilitated by:

Professor John Creswell and Dr Vicki Plano-Clark
Professor Tony Onwuegbuzie and Dr Kathy Collins
Professor Donna Mertens
Professor Alan Bryman
Professor David Morgan

INTERNATIONAL SYMPOSIUM ON FACE AND POLITENESS

July 20, 2009

Sponsored by: Griffith University
Brisbane, Australia

It is our pleasure to announce an International Symposium on Face and Politeness to be held in Brisbane, Australia on **10 July 2009**. This one-day symposium, endorsed by the Linguistic Politeness Research Group, focuses on the relationship between face and im/politeness, although any papers relating to theorizing or analysing im/politeness and face more generally are welcome. Researchers and postgraduates working in linguistics, pragmatics, conversation analysis, and communication studies, as well as education, business and organizational studies, sociology, psychology and any other fields with an interest in face and/or politeness are cordially invited to Brisbane, Australia. As we mentioned before

we are particularly interested in approaches to face and/or politeness from the perspective of ethnomethodology/conversation analysis.

The plenary speaker is Professor Sukriye Ruhi (Middle East Technical University, Ankara).

The symposium also features an invited panel on Chinese face and impoliteness co-organised by Yuling Pan (U.S. Census Bureau) and Dániel Z. Kádár (Hungarian Academy of Sciences).

See the conference website for further information:
<http://sites.google.com/site/facepolitenesssymposium2009/Home>

**5TH CRITICAL MULTICULTURAL AND DIVERSITY CONFERENCE:
INTEGRATING TRADITIONAL HEALING PRACTICES INTO COUNSELLING
PSYCHOLOGY AND PSYCHOTHERAPY**

August 4-5, 2009

Location: University of Toronto

Ontario Institute for Studies in Education (OISE)

Host: Centre for Diversity in Counselling and Psychotherapy and
Department of Adult Education and Counselling Psychology (OISE)

Sponsored by: The Indigenous Education Network (OISE) and
The Centre for Integrative Anti-Racism Studies (OISE)

Description: This conference will disseminate research that examines the role of traditional healers in health promotion, counselling, and education amongst visible ethnic minority communities in the Western world. The CDCP Multicultural Counselling Conference is an annual event that has helped highlight many critical issues to the multicultural counselling society. This year's conference intends to attract attendees from all over the world, therefore bringing international perspectives into traditional healing practices. The selected keynote speakers, Dr. Joseph Trimble from Western Washington University (U.S.), Dr. Barry Chevannes from the University of West Indies (Jamaica), and Dr. Olayini Bojuwoye from the University of KwaZulu-Natal (South Africa), further reflect the conference's international appeal.

It is noteworthy that the APA's 2009 Annual Convention is also held in Toronto, Canada, from Aug. 6-9; hence interested participants can conveniently arrange their schedules to attend both events.

For details on proposal submission, registration, program schedule, please visit our website at:
<http://cdcp.oise.utoronto.ca/conference2009.htm>

**INTERNATIONAL CONFERENCE ON DIALOGIC LANGUAGE USE 2:
CONSTRUCTING IDENTITY IN INTERPERSONAL COMMUNICATION**

August 19-21, 2009

Sponsored by: Modern Language Society of Helsinki
Helsinki, Finland

Identity is a broad, complex and increasingly topical issue in a variety of fields such as sociolinguistics, pragmatics, discourse analysis, linguistic anthropology and language learning and teaching, where identity is primarily regarded as a social phenomenon. The conference on Dialogic Language Use 2 aims at understanding the complexity of identity by bringing together scholars from diverse theoretical and methodological backgrounds and creating theoretical and methodological interfaces between macro- and microanalytic approaches, quantitative and qualitative methods, spoken and written language, and

the synchronic and diachronic perspectives. The conference focuses on English, German and Romance languages.

See the conference website for more information:

http://www.helsinki.fi/dialog2/index_en.html

**THE 12TH ONTARIO SYMPOSIUM ON PERSONALITY AND SOCIAL PSYCHOLOGY:
THE SCIENCE OF THE COUPLE**

August 21-22, 2009

Sponsored by: University of Western Ontario

The Department of Psychology at the University of Western Ontario is pleased to announce the upcoming 12th Ontario Symposium: The Science of the Couple. The symposium will take place August 21st and 22nd, 2009. The primary objective of this Symposium is to provide a comprehensive, interdisciplinary view of couple functioning. A total of 13 internationally renowned speakers, covering social, personality, neurobiology, health, and clinical perspectives on the couple, will highlight the use of survey, experimental, implicit, and longitudinal methods, as well as specialized techniques employed in neuroscience, psychophysiology, and psychoneuroimmunology in the study of couple level processes. There will also be a poster session.

For additional information about the symposium please go to the symposium website:

<http://www.psychology.uwo.ca/ontsymp2009/index.html>, or feel free to email Lorne Campbell (lcampb23@uwo.ca) or Jennifer La Guardia (jlag@uwaterloo.ca).

List of Invited Speakers:

Lorne Campbell, University of Western Ontario
Jim Coan, University of Virginia
Nancy Collins, University of California, Santa Barbara
Grainne Fitzsimmons, University of Waterloo
Shelly Gable, University of California, Santa Barbara
John Holmes, University of Waterloo
Jennifer La Guardia, University of Waterloo
Timothy Loving, University of Texas at Austin
John Lydon, McGill University
Sandra Murray, SUNY Buffalo
David Sbarra, University of Arizona
Phillip Shaver, University of California, Davis
Jeffrey Simpson, University of Minnesota

CALL FOR PAPERS/ABSTRACTS

CALL FOR ABSTRACTS WOMEN'S MENTAL HEALTH IN ONTARIO: BUILDING NETWORKS AND RESEARCH CAPACITY

October 17, 2009

Sponsored by: Women's Mental Health Program
University of Toronto
Women's College Hospital
Centre for Addiction and Mental Health
Toronto, Ontario

Deadline: June 12, 2009

The Women's Mental Health Program of the University of Toronto invites you to submit an abstract to our first provincial conference on women's mental health. The theme, "Women's Mental Health in Ontario: Building Networks and Research Capacity," is intended to create a forum for women's mental health researchers across Ontario to meet one another, share their research and ideas, and forge collaborative relationships. Submissions from all academic disciplines are welcome, as are topics in any area of women's mental health. We invite researchers at all stages of their careers to participate. We especially encourage students and trainees to submit proposals.

The conference will consist of a full day of paper presentations, symposia, panel discussions, poster sessions and a plenary address by Dr. Kimberly Yonkers, Associate Professor at Yale University. Please join us and present your research. Research projects at all stages of development are welcome. Our aim is to share ideas and foster dialogue.

The conference will be held on Saturday, October 17th, 2009 at the University of Toronto. Go to http://www.womensresearch.ca/news/womens_mental_health_conference.php for more details.

Program Co-Chairs:
Catherine Classen, PhD, CPsych
Taryn Tang, PhD

**CALL FOR PAPER PRESENTATIONS, POSTERS AND WORKSHOP PROPOSALS
PSYCHOGEOGRAPHIES OF POSSIBILITY:
RE-IMAGINING SPACES IN CRITICAL TIMES**

November 6-7, 2009

Sponsored by: University of Guelph
Guelph, Ontario

Deadline: June 30, 2009

“Spatial form can alter the future course of the very histories that have produced it.”
— Doreen Massey, “Politics and Space/Time” (2004)

The 2nd annual Psychogeography Interdisciplinary Graduate Student Conference is looking for graduate students who are interested in exploring the possibilities present in these “critical times”, by re-imagining how societies – and individuals – interact with(in) geographical spaces.

In his “Introduction to a Critique of Urban Geography”, Guy Debord describes the arbitrary wanderings, accidental discoveries, satirical counter-propaganda and cartographic renovations of psychogeography as “obviously only a mediocre beginning in comparison to the complete construction of architecture and urbanism *that will someday be within the power of everyone*” (1955: emphasis added).

This latter prediction has always felt wildly optimistic. But we now live in a time when the urban setting is daily being transformed by international financial meltdown, the collapse of key industrial sectors, and growing global acceptance of the need to collectively address environmental issues. This nexus of crises creates new spaces of possibility in urban redesign, institutional and community renewal, and even social and industrial realignment.

Psychogeographers might seem well-placed to act as guides in these transformative times. The question is, can psychogeography offer more than a detached voyeur’s satirical juxtapositions, or quixotic insubordinations? By putting theoretical tools of re-construction into practice, and by renewing Debord’s call for bold approaches, what revisions might be offered at this critical juncture?

Possible topics include, but are not limited to:

Reducing: the De-consumption Agenda	Micro-climate Change
Re-using: Retro-fitting Past Glories	Rural Context, Urban Setting
Recycling: Re-making Green Spaces	Single Industry Communities in Transition
Salvaging: Geographies of Memory	Utopian Visions for Dystopian Environments
Scavenging: Crisis as Opportunity	Mobilizing the International Creative Class
Cosmopolitan Cities / Ethnic Enclaves	Cityscapes and Literary Space
Dealing with Shit: Waste and Conservation	Psychogeographies to Come
Virtual Spaces: Infrastructures of the Imagination	Race, History and Place
Democratizing the Urban: Re-negotiating City Spaces	Paving over Poverty
High-speed Adaptation: Burden or Opportunity?	Moral Geographies
Locavores and the Urban Foodshed	Gendered Spaces
Landscape: Nostalgia vs. Utility	De-globalization

Presentations will be 15-20 minutes, and workshops approximately 1 hour 15 mins, or 2.5 hrs. Conference materials will be collected online at the Journal of Psychogeography. Please send (250-300 word) proposals and a short bio to psychgeo@uoguelph.ca by June 30th, 2009.

CALL FOR PRESENTATION PROPOSALS
18TH INTERNATIONAL CONFERENCE ON PRAGMATICS & LANGUAGE LEARNING

July 16-19, 2010

Sponsored by: Kobe University
Kobe, Japan

Deadline: January 15, 2010

The Pragmatics & Language Learning (PLL) conference aims to foster an exchange of views on language use from a variety of theoretical and methodological perspectives and will address a broad range of topics in pragmatics sociolinguistics, and discourse analysis, including conversation analysis, critical discourse analysis, narrative analysis, and interactional sociolinguistics.

We are particularly interested in how language is used in:

Second and foreign language learning
Educational settings
Intercultural interaction
Work place interaction
Pragmatics of academic talk and text
Multimedia discourse
Computer-mediated communication
Multilingual talk
And other similar situations

The conference provides an international forum for language educators who are interested in issues of pragmatics and discourse analysis.

For more details, visit the **conference website at <http://www.pragsig.org/pll/>**

Proposals for presentation are welcome on topics such as:

L2 talk and text
Developmental L2 pragmatics
Pragmatics in language education
Pragmatics in language assessment
Pragmatics in computer-mediated communication
Theory and methodology in pragmatics

Proposals may be submitted for Papers (20 minutes for presentation, 10 minutes for discussion) and Posters. Abstracts for all presentation formats should be written in English and will undergo peer review.

Abstract submission deadline - 15 January, 2010

Authors may submit no more than ONE individual and ONE joint proposal. Proposals must be submitted online via the conference website

ONLINE PROPOSAL FORM

<http://www.pragsig.org/pll/submit.html>

Decisions on proposal submissions will be sent out by 31 March 2010.

SWAP MEMBERSHIP

Members who have paid their annual fees appear on the following list. If your name does not appear on this list, your 2008-2009 membership fees have not been paid. If you wish to renew your membership, please complete the attached Membership form, contact Brenda Bettridge or visit our web site at: <http://www.cpa.ca/sections/womenandpsychologyswap/>

Addie, Diane
 Agnew, Heather
 Aitken, Nicole
 Ali, Sobia F
 Alksnis, Christine
 Ames, Elinor
 Antoniou, Maria
 Bain, Heather
 Ball, Laura
 Balshaw, H. Beth
 Barata, Paula
 Barlow, Ashley
 Bateson Brazeau, Paulette
 Beaulieu, Teresa
 Beauregard, Marian
 Bell, Diane
 Bettridge, Brenda
 Bigelow, Ann
 Bird, Jessica
 Blake, Leslie
 Boisvert, Jennifer
 Bourgault-Fagnou, Michelle
 Brown, Shelley
 Brownlie, EB
 Burdett, Freda
 Byers, Elaine
 Cairns, Sharon
 Cameron, Catherine
 Chasin, Courtney
 Cherry, Frances
 Ching, Laurie
 Church, Elizabeth
 Ciccone, Chandra
 Cohen, Annabel
 Cohen, Jacqueline
 Collins, Sandra
 Comeau, Thea
 Coogan, Allyson
 Cooper, Suzanne
 Corbett, Lynn
 Correia, Fatima

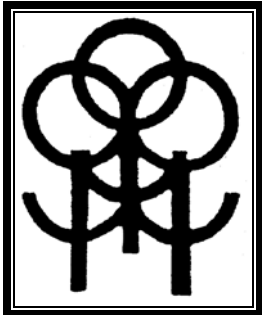
Cox, Robin
 Cross, Lara
 Cuddy, Marion
 Cullen, Claire
 Dance, Kathryn
 Daniluk, Judith
 Darke, Juliet
 DeCourville, Nancy
 Desmarais, Sarah
 Dobson, Deborah
 Dzinas, Katalin
 Egger, Lori
 Eljdupovic, Gordana
 Ellis, Shannon
 Ellsworth, Christine
 Febbraro, Angela
 Fisher, Lianne
 Fraser, Kathleen
 Gadbois, Shannon
 Genovese, Maddalena
 Getty, Heather
 Ghobril, Kristel
 Gibbons, Diana
 Gilmour-Barrett, Karen
 Gobeil, Renee
 Goff, Laurie
 Gotovac, Sandra
 Gottschall, Shannon
 Grant, Margaret
 Gravel, Emilie Eve
 Grove, Debbie
 Gurevich, Maria
 Hackett, Susan
 Hambleton, Laura
 Hamidi, Farideh
 Hampton, Mary
 Harriman, Rebecca
 Haskell, Lori
 Haukeness, Jody
 Heney, Jan
 Herzig, Alyssa
 Hill, Patricia
 Holobow, Naomi
 Holt, Jennifer
 Hopkins, Sydney
 Horwitz, Erika
 Janz, Teresa
 Jewell, Lisa
 Johnson, Marianne
 Josefowitz, Nina
 Josephson, Wendy
 Kahn, Sharon

Kao, Alina
Keating, Ann
Kitchener, Hilary
Kleinplatz, Peggy
Koehn, Corinne
Koert, Emily
Kranz, Karen
Kristiansen, Connie
Lafreniere, Kathryn
Laidlaw, Toni
Lalande, Vivian
Langille, Jennifer
Langille-Rowe, Connie
Larcombe, Susan
Lawrence, Kathy
LeBlanc, Céline
Lejbak, Lisa
Lerner, Sasha
Lionberg, Carrie
Lips, Hilary
Lubek, Ian
Luft, Toupey
Lyons-Belt, Tanya
MacAulay, Sarah
MacBeth, Tannis
MacDougall, Judie
MacKinnon, Christopher
MacLean, Diana
MacNiel, Deborah
MacQuarrie, Colleen
MacQuarrie, Nora
Mafrici, Nina
Malcolm, Wanda
Malone, Judi
Martin, Rachel
Martin, Stephanie
Martinez, Helen
Matlin, Margaret
Matwychuk, Alana
McCarron, Michelle
McCutcheon, Jessica
McMullen, Linda
Medved, Maria
Mendelson, Roslyn
Messer-Engel, Karen
Messmer, Rosemary
Meyers, Susan
Miller, Elicia
Moore, Jennifer
Morrison, Todd
Mureika, Juanita
Nemiroff, Rebecca
Nicol, Jennifer
Nutt, Roberta
O'Connell, Maureen
Oxenbury, Jane
Palmer, Angele
Pearson, Megan

Pettifor, Jean
Pinkus, Joan
Piran, Niva
Pisterman, Susan
Poirier, Elisabeth
Polak, Emily
Poulin, Carmen
Pullin, Wendy
Pushkar, Dolores
Pyke, Sandra
Quigg, Stephanie
Radtke, Lorraine
Rice, Carla
Rinfret, Natalie
Robens, Anneliese
Robinson, Lynne
Rochester, Lynda Simone
Rodger, Susan
Romanoski, Kristin
Rose-Gauthier, Melody
Ross, Erin
Ross, Lynda
Roxborough, Heather
Royal, Sarah
Runtz, Marsha
Rupert-Gillard, Dione
Russell, Virginia
Russell-Mayhew, Shelly
Rutherford, Alexandra
Saunders, Kristin
Schuller, Regina
Senn, Charlene
Sheese, Kate
Sieukaran, Daniella
Sinclair, Carole
Singh, Charanpreet
Sloane, Lynn
Smith, Nancy
Sorenson, Melody
Spallin, Sylvia
Sprague, Ann
St Germaine-Small, Melissa
St. Pierre, Melissa
Stark, Cannie
Steinberg, Rhona
Steinhauer, Annie
Stermac, Lana
Storton, Sharon
Strickling, Bonnelle
Stuckless, Noreen
Tan, Josephine
Taylor, Kelly
Thériault-Whalen, Claudia
Thomas, Charmaine
Toner, Brenda
Toukmanian, Shaké
Trigg, Linda
Van Dieten, Marilyn

Von Assum, Elisabeth
Walters, Diane
Way, Gayle
Wells, Elisabeth
Whitney, Debbie
Williams, Barbara

Williston, Courtney
Willment, Jo-Anne
Wong-Wylie, Gina
Woods, Meghan
Wright, Mary
Yuval, Linda



SWAP ASSOCIATE MEMBERSHIP APPLICATION FORM

Name: _____

Mailing Address: _____

Email address: _____

Annual Dues:

Please check one:	Associate Member	\$21.40
	Sustaining Associate Member	\$32.10
	Student Associate Member	\$5.35

Associate Members of SWAP receive our newsletter three times a year, and enjoy full rights and privileges of membership (except for the right to nominate or hold office). The membership year extends from January 1 to December 31.

According to section bylaws, Associate Membership is open to those persons who are not members of CPA, but who are involved in work or study relevant to the purposes of the Section on Women and Psychology. Please describe briefly how your interests relate to women and psychology:

Signature: _____ **Date:** _____

Please mail this form and cheque (made payable to CPA/SWAP) to Dr. Noreen Stuckless, Department of Psychology, Rm.209, BSB, York University, 4700 Keele St. Toronto ON M3J 1P3 Tel:(416) 736-5115 Ext 66231; Fax: (416) 736-5814; E-mail: stuckles@yorku.ca