

Newsletter of the CPA/SCP Section on Women & Psychology September 2015



Vol. 42 No. 1

WHAT'S INSIDE

IN THIS ISSUE

2015 - 2016 Executive	2
2015 - 2016 Provincial Representatives	3
Chair's Message	4
Editor's Message	5
Recruitment of Regional SWAP Representatives	5
SWAP Annual General Meeting Minutes	6
SWAP Financial Statement	9
Graduate Student Committee Report	10
Feminist Mentoring Award	11
SWAP 2015 Distinguished Member	11
Awards Committee Report	12
SWAP Winning Student Paper	13
Special Article: Crossing Boundaries and Borders	15
CPA 2015 Convention – SWAP Highlights	16
Members' Recent Publications	17
Call for Papers	18
Call for Applications	20
Grants	22

2015-2016 Executive

Section Chair



Paula Barata
University of Guelph
pbarata@uoguelph.ca

Chair-Elect



Colleen MacQuarrie
University of PEI
cmacquarrie@upe.ca

Treasurer/Secretary



Noreen Stuckless
York University
stuckles@yorku.ca

Newsletter Editor/Web Maven



Jessica McCutcheon
University of Saskatchewan
jessica.mccutcheon@usask.ca

Chair, Status of Women Committee



Colleen MacQuarrie
University of PEI
cmacquarrie@upe.ca

Membership Coordinator



Lana Stermac
OISE University of Toronto
l.stermac@utoronto.ca

Awards Coordinator



E.B. Brownlie
University of Toronto
ebbrownlie@gmail.com

Nominations Coordinator



Lucie Kocum
Saint Mary's University
lucie.kocum@smu.ca

Abstract Review Coordinator



Janelle Kwee
Trinity Western University
Janelle.kwee@twu.ca

SWAP Division 35 Liaison



Charlene Senn
University of Windsor
csenn@uwindsor.ca

Chair, SWAP Archives Committee



Fran Cherry
Carleton University
fran.cherry@carleton.ca

Student Representative



Taslim Alani
Lakehead University
talani@lakeheadu.ca

2015-2016 Provincial Representatives

Provincial Representative
Coordinator (executive member)



Contact Carmen at carmen@unb.ca if you are interested in filling one of the vacant provincial representative positions.

Carmen Poulin
University of New Brunswick
carmen@unb.ca



Chair's Message

by Paula Barata



A year has passed as SWAP's "new" coordinator, and I think I have *mostly* figured out the job. There have been a few bumps along the road, but the year has been active and rewarding.

The 2015 CPA convention was held in Ottawa and well attended by SWAP members. Some of our sponsored events were standing room only—even when free food was not provided! Of particular note was our SWAP nominated and CPA Sponsored Invited Section Speaker Dr. Janice Yoder who challenged us to consider the "So What?" in our scholarship. This was, I believe, a message that resonated with many of our members who actively seek to better women's and men's lives

through their work. We were also fortunate to have a SWAP Invited Speaker, Dr. Carmen Poulin, who was also the recipient of the 2014 SWAP Distinguished Member Award. In addition, there were two SWAP symposiums, one of which had the media in attendance, and an active poster session. Overall, it was a great opportunity to hear and talk about our research with other likeminded peers.

For some of us, the conference began a day early with a pre-conference workshop meant to generate meaningful discussion on raising happy families while also happily employed. The discussions I was a part of deconstructed the idea of having it all and considered what a reconstruction might look like. A particular highlight for me was the lunchtime performance of *Engorged* by Lisa Anne Ross. This one-woman cabaret on motherhood had me laughing so hard there were tears running down my face, but it also had me thinking seriously about the challenges of mothering. It served as an excellent opportunity for reflection on many of the issues we were already discussing. I should also note that the pre-conference was well attended by many SWAP students who were heavily

subsidized (the cost to them was only \$25).

Being in Ottawa also provided an opportunity for a guided visit to the Archives and Special Collections at the University of Ottawa, which is where our SWAP documents are archived. About 10 of us took the opportunity to visit the archives and look through old SWAP posters, pictures, and newsletters. It was a thrill to see the first few SWAP newsletters from the mid 1970's and to see the first one that I edited in 2004 included with the bunch! A big thank-you to Dr. Fran Cherry for organizing this trip!

During the SWAP business meeting we heard the various executive reports (summarized in this newsletter issue) and welcomed the new executive slate. We also presented our awards, including the 2015 SWAP Distinguished Member Award, which went to Dr. Colleen MacQuarrie, an Associate Professor at the University of Prince Edward Island. As you will see in her bio (also in this newsletter), she is very deserving of this award.

Paula

Editor's Message

by Jessica McCutcheon



Welcome to the September issue of the SWAP newsletter! This newsletter is full of summary reports from the CPA convention in June, biographies of the wonderful women who have received SWAP awards, and tons of fantastic job opportunities, calls for papers, and conference notifications!

Unfortunately, one piece that is missing from this newsletter is the "Lab Spotlight" column that I initiated in last September's SWAP newsletter. I invited contributions but received no submissions. I feel strongly that this makes a great addition to the newsletter and would love to be able to continue this column. I will happily include a "Lab Spotlight" or "Graduate Student Spotlight" piece in the January issue if anyone would be willing to submit a short write-up.

There are lots of other wonderful articles, reports, and notices in this newsletter issue though! Below my report you will find a call for regional SWAP representatives, on pages 5-8 are the Minutes from the SWAP Annual General Meeting, followed

by the Financial Statement on page 9, and the Graduate Student Committee Report is on page 10. Page 11 offers an outline of our SWAP Award winners – The Feminist Mentoring Award and the SWAP Distinguished Member Award. Continuing with the topic of awards, the Award Committee Report is on page 12 and the Winning Student Paper is on pages 13 and 14. A Special Article discussing the recent Division 35/SWAP meeting can be found on page 15, and then my personal favorite of this newsletter – SWAP Highlights from the 2015 CPA Convention on page 16. Members' recent publications, calls for papers and applications, and grants are outlined on pages 17-24. Submissions to the next newsletter are due January 8, 2016. Enjoy!

Recruitment of Regional SWAP Representatives

by Taslim Alani & Carmen Poulin

Are you interested in getting involved with SWAP?

We are currently recruiting Regional Representatives across the country to support us with SWAP initiatives. This is something that has been percolating for a long time and some of you have already approached us over the last year with interest in serving in the role of a regional SWAP representative. Here is your chance to actually get involved.

Because this facet of SWAP involvement has been dormant in the last few years, this coming year's focus is placed on communication and awareness about SWAP.

Regional SWAP representatives' responsibilities, therefore, will consist mostly of establishing a network of SWAP members in various regions of the country. Being a SWAP Regional Representative, therefore, will include:

- Increasing networking with SWAP members in your regions;
- Disseminating information related to SWAP as an organization to individuals within your region who might be interested in SWAP's activities and possibly becoming a member.

- Developing SWAP programming within your region.
- Reporting to SWAP regarding regional activities and programming so that SWAP can disseminate this information to its national members at the AGM and through its newsletter.

If you are interested in being a SWAP Regional Representative or would like more information, please email Carmen Poulin (carmen@unb.ca) or Taslim Alani (talani@lakeheadu.ca). We look forward to hearing from you.

SWAP AGM Minutes

MINUTES OF THE 2015
ANNUAL BUSINESS MEETING
CANADIAN PSYCHOLOGICAL ASSOCIATION
SECTION ON WOMEN AND PSYCHOLOGY
June 5, 2015
11:00-12:00
Ottawa ON

Chair: Paul Barata
Chair - Elect: Colleen MacQuarrie

The meeting was called to order by the Chair, Paula Barata at 11:05. There were 30 members in attendance.

1. The Agenda: Presented by Paula Barata. Moved by Carmen Poulin and seconded by Lena Stermac that the agenda be approved. The motion passed unanimously.

2. Minutes of the 2014 Annual General Meeting were distributed and read by the attendees. A motion to accept the Minutes was made by Sandra Pyke and seconded by Shake Toukmanian. The motion passed unanimously.

3. Awards (See the Newsletter for Reports, Nominations and Acceptances)

3.1 Presentation of the 2014 Distinguished Member Award. Presented by Paula Barata to Carmen Poulin.

3.2 Presentation of the 2015 Distinguished Member Award, Presented by Paula Barata to Colleen MacQuarrie. Nominated by Annable Cohen and Philip Smith

3.3 Presentation and Thanks to the Past Coordinator: Presented by Paula Barata to Lynda Ross. Lynda was thanked for her many contributions and thanked members of the executive and others for their help as well.

3.4 Presentation of the 2015 Feminist Mentoring Award. Presented by Taslom Alani to Paula Barata.

3.5 Student Awards. Student Awards Coordinator Report and Presentation of the 2015 Student Paper Awards and Student Travel Bursaries were made by the Coordinator, E.B. Brownlie. She reported that there were many applications and that it was hard work for the adjudicators to choose the Paper Award and Travel Award recipients. A description of the awards was also given. E.B. presented the Awards and Cheques to the following student winners.

Hillary McBride for the Paper Award (\$500)
Alyssa Mabey for a Travel Award (\$250)
Jessica McCutcheon for a Travel Award (\$250)
Kaitlyn goldsmith for a Travel Award (\$250)
Carley Pope for a Travel Award (\$250)
Jennifer Andrea Moore for a Travel Award (\$250)
Taslim Alani for a Travel Award (\$250)
Kathleen Webb for a Travel Award (\$250)

:

The students were all extended congratulations, received their awards, and were informed that they will receive a year's membership to SWAP. The full report is in the Newsletter.

4. SWAP Executive Reports

4.1 Coordinator's report (the full text is reported in the Newsletter): Reported by Dr. Paula Barata. Dr. Barata reported on the Chairs' Meeting. (1) By the end of 2017, sections are to have a total of \$5,000 in their accounts. (2) CPA fees will be increased from \$1.50 to \$2.00 for members and from \$0.75 to \$1.00 for students. (3) We did not get the Newsletter Award. (4) A new Data Base is being set up. (5) A Graduate Survey has been sent out to all members. We are encouraged to fill it out.

Thanks: Thanks was given to the Executive members and other members for their support. A special thanks for those who put on the SWAP Pre-Conference. She said to be sure to attend the talks by Carmen Poulin and Janice Yoder, the SWAP Posters and the SWAP reception.

4.2 Treasurer's report. The 2014 Financial Report and Budget for 2015 was presented by Noreen Stuckless. The Report can be found in the Newsletter.

For the past financial year (Jan. 1, 2014-Dec. 31, 2014) we had a balance of \$10,172.37. We had a loss of \$1,813.82 and project a deficit of \$2,957.22 for the coming year (mainly due to the one-time support of \$1,200 given to APA, Division 35 in support of their conference). We awarded one Paper Award and six Travel Awards in 2014 and one Paper Award and seven Travel Awards in 2015. Our \$5,400 G.I.C. was redeemed in Feb. 2015 and deposited into our chequing account. Any additional income and expenses (if applicable) will be reported in next year's Financial Report. Acceptance of the Report was moved by Lynda Ross and seconded by Lana Stermac. It was accepted unanimously.

4.3 Membership Co-ordinator:

The Membership report was given by Lana Stermac and can be found in the Newsletter. The numbers are steady but slightly below last year's totals. SWAP has one of the largest memberships in the CPA. There are still problems with IT on their data bases. Carmen Poulin suggested that we should encourage students to join SWAP by sending out information to graduating students.

4.4 Newsletter Editor's Report:

The Newsletter Report was given by the current editor, Jessica McCutcheon. (1) We didn't win the Newsletter Award. The Counseling Section did win and appears to have more student input, (2) We are encouraged to make submissions. Members should submit information about their publications (3) the Students' section should include Undergraduates as well as Graduate students

4.5(a) List Report. E.B.Brownlie reported that work is continuing on the CanFem Psyc List. This is for any postings for Canadian Feminists. Anyone can report, control and give attachments.

4.6 Archive Committee Report. The committee members are Sandra Pyke, Shake Toukmanian, Alex Rutherford, Esther Greenglass, Carmen Poulin, Fran Cherry, Jenna MacKay and John Conway (CPA Archivist). We were reminded by Fran Cherry about a special invitation to visit the SWAP Archives in the Canadian Women's Archives in Ottawa.

4.7 Nominations Committee Report. Paula Barata reported on behalf of the Nominations Coordinator, Lucie Kocum. There were a number of nominations this year. The Mentoring Award recipient is Paula Barata. The SWAP Distinguished Member is Colleen MacQuarrie. It was suggested that the call for nominations be made earlier to give time for consideration for members to nominate. Lucie encouraged members to make nominations in the different categories.

4.8 Web Maven's Report: The Webmaven, Jessica McCutcheon, reported that she is stepping down as she is doing the Newsletter. She said that there is not much work since CPA is taking over.

4.9 Student Representative Report: Taslim Alani gave the report. She directed our attention to the Psynopsis article. They tried to get a list of feminist researchers and have a list that has been submitted to the CPA Webmaster. It is a working document, a work in progress. Members were invited to participate in the Speed Mentoring event that would take place at the Social Event following the meeting. Taslim suggested that someone else may take over this role. See the full report in the Newsletter.

4:10 Abstract Review Coordinator Report. The report was given by the Coordinator, Janelle Kwee. She reported that the submissions are of high quality but that more submissions are needed. She thanked 18 reviewers for their work.

4:11 Division 35 Liaison Report: Charlene went to APA and will be going again this year. This brings CPA SWAP to the attention of APA Division #35. Otherwise, we don't really exist to APA. However this year we are supporting and participating in their conference. Charlene reminded the members that one can be a member of Division 35 and get the journal without being a member of APA. Members and students should submit to the Journal. Next year's APA conference will be in Toronto. Charlene regularly sends out information from APA to our Listserv. Carmen Poulin said that SWAP has a spot in the "Women in Leadership" group if anyone can attend. This is for mid-career and up members.

5: Proposed Executive Slate for 2015-2016: The Proposed Executive Slate was presented.

Chair/Coordinator	Paula Barata
Chair-elect/Coordinator elect	Colleen MacQuarrie
Treasurer/Secretary:	Noreen Stuckless
Newsletter Editor:	Jessica McCutcheon
Chair, Status of Women Committee	Colleen MacQuarrie
Student Representative	Taslim Alani

Membership Coordinator	Lana Stermac
Web Maven	Jessica McCutcheon
Student Paper and Award Co-ordinator:	E.B. Brownlie
Nominations Coordinator	Lucie Kocum
Abstract Review Co-ordinator:	Janelle Kwee
SWAP-Division 35 Liaison	Charlene Senn
Chair, SWAP Archives Committee	Fran Cherry
Listserv Coordinator	E.B. Brownlie
Provincial Representatives Coordinator	Carmen Poulin
CPA Board Representative	Judi Malone

There were no further nominations from the floor. Carmen Poulin moved and Taslim Alani seconded that the Slate be accepted. The motion passed unanimously.

6. Provincial Representative Report. Provincial Representatives Coordinator Carmen Poulin

Carmen Poulin reported that actions and reports haven't been done yet. Work will be done in this area this year.

Provincial Representatives.

Lynn Sloane (AB)
 Colleen MacQuarrie (PEI)
 Brenda Bettridge (ON)
 Linda McMullen (SK)
 Lucie Kocum (NS)
 Carmen Poulin (NB)
 Vacant positions BC, MAN, NFLD, PQ

7. Other Business.

- (1) Call for volunteers. Paula Barata made a call for volunteers to coordinate/organize the Preconference Institute 2016 in Victoria.
- (2) A discussion of ways to use our reserve funds by Dec. 31, 2017
- (3) Encourage more SWAP abstract submissions (and connecting members doing similar research.)
- (4) Improve communication with members

8. Adjournment. We adjourned at 12:00. Carmen moved adjournment at 12:00 and Lynda Ross seconded the motion.

SWAP Financial Statement

(1 January, 2014 – Dec. 31, 2014)



Our Financial Statement shows our finances for January 1, 2014 to December 31, 2014 to reflect CPA's financial dates. For the past financial year we had a net deficit of \$1,813.82. We awarded the Student Paper Award (\$500) and six Travel Bursaries (6 X \$250) for a total of \$2,000 in 2014. We budgeted \$2250 for student awards and bursaries in June 2015. We have no information yet on the pre-Conference. The 2014 conference expenses were \$2,391 and we budgeted \$2,000 for the 2015 conference expenses. We had \$21.50 in Associate Member dues and are budgeting for \$44 for 2015. Our bank interest was \$70.99 and we have budgeted for interest of \$70 when the G.I.C. of \$5,400 is redeemed. We will not receive further interest and will pay \$121.12 in bank fees in 2015. We received \$2,854.25 in CPA fees and project receiving \$2,900 in 2015. We project a deficit of \$2,757.12 for 2015. This is largely due to a one-time support of \$1,200 for an APA Section 35 conference and increased student awards.

NOTE: The chequing account has been transferred to a BNS account in keeping with CPA's guidelines and the \$5,400 G.I.C. was redeemed and deposited into the BNS account in February, 2015.

REVENUE/EXPENDITURES JAN 1, 2014-DEC 31, 2014

PROPOSED BUDGET - JAN 1, 2015- DEC 31, 2015

REVENUE

CPA Dues	\$2,854.25	\$2,900
Bank Interest	\$ 70.83	\$ 70
Institute	\$ N/A	\$ 0
Associate Member Dues	\$ 21.40	\$ 44

TOTAL	\$2,946.48	\$3,014
--------------	-------------------	----------------

EXPENDITURES

CPA Conference Expenses	\$ 2,300.91	\$2,000
Institute	\$ 0	\$ 0
Newsletter	\$ 0	\$ 0
Scholarships and Travel Bursaries	\$ 2,000	\$2,250
Other expenses –plaques	\$ 446.89	\$ 400
Support		\$1,200 (APA, Section 35)
Bank Charges	\$ 12.50	\$ 121.12
Administration (posting/shipping)	\$ 0	\$ 0

TOTAL	\$4,760.30	\$5,971.12
--------------	-------------------	-------------------

NET GAIN (LOSS)	(\$1,813.82)	\$(2,957.12)
------------------------	---------------------	---------------------

Opening balance (Jan. 1, 2014)	\$11,539.30
--------------------------------	-------------

Closing balance (Dec. 31, 2014)	\$10,172.37	Chequing (\$4,772.37) + \$5400 (G.I.C.) The G.I.C. was redeemed in Feb. 2015)
---------------------------------	-------------	---

Assets 30.04.15	\$11,172.37	BEFORE 2015 EXPENSES
-----------------	-------------	----------------------

Chequing Acc't	\$ 11,172.37
----------------	--------------

G.I.C. (Matured Feb. 2015)	\$ 0
----------------------------	------



Graduate Student Committee Report

by Taslim Alani

Dearest SWAP Students and New Professionals!

Happy beginning of the school year! I hope everybody had a fantastic summer, and that everyone is feeling rested and rejuvenated for the new school year. For those of you who recently graduated, I hope that the transition has been kind to you, and that you are feeling excited about all of the wonderful things that are to come. Regardless of whether it's a new year as a student, a new job, the end of school and beginning of "figuring it out", or anything else, transitions can be exciting, scary and confusing. Good luck to you with this new adventure! If there's anything that I or the SWAP students can help with, please don't hesitate to connect with us!

This year, we had the opportunity to collaborate with the students of the Society for Women and Psychology (SWP) of APA at the APA Convention in Toronto. We gathered to discuss how intersecting identities can shape the experiences of graduate students, and some ways that universities and faculty members have helped or hindered one's experience. We will continue to explore this topic over the course of the year. If you have any experiences you would like to share with us, or would like to get involved, we would love to hear from you.

We also hosted our annual Speed Mentoring event at the CPA Convention in Ottawa. This event is an opportunity for students and professionals to connect with each other, and learn with and about one another. This year's event was a success and I would like to thank everyone who participated in making it so.

Lastly, following the theme of transitions, I anticipate this being my last year as a graduate student, and am preparing to step down in my role as the SWAP Student Executive. While this is likely not the last time I will be communicating with the membership in this role, it is important to start searching for someone to take over this position. If you are a student member interested in getting involved with the executive group, or would like to know more about what we do, let us know.

Good luck to everyone with all the transitions and new beginnings!

Taslim Alani

talani@lakeheadu.ca



Feminist Mentoring Award

by Taslim Alani

The Canadian Psychological Association's Section for Women and Psychology (SWAP) offers an annual award for feminist mentoring. Individuals nominated for this award are considered not only leaders in their field, but wonderful mentors to future leaders in the field. The SWAP Feminist Mentoring Award was established to acknowledge and celebrate the wonderful mentorship that exists within and outside of SWAP.

This year's award recipient was Dr. Paula Barata of the University of Guelph. The students who nominated Dr. Barata had countless positive things to say about her, her mentorship and supervision styles, and the impact she has had on her students' lives.

The other nominees for this year included: Dr. Yvonne Bohr from York University, Dr. Karen Korabik from the University of Guelph, Dr. Evelyn Maeder from Carleton University, Dr. Mirella Stroink from Lakehead University, and Dr. Debra Titone from McGill University. Congratulations to all of the nominees!

The field of psychology can sometimes struggle to see space for feminist research and mentorship styles; however, the work that these nominees and the award winner have done demonstrate that the work they do and their processes are inspiring. Having positive role models who encourage and foster research in a well thought-out manner allows us to ensure the favourable progression of our field. It is thanks to mentors like the nominees and the award recipient that the field of psychology will continue to develop in a positive direction.

Nominations for next year's SWAP Feminist Mentoring Award will be due in April 2016.



SWAP 2015 Distinguished Member

by Paula Barata

with survivors of childhood sexual abuse, pregnant adolescents and women leaving abusive relationships.

Of particular note is Dr. MacQuarrie's recent work on health policies concerning abortion access in PEI and reproductive justice. She has been both an advocate and an engaged scholar who has documented the impact of PEI's abortion policies on women and their health in a report, the organization of an International conference that resulted in the creation of an International Reproductive Action and Abortion Research Network (RAARN) and two first authored forthcoming books on abortion.

Dr. MacQuarrie's community service has been vast, and as noted in her nomination letter, "She breaks barriers and facilitates mutual growth between town and gown." She served as

president of the PEI Rape & Sexual Assault Crisis Centre, was a board member of the Muriel McQueen Fergusson Family Violence Research Centre, and a founding member of two PEI organizations: Survivors' Advocacy Group for Empowerment and Abortion Rights Network. As a mentor and teacher, Dr. MacQuarrie has given many honours, graduate, and postdoctoral students the opportunity to explore social justice issues facing women and enabled their ability to use feminist and participatory methodologies. She has also developed specialty courses that are in line with her feminist research interests such as "Social Justice in Psychology", "Homophobia", and "Abortion Research" giving many additional students access to feminist scholarship. Clearly Dr. MacQuarrie is a very deserving recipient of the Distinguished Member Award of the Section on Women and Psychology (SWAP).

Dr. Colleen MacQuarrie is an Associate Professor and Chair of the Psychology Department at the University of Prince Edward Island. Her research integrates the perspectives of a feminist liberation psychology framework with the determinants of health, and her numerous scholarly and social contributions have centered on improving women's lives. She has obtained over 40 research grants, many of which are community centered, critical, and participatory, which she has used to inform research



Awards Committee Report

by E.B. Brownlie

Each year, SWAP offers a Student Paper Award as well as a number of travel bursaries to support students who are doing work relevant to SWAP's mandate. The awards are open to students who are presenting their work at the Canadian Psychological Association annual convention or at a SWAP-sponsored pre-conference Institute.

The \$500 SWAP Student Paper Award is awarded to the student whose paper presented to the student presenting research of interest to women and/or feminism whose paper best represents SWAP's mandate. Selection criteria include: 1) significant contribution in any of the following areas: feminist psychology; psychological knowledge relevant to women; and/or activism or other

applications of feminist theory and research; 2) diversity issues acknowledged/dealt with effectively; 3) methodological excellence (either qualitative or quantitative); and 4) clear and effective writing style.

I am pleased to announce that **Hillary McBride** is the 2015 winner of the SWAP Student Paper Award. The winning paper, entitled "Promoting Resiliency through Embodiment: Conceptually And Empirically Grounded Approaches For Working With The Body In Eating Disorder Prevention And Treatment", was presented at the 2015 CPA annual convention. Ms. McBride is a graduate student in the Counselling Psychology program in the Department of Education, University of British Columbia, supervised by Dr. Judith Daniluk. The \$500 award was presented to Ms. McBride at the SWAP annual business meeting at the CPA convention.

SWAP also awards \$250 travel bursaries to students presenting papers or posters particularly relevant to women and/or feminism at the CPA convention or a SWAP-sponsored pre-conference Institute. The 2015 travel bursary winners are Taslim Alani (Lakehead University), Kaitlyn Goldsmith (University of New Brunswick), Alyssa Mabey (University of New Brunswick), Jessica McCutcheon (University of Saskatchewan), Jennifer Andrea Moore (University of Calgary), Carley Pope (Lakehead University), and Kathleen Webb (Athabasca University).

Applications for 2016 student awards are due **April 15th, 2016**. However, proposals to present at CPA are due in the fall (usually November/December). Proposals for the SWAP Institute may be somewhat later. All students presenting research relevant to SWAP are encouraged to apply. Please spread the word!

Student Paper Award: Promoting Resiliency through Embodiment: Conceptually and Empirically Grounded Approaches for Working with the Body in Eating Disorder Prevention and Treatment

by Hillary McBride

The sexualization of girls and women in North America represents cultural values that aim to silence and oppress women (APA, Task Force on the Sexualization of Girls, 2010; Bordo, 1993; Piran & Cormier, 2005; Wolf, 1991). These values are damaging (Basow, Foran, & Bookwala, 2007; Lamb & Brown, 2006; Levin, 2005; Schor, 2004) and have been linked to self-objectification, body shame, low self-esteem, lack of internal awareness, and have been shown to predict disordered eating (Calogero, Davis, & Thompson, 2005; Fredrickson, Roberts, Noll, Quinn, & Twenge, 1998; Moradi, Dirks, & Matteson, 2005; Muehlenkamp & Saris-Baglama, 2002; Noll & Fredrickson, 1998; Piran & Cormier, 2005; Tylka & Hill, 2004). Due to these unattainable yet seemingly required standards for women's bodies, negative body image has become increasingly prevalent (Brown & Slaughter, 2011; Frederick, Peplau, & Lever, 2006; Arbour & Martin Ginis, 2008) with studies reporting 63% of women feel dissatisfied with their weight, and 21% feel unattractive (Frederick et al., 2006). The sociocultural model,

also called the Tripartite model (Tiggemann, 2011), explains how an individual's internalized desire for thinness results from sociocultural reinforcement of cultural pressure, leading to disordered eating behaviors and negative affect which contribute to the development of eating disorders (Stice, 1994). These pathways of reinforcement have been identified as media, peers, and parents. The link between media and unhealthy body image has been proven repeatedly (Smolak & Murnen, 2011), as has the bullying, teasing, and social reinforcement occurring between peers (Ferguson, Munoz, Contreras & Velasquez, 2011). However, the research exploring parents' contribution to children's body image has demonstrated the overwhelmingly significant relationship between parents' eating and dieting behaviors, body image, comments to their children, and the unhealthy body image in their child (Back, 2011; Byely, Bastiani Archibald, Graber, & Brooks-Gunn, 1999; Canals, Sancho, & Arija, 2009; Coulthard, Blissett, & Harris, 2004; Eisenberg, Berge, Fulkerson, & Neumark-Sztainer, 2011; Galioto, Karazsia, & Crowther, 2012).

There is a great need for research, policy, and clinical practice to focus on the understanding and



promotion of positive body image (Avalos, Tylka, & Wood-Barcalow, 2005; Steck, Abrams & Phelps, 2004). The existing literature has concentrated "on repairing damage within a disease model of human functioning. This almost exclusive attention to pathology neglects the fulfilled individual and the thriving community" (Seligman & Csikszentmihalyi, 2000, p.5). This is frame is particularly true within the literature addressing eating disorders and body image. Little is known about the construct of healthy body image, how it develops, and how to foster the development of healthy body image in children and adults so as to protect them while they exist within a social context preoccupied with achieving thinness (Piran, 2001).

The seriousness of body image problems in Western culture demands attention. Due to the significant roles mothers have as mental health agents, especially in the development of their children's body image, this study seeks to better understand the unique experiences of young women with healthy body image, and how the relationship with their mother contributed to their healthy body image. By listening to what the

participants say, and how they speak about their experiences of thriving in the context of an oppressive culture, I hope to honor their stories, learn from their resiliency and relationships, and act in opposition to a culture that has silenced women's voices.

In order to be selected to participate fully, women between the ages of 18 and 30 were asked to fill out an online questionnaire which asked them questions to detect the presence of healthy body image indicators, while also seeking to confirm the absence of negative body image indicators. Once five women with optimal scores had been selected, they were contacted and asked to contact their mothers to see if they would also be willing to participate. Interviews were then conducted individually with each of the ten women, a mother and daughter for each of the five dyads. Each mother was asked to describe her relationship with her mother, her mother's body image, her own body image, her relationship with her daughter, and her daughter's body image. Each daughter was asked to describe her relationship with her mother, her mother's body image, her own body image, and what she would hope to communicate if she had a daughter one day herself.

The method of analysis used in this study was the Listening Guide; a feminist relational method of qualitative analysis. This method was born out of Gilligan (1982) and Miller's (1976) work on women's identity and moral development, which was in part a reaction to a largely patriarchal psychology of development that did not account for women's ways of knowing. The listening guide method allowed the voices of the participants to emerge while seeing their stories in the context of the systemic oppression of women.

It was through the analysis of these women's stories that several themes emerged about how women experienced themselves in their own bodies, and how this was shaped, protected, and influenced by those around them. The themes included women's lived experiences of silencing themselves, and being silenced by others, empowerment and embodiment, connection and comparison (to self, and other women), and functionality, or a dualism of the body/self. Factors found to be protective for young women, included having a sense of identity in something greater than their appearance, experiencing embodiment and physical strength through sport, play, and outdoor activity, and have a critical awareness of culture and media. Most mothers in the study were found to have unhealthy body

image, which daughters were able to detect, even though mothers were often silent with their own daughters about bodies, body image, and self esteem. Faith and spirituality was also found to be a protective factor. Throughout analysis, a phenomenon we labelled 'standing on their shoulders' appeared in every mother-daughter dyad. This was the mother's deliberate effort to prevent their daughters from struggling in ways they had, and their desire for their daughters to go further with personal growth and power, than they had.

As a result of this study, the author is proposing an amendment to the Tripartite model, to include spirituality as an additional pathway towards embodiment. Since the completion of the study, the author has also created a workshop for elementary school-aged girls, and a parallel workshop for their mothers. These have since been presented over 35 times in schools in the author's province. The purpose of this was to stay true to the feminist vision of the research, to seek empowerment and emancipation from oppression for girls and women, and find practical applications for the research findings to be disseminated, and transformative.

Crossing Boundaries and Borders: Forging Canada-U.S. Alliances in Feminist Research

by Heather MacArthur & Stephanie Shields
Penn State University

With the American Psychological Association (APA) convention being held in Toronto this year (August 2015), we thought it would be a great opportunity to encourage networking among members of SWAP and our APA sister organization, Society for the Psychology of Women (SPW or Division 35). With this in mind, we organized an APA Suite program on Saturday, August 8, with the goal of strengthening the connections between SWAP and SPW and sparking collaborative activism and research between the two groups.

We began with a data blitz (5 minute presentations) featuring talks by three members of SWAP, which was followed by a discussion of activism and research connections between SWAP and SPW.

Featured speakers were:

- Charlene Senn (University of Windsor), who discussed the success of her innovative rape prevention program, recently highlighted in the New York Times (<http://www.nytimes.com/2015/06/12/health/college-rape-prevention-program-proves-a-rare-success.html?>)

- Paula Barata (University of Guelph), current President of SWAP and women's health researcher (<http://www.uoguelph.ca/psychology/page.cfm?id=707>)

- Alexander Vasilovsky (Ryerson University), graduate student and queer studies researcher (<http://psychlabs.ryerson.ca/pgsa/portfolio/alexander-vasilovsky/>)

Interest in this session (by those who could not attend APA as well as those who did) suggests that there is wide-spread enthusiasm for creating stronger connections between SWAP and SPW. SWAP has had a Division 35 liaison for a number of years (currently Charlene Senn), but the liaison



position by itself does not create strong enough linkages between our two groups. We'd like to develop momentum for strengthening the connection through identification of specific projects of mutual interest.

For more information on SPW and to apply for membership, go to

<http://www.apadivisions.org/division-35/membership/index.aspx>.

SPW meets annually at the APA convention, with the next meeting being in Denver, Colorado from August 4-7, 2016.

[Photograph: Jan Yoder and Mary Brabeck at SWAP/Division 35 Meeting – Photo credit: Heather MacArthur]

CPA 2015 Convention – SWAP Highlights



Lynda Ross (right) with Lisa Anne Ross (left) in costume for her BRILLIANT performance "Engorged: A one-woman cabaret" at SWAP's pre-convention workshop

SWAP 2014 Distinguished Member, Carmen Poulin, presenting her feminist approach to understanding marginality



SWAP Members reviewing SWAP documents housed at Archives and Special Collections at the University of Ottawa

Members' Recent Publications

Rajadhyaksha, U., Korabik, K., & Aycan, Z. (2015). Gender, gender-role ideology, and the work-family interface: A cross-cultural analysis. In M.J. Mills (Ed). *Gender and the work-family experience: The intersection of two domains*. (pp. 99-117). New York: Springer.

Despite popular perception that women are more strained than men from juggling work-family demands, studies on the work-family interface suggest there may be few significant gender differences in work-family conflict. However, once we go past biological gender differences and take in to account gender role attitudes a somewhat different pattern of results becomes apparent. Since attitudes towards gender roles are most commonly shaped by a value system, their impact on the work-family interface probably also varies across national cultures. The purpose of this chapter is to examine cross cultural differences in how gender and gender-role ideology (GRI) are related to work-family conflict and facilitation. In this chapter, the cross-cultural literature on gender, GRI and the work-family interface is reviewed. Next, qualitative results from a 10-country study are discussed as exemplars, including results from focus group discussions conducted in some of the participating countries that represent differing degrees of gender in-egalitarianism. The chapter concludes by highlighting the similarities and differences in the relationships between gender, GRI and work-family conflict and facilitation that are due to culture.

Korabik, K. (2015). The intersection of gender and work-family guilt. In M.J. Mills (Ed). *Gender and the work-family experience: The intersection of two domains*. (pp. 141-157). New York: Springer.

Guilt arising from attempting to balance work and family has been a frequent topic of interest in the media and the organizational behavior literature. Despite this, until recently, research on work-family guilt (WFG) was limited. This chapter reviews the qualitative and quantitative empirical evidence pertaining to the intersection of gender and WFG. It begins by defining WFG and discussing issues of measurement, including measurement equivalence for gender. The antecedents and outcomes of WFG are also discussed, as are the inter-relationships between work-to-family guilt, family-to-work guilt and work-family conflict and facilitation. Subsequently, the chapter reviews how WFG and its antecedents and consequences in the work and family domains relate to various aspects of gender. These include differences due to biological gender (i.e., whether someone is a man or a woman), gender-role orientation (i.e., instrumental/ expressive personality characteristics), gender-role attitudes (i.e., traditional/egalitarian), gender-role values, and gender-role behaviors. The role of culture as a moderating variable is also examined. The chapter concludes with a critique of the literature and a discussion of implications for theory, research and practice

Ayman, R. & Korabik, K. (2015). Women and global leadership: Three theoretical perspectives. In F. W. Ngunjiri & S.R. Madsen (Eds). *Women as global leaders*. (pp. 53-72). Charlotte, N.C: Information Age Publishing.

This chapter reviews the concepts of gender, culture, and leadership and discusses what is expected of global leaders. It presents three theoretical perspectives about how gender-related processes impact on global leadership. The first perspective emphasizes gender as an intrapsychic process. Here gender is defined in terms of leaders' gender-role orientation and it encompasses such things as their gender schema; gender identity; and gender-role traits, attitudes, and values which are a function of culturally-based gender-role socialization. The second is the social structural perspective which views gender as an ascribed status characteristic that influences leaders' access to power and resources. Here the important aspect of gender is the sex of the leader which acts as a stimulus for others' culturally-influenced perceptions, observations and evaluations. This can result in different outcomes for men leaders (high status individuals in role congruent positions) and women leaders (low status individuals in role incongruent positions). The third perspective focuses on the interpersonal interactions between individuals. These interactions are viewed as a function of gender- and culture-related beliefs and expectations both about the self (schemas) and about others (stereotypes). In addition, these processes are influenced by situational cues (e.g., the sex-typed nature of a task; skewed gender ratios) that make gender more or less salient and induce priming. Men and women leaders will have different types of social interactions with their men and women supervisors and subordinates and this, filtered through a lens of culture, will influence the outcomes experienced by each party. Through examining these three theoretical models of how gender and culture impact on global leadership, the chapter presents insights into issues faced by woman global leaders and provides some examples of those who have met them.

Call for Papers

Special Issue: Abortion in Context

Feminism & Psychology

Deadline for Submissions: December 10, 2015

Abortion is one of the commonest gynaecological procedures (Sedgh et al., 2012). The legal, social, and political contexts in which abortions are carried out differ considerably and these contexts dramatically affect women's abortion experiences. The circumstances under which abortion may be legally performed vary widely. In some countries, there are virtually no circumstances under which abortion is legal. In others, abortions are available at the request of the woman to particular gestation dates. In countries where abortion is legal, the locus of decision-making differs: in some instances, medical practitioners must certify that abortion is indicated; in others, the woman herself makes that decision. In some times and places (for example, in Maoist China), the state has compelled some women to abort their pregnancies. Medical abortions (that is, those induced by drugs) have increased dramatically in recent years. These are not limited to clinic settings; abortifacient pills can be obtained via the Internet.

Cultural and social views of abortion differ widely across the world. Some societies (e.g. Japan and some post-Soviet societies) have been described as having an 'abortion culture'; in such societies, abortion is an unexceptional way of terminating a pregnancy that would lead to social or economic hardship. In some locales, religious objections constitute a significant barrier to women's access to abortion. In some contexts (mainly in the global North), anti-abortionists have vigorously promulgated claims that women who have had abortions suffer severe psychological consequences. Ironically, in countries (mainly in the global South) where women must resort to unsafe abortions, little attention has been paid to the psychological consequences.

We hope this special issue will bring together a broad range of feminist scholarship on abortion. We invite contributions on abortion in diverse contexts, locales, and circumstances. Possible topics include: public and social discourses on abortion; the nature of stigmata associated with abortion in different national contexts; the relation between such stigma and experiences surrounding abortion; experiences associated with illegal and/or unsafe abortion or with medical (as opposed to surgical) abortion; abortion in the context of other reproductive issues; forms of, and pathways to, pro-abortion or anti-abortion activism in various national and historical contexts; the ways that abortion providers, other health care personnel, sex educators, counselors, psychologists and researchers negotiate the meanings and valences of abortion.

Contributions may draw on research, theory, practice, or reflections on abortion work or abortion activism. Submissions may be full-length manuscripts (up to 8000 words), observations or commentaries (500 to 2000 words), or brief reports (up to 3000 words) – see <http://fap.sagepub.com/>. Submissions will be subject to the usual review process. Queries may be sent to the editors: Jeanne Marecek (jmarece1@swarthmore.edu), Catriona Macleod (c.macleod@ru.ac.za) or Lesley Hoggart (Lesley.hoggart@open.ac.uk).

Leadership in Counseling Psychology *The Counseling Psychologist* Deadline for Submissions: **December 15, 2015**

The Counseling Psychologist (TCP) will feature a special issue on leadership in counseling psychology. The scope of the issue includes leadership enacted by counseling psychologists within our field, as well as within and outside of psychology more broadly. Counseling psychologists have rightly and historically claimed leadership in areas unique to our field (such as vocational psychology) and in other areas where counseling psychologists have been particularly strong and visible (such as multiculturalism and social justice concerns). In a society currently characterized by rapid change and rampant uncertainty, paradigm shifts are occurring in scientific, educational, mental health, and social arenas within which counseling psychologists function and interface with diverse other professionals. These shifting paradigms demand that we think differently about our work, that we position ourselves -- individually and collectively -- to consciously embrace new roles and enact new skills moving forward. In this special issue, we would like to capture the current national attention on leadership that is present in the academy, in the media, in scientific discourse, in the political realm, in the healthcare system, and in the global community to ensure that the unique strengths-based perspectives of counseling psychology are brought to bear on the emerging leadership landscape.

We invite manuscripts that focus on theoretical and conceptual issues, as well as manuscripts that describe leadership initiatives relevant to counseling psychology and/or counseling psychologists. Creative, innovative, new, or non-traditional ways of enacting leadership or training the next generation of leaders are welcome. We encourage submissions on leadership applications with students and/or populations that represent the range of cultural identity, including age, nationality, race, ethnicity, religion, language, sexual orientation, gender, ability, and socioeconomic status. Empirical manuscripts may feature qualitative or quantitative methods, mixed methods, program evaluation, measurement development, and outcome studies. Descriptions of current leadership projects for which outcome data are not yet available may also be considered. Articles that highlight interdisciplinary collaboration are encouraged. Submitted articles should include attention not only to counseling psychology, but to the field of psychology more broadly.

Although the scope, topics, foci, and methods of submitted manuscripts are open, we offer here some key questions that might be addressed by authors:

1. In a future healthcare system in which care will be provided by teams of diverse professionals and paraprofessionals, how can counseling psychologists' unique skill sets and perspectives be tapped for leadership roles in this complex environment? What are the leadership implications of such shifts for therapeutic practice, education, and training?
2. How do counseling psychology's core values, assumptions, and underpinnings intersect with leadership, and how do these values uniquely position counseling psychologists for leadership-based roles in the U.S. and globally? What are particularly important values from which to lead in a rapidly changing, constantly evolving social milieu?
3. What does scientific leadership look like for counseling psychologists? How might we better position scholarship that is uniquely ours to provide leadership in the various systems in which counseling psychologists work (e.g., education, government, hospitals and clinics, organizations)?
4. How can we use our strong measurement skills to develop tools that can help advance leadership in counseling psychology and in psychology more broadly? How can vocational psychologists expand their definitions of "work" to include leadership skills and goals?
5. How does counseling psychologists' leadership in diversity and social justice translate into more deliberate, coordinated, and scientifically informed efforts to provide leadership in local, national, and global communities? How can counseling psychologists lead in areas of multiculturalism that are particularly critical at this point in time nationally (e.g., criminal justice/prison system, disability access issues, immigration, same-sex relationships, gender in education)?
6. How can counseling psychologists both enact leadership within their professional roles and settings, and also make their leadership visible in the larger social arena across the various settings and systems in which they function? How can counseling psychologists influence and shape the national conversation about leadership?
7. How do culture and identity shape the ways in which individuals enact leadership? What can be learned from counseling psychologists' contributions on the effects of culture and identity in education and work that can inform the larger discourse about leadership?
8. How does the role concept of leadership align with the scientist, practitioner, and advocate roles for counseling psychologists? What are implications for other psychologists?
9. How might leadership development best be integrated into professional training for counseling psychologists and other psychologists?

Manuscripts should be a maximum of 30 pages in length including references, and should be prepared according to the Publication Manual of the American Psychological Association, Sixth Edition (APA, 2009). Author guidelines may be found at <http://tcp.sagepub.com/>. Submissions must be original and not previously published. Acceptance is not guaranteed. The deadline for submissions is December 15, 2015. Manuscripts should be submitted electronically at <http://mc.manuscriptcentral.com/tcpjournal>. Please upload your manuscript choosing the option for "Call for Leadership Manuscripts."

Special Call editors are Lydia Buki (l.buki@miami.edu), Ruth Fassinger (rfassinger@umd.edu), and Sandra Shullman (slshullman@aol.com). Please feel free to contact them with any questions.

Call for Applications

The Institute for Academic Feminist Psychologists The 2016 Meeting for Early and Mid-Career Academic Psychologists March 2nd-3rd, 2016 Pittsburgh, PA

Goals:

The primary goal of this Institute is to create and sustain networks of feminist academic psychologists that can prepare, promote, and support each other professionally by discussing ideas and developing collaborations. The Institute will bring together individuals from various psychology disciplines and from diverse universities and colleges who currently employ or would like to employ a feminist lens to their research, teaching, and service. Through panel presentations, workshops, and small group activities, panelists and participants will discuss how to manage the three demands of academic life – scholarship, teaching, and service – and how to integrate them with personal life and self-care.

Special attention will be given to incorporating and maintaining a feminist perspective with one's identity as psychologist. We go beyond discussion of "surviving" and address thriving. The goal of the Institute is to identify what we can do for each other and what our key feminist professional organizations, especially the Society for the Psychology of Women (APA Division 35), can do to facilitate our success.

Confirmed speakers include:

- **Dr. Charlotte Patterson**, Professor in the Department of Psychology and in the Center for Children, Families, and the Law, as well as Director of the interdisciplinary program Women, Gender, and Sexuality (WGS) at the University of Virginia and a leading psychology expert on LGBT families
- **Dr. Abigail Stewart**, Professor at the University of Michigan, Director of the University of Michigan ADVANCE Program, and a leading expert on recruiting and retaining women and minorities in academic STEM fields

Special Panel: Publishing Challenges and Strategies to Overcome Them

- **Dr. Jan Yoder**, Editor of *Sex Roles* and former editor of *Psychology of Women Quarterly* (presenter)
- **Dr. Mary Brabeck**, Editor of *Psychology of Women Quarterly* (discussant)

Read about some of the successes and speakers from the last Institute here: <http://www.apadivisions.org/division-35/news-events/news/2012/institute.aspx>

Eligibility:

Up to fifty diverse attendees will be invited. The Institute has been specifically developed for early career (pre-tenure) and mid-career (tenured since 2013) academic psychologists, including those holding dual-appointments in psychology and women's studies. In addition, spaces may be available for individuals holding post-doctoral, adjunct, or visiting professor positions. Early career (pre-tenure) psychologists are especially encouraged to apply.

How to Apply: Applicants must complete the questions in the application form and upload a current CV here:

https://fiu.qualtrics.com/SE/?SID=SV_1YcEwqmNeWoLV6R

All applications for the Institute must be received no later than **Friday, October 2nd at midnight**.

Individuals selected to attend the Institute for Academic Feminist Psychologists will be notified by November 1st and will be required to provide their own transportation, lodging, and pay a \$150 registration fee to defray costs of the Institute; meals will be provided. Please note that some funds will be available to defray attendance costs for a limited number of attendees, based on need and demonstration that other funding options are unavailable. All accepted participants should anticipate presenting a poster representing some important aspect of their scholarly work. Guidelines for posters will be provided to accepted participants. Please contact feministinstitute@gmail.com with any questions about the Institute or Institute application.

The Institute precedes Division 35's sister organization's annual conference. The Association for Women in Psychology (AWP) 2016 Conference (March 3-6th) and will be held in the same hotel (<http://www.awppgh.com/2016>). We encourage individuals to consider submitting to present at AWP also, and to stay for the conference. The theme of the AWP Conference is "Strong Girls and Wise Women: Sustaining Feminism for the Future." **To submit to present at AWP 2016, please click on the submission portal on the website:** <http://www.awppgh.com/2016>. The AWP 2016 organizers are planning a poster session for our institute attendees on Friday March 4th. If you would like your poster to be included, please submit on the AWP website and indicate within the 300 word proposal that you are an applicant for the Institute for Academic Feminist Psychologists. Submissions will be peer-reviewed and attendees will need to register for the AWP 2016 conference. Please note that the selection process for the Institute, and submissions to present at the AWP conference, are independent, and that AWP has an earlier deadline (September 21st, 2015).

Institute Planning Committee Members: Nicola Curtin, Asia Eaton, Nicola Newton, Kate Richmond, Isis Settles, & Stephanie Shields

UCLA HIV/AIDS, Substance Abuse and Trauma Training Program (HA-STTP)

The UCLA HIV/AIDS, Substance Abuse and Trauma Training Program (HA-STTP) is a collaboration of the Center for Culture, Trauma and Mental Health Disparities (CCTMHD), the UCLA AIDS Institute, the Center for HIV Identification, Prevention and Treatment Services (CHIPTS) and the Nathanson Family Resilience Center (NFRC).

The goal of HA-STTP is to provide multi-disciplinary, state-of-the-art research training in HIV/AIDS, substance abuse, traumatic stress, and health disparities to postdoctoral scholars including postdoctoral fellows, early career clinical researchers and early career faculty. Under the guidance of HA-STTP faculty and mentors, trainees will acquire a broad range of skills necessary to establish career independence. Trainees will be expected to complete an NIH grant application during the course of the program.

This five-year program will select scholars to train at UCLA. Personalized career mentoring, research mentoring, training, and pilot funding will be provided.

Potential candidates must have the following:

- 1) A doctoral degree or have completed their medical residency within the past 7 years;
- 2) Experience with HIV, substance abuse, trauma, health disparities, and/or bio- and socio-behavioral research;
- 3) Ability and commitment to attend two week-long training institutes per year (travel and housing are covered); and
- 4) Clear articulation of research goals and training needs. Applicants from historically black colleges and universities and other minority-serving institutions are encouraged to apply.

Please contact the program co-Directors, Gail E. Wyatt, Ph.D. at gw Wyatt@mednet.ucla.edu or Norweeta G. Milburn, Ph.D. at nmilburn@mednet.ucla.edu if you have any questions. A copy of the application is available at www.ha-sttp.com

Grants

APF/F.I.S.H. FOUNDATION, INC. VISIONARY GRANT TO DECREASE ETHNIC AND RACIAL DISCRIMINATION IN EDUCATION

About the American Psychological Foundation (APF)

APF provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come. Since 1953, APF has supported a broad range of scholarships and grants for students and early career psychologists as well as research and program grants that use psychology to improve people's lives. APF encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.

About the F.I.S.H. Foundation

The F.I.S.H. Foundation (Funding Individual Spiritual Health) aims to reach people and groups whose particular needs may not otherwise be met. The F.I.S.H. Foundation provides grants to support medical needs, educational programs, and projects such as fighting childhood obesity and promoting literacy to underprivileged populations.

About the APF/F.I.S.H. Foundation Grant

The APF/F.I.S.H. Foundation, Inc. Visionary Grant to Decrease Ethnic and Racial Discrimination in Education supports innovative research, education, and intervention efforts that aim to reduce disparities in education and achievement as a result of discrimination, and help minority students achieve their maximum potential. Preference will be given to early career psychologists (ten years or less postdoctoral), and pilot projects that, if successful, would be strong candidates for support from major federal and foundation funding agencies, and "demonstration projects" that promise to generalize broadly to similar settings in other geographical areas and/or to other settings.

Amount : Up to \$20,000

Eligibility Requirements

Applicants must:

- Be affiliated with 501(c)(3) nonprofit organizations. APF will NOT consider the following requests for grants to support: political or lobbying purposes, entertainment or fundraising expenses, anyone the Internal Revenue Service would regard as a disqualified group or individual, localized direct service, conference/workshop expenses
- Have demonstrated competence and capacity to execute the proposed work

IRB approval must be received from host institution before funding can be awarded if human participants are involved.

Evaluation Criteria

Proposals will be evaluated on:

- Innovative and potential impact qualities (*introduction of proven interventions in a similar setting, minor extensions of established theory, or work that has little chance of replication or use beyond the proposed setting do not qualify as innovative or impactful*)
- Quality, viability, and promise of proposed work
- Criticality of proposed funding for proposed work (*mere contributions to larger funded efforts, or "add-ons" that could/should be carried out under that funding are discouraged*)
- Clear and comprehensive methodology

Proposal Requirements

Please include the following sections in your proposal (no more than 7 pages; 1 inch margins, no smaller than 11 point font):

- **Goals and Objectives.** Describe the primary purpose and specific goals of the project or program, including the issues/challenges that it will address, and an explanation of how the work will help decrease racial and ethnic discrimination in education.
- **Workplan and Timeline.** Describe the action plan and schedule by which the project or program as a whole is to be carried out. When appropriate, indicate where in that time frame the APF funding will be applied.
- **Program Evaluation/Outcomes Measures.** Describe, using appropriate quantitative and qualitative measures, how the results of the effort will be evaluated and reported. If a time-limited project, indicate how success or impact will be determined; if a continuing program, indicate both "milestone indicators" and annualized plans for the future; if a current ongoing program, also provide any current evaluation data.
- **Personnel.** Please list the project personnel and their specific functions. Please attach the CVs of all major personnel.
- **Budget.** Please indicate the amount of funding requested from APF and justify it on the basis of the specific role this contribution will play toward attaining the project's or program's goals ("seed money" justification is acceptable). In cases where major funding from other sources has been received or is anticipated, please include the following: total budget; amount in hand and committed; and amount from other sources. Justify the specific need for APF's contribution.
- Please attach your organization's IRS determination letter.

Submission Process and Deadline

Please submit a completed application on line by **October 1, 2015**. [<http://www.apa.org/apf/funding/fish.aspx>]

Please contact Samantha Edington, Program Officer, at sedington@apa.org with questions.

HENRY DAVID INTERNATIONAL TRAVEL GRANT

About the American Psychological Foundation (APF)

APF provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come.

Since 1953, APF has supported a broad range of scholarships and grants for students and early career psychologists as well as research and program grants that use psychology to improve people's lives.

APF encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.

About the Henry David International Travel Grant

The American Psychological Foundation's Henry David Fund was established to support young psychologists with a demonstrated interest in the behavioral aspects of human reproductive behavior or an area related to population concerns. Every third year, the Henry David Fund provides \$1,500 in support for a non-US reproductive health/population science professional to travel to and participate in the Psychosocial Workshop, held in conjunction with the Population Association of America annual meeting.

Amount

One \$1,500 grant

APF does not allow institutional indirect costs or overhead costs. Applicants may use grant monies for direct administrative costs of their proposed project.

Eligibility Requirements

Applicants must:

- Be a non-US reproductive health/population science professional
- Be graduate students conducting dissertation research or early career researchers with not more than ten years postgraduate experience
- Have demonstrated interest in human reproductive behavior or related population concerns
- Open to applicants in all relevant disciplines who have a demonstrated psychological approach to their work, with preference given to psychologists

Proposal Requirements:

- Completed online application form
- One to two page detailed research plan
- Current CV highlighting relevant experience
- Two letters of recommendation
- One to two page essay demonstrating an active interest in human reproductive behavior or in population studies

Submission Process and Deadline

Submit a completed application online by **December 1, 2015**.

<http://www.apa.org/apf/funding/david.aspx>

Please be advised that APF does not provide feedback to applicants on their proposals.

Questions about this program should be directed to Samantha Edington, Program Officer, at sedington@apa.org.

HENRY DAVID RESEARCH GRANT

About the American Psychological Foundation (APF)

APF provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come.

Since 1953, APF has supported a broad range of scholarships and grants for students and early career psychologists as well as research and program grants that use psychology to improve people's lives.

APF encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.

About the Henry David Research Grant

The American Psychological Foundation's Henry David Fund was established to support young psychologists with a demonstrated interest in the behavioral aspects of human reproductive behavior or an area related to population concerns. The Research Grant provides up to \$1,500 for support of ongoing research in behavioral aspects of population studies or human reproductive behavior.

Amount

One \$1,500 grant

APF does not allow institutional indirect costs or overhead costs. Applicants may use grant monies for direct administrative costs of their proposed project.

Eligibility Requirements

Applicants must:

- Be graduate students conducting dissertation research or early career researchers with not more than ten years postgraduate experience
- Have demonstrated interest in human reproductive behavior or related population concerns
- Open to applicants in all relevant disciplines who have a demonstrated psychological approach to their work, with preference given to psychologists

Proposal Requirements:

- Completed online application form
- One to two page detailed research plan
- Current CV highlighting relevant experience
- Two letters of recommendation
- One to two page essay demonstrating an active interest in human reproductive behavior or in population studies

Submission Process and Deadline

Submit a completed application online by **December 1, 2015**.

<http://www.apa.org/apf/funding/david.aspx>

Please be advised that APF does not provide feedback to applicants on their proposals.

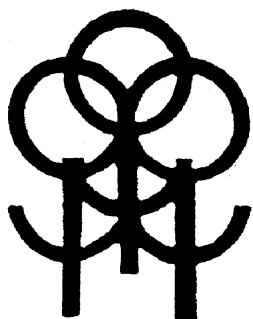
Questions about this program should be directed to Samantha Edington, Program Officer, at sedington@apa.org.

Newsletter Submissions

I am seeking detailed submissions for the following columns for the January 2015 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). Include: Title of the book, author(s), publication date, publisher, and your name.

Submission Deadline for January's Newsletter is January 8, 2016



SWAP ASSOCIATE MEMBERSHIP APPLICATION FORM

Name: _____

Mailing Address: _____

Email address: _____

Annual Dues:

Please check one:

Associate Member	\$21.40
Sustaining Associate Member	\$32.10
Student Associate Member	\$5.35

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

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

Signature: _____ Date: _____

Please mail this form and cheque (made payable to CPA/SWAP) to Dr. Lana Stermac, Department of Applied Psychology & Human Development, University of Toronto/OISE, 252 Bloor Street West, 9-199, Toronto, Ontario, M5S 1V6; E-mail: lstermac@oise.utoronto.ca