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SEPTEMBER 1996

# NEWSLETTER OF THE CPA/SCP

SECTION ON WOMEN & PSYCHOLOGY  
SECTION: FEMMES ET PSYCHOLOGIE

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*Take note of the ETHICAL  
GUIDELINES FOR NON-  
DISCRIMINATORY  
PRACTISE and THE  
GUIDELINES FOR NON-  
DISCRIMINATORY  
PRACTISE: GENDER  
ISSUES Insert in this  
Newsletter!*

SWAP WELCOMES YOUR  
INPUT. THE NEXT  
NEWSLETTER IS IN  
JANUARY, 1997. THE  
DEADLINE FOR SUBMISSIONS  
FOR THE NEXT NEWSLETTER  
IS JANUARY 1.

## 1996-97 EXECUTIVE

**COORDINATOR:**  
Vivian Lalande, PhD  
University Counselling Services  
MSC Room 375, University of Calgary  
2500 University Drive  
Calgary, AB T2N 1N4  
Tel: (403) 220-5893  
Fax: (403) 284-0069  
E-Mail: lalande@acs.ucalgary.ca

**PAST COORDINATOR:**  
Sharon Crozier, PhD  
University Counselling Services  
MSC Room 375, University of Calgary  
2500 University Drive  
Calgary, AB T2N 1N4  
Tel: (403) 220-5893  
Fax: (403) 284-0069  
E-Mail: scrozier@acs.ucalgary.ca

**COORDINATOR-ELECT:**  
Meredith Kimball, PhD  
Department of Psychology  
Simon Fraser University  
Burnaby, BC V5A 1S6  
Tel: (604) 291-4130  
Fax: (604) 291-3427  
E-Mail: kimball@popserver.sfu.ca

**SECRETARY/TREASURER:**  
Elizabeth Church, PhD  
Counselling Centre, Memorial University  
St. John's, NL A1C 5S7  
Tel: (709) 737-8874  
Fax: (709) 737-4569  
E-Mail: echurch@kean.ucs.mun.ca

**GRAD. STUDENT REPRESENTATIVE:**  
Vacant

**STUDENT PAPER & TRAVEL AWARDS:**  
Charlene Senn, PhD  
Department of Psychology  
University of Windsor  
401 Sunset Avenue  
Windsor, ON N9B 3P4  
Tel: (519) 253-4232 X2255  
Fax: (519) 973-7021  
E-Mail: csenn@server.uwindsor.ca

**ABSTRACT REVIEW COORDINATOR:**  
Vacant

**NEWSLETTER EDITOR:**  
Clare Porac, PhD  
Department of Psychology  
P.O. Box 3050, University of Victoria  
Victoria, BC V8W 3P5  
Tel: (604) 721-7537  
Fax: (604) 721-8929  
E-Mail: hand@castle.uvic.ca

**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:

Dr. Lynn Sloane  
Sloane Psychological Services  
1407-2nd Street  
Calgary, AB T2R 0W7  
Tel: (403) 262-5340

### BRITISH COLUMBIA:

Ms. Jessica McFarlane  
Department of Psychology  
2136 West Mall, UBC  
Vancouver, BC V6T 1Y7  
Tel: (604) 228-5121

### MANITOBA:

TBA

### NEW BRUNSWICK:

Dr. Chris Storm  
Department of Psychology  
Mount Allison University  
Sackville, NB E0A 3C0

### NEWFOUNDLAND:

Dr. Miriam Yu  
Department of Educational Psychology  
Memorial University  
St. John's, NFLD  
A1B 3X8

### NOVA SCOTIA:

TBA

### ONTARIO:

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

### PRINCE EDWARD ISLAND:

Ms. Anne Tierney  
9 Yorkshire Drive  
Charlottetown, PEI  
C1A 6N7  
Tel: (902) 894-8681

### QUEBEC:

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

### SASKATCHEWAN:

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

### YUKON & NORTHWEST TERRITORIES:

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

**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 number 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 Conveners for Invited Symposia for the next INTERNATIONAL CONGRESS OF PSYCHOLOGY in STOCKHOLM,

SWEDEN, JULY 23-28, 2000.

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 are 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 PRACTISE go to the Ethics Committee for review and be distributed to the membership for comment. I would like to thank Carolyn Larsen, 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 PRACTISE: 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 reorganization 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

Women Committee has made significant accomplishments in the past, important issues continually need to be addressed and our voices need to be heard.

I would like to thank Sharon Crozier and Mary Ricketts for their respective work as Coordinator and Secretary/Treasurer of SWAP. Their contributions are greatly appreciated. I hope more of the membership will be involved in SWAP during the upcoming year, through volunteer activities, or by sending news and information about research and projects to the Newsletter. I look forward to working with and getting to know you better during the upcoming year.

Vivian Lalonde, Coordinator, 1996-97

## 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 2 1/2 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 Murioka.

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 continuing 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 heeds 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 Murioka). 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 Barnes, 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 SARAH SHORTEN AWARD. The Sarah Shorten 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

This is a DRAFT document only, a work in progress, not to be cited or reproduced anywhere. If you have comments or suggestions regarding omissions, please write to the GNP Committee at 1407 -2 Street SW, Calgary AB T2R 0W7, or fax to GNP at 262-2780. Thanks in advance for your feedback.

DRAFT - July 1996, Not to be cited or duplicated

## Guidelines for Non-Discriminatory Practise

### 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

- apply differently to people from non-dominant cultures.
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

- Canadian Psychological Association. (1980). Guidelines for therapy and counselling with women. *Canadian Psychology*, 21(4), 185-186.
- Canadian Psychological Association. (1991). *A Canadian code of ethics for psychologists*. Ottawa: Author
- Feminist Therapy Institute. (1987). *Feminist therapy ethical code*. Denver, CO: Author.
- Rave, E.J., & Larsen, C.C. (1995). *Ethical decision making in therapy: Feminist perspectives*. New York: The Guilford Press.

DRAFT - July 1996, Not to be cited or duplicated

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.
13. Use inclusive, respectful, gender-fair language in service provision and writing. Provide resources written in gender-fair language.
14. Be aware that physical and sexual assault are often gender-biased 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.

**CANADIAN ASSOCIATION AGAINST  
SEXUAL HARASSMENT IN HIGHER  
EDUCATION: MAKING CONNECTIONS**

November 20-23, 1996  
Chateau Halifax  
Halifax, NS

**CONFERENCE INFORMATION:**

Cathy Meade  
Phone: (902) 542-2201 x. 1298  
Fax: (902) 542-1735  
E-mail: cmeade@admin.acadiau.ca

**ASSOCIATION FOR WOMEN IN  
PSYCHOLOGY  
FORGING THE FUTURE FEMINIST**

March 6-9, 1997  
Pittsburgh, PA

SUBMISSION DEADLINE: October 1, 1996

**CONFERENCE INFORMATION:**

Irene Hanson Frieze  
Women's Studies & Business Administration  
University of Pittsburgh  
Pittsburgh, PA 15260 USA  
Phone: (412) 624-4336  
Fax: (412) 624-4428  
E-mail: FRIEZE@vms.cis.pitt.edu

**enGENDERING RATIONALITIES**

April 18-20, 1997  
Center for the Study of Women in Society  
University of Oregon

SUBMISSION DEADLINE: November 1, 1996

**CONFERENCE INFORMATION:**

Leeann Bennett  
Center for the Study of Women in Society  
1201 University of Oregon  
Eugene, OR 97403-1201 USA  
Phone: (541) 346-5015  
E-mail: engender@oregon.uoregon.edu  
Website: http://darkwing.uoregon.edu/~csws/enGender/

**CANADIAN PSYCHOLOGICAL  
ASSOCIATION**

June 12-14, 1997

Sheraton Centre Toronto  
Toronto, ON

SUBMISSION DEADLINE: NOVEMBER 15, 1996

**CONFERENCE INFORMATION:**

Canadian Psychological Association  
1997 Convention  
151 Slater, #205  
Ottawa, ON K1P 5H3  
Phone: (613) 237-2144  
Fax: (613) 237-1674

**AMERICAN PSYCHOLOGICAL  
ASSOCIATION**

August 15-19, 1997  
Chicago, IL

SUBMISSION DEADLINE: December 2, 1996

**CONFERENCE INFORMATION:**

Convention Office  
American Psychological Association  
750 First St., N.E.  
Washington, DC 20002-4242 USA  
Phone: (202) 336-6020

**FROM THE SWAP AGM**

**MINUTES OF THE 1996 SWAP ANNUAL  
BUSINESS MEETING**

August 16, 1996, Meridien Hotel  
Montreal, PQ

The meeting was called to order by Sharon Crozier, Coordinator, at 9:00 a.m. Nine members were present.

1. Sharon Crozier presented the agenda. The motion to approve the agenda passed unanimously.

2. The motion to approve the minutes of the 1995 Annual Business meeting passed unanimously.

3. Business arising from the minutes. Sharon Crozier informed the meeting that 4-5 Associate Members have joined since the by-law amendment regarding Associate

Memberships was 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 PRACTISE with a subsection on GUIDELINES FOR NON-DISCRIMINATORY PRACTISE: 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

discrimination discrepancy: An example of the better-than-average effect". [Ed: See text reprinted in this edition of the Newsletter].

**\$200** STUDENT TRAVEL BURSARIES to GABRIELLE GELLER, LINDA MURRAY, HEATHER WALTERS, YVETTE, SCATTALON, and JENNIFER MAW.

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.

**1996** 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

### REVENUES

Balance, Dec. 31, 1994	\$6,876.95
CPA Dues	2,782.50
Interest	339.29
Profit (Royalties)	120.18
TOTAL	\$10,116.92

### EXPENDITURES:

Newsletter	\$1,487.97
Bursaries/Prizes	1,900.00
CPA Expenses	756.63
Miscellaneous	75.00
TOTAL	\$4,219.60

BALANCE, DEC 31, 1995 \$5,897.32

JANUARY 1-APRIL 30, 1996

### REVENUES:

Balance, Dec. 31, 1995	\$5,897.32
CPA Dues	2,294.75
Interest	73.38
Profit (1995 Institute & Royalties)	1,434.07
Associate Member Dues	212.60
TOTAL	\$9,912.12

### EXPENDITURES:

Newsletter	\$ 534.64
Bursaries/Prizes	1,500.00
Miscellaneous	98.00
TOTAL	\$2,132.64

BALANCE, APR. 30, 1996 \$7,779.48

## 1996 STUDENT AWARDS

For the 1996 International Congress, notices for the SWAP Student Paper Award and 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, Moghaddam, 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 Quebecers; 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 four "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," and
- \* "Women (men) 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," and
- \* "Women (men) 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. In 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 women, 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 men, 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 Alicke, Klotz, Breitenbecher, Yurak, and Vredenburg (1995) that demonstrated that

the magnitude of the effect depended on the level of individuation in the comparison targets: whereas the self was seen as less vulnerable to negative life events relative to the average group members (a concrete-abstract 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 are influenced most by their perceptions of personal discrimination, whereas the magnitude of the discrepancies exhibited by men, Christians, and non-Christians are 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

1. Alick, M. D., Klotz, M. L., Breitenbecher, D. L., Yurak, T. J., & Vredenburg, D. S. (1995). Personal contact, individuation, and the better-than-average effect. *Journal of Personality and Social Psychology*, 68, 804-825.
2. Olson, J. M., & Hafer, C. L. (1996). Affect, motivation, and cognition in relative deprivation research. In R. M. Sorrentino & E. T. Higgins (Eds.), *Handbook of motivation and cognition: The interpersonal context* (Vol. 3). New York: Guilford.
3. Ruggiero, K. M., & Taylor, D. M. (1995). Coping with discrimination: How disadvantaged group members perceive the discrimination that confronts them. *Journal of Personality and Social Psychology*, 68, 826-838.
4. Taylor, D. M., Wright, S. C., Moghaddam, F. M., & Lalonde, R. N. (1990). The personal/group discrimination discrepancy: Perceiving my group, but not myself, to be a target for discrimination. *Personality and Social Psychology Bulletin*, 16, 254-262.

## 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. As the need arises, it will be possible to develop guidelines that address unique concerns for working with specific diversities.

I look forward to hearing back from members of SWAP.

James Ogloff, CPA Ethics and Standards

## ANNOUNCEMENTS

The SWAP Coordinator is often approached by various organizations and agencies to recommend individuals for consultancies 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, policy makers, and others. The address is [www.usdoj.gov/vawo](http://www.usdoj.gov/vawo) (from POWR-L 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 Mureika  
Chair, Committee on Sections  
CPA  
151 Slater St., Suite 205  
Ottawa, ON K1P 5H3