

# Newsletter of the CPA/SCP Section on Women & Psychology January 2017



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# 2016-2017 Executive

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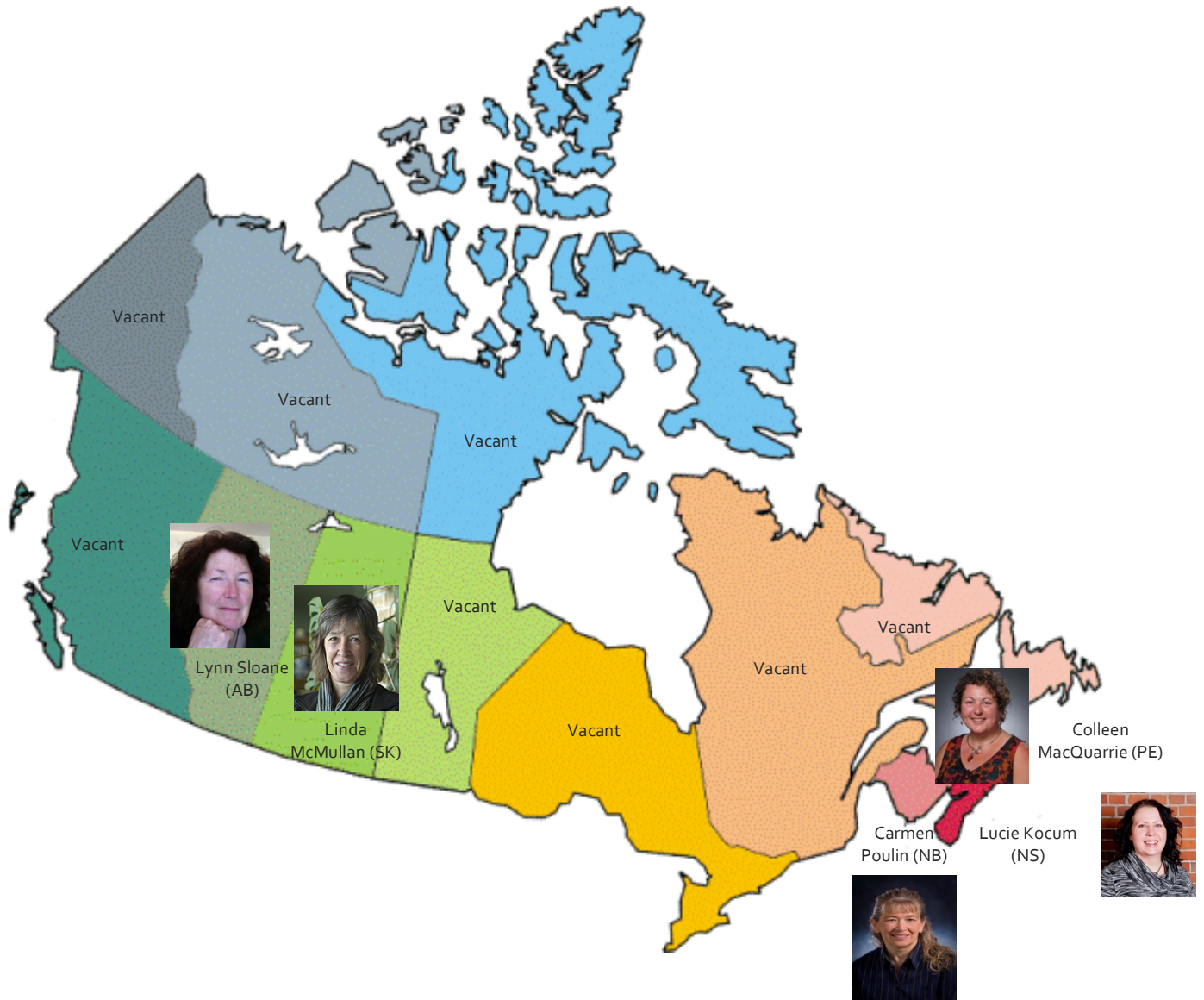
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# 2016-2017 Provincial Representatives



## Chair's Message

by Colleen MacQuarrie



Winter is a time for reflection in Canada. It may be related to the longer dark nights and likely time indoors promotes such introspective pursuits. It is also definitely connected to the academic cycle of graduate school applications and reference letter season. During this time many of us are assisting our students with their career directions,

academic advice, and of course the reflection on which school or supervisor might best fit their interests.

I am reminded how grateful I am to work in an environment that promotes mentoring. I am also reminded how important the Section on Women and Psychology is for my students in helping them to select schools and potential supervisors. Through our organization we support the next generation of feminist scholars and that makes me especially committed to promoting SWAP among my students and peers.

I wonder how easy it would be to exponentially increase our section merely by highlighting the possibilities SWAP offers early career feminists. My own story is illustrative. I was mentored by a SWAP member during my undergraduate career, Dr. Elizabeth Percival. I was worried about going to graduate school and finding a feminist supervisor, but Beth showed me the

powerful network that we had created across Canada. That's when I learned the value and the opportunities of our section. My doctoral supervisor, Dr. Meredith Kimball, was active in SWAP and promoted my early career involvement with our network. Together with another graduate student, we organized the 1995 Preconvention institute in Charlottetown. From my early career to the present day I continued to benefit from the connections with feminists working in diverse areas across the nation. I want that for my students. I have a deep gratitude for the knowledge and the support I have gained in being a part of SWAP and I hope to pass that along in our career discussions as they prepare their journeys in graduate school. Oh yeah, and when they ask how I know so much about different schools and supervisors, I tell them you learn a lot of important things when you join SWAP.

## Editor's Message

by Jessica McCutcheon



Welcome to the January issue of the SWAP newsletter! I imagine we are all ready to welcome in a new year. I wish everyone the best in 2017. To kick things off with the SWAP newsletter I want to draw everyone's attention to the next page – our SWAP Distinguished member. I personally want to apologize profusely to Dr. Lorraine Radtke for omitting her write-up in the September issue. Please take a moment to read about her impressive accomplishments and important contributions to feminist psychology.

Another page you may want to have a closer look at if you are a student and are planning to attend the CPA convention in Toronto on June 8-10<sup>th</sup> is page 6 where you will find the call for submissions for the SWAP Student Paper Award and the Travel Bursaries.

The remainder of the newsletter includes the usual columns: call for participants on page 7, numerous calls for papers on pages 8 through 16, a number of prestigious awards on pages 17 to 23 and a few job postings on pages 24 to 26.

Finally on page 27, you will find some ideas for possible submissions to the SWAP newsletter. I would love to see more content from members. I have begun to do some brainstorming as to how we can encourage more submissions and I hope to get something new and exciting in place for Volume 44.

Enjoy the newsletter!





Dr. Lorraine Radtke is a full professor in the department of psychology at the University of Calgary where she is extremely active in research, teaching and service that pertains to women, gender, and feminism. Her graduate work in cognitive psychology in the late 1970s and early 1980s, with its focus on hypnosis, may have predicted a different path, but fortunately for SWAP, her research interests expanded and shifted somewhat. Her nomination letter noted that “she both encouraged and benefitted from the institutional changes that occurred in psychology as a result of second wave feminism...” and that “as her feminist identity gradually evolved, so did her teaching and research agendas.” But certainly this evolution must have occurred quickly and forcefully because there is much EARLY evidence of her contributions to feminist psychology.

As an untenured professor in the early 1980s she established the first psychology of gender course at the University of Calgary. And as was the case in many departments that became early adopters to inclusive curriculum, there was much controversy and debate, so we can only imagine the difficulty and determination that Dr. Radtke demonstrated which of course, does not appear in the CV. It is also worth

## SWAP Distinguished Member

by Paula Barata

noting that she has taught three additional gender-based courses including special topics such as Critical issues in gender psychology: gender, culture, and ethnicity and Gender-based violence. Clearly she has worked hard to ensure gender-based content is available to students in her department. She has also supervised numerous undergraduate and graduate students on topics of special relevance to women such as single women in mid-life, mothering in the context of intimate partner violence, and women in physical occupations. It is perhaps especially noteworthy that in her pre-tenure years when her own research was still largely focused in other areas, she supervised students doing work on topics such as the impact of pornography on women and sexual harassment.

Dr. Radtke’s nomination letter described her research as “significant to the emerging psychological understanding of gender and relevant to women’s everyday lives.” This is also plain to see in her CV. She has over 75 publications, many of which are of special relevance to women and published in journals such as *Violence Against Women*, *Psychology of Women Quarterly*, *BMC Women’s Health*, *Feminism & Psychology*, and the *Journal of Women and Therapy*. This is especially true of the work she has done in the last 25 years and includes one edited book “Power/gender: social relations in theory and practice” from 1994 and one co-edited special issue of the journal *Resources for Feminist Research / Documentation sur la recherche féministe* “The impact of gender studies across the disciplines” from 2002.

Her current work is conducted within the framework of feminist critical psychology and is extensive and wide reaching. For example, recently, she has been a key investigator in a tri-provincial longitudinal study of women who have been abused by intimate partners called the Healing Journey, she has been investigating the experiences of mothering in the context of intimate partner violence, she is a co-investigator on a sexual assault resistance program for female students, and she has been examining questions of identity and aging in women. It is also noteworthy that this year she was invited by APA’s division 26 (Society for the History of Psychology) to give the Mary Whiton Calkins Lecture, which commemorates the first woman president of APA with a lecture on under-represented groups, such as women, in the history of psychology.

Her service work has included organizing four academic events on women and gender including a SWAP institute, serving on the University of Calgary’s Advisory committee for the Brenda Strafford Chair in the prevention of domestic violence, serving on the RESOLVE Alberta steering committee (Research And Education for Solutions to Violence and Abuse) and serving on the editorial boards of *Feminism and Psychology* as well as *Psychology of Women Quarterly*. In fact, she is currently an associate editor for *Feminism and Psychology*.

And so it is for all of these reasons that Dr. Lorraine Radtke is indeed a very worthy recipient of the SWAP Distinguished Member award for 2016.

# SWAP Student Awards: Student Paper Award and Travel Bursary

SWAP offers two types of awards for students presenting work relevant to the psychology of women or feminism at the Canadian Psychological Association or a Pre-conference Institute.

The **Student Paper Award** (\$500) is presented based on the following criteria:

1. Significant contribution to feminist psychology on any issue and/or a significant contribution to psychological knowledge about issues of particular concern to women and/or focus on activism or other applications of feminist theory/research
2. Diversity issues acknowledged/dealt with appropriately
3. Methodological excellence (either qualitative or quantitative), and
4. Clear and effective writing style.

Students must prepare a **summary of their paper or poster (800-1000 words, plus 5-10 references) with all identifying data (author's name and university) omitted and send to [eb.brownlie@utoronto.ca](mailto:eb.brownlie@utoronto.ca)**. If any authors are not students, this should be indicated. Papers co-authored with a faculty member or non-faculty are acceptable, but the research must be primarily that of the applicant who must be first author. Selection will be made by masked review.

**Travel Bursaries** (\$250) are also awarded to students presenting work that meets criterion 1, above.

To apply for either award, or for more information, please follow the link below.

To be eligible for an award, students must be presenting their work at the 2017 CPA Convention. Submissions may be in English or French. **DEADLINE: April 14, 2017**

Student Paper Award: \$500

Travel Bursaries: \$250

Deadline: **Friday, April 14, 2017**

For information and to apply, please go to:

<https://www.surveymonkey.com/r/3FM3QMJ>

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Pour être admissible au concours, l'étudiant(e) doit présenter sa communication au Congrès annuel de SCP (2017). Les soumissions peuvent être en anglais ou en français. **DATE BUTOIR: le 14 avril, 2017**

Prix pour le meilleur article: \$500

Bourses de voyages: \$250

Date butoir: **Vendredi, le 14 avril, 2017**

Pour plus d'informations et pour s'inscrire, consultez

<https://www.surveymonkey.com/r/3FM3QMJ>

# Call for Participants

## **Study on the Relationship Between Trauma, Racial and Ethnic Discrimination, and Mental Health** *Saint Louis University*

My name is Tanisha Thelemaque and I am a doctoral candidate at Saint Louis University in the Race and Intergroup Dialogue Lab. If you are a person of color, please participate in my dissertation study (IRB #27122) titled "The relationship between trauma, racial and ethnic discrimination, and mental health" that explores the impact of stressful life events and racial/ethnic discrimination exposure on the mental health of people of color.

Your participation in this study will involve answering questions related to discrimination, stressful life events, and mental health, and should take no more than 30 minutes to complete (average = 15-20 minutes). If the survey is completed, you have the option to enter a raffle to win one of four \$20 Amazon gift cards! The contact information (i.e., your email) used for the raffle will not be linked to your responses in any way.

Go to this URL to participate: [https://slu.az1.qualtrics.com/SE/?SID=SV\\_3kCwmjgmd6t6HYx](https://slu.az1.qualtrics.com/SE/?SID=SV_3kCwmjgmd6t6HYx)

If you have any questions about my research, please contact me via email at [thelemaquet@slu.edu](mailto:thelemaquet@slu.edu).

Thank you!

Sincerely,

Tanisha Thelemaque, M.S.

Clinical Psychology Doctoral Candidate

RID Lab | Saint Louis University

Voicemail: 314-977-3683 ext. 6 | email: [thelemaquet@slu.edu](mailto:thelemaquet@slu.edu)

Website: [ridlab.wordpress.com](http://ridlab.wordpress.com)

## **Psychologists' Utilization of Ethnographic Methods: A Grounded Theory Study** *Purdue University*

I am currently reaching out to psychologists who employ or have employed ethnographic methods in their research endeavors. Ethnography is slowly becoming more visible and acceptable in the world of psychology. The purpose of this study, titled "Psychologists' Utilization of Ethnographic Methods: A Grounded Theory Study" (Purdue IRB Protocol #: 1610018307), is to understand how psychologists use ethnography in their research. I would like to interview psychologists via skype and learn more about how they understand and use ethnographic methods. These interviews are expected to last anywhere from 30-60 minutes, and I am more than willing to work with the busy schedules of potential participants! If you do participate, you may also be contacted by email once analyses are complete for the purpose of reviewing the results.

If you are interested in assisting us in this research, please contact Ted Bartholomew at [tbartho@purdue.edu](mailto:tbartho@purdue.edu) for more information or to schedule an interview! Thanks very much for your time.

Sincerely,

Ted Bartholomew, Ph.D.

Assistant Professor, Counseling Psychology

Department of Educational Studies

Purdue University

[tbartho@purdue.edu](mailto:tbartho@purdue.edu)

# Call for Papers

## Special Issue: Creative Representations of Qualitative Research *Qualitative Research in Psychology*

Deadline for Submissions: **February 28, 2017**

We invite the submission of manuscripts from those interested in publishing in a special issue of *Qualitative Research in Psychology*, entitled "Creative Representations of Qualitative Research".

### Special Issue Editors

Kerry Chamberlain, David Anstiss & Kathryn McGuigan

### Background

The presentation of research findings, discussions of research methods, and debates about research processes within psychology are frequently framed within relatively traditional forms when submitted for publication. As Parker (2004, p. 100) commented "The standard format of a research report is a secure framework for many writers, but it is itself a particular genre of writing that can turn into a constraint and inhibit innovative work." Recently, we have seen a growing interest across the social sciences in using a variety of arts-based forms to conduct and represent research differently (e.g., Barone & Eisner, 2012; Fraser & Sayah, 2011; Knowles & Cole, 2008). Barone and Eisner (2012, p. 3) argue that "arts based research is a heuristic through which we deepen and make more complex our understanding of some aspect of the world." Arts-based research may be divided into that concerned with knowledge production, where the arts-based approach is central to data collection, interpretation and representation, and that concerned with knowledge translation, where arts-based approaches are used to disseminate existing research findings in alternative forms. Arts-based research can involve a variety of forms and variants. These can include: fictional and literary forms, such as short stories (e.g., Leavy, 2013), poetry (e.g., Galvin & Prendergast, 2012), play scripts (Rossiter et al., 2008), or flash fiction (e.g., Chamberlain, 2015); visual forms, such as photography, painting, portraiture, drawing and collage (e.g., Aita, Lydiatt, & Gilbert, 2010; Sullivan, 2010), or performative forms, such as theatre (Rossiter et al., 2008) dance and movement (e.g., Eales & Peers, 2016; Margolin & Riviere, 2015). Specific art forms may cross these categories or have variants, and there can also be combinations of genres involved in any specific research project (e.g., Yuan & Hickman, 2015). We also note the value of arts-based approaches in therapeutic and applied work (e.g., Wilson, Bungay, Munn-Giddings, & Boyce, 2016), and consider that more translation of academic research into arts-based forms will make such research more accessible and useful beyond the academy.

### Scope

Although a few psychologists have authored publications of this nature (e.g., Hatcher, 2011), very little writing using these alternative forms has been published in journals for psychology audiences. Accordingly, this Special Issue of *Qualitative Research in Psychology* calls for work of this nature. The objective of the special issue is to provoke researchers to think more deeply about arts-based forms of research, alternative forms of research representation, and to provide a venue for psychology researchers to produce research representations in arts-based forms. We invite the submission of relevant material using arts-based forms of creative writing around qualitative research and qualitative research practices for a Special Issue of *Qualitative Research in Psychology*. We seek a variety of work illustrating creative representations of qualitative research and qualitative research issues, with the aim of highlighting new ways of knowledge production and of representing our research using arts-based forms. Suggested topics that could be addressed by papers are:

- theoretical, exploring the value of, or the application of, some form of arts-based approach to research
- methodological, examining methodological approaches to qualitative research and their value, or examining specific methods of qualitative research and their value
- reflexive, presenting accounts of research engagement
- creative accounts of specific research, offering interpretation of research data, involving the interpretation of



- new findings or the reinterpretation of already published research findings
- other topics, as proposed by submitting authors

Articles may be presented either as stand-alone works involving a particular arts-based form (e.g., a poem or set of poems) or include a particular art-based form with accompanying textual commentary (e.g., three short poems around the research topic with related explication) or as more standard papers discussing the value, practice or theory of arts-based research.

Forms of representation could include, but are not limited to:

- poetic forms, using poetry to present findings, reflexive statements or illustrate methodologies and methods,
- theatrical forms, using play scripts, such as readers' theatre, or similar
- fictional forms, including short stories
- creative non-fictional forms, reporting research findings and outcomes
- essay forms, discussing arts-based research, methods, theory, or ethics
- visual forms, including photo essays, artwork as research, art and research, or similar
- standard paper forms, discussing the value, practice or theory of arts-based research
- other forms, including mixed forms, as proposed by submitting authors

**Special Section:** As part of the special issue we also seek to include a special section involving flash fiction. Accordingly, we also invite submissions of fictional pieces of 55 words (no more, no less) that address the topic of research engagement in some way. This could relate to the researcher, methods, participants, reflexivity, or any issue that addresses research processes relating to research engagements.

Note: These 55-word submissions will not be peer-reviewed in the usual way, but will be selected for publication on the recommendation of two experienced academics with skills in creative writing. Depending on space constraints within the journal, we will seek to publish the ten best pieces of writing in this special section.

### Submissions

All manuscripts will be reviewed as a cohort for this special issue. Manuscripts should be submitted by **February 28, 2017**. All manuscripts, with the exception of the special section flash fiction submissions, will be peer reviewed, based on initial editorial screening and anonymous double blind peer review in line with journal editorial policy.

All submissions should be sent to [K.Chamberlain@massey.ac.nz](mailto:K.Chamberlain@massey.ac.nz). Submissions should comply reasonably with standard QRiP journal format requirements, although these may be relaxed to allow for the needs of specific forms of creative papers (e.g., no abstract, very short papers, photo-essays with few words). Please be aware that accepted papers will appear in print and electronic form, and must be suitable for both forms. If your submission contains images in colour these will appear in black-and-white in the print form and in colour in the on-line form of the journal.

We anticipate that the special issue will appear in late 2017.

For more information about this Special Issue, please contact Kerry Chamberlain ([K.Chamberlain@massey.ac.nz](mailto:K.Chamberlain@massey.ac.nz)) on behalf of the editorial team or Antonia Lyons ([A.Lyons@massey.ac.nz](mailto:A.Lyons@massey.ac.nz)) as QRiP Advisory Editor for this special issue.

*This special Issue is an initiative of the Critical Health and Social Psychology Research Cluster, School of Psychology, Massey University, New Zealand.*

**Special Issue: Violence Against University and College Women – Local and Global  
Manifestations, Shared Experiences, and Prevention Practices**  
*Canadian Women Studies/les cahiers de la femme*  
**Deadline for Submissions: February 28, 2017**

Universities need to be safe places in order for all learners to thrive. However, this is not the case for university and college women in many countries around the world, who experience sexual violence including rape, sexual coercion, sexual harassment, unwanted sexual contact, and stalking. Yet research on the scope, causes, and prevention of sexual violence against university and college women in most countries remains sporadic, underdeveloped, or nonexistent. Current research has also failed to examine the issue across local and national contexts in order to clarify shared experiences, common root causes, and best practices. Knowledge of the manifestations of the issue in institutions of higher education in countries in the Global South is especially lacking. In this special edition of the *Canadian Woman Studies/les cahiers de la femme (CWS/cf)*, we invite contributions that explore critically the various aspects of the issue. The editors seek especially contributions located in countries in the Global South as well as studies utilizing various research methodologies and theoretical frameworks across the social sciences and the humanities.

**Possible Topics include:**

- How does the issue manifest itself in specific universities and locales?
- How do women experience violence in spaces of higher education? How are these experiences and their effects shaped by individual and broader historical formations related to race, class, sexuality, religion, and other difference?
- What are local, national and international root causes for violence against university and college women?
- How have women on campuses responded to violence?
- How have university and college administrators and counsellors responded (or not) to the issue?
- What structures and policies addressing the issue are in place at campuses? Are these policies effective?
- Whose and what knowledge, experience and worldviews inform the design of intervention and prevention programs?
- What help is available to support victims of violence on campuses?
- What are local understandings, framing and meaning making related to “sexual violence” and “university/college woman?”
- Is there a relation between space and violence on campuses?
- Your ideas for additional topics are welcome.
- Invited are articles, research reports, oral histories, alternative forms of narration, poetry, drawings, and other art works that illuminate these issues.

**DEADLINE: February 28, 2017**

Articles should be typed, double-spaced, and a maximum of 16 pages long (4000 words). A short (50-word) abstract of the article and a brief biographical note must accompany each submission. Please send a hard copy of your manuscript as well as emailing a copy. We give preference to previously unpublished material. If possible, please submit graphics or photographs to accompany your article. Please note *CWS/cf* reserves the right to edit manuscripts with respect to length and clarity, and in conformity with our house-style. To encourage use of the material published, *CWS/cf* has granted electronic rights to Gale Group, Micromedia Proquest and the H. W. Wilson. Any royalties received will be used by *CWS/cf* to assist the publication in disseminating its message.

**Write or call as soon as possible indicating your intention to submit your work.**

*Canadian Woman Studies/les cahiers de la femme*  
210 Founders, York University, 4700 Keele St. Toronto, ON M3J 1P3  
Telephone: (416) 736-5356 Fax: (416) 736-5765 E-mail: [cwscf@yorku.ca](mailto:cwscf@yorku.ca)

**Special Issue: Situation Factors and Mechanisms in Enactments of Violence**  
*Psychology of Violence*  
**Deadline for Proposals: March 31, 2017**

Guest editors: Brett Bowman, Kevin Whitehead and Geoffrey Raymond

*Psychology of Violence* invites manuscripts for a special issue on the role of situational factors and mechanisms for understanding enactments of violence, to be compiled by guest editors Brett Bowman, Kevin Whitehead and Geoffrey Raymond.

Schinkel (2004, p. 6) provocatively argues that "violence itself has been shied away from in the vast majority of social scientific inquiry concerning violence. What has been researched are certain patterns through which violence inscribes itself, and what has been understood are meanings given to particular occurrences, perhaps even particular kinds, of violence. ... We have hardly begun to understand violence itself". What Schinkel is pointing to is that, while there has been a clear attempt to understand risks for violence and protective factors against it, little attention has been accorded to the violent situation itself.

Several authors have made strong theoretical cases for the need to situate the violent event as the unit of analysis in advancing violence studies (Bowman et al., 2015; Collins, 2009). However, empirical research on the role of situational factors in enactments of violence has remained relatively limited. This special issue thus represents an attempt to address the relative neglect of situation-focused empirical analyses of violent encounters. We welcome contributions that employ any methodological approach directed at empirically examining situational factors and mechanisms involved in violence broadly conceptualized, encompassing but not limited to interpersonal (e.g., intimate partner violence, gender-based violence, acquaintance/stranger violence), collective (e.g., genocide, torture, violent political protests), and state (e.g., war, police brutality) violence.

**Topics and approaches may include but are not limited to:**

- Phenomenological analyses of perpetration and victimhood focusing on accounts of violent encounters.
- "Micro-interactional" (e.g., ethnomethodological or conversation analytic) studies of the moment-by-moment unfolding of violent exchanges.
- Ethnographic studies of settings characterized by violent events.
- Other qualitative studies of intersecting psychological and social dimensions in violent enactments.
- Experimental or quasi-experimental studies of situational determinants and variability in violent outcomes.
- Social epidemiological analyses focusing on proximal and/or meso-level variables, including survey studies.

Manuscripts can be submitted through the [journal's submission portal](#). Please note in your cover letter that you are submitting for the special issue. The deadline for submitting manuscripts is **31 March 2017**. Inquiries regarding topic or scope for the special issue or for other manuscripts can be sent to Brett Bowman ([Brett.Bowman@wits.ac.za](mailto:Brett.Bowman@wits.ac.za)), Kevin Whitehead ([Kevin.Whitehead@wits.ac.za](mailto:Kevin.Whitehead@wits.ac.za)) or Geoffrey Raymond ([graymond@soc.ucsb.edu](mailto:graymond@soc.ucsb.edu)).

## Special Issue: Critical Interventions in Rape Culture

### *Feral Feminisms*

**Deadline for Proposals: April 1, 2017**

*Feral Feminisms*, an independent, inter-media, peer reviewed, open access online journal, invites submissions from artists, activists, and scholars for a special issue entitled, *Critical Interventions in Rape Culture*, guest edited by Nisha Eswaran, Emma McKenna, and Sarah Wahab. Submitted contributions may include full-length theoretical essays (about 5000 – 7000 words), shorter creative pieces, cultural commentaries, personal narratives or auto-ethnographies (about 500 – 2500 words), poetry, photo-essays, short films/video (uploaded to Vimeo), visual and sound art (jpeg Max 1MB), or a combination of these. Please direct inquiries and submissions to all three of the guest editors: Nisha Eswaran ([eswaranb@mcmaster.ca](mailto:eswaranb@mcmaster.ca)), Emma McKenna ([mckennej@mcmaster.ca](mailto:mckennej@mcmaster.ca)), and Sarah Wahab ([wahabsa@mcmaster.ca](mailto:wahabsa@mcmaster.ca)) and to *Feral Feminisms* ([feralfeminisms@gmail.com](mailto:feralfeminisms@gmail.com)).

This past year has marked a historical moment with the phrase “rape culture” featured in headlines across Canada, particularly as Jian Ghomeshi’s high profile sexual assault case received the verdict of acquittal. While some feminist criticisms of this verdict have been made public, and the affective dismay has been felt throughout our diverse communities, there remains an absence of a collective critical feminist intervention into not only the handling of the Ghomeshi trial, but also the concept of rape culture writ large. This issue of *Feral Feminisms*, “Critical Interventions in Rape Culture,” seeks to explore how feminists can critically intervene in rape culture, and the uneven disciplining of sexual assault by institutional, criminal, judicial, and carceral systems.

In 1988, Canadian feminist scholar Susan Sherwin asserted that “patriarchy, or male domination, is the social norm throughout our culture” and that “such dominance has been further reinforced through the various means by which men control women’s sexuality” (137). Sherwin argues that heterosexual rape is one of these primary “mechanisms to reinforce such dominance,” not unlike the international arms race “where small, ‘weaker’ nations find themselves forced to align themselves with a superpower in the hope of achieving protection from the aggression of other nations” (137). Again in 1988, rape culture as a concept emerges in the writing of American scholar Susan Griffin, who argues that: “Our society is a rape culture because it fosters and encourages rape by teaching males and females that it is natural and normal for sexual relations to involve aggressive behavior on the part of males. To end rape, people must be able to envision a relationship between the sexes that involves sharing, warmth, and equality, and to bring about a social system in which these values are fostered” (52). Nora Samaran’s 2016 article, “The Opposite of Rape Culture is Nurturance Culture,” similarly argues that underlying a culture of rape is men’s inability to express a need for intimacy and connection with others.

The parallels between Samaran’s recent concerns and those of Sherwin and Griffin thirty years prior suggest that we are at a curious impasse in 2016, where the feminist (or post-feminist?) concept of rape culture has come to stand in for and obscure a whole host of relations of dominance relating to sexual assault. Yasmin Nair (2014) suggests that conceiving of sexual violence through the framework of a rape culture intersects with and arises from a “culture of confession” that reproduces survivors of rape as neoliberal subjects. This insight begs the question, then, of how does the concept of a rape culture rely on neoliberal notions of subjectivity, self-hood, and traumatic injury that place limitations on how critiques of rape culture might function as resistive tools? How might the increased emphasis on “consent”—positioned as a solution to rape via state, institutional, and media discourses—align itself with the status quo and with gendered, racial, classed, and sexual power relations under neoliberal capitalism? How does the concept of rape culture find belonging within dominant notions of femininity, wealth, and whiteness, and how does this affect the experiences of and legibility of sexual violence

that occurs elsewhere and at the intersections of marginality, particularly amongst people who are poor, racialized as non-white, Indigenous, queer, trans, and/or engaged in sex work?

With these questions in mind, this issue of *Feral Feminisms* seeks critical interventions into rape culture that go beyond the naming of rape culture, and instead interrogate its dynamics, propose alternative forms of resistance, and develop theory that breaks down and specifies its discursive, material, and representative power. Topics and questions may include, but are not limited to historical and contemporary mediations on rape culture in relation to:

- activism
- challenges to the gender binary
- masculinity
- queerness
- transness
- dis/ability
- Indigeneity
- Blackness
- race and racialization
- whiteness
- diaspora and citizenship
- capitalism and neoliberalism
- colonialism and post-colonials
- Marxism
- residential schools
- the child welfare system
- poverty
- sex work
- wage work, unions
- campuses
- prisons, Truth and Reconciliation Councils, alternative forms of justice
- intimacy, friendship, family, community
- media, social media, and celebrity
- rape crisis centers, the rape crisis movement, take back the night

We invite contributions that critically interrogate, through a contemporary or historical lens, the relation of rape culture to the questions laid out above, as well as other themes. Please send submissions along with a 60-word author biography, and a 100-word abstract to all three of the guest editors: Nisha Eswaran ([eswaranb@mcmaster.ca](mailto:eswaranb@mcmaster.ca)), Emma McKenna ([mckennej@mcmaster.ca](mailto:mckennej@mcmaster.ca)), and Sarah Wahab ([wahabsa@mcmaster.ca](mailto:wahabsa@mcmaster.ca)) and to *Feral Feminisms* ([feralfeminisms@gmail.com](mailto:feralfeminisms@gmail.com)) by **1 April 2017**.

For detailed submission guidelines please visit: <http://www.feralfeminisms.com/submission-guidelines/>



## Special Issue: ADVANCEing Women Faculty in STEM: Empirical Findings and Practical Recommendations from National Science Foundation ADVANCE Institutions

### *Equality, Diversity and Inclusion: An International Journal*

**Deadline for Proposals: April 15, 2017**

In 2007, the U.S. Academy of Sciences, National Academy of Engineering, and Institute of Medicine released a joint report indicating that an influx of women into STEM fields was necessary for the US to maintain a dominant position and competitive edge in the global economy. The United States Office of Science and Technology Policy, in collaboration with the [White House Council on Women and Girls](#), also announced a commitment to increasing the participation of women and girls in STEM. One effort aimed at increasing the number of women in STEM is the National Science Foundation (NSF) ADVANCE program, which focuses on increasing the number of women faculty in STEM academic disciplines. The goals of the ADVANCE program are to develop initiatives to increase the representation and advancement of women in academic STEM careers; to develop mechanisms to promote gender equity in the STEM academic workforce; and to aid in diversifying the science and engineering workforce. ADVANCE also seeks to contribute to the general knowledge research base on gender equity in academic STEM disciplines. ADVANCE has encouraged institutions of higher education, as well as the larger STEM community, to identify and address aspects of STEM academic culture and institutional structures that negatively affect women faculty. Since 2001, the NSF has invested over \$130M to support ADVANCE projects at more than 100 institutions of higher education (<https://advance.tamu.edu/other-advance-institutions/>) and STEM-related nonprofit organizations.

This special issue aims to introduce the ADVANCE program to the larger academic community interested in issues related to gender equity, diversity, and inclusion in higher education and the STEM workforce. As such, this call seeks contributions that are directly related to and/or result from the efforts of NSF ADVANCE projects. We seek papers from ADVANCE institutional teams and researchers including but not limited to: empirical research articles, theoretical papers, program evaluation, case studies, personal narratives, practical recommendations, lessons learned, reflections on institutionalization, or any other effort related to the ADVANCE program. Papers are welcome from any academic field and those that are multidisciplinary in nature are especially encouraged. We also explicitly seek ADVANCE-related papers on how gender intersects with other identities such as race, ethnicity, disability, age, parenting status, sexual orientation, nationality, and social class, to affect women faculty in STEM academia.

A 2-3 page prospectus must be submitted to Guest Editor Kathi N. Miner at [kminer@tamu.edu](mailto:kminer@tamu.edu) or Guest Editor Stacie Furst-Holloway at [stacie.furst@uc.edu](mailto:stacie.furst@uc.edu) by **April 15, 2017** to assess fit and rigor of potential contributions. Authors of papers that fit the criteria will be notified by June 15, 2017 and invited to submit a full paper. Final submission of full papers is September 15, 2017; full paper submissions will undergo blind peer review. Only those submissions that are invited may appear in the final issue, however an invitation to submit a full paper is no guarantee of acceptance.

#### The Co-Editors

*Kathi N. Miner*, Associate Professor of Psychology and Women's and Gender Studies at Texas A&M University, is a co-investigator and co-leader of the research team for a NSF ADVANCE-IT (Institutional Transformation) grant awarded to Texas A&M in 2010. Her research broadly focuses on diversity, inclusion, and respect in organizations. In particular, she examines how disrespectful and exclusionary interpersonal experiences in organizations affect the professional trajectory, health, and well-being of individuals from low-status social identity groups (e.g., women, underrepresented ethnic minorities), and how these experiences are shaped by hierarchical social structures and constraints embedded in the larger society. As part of this focus, she also examines how different devalued social identities intersect (e.g., Black women, mothers) to influence experiences and consequences of disrespect.

*Stacie Furst-Holloway* is an Associate Professor in the Department of Psychology at the University of Cincinnati (UC). She is also a co-investigator and co-leader of the research team for UC LEAF (Leadership, Empowerment, and Advancement of Women Faculty in STEM), the NSF ADVANCE-IT grant awarded to UC in 2012. Her research focuses broadly on issues of employee retention in both private and public sector organizations. More specifically, she investigates the individual and organizational factors that impact the employment experience and motivate decisions to stay, leave, or return to an organization. Her work with UC LEAF includes an examination of faculty social networks and the link between network structure, productivity, and intentions to remain in the institution, as well as the impact of department-level and institutional policy and practice on promotion and retention outcomes of women and women of color faculty in STEM.

#### Manuscript Submission and Review

Manuscripts will be double-blind refereed by experts in the area, according to the journal's peer review process. Please upload your submissions to the *Equality, Diversity and Inclusion* ScholarOne Manuscripts website <http://mc.manuscriptcentral.com/edi> - select 'Special Issue' and submit to the issue listed with the title: *ADVANCEing Women Faculty in STEM*.

**Special Issue: Women and Extreme Violence**  
***Violence and Gender***  
**Deadline for Proposals: May 31, 2017**

***Violence and Gender***, the first and only peer-reviewed journal focusing on the understanding, prediction, and prevention of acts of violence, is seeking high quality research on the topic of "women and extreme violence" to publish in the winter issue of 2017.

We are seeking to analyze if several recent high profile criminal cases involving women are anecdotal, or more indicative of a new, emerging pattern of violence by female offenders. These cases include the step mom in the Philadelphia case, the alleged kidnapping case of Sherri Papini, the two women in Chicago involved in the torture and assault of the special needs young man, and the wife of the San Bernardino mass shooter.

The issue will provide a broad overview of the current state of affairs on a national and international scale. We are seeking high-quality research articles, perspectives, reviews, and commentaries on the following topics related to women and violence such as:

- Women involved in extreme violence including homicide, kidnapping, and sexual abuse
- Incentives of female offenders in criminal behavior
- Women assisting in extreme violence — terrorism, mass shootings, etc.
- Women who commit violent sex offense including rape and sexual assault
- The behaviors of female offenders — do they commit violent crimes alone or with others?
- Age and demographics of violent female offenders
- Victims of female offenders — whom do women tend to attack?

**Deadline for manuscript submission: May 31, 2017**

Advantages of publishing in ***Violence and Gender*** include:

- Rapid, high-quality peer review
- Maximum exposure: accessible in 170 countries worldwide
- Open Access options available

For manuscript submission guidelines and further information about the Journal, please visit the ***Violence and Gender*** website. We look forward to receiving your manuscripts and to your active participation in the Journal!

For questions, please contact Managing Editor Dr. Karen Cloud Hansen at [kcloudhansen@liebertpub.com](mailto:kcloudhansen@liebertpub.com)

**Special Issue: A Politics of Shame**  
***Feminism & Psychology***  
**Deadline for Proposals: July 31, 2017**

Guest Editors: Tamara Shefer, Ronelle Carolissen, Viv Bozalek & Sally R. Munt

Shame is central and unavoidably part of the micropolitics and power relations of everyday life. Usually regarded as a generalised negative global self-assessment, shame has been understood as having the potential to silence, degrade, humiliate, isolate, exclude and negate a sense of belonging. Much work on shame in psychology fits in this individualising and individualistic genre. However, as feminist and critical scholars have argued, shame also has productive potential for re-evaluating one's position in the world and connections to others. The politics of shame presupposes a relational and social connection with others; it refers both to the acknowledgement of collective responsibility through connections and to the potential for the undoing of what Tronto has called 'privileged irresponsibility', through democratic deliberations about historical and political circumstances. This special issue aims to extend dialogue, debate and commentary at the interface of feminism and psychology in creating a platform for articles that integrate research, practice and broader social concerns and contribute to current feminist scholarship (such as Locke, Probyn, Munt and others) on the political and ethical value of shame.

We invite papers that deal with *a politics of shame* within a gendered and intersectional framework and that expand on themes such as:

- critical pedagogies that incorporate shame for transformation
- the embodied and everyday nature of shame in diverse cultural contexts
- shamed identities/shamed cultures
- shame as a regulatory practice (in the reproduction of power and privilege)
- politics and shame (shame as a tool of political change)

We welcome papers from academics, activists, and practitioners at different stages of their careers. Submissions may be theoretical, empirical, or methodological, and/or focus on research and practice. Full length articles (maximum length: 8000 words) are preferred but commentaries and brief reports are welcome. Manuscript submission guidelines can be found at <http://fap.sagepub.com>. All submissions will undergo anonymous peer review.

*Feminism & Psychology* is hosted on SAGE Track <http://mc.manuscriptcentral.com/fap>

If you have questions, please contact the Corresponding Guest Editor: Tamara Shefer [tshefer@uwc.ac.za](mailto:tshefer@uwc.ac.za), putting 'Special Issue' in the subject line.

Deadline for submissions is **31 July 2017**. We anticipate a publication date in early 2019.

# Awards

## 2016 Mary Roth Walsh Teaching the Psychology of Women Award

*APA – Division 35*

**Deadline for Application: March 1, 2017**

The Mary Roth Walsh Teaching the Psychology of Women Award is an award sponsored by Div. 35 in honor of the late Mary Roth Walsh. Dr. Walsh was the founder of the Teaching the Psychology of Women Institute, the author of several texts, and a committed teacher devoted to promoting the psychology of women.

The Mary Roth Walsh Teaching the Psychology of Women Award is designed to encourage graduate students and junior faculty (untentured and up to 10 years post-doctorate) teaching the psychology of women or gender course and focuses particularly on teaching innovations.

We are looking for individuals who have devised a creative approach, exercise, or assignment for increasing diversity in teaching the psychology of women or gender. Diversity includes, but is not limited to, race, class, ethnicity, sexual orientation, and ablebodiedness.

All junior faculty who are members of the Society for the Psychology of Women (or whose application for membership is currently being submitted) are eligible. This includes graduate students teaching psychology of women or gender courses.

To apply, please submit a written description (no more than 750 words) of an exercise, assignment, or teaching strategy that enhances diversity in a psychology of women or gender course and a copy of your current CV to Katina Sawyer (katina.sawyer@villanova.edu). All submissions must be received by **March 1<sup>st</sup>, 2017** to be considered.

**Send to:**

Katina Sawyer, Ph.D.  
Assistant Professor of Psychology  
Villanova University  
E-mail: katina.sawyer@villanova.edu

## Carolyn Wood Sherif Award

*APA – Division 35*

**Deadline for Application: March 17, 2017**

The Carolyn Wood Sherif Award is the highest award conferred by the Society for the Psychology of Women. It is given to a senior individual based on sustained and substantial contributions to the field of the psychology of women as a scholar, teacher, mentor and leader. Thus, selection requires evidence of excellence across research and scholarship, teaching and mentoring and professional leadership. The recipient receives a cash prize and is invited to deliver the Sherif Memorial Lecture at the following APA convention. The winner also chairs the award committee in the year following the lecture.

The award was established in honor of Carolyn Wood Sherif (1922-1982), an eminent social psychologist and one of Div. 35's founding mothers. Sherif served as Div. 35's president in 1979-80.

**Deadline: March 17, 2017**

To nominate someone for the award, send:

- A nomination letter (including the nominee's phone number and email address)
- The nominee's curriculum vitae
- Copies of two or three selected publications
- Two additional letters in support of the nominee (only three letters are considered).

Send materials to Stephanie A. Riger, PhD. stephanie.riger@gmail.com

**Psychotherapy with Women Award**  
**APA – Division 35**  
**Deadline for Application: April 3, 2017**

The Society for the Psychology of Women (Division 35 of APA) funds this award out of royalties from the book edited by Drs. **Annette Brodsky** and **Rachel Hare-Mustin**, *Women and Psychotherapy: An Assessment of Research and Practice*.

**Content:** Manuscripts on the broad topic of psychotherapy with women are eligible. Research (quantitative and qualitative), clinical applications, clinical case studies, and theoretical review articles are welcome.

**Eligibility:** Individual and jointly authored articles are eligible. However, only one submission can be made by the first author. Additionally, the first author may not have previously received this award through Division 35 of APA. Entries should be of approximately journal length and written in APA style. Papers that have been submitted for publication or presented at professional meetings are eligible, along with papers that have been accepted for publication or published within the past two years. In the case of the latter, the papers may not be published more than two years prior to the **April 3, 2017** submission deadline.

**Judging:** Psychologists with expertise on psychotherapy with women will read the entries using a standard anonymous review procedure. Judging will be made on the basis of scholarly rigor, clinical impact, theoretical creativity and innovation, methodological skills, clarity and style of presentation, in addition to its relevance and importance to psychotherapy with women. A cover sheet with the author's name, address, e-mail address, and telephone and fax numbers, along with the publication or presentation date, should accompany the paper. ***The author's name should not appear on the paper itself.***

**Award:** The winner will be announced at APA 2017 and will receive the annual prize of \$250.

**Submission:** Please send author information and the paper in separate pdf electronically to Barbara Faye Streets at [barbarastreet@yahoo.com](mailto:barbarastreet@yahoo.com)

Deadline: **April 3, 2017**

Thank you,  
*Barbara Faye Streets*  
*Psychotherapy with Women Award Co-Chair*



**Geis Memorial Award**  
**APA – Division 35**  
**Deadline for Application: April 15, 2017**

This award offers \$15,000 for the 2016-2017 academic year to fund dissertation research in the Psychology of Women by an advanced doctoral candidate. Sponsored by Div. 35.

**Annual Deadline: April 15**

Eligible research will demonstrate:

- Methodological soundness and sophistication
- Contribution to the field of feminist psychology
- Sophisticated research design in the social psychology tradition

**History and Purpose of Award:**

Florence L. Geis was a Social Psychologist with a strong commitment to research on the Psychology of Women and to the mentoring of women graduate students. In her will, she left an endowment to fund doctoral students conducting dissertation research in feminist psychology. To qualify for funding, the research must be 1) feminist, 2) address a feminist/womanist issue, 3) use social psychology research methods and 4) make a significant contribution to social psychology theory and research. Proposals will be judged on suitability, feasibility, merit of the research and the potential of the student to have a career as a feminist researcher in social psychology. Funding need not be used solely to fund the research project.

Please compile the following materials into an electronic zipped folder, named as the applicant's last name, and email the folder to the Geis Award chair: Tara Broccoli, PhD (broccoli\_t@mitchell.edu):

1. The proposal file
2. A one page description of: i) career goals and activities; ii) a description of previous research, if any; iii) how this funding would contribute to your career goals.
3. Curriculum Vitae or resume
4. Two letters of recommendation supporting the quality of the project: i) one from the faculty sponsor which includes a statement confirming that the applicant has been advanced to doctoral candidacy and ii) a letter from a second faculty member

For specific instructions related to submission of materials, please see: <http://www.apadivisions.org/division-35/awards/geis.aspx?tab=3>

**Psychology of Women Section (POWS) and Feminism & Psychology Postgraduate Student Award**  
**Deadline for Application: April 30, 2017**

Current postgraduate students and those who have submitted their dissertation within the last academic year (2015-16) are invited to submit for the POWS and Feminism & Psychology postgraduate award. Submissions can include research from all areas of Psychology, Health and Social Sciences. Articles must be clearly related to the work carried out as part of a postgraduate degree, and make an original contribution to the psychology of women, gender, feminist theory, practice and beyond. Individual entries and group submissions are both welcomed, but must not have been published previously. Articles can be up to a maximum of 3,500 words.

**How to enter:** Please submit your article by **30<sup>th</sup> April 2017** in Word doc format to Glen Jankowski [G.Jankowski@leedsbeckett.ac.uk](mailto:G.Jankowski@leedsbeckett.ac.uk), using the subject line "POWS Prize Submission". All articles will be reviewed by members of POWS with relevant knowledge and expertise. Please also feel free to email Glen with any queries or questions you may have.

**Award includes prizes of:**

- One year subscription to POWS Review and one year subscription to Feminism & Psychology
- Certificate from Feminism & Psychology
- A complimentary place at the POWS 2017 30<sup>th</sup> Anniversary Year Conference (12<sup>th</sup>-17<sup>th</sup> July, 2017) and the opportunity to present your paper where the Prizes will be awarded (*POWS will reimburse your registration and travel expenses within the UK, up to the amount of £350*).
- Publication of your submission in the POWS Review, subject to normal peer-review process, and with the support of a dedicated POWS mentor.
- Opportunity to discuss your research through a POWS podcast.

**Division 35 Heritage Award**  
**APA – Division 35**  
**Deadline for Application: May 15, 2017**

The Heritage Award is presented annually to a senior individual who has made distinguished, long-standing and substantial contributions that pertain to women, gender or related issues in any of the following areas:

- Teaching/Mentoring
- Practice/Advocacy
- Research/Scholarship
- Professional Service

Preference is given to individuals whose contributions and achievements have not already been recognized by other SPW career awards. Previous recipients of the Carolyn Wood Sherif Award are not eligible.

Nominations should be submitted electronically and include:

1. A copy of the nominee's curriculum vitae.
2. A letter of nomination that describes the nature of the nominee's contribution to teaching/mentoring, practice/advocacy, research/scholarship, or professional service and its impact on feminist psychology. Please be specific as to the area for which you are nominating the nominee.
3. No more than three additional letters of support that describe the nominee's contributions and their impact on feminist psychology.
4. Supporting materials (up to three items) that document the nominee's contributions in the specified award area.

Deadline for nominations is **May 15, 2017**

Questions and nominations should be addressed to the Heritage Awards chair:

Michele Hoffnung, Ph.D.  
Professor of Psychology Emerita  
Quinnipiac University  
michele.hoffnung@quinnipiac.edu

## 2018 Distinguished Professional Contributions and Student Awards

### *American Psychological Association*

Deadline for Application: **June 1, 2017**

APA's Board of Professional Affairs (BPA) seeks nominations for its Distinguished Professional Contributions awards. All nominees must have excellent overall personal and professional reputations. Nominees should not have received disciplinary action from a state board of examiners in psychology and must have no history of ethical violations at the state or national level.

Winners receive an honorarium of \$1,000; the opportunity to present an invited address at APA's 2018 Annual Convention in San Francisco, CA, August 9-12, 2018; a waiver of 2018 convention registration fees; and reimbursement of up to \$1,500 in expenses related to attendance at the 2018 convention.

For each award, nominators should provide a detailed narrative statement of no more than 300 words on the nature of the contributions and focus of the nomination and an up-to-date resume and bibliography. Endorsements from other individuals or groups are encouraged. Also, nominators of award winners will be responsible for preparing a 100-word award citation.

#### **Note: Additional requirements for APA/APAGS Award for Distinguished Graduate Student in Professional Psychology**

Please send nomination materials for all categories to Sheila Kerr-Wilson at [skerr@apa.org](mailto:skerr@apa.org). You may also reach her by phone at (202) 336-5878.

**The APA Award for Distinguished Professional Contributions to Applied Research** is given to a psychologist whose research has led to important discoveries or developments in the field of applied psychology. To be eligible, this research should have led to innovative applications in an area of psychological practice, including but not limited to assessment, consultation, instruction, or intervention (either direct or indirect). Research involving the original development of procedures, methodologies, or technical skills that significantly improve the application of psychological knowledge and provide direct and immediate solutions to practical problem areas will be considered, as will research that has informed psychologists on how better to observe, define, predict, or control behavior. Original integration of existing theories or knowledge is also eligible for consideration.

*For additional information please visit:* <http://www.apa.org/about/awards/applied-research.aspx>

**The APA Award for Distinguished Professional Contributions to Independent Practice.** The award is intended to recognize outstanding independent practitioners in psychology. Nominations will be considered for psychologists working in any area of clinical specialization, health services provision, or consulting, and services provided to any patient population or professional clientele in an independent setting. Services provided to diverse client groups or patient populations, including but not limited to children/adolescents/adults/older adults; urban/rural/frontier populations; minority populations; and persons with serious mental illness will be considered. Contributions may be judged distinguished by virtue of peer recognition, advancement of the public's recognition of psychology as a profession, relevant professional association honors, or other meritorious accomplishments denoting excellence as a practitioner including advancement of the profession.

*For additional information please visit:* <http://www.apa.org/about/awards/private-sector.aspx>

**The APA Award for Distinguished Professional Contributions to Institutional Practice.** The award is intended to recognize outstanding practitioners in psychology. Nominations will be considered for psychologists working

in a wide variety of institutional practice settings (e.g. schools, military, state hospital, Department of Veterans Affairs, etc.). Services provided to diverse client groups or patient populations, including but not limited to children/adolescents/adults/older adults; urban/rural/frontier populations; minority populations; and, persons with serious mental illness will be considered. Contributions may be judged distinguished by virtue of peer recognition, advancement of the public's recognition of psychology as a profession, relevant professional association honors, or other meritorious accomplishments denoting excellence as a practitioner including improvement of institutional service delivery systems or development of psychologically informed public policy. *For additional information please visit:* <http://www.apa.org/about/awards/institutional-practice.aspx>

**APA/APAGS Award for Distinguished Graduate Student in Professional Psychology** is awarded on an annual basis by BPA and the American Psychological Association of Graduate Students (APAGS) to a graduate student who has demonstrated outstanding practice and application of psychology. A qualified candidate must demonstrate exemplary performance in working with an underserved population in an applied setting or have developed an innovative method for delivering health services to an underserved population. Nominees may have received their doctoral degree at the time of nomination provided that accomplishments for the award were achieved while a graduate student. Eligible candidates are encouraged to apply from all psychology sub-specialties (e.g., clinical, counseling, organization, school, health) and can be self-nominated or nominated by an APA member. However, all self-nominations must be endorsed by an APA member who serves the function of a nominator.

Each applicant must submit a summary of no more than 1,000 words regarding their work with an underserved population that must include a description of the student's work with this population, the status of the underserved population and number served, nature of psychological services/work done and its impact on addressing the needs of the identified population. In addition, nominees are expected to identify why the group they have worked with is considered underserved. Applicants must also submit a curriculum vitae, a letter of support from a member of APA and, in the instance of a self-nomination, verification that the endorser will serve the role and complete the functions of a nominator.

*For additional information, including details regarding nomination material please visit:* <http://www.apa.org/about/awards/grad-profpsyc.aspx>

**Attention Nominators:**

The nominator/endorser will be expected to prepare the text for the award citation, attend the APA Annual Convention (at his or her own expense), serve as chair of the winner's award address, introduce the award recipient and prepare the written introduction for any APA publications wishing to publicize the award.

**2018 Gold Medal Award for Life Achievement in the Practice of Psychology**  
**American Psychological Foundation**  
**Deadline for Application: June 1, 2017**

The American Psychological Foundation (APF) invites nominations for the APF 2018 Gold Medal Award for Life Achievement in the Practice of Psychology. The award includes a mounted medallion; a waiver of 2018 convention registration fees; round trip airfare; and a travel stipend of \$1,000 to attend the 2018 American Psychological Association (APA) Annual Convention in San Francisco, California.

The Gold Medal Awards recognize life achievement in and enduring contributions to psychology. Eligibility is limited to psychologists 65 years or older residing in North America.

**Gold Medal Award for Life Achievement in the Practice of Psychology** recognizes a distinguished career and enduring contribution to advancing the professional practice of psychology. This award is meant to honor colleagues whose career has focused on either the practice of psychology or advancing the practice of psychology. (Submit nominations to Sheila Kerr-Wilson, [skerr@apa.org](mailto:skerr@apa.org))

Additional criteria may include:

- *Distinguished Service*: Evidence of distinguished, sustained service in psychology.
- *Achievement of Excellence*: Evidence of recognition by other professional/public interest groups of a kind not routinely accorded to all psychologists. All nominees should have excellent overall personal and professional reputations.
- *Extraordinary Recognition*: Evidence of having received national or international recognition from one's colleagues for contributions to psychology.
- *Significant Contributions*: The publication of articles, books, monographs and other scientific writings which have made a demonstrable impact on the science and thinking of colleagues on more than a local basis, in their field of endeavor. Contributions may be judged distinguished by virtue of peer recognition, advancement of the public's recognition of psychology as a profession, relevant professional association honors, or other meritorious accomplishments denoting excellence as a scientific researcher including advancement of the profession.

*Nominees should not have received disciplinary action from a state board of examiners in psychology and must have no history of ethical violations at the state or national level.*

Nomination Requirements:

Nomination letters should indicate the specific Gold Medal Award for which the individual is being nominated and should include the following:

- Nomination statement that addresses the award criteria
- Nominee's current vita and bibliography
- Letters in support of the nomination are welcome, but please refrain from sending supplementary materials such as videos, books, brochures, or magazines
- All nomination materials should be coordinated and collected by a chief nominator and submitted in one package by email to the appropriate APA staff member listed with that award.



# Job Postings

**Term Position - Instructor (16-09)**

***University of New Brunswick***

**Deadline for Applications: **March 1, 2017****

## **DEPARTMENT OF PSYCHOLOGY**

The Department of Psychology at the University of New Brunswick in Fredericton invites applications for a 9-month appointment at the rank of Instructor. The appointment will start August 1, 2017. Applicants are expected to have a PhD in Psychology or be near completion. The successful candidate will be expected to teach two sections of Introductory Psychology as well as some of the following courses (to be determined in consultation with the Chair): at the undergraduate level, Foundations of Developmental Psychology, Foundations of Memory and Cognition, Foundations of Clinical Psychology, Experimental Human Neuropsychology, Psychology of Women, Motivation and Emotion, or Psychological Testing or, at the graduate level, Statistics. They will also be expected to supervise undergraduate student research. The Department of Psychology in Fredericton has BA and BSc majors and honours programs as well as PhD programs in Clinical Psychology (CPA accredited) and in Experimental Psychology. This position is subject to budgetary approval.

Interested individuals should submit a cover letter outlining the courses that they would feel prepared to teach, their research interests and experience, and curriculum vita, and arrange to have three letters of recommendation sent to:

**Dr. Sandra Byers, Chair, Department of Psychology,  
University of New Brunswick, P.O. Box 4400,  
Fredericton, NB, Canada, E3B 5A3.**

The application should be sent by mail; letters of recommendation can be sent by email to [psychair@unb.ca](mailto:psychair@unb.ca). Review of applications will start **March 1, 2017** and will continue until the position is filled.

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Applicants should indicate current citizen status.

THE UNIVERSITY OF NEW BRUNSWICK IS COMMITTED TO THE PRINCIPLE OF EMPLOYMENT EQUITY.

## Canada Research Chair in Biopsychological Determinants of Mental Health *University of Regina* Deadline for Applications: **March 1, 2017**

The Department of Psychology in the Faculty of Arts at the University of Regina invites applications for a tenure-track position at the Assistant Professor level for the nomination of a Tier 2 Canada Research Chair in Biopsychosocial Determinants of Mental Health, commencing July 1, 2018.

The successful candidate will have a PhD in Psychology, will be an emerging leader in his/her field as evidenced by an exceptional record of research, funding, teaching, and mentorship, and will have demonstrated knowledge and understanding of interdisciplinary approaches to investigating biopsychosocial determinants of mental health. We are particularly interested in finding an outstanding candidate with a background in *psychoneuroendocrinology*, an interdisciplinary field that encompasses research methods from psychology, neuroscience, and endocrinology. This field examines the interaction between psychological well-being, the brain, and hormones. Thanks to its comprehensive approach to understanding mental health, psychoneuroendocrinology is flourishing as a field and leading to great advances in the treatment of mental illness.

The Canada Research Chairs (CRCs) were established by the Canadian government as part of a national strategy to foster research excellence. Tier 2 Chairs are intended for exceptional emerging scholars with less than 10 years of active research in their field. Applicants who are more than 10 years from having earned their highest degree (and where career breaks exist, such as maternity, parental or extended sick leave) may have their eligibility for a Tier 2 Chair assessed through the program's Tier 2 justification process. The nominee must meet the requirements for the position of Tier 2 Chair as defined by the CRC program. Please consult the Canada Research Chairs website ([http://www.chairs-chaire.gc.ca/about\\_us-a\\_notre\\_sujet/index-eng.aspx](http://www.chairs-chaire.gc.ca/about_us-a_notre_sujet/index-eng.aspx)) for full program information, including further details on eligibility criteria.

The University of Regina's Strategic Research Plan 2016-2020 has identified five key research priorities, two of which are "Anxiety, Stress & Pain", and "Integrated Human Health". These areas of research strength provide significant opportunities for interdisciplinary collaboration relevant to the proposed CRC's mandate. The CRC will be appointed in the Psychology department, with the possibility of cross-appointment in a related discipline such as biology if appropriate. The CRC would supervise undergraduate and graduate students in their area of expertise and would additionally provide invaluable training in Psychoneuroendocrinology to all of the department's students. The CRC would also contribute to operation of our Experimental & Applied Psychology (EAP) program and/or our Canadian Psychological Association (CPA) accredited Clinical Psychology program, both of which succeed in attracting exceptional students from across the country. The Faculty of Arts is home to about 100 full-time faculty members in fourteen departments and seven interdisciplinary programs in social sciences and humanities. The Community Research Unit, which is housed in the Faculty of Arts, provides support for community-engaged research. The Faculty of Arts also closely collaborates with the First Nations University of Canada. The CRC candidate's research program can benefit from and further contribute to this collaboration.

Salary will be commensurate with the qualifications of the successful candidate. In addition, the Chair will receive research funding and a reduced teaching load for the duration of the CRC position. The University of Regina is committed to an inclusive workplace that reflects the richness of the community that we serve. The University welcomes applications from all qualified individuals, including individuals within the University's employment equity categories of women, persons with disabilities, members of visible minorities, Indigenous persons, individuals of diverse gender and sexual orientation, and all groups protected by the Human Rights Code. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. All Canada Research Chairs are subject to review and final approval by the CRC Secretariat.

Review of applications will begin **March 1<sup>st</sup>, 2017** and will continue until a CRC nominee is selected through a candidate appraisal and interview process. To review the full posting and to apply please see <http://www.uregina.ca/hr/careers/opportunities.html>. Applicants must submit electronically the following documents: 1) a covering letter describing how the applicant meets the criteria for the position, 2) a statement of teaching philosophy and evidence of teaching effectiveness, 3) an up-to-date curriculum vitae, and 4) research article reprints or preprints. In addition, applicants should include a proposed five year research plan in Biopsychosocial Determinants of Mental Health that addresses the objectives of the CRC program (maximum 2,500 words). This plan should include a proposal for developing or enhancing interdisciplinary research strengths, and a plan for developing externally-funded research projects and/or other projects appropriate to the CRC mandate. Candidates should also arrange for letters from three (3) referees and official university transcripts to be sent directly to: Dr. Rick Kleer, Dean Faculty of Arts, University of Regina, 3737 Wascana Parkway, Regina Saskatchewan. S4S 0A2. Enquiries on this position may be addressed to: Dr. Richard MacLennan, Head Department of Psychology, email: [richard.maclennan@uregina.ca](mailto:richard.maclennan@uregina.ca).

## Horizon Postdoctoral Fellowship Concordia University Deadline for Applications: **April 1, 2017**

Concordia University in Montreal, Canada is currently accepting applications for postdoctoral fellowships valued at \$47,500 per year (plus benefits) for each of two years, in the following discipline:

Research program title: Breaking the cycle of disadvantage: Inter-generational studies of Developmental Psychopathology, Education and Health

Supervisor(s): Lisa A. Serbin and Dale M. Stack

Provide a link to one journal/publication that you think would be a suitable forum for advertising the postdoctoral fellowship opportunity: Serbin, L.A., Kingdon, D., Ruttle, P.L., & Stack, D.M. (2015). The Impact of Children's Internalizing and Externalizing Problems on Parenting: Transactional Processes and Reciprocal Change over Time. Special Section: "The influential child." *Development and Psycho-pathology*, 27, pp 969-986. doi: 10.1017/S0954579415000632

Program description (up to 200 words): Children from disadvantaged families typically grow up to live under disadvantaged conditions as adults, with concomitant health, occupational, family and social problems. However, some children from disadvantaged backgrounds succeed in breaking the "inter-generational cycle" of disadvantage, and achieve social, health, family and occupational wellbeing in adulthood. The Concordia Longitudinal Research Project is offering an exceptional opportunity for a post-doctoral fellow in Quantitative Psychology, Developmental Psychopathology, or Biostatistics to design and carry out prospective longitudinal studies. Analyses may cover a 40-year time span including three generations. The project includes over 4000 participants from lower-income backgrounds, plus their own parents and children (total sample currently > 8000 participants). Focus of the research for this postdoctoral fellowship is to study (1) how family poverty and neighborhood disadvantage disrupt children's development at multiple, interactive levels, and (2) to identify the protective factors that may disrupt dysfunctional intergenerational cycles, and allow children to prosper despite adverse family backgrounds. Data sets include intensive observations of childhood behavior, home environment, parenting skills, emotional and academic competencies, psychopathology and other key areas of functioning. In addition to extensive behavioral observations and interview-based data collected over time, comprehensive information from government records, including health histories, education, criminal offending, and neighborhood disadvantage will be integrated.

Academic qualifications required: Ph.D. in Quantitative Psychology, Developmental Psychopathology, Biostatistics, or related field, with expertise in analysis of large data sets and longitudinal research design

Eligibility requirements:

- Applicants must not currently hold a postdoctoral appointment at Concordia
- Priority will be given to postdoctoral fellows who have obtained their PhD from another university although in exceptional cases Concordia graduates may be considered
- Applicants must adhere to the postdoctoral fellow eligibility criteria outlined in Concordia University's Postdoctoral Policy

Timeline and Application Process:

Application deadline: open until the position is filled but no later than **April 1, 2017**

Fellowship start date: no later than July 1, 2017

Submission process:

- All documents must be submitted to Cynthia Raso at (HorizonPostdocs@concordia.ca)
- Please include the reference number with your application

Application checklist:

- One to three (1-3) page research statement demonstrating fit with the program described above
- Current curriculum vitae demonstrating research excellence and a capacity for leadership in the domain (maximum 5 pages).
- Two letters of reference from academic supervisors or current employers to be sent via e-mail directly to: Cynthia Raso at (HorizonPostdocs@concordia.ca)

# Newsletter Submissions

I am seeking detailed submissions for the following columns for the May 2017 SWAP Newsletter:

1. **MEMBERS' RECENT PUBLICATIONS.** This column is for members to highlight their recent publications. If you have published an article/book/book chapter in the last year this is your chance to let the SWAP members know about it. Please submit the reference and a 250-500 word abstract of your publication to me.
2. **METHODOLOGICAL REVIEW.** If you have read or written an article using a research method that you think is particularly interesting and/or innovative, or has been used in an innovative fashion (e.g., to access a difficult to access population, administered in a unique way, etc.), please consider writing a review of that article. The goal is to highlight research methodologies that may be useful to members when they are developing new research projects. For example (but not limited to), discourse analysis, conversation analysis, client representative case study, structural equation modeling, a multiple regression conducted in a unique way, mixed methods, etc.
3. **CONFERENCE REVIEWS.** If you have attended a conference since the last Newsletter and there were presentations that you think would be of interest to our members, please consider writing a brief review (250-500 words) of the conference/presentation(s). This includes any presentations that you may have made at a recent conference. Please include the author(s) of the research, the name of the project, the professional affiliation of the author(s), and the name of the conference where this research was presented.
4. **UPCOMING CONFERENCES.** If you are aware of an upcoming conference that you think the other members would like to know about, please email me the details of the conference.
5. **RECENTLY DEFENDED DISSERTATIONS & THESES.** If you have a student or you are student who has recently defended a dissertation or thesis (in the last year), please have the student send me a short abstract (about 200-300 words), the university affiliation and the name of the student's supervisor.
6. **FELLOWSHIPS OR JOB OPPORTUNITIES.** If you are aware of any fellowships or job opportunities that would be of interest to our members, please send me the details of them.
7. **CALL FOR PAPERS/ABSTRACTS.** If you have received a call for papers/abstracts for conferences and/or publications please send me the details.
8. **BOOK REVIEW.** If you have read a book recently that you think would be of interest to SWAP Members, please write a book review (length at your discretion) and send it to me ([jessica.mccutcheon@usask.ca](mailto:jessica.mccutcheon@usask.ca)). Include: Title of the book, author(s), publication date, publisher, and your name.

**Submission Deadline for May's Newsletter is May 12, 2017**