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Position Vacant

UNDERGRADUATE STUDENT REP

Position Vacant

GRADUATE STUDENT REP

Position Vacant

2009-2010 PROVINCIAL REPS

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BRITISH COLUMBIA

(Position vacant)

MANITOBA

(Position vacant)

QUEBEC

(Position vacant)

NEW BRUNSWICK

(Position vacant)

NEWFOUNDLAND

(Position vacant)

YUKON & NORTHWEST TERRITORIES:

(Position vacant)



COORDINATOR'S MESSAGE

Coordinator's Message

Submitted by Teresa Janz

Dear SWAP members:

Let it snow, let it snow, la la la. I hope your holidays were filled with peace and joy and you feel revitalized to begin this New Year rather than feeling like you need a vacation to recover from the "holidays".

This year the Canadian Psychological Association's 71st Annual Convention will be held at the Delta Winnipeg Hotel, Winnipeg, Manitoba, June 3-5, 2010. Looking forward to seeing you there!

I am excited to head back to Winnipeg, close to my home town of Brandon for this conference and especially for the pre-conference institute we are planning!

I was very pleased that our application for a **preconference institute** was accepted. So on **Wednesday, June 2, 2010**, just before the annual convention, we are planning the 20th Institute of the Section on Women and Psychology (SWAP). This Institute is co-sponsored by the Aboriginal Psychology and Rural and Northern Psychology Sections. The Theme is: *Mental, Spiritual and Emotional Health of Aboriginal Peoples and other Diverse Populations: Theory, Research and Practice.*

Please see the Call for Papers in this newsletter (page 42) and forward it to researchers and practitioners you know. I would also encourage you to submit an abstract for the institute or to come to network and learn something new. Submissions are **due by Monday, Feb. 1, 2010 to allison.reeves@utoronto.ca**. With your involvement this workshop can be a success!

I have some other great CPA 2010 conference news. Dr. Shaké G. Toukmanian, our 2009 Distinguished Member, has agreed to do our **SWAP Keynote address** in Winnipeg in June. Her talk is titled, Culture in Psychotherapy: A Perspective from a Multicultural Therapist.

In her abstract for her talk, Shaké informs us that there have been many publications regarding multiculturalism within psychotherapy, that often focus on problems arising from differences in culture. This literature offers relatively little regarding the practice of cross-cultural psychotherapy. Dr. Toukmanian is going to describe an experiential model of cross-cultural psychotherapy that draws on her perspective as an insider and outsider in Western culture and the implications for therapy, research and training. I am excited to hear Dr. Toukmanian's presentation, which I think will be of interest to all our SWAP members. It is also a great compliment to the pre-conference institute we are organizing.

This year we plan to continue our tradition of having our SWAP reception following Shaké's address. This event has customarily been well-attended, attracting a large number of students and other SWAP members and supporters. It is a great way to network, connect with other people with similar interests and continue to discuss the research presented in the keynote address.

One piece of not-great news is that we do not have a SWAP nominated CPA Invited Speaker this year. After obtaining a list of potential speakers from our membership, the first choice for this speaker was Dr. Sandra Harding. Dr. Harding is an internationally renowned expert and is arguably one of this generation's most influential feminists. She is well-known for her writing and thinking about research methods, particularly feminist methods, about philosophies of science, and her development of one of the leading feminist theories "feminist standpoint theory" which is used by social, clinical, history and theory and other psychologists, as well as feminist scholars across disciplines. She is also famous for her critiques of "objectivity".

Dr. Harding and I worked closely together to put her name forward as the SWAP nominated CPA guest speaker. We were surprised and disappointed that this nomination was not approved by CPA. However, Dr. Harding has agreed to put her name forward again for CPA in Toronto in 2011.

Other good news regarding CPA in Winnipeg is that SWAP and SOGII—the Sexual Orientation and Gender Identity Issues Section-- co-nominated a CPA guest speaker, Dr. Meg Barker, and this nomination was accepted. You can find more information about Meg at http://www.open.ac.uk/socialsciences/staff/people-profile.php?name=Meg_Barker. I encourage you to watch for more information regarding her presentation at CPA.

We have just completed the SWAP reviews for CPA and there are a number of exciting presentations and poster sessions that have been planned. I will have more details regarding this in the next newsletter. Thanks to Paula Barata for organizing the reviews and to all the reviewers who participated.

To round out the planning for the conference, Elizabeth Church is the Award Nomination Coordinator. For more information on the awards and past award winners, please go to the SWAP website or contact Elizabeth.Church@msvu.ca.

Heidi Klett our Graduate Student Representative has stepped down from her role. So I want to say thank you to her for her contributions to SWAP over the past few years. This also means we are looking for a graduate student to step into this role. One important job they do is to coordinate the Feminist Mentoring Award process. This is an important role so if you or a graduate student you know would be well-suited for this role, please contact me or any member of the executive (teresa.janz@statcan.gc.ca).

I would like to take this opportunity to thank everyone who continues to contribute to SWAP and to wish you all a wonderful New Year!

Best Regards,

Teresa Janz, Ph.D.

SWAP Coordinator

<http://www.cpa.ca/sections/womenandpsychologyswap/>



EDITOR'S MESSAGE

HAPPY NEW YEAR AND WELCOME TO 2010!! I hope everyone had a wonderful holiday season! Another year and another new issue of the SWAP Newsletter. The Executive Showcase continues in this issue, with one member featured: Brenda Bettridge (page 13).

Of special interest in this issue is the call for Feminist Mentoring Award Nominations (page 14) and the SWAP Student Awards information (page 15) and application forms (pages 45-48). As well, the Newsletter continues to offer you Jennifer Boisvert's Feminist Review (page 8), information about three Recently Defended Theses (pages 22-24), and a special Member's Recent Publications (page 25). As well, this is the first, in what I hope, is a long series of Making Herstory, featuring Florence Snodgrass (page 9). We are also featuring Meredith Kimball's CPA Teaching Talk (page 16), Something to Ponder (page 20), and the SWAP Member's Forum (page 21). There are several Notices on pages 28-33, information about an employment opportunity on page 26 and a Fellowship on page 27. Finally, there is information about several upcoming Conferences/Workshops/Courses (pages 34-36) and Calls for Papers/Abstracts (pages 37-44).

I truly hope that everyone enjoys the Newsletter. I welcome any comments/suggestions on what you would like to see in upcoming Newsletters. If you have an idea for a special feature or a regular column, please contact me. As well, I welcome any other submissions that you think SWAP members would be interested in reading. Relevant calls for papers, abstracts, nominations, applications, fellowship and employment opportunities, and notices, as well as information about up-and-coming conferences or special issues, are always welcome.

The deadline for submissions for May's Newsletter is April 30th, 2010.

Shannon Cunningham, Newsletter Editor, sellis@uoguelph.ca



FEMINIST REVIEW

Uncovering Sex and Gender Differences in Use Patterns of Self-Help and Support Groups.
Robin Barnett. Winnipeg, Manitoba: Prairie Women's Health Centre of Excellence, 2005. 55 pp.

Reviewed by
Jennifer A. Boisvert, Ph.D., R. Psych. (AB), L. Psych. (CA)

This document applies a sex and gender analysis to people's use of self-help and support groups, with a primary aim of increasing awareness of how sex and gender differences might influence membership and utilization. A secondary aim is to increase our understanding of the roles and benefits of self-help and support groups. A third aim is to provide an annotated bibliography of international research on self-help and support groups. The document is divided into eight sections, ranging from 2 to 27 pages.

The Introduction provides a brief overview of self-help and support groups as a health factor for women and girls. It argues that in future these groups will form a vital part of our health prevention and promotion efforts particularly privatization of health care services. It also shows the need for greater knowledge of sex and gender differences relative to use of self-help and support groups.

The second section, Definitions, offers working definitions of self-help and support groups, and sex and gender. It outlines characteristics and goals of self-help and support groups. It presents gender as an "analytical tool for understanding social conditions and processes" (p. 7), illustrating the social construction of gender in our society, e.g., sex-role stereotypes.

The third section, Search, describes how the annotated bibliography was created. It provides details of the search for scientific literature on self-help and support groups using English-language databases, e.g., Psychinfo.

The fourth section, National Surveys, presents Canadian and American survey data on self-help and support groups, pointing out that a major limitation of this data are their failure to capture sex and gender differences. Another limitation is the lack of national survey data gathered annually, limiting our understanding of group participation by sex and gender.

The fifth section, Overview of Common Findings, discusses themes that emerged from the literature review. For example, it describes findings for groups of women and lesbians. It also cites articles listed in the annotated bibliography, making it easy for the reader to refer to sources of information.

The sixth section, Research Agenda, poses a series of questions that might be useful for furthering our research in this area. It suggests that these questions might form the basis for an interview guide and the need to focus future research on diversity issues, e.g., race/ethnicity, to understand better the interplay of sex and gender issues with diversity issues.

The seventh section, Conclusion, summarizes the scope of this document. It reiterates the importance of investigating sex and gender differences to understand more fully the effectiveness of self-help and support groups and their relevance to health prevention and promotion efforts.

The eighth section, Annotated Bibliography, lists international research articles on self-help and support groups. It provides a detailed abstract for each article, helping the reader to determine whether or not a particular article may be one of interest.

Overall, this document has a number of strengths. It offers a sound argument for the need to broaden our research agenda on self-help and support groups to include a focus on diversity issues. It presents research and information on how sex and gender might influence group participation, taking care to include Canadian survey data. The articles listed in the annotated bibliography and the listing of questions with a special focus on sex and gender makes this document especially useful.

This document would be of interest to researchers, practitioners, educators, women's groups, community organizations, and health care policy analysts/administrators interested in health prevention and promotion for women and girls. While the document does not address implications for clinical practice, it might help practitioners who are working with women of diverse sexual orientation find face-to-face or on-line support in their communities.



MAKING HERSTORY



Co-editors: Alexandra Rutherford, Kelli Vaughn-Blount, and Laura C. Ball

Welcome to the debut of the Making Herstory column! The idea for this new feature evolved out of a series of SWAP conversation sessions held during the 2008 and 2009 CPA conventions. In Halifax, and then in Montreal, we brought together a multigenerational group of distinguished feminist scholars and students to discuss the teaching, history, and contemporary status of feminist psychology in Canada. During the course of these sessions, we were challenged to create a regular feature for the SWAP Newsletter to raise awareness about the history of Canadian women psychologists, a challenge originally issued by Cannie Stark and others nearly ten years ago. As Stark wrote in the *History and Philosophy of Psychology Bulletin* in 2000 (Volume 12), “But if I am concerned about the lack of awareness of Canadian contributions to psychological knowledge, and a general lack of awareness of the history of our discipline, I am even more concerned about the relative invisibility of our herstory.” This column and those that will follow are our attempt to rise to that challenge and make the herstory of Canadian psychology more visible.

One of the resources that authors will draw on in this and upcoming columns is the C. R. Myers Oral History Collection in the CPA Archives, housed at the National Archives in Ottawa. C. R. Myers (1906-1985) was the first executive officer of the CPA. He conducted 108 oral history interviews with Canadian psychologists between 1962 and 1977. About 18 of these interviews were with women. Some of these women are well-known, such as Mary Ainsworth, Virginia Douglas, and Mary Jean Wright. Others are not as well known, but our efforts may make their lives and contributions more visible. They are the unsung and unacknowledged figures in our historical lineage. Many of these women did not make the kinds of typical contributions that assure historical visibility. Rather, they were often the applied psychologists, dedicated teachers, and skilled administrators whose contributions are more difficult to trace in the published record. For example, our first featured psychologist, Florence Snodgrass, devoted her career to establishing the Psychology Department at the University of New Brunswick.

One last note is in order to contextualize the Making Herstory feature. Many of the columns you will encounter have been developed out of an assignment issued to Alexandra Rutherford’s graduate history of psychology seminar at York University in the Fall of 2009. For this assignment, students were asked to select one of the oral history interviews mentioned above and write a biographical account of the interview participant. They were invited to track down as much additional information as they could find about their biographical subject; in some cases, this meant tracking down the subject herself! In others, it meant corresponding with former colleagues, tracking down unpublished and published material, and searching the internet for items such as newsletters, death notices, and obituaries. As an alternative to the usual presentations at the end of the semester, students participated in an interactive session in which they answered questions about their subject in a speed-dating-type format. The speed-dating event afforded the students a unique way to engage with history, and to bring their subjects to life. During the event half of the class was ‘in character’ while the other half, and invited guests, moved about the room asking the ‘women’ (of course, some were actually men!) questions. Halfway through class they switched roles. Both actors and audience proved engaged and entertained throughout the event! A fascinating group discussion followed, in which students identified the themes and trends in these women’s experiences, the frustrations and surprises in working with the interviews and other

archival material, and the ongoing challenges that face women psychologists today. We hope you enjoy the Making Herstory Feature, and invite you to send us your feedback and suggestions.

Kelli Vaughn-Blount, Laura Ball, and Alexandra Rutherford



If you have an idea for a future column or would like to contribute, please contact Alexandra Rutherford at alexr@yorku.ca.

Florence Snodgrass (1902-1997)

York University

Written by: Jennifer Hilborn



Photographer: Joy Cummings-Dickinson

Florence Snodgrass is one of Canada's earliest female psychologists. She studied and pursued her career at a time when women in academia were not considered equal to men and thus encountered a variety of social, occupational, and financial inequities. Snodgrass became one of the very few female department heads at the University of New Brunswick during the 1950s, and during her tenure she took on the difficult task of establishing and developing an independent Psychology Department under an authoritarian administrative regime. Florence Snodgrass was a woman of great humility, determination, and patience. She leaves this legacy behind in the Psychology Department she created.

Snodgrass was born April 8, 1902 to Annie Maude MacLean and William Thompson Snodgrass at Young's Cove, New Brunswick. Her father owned and operated a general store in Young's Cove, and her mother worked as a teacher before she was married. She had two older brothers, Ellis and Russell. Snodgrass attended a one-room schoolhouse in Young's Cove and then went on to

Gagetown Grammar School where she completed high-school-level courses. In 1920, she entered the University of New Brunswick (UNB). Snodgrass stated that attending university was a "fluke" during a time when it was thought to be important only to educate young men (Snodgrass, 1969, p. 2). This "fluke" was made possible because she was one of the first individuals, male or female, to receive a Lord

Beaverbrook scholarship worth \$325 per year for four years of university education, an accomplishment she modestly attributed to luck. While attending UNB, she also held a Queen's County Scholarship and won the Governor General's Gold Medal, achievements that friends say she was often too humble to mention.

At UNB, Snodgrass enjoyed psychology but was on track to become a school teacher. She graduated in 1924, in a class of 35 students, and worked as a teacher for several years in the United States because of the lack of positions in her home province. Snodgrass attended the Harvard School of Education in order to take courses necessary to continue teaching, and earned a Master's degree in Education in 1927. During this time her interest in psychology flourished and she took as many courses as her degree requirements would allow. She then taught high school mathematics for many years in various states including New York and Massachusetts, finally taking a position at Washington College, a small liberal arts college in Chestertown, MD, where she stayed for 12 years. She planned to complete graduate work in psychology but was nervous about giving up a paying job during the Great Depression in order to attend school. To satisfy her interest in psychology and to gain experience, she worked in the Psychology Department of the nearby Johns Hopkins University in Baltimore. Around 1941, Snodgrass enrolled in a doctoral program at Yale University where she focussed on child psychology and tests and measurements. There, she took a seminar with Neal Miller and did testing work with Catherine Cox Miles.

Her education was interrupted when she was called upon to return home to take care of her ailing parents, for whom she was the primary caregiver for nearly 5 years. Snodgrass returned to Yale around 1946 and was granted her PhD in 1949. She recalled that during her time at Yale the Psychology Department was highly entrenched in the behaviourist viewpoint.

Snodgrass returned home to New Brunswick permanently in 1950 when she was offered a position as Professor and Head of Psychology and Sociology at UNB. For many years at UNB there had been no Psychology Department; instead, Psychology was subsumed under various disciplines including Sociology, Economics, Philosophy and Education. According to Snodgrass, the University did not "savour" psychology (Cameron, 1997, p. 2) and appeared uncomfortable with the word, causing them to "submerge it- to poke it under some safe name like 'education'" (Snodgrass, 1969, p.19). When Snodgrass arrived at UNB, the department was made up of one sociologist and two psychologists, including her. During her tenure, she steered the department through the transition to an independent Department of Psychology. During the transition, she faced various obstacles from the authoritarian administration of President Colin MacKay, who on many occasions promised funds and space but suddenly and unexpectedly revoked them. The lack of support made it extraordinarily difficult to attract high quality scholars to the Department. However, during the 17 years Snodgrass chaired the Psychology Department, she worked diligently to establish a modern department with high quality facilities and staff. With time and great effort this was accomplished, culminating in her plans for Kirstead Hall, a state-of-the-art psychology building. Kirstead Hall represents Snodgrass's vision for Psychology at UNB and is one of the many gifts she left behind for UNB students and staff.

Snodgrass studied and worked during a time when it was not easy to be a woman, or a female psychologist, in academia. She encountered a variety of obstacles because of her gender including lack of access to graduate scholarships (which were often reserved for male applicants only) and severe gender-based pay inequities. She was one of the few female university department heads in North America during the 1950s and '60s. Snodgrass did not marry nor did she have children; in her family's words "she had the courage to make the difficult choice between career and family, and accept the disappointments as well as the rewards of that choice" (Cameron, 1997, p. 3). Snodgrass cared intensely for the welfare of students and believed in the right to education. UNB's first undergraduate scholarships in Psychology, established in 1987, were designed under her direction, and have since been awarded in her name. She also anonymously established a loan fund for students at UNB following her retirement in 1967, when she became a professor Emerita.

Florence Snodgrass passed away in Fredericton, New Brunswick on February 23, 1997. Her vision for the Psychology Department at UNB lives on in Kirstead Hall on the UNB campus, which now houses a lounge for students and faculty in her name, and in the various scholarships and loans she created to support students in their pursuit of education. Snodgrass hoped to make the educational journey for others easier than it was for herself, and in this she has succeeded.

References

- Cameron, A. (1997). Eulogy for Florence Snodgrass (1902-1997). Unpublished manuscript in the possession of the author.
- Snodgrass, F. (1969). An oral history with Florence Snodgrass/Interviewer C. R. Myers, *The Oral History of Psychology in Canada (Vol. 21-36)*, National Archives of Canada, Ottawa.



EXECUTIVE SHOWCASE

Brenda Bettridge is a clinical and educational psychologist who has been SWAP membership secretary for the last half a dozen years. She presently divides her time between her urban position as a Senior Psychologist with the Ottawa Carleton District School Board and her rural private practice serving children, adolescents, and adults. In addition to sitting on the executive of SWAP, Brenda is an editorial review board member of CATA, the Canadian Art Therapy Association Journal.

Brenda received her Master's in psychology from the University of Oregon prior to completing her Ph.D. under the supervision of Olga Favreau at the University of Montreal. During her doctoral studies, Brenda completed a clinical internship in systemic family therapy in Calgary. Her published doctoral research examined relational characteristics of female adolescent suicide attempters from a relational cultural perspective. For this work, she received doctoral research awards from both SWAP and CPA's section on Counselling Psychology.

In her urban life, Brenda's clinical responsibilities include the coordination and implementation of suicide intervention workshops for educators and support staff, supervision of psychology staff, and urgent care. She has particular interests in the neuropsychology of learning disabilities and in the use of assistive technologies to bypass learning difficulties.

In her rural life, Brenda lives in a heritage farmhouse on the banks of the Ottawa River with her husband, their two children and sundry animals. Her private practice is balanced with the need to garden and to give back to her community in the form of workshops and interactive seminars on topics such as women's mental health, the psychology of boys, and anti-anxiety interventions. She is eagerly looking forward to becoming a post-feminist once post-patriarchy occurs.

CALL FOR FEMINIST MENTORING AWARD NOMINATIONS

NOMINATIONS FOR THE 2010 SECTION OF WOMEN AND PSYCHOLOGY (SWAP) FEMINIST MENTORING AWARD

The purpose of the SWAP Mentoring Award is to recognize feminist supervisors who have promoted the advancement of their students through exceptional mentoring. Nominations are invited from students and recent graduates who wish to acknowledge a professor who promotes feminist scholarship, teaching, and practice and who has been pivotal to their graduate/post-graduate school experience. Nomination letters should describe how the mentor has been outstanding in supporting, encouraging and promoting your feminist research and facilitating your (as well as other students') professional, personal, and career development.

Nomination Criteria:

- Graduate and post-graduate students and recent graduates are invited to submit a nomination.
- Nominations should include:
 - 1) Cover page with students' and nominee's names, mailing and email addresses, phone numbers, university, department, and program of study.
 - 2) 1-2 page letter describing how the nominee's mentoring enhanced your graduate/post-graduate education and professional and personal development (e.g., helped develop your talents, facilitated joint and single authored publications, acted as a role model, etc). Explain your relationship with your nominee and how she/he has distinguished her/himself as a mentor for you. Feel free to share specific stories and anecdotes as appropriate. Nomination letters from multiple students is encouraged.

Submission deadline: March 1, 2010

Please send submissions electronically to Teresa Janz at jeff.teresa@sympatico.ca

Winners will receive a plaque honouring their contribution to students. The award will be presented during the SWAP Annual General Meeting in Winnipeg, Manitoba during the 2010 Canadian Psychological Association (CPA) Convention. Ideally both student and nominee will be present.

SWAP STUDENT AWARDS

SWAP Student Awards

SWAP offers two awards to support students presenting their work at the 2010 Canadian Psychological Association annual convention or at the SWAP Pre-convention Institute: *Mental, Spiritual and Emotional Health of Aboriginal Peoples and other Diverse Populations: Theory, Research and Practice* (co-sponsored by the Aboriginal Psychology and Rural and Northern Psychology sections).

1. The Student Paper Award offers a \$500 award for a student-authored paper of special relevance to women that best represents our mandate:

- ❖ to promote research, practice and education about and by women in psychology
- ❖ to make feminist research and practice visible within CPA and psychological communities more generally
- ❖ to represent a collective of psychologists working to eliminate sexism, racism, classism, heterosexism and homophobia, ageism, and ableism

Students who enter the SWAP student paper award competition receive one year free membership in SWAP.

2. SWAP also offers up to five \$200 travel bursaries to cover expenses for students presenting at the CPA convention or the SWAP Institute. Priority is given to students who will be presenting papers or posters on topics of particular relevance to women and/or feminism.

Please spread the word to eligible students!

Application Deadline: Friday, April 23, 2010. For more information, contact E.B. Brownlie (SWAP student awards coordinator) at eb.brownlie@utoronto.ca

** Application forms for the SWAP Student Awards can be found on pages 45-46 (English) and 47-48 (French)



CPA TEACHING TALK

All You Have To Do Is Listen **By Meredith Kimball**

I want to thank both the Canadian Psychological Association for judging me worthy of the 2009 Education and Training Award and the people from SWAP who worked on my nomination. It is a particular pleasure to receive an award honouring a lifetime endeavour after one has retired. It provides an opportunity to bask in some glory without having to worry about keeping up one's reputation.

The title for this paper comes from a book of the same name by Rob Kapilow (2008). His book is about learning to listen to classical music. I heard an interview with him on CBC the Sunday after I received the letter from CPA telling me of this award. As I listened to him and subsequently read his book, I realized that listening is what teaching is all about, both the students listening to me and to each other and my listening to them.

Over my 35 years of teaching I taught more than 100 courses, ranging in size from 5 to 250 students. I served as senior supervisor of 30 PhD, MA, and Honours students and on the committee of more than 50 students. Throughout all of these experiences I was nourished most by the interaction with students. Thus the principles that guided my teaching reflected my desire for interaction. The four main principles I followed to encourage listening and through listening, learning were: 1) creating an atmosphere of respect; 2) encouraging questions and discussion; 3) using feedback to improve work; and 4) reading original sources. I've organized this paper around three different forms of instruction: lectures, seminars or small classes, and individual supervision.

Lecture Courses

Turning first to lectures, which were my least favourite form of teaching. I was not the best lecturer, however, over the years I learned a few things. The main thing I learned was to limit my enthusiasm for detailed methodological analyses of research and instead focus on two or three main points using a synthesis of research findings to develop each point and only bringing in methodological details when they were important for understanding the limits of the research findings or theories.

I always encouraged questions and comments in lectures—these were what made the lecture more interesting for me and encouraged students to listen to each other as well as to me. At the beginning of a lecture class I would explain my policy about questions. They were encouraged to ask questions during the lecture. Since I tended to talk fairly rapidly when I lectured, they might need simply to ask me to repeat something, or they might not understand something I said, or they might disagree or have something to add to what I had to say. I explained that I had a firm grip on the material that needed to be covered and if there were too many questions, I would ask them to hold all comments until the end of the lecture, so that I could cover the set material. I also emphasized that they needed to respect anyone who asked a question and that meant not talking to their neighbour as soon as a classmate started to speak. This was a point they usually needed to be reminded of several times at the beginning of the course.

The opportunities to provide feedback to students so they could improve their work were limited in lectures courses. I almost always offered the option of getting feedback on a draft of their major papers. They had to hand the paper in at least two weeks before it was due and I would provide written

comments the next week that they could use to improve their work. If they wanted to know how they were doing in terms of a grade, I would provide one, but I didn't record it. The only grade that counted was the one assigned on the final paper. I asked that they hand in their draft with comments along with their final paper, so I could evaluate how well they had 'listened' to my comments and used them to improve their work. This was actually a very safe offer in terms of my time because very few students ever took me up on it. In a class of 90 students, perhaps two would hand in drafts, but for them, it did provide a valuable lesson.

In all lecture courses I included essay questions on both the midterm and final exams. I kept the form of the essay questions the same so that students could, hopefully, improve their performance from the midterm to the final. Although I would not change their grade, I did work with students to improve their essay writing if they requested it.

I never used just a textbook in teaching a lecture class. Often when I used a text in a class, I would also assign an empirical or theoretical article that the text cited and discussed. In this way the students could see firsthand how original work was used and/or misused in a secondary source. I wanted students, even in a lower level course, to begin to understand academic thinking.

Seminars

Seminars offered me much more opportunity for interaction and, consequently, I enjoyed them much more and did some of my best teaching in these settings. In groups of 15-30, where students were expected to be involved in discussions and often the material was directly relevant to their lives, respect was more difficult to establish and more critical to the success of the class than in lectures. In the early 1990s, especially in Women's Studies courses, there were some very rough times with a number of courses in which a small group of students would take an extreme stance, usually on issues involving racism from which they would intimidate others and dominate discussion. In response, and through much discussion with colleagues, I developed some guidelines for encouraging respect in class discussion. By and large these worked well. I stressed my own experiences in the statement and signed it as a way of indicating that these were my ideas and not an abstract or absolute statement. These were handed out in the first class and I invited discussion. Usually the students did not have too much to say, but the guidelines lay the groundwork for what was to follow. Even though I developed these guidelines for use in Women's Studies classes, I also found them useful in Psychology seminars and one colleague in Psychology also found them useful in teaching controversial topics.

The other specific thing I did with a small class to build respect was to learn everyone's name. I would have students fill out small cards with their name, address, phone number and anything else they wanted me to know at the first of the first class. I also asked each person when s/he spoke to say their name. I worked very hard matching names to faces and several times during the week that followed, I would go over the cards trying to remember who belonged to which name. In the beginning of the second class, I would take a test by going around the room and saying each person's name. I did this quite specifically, telling the class first why I was doing it and apologizing in advance for any names I did not know or got wrong. If I didn't get all the names right the second week, I did this public test again the third week. This test was highly motivating and I never needed more than two tries to get all the names right.

Boundaries are also a very important part of establishing respect. I did not do anything specific in each class, but I was always aware of boundary issues and potential problems and very aware of my responsibility to establish boundaries. Early in my career, I tended to socialize more with students outside of the classroom and gradually I did less of this, partly because not all the students were able to take part in these occasions and partly because it became clear that being too friendly backfired when I gave a grade that was less than the student expected. When people are in subordinate positions, they become very sensitive to any perceived unfairness. I have had students tell me that when I came into a

class the first day and spoke to a student whom I knew from a previous class, they assumed that student was a favourite. This perception did not stop me from acknowledging students I already knew, as this seems a basic courtesy, but it did sensitize me to the importance of being very even handed in the attention and opportunities I provided.

Encouraging class discussion was crucial to a good seminar. I did this in several ways. First, I always graded class participation, and assigned it a relatively small percentage (usually 10%, never more than 20%) of the final grade. I graded participation for each student immediately after each class in order to reduce positive halo effects. I designed my grading system to reward attendance and participation without specifically rewarding amount of participation. There were four possible points for each class—one for partial attendance, two points for full attendance, one point for saying anything during the class, and one point for a comment that I judged to be particularly perceptive or useful. Thus the student who said one thing received the same number of points as a student who made many but not very useful comments. This worked well and rewarded students who were shy or afraid of speaking in class. If you were present the whole class and asked one question which could be prepared ahead of time, you received three out of the four possible points for that week. I did not call on students who did not indicate a wish to speak, but if a student wanted to speak, but was having a hard time jumping into a heated discussion, I would break into the discussion when the current speaker finished and call on the student to help them into the fray. I also changed seats each class—something students inevitably commented on—in order to change which students were in my line or sight or harder to see.

I also often required oral or written reports of a specific reading or one week's readings. This guaranteed that a few students arrived at the class not only having done the readings, but also having thought about at least one reading in some depth. In some classes this was a 10 minute report over one reading and in some it was a short (2-3 page) thought paper that focused on an idea common to several of the readings. The purpose of the critique of a reading was to develop skills of summarizing and evaluating a reading. The student was required to specifically cite both appreciations and criticisms of the reading. I found that often a student was good at one of these skills, but not the other. I had several students over the years tell me they used these instructions in other courses to structure oral reports with very good results. For both the report on a single reading and the thought paper, I prepared an example of the assignment based on the second week's reading(s) and presented it orally to the class as a model.

I provided feedback on these assignments in a very specific form designed to maximize the possibility of learning. At least two oral reports or thought papers were required during the term. They had to be handed in at least two weeks apart. I provided both a grade and a paragraph of feedback with specific suggestions for improvement the week after they made the oral report or handed in the thought paper. I kept these records and when the second paper/oral report was done, I consulted my feedback to see if and how they had used it to improve their second attempt.

I also offered to read drafts of major papers in seminars if they handed the draft in at least two weeks before the paper was due. I would provide feedback the following week that they could use in writing their final paper. In graduate seminars I tended to focus on modeling and learning professional skills. Thus, in some seminars, the graduate students were required to present a conference paper in one of the last weeks of class, and in the last seminar I taught graduate students prepared a paper that they submitted to a peer-reviewed journal.

Assigning original academic work is simple in an upper level or graduate seminar—it's the only kind of reading I ever assigned. In a small lower-level class or seminar, this is more limited, but again I always included some empirical, theoretical, or experiential original readings.

Supervision of Honours and Graduate Students

Supervising BA, MA, and PhD theses was the most rewarding and enjoyable of all the teaching I did. In this teaching, I could see learning taking place over a period of time and a thesis didn't have to

be graded. Rather the process of thinking, designing, doing and writing a thesis had to be done until it was good enough. I always tried to provide feedback both in terms of detailed comments and suggestions for overall organization within a few weeks when the student was working on a proposal or thesis. When deadlines got tight, I aimed to give feedback within several days. I learned to give better feedback over the years, partly informed by peer reviews of my own work that I found more and less useful. I had to learn to listen carefully to what the student wanted to do for their thesis and aim my feedback to help them get there. I needed to learn to avoid the temptation to turn the thesis into what I wanted it to be. I aimed to be a good and careful reader, not a co-author. There was a subtle but important difference between making suggestions that improved the work and those that changed it to be more what I would do. It helped to make feedback as specific as possible, i.e., pointing out where writing needed to be clearer or reorganized rather than making general suggestions about what should be included. My goal was not a joint project; rather, it was to help the student realize their own vision of the work. For this I first had to understand their vision. If I thought it wouldn't work or was too ambitious, or had problems, I would express my concerns. But once the project was agreed on, from there on out I worked to make it the best it could be.

As a supervisor of honours students, and even more so with graduate students, I was both working with colleagues-to-be and at the same time had more significant power over the student's career than in any other teaching setting. This called for a careful consideration of boundary issues. I tended not to socialize with honours and graduate students except within a group setting such as a developmental group meeting or departmental potluck. Although I ran the risk of erring on the side of too much distance, I felt that this distance kept the criticism I needed to provide on the student's work from becoming too personal. I also hoped that it reduced perceptions of favouritism among my students. To the extent that I shared personal information I focused on professional issues. For example, I would share stories about how emotionally difficult I often found it to receive peer reviews. I showed students peer reviews of my own work. I talked about papers that never got published because I and the peer reviewers could not find acceptable compromises. I talked about both the problems and rewards of teaching. I described my own rewriting and how I went about doing it.

I did have two specific social rituals that I developed working with graduate students. To celebrate after an MA oral defense I invited the student, the committee, and any family and/or friends the student wished to invite to lunch, usually at the university club on campus, at my expense. To celebrate a PhD defense I invited all to a dinner at a restaurant of the student's choice, and I paid for the dinner. I explained that this was my ritual and that I did it with all my students because I thought it important to mark major academic transitions with celebrations.

I want to conclude this paper with part of my favourite poem about teaching, "Did I miss anything?" by Tom Wayman (1991). Every teacher has heard this question many times. After going through a number of humorous and satirical answers to this question, he captures the essence of a great class in his final answer: "Everything. Contained in this classroom/is a microcosm of human existence/assembled for you to query and examine and ponder/This is not the only place such an opportunity has been gathered/and you weren't here." (pp. 45-46).

Endnote

In this paper I discuss several assignments I've developed over the years. If you would like a copy of the handouts I used for these assignments, please e-mail me (Kimball@sfu.ca) and I will send you an electronic copy of these handouts.

Bibliography

- Kapilow, R. (2008). *All you have to do is listen: Music from the inside out*. Hoboken, New Jersey: John Wiley & Sons.
- Wayman, T. (1991). Did I miss anything? In G. Downie & R. Tranfield (Eds) *More than our jobs: An anthology*, pp. 45-46. Vancouver, BC: Pulp Press.

SOMETHING TO PONDER

Submitted by Teresa Janz:

This article might be interesting for future discussion and given that the Olympics are coming...It is an article about a woman balancing a career as a high performance athlete with the role of a mother and needs of a family. This would be interesting to discuss the themes of equal access for women vs. parental role and family demands.

Pursuing Motherhood and Medals

Canadian Journal for Women in Coaching

January 2010 Feature

It's a topic where intransigence is the norm. Whether a woman is a high performance coach or an athlete, the prevailing attitude claims that she cannot possibly continue her pursuit of excellence when she becomes a mother. Of the growing numbers of girls and women engaged in high performance sport, inevitably some continue to compete well into their child-bearing years. While the numbers of women coaches at that level is much smaller (too small, we would claim), far too often they are forced to choose between profession and parenthood. Institutionally, there simply isn't the support that makes doing both possible and palatable.

Success stories are slowly emerging, creating role models and showing what can happen when the commitment is strong. However, if we accept that women coaches and athletes are essential to a strong, vibrant, and progressive sport system, it follows that policies and programs should harmonize their high aspirations with the desire to raise children. It behooves our institutions, notably Sport Canada and national sport organizations, to recognize women coaches and athletes as essential components of Canadian sport and to work to create a much more welcoming and supportive environment. If this happens, we will all be the richer.

www.coach.ca/WOMEN/e/journal/january2010/index.htm

**If you would like to comment on this article, please email your comments to the Newsletter Editor at sellis@uoguelph and your comments will be included in the next Newsletter.

**If you have an article that you think members would be interested in, and you believe will generate a dialogue, please email that article to the Newsletter Editor.



SWAP MEMBER'S FORUM

In 2005, after reflecting on their own experiences in high school, two university students began a campaign to get the Ministry of Education to offer a Women's and Gender Studies course in Ontario high schools. The Miss G Project for Equity in Education's made significant strides in raising awareness and action around the need for gender studies in high schools and following their four-year campaign, it was recently announced that in September 2010, the Ontario Ministry of Education will be introducing its first course in Gender Studies. The course will be offered as an elective for grade eleven students. In this forum, SWAP members were asked to send their input and advice for constructing a course that is truly critical and relevant for high school students.

In general, I think the objective would be to raise awareness of the social construction of gender and the complex interaction between gender identity and society.

Some topics (or classes) I would want to be included:

- social construction of gender (difference between sex and gender, constructions of gender over time and around the world)
- a class on critical thinking where students could critique the media for example
- activism--have students select an organization and write a letter (then provide a rationale to the teacher regarding why they chose to get involved in that particular organization and what change do they want to encourage)
- gender bias in education--e.g., chilly climate issues, issues of sexism in the curriculum and classroom, etc.
- parenting--impact of parenting on gender identity development
- feminism--e.g., history of feminism, feminist identity, social construction of feminism
- gender and work

Dr. Teresa Janz

Section Chair, Section on Women & Psychology (SWAP), Canadian Psychological Association
Senior Social Scientist
Analysis and Special Projects Section
Social and Aboriginal Statistics Division
Statistics Canada

RECENTLY DEFENDED

An Investigation of the Perceived Stress, Coping Strategies, and Physical Health of Childhood Maltreatment Survivors

Alanna D. Hager, MSc
University of Victoria
Supervisor: Marsha G. Runtz, PhD

This study investigated links between childhood maltreatment (CM), perceived stress, coping strategies, and physical health problems among adult women. There is mounting evidence to suggest that perceived stress and coping strategies help to explain the association between CM and physical health outcomes. However, research has yet to clarify the precise mechanisms through which stress and coping independently, and in combination, predict the health concerns of victimized women. Through the use of structural equation modeling (SEM), support was found for a model in which perceived stress partially mediated the association between CM and physical health problems. While emotion-focused coping was also found to partially mediate the CM-health relationship, problem-focused and avoidance coping did not. A moderated mediation model revealed that each coping strategy moderated the impact of maltreatment, but not of perceived stress, on physical health. Multi-mediation model testing indicated that emotion-focused coping and perceived stress better explain the relationship between CM and health than either variable on its own, and that this coping strategy fully accounted for the link between CM and subsequent stress. Finally, multivariate regression analyses revealed that child physical abuse was uniquely associated with greater physical symptoms, and child psychological maltreatment had a unique link with functional impairment; however, no form of abuse uniquely explained health care utilization. Findings suggest that child maltreatment is a risk factor for adverse health outcomes in later life and that stress and coping strategies are important mechanisms in this relationship. Implications for clinicians, medical professionals, and researchers are discussed.

RECENTLY DEFENDED

Singing for identity, relationship, wellbeing and strength: Three francophone girls negotiate adolescence, gender, and minority identity

Gisèle A. Lalonde (MEd)
University of Saskatchewan
Supervisor: Dr. Jennifer J. Nicol (RDPsych, MTA)

Three francophone adolescent girls' experiences with singing were investigated using qualitative, narrative inquiry (Murray, 2003). Although adolescence can be a positive productive time (Garrod, Smulyan; Powers & Kilkenny, 2002), this developmental period is often identified as challenging (Arnett, 1999), especially for girls whose lives may be further complicated by societal pressures (Pipher, 1994) that restrict girls' authentic voices (Taylor, Gilligan & Sullivan, 1995). Adolescent girls with cultural minority status face even greater risks (Moshman, 2005). This study's purpose was to explore singing as a potentially positive means for adolescent minority-culture girls to negotiate the intersecting identities of adolescence, gender and culture. Multiple, semi-structured interviews were used to generate rich data that were analyzed with The Listening Guide (Gilligan, Spencer, Weinberg, & Bertsch, 2003) and presented as "I" poems and themes. Three ways of singing were identified – private informal, social informal, public formal – as well as three themes, which were evoked with the metaphors of: Rhythm (singing and identity), Harmony (singing and relationships), and Melody (singing, wellbeing, and strength). Findings confirm and extend the small but growing research literature on the psychology of singing, and have implications for those interested in positive youth development and a strength-based perspective (Larson, 2000).

The full thesis is available at

http://library2.usask.ca/theses/available/etd-11112009-213526/unrestricted/Lalonde_G_Thesis.pdf

RECENTLY DEFENDED

Romantic relationships in young women with a history of child maltreatment: Examining the role of mentoring relationships as a protective factor

Lisa Van Bruggen
University of Victoria
Supervisor: Dr. Marsha G. Runtz

Individuals who have experienced child maltreatment (CM) are at an increased risk for future relationship difficulties. In this study, the role of mentoring relationships was examined to see how mentors might support healthy romantic relationships among those with CM histories. Young adult women in a romantic relationship (N = 267; 18-25 years of age) completed a computer questionnaire exploring CM, romantic relationship functioning, and mentoring relationships. Almost half of the women had a current/past mentoring relationship (n = 132). Maltreatment experiences examined were child psychological maltreatment (CPM; 21%, n = 55), child physical abuse (CPA; 9%, n = 24), witnessing domestic violence (WDV; 16%, n = 43), and child sexual abuse (CSA; 11%, n = 29). Results showed that women who experienced higher levels of CPM and CPA, particularly by fathers, were more likely to report higher levels of psychological maltreatment and physical violence in their current romantic relationships compared to women with lower levels of CPM and CPA. Ethnicity, the participants' age, relationship status (e.g., dating, common-law/married), and parental divorce emerged as important socio-demographic factors in relation to child maltreatment and relationship functioning. There was support for the role of mentors as a protective factor among women who had experienced physical abuse by their fathers. Mentoring characteristics such as duration of the mentoring relationship and attachment to the mentor were related to CM experiences and romantic relationship functioning. This study calls attention to the need for greater awareness of the link between CM and relationship difficulties, as well as the role of positive mentoring relationships as a protective factor for those with a history of CM.

**Thank you to these students for submitting her recently defended work. If you have recently defended your work (past 6 months), please send a short abstract (about 200-300 words), your university affiliation and the name of your supervisor to the Newsletter Editor at sellis@uoguelph.ca.

RECENT PUBLICATIONS

On April 17, 2009 friends and colleagues organized Dr. Jean Pettifor's Tea Party to publicly recognize her 61 years as a psychologist and her contributions to the profession. On June 11, 2009 Athabasca University awarded Jean Linse Dixon Pettifor the Honorary Doctor of Laws Degree. On November 26, 2009 the Community Rehabilitation and Disabilities Studies program of the Faculty of Medicine University of Calgary established the Dr. Jean Pettifor Lecture Series where she delivered the Inaugural Address on *Reflections on Respect and Caring for Persons with Disabilities" My 61 years of Alberta History*. Prior to 2009 she has received special awards from the College of Alberta Psychologists, the Psychologists Association of Alberta, the Canadian Psychological Association and the Association of State and Provincial Psychology Boards. Today she has several publications "in press". Two publications in 2009 that may be of interest to SWAP members are summarized below.

Pettifor, J. (2010). Ethics, diversity and respect in multicultural counselling. In N. Arthur & S. Collins *Culture-infused counselling: (2nd Ed.)* Calgary, AB: Counselling Concepts, pp167-188.

The Arthur/Collins book contains a wealth of information on diversity from a Canadian perspective. Pettifor's chapter addresses how ethics codes and guidelines are evolving to increase awareness of discrimination against certain groups of people on the basis of such characteristics as gender, ethnicity, disabilities, sexual orientation, and as a result provide guidelines and educational materials to bring about change. Ethical guidelines tend to lag behind progressive thinking in society. As feminists have discovered, speaking out is necessary in order to be heard. If we look at moral principles as the guiding lights for our interpretations, applications, and rules for conducting research and practice, then ethical principles and values should lead the way rather than follow. Community psychology, feminist practice, and social construction theories provide a sounder basis for working with diverse populations than does individual pathology. Striving for social justice must be an acceptable moral commitment for psychologists.

Pettifor, J. (2009). Ethical principles for a global psychology: Building bridges of respect between and across cultures. In R. Roth, C. Hiew, & A-L. Comunian (Eds.) *Peace, hope, and well-Being across the cultures, Proceedings of the 65th Annual Convention International Council of Psychologists*. Germany: Shaker Verlag, pp. 243-249.

This chapter is essentially a description of a workshop conducted at the ICP convention in 2007 in San Diego on the meaning of respect as seen across cultures. The workshop questions included: 1) How do I know when I am being respected? 2) How do I respect others? 3) Are there cultural differences in how we experience and how we show respect for others? Several vignettes were considered in which there appeared to be a clash of cultural beliefs. The workshop finished with a discussion of the following questions: 1) Is respect the key to building world-wide bridges of understanding? 2) Is respect the key to achieving a global psychology that is inclusive of cultural diversity? 3) Are there limitations on what allegedly cultural beliefs can be accepted universally? 4) Is a social justice agenda essential to promoting psychology globally? This format could be easily modified for a workshop on the meaning of respect for girls and women that goes across different cultures and beliefs. The discussion would be informative and stimulating and would promote understanding of different perspectives.

EMPLOYMENT OPPORTUNITIES

ACADEMIC VACANCY

**Brenda Stafford Chair in the Prevention of Domestic Violence
University of Calgary, Faculty of Social Work
Deadline: January 31, 2010**

The Faculty of Social Work, University of Calgary, invites applications for an endowed chair in the prevention of domestic violence. We are seeking an individual with a broad and deep base of experience to provide innovative leadership in the prevention of domestic violence in concert with the Brenda Stafford Centre for the Prevention of Domestic Violence, the domestic violence sector at the local, provincial, national and international levels, and the University of Calgary. Given the already-established resources and the strong political support for the prevention of domestic violence that currently exist in Calgary and Alberta, this is highly fertile ground for creative, pioneering innovation. You can create a tangible difference, build community/government linkages, and further the knowledge and practice base in the prevention of domestic violence.

As the successful candidate, you must have an established reputation in the area of prevention of domestic violence; a career path demonstrating increasingly senior roles reflective of depth and breadth in the domestic violence field; an ability to take risks and accept challenges; a demonstrated capacity to work effectively in a collaborative, interdisciplinary and intersectoral environment; and a clear interest in engaging and mobilizing the community. Rank and salary for this position is at the full or associate professor level. Your application must include a statement that explains how your career record qualifies you for this leading Chair role. Your statement must evidence your strong commitment to preventing domestic violence, while providing an outline of a strategic plan and set of initiatives towards the prevention of domestic violence.

The University of Calgary is a dynamic and comprehensive research university. The Faculty of Social Work is research intensive, supporting inter-professional and community-based enquiry from multiple perspectives in the generation and application of knowledge to social and individual change. Information about the Faculty of Social Work may be found on our web site: fsw.ucalgary.ca. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. The Faculty is committed to increasing racial, cultural, ethnic, and gender diversity in its staff complement and therefore encourages applications that would support this commitment. The University of Calgary respects, appreciates and encourages diversity. The competition will remain open until a qualified applicant has been chosen; however, to have your application considered in the first round of review, please send by **January 31, 2010** a letter of application, curriculum vitae, samples of published work, and the names and contact information of three referees to:

Dr. Gayla Rogers, Dean and Professor
Faculty of Social Work, University of Calgary
2500 University Drive NW, Calgary, AB T2N 1N4
Telephone: 403.220.5945
Fax: 403.284.1391
email: grogers@ucalgary.ca
fsw.ucalgary.ca

FELLOWSHIPS

GRADUATE FELLOWSHIPS AND TRAINING OPPORTUNITIES IN PSYCHOLOGY

Do you want to take charge of your career? Do you need financial support for graduate school or postdoctoral studies? Are you interested in ethnic minority issues? Then the Minority Fellowship Program (MFP) is for you!

The MFP offers the following fellowships and training opportunities:

[The Mental Health and Substance Abuse Services \(MHSAS\) Predoctoral Fellowship](#) is aimed at those pursuing doctoral degrees in clinical, counseling, and school psychology, or other mental health services areas. This program is primarily for individuals who want to deliver services. **(Deadline January 15)**

[The MHSAS Postdoctoral Fellowship](#) is aimed at recent doctoral recipients who are interested in developing a career in mental health service delivery, policy, or services-related research. **(Deadline January 15)**

[The Psychology Summer Institute \(PSI\)](#) is a week-long intensive training aimed at advanced doctoral students and early career doctoral recipients. PSI provides mentoring and career development as participants develop projects focusing on ethnic minority issues. **(Deadline May 1)**

Note: Individuals may apply to only one of the MFP fellowships.

About the Minority Fellowship Program

The MFP's mission is to increase the knowledge and research related to ethnic minority mental health and to improve the quality of mental health and substance abuse services delivered to ethnic minority populations. We do this by providing financial support, professional development activities, and professional guidance to students pursuing doctoral degrees in psychology. Our mission is consistent with Healthy People 2010, the Surgeon General's Report on Mental Health, and other federal initiatives to reduce health disparities.

For more information or to apply, visit our web site at <http://www.apa.org/mfp> or contact us at:

APA/MFP

750 First Street, NE

Washington, DC 20002-4242

[\(202\) 336-6127](tel:(202)336-6127)

Email: mfp@apa.org

NOTICES

SWAP ARCHIVES COLLECTION

A Call for Archival Material

The SWAP Executive have endorsed a project to collect, catalogue and preserve materials pertaining to the history of the Section. Three of our Distinguished Member Award recipients, Esther Greenglass, Sandra Pyke and Shake Toukmanian have volunteered to work on this project beginning with a search through their own files for items from the past. A surprising number of documents have been unearthed and the cataloguing process has commenced. Included in the catalogue are items pertaining to: SWAP annual meetings from 1976 to the present; Coordinators; miscellaneous correspondence; items relevant to the selection of Distinguished Member Award recipients; issues of SWAP Newsletters from 1976 to the present; details concerning SWAP Institutes from 1978 to the present.

Any materials relevant to this archival collection both ancient and current are most welcome. We would urge you to go through your past files and see if there is anything there that would be relevant to the collection we are developing. Any items may be sent to Dr. Esther Greenglass, Department of Psychology, York University, 4700 Keele St., Toronto, ON, M3J 1P3 or emailed to estherg@yorku.ca.

Questions and/or suggestions about the project may be directed to Sandra Pyke spyke@yorku.ca, Esther Greenglass, or Shake Toukmanian stouk@yorku.ca.

Additionally, any advice and/or offers of assistance you may have about this project would be gratefully received.

NEW LIST COORDINATOR NEW WEB-BASED EMAIL GROUP

As per the July 24, 2009 email from Meredith Kimball, Swap-net is transitioning into a web-based email group: canfempsyc@yahoogroups.com. If you have not yet subscribed, **please take a moment to subscribe** to the new CanFemPsync list.

To subscribe, send an email (can be blank) to the address below:

canfempsyc-subscribe@yahoogroups.ca

You will receive an email from Yahoo! Groups asking you to confirm your request to join the group. Reply to it, and you will be added to the group. (There may be a delay of 1-2 weeks.)

IMPORTANT: If you do not have a Yahoo ID, and do not wish to create one, simply reply to the confirmation email from Yahoo! Groups. You do not need a Yahoo ID to join this group.

A Yahoo ID allows you to view all earlier messages, which are archived at the group website.

If you have a yahoo ID, you can click on the following link to join the group.

<http://ca.groups.yahoo.com/group/canfempsyc/join>

I will approve members as they subscribe, and will start to add Swap-net members who have not yet subscribed on their own.

Best regards,
Elizabeth Brownlie

The Knowledge Translation Trainee Collaborative (KTTC) presents: Knowledge Translation Working Meeting - Building a Community of Practice

With support from the CIHR, KT Canada and the Western Regional Training Centre (WRTC), the Knowledge Translation Trainee Collaborative (KTTC) invites applications from knowledge translation trainee practitioners (e.g., graduate students, post-doctoral and clinical fellows, and other community learners) from across the country to participate in KTTC's first-ever Knowledge Translation Working Meeting. The purpose of this meeting is to begin to build a community of practice for trainees interested in KT research. We encourage you to apply! The meeting takes place on **March 7, 2010** in Winnipeg, Manitoba, and is held in conjunction with the Manitoba Centre for Health Policy conference. For more information, contact Gail Klein at kling@smh.toronto.on.ca or visit the News & Events section of the KT Clearinghouse website (<http://ktclearinghouse.ca/news>).

Applications are due by 5pm EST January 21, 2010. Travel, accommodation and event expenses will be covered for successful candidates.

Announcing a new area for Masters Degree study: *Social Interaction and Culture*

Syracuse University's Department of Communication & Rhetorical Studies announces a new area of focus within our Master's program: *Social Interaction and Culture*. This area is comprised of a group of faculty who share a common interest in taking a constitutive view of communication and culture. We examine how social interaction creates, maintains, or changes meanings, relationships, identities, and institutions.

Social Interaction and Culture focuses primarily on qualitative methods and methodologies, such as: discourse analysis, discursive constructionism, conversation analysis, ethnography of communication, narrative analysis, and critical discourse analysis. We are interested in the practical usefulness of research for addressing societal issues and problems.

Areas of interest include: intercultural communication, interpersonal communication, family communication, gender and communication, health communication, political communication, environmental communication, argumentation, legal communication, and practical theory.

Students in our program will develop competence in perspectives and methodologies such as social constructionism, discourse analysis, the coordinated management of meaning, ethnography of communication, and related approaches. Past students have worked with faculty on research projects and have jointly-authored journal articles, book chapters, and conference papers.

Courses

The following courses have been offered in recent years:

Intercultural Communication (CRS 630)
Interpersonal Communication (CRS 531)
Family Communication (CRS 532)
Communication and Community (CRS 535)
Communication, Power, and Gender (CRS 614)
Language and Meaning (CRS 514)
Legal Communication (CRS 546)
Advanced Argumentation (CRS 545)
Environmental Communication (CRS 660)
Proseminar in Social Communication (CRS 601)
Qualitative Communication Research Methods (CRS 604)

Faculty with Expertise in Social Interaction and Culture

- [Richard Buttny](#) (Ph.D., Communication, Massachusetts) – discursive constructionism, intercultural, environmental communication
- [Craig Dudczak](#) (Ph.D., Communication, Kansas) – argumentation, legal communication, political communication, persuasion
- [Cynthia Gordon](#) (Ph.D., Linguistics, Georgetown) – discourse analysis, family communication, health communication, intercultural communication
- [Kenneth Johnson](#) (Ph.D., Communication, Massachusetts) – interpersonal communication, family and cultural communication

The Master's degree in Communication and Rhetorical Studies includes areas of emphasis in Critical/Cosmopolitan Studies, Rhetorical Theory and Criticism as well as in Social Interaction and Culture. Students in our program gain a broad overview of each of these three areas before selecting courses tailored to their own unique area of study.

Students can take courses in related programs, such as: Anthropology, Sociology, Environmental Communication, Education, Conflict Resolution, and Public Communications.

A rolling deadline for applying but we begin accepting applications on **February 15, 2010**. Apply through the [Syracuse University website](#)

Graduate assistantships are available

Questions contact: Richard Buttny, rbuttny@syr.edu, or Cynthia Gordon, cygordon@syr.edu

NEW WEBSITE SIGNALS COUNTDOWN TO GLOBAL FEMINIST CONFERENCE 2011

New launch of www.womensworlds.ca – a trilingual website devoted to a 2011 global feminist event – signals the start of a countdown to what will likely be the largest women’s conference in Canada’s history: Women’s Worlds 2011 (WW 2011).

“Inclusions, Exclusions, and Seclusions: Living in a Globalized World” is the theme of the international and interdisciplinary gathering of and about women to be held in Ottawa-Gatineau, Canada from **July 3-7, 2011**.

The event will convene a diversity of minds and experiences to delve into some of the most pressing issues of our time. Outreach is underway to draw a rich cross-section of people from around the world into the conversation – from academics to activists and researchers to policy-makers.

In the lead-up to the gathering, the website will serve as a hub where people from around the world can connect and converse on issues related to globalization and women’s equality, and more. To stoke that conversation, organizers will roll out a range of interactive components and unveil content and registration information as it becomes available. Site visitors are encouraged to sign up for e-bulletins to receive up-to-the-minute information about website content and the conference.

This online portal is part of a broader new media strategy that organizers hope will attract unlikely participants to the conference and related discussions, a key conference objective being to encourage intergenerational exchange.

WW 2011 organizers also plan on using social media like facebook, flickr, youtube, and twitter to stimulate connections and conversations.

Ottawa-Gatineau plays host to this 11th edition of Women’s Worlds – a triennial global women’s conference most recently held in Madrid in 2008 and Seoul in 2005 – with the University of Ottawa and Carleton University partnering as lead coordinators.

For more information:

Lise Martin, Executive Director
Women’s Worlds 2011
(001) [613.562.5800](tel:6135625800) extension 6600
media@womensworlds.ca

CANADIAN INTERPROFESSIONAL STUDENTS NETWORK (CISN)

This is a notice about an information booklet which has been compiled by the Canadian Interprofessional Students Network (CISN) to inform students about various healthcare professions (e.g., what each profession does, what the education/training is like, etc.). The CPA Section for Students has been actively involved with CISN for the past two years and contributed to the information booklet.

To access the full booklet, please refer to the official website at:

www.nahssa.ca/static/docs/cisn/CISNBookletB&W2.pdf

If you would like to just read the section about Psychology, as submitted by our CPA Section for Students, please refer to: www.nahssa.ca/static/docs/cisn/psychology.pdf

Pamela Seeds, M.Sc.
Secretary-Treasurer for the CPA Section for Students
Ph.D. Candidate in Clinical Psychology
Department of Psychology, Westminster Hall
The University of Western Ontario
London, ON, Canada N6A 3K7
Email: pseeds@uwo.ca

ATTENTION SWAP STUDENT MEMBERS SHOWCASE YOUR RESEARCH IN THE NEWSLETTER

STUDENT RESEARCH: This is a column where students can submit an abstract about any research they have recently conducted (or are conducting) relevant to women and psychology. This is a great way to let members know what research is being conducted by students and has the potential for assisting students with valuable networking opportunities. If you are a SWAP student member (or you supervise a student) and you would like to showcase relevant research, please submit a short abstract (about 200-300 words), the university affiliation, email contact information and the name of the student's supervisor to the Newsletter Editor at sellis@uoguelph.ca.

FUTURE SWAP NEWSLETTER SUBMISSIONS

The next Newsletter will be printed in May 2010. I would like to continue enhancing the Newsletter in upcoming issues. As such, I would welcome submissions for the following columns:

1. **MEMBER'S 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. If you would like to submit something longer, please email me and I'll be happy to make special arrangements.
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 research itself does not have to be specific to women, psychology or feminism, but if it is that is definitely a bonus! The idea 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. If you have any questions about what to include in the review, please feel free to contact me.
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 (sellis@uoguelph.ca). At the top of the review include: Title of the book, author(s), publication date, publisher, and your name.

Thank you for your assistance in enhancing the SWAP Newsletter! If you have suggestions for any additional columns you think would be interesting to have in the Newsletter, please let me know. I am always open to suggestions!! If you have any questions about submissions to any of the columns listed above please feel free to contact me.

DEADLINE FOR SUBMISSIONS FOR MAY'S NEWSLETTER IS APRIL 30TH, 2010

UPCOMING CONFERENCES/ WORKSHOPS/COURSES

Upcoming CQ Seminars – Winter 2010

January 29, 2010, 12-1:30pm

Rm HS208, Health Science Building

155 College Street, Toronto, ON

Other ways of knowing: how does photovoice work?

Lilian Magalhaes

Photovoice is a research methodology that combines participatory action strategies and visual narratives. By taking pictures, and discussing them, individuals can reflect on their realities. Photovoice has also been described as an arts-based method. It has been used more frequently in the field of education and has been employed in knowledge translation projects. This presentation will introduce some photovoice features and applications in the context of the health sciences. Technical underpinnings and ethical concerns will also be discussed.

Dr Lilian Magalhaes is a Brazilian-Canadian Occupational Therapist who lives in Canada since 2004. She is an associate professor at the University of Western Ontario (UWO). Dr Magalhaes' work aims to understand how world views and beliefs systems are intertwined and shape the way we see ourselves and the others. Her research interests relate to vulnerable and invisible populations, with specific foci on diversity, immigration, and occupational justice.

March 26, 2010, 12 – 1:30 pm

Rm HS208, Health Science Building

155 College Street, Toronto, ON

UnMasking Power Relations: From Interview Research to Dialogue for Social Change

Blake Poland (DLSPPH, University of Toronto) & Francisco Cavalcante Jr (Faculty of Education, Federal University of Ceara, Fortaleza, Brazil)

Abstract. Social inequities in health status are the result of long-standing asymmetrical power relations that have become deeply structured and sediment in institutional and interpersonal practices, and embedded culturally in the taken-for-grantedness of inequality. We maintain that meaningful movement towards health equity requires a deepening of the social analysis about the cultural, as well as material, bases of power and inequity. Decades of experience with diverse social movements shows that social analysis is deepened through dialogue, in small groups. Authentic dialogue, however, is a radical break from conventional discourse, discussion, and understandings of dialogue. Drawing on our experiences in community and academic settings, as well as our review of the literature, we propose several key elements of authentic, radical dialogue, as well as the conditions/preconditions necessary for its flourishing.

Dr. Blake Poland is a professor in the Dalla Lana School of Public Health and co-Director of the Environmental Health Justice in the City Research Network (www.EHJiC.ca). Additionally, Dr. Poland is an Academic Fellow with the Centre for Critical Qualitative Health Research (CQ) and teaches two of its Essentials of Qualitative Research courses (CHL5221 Community Health Appraisal Methods 1: Introduction to Qualitative Methods and JRP1000 Theory and Method for Qualitative Researchers: An Introduction). Blake's research is inspired by the work of Paulo Freire, Pierre Bourdieu, complexity theory, arts-enabled and community-based participatory approaches. He has led or worked on projects employing visual methods (photovoice), participatory research, research-based theatre, and interactive multimedia installations.

Links:

[1] <mailto:ccqhr@utoronto.ca>

[2] <http://www.ccqhr.utoronto.ca>

To subscribe to the CCQHR email list, send a message in the following format to listserv@listserv.utoronto.ca (case is insensitive) subscribe CCQHR-L<firstname> <lastname>; e.g., subscribe CCQHR-L Mary Jones. Visit our website at <http://www.ccqhr.utoronto.ca>

**CONAHEC's 13th North American Higher Education Conference
"Innovation in International Higher Education Collaboration:
Creating Opportunities in Challenging Times "
April 21-23, 2010**

CONAHEC's conference "Innovation in International Higher Education Collaboration: Creating Opportunities in Challenging Times" will take place from April 21-23, 2010 at our host institution, Rice University, in Houston, Texas, USA.

While the climate surrounding resources for higher education and, more specifically, international engagement, is in many ways uncertain, the need for international education and collaboration has never been more pressing. It is essential that innovative best practices be developed, identified, reinforced and replicated, especially those which can be effective at various scales and which require realistic levels of resources and support. This event will provide a forum for discussion on what innovations are working, being developed or could be developed to facilitate international education and

regional cooperation both within North America and between this region and the rest of the world.

FOR ADDITIONAL INFORMATION ABOUT THE CONFERENCE PROGRAM, CONTACT:

Sean Manley-Casimir

Associate Director

CONAHEC - University of Arizona

Telephone: (520) 626-8199

Fax: (520) 626-2675

smanleyc@email.arizona.edu

**"Navigating Your PATH: Exploring and Supporting Teaching Assistant and
Graduate Student Development"
June 21 – 22, 2010**

Taking place at the University of Toronto, Toronto, ON.

Conference website:

www.teaching.utoronto.ca/conference2010

Megan Burnett

Assistant Director, Teaching Assistants' Training Program (TATP)

Centre for Teaching Support & Innovation (CTSI)

University of Toronto

[416.946.0464](tel:416.946.0464)

www.utoronto.ca/tatp

CALL FOR PAPERS/ABSTRACTS

**CALL FOR PROPOSALS
CONFERENCE ON TA & GRADUATE STUDENT DEVELOPMENT
"Navigating Your PATH: Exploring and Supporting Teaching Assistant
and Graduate Student Development"**

June 21 - 22, 2010

University of Toronto
Toronto, Ontario, Canada

Submission Deadline: January 15, 2010

This is an international conference that is generating a great deal of interest. Graduate students in particular are strongly encouraged to participate.

For those of you who are also members of the Society for Teaching and Learning in Higher Education (STLHE), please note that this conference will be taking place immediately prior to the 30th annual STLHE conference at Ryerson University and the Ontario College of Art & Design. Both institutions are located in downtown Toronto very near the University of Toronto. Consider attending both conferences: join us to share strategies around supporting TAs and graduate students in their own personal development as well as strategies for preparing them for the professional workplace. Then consider joining your colleagues at STLHE to learn the latest around creativity in teaching and learning.

We look forward to seeing you in Toronto this June! Best wishes to all for the new year,

Megan Burnett
Conference Co-Chair
Assistant Director, Teaching Assistants' Training Program (TATP)
Centre for Teaching Support & Innovation (CTSI)
University of Toronto
[416.946.0464](tel:416.946.0464)
www.utoronto.ca/tatp

Conference website and Call for Proposals:
www.teaching.utoronto.ca/conference2010

DEADLINE FOR PROPOSALS: Friday, January 15th , 2010

**CALL FOR PRESENTATION PROPOSALS
18TH INTERNATIONAL CONFERENCE ON PRAGMATICS & LANGUAGE LEARNING**

July 16-19, 2010

Sponsored by: Kobe University
Kobe, Japan

DEADLINE: JANUARY 15, 2010

The Pragmatics & Language Learning (PLL) conference aims to foster an exchange of views on language use from a variety of theoretical and methodological perspectives and will address a broad range of topics in pragmatics sociolinguistics, and discourse analysis, including conversation analysis, critical discourse analysis, narrative analysis, and interactional sociolinguistics.

We are particularly interested in how language is used in:

- Second and foreign language learning
- Educational settings
- Intercultural interaction
- Work place interaction
- Pragmatics of academic talk and text
- Multimedia discourse
- Computer-mediated communication
- Multilingual talk
- And other similar situations

The conference provides an international forum for language educators who are interested in issues of pragmatics and discourse analysis.

For more details, visit the **conference website at <http://www.pragsig.org/pll/>**

Proposals for presentation are welcome on topics such as:

- L2 talk and text
- Developmental L2 pragmatics
- Pragmatics in language education
- Pragmatics in language assessment
- Pragmatics in computer-mediated communication
- Theory and methodology in pragmatics

Proposals may be submitted for Papers (20 minutes for presentation, 10 minutes for discussion) and Posters. Abstracts for all presentation formats should be written in English and will undergo peer review.

Abstract submission deadline - 15 JANUARY, 2010

Authors may submit no more than ONE individual and ONE joint proposal. Proposals must be submitted online via the conference website

ONLINE PROPOSAL FORM

<http://www.pragsig.org/pll/submit.html>

Decisions on proposal submissions will be sent out by 31 March 2010.

ABSTRACT SUBMISSION DEADLINE EXTENDED

"Qualitative Inquiry for a Global Community in Crisis"

May 26 to 29th, 2010, University of Illinois at Urbana-Champaign

The deadline for the Sixth International Congress of Qualitative Inquiry (QI2010) abstract submission has been extended to **15 JANUARY 2010**. To submit an abstract(s) for papers, posters, or panels, please visit the link below:

<http://www.icqi.org/participation.html>

CALL FOR PROPOSALS

Conference: "Health, Embodiment, and Visual Culture: Engaging Publics and Pedagogies"

November 19-20, 2010

McMaster University, Hamilton, Ontario, Canada

DEADLINE FOR SUBMISSIONS: JANUARY 15, 2010

CONFERENCE DESCRIPTION:

This interdisciplinary conference seeks to explore how visual cultural practices image and imagine unruly bodies and, in so doing, respond to Patricia Zimmermann's call for "radical media democracies that animate contentious public spheres." Our aim is to explore how health, disability, and the body are theorized, materialized, and politicized in forms of visual culture including photography, video art, graphic memoir, film, body art and performance, and digital media. Accordingly, we invite proposals for individual papers and roundtables that consider how contemporary visual culture makes bodies political in ways that matter for the future of democracy. Proposals may draw on fields such as: visual culture, critical theory, disability studies, health studies, science studies, autobiography studies, indigenous studies, feminisms, queer studies, and globalization/transnationalism.

See the CQ website conference page for more information:

http://www.ccqhr.utoronto.ca/others_conferences.asp

8th Biennial SPSSI Convention

From Individuals to Nation States: What Motivates, Sustains and Discourages Caregiving and Care Receiving

June 24-27, 2010

InterContinental Hotel, New Orleans LA

CALL FOR PROPOSAL DEADLINE – JANUARY 16, 2010

We are very excited to invite you to the SPSSI Biennial Conference in New Orleans, June 24-27, 2010 at the Intercontinental Hotel. New Orleans is an exciting and historic city known around the world for its musical innovation and rich cultural heritage. In recent years it has become a much-watched center of urban investment and community renewal following the devastation of Hurricane Katrina. In many ways, the post-Katrina saga of New Orleans includes a microcosm of SPSSI issues from caregiving to receiving care to theory and research on a wide range of related social justice issues. We have lined up a number of outstanding scholars to present their ground breaking research on various aspects of the conference theme. In addition, the program will include symposia, interactive discussions, 15-minute presentations, and poster presentations. This year offers an exciting new pre-conference workshop brought to you by the SPSSI Early Careers Committee.

NEW ADDITIONS

We are also pleased to announce that the Early Careers Pre-conference Workshop will be taking place on 24 June and will include topics such as 'how to apply your research to public policy' and 'developing grant-writing strategies'. **Application details will be available online January 5.** More information can be found at www.spssi.org/earlycareerscholars.

CALL FOR PROPOSALS DEADLINE - JANUARY 16, 2010

- **Symposia (90 minutes)**

Symposium presentations included 3 to 4 talks on a common topic. Proposals should include a symposium title (10 words maximum), a summary of the symposium theme (300 words maximum), as well as titles (10 words maximum) and summaries (300-word maximum) of the expected contribution of each participant. Please include all author names, titles, affiliations, and contact information.

- **Interactive Discussions (1 hour)**

In this new format, two presenters will open a discussion on a topic relevant to the conference theme with brief remarks and facilitate an interactive discussion with the audience. Proposals must include a title (10 words maximum) and summary (300 word max). Please include all author names, titles, affiliations, and contact information.

- **15-minute Presentations**

Individual proposals, including empirical reports, will be submitted as 15 minute spoken presentations. Proposals must include a title (10 words maximum) and summary (300 words max). Please include all author names, titles, affiliations, and contact information.

- **Poster Presentations**

Individual proposals, including empirical reports, will be presented in poster sessions. Proposals must include a title (10 words max) and a summary (300 words max). Please include all author names, titles, affiliations, and contact information.

CONVENTION PROGRAM CO-CHAIRS

If you have specific questions about the conference, please feel free to contact:

Stephanie Fryberg, Ph.D., Department of Psychology • University of Arizona • 1503 E University Blvd • Tucson, AZ 85721 • [520-626-9730](tel:520-626-9730) • fryberg@u.arizona.edu

Lisa Leslie, Ph.D., Carlson School of Management • University of Minnesota • 321 19th Ave S • Minneapolis, MN 55455 • [612-624-4171](tel:612-624-4171) • lmleslie@umn.edu

LOCATION AND ACCOMMODATIONS

For questions or suggestions about conference accommodations or logistics, please contact Local Convention Co-Chairs Laurie O'Brien, Ph.D., lobrien2@tulane.edu, Lisa Molix, Ph.D., lmolix@tulane.edu, and Janet Ruscher, Ph.D., ruscher@tulane.edu.

Further information is available on the SPSSI website at www.spssi.org/neworleans2010

We look forward to see you all in New Orleans in 2010!

**CALL FOR PROPOSALS
DEVELOPMENT 2010:
A CANADIAN CONFERENCE ON DEVELOPMENTAL PSYCHOLOGY**

May 6 – 7, 2010

Carleton University, Ottawa

DEADLINE: JANUARY 31, 2010

Keynote Speakers.

Jeff Bisanz (U of Alberta) – “Developmental paths for developmental psychology”;

Michel Boivin (U Laval) – “Lies my father told me: Redefining the nature and role of the environment in individual development”;

Laura-Ann Petitto (U of Toronto) - "How do young children discover language?"

Conference Program. The scientific program will consist of:

a. Invited symposia

b. Roundtable discussions for researchers and students, including "Getting a Real Job in Developmental Psychology" and "Meet the Editors";

c. Symposia;

d. Posters.

Submission of Proposals. The Organizing Committee invites proposals for symposia and posters. For instructions regarding submission, online submission, as well as information regarding registration, travel (including financial support for student travel), and accommodations, please visit the conference website at: www.devpsych.ca.

All submissions will be refereed. Submissions will be accepted beginning November 15, 2009. **The deadline for proposals is JANUARY 31, 2010.** Decisions will be announced by March 1, 2010.

Conference Co-Organizers: Anne Bowker, Rob Coplan, & Monique Sénéchal (Carleton U).

Advisory Committee: J. Astington (U of Toronto), P. Bryden (Wilfred Laurier U), W. Craig (Queen's U), A. Diamond (U of British Columbia), C. Hertzman (U of British Columbia), P. MacDougall (U of Saskatchewan), R. Mills (U of Manitoba), C. Peterson (Memorial U), H. Ross (U of Waterloo), B. Schneider (U of Ottawa), L. Siegel (U of British Columbia), J. Sullivan (St. Francis Xavier U.), F. Vitaro (U de Montréal).

Local Organizing Committee: A. D'Angiulli, T. Daniels, J. LeFevre, D. Kamawar, & S. Maggi (Carleton U).

Sponsors: The meeting is made possible through the generous support of the **Pickering Fund, Carleton University, & the Developmental Section of the Canadian Psychological Association.**

Inquiries: For more information – please visit: www.devpsych.ca

CALL FOR PAPERS

Mental, Spiritual and Emotional Health of Aboriginal Peoples and other Diverse Populations: Theory, Research and Practice

2010 Institute of the Section on Women and Psychology (SWAP)

Co-sponsored by: the Aboriginal Psychology Section and the Rural and Northern Psychology Section

Wednesday, June 2, 2010; Delta Winnipeg Hotel, Winnipeg, Manitoba

DEADLINE: FEBRUARY 1, 2010

Proposals are invited for the 20th Institute of the Section on Women and Psychology (SWAP), co-sponsored by the Aboriginal Psychology and Rural and Northern Psychology Sections, of the Canadian Psychological Association (CPA). This one-day Institute will be held on Wednesday, June 2, 2010, the day immediately preceding the CPA Annual Convention being held June 3 – 5 in Winnipeg, Manitoba. This institute will examine theoretical, research, and practice related issues relevant to the psychological well-being of Aboriginal Peoples (recognizing the diversity of First Nations, Inuit and Métis groups) and other marginalized populations.

Workshops, symposia, panels, round-table discussions and individual papers on the following topics are welcome and encouraged:

- Social determinants of psychological health (e.g., culture and tradition, Aboriginal identity, socio-economic status, family status, employment, sexual orientation, racism, education and colonization).
- Feminist, interdisciplinary, community-based or intersectionality frameworks.
- Challenges facing marginalized women such as the prevalence of, and conditions that lead to: violence, sexual assault, childhood abuse, substance abuse, gendered racism, and interventions to address these (individual, societal, cultural).
- Challenges and inspirations for fostering positive mental health in marginalized populations, including Aboriginal children and adolescents in both urban and rural settings. Discussion of key policy areas such as reducing violence, improving education and employment outcomes, housing, and access to justice may also be included.
- Traditional and western practices in institutions and the community that contribute to mental, spiritual, or emotional health.
- Presentations regarding theory, research, or practical applications that help us understand the issues, challenges and inspirations of encouraging positive outcomes when working with diverse women will be encouraged.

Guidelines for Submission

Anyone may submit a proposal regardless of membership in SWAP or CPA and submissions are welcome from people in disciplines other than psychology. Proposals must be received via e-mail by **Monday Feb. 1, 2010**, and should include:

1. A **cover sheet** listing the title of the presentation, the author's name(s), professional affiliation, mailing address, phone number, fax and e-mail. For a symposium or panel, names of the moderator and/or discussant(s) should be included.

2. On a separate page, the title of the presentation and a 200–300 word **abstract**/summary. For symposia and panels, a separate abstract should be submitted for each presentation, as well as an abstract that provides a general outline of the presentation. The abstract should not include any information identifying the authors.

3. Identify **type of presentation**: single paper presentation, workshop, symposia, conversation session (see below for description of these).

4. Audio-visual requirements.

- Single paper presentations (20 minute presentation and 10 minute discussion) are submitted by an individual and focus on a particular topic area (theory, synthesis of empirical work, or description of a specific community program or intervention).
- Workshops (1 hour 55 minutes) are presented by an individual or group on a specific topic, with a practical, experiential, or demonstration component. The participants should learn a new skill or technique during the session.
- Symposia (1 hour 25 minutes) are submitted by a moderator and include 3 to 4 formal, related paper presentations. They may or may not include a discussant among the presentations. Each presentation should be 20 minutes in length (assuming 4 presenters), followed by a 5 minute discussion period.
- Conversation sessions (55 minutes) are relatively informal round-table events intended to stimulate discussion on a specific topic. They may involve several "presenters" with different points of view, may be supplemented with handouts, and a moderator with an established reputation in the area.

Presenters may wish to submit a paper after the Symposium to be included in a publication of the Symposium Proceedings. Regrettably, no travel or accommodation bursaries are available for presenters.

Forward submissions/questions to: allison.reeves@utoronto.ca by **Monday, Feb. 1, 2010.**

CALL FOR PAPERS
Language & Social Interaction Division, NCA
DEADLINE: February 17, 2010

The Language & Social Interaction Division of the National Communication Association invites submissions of paper and panel proposals for the 2010 annual convention to be held in San Francisco, CA Nov. 14-17, 2010.

Submissions may be theoretical, methodological, empirical, or exploratory in nature, but should take an approach that is grounded in the traditions of the ethnography of communication, ethnomethodology, conversation analysis, discourse studies, narrative studies, the social psychology of language, pragmatics, sociolinguistics, applied linguistics, or social semiotics.

In keeping with the "Building Bridges" theme of the 2010 convention, members are also encouraged to submit proposals for preconference, research in progress, seminar, and short course sessions. Sessions proposed in collaboration with other divisions, interest groups, or caucuses of NCA are encouraged.

Papers, panel proposals, and extended abstracts will be considered, but completed papers are preferred.

Panel proposals should include a rationale for the panel as well as extended abstracts for each panelist.

Regarding papers (not panel proposals), all identifying author information (names, institutions, hidden document properties) should be removed before submitting. All submissions must be made electronically as Word, Word Perfect, RTF or PDF files.

Papers authored solely by students who have not completed their Ph.D. are eligible for a student award and should be identified by checking the appropriate box during the submission process. Debut papers should be marked as such as well.

Submissions may be made to All Academic between December 21, 2009 and February 17, 2010.

Program Planner:
Trudy Milburn
Center for Management Communication
University of Southern California
tmilburn@marshall.usc.edu

CALL FOR SUBMISSIONS
ISJR Conference, Banff, 2010
DEADLINE: FEBRUARY 28, 2010

The Formal Call for Submissions is now open for the 13th biennial conference of the International Society for Justice Research, to be held in Banff, Canada, August 21-24, 2010. The theme of the meeting is "Rights and Equality in the Global Community". The conference is an interdisciplinary, international forum for the presentation and discussion of research on justice and fairness. Researchers of all relevant disciplines are invited to propose papers, posters, or symposia on the conference theme or any other justice-related issue.

Please note: If you intend to present at the conference, you must submit again during the current Call for Submissions even if you responded with a name and title during the earlier "Intention to Submit" phase. You do not need to submit the same project. You can still submit a presentation during the current Call for Submissions if you did not previously send an "Intention to Submit." The Call for Submissions closes **FEBRUARY 28, 2010**.

Please visit the conference website for details:
<http://wcmprod2.ucalgary.ca/isjr2010/>

Section on Women and Psychology (SWAP) Student Awards

1. SWAP STUDENT PAPER AWARD

In keeping with its goals of advancing the place of women in psychology and of promoting research of special relevance to women, the Section on Women and Psychology (SWAP) will offer a \$500.00 student paper award this year. To be eligible the paper **must have been submitted to the 2010 Annual Convention of the Canadian Psychological Association or SWAP Institute: *Mental, Spiritual and Emotional Health of Aboriginal Peoples and other Diverse Populations: Theory, Research and Practice.*** SWAP's mandate is: 1) to promote research, practice and education about and by women in psychology; 2) to make feminist research and practice visible within CPA and psychological communities more generally; 3) to represent a collective of psychologists working to eliminate sexism, racism, classism, heterosexism and homophobia, ageism, and ableism. As such, the student paper award will be given to the paper that best represents any part of this mandate.

Submissions may be in French or English. 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. If a paper is co-authored by two students who wish to be considered together for the award (share the award if the paper wins), this must be clearly indicated on the submission and full information provided for both authors (see below).

Interested students should prepare a summary of their paper or poster (approximately 1000 words) with all identifying data (author's name and university) omitted. If any of the authors are not students, this should be indicated. Selection will be made by masked review. Selection criteria will include the following:

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)
4. Clear and effective writing style

Students submitting papers for the student paper award will automatically be considered for a SWAP Travel Bursary, and will receive one year free membership in SWAP. Please submit your 3-page paper summary, a SWAP Student Awards Application, paper abstract, and a copy of your CPA letter of acceptance (or SWAP institute submission receipt) to eb.brownlie@utoronto.ca by **Friday, April 23, 2010**.

QUESTIONS? Contact Dr. E.B. Brownlie at: eb.brownlie@utoronto.ca or (416) 535-8501 ext. 4062.

2. SWAP TRAVEL BURSARIES FOR STUDENTS

The Section for Women and Psychology (SWAP) of the Canadian Psychology Association is offering **\$200 travel bursaries** to students in psychology (and those individuals who have recently graduated) who are presenting at the 2010 Canadian Psychological Association (CPA) Annual Convention or at the SWAP preconference institute. Priority for the travel bursaries will be given to those students whose papers on topics of special relevance to women or feminism and who need the money to help defray their expenses. Interested students should complete a SWAP Student Awards Application and a copy of your CPA letter of acceptance (or SWAP institute submission receipt) to eb.brownlie@utoronto.ca no later than **Friday, April 23, 2010**.

QUESTIONS? Contact Dr. E.B. Brownlie at eb.brownlie@utoronto.ca or (416) 535-8501 ext. 4062.

SWAP STUDENT AWARDS APPLICATION FORM

Applying for: Student Paper Award? _____ Travel Bursary? _____

Name: _____

Mailing Address: _____
(in May 2010) _____

E-mail address: _____

Telephone: (H) _____ (W) _____

University: _____

Current Program (or program completed for recent graduates):

_____ B.A. or B.Sc. _____ M.A. or M.Sc. _____ Ph.D.

Presentation format: ___paper ___poster

Are you the senior author? ___yes ___no

Please attach a copy of your abstract(s) and the letter of acceptance from CPA (or notification or receipt of submission to the Institute)

Are you a SWAP student member? ___yes ___no

Estimated Travel Costs (please itemize): _____

All entries must include the following declaration:

I declare that I was registered as a student in the fall of 2009 at _____
University

OR

I declare that I graduated from the psychology program of _____ in the 2008-2009
University
academic year.

Signature

LES PRIX ET OURSES POUR ÉTUDIANTS

Section femmes et psychologie, Société canadienne de Psychologie

1. Prix pour le meilleur article étudiant de la section femmes et psychologie

En accord avec ses objectifs reliés à l'avancement des femmes en psychologie, à la promotion de la recherche d'intérêt spécifique aux femmes, la section femmes et psychologie offrira un prix d'une valeur de \$500 pour le meilleur article écrit par un(e) étudiant(e). Pour être admissible au concours, une proposition de présentation pour le Congrès annuel de la Société canadienne de Psychologie (SCP) (2010) ou à l'Institut de la Section Femmes et Psychologie: Mental, Spiritual and Emotional Health of Aboriginal Peoples and other Diverse Populations: Theory, Research and Practice. Le prix du meilleur article étudiant sera réservé à la communication livrée au colloque annuel 2010 de la Société canadienne de la psychologie qui a le mieux contribué à l'avancement de la connaissance psychologique sur un sujet qui a une importance particulière pour les femmes.

Les soumissions peuvent être en anglais ou en français. Les articles écrits en collaboration avec un professeur ou un autre chercheur sont admissibles en autant que l'étudiant(e) qui soumet sa candidature pour le prix soit le premier auteur de l'article, et que cette recherche provienne principalement de l'étudiant(e) en question. Si l'article a été écrit par deux étudiant(e)s qui veulent être considéré(e)s ensemble pour le prix (et partager le prix si l'article est gagnant), cela doit être clairement indiqué lors de la soumission, en indiquant les coordonnées des deux auteurs.

Les étudiant(e)s intéressé(e)s doivent soumettre **un résumé** (d'une longueur de 1000 mots) de leur article ou affiche, en s'assurant que toutes les coordonnées de l'auteur(e) (nom et université) ne paraissent. Si certains auteur(e)s ne sont pas étudiant(e)s, ceci doit être indiqué clairement. Le processus de sélection se tiendra dans l'anonymat quant à l'auteur(e), et se fera par des paires. Les critères de sélection seront les suivants:

1. Excellence scientifique/contribution importante à l'avancement de la connaissance psychologique sur un sujet d'importance particulière pour les femmes et/ou une contribution qui porte sur l'activisme ou qui permet de faire avancer la théorie et la recherche féministe.
2. Une contribution qui démontre un respect pour la diversité.
3. Excellence méthodologique quantitative ou qualitative.
4. Clarté et efficacité du style de rédaction.

Les étudiant(e)s qui soumettrons une proposition seront automatiquement considérés pour une bourse de voyage de la section femmes et psychologie. Si vous avez des questions, contactez Dr. E.B. Brownlie à l'adresse électronique suivante: eb.brownlie@utoronto.ca ou par téléphone: (416) 535-8501 ext. 4062. Faite parvenir votre soumission à **eb.brownlie@utoronto.ca**. Les soumissions doivent être reçues par **le 23 avril, 2010**. Veuillez inclure le résumé (d'une longueur de trois pages) de leur article ou affiche, une copie de la lettre qui indique qu'elle a été acceptée par les responsables du colloque, une copie du résumé de votre communication et la formulaire de demande de Prix et Bourse de voyage pour les étudiants de la Section femmes et psychologie

2. Bourses de voyage pour les étudiants

La section femmes et psychologie de la Société canadienne de la psychologie offre une bourse de voyage aux étudiants en psychologie (ainsi qu'aux étudiants qui viennent de compléter leurs études en psychologie) qui présenter au 2010 colloque annuel de la Société canadienne de la psychologie ou à l'Institut de la Section Femmes et Psychologie: « *Mental, Spiritual and Emotional Health of Aboriginal Peoples and other Diverse Populations: Theory, Research and Practice.* » La priorité pour les bourses de voyage sera accordée aux étudiant(e)s dont la communication portera sur un sujet d'importance particulière aux femmes et qui ont besoin de soutien financier pour les aider à defrayer les dépenses reliées à leur participation. Si vous avez des questions, contactez Dr. E.B. Brownlie à l'adresse électronique suivante: **eb.brownlie@utoronto.ca** ou par téléphone: (416) 535-8501 ext. 4062. Les étudiant(e)s intéressé(e)s doivent remplir le formulaire ci-joint en anglais ou en français. Veuillez inclure une copie de la lettre qui indique qu'elle a été acceptée par les responsables du colloque, le résumé soumis à SCP, et la formulaire de demande de prix et bourse de voyage pour les étudiants de la section femmes et psychologie. Les soumissions doivent être reçues au plus tard **le 23 avril, 2010**. Veuillez faire parvenir la documentation requise à **eb.brownlie@utoronto.ca**

**Formulaire de Demande de Prix et Bourses de voyage pour les étudiants
Section femmes et psychologie**

Prix pour le meilleur article étudiant? _____ Bourses de voyage? _____

Nom: _____

Adresse postale:
(en mai 2010) _____

Courriel: _____

Telephone: (m) _____ (b) _____

Université: _____

Candidate : _____ B.A. ou B.Sc. _____ M.A. ou M.Sc. _____ Ph.D.

Type de présentation: ___ article ___ affiche

Etes-vous le premier auteur? ___ oui ___ non

Veillez inclure une copie du résumé de votre communication et de la lettre qui indique qu'elle a été acceptée par les responsables du colloque ou à l'Institut de la Section Femmes et Psychologie « *Mental, Spiritual and Emotional Health of Aboriginal Peoples and other Diverse Populations: Theory, Research and Practice* »

Etes-vous un membre étudiant de la Section femmes et psychologie? ___ oui ___ non

Coûts associés à votre voyage: _____

Veillez signer l'attestation suivante:

J'atteste qu'à l'automne 2009, j'étais étudiant(e) à l'université _____
ou

J'atteste avoir obtenu mon diplôme du département de psychologie de l'université

_____ au cours de l'année académique 2008 - 2009.

Signature



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. Noreen Stuckless, Department of Psychology, Rm.209, BSB, York University, 4700 Keele St. Toronto ON M3J 1P3 Tel:(416) 736-5115 Ext 66231; Fax: (416) 736-5814; E-mail: stuckles@yorku.ca