



# Woman View

Winter-Spring 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/>

## Table of content

Notes from the SAW Chair	1
SAW Student Column	3
Woman Views Across Cultures	4
Inquiring Minds	8
Lessons Learned from SAW Foremothers	12
Member News	14
Awards	15
Events	16
Networking	17
Membership News	17
SAW governing Board, ex-officio, & committees	
Membership form	

## Notes from the SAW Chair, Libby Nutt Williams



Happy Wintertime! It has been unusually cold and snowy in the mid-Atlantic this season. As a Californian at heart, I am already looking forward to the APA Convention in San Diego this coming August. I encourage you to come to the Convention and attend our annual events: the SAW 2009 Woman of the Year Award address by Jill Lee-Barber and the Saturday morning Champagne Breakfast and Business Meeting where we toast our new award winners (Foremother, Woman of the Year and Student of the Year). Keep your eyes open for the Division 17 Hospitality Suite Schedule and the APA program for more details.

I would also like to take this opportunity to congratulate the 2009 SAW Dissertation Award winner, Nita Makhija, for her dissertation entitled "Examining the Male Perspective of Intimate Partner Violence in the U.S. Indian Immigrant Community." Our students are the future of SAW. Please join me in congratulating her at our Champagne Breakfast in San Diego!

The SAW Executive Board continues to work hard on your behalf. Corinne Datchi-Phillips is doing an excellent job editing our newsletter, *WomanView*. She has great help from the Newsletter Committee (Lisa Frey, Sonia Leclere and Amanda Voils-Levenda) and welcomes input from all SAW members. Laura Smith, Chair of student awards and the SAW student poster coordinator, is working to organize SAW's contribution to the Division 17 Student Poster Session. Our Mentoring Committee (Michele Boyer, Corinne Datchi-Phillips, Barb Gormley, and Lauren Weitzman) organized a submission to APA around mentoring across the lifespan – more information to come in our next *WomanView*.

The one issue that continues to capture our attention is the need for a new Chair for SAW. As I said in the last *WomanView*, "We have done such a good job supporting and advancing women (our *raison d'être*, after all!) that we have had a great deal of trouble finding women ready and able to step into the Chair-Elect role. And yet SAW is incredibly important to us all. I ask that you not let it falter."

Connie Matthews, Past Chair, is still talking with women about stepping into the role this August. To assist, many of the Past Chairs of SAW met on a conference call to discuss the situation. My experience of that

phone call was not only relief at the help and new ideas, but also an overwhelming sense of gratitude for the community of SAW members that remain connected to us. I sense that we are in a difficult period, where some women have jumped ahead and are doing a great deal of service to Division 17 and APA at large and where others feel that they would like to "get their feet wet" with other roles before jumping into Chair. Even if one were to jump right in, as it were, I have seen the kind of ongoing support that SAW members provide the Chair and the Executive Board – it is truly phenomenal. So, please consider running for Chair and contact Connie. You would not be sorry. The role is fun, engaging, and meaningful.

On a related note, though I know so many women who remark that SAW is their home in APA, we have seen fewer and fewer people attending the Champagne Breakfast and Business Meeting. I see this as a symptom of our abilities (and difficulties) with multitasking. Most of our members attending APA have multiple events scheduled in every time slot. That is the current way of the world, it seems.

However, I ask you to consider a different approach for APA San Diego ... **put the Saturday 8am Champagne Breakfast on your calendar NOW and do not let anything else compete with it.** It is worth all of our time to set aside the hour or two to reconnect with our sisters in SAW. We are busy, successful women, managing work, family, volunteering and more, all day every day. Take this one two-hour block of time for YOU ... to hang out and drink champagne or orange juice with us, to talk with old friends you see only once a year at APA, to laugh, and to plan ... for great ways to advance women in the coming year.

*Note: The views expressed in this publication do not necessarily represent the policies of the American Psychological Association, the Society of Counseling Psychology, or its Sections.*

You will be filled up (and I don't mean just by bagels and muffins!). We really hope to see you there. In the meantime, stay warm in the winter, be strong in the face of challenges, and let me know if there is any way I or SAW can better support you.

With thanks and best wishes,  
Libby Nutt Williams



## ***SAW Student Column***

***By Sonia LeClere, Student Representative***

### ***Imposter Syndrome***

Do you ever feel like you are in a program and the faculty and other students are going to find out you do not belong there? Many of us deal with what is called imposter syndrome. Imposter syndrome is this belief of inadequacy someone experiences as they are judged or evaluated by others (Brems, Baldwin, Davis, & Namyniuk, 1994). This way of thinking can really impair our self-confidence as students, researchers, teaching assistants, and other roles we take on during graduate school. This lack of confidence can sometimes lead students to procrastinate, which in turn leads to more stress, more procrastination, more decline in self-confidence, eventually creating this vicious cycle. I know I have personally experienced this and after speaking with my peers, many of them have experienced this as well. Getting through program milestones whether it is thesis, practicum, dissertation, or applying for internship are only some of what many of us will experience during our graduate education. Once we get through one, another part of our program is right

there waiting to be completed. We need to do what we can to support each other and build each other up as we navigate through the sometimes rough waters of graduate school.

So what can you do to increase your self-confidence? One of the things that first came to mind was to sit down and write a list of what you do well. It sounds simple! However, for some individuals who are already hard on themselves, this may not sound so easy. Focusing on the positive can really enhance your self-confidence so making a list may just be enough to kick start getting your self-confidence to a better place. Another factor, and I have stressed this before, is to surround yourself with positive people! We all know people who are great at bringing people down. Surround yourself with people who support and appreciate your positive attributes. What is that saying?... You are the company you keep! Something else is to try finding someone you trust who you can confide in. Chances are you are not the only person dealing with these kinds of problems. I would imagine that we all are surrounded by brilliant peers and professors but even the brightest minds will often have moments of insecurity. My mentor once told me that the great minds are the ones who know they do not know everything. We are lucky in that our chosen field is one in which we will constantly be learning.

So stay strong and positive! Find ways to support your peers and look for your own support. We are all in this together! If you have any comments or questions, always feel free to email me at [sleclere@twu.edu](mailto:sleclere@twu.edu).

All the best,  
Sonia LeClere

## Reference

Brems, C., Baldwin, M. R., Davis, L., & Namyniuk, L. (1994). The imposter syndrome as related to teaching evaluations and advising relationships of university faculty members. *Journal of Higher Education*, 65, 183-193.



## Women Views across Cultures

### **Second-Generation Asian Indian Women: Complexities of Shifting Identities**

by Gargi Roysircar, Ph.D.  
Department of Clinical Psychology  
Antioch University

Asian Indians are often omitted from counseling research or studied as part of the broader Asian American group. As a result, less is known about the diversity of Asian Indians in the United States (U.S.), with individuals differing on regional, ethnic, language, and dietary factors, religious background and practice, history of immigration to the United States (U.S.), educational status, and socioeconomic class (Roysircar, Carey, & Koroma, 2010). Literature on Asian Indian women is even less frequent, and some of this literature suggests that these women experience multiple forms of discrimination (e.g., racism, sexism, and stereotypes) (Patel, 2007; Kakaiya, 2000). Stereotypes like high functioning "foreign" women may pressure Asian Indian women to maintain a façade of higher social self-efficacy and personal morality and promote the denial of problems, such as domestic violence and

substance abuse. Defensive sublimation may be related to Asian Indian women's presentation of disordered eating (Iyer & Haslam, 2003) and substance abuse (Rastogi & Wadhwa, 2006).

Gendered racism is argued to be a unique experience that is not shared by Men of Color or White women (Patel, 2007). It is based on women's experience of race *and* gender. Asian Indian women have been objectified in the U.S. media and fiction as beautiful and sexual (Hussein & Cochrane, 2003; Tien, 2002). In American fiction, U.S.-born second generation women or acculturated Indian-born women of diaspora experiences have been shown more often in cross-racial relationships than in relationships within their own ethnic group (Lahiri, 1999, 2008; Mukherjee, 1989). This portrayal of second-generation Asian Indian women in the media and print form is in stark contrast with that of White women of similar social class, who are presented as confident, self-assured, and assertive. One wonders about the effect of the disparate treatment of women of diverse racial groups, especially in the light of research that Asian Indian women's experiences of gendered racism are related to depression, anxiety, interpersonal sensitivity, and somatization (Patel, 1999), as well as to body dissatisfaction, low self-esteem, and fragmented identity formation (Iyer & Haslam, 2003).

So how do women deal with gendered racism? Active coping that utilizes problem-solving, social support, and system-located activism is perceived by White women therapists as a way to confront oppression. But active coping is inconsistent with traditional Asian values where avoidance, serendipity, resignation, and prayers are deemed more culturally appropriate forms of coping (Frey &

Note: The views expressed in this publication do not necessarily represent the policies of the American Psychological Association, the Society of Counseling Psychology, or its Sections.

Roysircar, 2006; Kuo, Roysircar, & Newby-Clark; 2006; Malhi & Boon, 2007; C. T. H. Liang, Alvarez, Juang, & M. Liang, 2007). However, preferred coping strategies may differ based on generational status (Roysircar, 2004). First-generation Asian Indian women may use similar coping strategies to the ones that are commonly used in their original cultures (Kakaiya, 2000; Roysircar, 2004), whereas second-generation Asian Indian women may use mechanisms that are commonly utilized in the U.S (Inman, Constantine, & Ladany, 1999). But despite their instrumentality, the second-generation's continued stress experiences may be more extensive as well as intensive than those of the foreign-born (Lahiri, 1999, 2008; Liang et al., 2007; Roysircar, 2004). Perhaps the second generation's instrumentality results in cultural/cognitive dissonance when they are in their Indian home contexts.

### **Duty's Daughter Adapts to Racism**

It is possible that second-generation educated, middle class Asian Indian women will present issues of cultural conflicts rather than racism-related discrimination experiences. The surprising absence of racial concerns in a second-generation Woman of Color is relevant to understanding her identity. Women in traditional Indian families have little authority, are expected to focus on pleasing and taking care of others, and are often taught to accept their life circumstances, even if it means marrying a man chosen by their family (Mitter, 1991). Compared to her parents, a second-generation woman's relative sense of agency and opportunity as a U.S.-born American might minimize any racial or prejudicial experiences. Further, as a woman, voicing needs or concerns may not only be considered too assertive, but may conflict with more conventional Indian values that prioritize the family over the individual

(Mitter, 1991). These divergent values obfuscate whether this woman feels compelled to conceal experiences of racism from others, does not permit prejudice to even enter her consciousness, or truly does not view it as present in her life (Braun, Devenny, Fine, & Greif, 2009). These hypotheses are based on literature, albeit limited in quantity, about Asian Indian women being influenced by mythological female figures and Hindu goddesses, models of strongly self-empowered Shakti women, and the social conventions of a traditional culture.

### **Complexities of Multiple Identifications**

Thus, second-generation Asian Indian women lead a complex life of multiple identifications; for example, a spiritual person with faith in religious conventions practices assertive and agentic behaviors in school, at work, and with friends. Gaining a sense of the intersecting cultural values that pull a second-generation woman is integral to understanding her identity struggles. For instance, a client's father expects her to capitalize on her law degree from an expensive, prestigious Ivy League school, yet her mother is a stay-at-home mother. In seeming deference to each parent, the client has taken on both of these roles, her father's career ambitions and her mother's practices of social conventions and cooking. Further, the client's parents adhered to traditional Indian gender roles, but the client and her husband maintain a more egalitarian relationship. However, the egalitarian relationship characterized by her husband's "hands-off" low-keyed approach begins to feel less sharing and engaged to the client. The client also feels an allegiance to certain Indian values, such as an obligation to care for and invite her elderly parents to live in their home, but to which value her husband feels less committed. The clinician needs to account for these complex interaction of

*Note: The views expressed in this publication do not necessarily represent the policies of the American Psychological Association, the Society of Counseling Psychology, or its Sections.*

sociocultural factors contributing to the client's identity and, consequently, to her current mental state. Idiographic data can highlight how multiple variables impact a client's aggregate identity.

Not only does the confluence of both American and Indian cultures affect the second-generation Asian Indian woman's identity, so do her beliefs about her role as a mother, wife, daughter, and professional. For example, the client's high socioeconomic status causes her anxiety when her mother visits her. While showing off her kitchen to her mother, the room she is most proud of, she is self-conscious of her successful life with her husband, and at the same time she feels a quiet slap of rejection, gathering from her mother's continued silence that none of it impresses her. Attention to the interface of socioeconomic status and prescriptive Indian social behaviors of humility and self-effacement would help a clinician better understand the client's conflicting identities of materialism and humility.

Another client also struggles with the conflicting cultural expectations of women from American and Indian perspectives. For example, regarding the choice of whether or not to invite her widowed father to move in with her family, she knows her father does not need taking care of because he is in good health, has moved to a smaller house, and has his social life. This Western rational analysis of her father's competence causes her to feel guilty because in India, there would have been no question of her father not moving in with her because she is his oldest child. A clinician would need to allow the client to explore her own values and identity as a woman, a daughter, and a family member stepping into the role of her departed mother.

If working with an Asian Indian woman who is a new mother and feels alone and isolated (Lahiri, 2001), it may be helpful to inquire about the client's own customs and beliefs about pregnancy and birth. In some Asian-Indian societies, postpartum confinement is customary (Goyal, Murphy, & Cohen, 2006). During this time period, the extended family assumes care of the new infant and the new mother often resides with her maternal parent. It would be helpful to assess whether the client experienced any of these traditions at the birth of her child or whether the lack of such support and ritual has contributed to her feeling isolated. Understanding a client's personal and social selves can help a therapist better conceptualize the client's struggles and strengths when developing a treatment plan.

### **Individuality of the Client**

While the previous discussion focused on cultural and contextual factors potentially contributing to a client's identity, recognizing her individual strengths and vulnerabilities is also essential in providing an accurate assessment. Is the client intelligent and reflective, which bodes well for cultivating a successful therapeutic alliance? Additionally, the client is observed to be nurturing and thoughtful and she is willing to have her father move into her home out of concern that he might feel alone; yet she wants to ensure that she is not imposing on her husband. She is perceptive of and sensitive to family non-verbal communications. However, her individual difficulties in family relationships and in shifting identities as she interacts with various micro-level systems (e.g., marriage, family, within and across generations) and at meta-level systems (societal racism in the U.S.; Indian religious precepts of duty) pose significant challenges that are unique to her. Understanding these unique interactive

*Note: The views expressed in this publication do not necessarily represent the policies of the American Psychological Association, the Society of Counseling Psychology, or its Sections.*

factors would allow a clinician to create a treatment plan that draws on the client's strengths and addresses her challenges.

Last, the clinician should be sensitive to a second-generation Asian Indian client's relationship to therapy itself. Research has shown that Asian Americans visit their physicians less often than Caucasian Americans and are less likely to disclose issues concerning mental health to friends and family members (Zhang, Snowden, & Sue, 1998). The clinician should be aware that the client may feel conflicted about seeking therapy and may be slower to divulge private, confidential thoughts. In conducting an assessment, the clinician should encourage the client to self-disclose at a pace that is comfortable to her; otherwise, the client may prematurely drop out of therapy.

#### References

- Braun, C., Devenny, J. Fine, E, & Greif D. (2009). *Guidelines for multicultural assessment: A Bengali-American case study*. Class project and paper in PY 777, Human Diversity and the Clinical Enterprise. Keene, NH: Antioch University New England.
- Frey, M., & Roysircar, G. (2006). South and East Asian international students' perceived prejudice, acculturation, and frequency of help resource utilization. *Journal of Multicultural Counseling and Development, 34*, 208-222.
- Goyal, D., Murphy, S. O., & Cohen, J. (2006). Immigrant Asian Indian women and postpartum depression. *Journal of Obstetric, Gynecologic, and Neonatal Nursing: JOGNN /NAACOG, 35*(1), 98-104.
- Hussain, F.A., & Cochraine, R. (2003). Living with depression: Coping strategies used by South Asian women, living in the U.K., suffering from depression. *Mental Health, Religion and Culture, 6*, 21-44.
- Inman, A. G., Constantine, M. G., & Ladany, N. (1999). Cultural value conflict: An examination of Asian Indian women's bicultural experience. In D. S. Sandhu (Ed.), *Asian and Pacific Islander Americans: Issues and concerns for counseling and psychotherapy* (pp. 31-41). Commack, NY: Nova Science.
- Iyer, D. S., & Haslam, N. (2003). Body image and eating disturbance among South Asian American women: The role of racial teasing. *International Journal of Eating Disorders, 34*, 142-147.
- Kakaiya, D. (2000). Identity developments and conflicts among Indian immigrant women. In J. L. Chin (Ed.) *Relationships among Asian American Women* (pp. 133 - 150). Washington, D. C.: American Psychological Association.
- Kuo, B. C. H., Roysircar, G., & Newby-Clark, I.R. (2006). Development of the Cross-Cultural Coping Scale: Collective, avoidance, and engagement coping. *Measurement and Evaluation in Counseling and Development, 39*, 161-181.
- Lahiri, J. (1999). *Interpreter of maladies*. Boston, MA: Mariner, Houghton Mifflin.
- Lahiri, J. (2003). *The namesake*. New York, NY: Houghton Mifflin.
- Lahiri, J. (2008). *Unaccustomed Earth*. New York, NY: Alfred A. Knopf.
- Liang, C. T. H., Alvarez, A. N., Juang, L., & Liang, M. (2007). The role of coping: The relationship between perceived racism and racism-related stress for Asian Americans: Gender differences. *Journal of Counseling Psychology, 54*, 132-142.

Note: The views expressed in this publication do not necessarily represent the policies of the American Psychological Association, the Society of Counseling Psychology, or its Sections.

- Malhi, R.L., & Boon, S.P. (2007). Discourses of “democratic racism” in the talk of South Asian Canadian Women. *Canadian Ethnic Studies*, 39, 125-149.
- Mitter, S. S. (1991). *Dharma's daughters: Contemporary Indian women and Hindu culture*. New Jersey: Rutgers University Press.
- Mukerjee, B. (1989). *Jasmine*. New York, NY: Grove Press.
- Patel, N. (2007). The construction of South-Asian-American womanhood: Implications for counseling and psychotherapy. *Women & Therapy*, 3, 51 – 61.
- Patel, N. R. (1999). The role of racial and gender discrimination in the psychological well-being of Asian-American female college students. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 59(8-B), 4479.
- Rastogi, M., & Wadhwa, S. (2006). Substance abuse among Asian Indians in the United States: A consideration of cultural factors in etiology and treatment. *Substance Use and Misuse*, 41, 1239 – 1249.
- Roysircar, G. (2004). Counseling and psychotherapy for acculturation and ethnic identity concerns with immigrants and international student clients. In T. B. Smith, (Ed.), *Practicing multiculturalism: Affirming diversity in counseling and psychology* (pp 248-268). Boston, MA: Allyn & Bacon.
- Roysircar, G., Carey, J.C., & Koroma, S. (2010). Asian Indian college students' science and math preferences: Influences of cultural contexts. *Journal of Career Development*.
- Tien, L. (2000). U.S. attitudes toward women of Asian ancestry: Legislative and media perspectives. In Chin, J. L. (Ed.), *Relationships among Asian American*

- women* (pp.29-49). Washington, DC: American Psychological Association.
- Zhang, A. Y., Snowden, L. R., & Sue, S. (1998). Differences between Asian and White-Americans' help-seeking and utilization patterns for the Los Angeles area. *Journal of Community Psychology*, 26, 317-326.

---

## Inquiring Minds: Mentoring SAW Students

### ***Coping Strategies for the Pre-doctoral Internship in Psychology: Is it as bad as it seems?***

By Amanda Voils-Levenda, Sonia LeClere & Shelby R. Johnson

Applying for a pre-doctoral internship is often described as one of the most stressful aspects of earning a graduate degree in psychology. After spending what seems like a lifetime in school, this last step before finally graduating and becoming a practicing psychologist can be exciting, but also quite daunting. The application process may lead to not only stress, but also fears about rejection and an uncertain future. Applicants may find themselves obsessing long hours over their vita, personal essays, and cover letters, wondering how they can represent their years of work and their many experiences in a few hundred words. Interviewees may worry that they will be reduced to incoherence when faced with what they are sure will be grim, judgmental interview committee members. Moreover, there is the financial strain that applicants often contend with; many see their bank accounts shrink as they travel across the country seeking their ideal site. There is

Note: The views expressed in this publication do not necessarily represent the policies of the American Psychological Association, the Society of Counseling Psychology, or its Sections.



also the possibility of having to leave behind loved ones, friends, and favorite places in one's familiar town or city. Perhaps the greatest concern is that on match day they may not match at all.

Since applying for internship has a strong reputation for being a difficult process, we wanted to ask fellow students and professionals about their own internship experiences. Is it as bad as it seems? What are the main concerns that individuals have about the process? How do people cope? Four women who are currently applying or have recently gone on internship addressed our questions: Martha, Jennifer, Rebecca, and Leann. While they admit the internship process has been arduous, they also report some positive benefits. These women shared what helped them through this process, from relying on friends to copious preparation.

One thing is for certain—all four of the women who responded to our questions stated that the process of applying for internship was highly stressful. They reported being anxious about the national disparity between the number of applicants versus available sites, as well as uncertainty and competitiveness of the match, and worry related to the interview process and associated expenses. Fear of not matching loomed large in some of our respondents' eyes.

In fact, two interviewees, Jennifer and Rebecca, stated that it was the most stressful component of their graduate careers. Yet they also report having mixed feelings. Rebecca said that it "has been a stressful and exciting time", while Jennifer shared that her application process was like "a roller coaster ride, some days you feel great and you believe you will do just fine and other days you believe there is not a chance that you will match and you will be stuck in this limbo between graduate school and internship forever."

However, not all of the women in our small survey felt this way. Leann stated that "The interview process was pretty stressful, but I found it to be a good preparation for the job search process after internship." In particular Martha expressed pleasant surprise at how positive her experience was. "What stands out the most about this process is that it hasn't been nearly as scary or terrible as I expected. I guess I went into the internship application process focused on the percentage of people who do not get matched, thinking that this is such a competitive process and I must not stand a chance." She explained that after getting more interviews than expected, her fears somewhat subsided.

Indeed, Martha stated that she was pleasantly surprised at how much she liked the interview process. She explained: "I thought that the interviews would feel like a firing squad, where I was being grilled with impossible questions that I would not know how to answer. I am not sure what other people expect, but I obviously thought this process would be the worst, most horrible part of my graduate training. THIS WAS NOT THE CASE AT ALL (respondent's emphasis). In fact, I really enjoyed most of my interviews. Talking with the staff at the various sites was almost fun (shocking I know!). Many of the interviews felt more like discussions, where we talked about things that I really care about."

However, the process of waiting for and conducting interviews were also often one of the greatest sources of anxiety. Rebecca shared that for her "the most difficult part of the experience was waiting to receive phone calls or e-mails about interview offers—probably because they could come at anytime during a two-to-three week period. It was pretty anxiety-provoking to see an unfamiliar number pop up on my cell or an e-mail pop up from a program."

*Note: The views expressed in this publication do not necessarily represent the policies of the American Psychological Association, the Society of Counseling Psychology, or its Sections.*

Moreover, as with any interview, there appeared to be concerns about impressions—about how the interactions went, whether they were authentic, if they were truly reflective of one's talents, or they were simply "good enough". Martha shared that "(m)y main concern is that my positive feelings and experiences about interviewing will not match the experiences that sites had of me. I am so focused on the fear of not matching that this is all that is coming to mind!" This concern about the impressions made during interviews also appeared in Jennifer's answers. Jennifer wrote, "The actual in-person and/or phone interviews were my main source of stress. I was afraid I was going to say something that would make me seem incompetent and ruin my chances of matching with the site. I was afraid who I am would not be accurately represented in the little time I had to make an impression." Rebecca emphasized the importance of authenticity in interviews, and stated that it was often difficult to offer internship sites "a sense of who I am both personally and professionally."

In addition, a few of our respondents questioned whether their impressions of sites were accurate. Leann seemed to express this when she stated that "It was very difficult to compare programs that I only got to speak to on the phone versus onsite visits/interviews/open houses." Indeed, Rebecca echoed this sentiment, though she said she was surprised by what impressions she was able to gain on the phone: "Beyond matching, my main concern was getting a real sense of a training program... That was sometimes difficult to do, particularly with phone interviews. Although I was surprised on a couple of occasions to walk away with a good sense of a program merely from a phone interview."

When asked what was most helpful for them during their internship application process, these women described a range of

copied strategies, and many of these showed some overlap. In particular, all of the respondents emphasized the importance of social support as a key coping mechanism. This included talking to peers in their programs who were currently applying or who had already gone through the application process. Martha and Jennifer cited having strong relationships with peers in one's program as very helpful in easing their stress, while Leann shared how staying with friends while traveling provided not only relief from expenses but also important social support. Leann said, "I really valued hearing from others who had been through the process. I stayed with several people from our program when I went to interview at their counseling center; this helped cut down on the costs for hotels and was a good form of support! I was definitely grateful to those people who hosted me! I also stayed with some other non-program friends in other areas. It was nice to get their perspectives on the community beyond what the staff said at each place I interviewed." Lastly, Rebecca wrote about the importance of significant others in post-interview processing: "(I)f I had to pick the most helpful thing, it would be having someone to talk to after an interview. For me, being able to process the experience with my partner was very helpful. It was comforting to be able to 'talk out' my impressions of the site or the highs and lows of the interview."

Besides social support, the respondents also discussed a number of other coping strategies including practice and preparation, cognitive coping skills such as perspective taking and positive self-talk, taking time off from thinking about internship, and staying true to oneself throughout the process. Most of the respondents stressed practice and preparation as being particularly helpful in their application process. In particular,

*Note: The views expressed in this publication do not necessarily represent the policies of the American Psychological Association, the Society of Counseling Psychology, or its Sections.*

Martha emphasized the workshops arranged by her Director of Training, which she said were “VERY (respondent’s emphasis) helpful throughout the application process, from learning about the APPI and NMS, getting feedback on my CV, essays, and cover letters, to practicing interviewing –all of these things were immensely helpful. Practicing interviewing was especially important –being able to talk about my theory, my dissertation, how I think change happens, what my strengths and growth areas are, why I like their program in particular, etc. I think it is VERY important to practice and get an idea of what you want to say before you actually go to interview.”

The respondents also mentioned the power of positive cognitive coping strategies. Keeping a positive perspective was identified as important by Martha, who suggested that we keep “in mind that even the worst case scenario (not matching) would not be the end of the world.” Jennifer shared that she used “positive self-talk, and (took) time to forget about it completely”

In terms of what helped them through this process, Jennifer and Martha also highlighted the importance of being authentic, and focusing on the “fit” of their program choices. Jennifer said that among other things, it helped her a great deal “to just “be myself” and Martha shared that, “(d)uring interviews, I tried to be myself (despite feeling nervous about this at first). I tried to be authentic and real and open about who I am and what I am looking for in an internship. I think this strategy of being real and open helped me to feel as positive as I did about the interviews –I just hope that it follows through on match day!” In addition, Martha wrote: “It seems like everyone I talked to and everything I read said that first and foremost programs are looking at the fit between the site and the candidate. I kept this in mind throughout

the process, choosing sites that would be a good fit for me –and where I would be a good fit for them as well.”

Lastly, while this column has mainly focused on the stressors of applying for the pre-doctoral internship, it is important to note that the respondents also highlighted what they had gained from the process. The gains included feeling prepared for similar challenges in the future, a greater sense of self-efficacy, confidence, and personal growth. As Leann wrote: “I found it to be a good preparation for the job search process after internship. In comparison, the job search process was actually more stressful and not nearly so “contained” as the interview process for internship. I found that it was very nice to have one “deadline” for matching lists and one date when I would find out where I went. That made the process much easier than the 3-4 months that the job search can reasonably be.”

Once finished with applications, some may take comfort knowing that their endeavors over the last several years will finally come to fruition. As Martha wrote, “After actually going through the interviews, I realized that I am on the downward road, getting towards the end of this journey and about to start on a new path. (And that I can do this). This process has helped me to realize that I have grown a lot and learned a lot over the past few years –and most importantly, it has helped me to believe in myself a little bit more.”



## Lessons Learned from SAW Foremothers

### Advancing Women's Careers in Science, Technology, Engineering, and Mathematics: An Interview with Bianca Bernstein



Bianca L. Bernstein is a professor in the Mary Lou Fulton Institute and Graduate School of Education at Arizona State University. Through her research and publications, Dr. Bernstein has made significant contributions to knowledge about women's career-life experience. She also has held many leadership positions in professional and institutional organizations nationally and internationally. On February 15, 2010, she gracefully accepted to talk with us on the phone about her research on

gender and academic achievement in Science, Technology, Engineering, and Mathematics (STEM). In the interview that follows, Bianca Bernstein describes the scientific project she has been leading since 2006 with financial support from the National Science Foundation. She also shares wisdom gained from her work on women in science and engineering.

**WomanView:** In 2009, your research team was awarded a \$2M National Science Foundation grant to conduct research on resiliency training and women's academic performance in science and engineering. Could you tell us more about your research project?

**Bianca L. Bernstein:** The project began in 2006 with a series of focus groups with women and men in science and engineering. We aimed to understand women's experience in male-dominated fields and to identify the factors that support and get in the way of women completing STEM doctoral programs. Then we turned to developing training materials targeted to promoting women's resilience skills; we reasoned that stronger coping skills would enable them to resist any discouragement they might encounter along the pathway of a STEM career. In 2009, we received a second grant from the National Science Foundation, this time to evaluate the web-based psychoeducational program we developed and to expand it significantly. Right now, clinical trials are underway and we are doing a number of studies that examine the day-to-day environments that women experience in science and engineering. In the next phase of the project, we are developing a series of modules on basic and advanced communication skills for dealing with unsupportive workplaces and difficult interpersonal dynamics. We also are moving beyond the written words and will

*Note: The views expressed in this publication do not necessarily represent the policies of the American Psychological Association, the Society of Counseling Psychology, or its Sections.*

be teaching skills through interactive computer simulations. Our users will be able to learn and practice interpersonal and resiliency skills in a virtual environment.

**WomanView:** How did you become interested in the particular experience of women in STEM fields?

**Bianca L. Bernstein:** As Graduate Dean at Arizona State University, we developed a highly successful Preparing Future Faculty program for ASU's doctoral students. When I was Division Director for Graduate Education at the National Science Foundation, I saw firsthand the critical importance of the doctoral years in determining who enters science careers. My roles as Director and Dean have offered me opportunities to think deeply about the career development of women and underrepresented minorities in highly demanding fields. By doing research on the conditions of women in STEM fields, I have found a way to both express my interests in gender issues and to use my counseling and social psychology background.

**WomanView:** What have you learned from your research on women in science and engineering that you think might be important to share with WomanView readers?

**Bianca L. Bernstein:** From the focus groups we conducted with women in the physical sciences and engineering, we learned that many women start strong but then come to experience considerable discouragement in graduate school. This is a subtle and pernicious process that can lead some women to abandon the careers they had sought. It is important that women become aware of this covert process—of all the little things that happen every day that can chip away at their confidence. In fields like

engineering, computer science and physics, women only comprise around 20 percent of graduate students; and significantly more women than men drop out of STEM doctoral programs. From a national perspective, if we want a more diverse S & E workforce then it is important to document the academic environment and psychological milieu that support or interfere with graduate student satisfaction and persistence. We are finding evidence of how discouragement accumulates among some women in these programs. Our research team is trying to interrupt this process early by strengthening their resilience and interpersonal skills. These doctoral programs are the portal to science and engineering. Knowing that women will face similar environments as they enter STEM careers, we're hoping to teach them personal skills to survive and thrive in graduate school that will be useful to them in the future too.

**WomanView:** How do women's conditions in science and engineering compare to the status of women in psychology?

**Bianca L. Bernstein:** As researchers we know more and more about the negative effects for women of implicit bias and discrimination in education and work contexts. In contrast to psychology where the majority of students are now women, in the physical sciences and engineering women are severely outnumbered and masculine norms predominate. We find that these conditions and individual interactions strain relationships with advisors, restrict their ability to combine academic with personal responsibilities, and create doubt about whether they belong and are making meaningful contributions. Compared to psychology, the career options for scientists and engineers are more limited and the day-to-day requirements are less forgiving. For

*Note: The views expressed in this publication do not necessarily represent the policies of the American Psychological Association, the Society of Counseling Psychology, or its Sections.*

example, women scientists run experiments that require their constant attention; their schedule is not flexible. They may have to stay in the lab until midnight and they cannot work from home. If they have a troubled relationship with an advisor, they have few alternatives because their advisor is also their employer. I have enjoyed experiencing how much psychologists and people in technical fields can learn from each other about careers and life. Hopefully, the interventions we are developing will benefit women as they pursue their ambitions in science and engineering.

**WomanView:** Thank you for taking the time to talk with us and for sharing your experience and knowledge about women's issues.

## *Member News*

### **Congratulations to MELBA J. T. VASQUEZ on her election as 2011 President of the American Psychological Association!**

Melba is a long-time SAW member, a recipient of SAW's Woman of the Year Award, and former president of the Society of Counseling Psychology (Division 17).

### **TEXAS PSYCHOLOGIST MELBA J.T. VASQUEZ ELECTED 2011 PRESIDENT OF AMERICAN PSYCHOLOGICAL ASSOCIATION. December 17, 2009**

Copyright © 2009 by the American Psychological Association. Reproduced with permission.

As a leader in her field, Vasquez has focused on raising the visibility and participation of women and ethnic minorities in psychology, developing feminist and culturally competent services for women and minorities and advancing scholarship and ethics within the field.

"I am incredibly honored to have been chosen to serve in the role of APA president," said Vasquez. "Our association plays a central role in presenting psychology as the science of behavior. I will promote the benefits of psychological science to daily living and to helping with some of society's challenges."

In her psychotherapy practice, Vasquez treats clients from different cultures, consults and trains for organizations and provides forensic expertise. Among scholarly achievements, Vasquez is author or co-author of several book chapters and journal articles on ethics,

multiculturalism, psychotherapy and the psychology of women.

Throughout her career, Vasquez has been integral in implementing ethical responsibility standards for psychologists. As a member of APA's Board of Social and Ethical Responsibility for Psychologists (later re-named the Board for the Advancement of Psychology in the Public Interest), she helped spur APA to cancel its investments in South Africa during apartheid and raised awareness about HIV/AIDS.

She has almost three decades of experience in APA governance, including service on the Ethics Committee, the Board of Professional Affairs, the Committee for the Advancement of Professional Practice and on the Committee of Women in Psychology. She also co-founded two divisions, the Society for the Psychological Study of Ethnic Minority Issues and Trauma Psychology. Vasquez has received many awards from APA divisions and state psychological associations, including the 2004 James M. Jones Lifetime Achievement Award from APA's Minority Fellowship Program.

As APA's first Latina president, Vasquez plans to make inroads with minority groups that are traditionally underserved by psychology. "Strategies to promote coping and resilience for members of those groups are important to communicate to the public," she said. She also hopes to promote opportunities for students and early career professionals by implementing many of the recommendations from APA's 2009 Practice Summit, and through dissemination of the APA Workforce Analysis findings.

As president, Vasquez says she will be eager to focus on making mental health parity a reality. "All members of our society should have access to affordable health care. I will support efforts to educate consumers

about the role psychology plays in health and wellness."

Vasquez, who is currently on APA's Board of Directors, has served as consulting editor to *Professional Psychology: Research and Practice and Cultural Diversity and Ethnic Minority Psychology*, both published by APA. She has been a member or chair of seven APA task forces and the president of two divisions, the Society of Counseling Psychology and the Society for the Psychology of Women. She is also an APA fellow, a diplomate of the American Board of Professional Psychology and a distinguished member of the National Academies of Practice. She is a past president of the Texas Psychological Association.

Vasquez earned her doctorate in counseling psychology from the University of Texas, Austin. Before becoming a psychologist, Vasquez taught middle school English and political science. She is a native of San Marcos, Texas, and earned her undergraduate degree from Texas State University in San Marcos.

The American Psychological Association, in Washington, D.C., is the largest scientific and professional organization representing psychology in the United States and is the world's largest association of psychologists. APA's membership includes more than 150,000 researchers, educators, clinicians, consultants and students. Through its divisions in 54 subfields of psychology and affiliations with 60 state, territorial and Canadian provincial associations, APA works to advance psychology as a science, as a profession and as a means of promoting health, education and human welfare.

---

Note: The views expressed in this publication do not necessarily represent the policies of the American Psychological Association, the Society of Counseling Psychology, or its Sections.

## Awards

### 2010 SAW Student Dissertation and Thesis Award

Congratulations to **Nita Makhija** for being the recipient of the 2010 SAW Student Dissertation and Thesis Award! Nita is a second year doctoral student at Seton Hall University, New York. The title of her dissertation is "Examining the Male Perspective of Intimate Partner Violence in the U.S. Indian Immigrant Community." Nita's research examines how "level of acculturation, sexism attitude, use of coping methods, and perceived stress, combine to effect Indian immigrant males' tolerance of intimate partner violence". The goal of her dissertation is to gain a better understanding of Indian men's stressors, coping strategies, and perception of interpersonal violence, with a view to informing violence prevention efforts in U.S.-based Indian communities.

## Events

### Call for proposals for the 2010 APA CONVENTION in San Diego, CA

#### Division 17 SAW Student Poster Session Deadline March 17, 2010

Proposals are now being accepted for a Student Poster Session co-sponsored by the Council of Counseling Psychology Training Programs (CCPTP), Division 17 Sections, and the Division 17 Student Affiliates of Seventeen (SAS). Poster proposals may be empirical studies or theoretical

considerations relevant to the specific Division 17 Section to which they are submitted. The first author on the proposal must be a student (or have completed the project while a student or intern) and must either be an affiliate of Division 17 or sponsored by a Division 17 member.

Poster proposals should include a **cover sheet and a 500- to 1000-word summary** of the study in APA style. The abstract should include some description of the nature of the presentation (empirical, theoretical, technique) and primary findings. Summaries of empirical studies should include a brief literature review, statement of the problem (hypotheses or research questions), participants, procedures, results, and conclusions. Summaries of other presentations should include enough detail for reviewers to judge the overall format and contribution of the scholarship. The proposals will be subjected to masked review. Please **do not include identifying information** in the proposal (only on the cover sheet; see below).

To submit your proposal for the Student Poster Session, attach your proposal and completed cover sheet and email to **BOTH** [studentposterdiv17@yahoo.com](mailto:studentposterdiv17@yahoo.com) and the contact person of the section you wish to submit to (see contact list below). Identify in the subject line of the email: student poster proposal – "Name of Section" (e.g., student poster proposal – Section on Ethnic and Racial Diversity). If you do not send your proposal to a specific section, your proposal will not be reviewed for this poster session. Please send your proposal to only one section. For a description of each of the sections please go to the section website (<http://www.div17.org/sections.html>).

#### Notifications of proposal status and presentation instructions

Note: The views expressed in this publication do not necessarily represent the policies of the American Psychological Association, the Society of Counseling Psychology, or its Sections.



will be sent via email after May 12, 2010.

*Given that this poster session is internally sponsored by Division 17, and not part of the official APA convention program, presenters will not be eligible for APA travel awards or waived registration fees for the APA Convention.*

**Proposal Checklist (for your use—do not send with proposal):**

- \_\_\_ 500-1000 word summary of work completed as a student
- \_\_\_ Cover sheet with all presenters contact information (provide in separate file from proposal)
- \_\_\_ If applicable, provide sponsor signature if not a Division 17 affiliate (include the email text or attach the forwarded email from the sponsor).
- \_\_\_ Forward proposal and cover sheet (as attached word documents) to appropriate Section Poster Session Chair and to the main section poster account listed above
- \_\_\_ Address subject line of email as: “student poster proposal – “Name of section”
- \_\_\_ Send to BOTH the section poster coordinator (see below) AND to [studentposterdiv17@yahoo.com](mailto:studentposterdiv17@yahoo.com).

**The student poster coordinator for the Section for the Advancement of Women is Laura Smith and her e-mail address is [ls2396@columbia.edu](mailto:ls2396@columbia.edu) .**

---

## Networking

Have announcements? Looking for a job? Posting a job? Searching for Resources, personal or professional? Use this Networking column to communicate with other SAW members. Send to [cdatchip@indiana.edu](mailto:cdatchip@indiana.edu)

## 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 Has a New Website! By Sue Morrow

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  
[crmatthews1@comcast.net](mailto:crmatthews1@comcast.net)

#### **Chair-Elect**

To be elected

#### **Treasurer**

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

#### **Membership**

Oksana Yakushko  
Pacifica Graduate Institute  
[oyakushko@gmail.com](mailto:oyakushko@gmail.com)

#### **Student Representative**

Sonia LeClere  
Texas Woman's University  
[sleclere@mail.twu.edu](mailto:sleclere@mail.twu.edu)

#### **Newsletter Editor**

Corinne Datchi-Phillips  
Indiana University  
[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)  
Amanda Voils-Levenda, [avoils@indiana.edu](mailto:avoils@indiana.edu)  
Sonia LeClere, [sleclere@mail.twu.edu](mailto:sleclere@mail.twu.edu)  
Shelby R. Johnson, [Shelby.R.Johnson-1@ou.edu](mailto:Shelby.R.Johnson-1@ou.edu)

#### **Mentoring Committee**

Barbara Gormley, [cpsbag@langate.gsu.edu](mailto:cpsbag@langate.gsu.edu)  
Lauren Weitzman, [lweitzman@sa.utah.edu](mailto:lweitzman@sa.utah.edu)  
Michelle Boyer, [Michele.Boyer@indstate.edu](mailto:Michele.Boyer@indstate.edu)  
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 \_\_\_\_\_