CONTENTS
1996-97 EXECUTIVE .............. 1
PROVINCIAL REPRESENTATIVES .... 2
FROM THE COORDINATOR ....... 2
FROM THE EDITOR ............. 3
CONFERENCE INFO ............. 3
FROM THE SWAP AGM ......... 4
SWAP FINANCIAL REPORT ....... 5
1996 STUDENT AWARDS ......... 5
ABOUT THE GUIDELINES ...... 7
ANNOUNCEMENTS ............. 7

Take note of the ETHICAL GUIDELINES FOR NON-DISCRIMINATORY PRACTICE and the GUIDELINES FOR NON-DISCRIMINATORY PRACTICE: GENDER ISSUES. Insert in this Newsletter!


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SWAP INSTITUTE COORDINATOR:
Vacant

NOTICE
There are vacancies on the SWAP EXECUTIVE and volunteers are needed. Volunteers also are requested to represent SWAP on a newly-formed CPA COMMITTEE TO REVIEW PROPOSALS FOR WORKSHOPS given by CPA members to non-psychologists. These workshops are part of the CPA effort to generate non-dues income.

NEEDED E-mail addresses for SWAP members. We want to add them to our mailing list to facilitate communication among us. E-mail your address to the Editor. Thanks!
1996-97 PROVINCIAL REPRESENTATIVES

ALBERTA:
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NOTICE: PROVINCIAL REPRESENTATIVES ARE NEEDED FOR MANITOBA & NOVA SCOTIA.

NOTICE: CPA WEBSITE ADDRESSES
French: http://www.cpa.ca/scp.html
English: http://www.cpa.ca/home.html

FROM THE COORDINATOR

The fall season signals the beginning of a new year for many, especially those who work in academic settings. This is a time to renew friendships and anticipate new opportunities, both of which I look forward to as I take on the role of Coordinator of SWAP.

The INTERNATIONAL CONGRESS OF PSYCHOLOGY in Montreal offered a series of interesting presentations and symposia with an international flavour. SWAP sponsored an integrated paper session on "Women's Sexual and Reproductive Health: A Feminist Analysis" involving local and international presenters who gave excellent, thought-provoking papers. Nominations are now being accepted for Keynote Addresses, State of the Art lectures, as well as Convener for Invited Symposia for the next INTERNATIONAL CONGRESS OF PSYCHOLOGY in STOCKHOLM.


The CPA Board has decided to sponsor workshops directed at non-psychologists as a means to generate income. These workshops will not compete with the CPA convention workshops. The CPA Board is establishing a committee to review workshop proposals and is inviting volunteers to sit on this committee. Please let me know if you are interested in participating on this committee and I will forward your name.

I am pleased to announce that the CPA Board has approved the ETHICAL GUIDELINES FOR PSYCHOLOGISTS ADDRESSING RECOVERED MEMORIES OF ABUSE. This is a significant accomplishment and I would like to thank Jean Pettifor and Sharon Crozier for their hard work on this project. The CPA Board has also recommended that THE ETHICAL GUIDELINES FOR NON-DISCRIMINATORY PRACTICE go to the Ethics Committee for review and be distributed to the membership for comment. I would like to thank Carolyn Larson, Jean Pettifor, Susan Harris and Sharon Crozier for the development of these guidelines which is an initial step towards introducing a second document they have developed: THE GUIDELINES FOR NON-DISCRIMINATORY PRACTICE: GENDER ISSUES. [Ed: For your comment, these guidelines are included as inserts in this edition of the Newsletter.]

With the dissolution last year of the CPA STATUS OF WOMEN COMMITTEE due to the restructuring of CPA, SWAP will now need to find alternate ways to fulfill the mandate of the promotion of women in Psychology. Although the committee has disbanded, the mandate and function of the committee are still important and new processes will need to be established to continue this work. After much discussion, the CPA Board has decided to designate one board member, Juanita Mureika, to liaise with SWAP regarding Status of Women issues. The SWAP Executive is recommending the establishment of a SWAP STATUS OF WOMEN COMMITTEE to continue with this mandate and communicate any concerns or proposals to the CPA Board. If you are interested in participating on this committee or would like to nominate someone, please let me know. Although the previous Status of
FROM THE EDITOR

It was an exciting summer for those of us who participated in both the APA and ICP meetings. At APA, celebrations honoured the anniversaries of the many APA divisions. Division 35, Psychology of Women, held a social hour where members celebrated divisional history with satirical songs that recounted their struggles with the APA power structure. The following is one of the songs that we sang:

DIAGNOSIS (Tune: Frere Jacques round)
Female clients, female clients
Don't behave normally—
Therapists can see the
Premise we believe in:
Healthy folk act like men!
Di-ag-no-sis, diagnosis
Is the key to mo-ney:
Need it for insurance,
Need it for research grants...
D-S-M, D-S-M.

Menstruation, monthly cycles—
Our hormones never rest!
Guys don't understand it;
That is why they brand it
P-M-S, P-M-S!!
Division 35 is also offering t-shirts for sale starting in October. 1996. The front has the Division 35 logo and says "What are women doing?". The back states that "Women are transforming Psychology through, More women in leadership
Research about women as people
Teaching the contributions of women
Sanctions against sexual harassment and sexual
abuse of patients".

In Montreal, I attended 21/2 days of CPA Board meetings. The Board is going through a reorganization which will reduce the number of Board members; each Board member becomes responsible for a particular function. Currently, I co-Chair the Publications committee with Juanita Murielka.

As part of the reorganization, the STATUS OF WOMEN COMMITTEE was disbanded. A motion was put to the Board to continue the committee as a special advisory committee to the CPA President; however, this motion was defeated. The arguments in favour of keeping the committee concerned the fact that issues related to the status of women in professions cut across a number of functions in organizations, so a special committee is needed. Also, other organizations have similar committees and CPA needs to have a liaison with them. The arguments in favour of disbanding the committee primarily were related to the Board reorganization and to the fact that the Status of Women Committee had not been particularly active in the last 2 years.

In my opinion, a Status of Women Committee or Task Force within SWAP may be a better idea than a special advisory committee to the CPA President. I admit that my opinions in this regard are influenced by my experiences at the University of Victoria, where we have several advisory committees to the Vice-President Academic and the President that deal with women's issues and, in general, with equity issues. This system can work well if the individual heels the recommendations made by the committees; however, there is no obligation to do so and often in critical circumstances or on controversial issues the advice is ignored.

A Status of Women Committee working in the SWAP context needs to, first, organize with a Chair and, second, to formulate a series of goals and action plans related to the status of women in the profession of Canadian psychology. These can then be communicated to the Board, as a whole, through the SWAP liaison person on the Board (currently Juanita Murielka). In this context, budgetary requests can be made for the implementation of projects related to women's issues in the profession.

Once again, I will be assisted this year by Maria Barns, who is an Interdisciplinary Ph.D Candidate in the Psychology Department and Faculty of Law at the University of Victoria. We will continue to work together on this year's issues. I want to gratefully acknowledge Maria's many contributions to making the Newsletter a success, and thanks to all of you who expressed your appreciation of our efforts when I saw you in Montreal.

Clare Porac, Editor

CONGRATS

To ELIZABETH PERCIVAL, SWAP member and former SWAP Coordinator from the University of Prince Edward Island, who will be honoured at the CAUT Status of Women Committee conference as the 1996 recipient of the CAUT SARA SHORTEM AWARD. The Sarah Shoretene Award is given annually by the CAUT to honour an individual who has made a major contribution to improving the status of women in Canadian universities.

CONFERENCE INFORMATION

CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS STATUS OF WOMEN COMMITTEE CONFERENCE: DOING EQUITY, STRATEGIES FOR IMPLEMENTATION

October 24-26, 1996
Prince George Hotel
Halifax, NS

CONFERENCE INFORMATION:
Nancy Gordon (CAUT)
Phone: (613) 820-2270
Fax: (613) 820-7244
E-mail: ngordon@caut.ca
Guidelines for Non-Discriminatory Practice

Part I. General Principles

I. Respect for the Dignity of Persons

The principle of Respect for the Dignity of Persons requires professionals in practice, teaching and research to actively demonstrate a belief that each person should be treated primarily as a person or an end in him/herself, not as an object or a means to an end. Professionals appreciate that the innate worth of human beings is not enhanced or reduced by their culture, nationality, ethnicity, colour, race, religion, gender, marital status, sexual orientation, physical or mental abilities, age, socioeconomic status, and/or any other preference or personal characteristic, condition, or status. Professionals recognize that as individual, family, group, or community vulnerabilities increase and/or the power of persons to control their environment or their lives decreases, professionals have increased responsibilities to promote and protect the rights of those less able to protect themselves. These responsibilities have special significance in a society which is becoming more diverse culturally and economically and which has not achieved gender equality. In addition to specific non-discriminatory practices, special care must be taken in providing for free and informed consent, respecting privacy, and clarifying the protection and limitations on confidentiality. Professionals do not impose the dominant culture world view on those who are different. Professionals do not practice, condone, facilitate, or collaborate with any form of discrimination. Professionals continually monitor how they demonstrate respect when working with diverse populations.

II. Responsible Caring

The principle of Responsible Caring requires professionals actively to demonstrate a concern for the welfare of all individuals, groups, and communities with whom they interact professionally. There is an additional responsibility to take care that persons in vulnerable positions have equal access to the benefits of psychological knowledge and services. Professionals recognize the impact of society in creating and maintaining the problems and issues faced by persons who are perceived as different from the norm of mainstream society (generally described as white, middle class, heterosexual, male). Professionals are committed to the belief that all human beings are of equal worth. They are interested in empowering vulnerable persons so that they have equal opportunities in mainstream society, recognizing that in addition to personal coping skills this requires political and social changes. Professionals are particularly cognizant of power differentials in society that discriminate against diverse populations. Responsible caring addresses the immediate short-term and long-term welfare of others. Professionals recognize that in order adequately to care for the welfare of others, and especially for the welfare of those who are vulnerable, dependent, or suffer oppression and discrimination in society, they need to be competent in their professional activities. Competence requires specific knowledge, skills and attitudes used for the
benefit of others. Competence also requires self-monitoring of one's own knowledge base, personal values, experiences, biases, attitudes and socialization which influence how one practices. Professionals also engage in self-care to maintain competence. Providing incompetent services places others at risk of harm.

III. Integrity in Relationships

The principle of Integrity in Relationships requires that professionals demonstrate honesty, openness, objectivity, and accuracy in all their professional activities and they avoid dishonesty, deception, bias, and inaccuracy. The individual characteristics, values and beliefs of professionals influence the questions they ask and the assumptions, observations, and interpretations they make. Professionals are responsible for managing situations where conflicts arise between their own personal, political, or business interests and the interests of others. Integrity in relationships can easily be compromised when working with diverse populations, especially with groups which may be generally devalued in society. Respect and caring for others should counteract the temptations to compromise one's professional integrity for personal gain or simply through insensitivity.

IV. Responsibility to Society

The principle of Responsibility to Society requires that professionals demonstrate a concern for the welfare of all human beings in society. They may choose for themselves the most appropriate and beneficial use of their time and talents to help meet this collective responsibility. There are multiple avenues for social action. A discipline that maintains high standards for its members is serving the interests of society. Knowledge may be used to influence social policy. Public education, advocacy, or lobbying are appropriate. If social policy and societal attitudes seriously ignore or violate the ethical principles of respect, caring and honesty to the harm of special populations, then professionals have a responsibility to be critical and to advocate for change to occur as quickly as possible. There is social injustice when segments of society are devalued or oppressed. In a society that is increasingly diverse there is increasingly potential for injustice. To the extent that individuals and groups without power suffer oppression in our imperfect society, professionals have an ethical responsibility to use their knowledge and power to contribute to social change.

Guidelines for Ethical Practice with Diverse Populations

Ethical practice with diverse populations requires special attention.

1. Recognize the inherent worth of all human beings regardless of how different they may be from yourself.
2. Be aware of your own cultural, moral, and social beliefs, and be sensitive to how they may enhance your interactions with others or may interfere with promoting the welfare of others.
3. Recognize the power differential between yourself and others in order to diminish the difference, and to use the power for the advantage of others rather than unwittingly to abuse it.
4. Study group or cultural norms in order to recognize individual differences within the larger context.
5. Be aware that theories or precepts developed to describe people from the dominant culture may
6. Recognize the reality, variety, and implications of all forms of oppression in society, and facilitate clients' examination of options in dealing with such experiences.

7. Recognize that those who are subjected to physical or sexual assault are victims of crime and that those who assault are guilty of crimes.

8. Be knowledgeable about community resources available for diverse populations.

9. Respect, listen and learn from clients who are different from yourself in order to understand what is in their best interests.

10. Use inclusive and respectful language.

11. Share all relevant decision making with clients including goals of the professional interaction and the nature of proposed interventions in order to serve their best interests.

12. Ensure that consent is truly informed, keeping in mind diversity issues and cultural differences.

13. Be especially careful to be open, honest, and straightforward, remembering that persons who are oppressed may be distrustful or overly trustful of those in authority.

14. Assess accurately the source of difficulties, apportioning causality appropriately between individual, situational, and cultural factors.

15. Respect privacy and confidentiality according to the wishes of clients, and explain fully any limitations on confidentiality which may exist.

16. Evaluate the cultural meaning of dual/multiple and overlapping relationships in order to show respect and to avoid exploitation.

17. Constantly re-evaluate your competence, attitudes, and effectiveness in working with diverse populations.

18. Consult with others who may be more familiar with diversity in order to provide competent services.

19. Acknowledge your own vulnerabilities and care for yourself outside the professional relationships.

20. Make competent services available to disadvantaged populations by offering services at a lower cost in proportion to the client’s income for a proportion of your caseload.

21. Choose ways in which you can contribute to the making of a society which is respectful and caring of all its citizens.

References:


Ottawa: Author


Guidelines for Non-Discriminatory Practice: Gender issues

These guidelines are part of a series. See Guidelines for Non-Discriminatory Practice and the Preamble to Guidelines for Non-Discriminatory Practice. For the purpose of this document, gender is considered to be all encompassing in its physiological, cultural, sociological, political, interpersonal, and spiritual dimensions.

1. Recognize and value the equal worth of individuals of all genders.
2. Be aware of the reality of gender bias, sexism, and anti-woman and anti-girl attitudes, laws, and practices. Recognize the invisibility of privilege of the dominant group. Develop awareness of the interaction between gender bias and oppressions based on other diversities.
3. Facilitate clients' recognition of forms of gender discrimination that affect their lives. Facilitate addressing effects of gender discrimination that limits them and limits or abuses others.
4. Provide actively gender-fair or anti-sexist services, education, and research. Professionals do not practice, condone, or facilitate any form of discrimination based on gender diversity.
5. Recognize discriminatory attitudes and practices of the dominant group by engaging in anti-sexist training. Self-monitor through consultation, supervision, continuing education, and/or personal therapy regarding values, attitudes, and practices related to gender diversity. Develop awareness of the impact of sex-role socialization and other diversities on your development, attitudes, and values.
6. Recognize that power differentials are inherent in our culture, such that women and girls typically have less power than men and boys. Be aware of the interactions between power differentials based on gender diversity and the power imbalances inherent in service provision. Take responsibility for managing power differentials in the best interests of the client.
7. Be aware of and sensitive to circumstances when the client would benefit from working with a professional of the same or different gender.
8. Recognize the complexity in dual/multiple, or overlapping relationships, paying particular attention to gender diversity. Monitor such relationships in order to respect and benefit the client and avoid exploitation.
9. Continually update your knowledge regarding gender, including: gender differences; sex-role socialization and stereotyping; sexism; and systemic discrimination based on gender.
10. Be knowledgeable about and facilitate access to resources specifically responding to gender issues.
11. Use theoretical concepts that are gender-fair. Be aware that theories based on research with one gender, typically males, may apply differently or not at all to the other gender.
12. Recognize that phenomena may be based in systemic/societal definitions of gender roles rather than attributed to the individual.
14. Be aware that physical and sexual assault are often gender-based crimes. It is important to assess history of abuse and assault because of the prevalence of systemic violence against women and girls.
15. Share decision-making with clients, negotiating goals independent of limitations based on sex-roles.
16. Respect clients' rights to define sexuality and sexual preferences.
17. Engage in proactive social action toward equalizing power among people independent of gender.
18. Increase accessibility of services, recognizing that typically women have fewer resources.
Memberships were passed last year. A task force on Recovered Memories of Child Sexual Abuse was struck last year. Jean Pettifor and Sharon Crozier participated on this task force and developed ETHICAL GUIDELINES FOR PSYCHOLOGISTS ADDRESSING RECOVERED MEMORIES OF ABUSE. This document was before the CPA Board for approval.

4. COORDINATOR'S REPORT: Sharon Crozier, 1996 SWAP Coordinator. Sharon indicated that SWAP had been involved in a variety of ongoing activities over the past year, such as developing GUIDELINES FOR NON-DISCRIMINATORY PRACTICE with a subsection on GUIDELINES FOR NON-DISCRIMINATORY PRACTICE: GENDER ISSUES, participating in the Status of Women Committee production of 3 newsletters; presenting Student Awards; facilitating the presentation of the SWAP Symposium at CPA. Sharon announced that, after much protest from her, the Status of Women Committee of CPA has been dissolved due to Board restructuring; however, SWAP will continue to provide the function of this committee and a Board member will liaise with SWAP regarding this function. Clare Porac, a SWAP member, has successfully attained a position of the CPA Board. Sharon thanked the many members of SWAP who have contributed to the activities of SWAP during the past year. The motion to accept the Coordinator's Report passed unanimously.

5. FINANCIAL REPORT: Mary Ricketts, 1996 SWAP Secretary/Treasurer. Sharon Crozier presented the Financial Report in the absence of the Secretary/Treasurer. The smaller balance was noted by Sharon and attributed to falling dues, dropping interest rates, and increase of costs. Discussion followed which noted the importance of offering a SWAP institute for the revenue it provides. Motion to accept the financial report passed unanimously.

6. STUDENT AWARDS & TRAVEL AWARDS: Charlene Senn. Sharon Crozier presented the awards in Charlene Senn's absence.

1996 STUDENT PAPER AWARD: KIMBERLY QUINN, University of Western Ontario. "The personal/group
7. 1996-97 EXECUTIVE SLATE. Sharon Crozier called for nominations for the position of Coordinator-Elect and Secretary/Treasurer, noting that Meredith Kimball had agreed to allow her name to stand for the position of Coordinator-Elect and Elizabeth Church for the position of Secretary/Treasurer. No further nominations came from the floor, so Meredith Kimball and Elizabeth Church were declared elected by acclamation. The Executive Slate, [Ed. See front page of the Newsletter], was then proposed by Sharon Crozier.

8. PRESENTATION OF THE 1996 SWAP AWARD OF DISTINCTION.

DISTINGUISHED MEMBER AWARD was presented in absentia to LORNA CAMMAERT, who is retiring from her position as the Associate Vice President of Student Affairs at the University of Calgary.

9. Other business. Discussion regarding topics of interest for the 1997 SWAP Institute included the topics of Health Care and Policy Changes, Diversity, Women and Poverty.

10. Adjournment. The motion to adjourn the 1996 SWAP Annual Business Meeting was passed at approximately 10:00 a.m.

SWAP FINANCIAL REPORT

JANUARY 1-DECEMBER 31, 1995

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BALANCE DECEMBER 31, 1995: $5897.32

JANUARY 1 - APRIL 30, 1996:

REVENUES:

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EXPENDITURES:

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BALANCE APRIL 30, 1996: $7,779.48

1996 STUDENT AWARDS

For the 1996 International Congress, notices for the SWAP Travel Bursaries were published in the SWAP Newsletter and mailed to all Canadian universities with a Chair in Psychology. This year we received many submissions for the travel bursaries and a number of excellent applications for the Student Paper Award.

As noted above, five $200.00 bursaries were awarded. In addition, KIMBERLY QUINN, a Masters student at the University of Western Ontario, was the recipient of the 1996 SWAP Student Paper Award. Her paper is entitled: THE PERSONAL/GROUP DISCRIMINATION DISCREPANCY: AN EXAMPLE OF THE BETTER-THAN-AVERAGE EFFECT.

Congratulations to all our winners. I would like to give a word of advice to applicants for next year's competition: get your paper done early so that your paper award submission is not just a proposal with no original data or interpretation. We receive many good submissions that are just not far enough along in the process to be real contenders. Your literature review rarely shows your unique contribution.

Notices of the Paper Award and Travel Bursaries for the 1997 Canadian Psychological Association Convention in Toronto will be published in an upcoming issue of the SWAP Newsletter.

Charlene Senn, 1996 SWAP Student Award Coordinator

The Personal/Group Discrimination Discrepancy: A Special Case of the Better-Than-Average Effect?

Kimberly A. Quinn & James M. Olson
The University of Western Ontario
London, Canada

Taylor, Wright, Moghadam, and Lalonde (1990) used the term "personal/group discrimination discrepancy" to describe the tendency of disadvantaged group members to perceive higher levels of discrimination directed at their group in general than at themselves personally as members of that group. For example, when asked about gender discrimination, women typically respond, "Yes, I have been discriminated against, but not nearly as much as a lot of other women." This phenomenon has been demonstrated with a wide variety of disadvantaged groups, including working women in Canada, the United States, and France; single mothers receiving government assistance; South Asian and Haitian immigrant women in Montreal; lesbians and gay men; anglophone Quebeckers; francophone Canadians; Jewish Montrealers; middle-class and inner-city African Americans in Miami; and the Inuit of Arctic Quebec. Thus, this is a robust phenomenon that crosses gender, racial, economic, and educational boundaries.

Study I

Numerous cognitive and motivational explanations for the personal/group discrimination discrepancy have been proposed (for reviews, see Olson & Hafer, 1996). Motivational explanations, however, have been the most widely investigated, and have led theorists to propose that the discrepancy is the result of denial of personal experience with discrimination (e.g., Ruggiero & Taylor, 1995). The purpose of the first study was to explore the possibility that the discrepancy has a cognitive component, by
determining whether members of advantaged groups exhibit the personal/group discrimination discrepancy, and whether the discrepancy varies as a function of advantaged/disadvantaged status: by comparing men with women, and Christians with non-Christians. We reasoned that the presence or absence of the discrepancy among advantaged group members would provide some insight into whether the phenomenon is, at least to a certain extent, cognitive in nature. We speculated that the presence of the discrepancy among advantaged group members would provide support for cognitive explanations, whereas the absence of the discrepancy would provide support for motivational explanations. That is, we reasoned that advantaged group members would not feel threatened by the prospect of confronting a high-status perpetrator of discrimination. Consequently, there would be no motivational reason for these individuals to minimize their own experiences. The presence of the discrepancy would thus suggest the operation of cognitive, rather than motivational, processes.

Method
Participants completed our "social perception" questionnaires ostensibly designed to sample the attitudes and experiences of the undergraduate population. Within this package, one questionnaire assessed participants' perceptions of gender and religious discrimination. Four statements assessed each participant's personal experience with gender discrimination and their perceptions of gender discrimination experienced by their group. Two statements were used to calculate a general discrepancy:

* I have been discriminated against because of my sex,
* Women in general are discriminated against because of their sex.

Another two statements were used to calculate a career-related discrepancy:

* I have personally been denied academic or professional advancement or opportunities because of my sex,
* Women have been denied academic or professional advancement or opportunities because of their sex.

Four similar statements were used to assess perceptions of discrimination on the basis of religion, again yielding two discrepancies.

Results
Paired t-tests were used to determine whether ratings of perceived personal discrimination differed from ratings of perceived group discrimination. All cases (that is, for men and women, Christians and non-Christians, and regarding both general and career-related discrimination) ratings of personal discrimination were significantly lower than ratings of group discrimination, all t > 3.11, p < .006. To assess the relative importance of group versus personal discrimination ratings on the magnitude of the discrepancy, exploratory correlational analyses were conducted, and the correlation coefficients were squared to provide an estimate of the proportion of variance accounted for by personal and group ratings. For men, ratings of personal discrimination accounted for greater variance in discrepancy magnitude than ratings of group discrimination, for both forms of the discrepancy. In contrast, for women, Christians, and non-Christians, ratings of group discrimination accounted for greater variance in discrepancy magnitude, again for both forms of the discrepancy.

Study 2
The first study demonstrated that advantaged group members (men and Christians) exhibit the personal/group discrimination discrepancy. Given this finding, the proposed motivational explanations seem less plausible. We suggest, as an alternative explanation, that the personal/group discrimination discrepancy is an example of the "better-than-average" effect, that is, the tendency to evaluate oneself more favourably than others. Previous research has demonstrated that people maintain unrealistically positive images of themselves on both trait and behaviour ratings, and see themselves as less likely than average to experience negative events and more likely than average to experience positive events.

The goal of the second study was to examine whether the personal/group discrimination discrepancy exhibits the same characteristics as the better-than-average effect. The study was based on a series of studies reported by Aliche, Kolts, Breitenacher, Yurak, and Vredenburg (1995) that demonstrated that the magnitude of the effect depended on the level of individuality in the comparison targets: whereas the self was seen as less vulnerable to negative life events relative to the average group member (a concrete-abstraction comparison), this bias was eliminated when the self was compared to a specific group member. Similarly, the self was seen as more likely to experience positive life events when the target of comparison was the average group member, but not when the target was a specific other.

Method
Participants completed questionnaires in which they estimated the likelihood of experiencing 10 life events (five positive and five negative, including the likelihood of experiencing gender discrimination). Each participant completed the task for two of four possible targets: themselves, a specific same-sex classmate, the average student of their sex, and students of their sex as a group. These likelihood estimates permitted the calculation of six discrimination discrepancies. Two of these discrepancies were comprised of targets at the same level of individuation:

* self-specific other (concrete-concrete)
* average other-group (abstract-abstract)

The remaining four discrepancies were comprised of targets at differing (concrete-abstract) levels of individuation:

* self-average other
* self-group
* specific other-average other
* specific other-group

We hypothesized that if the personal/group discrimination discrepancy is in fact a better-than-average effect, then comparisons at the same level of individuation would yield nonsignificant discrimination discrepancies whereas comparisons at differing levels of individuation would yield significant discrimination discrepancies.

Results
An analysis of variance was conducted to determine whether the magnitude of the discrimination discrepancy varied as a function of participant gender or comparison targets. The analysis yielded a marginally significant gender (comparison interaction, F(5, 124) = 1.85, p < .10). Paired t-tests were
conducted separately for men and women to assess the significance of differences in perceived discrimination. For men, the hypothesized patterns were not found: no discrepancies were reliable, all $t < 2.00$, ns. In contrast, the ratings obtained from women provided support for the hypotheses. When both targets possessed the same degree of individuation (i.e., the self-specific other comparison and the average other-group comparison), the discrimination discrepancy did not emerge, both $t < .90$, ns. However, as predicted, the discrimination discrepancy emerged for three of the four concrete-abstract comparisons: self-average other, self-group, and specific other-group, all $t > 2.22$, $p < .03$. (The predicted discrepancy for the specific other-average other comparison failed to reach significance, $t(16) = .86$, ns).

Conclusions

Together, these studies indicate that the personal/group discrimination discrepancy does have a cognitive component. That is, we have demonstrated that advantaged group members exhibit the discrepancy and that, at least among women, the magnitude of the discrepancy varies as a function of the level of individuation of the comparison targets. Two findings, however, are inconsistent with the idea that the discrepancy is cognitive in nature. The results of the Study 1 suggested that the magnitude of discrepancies exhibited by women is influenced most by their perceptions of personal discrimination, whereas the magnitude of the discrepancies exhibited by men, Christians, and non-Christians is influenced most by their perceptions of group-directed discrimination. If the phenomenon was cognitive in nature, we would not expect intergroup differences. Thus, we acknowledge that the personal/group discrimination discrepancy has a motivational component as well. This is further supported by the finding that men failed to exhibit the discrepancy in Study 2. Still, we contend that the motivational mechanism that underlies the personal/group discrimination discrepancy may be more complex than disadvantaged group members minimizing personal experience with discrimination because they wish to deny the fact that advantaged group members control their outcomes. Contradicting such previous motivational explanations, the relative roles of perceived personal versus group discrimination were not a simple function of advantaged/disadvantaged status: in Study 1, non-Christians displayed the same rating patterns as men and Christians. It may not be the case, then, that disadvantaged group members minimize their personal experiences with discrimination, but rather that women do.

References


I look forward to hearing back from members of SWAP.

James Oglott, CPA Ethics and Standards

**ANNOUNCEMENTS**

The SWAP Coordinator is often approached by various organizations and agencies to recommend individuals for consultation and/or service on an advisory task force. We want to start a SWAP directory of the specialty areas of interest and research of our members so that the Coordinator can recommend appropriate SWAP members when these requests are made. Please E-mail Vivian with your information. Opportunities await for interested SWAP members.

*"VIOLENCE AGAINST WOMEN" resources on the web. Information valuable for activists, survivors, researchers, clinicians, policymakers, and others. The address is www.usdoj.gov/kao (from POWW and WOMEN HELPING WOMEN)***

**NOMINATIONS**

**PRESIDENT-ELECT CPA BOARD OF DIRECTORS**

Nominations from 5 or more Members and/or Fellows by NOVEMBER 15, 1996
SEND NOMINATIONS TO:

Pierre Carpentier
Chair, CPA Nominating Committee
CPA
151 Slater St., Suite 205
Ottawa, ON K1P 5H3

**DESIGNATED DIRECTOR (SCIENTIST) TO BE NOMINATED BY THE SECTIONS**

Nominations from the Sections by October 18, 1996
SEND NOMINATIONS TO:

Juanita Muraoka
Chair, Committee on Sections
CPA
151 Slater St., Suite 205
Ottawa, ON K1P 5H3

**ABOUT THE GUIDELINES**

(Ed: See insert) These guidelines were developed to encourage non-discriminatory practice among psychologists. These guidelines are based on the CANADIAN CODE OF ETHICS FOR PSYCHOLOGISTS (CPA, 1991) and are aspirational in intent. The goal is to promote non-discriminatory care in therapeutic work with clients, as well as to provide guidelines for evaluating the extent to which one's work falls within the parameters of non-discriminatory practice. As our society and culture become more diverse, as we become more aware of specific diversities, it is important that psychologists gain an awareness of the need for non-discriminatory practice. At the need arises, it will be possible to develop guidelines that address those concerns for working with specific diversities.