



# Woman View

Summer 2010

*The Newsletter of the Section for the Advancement of Women  
Society of Counseling Psychology (Div 17)*

*American Psychological Association*

*Corinne Datchi-Phillips, Editor*

<http://www.div17.org/SAW/>

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## Notes from the SAW Chair, Libby Nutt Williams



I hope you are reading this message on a beach, by a stream, on a mountain top, in a luxury hotel ... anywhere you feel relaxed. Perhaps you are reading this on the plane traveling to the APA Convention in San Diego (yeah, sun!). Wherever you are reading this message, I send my best to you and hope that you are having a productive and restorative summer.

SAW has been, as ever, busy on your behalf. Our executive board has continued to meet bi-monthly to stay on top of the business of the Section. One of our biggest issues is to stay connected to our membership. We hope that our emails, our

newsletter and our website are helping to keep you connect with SAW. One of our other big issues is preparing for the APA Convention. We plan to have a great time in San Diego! Here is how you can join us:

- **Three Events for the APA 2010 Convention in San Diego:** Please mark your calendars and come to all SAW events!
  - *SAW 2009 Woman of the Year Award Address* (Jill Lee-Barber) on Thursday, August 12, 11-11:50am, Convention Center Room 30C
  - *SAW Mentoring Kaleidoscope* (organized by Corinne Datchi-Phillips), Thursday, August 12, 3:00-3:50pm, Convention Center Room 29C
  - *SAW Awards, Champagne Breakfast, & Business Meeting* on Saturday, August 14, 8-10am, Division 17 Hospitality Suite at the Hard Rock Hotel

Please don't miss these events ... these are the times we celebrate the achievements of our members and connect with one another on a personal level. If you come regularly, please be sure to be there. If you haven't come in a while, we'd love to have you back. If you've never been, now is your chance to check it out. And, hey, we even serve champagne at our Breakfast and Business Meeting – how can you resist a group that drinks Mimosas together?!

Finally, be on the look out for the SAW e-ballots (ok, that's just a fancy way of saying 'hey, we're sending the ballots by email') in July. We will be electing some new Executive Board members: Chair and

Treasurer. Please consider nominating someone (including yourself!).

I want to end this column with an idea to consider ... perhaps we can talk about it at the Business Meeting in August. A wise friend recently asked: "Are we too busy or tired to keep running the revolution?" Or as another wise friend said recently, "If you're not at the table, you're on the menu." I have been wondering if there is a sense of exhaustion among SAW members. Everyone we talk to is beyond super-busy. Times are also difficult (with the economy, job stability, family pressures, war ... just to name a few). And yet we all express a desire to keep moving the advancement of women forward. Are we stuck in our efforts? Or have the efforts been redirected? Are they just more subtle? Or do we need some good, solid community building to remember what it is we are all trying to do with and for SAW? Please give these questions some thought. I would love to talk about your reactions and thoughts when we meet in San Diego.

I'm looking forward to seeing you all at APA!

Libby Nutt Williams  
SAW Chair



## SAW Student Column

By Sonia LeClere, Student Representative

### ***Life doesn't stop! Not even for a graduate student!***

I have been writing this column now for almost two years and I tend to write about issues I come across or issues I hear about from my fellow graduate students. One thing is for certain! Graduate programs keep moving along regardless of the outside obstacles we face in our personal lives. What matters is how we deal with the problems we face, how we take care of ourselves and how we accept that we might need help. Students can experience the death of a loved one, the end of a committed relationship, or a drastic negative change in finances to name only some major life stressors. All of these can hinder the progress we are all trying to achieve through our respective programs.

One of the major points I can suggest is to make sure you keep good relationships with the people around you because you never know when you will need support. That can mean peers, faculty, staff, and mentors. Sometimes people damage these important relationships and then are left wondering what to do when they don't have the support they need.

I also want to mention again how important self-care is at stressful times. As graduate students, we tend to take on too much. Be sure to allow yourself to take time off if necessary. Also, allow yourself to scale back on some of your prior commitments. It is incredible to see how supportive and understanding individuals can be when graduate students have to say the unthinkable... No! So many of us push

ourselves to do the very best at all times but sometimes we lose sight of the fact that we are human. This means we make mistakes and need to realize that maybe we can't always do it all.

So take the time to breathe and take care of yourself. Summer can be such a relaxing time but I know most of my peers are still hard at work whether they are taking classes, working on thesis or dissertation, or getting ready for internship. Even though we are excited to jump one hurdle, we easily see the next one quickly approaching.

Lastly, for those of you attending the APA convention, have a great time and don't get too overwhelmed. Be sure to attend the different SAW events. On Thursday there will be the *SAW 2009 Woman of the Year Address* with Jill Lee-Barber as well as the *Mentoring Kaleidoscope*. The *SAW Awards and Champagne Breakfast* will be held on Saturday. These will be great times to get to know other SAW members and it is a great place to make some fantastic contacts as well as find a potential mentor.

So to all my fellow graduate students out there, be sure to contact me with any questions or suggestions at [sleclere@twu.edu](mailto:sleclere@twu.edu). Take care and enjoy the rest of your summer!

Sonia LeClere  
Student Representative



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## Women Views across Cultures

### **Can We Talk About Race?**

**by Hsiao-Wen Lo, Ph.D.**

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**Independent Practice**

**Ann Arbor, MI**

The topic of mentoring across cultures was suggested to me when I was thinking about what to write for this column. I thought it was an interesting topic so I spent some time reflecting on my own experience as a mentee and what I experienced to be good mentoring. As it turned out, the issue of race emerged as a theme for me.

It may be surprising to some, but, to me, the race of the mentor is not a sole factor that contributed to my positive or negative experience. Rather, it is the mentor's understanding and experience with race that determines whether they are good mentors to me or not.

As a first generation immigrant, I was at first completely oblivious to the role of race in my daily experience. The multicultural counseling course in my graduate training was my first awakening to the racial issues in the United States. Since then, the friendships I formed, the books I read, the daily experiences I had, and the workshops I attended have all helped me better understand the complexity of the racial dynamics and helped me move along in my racial identity development as a person and a psychologist of color.

Clearly, my needs as a mentee changed across time as my racial identity evolved. During the time when I was unaware of the impact of racism, I needed a mentor who could help me see and understand how racism affected me, those around me, and my relationships with them (i.e. clients,

faculty, and peers). During the time when I became aware of the impact of racism, I needed a mentor who would validate my experience, and share information and resources for me to better understand and cope with racism.

Regardless of my understanding and awareness, I needed a mentor who would advocate opportunities for me when opportunities were denied to me due to others' implicit and at times explicit racial biases. I needed a mentor who was aware of the glass ceiling experienced by most people of color, and helped me find ways to break through it. I needed a mentor who would empower me so I could empower clients I work with. I needed a mentor who recognized that the racial discrimination I encounter is not an individual, isolated incident, but one that stemmed from a broken system that consistently privileges White people and disadvantages others. I needed a mentor who not only recognized it, but also helped me see it so I would not take it personally and blame myself for it. Most importantly, I needed a mentor who has done the work themselves so they could effectively manage the difficult emotions that may be triggered when talking about race so I did not worry about having to take care of them.

From time to time, people, mostly White, ask me: "Why do you think and talk about race all the time?" Good question. I never used to, not even when it was actively affecting me. Since I was not born and raised in the United States, I was not aware of White privilege and racism when I first came to this country. In addition, I did not have the language to talk about it. However, just like not knowing the water I drink is polluted does not mean the polluted water will not affect my health, racism was affecting my self-esteem, my perception of my ability, and at times, my actual ability long before I learned about it. It was

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certainly a struggle to fight against something that I did not know existed.

Let me continue with the analogy of polluted water a bit more. Once I found out the water I am drinking is polluted, I started researching what is polluting it, for how long it has been polluted, the short-term and long-term effects of the water, what I can do to stop the pollution, how long it will take to stop it, and whom I need to inform and educate so they would not drink it either or insist that I drink it. Some people insist the water is not polluted; others deny the harmful effects of the water. Some people feel hopeless and powerless about the pollution; others try to do what they can to protect themselves from it. Some are given access to equipment that can filter the water while others are excluded from the access. Some get sick while others die from it.

As a psychologist, I know too well the impact of bullying on the victim and the perpetrator, and believe that the bystander is just as guilty as the bully. As a psychologist, I also know too well that racism is physically, spiritually, and psychologically harmful to both the oppressed and the oppressor. After seeing how racism affects me and those around me, I realized that the only option is to do something about it. After all, if I am not part of the solution, I am part of the problem. I continue to learn about it, think about it and talk about it, with the hope of being part of the solution. Maybe the polluted water will one day become purified and stay that way. That is not within my control. What I can control is what I do to try to change it as long as it is polluted.

It is my belief that my job as a psychologist is to help people think critically, behave constructively, and heal emotionally. Racism and White privilege hurt everyone. If you are a mentor and wonder how racism and White privilege hurt people of color and White people,

please seek out information to help you better understand. Learning how they affect you and your mentee will help you become a more effective mentor. If you are a mentee and you wonder how racism impacts you and others, ask your mentor to point out resources as this is a crucial part of your professional and personal development. If your mentor cannot help you in this direction, find someone who can and is willing.

If you have any questions or comments, please feel free to contact me at [info@DrLoInAnnArbor.com](mailto:info@DrLoInAnnArbor.com). I would love to hear from you.

Warmly,  
Hsiao-Wen Lo



## *Inquiring Minds*

### ***Trying to Keep it all Together: Role Conflict and Stress as a Female Graduate Student***

By Amanda Voils-Levenda

Women in doctoral programs often occupy multiple roles; along with being a graduate student we may have other roles associated with being a woman such as a wife, mother, or daughter. It can be a challenge to juggle the multiple obligations and responsibilities associated with each, especially when being a doctoral student can be so demanding. This column of *Inquiring Minds* explores how female graduate students' multiple roles may conflict with one another, how that conflict may cause stress, as well as ways to cope. Four women share their responses, including Kim, Alison, Camie, and Laura. Interestingly, three of the

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four highlight their mothering role as it conflicts with the demands of being a graduate student.

The following questions were asked in survey format:

1. Please think about some roles you have in your life as a woman, such as a wife, mother, or daughter. Do you feel that any of these roles conflict with your role as a graduate student, perhaps in a way that is different for a male graduate student?
2. How has juggling the roles associated with being a woman and graduate student affected your stress level?
3. How have you coped with this stress?
4. What is your advice to reduce stress while negotiating multiple roles in graduate school?

### ***Role Conflict as a Female Graduate Student***

Some, such as Laura and Kim, describe how their roles are more likely to conflict due to external sources, such as pressure from family, university culture, and faculty. Laura shared that even before she was enrolled in graduate school, she felt pressured to prioritize her role as wife over her professional goals, when she and her husband applied for graduate school at the same time. She shared that "We were committed to attending the same institution, [as] long distance was not something we wanted.... I faced a lot of pressure from family to "follow" him to his program, even though it meant giving up a major professional opportunity for me. He did not face similar pressure. In fact the opposite, his family didn't understand why he would follow me. So from the start of my graduate studies, my professional pursuits have felt second." Moreover, Laura shared that this issue became even more important for her when she became pregnant four months ago.

"Now that I am pregnant, I am acutely aware of how many things I will need to juggle. For example, my university does not have an official maternity policy yet, so I have been going back and forth trying to figure out my rights, whether I can keep my funding and my insurance, and how much maternity leave I can get. My husband has been very supportive of this process, but it seems ridiculous that I have to fight to know my rights as an expecting mother. There's no way I'm the first Ph.D. student to get pregnant!"

Kim highlighted the difficulty of negotiating time when juggling roles, often due to influences beyond her control. She states that "having to be three or four places at one time (including holidays) has seriously impacted my ability to stay home and write papers, which comes before taking care of me and enjoying my husband and family." She goes on to say that her professors and colleagues tend to set "meetings at their convenience, which somehow seems to be at the same time as data collection, class, practicum, or another meeting. I've developed a 10-minute rule: I can spend 10 minutes with someone, [and] then I have to run somewhere else."

Camie and Alison instead emphasized that much of the pressure they experience has been somewhat self-imposed, although influenced by cultural norms. Alison shared, that "[a]s a mother, I think the expectations and needs that I meet sometimes conflict with the demands of my graduate program. Many of these expectations are self-imposed. For example, I seem to expect/need more time at home with my son than a number of the fathers I have met in graduate school. But, this is not always the case. I also have friends who are fathers in graduate school and who expect/want just as much family involvement from themselves as I do as a mother." While Alison seemed to share that she felt comfortable prioritizing her

mothering role over her school role, Camie stated that it was difficult for her to determine the priority of each of the roles, which caused her a great deal of stress. She wrote that "When I first applied to the doctoral program, I felt I needed to diminish the salience of my role as a mother, particularly because I am parenting five children. I was aware of the perception that motherhood was incompatible with academia, so I didn't share much about my life as a mother. My fear was that I would be perceived as less capable or competent."

### ***Role Conflict and Stress***

The four women described how having multiple roles has created stress in their lives in a variety of ways, including unequal role expectations, pressure to keep roles artificially separate, and unrealistically high self-imposed expectations.

In response to the common belief that "motherhood was incompatible with academia", Camie segregated her personal and professional roles, which she said created more stress in her life. "I overcompensated by spending more time on papers and competency exams than was necessary. This pattern only increased my stress levels and decreased my availability to my partner and family.... The compartmentalization of roles was not a healthy way for me to live. I felt divided, fractured, and isolated."

Unequal role expectations as well as self-imposed pressure to fulfill unrealistically high standards also appeared as a theme in the responses. Laura shared that "women and especially mothers are simply expected to take on more responsibilities. Sometimes it feels like it's acceptable for women to pursue high profile professions, as long as her family life does not suffer. This may also reflect the high expectations of the type of driven individuals who attend graduate

school- we want to be top of our field, while also being incredible partners, and amazing mothers, daughters, sisters, and friends." This appears to be echoed by Alison, who shares similar sentiments about expectations imposed both by oneself and one's roles that create stress. Alison shared that it is "hard at times. I expect from myself and am expected to prepare all of our meals, which requires a lot of time, thought, and effort. However, overall, I am very supported in my roles by my husband; so, I believe his support of me mitigates much of the stress I would otherwise experience quite acutely."

Furthermore, Kim expressed that her expectations of self have been unrealistically high and have taken a personal toll on her. She expressed that "I forget I'm human. I push myself physically much farther than I should and have ended up with pinched nerves, a broken arm, out of shape, and screaming obscenities in the hallway."

### ***Ways to Deal with Stress***

The women described ways to alleviate stress through both micro and macro-level efforts. This included seeking social support and engaging in self-care. However, it also consisted of targeting systemic factors that contribute to stress, such as changing role expectations within their marriages and challenging traditional assumptions about the segregation of personal and professional roles.

The respondents highlighted the importance of social support, self-care, and mindfulness to cope with the stress associated with their multiple responsibilities. Laura shared that she has "sought the support and advice of other professional women and graduate students" while Alison says that she "get[s] together with other mothers for a regular lunch and dinner date. We support one another and provide a much needed outlet for stress."

Similarly, Kim shared that venting to friends and her husband and friends was a positive way that she has dealt with the pressure.

They also noted other self-care interventions. Kim stated, "I also knit as mindfulness, mostly because it only takes a few minutes... I have one hour set aside each week for Stitch-n-Bitch (an international organization) over lunch with my friends at the local yarn shop, and I take small projects with me wherever I go." Alison said that she engages in self-care with regular sleep and exercise, and that she acts "really silly with my son to relieve stress."

In addition to important methods of stress relief such as self-care and social support, respondents stated that their stress was allayed by reflecting upon and redefining assumptions about how roles should be managed. As noted above, Laura shared that "[w]omen and especially mothers are simply expected to take on more responsibilities." In response, Laura says that "I have worked to communicate my needs with my partner and negotiate our domestic responsibilities in a more equal way." Camie, who originally felt the need "to diminish the salience of my role as a mother" because of the "perception that motherhood was incompatible with academia" diminished her stress by exploring and challenging this assumption. Camie states that "reflecting upon Audre Lorde's essay 'Transformations of Silence into Language and Action' has been the most powerful piece of inspiration for me. Lorde's essay reminds me that my silence about motherhood in academia is not self-protective. Rather, my silence furthers the exclusion of women in academia and does not challenge the balance of the status quo." She goes on to say that "[a]s I have begun to integrate my roles more across settings, I feel more congruent and authentic. I realize now that by keeping my role as a mother out of academia, I was not contributing to the

full inclusion of women in workplace and academic settings."

### **Advice**

In response to the fourth question as to the advice these women would provide to others going through the same conflict of roles, they suggested that others: seek social support, avoid being too competitive, establish systems and boundaries, find a creative outlet, invest in your personal relationships, and lastly, engage in positive self-talk.

Laura: "Seek support, from trusted female faculty, other professionals, and the students who have survived before you."

Alison: "Trying to avoid feeling competitive with others--just going at the right pace for yourself. I said "no" to a lot of extra responsibilities to be able to pick my son up from daycare and have dinner on the table at a reasonable time because of how much doing that made me feel happy and fulfilled."

Kim: "Systems need to be employed with advisors and family. Ground rules need to be stated clearly ahead of time. Boundaries are important. Color code your schedule using a Gant chart and deliver updated copies to people on a regular basis. Find some meditational technique that's relatively instant for times of acute stress and for transitions from one role to another. Find a creative outlet that allows instant gratification. Do little things to show friends/family you think about them. Remember your purpose and hold onto your goals."

Camie: "I run to music. I will intentionally choose music that inspires my strength, my ability to overcome adversity, or my commitment to feminist thinking. I push myself toward a certain goal when running,



then make myself go just a bit further. Afterwards, I soothe myself with messages such as "you are strong and can accomplish the goals you set for yourself," or "See! You have more endurance than you thought." I can draw from these moments when feeling overwhelmed with my dissertation or with balancing the multiplicity of roles in my life."

**Conclusion:**

In conclusion, being a doctoral student is difficult enough without competing multiple roles—especially those that women often fill such as being a wife or mother. The respondents described how their roles often conflict due to external sources such as family and culture, in addition to internalized expectations of how to navigate their personal and professional roles. The four women described how having multiple roles has created stress in their lives in a variety of ways, including unequal role expectations, pressure to keep roles artificially separate, and unrealistically high self-imposed expectations. The women described ways to alleviate stress through both micro and macro-level efforts. This included seeking social support and engaging in self-care. However, it also consisted of targeting systemic factors that contribute to stress, such as changing role expectations within their marriages and challenging traditional assumptions about the segregation of personal and professional roles. Advice to alleviate this stress include suggestions that others: seek social support, avoid being too competitive, establish systems and boundaries, find a creative outlet, invest in your personal relationships, and lastly, engage in positive self-talk.

Thanks to:  
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## Lessons Learned from SAW Foremothers

### *When times get tough, what happens to feminist activism?*

**An interview with Carolyn Zerbe Enns, Professor of Psychology, Cornell College, Mount Vernon, Iowa**



**WomanView:** If you were asked to tell a story highlighting the key features of your involvement with feminism, what kind of story would it be?

**Carolyn:** I completed my undergraduate education during some of the most active years of second wave feminism. I was a latecomer, however, and only became a committed feminist as I experienced a series of biases in the work world, social world, and church world (the personal became political). My motivation to complete a Ph.D. was reinforced by my impression that I would only earn respect as a competent employee by completing an advanced degree. I was fortunate to work with feminist scholars from the beginning of my doctoral program at Santa Barbara

(including my adviser Gail Hackett) and my first-quarter course in counseling women helped to widen my perspective on feminism and the possibility of defining myself as a feminist therapist. Now, almost 25 years later, my commitment to feminism has grown, has become more inclusive, and has been enriched by multiple social justice, multicultural, transnational, and interdisciplinary perspectives. With each new opportunity, I learn more about the possibilities, growth, and challenges facing feminism. Most recently (summer 2010), I taught a course on Psychology of Women and Gender in Cultural Context in Seoul, Korea (Sookmyung Women's University). While it gave me an opportunity to experience another part of the world in some depth, I also learned more about the value of intersectional perspectives by working with Korean and Chinese college students as well as those who are negotiating the borders between Korean and North American culture.

My story has been one of surprises, unexpected opportunities (as well as disappointments), and unanticipated directions in my life path. I have spent most of my work years at a liberal arts college, which is not a place where most counseling psychologists find a long-term home. However, it has allowed me to teach and act on my feminist foundations in many ways by working with college students who are particularly open to new ways of thinking and experiencing the world. The definition of faculty scholarship is flexible and has given me the freedom to pursue many forms of applied and theoretical research. In this context, my definitions of feminism have been enriched and expanded by interactions with scholars across multiple disciplines. The story will continue.

**WomanView:** What differences, if any, have you observed in feminist activism over the

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years? In particular, I am wondering about the impact of the hard economic times we are now experiencing.

**Carolyn:** First, I should note that my definition of activism is quite broad. It involves a general commitment to social change in a variety of life activities. That definition influences how I approach this question. My primary work as an activist occurs within my day-to-day work environment. As a psychology professor in a small liberal arts college, time is always a challenge. Teaching and service commitments are time consuming, so to make activism a part of my life, I have needed to integrate it with my everyday work.

Much of my activism occurs in the classroom. I work to expose students to critical thinking about gender, multicultural, and feminist issues. Within most classes, I support efforts to challenge “status quo” definitions related to topics such as science, human rights, and abnormal-normal behavior. For example, in Abnormal Psychology I have chosen not to use a standard text. Every undergraduate text makes use of the DSM-4 as a major framework, and I find that when students use such a text, they tend to develop more certainty than seems warranted about the various psychological problems individuals face. In addition, an ecological framework that considers the sociocultural context is more difficult to teach (at least for me). The content becomes more complex and it becomes more difficult to find solid reading sources. As a result, I rely primarily on readings that I gain from a variety of journal sources and use a variety of critiques to help students “think outside the box” about mental health issues. I use related approaches in various courses such as senior seminar, multicultural psychology

etc. Although more time consuming than a course in which I rely on a standardized text, I find that students tend to be more reflective and open to alternative ways of viewing the world. Finally, I increasingly bring a global perspective to my courses and use my opportunities of teaching abroad to inform my regular, campus-based teaching. I look forward to expanding on these roles.

A second focus of activism in the local environment is related to my work in service roles. For example, I recently served as the chair of the tenure and promotion committee. This role has given me opportunities to raise questions about how we evaluate, think about gender and culture during the faculty evaluation process etc. My college (Cornell College) encourages faculty members to be aware of feminist and multicultural scholarship, and as a member of this committee, I am able to ensure that we consider these issues carefully. In general, I believe that service/committee roles provide regular opportunities to participate in local forms of activism.

Third, students often have high levels of energy but may still be learning how to influence systems effectively. As an adviser to feminist student groups, I try to offer a supportive presence without taking public leadership roles. In order for the next generation to thrive, our presence is necessary. And sometimes this means “keeping my mouth shut”... and stating my concerns quite tentatively. I’m aware that third wave feminists may bring different approaches to activism from those I have valued in the past, and learning from them seems important (as well as a certain level of humility). In working with students, I have attempted to be especially attentive to non-White students’ concerns because they are underrepresented on campus. I have also attempted to remain active in

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social justice organizations within organizations such as APA. One of my long-term involvements was a co-chair of the task force that worked on the Guidelines for Psychological Practice with Girls and Women. The project took 7 years and involved substantial efforts and struggle to integrate multicultural and feminist frameworks within the guidelines. We met with resistance at various points, but I am pleased that through substantial feminist process and with much support, we were able to put together a document that is informed substantially by feminist values. I am now interested in doing more to develop feminist collaborations and social change with women in other countries.

What happens to activism, when times get tough is a challenging question. My personal observations suggest that one of our first reactions is to wonder: "What will happen to me?" It's my impression that our own sense of certainty about ourselves and our future possibilities are challenged. For example, during the last year, all employees at my college experienced cuts in travel funds and a pay/retirement contribution cut. This reality has led all of us to worry about how the future will unfold. I am fortunate to be at a college where administrators listen carefully to faculty committees. In this case, we asked the college to prioritize financial aid for students and to opt for a pay cut for all over a decrease in job positions (including support staff positions). Perhaps this example reveals part of what happens in tough times. We may turn, at least initially, to local concerns. I am grateful that my fellow employees were willing to consider the wellbeing of the entire campus community and not just our personal financial advancement. Although the steps taken at my college were small, I think these choices represent an effort to consider social justice,

and this is where activism can be renewed. In the past year, many of us have had to reconsider our priorities and what social justice and "happiness" are all about. I think many of us are still in an incubation stage as we rethink how this will redirect our activism. I expect that the next decade will require all of us to rethink what equality, feminism, and social justice really mean. Out of our reconsideration of values and priorities will come renewed activist efforts, or at least that is my hope.

I see activism moving toward a more intersectional approach. Whereas second wave feminist activism focused on basic women's rights, I see more recent activism as focused more broadly on social justice issues. Women's and gender issues are still priorities, but they are often linked to other issues and themes. Third wave feminisms broadened our views of feminism and focused substantially on individual expressions. I expect that with difficult times, we may return to more emphasis on volunteerism, civic involvement, and public policy. It may take awhile, but I believe that hard times help reveal "what is missing" and what additional or new tasks/activism need to be accomplished.

**WomanView:** What challenges are feminist psychologists currently facing in today's context of recession and budgetary constraints? And what strategies are available to them in order to meet these challenges?

**Carolyn:** As a faculty member who works with undergraduates, I feel hopeful because of what I see in my students. Participation in "civic engagement" and volunteer activities of many types is extensive. These commitments are having an impact on the values they are developing. In this recession, college grads are facing a great

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deal of uncertainty as they consider their work vs. graduate career options. I am seeing many students who are considering options such as the Peace Corps, AmeriCorps, Teach for America, and other short-term volunteer options. Although some students are pursuing these alternatives because of limited job prospects or even to add to the resumé, I believe that the experiences they will have in these “volunteer” positions will form a foundation for a life of social justice activity. I’m hoping that these types of roles help them focus on what makes life meaningful rather than lucrative.

I think that study and reading groups of all types can help us sort out issues, establish priorities, and plan for how we will approach activism. In my work as a teacher, I also try to prioritize teaching activities that emphasize critical thinking about social justice issues and multicultural/social justice awareness. During the next academic year, I will be teaching an undergraduate course entitled “Psychology, Social Justice, and Public Policy”. I’m hopeful that exposing students during the undergraduate career to social justice issues will help them prioritize some aspect of civic engagement throughout their lives.

I am not well prepared to speak about prospects for persons finishing graduate careers right now... but I know that the possibilities don’t support high levels of optimism about earning high-paying careers. I often advise my undergraduate students to be very cautious about entering graduate programs that will place financial strain on their future. I know that accruing substantial debt makes it quite difficult to take positions that allow them to pursue long-term roles that prioritize social justice activities.

**WomanView:** My continued involvement with feminist organizations has been critical in helping me maintain a sense of groundedness and in helping me stay connected with the core values and beliefs that define my way of being with others. In many ways, it has helped me navigate personal and professional challenges by giving me a sense of direction and purpose. What does your continued involvement with feminism represent to you?

**Carolyn:** SAW has been my home and my support system since the early 1990s. SAW is the group that has consistently pushed me toward new challenges related to social justice work. SAW provides a community, which can allow us to find persons with whom we can collaborate on important projects. Sometimes these projects take a long time, but occasional infusions of energy at APA conventions (or other more informal gatherings) can support longer-term efforts.

I know that difficult financial times have added to the challenge of getting to conferences such as APA. (And even if we get to APA, the multiple and competing activities sometimes make it difficult to get to SAW events.) E-mail and conference calls may need to play a more important role when physical presence with other SAW members is not possible. The newsletter also gives us a marvelous opportunity to hear about the work and ideas of our colleagues.

Throughout my years as an APA member, I have been particularly grateful for opportunities that have come through my involvement with SAW. One of the most recent activities (related to my SAW membership) allowed me to serve as one of 3 co-chairs of the task force to develop *Guidelines for Psychological Practice With Girls and Women*. The guidelines represent a

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set of aspirational statements that are intended to enrich the practice of all psychologists. They are infused with what we have learned from feminist and multicultural practice during the past 40 years. The guidelines were published in the *American Psychologist* in 2007, and I hope that we will continue to find ways to expand on its initial statements. Speaking of the need for patience, the task force project that led to the publication of the guidelines was a 7-year process! At present, I am working (with Libby Nutt Williams) on an edited volume that will pull together many of the themes and topics that are reflected in feminist multicultural counseling psychology. As the content of the volume implies, my definition and experience of feminism keeps growing, changing, expanding, and maturing.

**WomanView:** Carol, thank you for sharing your wisdom with all of us!



## **SAW at the APA Convention ~ San Diego, August 12-15, 2010**

**Thursday, August 12**

**11-11:50am**

**SAW 2009 Woman of the Year Award  
Address: Jill Lee-Barber.** Convention Center, Room 30C

**12-12:50pm**

Frey, L.L., & Beesley, D. *Incarcerated Female Adolescents: A Phenomenological Study.* (Poster session)

**3-3:50pm**

Datchi-Phillips, C. (Chair) & Boyer, M. (Discussant). *Mentoring Kaleidoscope: Addressing Human Differences in Mentoring Relationships.* (Symposium) Convention Center, Room 29C

This symposium includes the following presentations by:

Barbara Gormley, *Early career professionals and mentoring: Navigating the boundaries of competence*

Sharon G. Horne, *Mentoring through the lens of sexual orientation and gender identity*

Ruth Fassinger, *Teaching transgression for a new age: Feminist mentoring as generativity*

Mandy Bratton & Lucia A. Gilbert, *Tempered radicals and cross-generational feminist mentoring*

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Karina Walters & Jane Simoni, *Mentoring American Indian and Alaska Native Women: The role of decolonizing strategies*

Inga Schowengerdt & Susan Nolan, *Gender and mentoring: Perspectives as researchers and mentor-mentee pair*

**5-5:50pm**

Waldheim, K. *Validation of a feminist group treatment for domestic violence*. (2010 SAW Student Poster, Division 17 Social Hour)

## Friday, August 13

**3-3:50pm**

Frey, L.L., Beesley, D., Hurst, R., Saldana, S., & Licuanan, B. *Relationships Among Instrumentality, Expressivity, Mutuality, and Relational Health in Friendships*. (Poster session)

## Saturday, August 14

**8-10am**

**SAW Awards, Champagne Breakfast, & Business Meeting**, Division 17 Hospitality Suite at the Hard Rock Hotel

**8-8:50am**

Bernstein, B. L., & Russo, N. F. *Women Mentors: Transcending Barriers of Stereotype, Gender, Race, and Ethnicity*. The presenters will be speaking on Virtual Mentoring and Coaching.

## Membership News

Dear SAW Members,  
Please be sure to note that your Membership Chair address (a.k.a., Oksana Yakushko) has changed from Nebraska to sunny California. REMEMBER THAT RENEWAL TIME STARTS IN SEPTEMBER, so please support SAW and send in your renewal forms and checks to Oksana Yakushko, PhD, Pacifica Graduate Institute, 249 Lambert Road, Carpinteria, CA 93013.

## SAW Website

SAW is proud to present our new website, located at <http://www.div17.org/SAW/>. We are still looking forward to making improvements to the site, and we welcome your feedback and suggestions. Many thanks to my graduate assistant, Whitney Hagen, for all of her assistance on creating this site! Feel free to contact me at [sue.morrow@utah.edu](mailto:sue.morrow@utah.edu)

## *SAW Governing Board, Ex-Officio, & Committee*

### *Governing Board*

#### **Chair**

Libby Nutt Williams  
St Mary's College of Maryland  
[enwilliams@smcm.edu](mailto:enwilliams@smcm.edu)

#### **Past Chair**

Connie Matthews  
Shippensburg University of PA  
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#### **Chair-Elect**

Corinne Datchi-Phillips  
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#### **Treasurer**

Meghan Davidson  
University of Nebraska-Lincoln  
[mdavidson2@unl.edu](mailto:mdavidson2@unl.edu)

#### **Membership**

Oksana Yakushko  
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#### **Newsletter Editor**

Corinne Datchi-Phillips  
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[cdatchip@indiana.edu](mailto:cdatchip@indiana.edu)

### *Ex-Officio*

#### **Technology Goddess**

Sue Morrow  
University of Utah  
[sue.morrow@utah.edu](mailto:sue.morrow@utah.edu)

#### **More Pie Initiative Liaison**

Tania Israel  
University of California, Santa Barbara  
[tisrael@education.ucsb.edu](mailto:tisrael@education.ucsb.edu)

### *SAW Committees*

#### **Newsletter Committee**

Corinne Datchi-Phillips, [cdatchip@indiana.edu](mailto:cdatchip@indiana.edu)  
Lisa Frey, [Melissa.Frey-1@ou.edu](mailto:Melissa.Frey-1@ou.edu)  
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#### **Mentoring Committee**

Barbara Gormley, [cpsbag@langate.gsu.edu](mailto:cpsbag@langate.gsu.edu)  
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Corinne Datchi-Phillips, [cdatchip@indiana.edu](mailto:cdatchip@indiana.edu)



SAW Membership Application/Renewal

The Section for the Advancement of Women (SAW) is seeking new members. Please pass along this membership form to a friend or colleague who may be interested in joining SAW. This form may also be used to renew your membership in SAW or update your information. Renewals are due in September of each year. If you have not renewed for 2009-2010, now is the time to do so.

There are three categories of membership:

**Member:** Any Associate, Member, or Fellow of Division 17 who has an interest in the goals of the section (see explanation below) may apply for SAW membership.

**Professional Affiliate:** Professional affiliates of Division 17, or Fellows or Members of APA who are not members of the Division but have an interest in the goals of SAW may apply for affiliate status.

**Student Affiliate:** Any student belonging to either Division 17 Student Affiliate Group or APAGS who has an interest in the goals of SAW may apply for student affiliate status.

Annual Dues

Annual dues are based on income:

\$15 ~ Over \$30,000/year

\$10 ~ Under \$30,000/year

\$5 ~ Student Affiliate

Make check payable to: *Division 17 Section for the Advancement of Women*

Complete the form below and mail with check to: **Oksana Yakushko, Ph.D., Pacifica Graduate Institute, 249 Lambert Rd., Carpinteria, CA 93013.**

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

WORK PHONE \_\_\_\_\_ HOME PHONE \_\_\_\_\_

E-MAIL ADDRESS \_\_\_\_\_

WORK SETTING AND POSITION \_\_\_\_\_

CHECK CATEGORY OF MEMBERSHIP FOR THE FOLLOWING:

**DESIRED MEMBERSHIP**

**APA:**

Member \_\_\_\_\_

Fellow \_\_\_\_\_

Professional Affiliate \_\_\_\_\_

Student Affiliate \_\_\_\_\_

**DIVISION 17:**

Member \_\_\_\_\_

Fellow \_\_\_\_\_

Professional Affiliate \_\_\_\_\_

Student Affiliate \_\_\_\_\_

**CATEGORY FOR SAW:**

Member \_\_\_\_\_

Professional Affiliate \_\_\_\_\_

Student Affiliate \_\_\_\_\_