

NEWSLETTER

OF THE CPA/SCP



SECTION ON WOMEN & PSYCHOLOGY
SECTION : FEMMES ET PSYCHOLOGIE

SEPTEMBER 1990

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SECTION ON WOMEN AND PSYCHOLOGY

1990-91 Executive

CO-ORDINATOR:

Susan Hyde
Psychology Department
Cape Breton Hospital
P.O. Box 515
Sydney, Nova Scotia, B1P 6H4
(902) 539-3370

PAST CO-ORDINATOR:

Julie Brickman
290 St. Clair St. West
Suite #7
Toronto, Ontario, M4V 1S3
(416) 967-1825

CO-ORDINATOR ELECT:

Mona Abbondanza
Dept. d'Administration d'Economique
Université du Québec à Trois Rivières
C.P. 500
Trois Rivières, Québec, G9A 5H7
(819) 376-5080 Local 3028

SECRETARY/TREASURER:

Mary Ricketts
Central Newfoundland Community College
P.O. Box 413
Grand Falls, Nfld., A2A 2J8

NEWSLETTER EDITOR:

Joanne Gallivan
Psychology Department
University College of Cape Breton
P.O. Box 5300
Sydney, Nova Scotia, B1P 6L2
(902) 539-5300
Fax: (902) 562-0119
E-Mail: GALLIVAN@DALAC

**GRADUATE STUDENT
REPRESENTATIVE:**

Norma P. Kennedy Wadden
Psychology Department
Dalhousie University
Halifax, Nova Scotia, B3H 4J1
(902) 424-3512

SECTION ON WOMEN AND PSYCHOLOGY

1990-91 Provincial Representatives

British Columbia:

Ms. Jessica McFarlane
Department of Psychology
2136 West Mall
University of British Columbia
Vancouver, B.C., V6T 1Y7
(604) 228-5121

Alberta:

Dr. Sharon Crozier
University Counselling Service
University of Calgary
Calgary, Alberta, T2N 1N4
(403) 220-5893

Saskatchewan:

Dr. Linda McMullen
Department of Psychology
University of Saskatchewan
Saskatoon, Saskatchewan, S7N 0W0
(306) 966-6688

Manitoba:

Ms. Linda Temple
Department of Psychology
University of Manitoba
Winnipeg, Manitoba, R3T 2N2
(204) 474-9338

Ontario:

Dr. Eva Szekely
1 Massey Square, # 602
Toronto, Ontario, M4C 5L4
(416) 690-3186

SECTION ON WOMEN AND PSYCHOLOGY

1990-91 Provincial Representatives

Quebec:

Dr. Naomi Holobow
93 Harwood Gate
Beaconsfield, PQ, H9W 3A4

New Brunswick:

Dr. Chris Storm
Department of Psychology
Mount Allison University
Sackville, New Brunswick, EOA 3C0

Nova Scotia:

Dr. Grace Pretty
Psychology Department
St. Mary's University
Halifax, Nova Scotia, B3H 2C3

Prince Edward Island:

Ms. Anne Tierney
9 Yorkshire Drive
Charlottetown, P.E.I., C1A 6N7
(902) 894-8681

Newfoundland:

Dr. Miriam Yu
Department of Educational Psychology
Memorial University of Newfoundland
St. John's, Newfoundland, A1B 3X8
(709) 737-8613

**Yukon and
Northwest Territories:**

Dr. Paula Pasquali
Mental Health Services
#4 Hospital Road
Whitehorse, Yukon, Y1A 3H8
(403) 667-6375

COORDINATOR'S MESSAGE

Susan Hyde

Welcome back from your vacation and to a new SWAP year. The 1990 SWAP Institute was definitely a success. The keynote address by Senator Lorna Marsden entitled "Canadian Children and Public Policy" was stimulating and thought provoking. The workshops and paper session were well attended and the feedback was positive. Thanks to Sue Pisterman for doing such an excellent job in organizing the Institute.

The Saturday morning business meeting was reasonably well attended (do SWAP members prefer the mornings to the afternoon time slot?) but, as usual, there was not enough time to deal with all the items on the agenda. Most unfortunately the minutes were lost by the acting secretary and I am appealing to all those who attended to send any notes they may have taken to me as soon as possible.

Julie Brickman organized a fascinating Saturday morning symposium entitled "The Unique Place of Fiction and Literary Journals in Women's Lives" with Katherine Govier and Marlene Kadar as presenters. Many thanks are due to Julie for her outstanding work as SWAP coordinator which included organizing the symposium on the Montreal Massacre for the CPA convention.

Congratulations go to Marion Cuddy (York University) for winning the SWAP student paper award for her study entitled "Predicting a history of sexual abuse from nightmares", which was co-authored by Kathryn Belicki (York University). Marion was so pleased she volunteered to take on the student paper award and travel bursaries for 1991. Thanks also go to Chris Storm for her competent handling of the award and bursaries for the past several years.

Congratulations also to SWAP members Connie Stark-Adamec and Rhona Steinberg. Dr. Stark-Adamec, one of SWAP's founding mothers, is President-Elect of CPA while Dr. Steinberg was elected as a board member. Dr. Steinberg is also the new chair of the status of Women Committee.

The 1990-91 SWAP year is already getting started with the deadline for suggestions for speakers and symposia for the 1991 CPA convention in Calgary being past. Thanks to all those SWAP members who helped come up with names.

I would like to ask for your suggestions for women you believe should be nominated as Fellows of CPA. It is the responsibility of Section chairs to make the nominations, so I would need a brief description of each nominee as well as a curriculum vitae. While a number of women were made Fellows in 1989, only one of eight Fellows in 1990 (Susan Lederman) is a woman.

SWAP will also be nominating women for vacancies on the CPA board. The call for nominations will be made in the October issue of *Psynopsis*. If you know of any feminists who are known and respected within CPA, and might be willing to run, please let me know right away.

Thanks to the efficiency of Sharon Crozier (University of Calgary) and her colleagues, the 1991 SWAP institute is well into the planning stages. The theme is "Women, girls, and achievement". I am coordinating the 1991 symposium with input from Janet Stoppard (University of New Brunswick) and will be focusing on the barriers to women

in academia, both as graduate students and faculty. In particular, female graduates students in clinical psychology tend to choose professional over academic jobs and the symposium will explore the reasons for this choice.

Finally, 1989-90 was a difficult year for women in universities. The disturbing examples of sexism at campuses across the country, particularly Queens, highlighted the barriers which still exist for woman students. The tragedy of the killings at l'Ecole Polytechnique in Montreal forcefully reminded all of us of the misogyny which exists at all levels of society. It is important that SWAP members, as feminist scholars, researchers and professionals and as individuals continue to work for the equality of women within CPA, the discipline and society at large.

EDITOR'S MESSAGE

Joanne Gallivan

Welcome to the first issue of this year's SWAP Newsletter. The most important message I have is **thank you, thank you, thank you** to everyone who submitted items. As you can see, there's lots of material - I hope readers will find it useful and enjoyable. Such submissions are essential to the success of the newsletter - please keep them coming. You can send items directly to me or through your provincial representative. (See the first few pages of the newsletter for addresses.) The deadline for submissions for the January issue is December 14; items for the May newsletter must be received by April 5. I would appreciate receiving submissions on diskette (IBM; WordPerfect or ASCII format preferred, but other formats are also acceptable; diskettes will be returned).

If you have suggestions for book reviews, please contact Dr. Beth Percival, Dept. of Psychology, UPEI, 550 University Ave., Charlottetown, PEI, C1A 4P3. I am grateful to Beth for agreeing to serve as book review editor for future issues. Already in preparation for January's issue are two reviews (one by a therapist; one by a former client) of Healing Voices by Toni Laidlaw & Cheryl Malm, both long-time SWAP members.

As I sat in front of my PC putting the newsletter together, it occurred to me that I wish it had a title - my particular inspiration (perhaps the result of inhaling the paint fumes emanating from the office across the hall) was NewsSWAP. I'd like to know what members think of having a title, of my suggestion or of other suggestions people might have. I bet we can beat Psynopsis!

Many thanks to Sherry Spracklin, Shirley DiPersio, and Brad Yhard for their help in producing this issue.

REMEMBER - Send submissions for the January newsletter as soon as possible!

SWAP FINANCIAL STATEMENT

JANUARY 1, 1989 TO DECEMBER 31, 1989

Revenues:

Previous balance (Dec. 31/88)	3440.80
Dues	2419.00
Profit from Swap Institute (1989)	917.31
Interest	34.63
Misc.	<u>135.75</u>
TOTAL	6947.49

Expenditures:

Telephone, Stamps, etc.	494.28
Scholarships and bursaries	1250.00
Institute (1989)	822.69
Newsletter	<u>302.59</u>
TOTAL	2869.56

BALANCE (Dec. 31/89) 4077.93

JANUARY 1, 1990 TO MAY 31, 1990

Revenues:

Previous balance (Dec. 31/89)	4077.93
Dues	2079.00
Interest	<u>25.81</u>
TOTAL	6182.74

Expenditures:

Telephone, Stamps, etc.	151.29
Newsletter	<u>132.75</u>
TOTAL	284.04

BALANCE (May 31/90) 5898.70

Mona Abbondanza Ph.D.
Secretary-Treasurer

1990 SWAP INSTITUTE KEYNOTE ADDRESS

CANADIAN CHILDREN AND PUBLIC POLICY

Lorna R. Marsden, Senator and Professor of Sociology

It is a great pleasure to be invited to speak to you especially since, as the introduction has shown, I have none of the expert qualifications of your field. But in a different capacity, I have spent a great deal of time since I became a member of the Senate of Canada in 1984 studying the lives of children and youth in Canada.

Almost the moment I arrived, the Special Senate Committee on Children and Youth was struck under the leadership of Senator Jacques Hébert. That Committee held public hearings listening mostly to young Canadians and those who work directly with them across the country. In the report of that Committee, entitled Youth, A Plan of Action, you will see the testimony which we had from those witnesses.

In 1985 the Senate Standing Committee on Social Affairs, Science and Technology began a study of the government's proposed revisions to child and family benefits. This blue paper which has emerged in various forms of legislation was the subject of two reports in the Senate, Child Benefits, A Proposal for a Guaranteed Family Supplement Scheme and Analysis of Child and Family Benefits in Canada: A Working Document.

More recently, we studied the proposed child care legislation which died during hearings in a Senate committee when the election was called. We published a report entitled, Report of the Sub-committee on Child Care, (July 1988).

Finally, the Senate Standing Committee on Social Affairs, Science and Technology has been studying child poverty in Canada. In December 1989 we published an interim report entitled, Child Poverty and Adult Social Problems, which lays out the nature of the problems. Since December we have heard expert witnesses dealing with the question of remedies to the problem of child poverty. This report will be published late this summer and will contain recommendations for changes both in income support and services to children.

In all this work in the Senate there have been two striking features which I wish to deal with this morning. First, it becomes apparent that, at the federal level, there is no policy on children. Rather, by default, there is a policy to deal only with problems that become crises rather than having a general recognition of the importance and value of children. Of course, there is the Family Allowance and the Child Tax Credit and these support families with children. But those are not statements of the positive value of children. Yet, everyone agrees that children are crucial to the future of the country, ("Canada's most valuable natural resource" it is often said); everyone agrees that child sexual, physical, and mental abuse is scandalous and that it is more widespread than we had previously realized; and the often repeated headline, "One Million Canadian Children in Poverty" has sunk deeply into Canadian consciousness. The issue is what do we do

about it. Although changes in individual behaviour between parents and children, teachers and children and their parents are important, what do we do about it from a public policy point of view? We know, for example, that children in poverty have great disadvantages on average. We know from the study by Dr. Dan Offord and his colleagues on child health in Ontario that teachers are more likely than parents to identify children who are living on social assistance as having behaviour disorders. We conclude that not having enough family income for housing, food and other necessities is a major problem and that it is a matter of public policy to resolve this problem, but how? More money, of course, but delivered how?

The object is to move the issue of children's needs and development to centre stage. We have moved child abuse and child poverty to centre stage but that is not quite the same thing. Surely we do not want to define child policy in terms of poverty and abuse but in more general and knowledgeable terms.

The second most striking fact that emerges from our study of the last six years is the great gap between the knowledge, perceptions and actions of the policy making community (by which I mean politicians, public servants, and related experts such as auditors) and the knowledge, perceptions and actions of the knowledge building community (by which I mean academics, clinicians, publishers and writers). Those who have a great deal of expert knowledge often do not make it available in comprehensible or timely form to those who are drafting or amending programs and policies. Those who are changing the tax benefits seldom go to the scientific experts on children and family. Many intervening interests result in children's behaviour, needs and development being forgotten in public policy development.

Let me illustrate the nature of the problem by reference to Bill C-28 ("the clawback bill") now before the Senate of Canada. Among many other provisions in that tax bill is one which taxes back the family allowance and old age pension for people earning fifty thousand dollars or more. As income increases, the tax back increases until the entire benefit is recovered by the federal treasury. We know that child poverty results from family or parental lack of income. Under this bill, each individual is taxed. If it is a two earner family and each parent earns, say, forty-eight thousand dollars per year then no one is taxed back. But if it is a one earner family, who earns, say, fifty-one thousand dollars per year then there is a tax back. Yet, the child in the family being taxed is less well off than the one with no tax back. As many experts have pointed out, single earner families are amongst the poorest in Canada. This tax is unfair. Now how did the tax get made? Not with expert advice from those knowledgeable about children or about poverty. It is quite clear that we have real problems.

This is where the gap between expert knowledge and public policy development is the widest and why we need to invent solutions to shorten the distances.

How do we shorten the gap between those with expert knowledge about children and those building tax and other policies? This is where your work and actions are crucial. I am sure that many of you are active in community groups that are advocates

of children and youth. Those advocacy groups are extremely important in informing politicians and policy makers and bringing expert knowledge to bear, but they are advocacy groups.

There is another role for experts who have disinterested knowledge which is far more difficult to reach and extremely valuable. One matter I learned during the Senate Youth Committee was that in making recommendations there was no disinterested group we could approach to ask, for example, what the impact of expenditures in one place rather than another would be. The National Council on Welfare does extremely valuable work on this matter, but the National Council of Welfare cannot do it all alone.

That is why I urge you this morning to take your expert knowledge, in this disinterested sense, into a variety of settings.

The first matter in which you are all already engaged is that of education. To educate not only your own students but public groups by making speeches in the community, to educate politicians and policy makers on every opportunity is an activity which can be done as individuals and as groups. It is very important.

In this country there is far too much of the "town and gown" split. That is, academics often say very rude things about policy makers without bothering to try and educate those policy makers. Politicians far too often say that academics live in ivory towers and do not understand the real world. But that kind of divide is quite unnecessary and can be broken down by building individual links and by ensuring that academic findings are put into a form that can be absorbed by politicians. This means short statements, timely interventions and straightforward language.

Equally important is the design of your research. In the universities we are not rewarded at all for engaging in policy research, but if we are to improve the future of young Canadians we must do so. We usually design our research to answer fundamental research questions, but we should at the same time ask questions which will resolve policy matters. What are the policy implications of a finding that girls in families living on social assistance drop out of school at the age of eleven more than boys do. What can we do about it? These kinds of questions are crucial and yet are often omitted from studies answering more theoretical or academic questions. Witnesses in front of parliamentary committees are most useful if the research on which they base their testimony has built into it policy considerations.

A third matter which we can encourage is the movement of people back and forth between political and public service life and research and clinical life. This can occur in a number of ways. In comparison to countries such as the United States, we are far less generous in the exchange of people. When politicians leave cabinets in the U.S. they tend to go to the major universities to lecture. And governments often pick people from universities to play leading roles in policy formation. This seldom occurs in Canada and so the town/gown hostility continues. But it is not only at that level that exchanges can occur. Program evaluation goes on constantly within all government departments.

Outside experts are usually contracted to carry out such program evaluations. It is useful if people in academic life will undertake to do those activities because that is one way of matching research findings and policy formation. Consultancies, testimony in front of committees, and the encouragement of policy makers to join professional associations and speak at their meetings are also crucial matters.

Let me conclude by describing one such effort in which some of us are involved. As a result of the Senate Committee on Youth Issues, I met with a group of like-minded people in Ontario and we have formed the Child, Youth and Family Policy Research Centre. This centre is focused upon several objectives. First, we are developing linkages between policy makers inside government and researchers in the universities and other organizations to exchange disinterested information and knowledge on matters related to children, youth and families. There is no advocacy in our organization, although we work with advocacy groups of a variety of kinds. We are encouraging those carrying out research programs to build in policy questions at an early stage. We hold technical seminars, bringing together experts with policy makers and scholars. We are publishing a book from our initial conference dealing with a wide range of issues. This book is entitled Children, Families and Public Policy in the 1990s. We are carrying out a major statistical analysis of the situation of children and youth in Ontario, region by region, based on the latest data from Statistics Canada and other official sources. This compendium will be available in the Fall and should be useful for municipal government, advocacy groups, scholars and researchers, and clinicians at all levels. For further information about the Child, Youth and Family Policy Research Centre I urge you to contact Dr. Laura Johnson, our Director of Research at (416) 971-5437. I hope that you will consider these possibilities for the further development of our mutual concern for children and youth. Even if you give critical reading to parliamentary reports and express your criticism, you will be having a helpful impact on this work.

There is a new field in here. There is scope for researchers and scholars who have a high degree of integrity, who have sophisticated methodology and who are concerned about the future of children and youth as affected by expert knowledge and public policy.

Children have always been important but, as they become scarce and as public policy becomes more sophisticated, children become more and more a subject of community interest. Your work and support as scholars, clinicians, researchers and knowledgeable citizens is invaluable.

1990 SWAP INSTITUTE ABSTRACTS

WOMEN'S EXPERIENCE OF DIVORCE ACROSS THE LIFE SPAN

Vivian Lalonde
Counselling Psychologist, Calgary

Divorce is a life event which continues to increase in occurrence and is frequently experienced as a painful and traumatic disruption for both the individual and the family. Divorce can also be experienced, however, as a time of personal growth and adjustment by some individuals. Research continues to indicate that post-divorce adjustment tends to be more difficult for women, and relates this phenomenon to societal inequities women continue to experience.

This paper will provide an overview of research and theory which considers how women's life span development relates to post-divorce adjustment. The author will consider how the divorce transition can precipitate women's self development, and also how the divorce experience of women is related to different phases of their life span. Excerpts of women's stories of their divorce experience will be given to illustrate some of the common experiences of women in divorce, at their time of life, in our society.

ADOLESCENT ADJUSTMENT TO DIVORCE

Michelle Blain
University of Ottawa

Divorce is associated with various adjustment problems in children (i.e., academic, prosocial behavior, interpersonal). Several factors appear to determine their post-divorce adjustment: the quality of the relationship with the custodial parent, the amount and quality of the relationship with the non-custodial parent, interparental conflict, parental consistency after divorce and the quality of the child's relationships with adults external to the family, such as teachers. Nonetheless, research on adolescent adjustment subsequent to divorce is notably sparse. Moreover, the applicability of the aforementioned research findings to the adolescent population is limited due to the developmental tasks specific to this particular life stage. Adolescence is a period of individuation and separation from parental figures and the family as the primary unit of socialization. The developmental tasks of this period are such that the adolescent must move toward leaving the family; however, the crisis within the family demands that the adolescent invest more deeply into the system. Of portentous concern then, is what happens to those adolescents whose normal developmental trajectories are altered by

additional stress such as divorce. My presentation will be as follows: 1) a brief review of the empirical research in the area of adolescent post-divorce adjustment; 2) a presentation of some theories of individuation/separation and how it relates to post-divorce adjustment; 3) a report of some clinical case examples; and finally 4) some suggestions for research direction based on the integration of theories of individuation, development and post-divorce adjustment.

THE NATURE OF YOUNG PEOPLE'S CLOSE RELATIONSHIPS AS A FUNCTION OF PARENTAL DIVORCE

Josie Geller and Catherine Lee
University of Ottawa

Parental divorce is considered to be a significant disruption in a child's life (e.g., Long, Slater, Forehand, & Fauber, 1988). In light of the dramatic rise in the divorce rate (Hernandez, 1988) there has been growing concern over the numbers of children exposed to this stressor. Early research focused on short-term reactions to parental divorce and examined patterns of symptoms in children exposed to parental divorce.

Various theories predict that parental divorce may have a longer-term negative effect on a young person's relationships. Erikson (1968), for example, proposed that the insecurity resulting from a significant loss in adolescence or young adulthood can affect the individual's resolution of the developmental tasks of intimacy and identity. This could subsequently impair the ability to enter into mature, intimate relationships. Social learning theories predict that the failure of the offspring to witness intimate relationships may prevent appropriate learning of relationship behaviours. Despite these theories, it is only recently that investigators have turned their attention to the possible detrimental effects of parental divorce on a child's later relationships.

Research examining the nature of relationships in young people with a history of parental divorce has reached only a preliminary stage. Early reports included case material (e.g. Wallerstein, 1989), comparisons of the sexual behaviour of young people from divorced and nondivorced families (e.g. Kinnaird & Gerrard, 1986), and studies of the intentions of young subjects to marry their current romantic partners (Hepworth, Ryder, & Dreyer, 1984). The equivocal findings in this field may be attributed to methodological and conceptual problems such as the absence of control groups, poor operationalization of relationship factors, and the lack of psychometrically sound measures.

The present study was designed to examine the nature of the relationships of young adults from intact, divorced, and remarried family backgrounds. Three hundred undergraduate university students agreed to participate. Participants completed a questionnaire assessing intimacy (PAIR; Schaefer & Olson, 1981), a questionnaire examining locus of control for affiliation (MMCS; Lefcourt, Von Baeyer, Ware, & Cox, 1979), and questions related to family background. Multivariate analyses of variance were conducted comparing young adults from the three groups on the dependent variables.

In this presentation we will discuss findings and make suggestions for future research in this area.

GRANDPARENTS AND SIBLINGS IN CHILDREN'S ADJUSTMENT TO DIVORCE

Michelle Picard and Catherine Lee
University of Ottawa

Recently, there has been growing concern over the number of children exposed to parental divorce (Ahrons & Rodger, 1987). Canadian statistics indicate that in 1986 over 65,000 children experienced the divorce of their parents (Statistics Canada, 1987). Research findings demonstrate that children of divorce have elevated rates of poor school performance, emotional disturbance, physical health problems and juvenile delinquency. Consequently, they are at an increased risk of referral to mental health services.

The alarming increase in the divorce rate has stimulated research in children's reactions to this stressor. Findings suggest that the extent of the child's difficulties and the degree of recovery from divorce are related to diverse variables. These include the age and sex of the child, the degree of ongoing conflict between parents, and the quality of parenting received. Results in this area have identified however, that parental divorce is not inevitably associated with child problems. A proportion of children of divorced families adjust well.

To date, investigators have focused on the relationship between parents and the relationship between parents and child. There is growing recognition of the need to systematically examine how family structure and interaction among all family members contribute to the adjustment of children (MacKinnon, 1989). In particular, the sibling and grandparent subsystems have been recognized as important areas for study. Exploratory studies have confirmed the importance of these relationships (Gladstone, 1988; MacKinnon, 1989; Nichols, 1986).

This paper will review the existing literature on grandparents and siblings as it relates to children's adjustment to divorce. This review will provide a better understanding of the adjustment process and recommend areas for future investigation.

THE PREGNANT CLINICAL PSYCHOLOGIST: ISSUES, IMPRESSIONS AND OBSERVATIONS

Peggy J. Kleinplatz
University of Ottawa

What is the impact of the psychologist's pregnancy on her clinical work and teaching? How does her pregnancy affect the therapy process and interactions with

university students? The scant literature on the therapist's pregnancy has been written from a psychoanalytic perspective. It suggests that the pregnancy precipitates a series of potential crises for the patient and the transference relationship. In addition, previous articles have described the disruptive effect of the therapist's pregnancy on her interactions with colleagues in the hospital setting; however the impact on her pregnancy on work at the university, (e.g., perceptions of her credibility) has not yet been addressed. In this paper, the issues arising from the psychologist's pregnancy are reformulated from an existential-humanistic perspective. The author's experiences in clinical practice and in the university setting are described and examined. Practical considerations such as announcement of the pregnancy, timing of this disclosure, need for maternity leave and disposition of cases (i.e., possible transfer of clients) in the interim are discussed. Observations at the university include the tendency to view the obviously pregnant professor as maternal yet asexual. This common image of pregnant women presents a unique opportunity to the pregnant professor to serve as a role-model and to challenge such perceptions. The pregnancy is thus seen as a time of potential intellectual and emotional growth and integration for the psychologist, her clients and students.

DIVISION OF LABOUR AND MARITAL ADJUSTMENT IN
FEMINIST AND TRADITIONAL COUPLES ACROSS
TRANSITION TO PARENTHOOD.

Angela Haig
Simon Fraser University

The transition to parenthood literature documents a reliable shift toward a more traditional division of labour with the birth of the first child. This shift was investigated in a short-term longitudinal study of the division of labour and marital adjustment during this transition period. Sixty-three traditional and feminist couples participated. During the third trimester of pregnancy each member of the couple completed individually, measures of sex role attitudes, division of labour, and dyadic adjustment. At eight weeks postpartum, each subject worked alone to complete the division of labour and dyadic adjustment scales again, as well as a social desirability scale and a measure of infant crying. In addition, 11 couples were interviewed after their postpartum assessment was completed. As hypothesized, couples spent proportionately more time doing traditional household tasks, and proportionately less time doing non-traditional household tasks, after their baby was born. Furthermore, women did more than twice the number of hours per day of household labour and childcare at eight weeks postpartum. Contrary to expectations, feminist couples did not show a less marked movement toward a traditional postpartum division of labour than couples with more traditional attitudes. Unlike the trend documented in the literature, no decrease in marital adjustment was found after the birth of the first child. Nor did a fussy or frequently crying baby result in lower dyadic adjustment scores postpartum, as hypothesized. Women remain

responsible for household labour and childcare, but it is the fathers' willingness to participate that determines the extent of their burden.

A FATHER IN THE MOTHER'S SHOES: A STUDY IN ROLE-SHARING

Brydon Gombay
Ontario Institute for Studies in Education

In this paper I look at one example of two people who have broken out of gender-role stereotypes: a man who works as a househusband, looking after their baby, while his wife is the breadwinner. I explore those influences in their upbringing which contributed to their joint decision to live as they do, and examine their understanding and experience of how they live, and the ways in which they wish Canadian society would change to support and encourage greater paternal involvement in the nurturing of young children.

I assert the vital importance to our survival of change in our current valuation of mothering, and the necessity for men as well as women to extend their nurturing capacities, given the environmental degradation and the danger of nuclear war which threaten us all.

The need for a radical restructuring in our social and economic policies which would reflect such a revaluing behaviour is clear; the Swedish example points us all in directions we would do well to follow.

This couple exemplifies certain traits which would be worth following in future research: they are unconcerned about what others may think of their way of life; they are uncompetitive, more concerned about family values than career success; they are unmaterialistic, living simply with few wants; they feel they are part of a dying breed in wanting to take full responsibility for their children, while they are young; above all, their level of self-esteem, though they are both merely in their late twenties, is high.

EMPATHY AND CHILD ABUSE

Christine Arlett, Memorial University
Heather A. Dalziel, Waterford Hospital, Newfoundland

Research on aggression by social psychologists suggests that empathy is one factor which may lower the risk of one individual causing harm to another. It is only recently that the clinical significance of this research has been realized in terms of the development of assessment and treatment strategies for aggressive behaviour such as rape

and child abuse. With respect to child abuse, research studies using a variety of measures of empathy have indeed found that abusive and nonabusive parents differ with respect to consider how the concept of empathy can best be integrated into the conceptualization, assessment and treatment of child abuse.

The proposed workshop will first integrate information concerning the concept of empathy from a variety of sources and evaluate its applicability to the field of child abuse. Included in this section will be a discussion of research concerning the development of empathy in childhood in terms of the implications which this has for the intergenerational transmission of child abuse. The inter-relationship of the concept of empathy with other key-factors related to child abuse, such as role reversal, life stressors and self-esteem, will also be examined. The second section of the workshop will focus on applied issues. Assessment strategies for evaluating the ability of parents to empathise with their child will be reviewed and therapeutic strategies for enhancing empathic responding will be discussed.

THE CONSEQUENCES OF INFERTILITY: STRATEGIES FOR WORKING WITH INFERTILE COUPLES

Judith Daniluk
University of British Columbia

When two people enter into a relationship they are considered to be a couple. It is only with the arrival of children that 'the couple' are viewed as 'a family'. Assumption of the parenthood role has long been associated with normal adult development, worthiness and psychological health. Of those who attempt to become biological parents however, approximately one out of every six couples (17%) who attempt to reproduce, experience problems with their fertility, in terms of conceiving and/or carrying a viable pregnancy. In seeking medical care, such couples must undergo expensive and invasive medical procedures. If unsuccessful, a couple who wish to parent may be faced with deciding between such expensive, difficult and controversial options as donor insemination, in vitro fertilization, embryo transfer, surrogate motherhood and/or adoption. The consequences of such an experience may impact on the couple in terms of their relationship satisfaction, sexual satisfaction, self image, sexual identity, self esteem, emotional well-being, financial well being and relationships with significant others. Even if successful in achieving parenthood, a child is rarely the cure for infertility. Based on extensive research and clinical experience, therapeutic strategies and interventions for assisting infertile couples will be presented.

"FAMILY" AND FUNCTION: A CRITIQUE OF LANGUAGE USAGE

Terry Mitchell

Ontario Institute for Studies in Education

The reality of incestuous assault has been denied again and again on all levels of society, such that when a child or adult finds the courage and strength to share her or his secret, s/he is often met with disbelief. When sexual abuse is actually verified, discreet forms of silencing function to protect the identity and to minimize the responsibility of the abuser.

Current language usage locates women in the foreground and men in the background of crimes of sexual violence, thereby obscuring the active violations perpetrated by men against women and children. Women are actively discouraged and penalized for speaking about the abuse they or their children have experienced. As Sally Roesch Wagner (1982) astutely commented "it is not incest which is taboo in our culture, only speaking about it is taboo".

A vocabulary has recently been developed which attempts to encode, or perhaps obscure, the ever increasing incidents of assault and sexual violence reported by women and children. Terms such as 'family violence', and 'domestic violence' are characterised by the degree to which men are rendered less visible while women are under represented. Sexual abuse is not a family crime, it is a crime perpetrated by adult men against those members of the family who are dependent emotionally, physically, or financially.

In this presentation I will discuss how the deconstruction of texts, either standard definitions or current clinical terminology dealing with sexual violence, serves to illuminate the function of such language. Placing sexual violence in a relational context, that is, the "family system", obscures the identity of the offender, mutes the consequences of such violence, and places guilt and shame on the victims of sexual violence, both the children and their mothers. I will identify the traditional term 'family', and the mythologies which cling to the dominant concept of family as used in clinical and popular texts, as it functions to distort women's experiences of heterosexual male violence.

MEN WHO ABUSE THEIR WIVES: THEIR PSYCHOSOCIAL CHARACTERISTICS AND RESPONSE TO GROUP TREATMENT

M. E. Barrera, S. Palmer, R. Brown, and S. Kalaher
McMaster University

Although in the last 15 years the problem of wife abuse has attracted a great deal of interest, there are very few studies which systematically investigate these men and the effects of treatment on their personality characteristics. In this study we describe demographic and psychosocial characteristics of abusive men who came for help after

they became involved with the court system (CI, n=86), and compare them to those men who sought treatment without court mandate (NCI, n=42). We also investigated the effectiveness of professionally led group treatment using random assignment of the court mandated men to a control or an experimental group. Treatment consisted of 6 to 10 men attending 12 week sessions, 90 mins. each, led by a male SW at the FVIP, Family Services. Treatment was based on cognitive behaviour and social learning theories and it had educational and therapeutic focus (e.g. legal and social information, problem solving interpersonal experiences, anger control).

In comparison to NCI, CI men had less years of education, lower employment, less social supports, were more likely to be separated, scored higher on denial and impulse expression, and reported more often drinking during the last assault. At the end of treatment, men in the experimental group manifested significantly less denial, but more interpersonal problems and depression than men in the control group. There were no significant differences in their reported abusive behaviour. These results have legal, pragmatic and theoretical implications.

THE FAMILY ON TELEVISION AND TELEVISION IN THE FAMILY

Micheline Frenette and Elizabeth van Every
Université de Montréal

Television has become extremely prevalent in Canadian society, occupying on the average close to 25 hours of our weekly leisure time. For that reason alone, its potential influence as a socializing force cannot be overlooked. Television is especially related to families in two important ways. On the one hand, a major portion of our viewing time is devoted to comedies and dramatic series that depict families, thereby offering potential role models to viewers. On the other hand, most television viewing takes place in the home, thereby altering the fabric of daily family interactions. Accordingly, mass media researchers have focused on these two complementary dimensions of family and television. In the first part, I will offer an overview of major content analyses of television family portrayals. For a long time, television upheld the nuclear middle-class family as the ideal life situation one should strive for. Except for the "bumbling father" theme, it also tends to picture parents as far more competent and successful than they can be expected to be in real life. Extensive exposure to such imagery may well lead some viewers to question the adequacy of their own family. On the other hand, parents often skilfully take advantage of television content to serve their own educational ends. Another area of inquiry that will be reviewed is the effect of television on family interaction. Some data show that there can be a privatization of experience and resulting isolation between family members as a consequence of television viewing, which then becomes a coping mechanism for tense family situations. However, television can also serve to draw family members together and become the focal point of lively exchanges. In the end, different family communication patterns are likely to dictate the ways in which television will be incorporated into the nexus of family life. Indeed, the study of family

and television is currently undergoing intense theoretical and methodological development and forums such as the CPA can point to shared concerns about family and television which can become the target of future efforts of mass communication researchers.

FEEDING CHILDREN: A MULTIDIMENSIONAL PERSPECTIVE

Lynda Archer
Chedoke-McMaster Hospitals

Feeding children and family mealtimes are an integral part of childrearing and family life. Eating and mealtime (E/M) problems are common in childhood and are often highly stressful to the child and to the entire family system. Feeding children is heavily imbued with psychological and sociological meaning. Recognition of this helps to explain the great deal of stress, frustration and worry which parents often report when there is a problem in this area. Despite changes for women in many other areas of their lives, feeding children continues to be very much a woman's task. In this presentation a multidimensional approach to children's E/M problems is given using case reports. The Children's Eating Behavior Inventory (CEBI), a new instrument under development, is described.

Method. The CEBI, a 40-item parent report instrument, is intended to assess childhood E/M problems. The CEBI is conceptually derived from a transactional/systemic approach. For each item the respondent indicates how often the behavior occurs. Whether the item is perceived to be a problem is also recorded. All questionnaires were completed by mothers.

Children 2 - 12 years of age were recruited by consecutive case procedures. Clinic (CL) subjects came from outpatient pediatric clinics. They included children with identified E/M problems or children with clinical disorders likely to place them at risk for E/M problems. Subjects in the normative group (NOR) came from community family physician offices. Data are reported for 316 cases, NOR (n = 206) and CL (n = 110) cases. There were no differences between the groups for a number of demographic variables.

Results. The mean total eating problem score (CL Mean = 92.5; NOR Mean = 86.6) was significantly higher ($p = .0001$) for the clinic group. Mothers of clinic children reported significantly ($p = .0001$) more items to be a problem (22% versus 13%).

Conclusions. The absence of a standard assessment instrument has meant that E/M problems have been underdiagnosed and undertreated. Results from this study confirm that: a) the CEBI is sensitive to E/M problems and that, b) E/M problems are indeed common and highly stressful for mothers and families.

REPORT ON STUDENT PAPER AWARD AND TRAVEL BURSARIES

Christine Storm

There were four submissions for the student paper award. Two judges rank ordered these four, obtaining identical rank orderings. The winning paper, submitted by Marion Cuddy, was titled "Predicting a history of sexual abuse from nightmares". The paper, co-authored by Kathryn Belicki, was based on dissertation research carried out at York University. Both judges considered the research very interesting and pertinent, rigorously conducted, and methodologically sophisticated.

Seven applications were made for the SWAP travel bursaries. The amount (\$750) was distributed taking into account travel distance and whether the applicant was also attending the SWAP Institute. Seven awards were made, ranging from \$75 to \$150.

Coordinating deadlines for the paper award and the travel bursaries was an improvement over previous arrangements. The form for the travel bursary is useful. It is recommended that people submitting papers for the award should fill out this form since they are considered for the bursary if they are not successful in the award competition.

1990 SWAP STUDENT PAPER AWARD WINNER

PREDICTING A HISTORY OF SEXUAL ABUSE FROM NIGHTMARES

Marion A. Cuddy and Kathryn Belicki
York University

Since the late 1970s the mental health profession has been confronted with increasing numbers of adults revealing histories of childhood sexual abuse as well as children reporting ongoing sexual abuse. The immediate and/or long-term effects of sexual abuse have been studied and frequently have included feelings of depression, low self-esteem, guilt and shame. Behaviours such as running away from home, promiscuity or prostitution, substance abuse and suicide are also commonly reported. Other problems include nightmares, dissociation and somatization (e.g., Briere & Runtz, 1988; Cuddy & Belicki, 1987; Ellenson, 1985; Garfield, 1987; Sedney & Brooks, 1984).

The present study was designed to determine if several symptoms or effects associated with sexual abuse would be useful in predicting a history of childhood sexual abuse in a sample of university women and men. The rationale for the importance of a system to discriminate sexual abuse was derived from the fact that not all clinicians inquire about a history of sexual abuse and some clinicians do not believe patients when they disclose a history of sexual abuse. Furthermore, not all patients reveal a history when asked and other patients will not spontaneously disclose previous abuse (e.g., Ellenson, 1985; Greenspan & Samuel, 1989). The waking symptoms of dissociation and somatization and the sleeping symptoms of nightmares were selected to determine if they would have a diagnostic utility in predicting a history of sexual abuse in a manner that would be non-threatening to both clinicians and patients.

A second, and more general, purpose of the study was to gather prevalence rates of sexual abuse, physical abuse and nightmares from the population studied. In addition to a sexually abused and a non-abused group, a physical abuse group was included to determine if physical abuse produced different effects than sexual abuse, given that both forms of abuse have a psychological component.

Method

The data was collected in two phases. In the first phase of the study, 539 women and 504 men completed the following measures: the Beck Depression Inventory (BDI) (Beck et al., 1961), A Nightmare/Sleep History Questionnaire, the Major Events Inventory, A Biographical Data Questionnaire and an Informed Consent Form. Subjects also indicated whether or not they would be willing to participate in a second phase of the study.

The three groups of subjects who participated in Phase II were equated on age, marital status and depression score, as measured by the BDI. Complete data was available on 60 sexually abused women, 33 physically abused women and 70 non-abused women. Only seven men who reported sexual abuse completed the Phase II questionnaires, a number considered insufficient to warrant analysis.

The measures completed by the subjects in Phase II were as follows: Worst and Typical Nightmare reports, Nightmare Distress Questionnaire, Nightmare Symptom Content Checklist, Pennebaker Inventory of Limbic Languidness, Trauma Impact Inventory, Sexual and Physical Abuse Questionnaires and a group-administered Rorschach Inkblot Test.

Results/Discussion

The data from Phase I indicated that over 23% of the women and 8% of the men reported some form of unwanted sexual activity while a further 13% of both women and men reported physical abuse.

The focus of this paper is on the nightmare results. A major finding, and one that had been hypothesized, was that the sexually abused group of women reported a significantly higher frequency of nightmares as children, adolescents and as adults than the non-abused women. Further, the sexually abused women reported more nightmares in the past year than the non-abused women, averaging 12.95 nightmares per year. The nightmare literature (i.e., Hartmann, 1984) considers 12 or more nightmares per year to be a high frequency of nightmares. Only the sexual abuse group of women placed within this range.

The sexually abused group of women also had significantly higher scores on the BDI than the non-abused women. It was determined through Analysis of Covariance, controlling for depression, that the difference between groups on the nightmare and sleep variables were not due to depression.

A different pattern emerged for the men with the physically abused men reporting the most nightmares, followed by the sexually abused men and finally by the non-abused men. Of interest however was the finding that the men who experienced incest reported more than 13 nightmares per year.

Significant sex differences also emerged with the women experiencing more nightmares than the men. This finding is consistent with the nightmare literature (i.e., Hartmann, 1984) although it has never been established if women experience more nightmares than men or if men underreport the frequency of their nightmares. A closer inspection of the data revealed that the physically abused women and men did not differ significantly on nightmare frequency, nor did the non-abused women and men. Thus, it appears that the sex differences were due to the nightmare frequency of the sexually abused women. These results suggest that sexual abuse needs to be considered when estimating the prevalence of nightmares in the general population. Moreover, there are implications for the clinical study of individuals who experience a high rate of nightmares. Finally, these results suggest that there is a basis for clinicians to inquire about nightmare frequency as a first step to exploring and considering a history of sexual abuse.

Nightmare content was examined in two ways. A nightmare checklist was devised based on clinical experience (e.g., Barry & Johnson, 1958; Cuddy & Belicki, 1987) and on the sexual abuse/nightmare literature (e.g., Ellenson, 1985; Garfield, 1987). As well, retrospective Worst and Typical nightmare reports provided by the subjects were scored, building on Hall and Van de Castle's (1966) dream scoring system. From these measures, significant differences emerged among the three groups on a number of variables. Primary themes for the sexual abuse group of women included violence as well as considerable sexual aggression.

In addition, Discriminant Function Analysis (DFA) was performed on the Worst nightmare reports and showed that each group produced an identifiable pattern of nightmare content. Prediction rates ranged from approximately 80% to 100%. For example, in discriminating the sexually abused from the physically abused women, the DFA correctly classified 100% of the cases.

Summary

In terms of the prevalence rates of sexual abuse, the results of the present study (23% of women and 8% of men) are similar to other studies of this kind (i.e., Sedney & Brooks, 1984). The significant differences found between this non-clinical sample of sexually abused and non-abused women indicate that various parameters of nightmares can discriminate these groups. Not surprisingly, higher rates of sexual and physical abuse are found in clinical populations (e.g., Bryer, Nelson, Miller & Krol, 1987; Craine, Henson, Colliver & MacLean, 1988; Jacobson, 1989; Mills, Rieker & Carmen, 1984). The present results appear to be sufficiently meaningful and robust to offer a non-threatening approach to inquiring into a history of sexual abuse.

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CALL FOR PAPERS

1991 INSTITUTE of the Canadian Psychological Association's SECTION ON WOMEN AND PSYCHOLOGY

You are invited to submit proposals for the Eleventh Institute of the Section on Women and Psychology (SWAP). The Institute will be held on Wednesday, June 12, 1991, the day immediately preceding the Canadian Psychological Association's Annual Meeting, to be held in Calgary, Alberta. The theme is **Women, Girls and Achievement**.

Women are struggling to find their own definition of achievement as it applies to both their public and private lives. This involves recognizing women's unique contributions together with those conforming to traditional, male-defined categories of achievement. Feminist researchers and practitioners are striving to increase our understanding of achievement issues for women and girls in their lived experience, in the theoretical domain, and in the development of clinical practice.

The Institute will focus on feminist approaches to psychological theory and research, therapy, teaching and our professional lives and professional development. Proposals should address the process of understanding and working with Women, Girls, and Achievement. Original research papers, symposia, panels, round-table discussions, or workshops on research, theory development or clinical practice are welcome. We expect the presentations to cover a broad range of topics. These may include, but are not limited to, the following:

- achievement issues in educational and work settings
- balancing achievement with other values
- domains for achievement (e.g. paid/unpaid work, public/private, competitive/affiliative)
- achievement in mathematics and science
- women and blue-collar/pink-collar occupations
- the costs of vicarious achievement (e.g. achievement motivation, fear of success, coping)
- redefining achievement to include female experience
- racial, ethnic, class, and cultural influences on women's achievement
- barriers to women's achievement
- women and management
- issues of achievement in relationships
- achievement and women's self-esteem
- women and technology
- women and creativity
- imposter syndrome
- achieving in a patriarchal society

Note: Proposals on topics other than the conference theme but pertinent to the Psychology of Women will be considered.

FORMAT

Please submit, for proposals of all types, the following:

1. A cover sheet listing the title of the proposal, the author's name(s), professional affiliations, addresses and phone numbers. For a symposium, names of moderators and/or discussants should be included with those of the presenters.
2. Three (3) copies of a 200-300 word abstract/summary with title. For a symposium, the submission should include a separate abstract for each of the presentations within the symposium.
3. The amount of time you will require for your presentation should be indicated. Single papers should not exceed 30-45 minutes. Symposia, panel discussions or workshops should be limited to 1½ hours.
4. Audio-visual requirements, if any.
5. Two (2) stamped, self-addressed envelopes with each submission.

BLIND REVIEW

All submission will be subject to blind review. To ensure unbiased selection of proposals, please restrict any identifying information to the cover sheet.

WHO MAY SUBMIT PROPOSALS

Anyone may submit a proposal regardless of sex or membership (or lack thereof) in SWAP or CPA. Submissions by people in disciplines other than Psychology are welcome.

DEADLINE

Proposals must be received by **DECEMBER 15, 1990**. Notification of decisions will be made as soon as possible.

FORWARD YOUR PROPOSAL TO/OR MAKE ENQUIRIES OF:

Dr. Sharon Crozier
University Counselling Services
MacEwan Student Center, Room 375
University of Calgary
2500 University Drive
Calgary, Alberta T2N 1N4
Telephone: 403-220-5893
FAX: 403-282-7298

NEWS FROM ALBERTA

The **Sixth Annual Women Helping Women Conference** sponsored by the Women in Psychology Special Interest Group of the Alberta Psychological Association, is planned for November 3rd and 4th, in Calgary.

The theme for the Conference this year is **Feminism and the Family**. Two exciting keynote speakers **Virginia Goldner** and **Barbara Prestmen**, will present both workshops and keynote addresses. The goal of the conference is to facilitate a better understanding of families, increase the participant's awareness of feminist informed therapeutic interventions, and provide a forum for women caregivers to share their experiences and knowledge.

For a Conference Brochure and Registration Information please contact:

Women Helping Women Conference
c/o Sylvia Polay-Griffith
1024 Huntercove Place, N.W.
Calgary, Alberta
T2K 4S4
Telephone: 403-274-3989

You will have noted from the Call for Papers for the Eleventh Annual SWAP Institute that the Institute will be held in Calgary, next June. The Calgary group is very pleased to be sponsoring this exciting conference and hope to play host to many SWAP members from across Canada. We have received a generous donation from the Calgary Women in Psychology Group which will hopefully help us to sponsor some extras at this year's conference, such as a major keynote speaker and evening reception. We are also actively pursuing some exciting and thought provoking entertainment for the luncheon. Plan to attend the Institute and CPA conference in Calgary! The Conference Committee will provide you with information on affordable accommodation in a future issue of the SWAP Newsletter. Please let us know of any ideas for the Institute or any ways in which we can make your visit to Calgary more enjoyable. We look forward to seeing you in June.

Sharon D. Crozier, Ph.D.
Alberta Provincial Representative

THE RUTH WYNN WOODWARD POST-DOCTORAL FELLOWSHIP IN WOMEN'S STUDIES

The Women's Studies Program of Simon Fraser University and the Ruth Wynn Woodward Chair in Women's Studies will be offering one year post-doctoral fellowships equal in value to the SSHRCC Post-doctoral fellowships (1990 value, \$24,640) plus a research allowance of \$5,000. There are four non-renewable fellowships. The first two begin their twelve month tenure in September 1991; the second two begin September 1992. Successful candidates will be expected to teach one one-semester course in the Women's Studies Program during the tenure of the fellowship but they are otherwise to engage in full-time post-doctoral research. Normally recipients will be expected to be on campus for two semesters and to be available to students in their non-teaching semester(s).

Applicants must be Canadian citizens or landed immigrants. They must have earned a doctoral degree or equivalent from a recognized university within three years prior to the competition deadline or will have completed all requirements for the conferral of the degree before the fellowship period. University professors holding tenure-line appointments are not eligible and candidates presently employed at a university must submit confirmation of their non tenure-line status.

The doctoral degree or equivalent may be in any area of the arts, humanities, social sciences, or applied sciences. Applicants for the fellowships are expected to submit a detailed proposal for work that is feminist in its methodology and subject matter. It is intended that the program of successful candidates will result in scholarly publication, or public presentation where appropriate, e.g., in the arts. A research allowance of up to \$5,000 will be available to cover documented costs of research (i.e., travel, equipment, materials, etc.).

In their applications candidates should include a one-to-two page description of a three-credit (three-hour) undergraduate course they are prepared to teach in the general area of Women's Studies. Before doing this they are advised to consult with the Coordinator of Women's Studies at Simon Fraser University.

Applications should include:

- (1) Preferred start of award,
- (2) Evidence of completion of Ph.d. or equivalent, and, if appropriate, confirmation of non-tenure-line status,
- (3) Detailed proposal for work,
- (4) Description of proposed undergraduate course,
- (5) Two letters from specialists in proposed area of research,
- (6) One personal reference which should address the candidate's suitability for work in Women's Studies.

Applications and all accompanying documents should be in the hands of the Coordinator of Women's Studies, Simon Fraser University, Burnaby, B.C., Canada V5A 1S6 by January 15, 1991, for fellowships to be tenured beginning September 1991 and by January 15, 1992 for fellowships to be tenured beginning September 1992.

NOTES AND NEWS

Announcing a new journal, **Feminism & Psychology: An International Journal**. This important new journal will provide an international forum for debate and innovation at the interface of feminism and psychology. **Feminism & Psychology** will be published three times a year, commencing Spring 1991. The publisher is Sage Publications, 28 Banner Street, London EC1Y 8QE. Contributions are invited now for early issues of **Feminism & Psychology**. Please submit to:

Sue Wilkinson, Editor
Feminism & Psychology
Department of Social Science and Policy Studies
Coventry Polytechnic
Priory Street
Coventry CV1 5FB U.K.

The **Spring Foundation For Research on Women in Contemporary Society** promotes research on the resiliency of women, specifically, women's strengths in the face of adversities. The study of women's resiliency represents a deliberate shift in focus from research in which coping has been studied in men whereas vulnerability has been studied in women. The Foundation is interested in a wide variety of disciplinary and interdisciplinary approaches, although by its charter it gives priority to psychosocial research. The overall purpose is the generation of information which will impact positively the lives of women and those with whom they are connected. For further information contact the Foundation at 316 El Verano Avenue, Palo Alto, CA 94306 (415) 323-1778.

The **Canadian Research Institute for the Advancement of Women**, 141 Slater St., Suite 408, Ottawa, Ont. K1P 5H3, provides research grants to a maximum of \$2,500 to researchers initiating projects that promote advancement of Canadian women.

Wanted - live! Recordings of feminist humor. I am trying to obtain recordings of live performances of feminist humor for a research project. If you know of any available materials, or, even better, from where they can be obtained, please send the information to Joanne Gallivan. See the first page of the newsletter for my address.

EMPLOYMENT OPPORTUNITIES

Announcements for all the following positions included statements of affirmative action/employment equity policy. For space purposes, only basic information is provided here. Interested individuals are advised to obtain complete descriptions before submitting applications.

Psychology Department

University of New Brunswick

Two tenure-track positions for candidates in the following areas:

1. Applied social/industrial
2. Psychology of Women
3. Clinical
4. Cognitive psychology with a developmental or applied focus

One of the positions will require an expertise and interest in quantitative methodologies. For further information, contact:

C.A. Cameron, Chair
Psychology Department
University of New Brunswick
Fredericton, N.B. E3B 6E4

Faculty of Education

University of Windsor

A position in **EDUCATIONAL PSYCHOLOGY** (sub-discipline of Cognitive Psychology and/or Learning Disabilities) - Pre Service and Graduate programs.

Applicants should have a Doctoral Degree or be qualified and willing to enrol in a Doctoral program upon an offer of employment. In addition, applicants should possess a teaching certificate and have several years of teaching experience. For further information contact:

Dean Michael Awender
Faculty of Education
University of Windsor
Windsor, Ontario, N9E 1A5

EMPLOYMENT OPPORTUNITIES

Department of Psychology

University of Windsor

A tenure track appointment at the Assistant Professor level in the area of **APPLIED SOCIAL PSYCHOLOGY** beginning July 1, 1991. Areas of research interest may include but are not limited to: community, industrial/organizational, program evaluation, minority and women's issues. A tenure track position in **CHILD CLINICAL PSYCHOLOGY**. A specialization in pediatric psychology is preferred, but other specialties will be considered. For further information, contact:

Dr. Robert Orr, Head
Department of Psychology
University of Windsor
Windsor, Ontario, N9B 3P4

Department of Psychology

Carleton University

A tenure-track appointment in **DEVELOPMENTAL PSYCHOLOGY** at any rank according to the qualifications of the candidate and one or more term appointments at the rank of Lecturer or Assistant Professor. The term appointments will be tenable for a 10-month period from September 1, 1991. Preference will be given to candidates with teaching interests in the areas of **COMMUNITY, SOCIAL, OR DEVELOPMENTAL PSYCHOLOGY**. The closing date for applications is November 30, 1990. For further information contact:

Dr. Bill Jones, Chair
Department of Psychology
Carleton University
Ottawa, Ontario, K1S 5B6

EMPLOYMENT OPPORTUNITIES

Department of Curriculum: Second Language Education

Ontario Institute for Studies in Education

A tenure track position in second language education in one of the two following areas of specialization:

- A) Second language acquisition and developmental psycholinguistics
- B) English as a Second Language learning and teaching

The position is available July 1, 1991, or as may be arranged. Deadline for applications is November 1, 1990. For further information, contact:

Professor Merlin Wahlstrom, Chairperson
Department of Curriculum
The Ontario Institute for Studies in Education
252 Bloor Street West
Toronto, Ontario
M5W 1V6
(416) 932-6641, or via NetNorth/BitNet to M_Wahlstrom@UTOROISE
