



Woman View

Spring 2011

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Society of Counseling Psychology (Div 17)
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Kelly Blasko, Editor
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Notes from the SAW Chair, Corinne Cecil Datchi-Phillips



Dear SAW members,

This was a long, snowy, and hard-working winter during which the Section for the Advancement of Women has continued to provide professional support and to encourage research on women's issues. In particular, we have nominated our members for prestigious awards offered by Division 17 and the APA Committee on Women in Psychology. These nominations are our conscious efforts to draw attention to and celebrate women's contributions as leaders, mentors, knowledge makers, educators and practitioners. Each year, not only does SAW nominate women for APA awards, we also formally recognize our Women of the Year, our Foremother, and our Student of the Year. We are now accepting nominations for the 2011 SAW awards. To nominate a student or colleague for

these awards, contact Libby Nutt Williams at enwilliams@smcm.edu.

We are glad to announce that Kaori Wada is this year's recipient of SAW Student Research Award. Kaori Wada is a graduate student at McGill University and her research focuses on the experience of Japanese Women who go back to Japan after studying in the US. The SAW Student Research Award is designed to support students' work on a broad range of women's issues. In particular, we encourage research that examines the cultural specificity of women's experience. You may learn more about Kaori's doctoral research by going to page 8 in this issue.

SAW is committed to the mentoring of women professionals at all stages of their career. This year, at the APA convention in Washington D.C., we are sponsoring a mentoring roundtable organized by Meghan Davidson, our treasurer. This event will take place in the hospitality suite of Division 17 and will offer women counseling psychologists an opportunity to meet their peers and discuss issues relevant to their domain of practice and the stage of their professional development (e.g., student, early career, mid-career). More information about this event will follow, and we hope that many of you will consider attending the roundtable.

SAW is currently holding section-wide discussions on the topic of privilege and feminism in counseling research, practice, and education. This project is called "Feminism and Privilege in Counseling Psychology: Personal Stories for a Social Justice agenda", and is intended to support the presidential initiative of Tania Israel, 2010-2011 President of the Society of Counseling Psychology, called "Exploring Privilege" (www.div17.org/epstg/index.htm). In our discussions, we are looking at the performance of privilege and its intersection with feminism in counseling psychology. This special project is also an opportunity for SAW members to develop a network of support and to work together in promoting the mission of the Section, i.e., "to develop and maintain a forum for sharing ideas and common experiences among counseling psychologists who specialize and/ or have an interest in a broad range of women's issues in

counseling psychology." It is a real honor to participate in these discussions and to learn from one another's personal knowledge. It is also a lot of fun!

Last but not least, SAW is preparing to hold elections for the position of Chair-Elect and Student Representative. We are looking for members interested in assuming a leadership role within the Section and whose vitality and creativity will support SAW's mission. We know that many of you are well qualified for these roles and responsibilities and we are anxious to hear from you. Contact us at cdatchip@indiana.edu or enwilliams@smcm.edu.

With thanks and best wishes,
Corinne Datchi

SAW Student Column ***By Sonia Carrizales, Student Representative, Texas Woman's University***

When Plans Change

I look back when I first entered my program at Texas Woman's University and I can still remember the day in my Professional Issues course when we talked about degree plans. I had this big idea of what graduate school would be like and with my degree plan, everything was laid out. I knew how the next six years of my life in graduate school would look. WRONG!! Life plans change so why would I think graduate school plans were immune to change?

In the last two years, I have personally dealt with the ups and downs of life and now I feel myself dealing with the ups and downs of graduate school. Classes interfere with each other. In some cases a class will get canceled because there are not enough students enrolled. Then practicum placements are not a guarantee and you may have to wait another semester. My program isn't perfect but I doubt there is

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one out there that is. I think my program has room for improvement but so do I. There are things I can change and take responsibility for that would make my years in my doctoral program much smoother. I try to focus on what I can control. Isn't that what we tell our clients? We cannot change what others do but we can work on ourselves and acknowledge our own faults. I have seen how negativity breeds when people have focused on a program or professors who have done them wrong as students. Professors are human and they are going to make mistakes but students are human too. We expect our professors to be perfect but who is a perfect student? I challenge everyone to look at themselves and look at what they are contributing to negative situations. Having a negative attitude is so contagious and I have let that happen to myself as well. I have my close friends who I vent to but I also have close friends who will listen to me when I talk about mistakes I have made. I too am fortunate enough in that I can go to any of my core faculty for guidance. I have seen people burn bridges and then complain later about not feeling supported. I think it is important as students that we have a voice but I also think it is important to learn when to use that voice. As we continue to grow both professionally and personally, I believe that a time will come for each of us when we will be able to speak our minds more. As much as I want to speak up now for so many issues, I know that is not the world we live in. Sometimes you have to play the game in order to make lasting and more profound changes later. I can blame my problems in my program on everything outside of myself or I can focus on myself and try to keep things peaceful while hopefully making things easier for those who come after me. It is not a perfect system but I feel my positive attitude will have a better result than having a negative attitude. It's not easy but I am trying to make the choice every single day to stay strong and to make myself a better person.

So this is what it comes down to at the end of day for me. I focus on why I came back

to school in the first place. I wanted to work with clients. A good friend in one of my classes last semester said something that really resonated with me. I can still see the look on his face as he said "Sitting with my clients is a privilege." I will always remember that. While I know what is meaningful and poignant to others will not always be the case for everyone. However, I am sure we all have some quote that we have heard at one point or another that has impacted us in a powerful way. My degree plan has changed along the way and it has recently changed yet again. I allowed myself one day to let myself sit with the unpleasant emotions of it and then found a way to pick myself up and accept it. I can either be bitter about it or I can look for the good in my new situation and the new opportunities in front of me. I have chosen not to be bitter.

Be sure to contact me with any questions or comments at sleclere@twu.edu. Summer will be here soon and I hope you all are able to do something relaxing!!

Sonia Carrizales
Student Representative



Inquiring Minds

*By Erika Carr, M.A., Psychology
Intern, Emory School of Medicine/
Grady Hospital*

Giving Light to the Voice of Students: Conceptualizing Feminism and Feminism's Impact on Experience

Feminism is a word that can create a multitude of different conceptual pictures within one's own frame of reference when the word is brought up in conversation, at home, in current events, and in the professional context. Of course the range of its meaning to the average psychology student may depend on many things such as a person's own cultural identity, the amount of education or training from

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feminist theorists/advisors/professors, interpersonal interaction with feminists, and one's own lived experience. This column of *Inquiring Minds* explores how graduate students in psychology define feminism and how feminism influences their experience as a student, researcher, and in service. Five women share their responses to a survey about this topic, including Telsie, Lindsey, Kiranmayi, Victoria, and Megan.

The following questions were asked in survey format:

1. How do you define feminism?
2. How does feminism influence your experience as a student?
3. How does feminism influence your experience as a researcher and/or in service?

Feminism promotes equality

Interestingly, every single respondent noted that feminism is so important and salient because it stands for equality. This theme of equality resonated across all the responses and was the apparent foundational theme. It was notable how important this theme was to each respondent and how easily it was verbalized, without hesitation...almost as if when the respondents thought of the word feminism the first word that unconsciously came to mind was equality. Overwhelmingly, all the women shared the importance of this equality for all people. Megan opened up about the meaning of feminism as the importance of taking action to make the world more equitable for all people. Telsie shared some inspiring words, "Feminism to me is a commitment to equality for everyone – which would mean an end to privilege just based on being male...it means freedom for women and men alike...because it's about not having to live under the guise that you are less than (i.e. women) or more than (i.e. men) anyone...because each condition engenders stress/distress." Likewise, Lindsey related that feminism means being an

ally towards both women and men of all cultural backgrounds. Furthermore, Victoria also mentioned that feminism stands for equal opportunities for women as well as a focus on social rights.

Feminism means taking action

Respondents also shared that feminism stands not only for equality but advocating for principals of equality among all groups of people, especially those disenfranchised or oppressed. Feminism seems to be a word that is inspirational in the sense that multiple respondents shared that feminism means "taking action" and doing so across multiple dimensions one may engage within as part of daily life. Kiranmayi exemplified these thoughts by stating, "Feminism is the desire and action directed towards advocating for and establishing equal rights for women in all areas of life (social, political, economic, educational, etc.)." Relatedly, Megan highlighted the importance of understanding and having an awareness of oppression that affects all people at all levels and taking action about those injustices. Lindsey also shared principles of "taking action" by stating, "Feminism stands for confidence; being assertive when injustices towards women are happening." Hence, social justice was a resonating theme, which emerged from the data, shedding light on the gravity of taking beliefs and values of equality to a level of action in order to instigate changes in our society. Respondents recognized that this action and stance for justice and change is also intended to affect micro and macro-levels of our culture all the way from our own classrooms, clinics, and workplaces to our public media, legislators, court rooms, and national leaders.

How feminism influences student experience

All of the five women described how their conceptualization of feminism has changed their outlook on many things as a student such as learning about the social issues that affect daily living and mental health,

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awareness of hierarchical power structure and oppression, joining the feminist movement, and giving a foundation for how to conduct oneself as a student. Telsie expanded on understanding oppression with this statement, "Feminism causes me as student to look for what I'm not being directly told...it causes me to examine the question before giving an answer...because often the question is flawed. ('What's wrong with African American women that causes them to drop out of treatment? versus What's going on in the environment that supports high recidivism rates for African American women?')."

Kiranmayi talked about seeking mentors and ways to get involved in the movement with this, "I try to seek opportunities for research and practice that are focused on women's issues and seek mentors who have feminist leanings. I sometimes feel marginalized because I openly own being a feminist and might be perceived as brash or man-hating, even though I'm not." Kiranmayi's experience of feeling marginalized at certain times was a common thread across other respondent's answers, in that, taking a stand and identifying as a feminist at times has its own cost but is still paramount to being a part of social justice. Megan shared, "I became passionate about social justice. I stopped chasing status because I saw all the personal freedom that I would have to give up to play the game. It was not worth it to me. I realized I could never thrive in academia. I was being called to do something totally different and unconventional. It made me want to seek out more caring environments where I had a voice."

Feminism's impact as a researcher and in service

When the women were asked about how feminism guides them as a researcher and in service they all shared ways in which feminist principles have a huge impact on how they conduct their research, how that research is translated into social justice experiences, and

how service is delivered in a way to really empower individuals that have experienced oppression or injustices. Megan articulated this, "I help others realize that their distress may be more related to environmental oppression and stress than there being something wrong with them. Many symptoms have a function and recognizing the context and coherence is an important part of the cure. This affects my therapeutic work because I use a lot of contextualizing, validation, and acceptance to help people move through their suffering. Empowerment is my ultimate treatment goal."

Telsie related that she views her research as an avenue of advocacy and gives a voice to women of color, which is a population that is often ignored in research or pathologized. She stated that she attempts to make treatment interventions that are gender sensitive, culturally responsive, and highlight behaviors that are affected by environment. Kiranmayi also shared that she has an investment in helping empower others in her clinical work with clients and through research. She related, "I find myself trying to help clients advocate for themselves and bring up issues of power and control with my clients. Similarly, I'm aware of these issues as a researcher and try to include such an analysis of issues of power and control/oppression and privilege in my work."

Conclusion:

In conclusion, students defined feminism as a stance for equality for all people, with the added component of taking that stance to a stage of advocacy and action. These respondents really believed in understanding issues of oppression, power, and privilege, and taking action to help induce change across a multitude of arenas and a promotion of social justice. Their experiences as a student highlighted becoming informed about social issues that affect the individual's experience of mental health and daily living, as well as understanding issues of hierarchical power and

privilege. A resonating theme was the opportunity to become a part of change themselves and join the feminist movement. This opportunity and commitment to social justice helps mold and shape how they learn as students, the goals they set for their occupation, and how they simply conduct themselves within the student experience.

Feminism guides them as researchers and in service by offering principles of social justice and an understanding of how the personal is political when conducting research or acts of service. This translates in to giving a voice to marginalized individuals through research and conducting all research from a foundation of equality for all people. Within service there was a commitment to empowering individuals that have experienced oppression and engaging in services that are culturally informed, gender sensitive, and open to exploring how the personal is political. Victoria also shared words that highlight the social justice and change that has already occurred from the endeavors of the feminist movement. Her words nicely sum up this article, "I realize more and more that many people in the movement made a huge difference in social rights for women and opportunities for women has much increased. I would not be where I am if it were not for feminism."

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Georgia State University

Lessons Learned from SAW Foremothers: A Way of Life

*Donna Hawxhurst, Ph.D. Women's
Resource Center, University of Utah.*

*Kimberly Boyd-Bowman, M.S.,
Counseling Psychology, Texas Woman's
University*

Donna Hawxhurst, Ph.D., is the training coordinator for the Women's Resource Center at the University of Utah. In this capacity she spearheads an intensive feminist/multicultural training program for practicum students and interns. Dr. Hawxhurst obtained her Ph.D. in Counseling Psychology from Arizona State University in 1972. She is licensed to practice in both Utah and Arizona.

Kimberly: *How would you define feminism and what feminist ideals do you aspire to?*

Donna: Feminism is striving for equity and equality for women. More than that, it is recognizing and challenging patriarchal systems, institutional misogyny, and the colonization of women that goes on globally. Essentially feminism deals with the question of "what's wrong with this picture" – we need to do more than just bring women into the picture; we need to change the picture so it's more reflective of social justice.

Kimberly: *Describe your professional life and how you put into practice your feminist ideals in that context.*

Donna: My professional life is almost exclusively connected to my feminist ideals – I

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am engaged in ongoing work to develop and sustain a feminist multicultural training program and am heavily involved in social justice issues. I feel very fortunate to have an opportunity to be working in a professional situation with colleagues who share this vision and ideals.

Kimberly: *How did you come to a feminist identity?*

Donna: I was part of the early second wave feminist movement in the late 1960's and early 1970's. I participated in consciousness raising groups, where for the first time women were coming together and deconstructing our sense of ourselves and our experiences. I was questioning everything about what it meant to be female in this society. In my doctoral program, I was becoming more aware of privilege and power discrepancies, as well as how those were used and abused. Awareness of privilege and power differentials weren't incorporated into training programs at the time, so I began to look outside of the academy for feminists who were thinking and writing about those things. Feminist and multicultural ideas became part of my life at that time and have remained central for me.

Kimberly: *Have you struggled personally with maintaining feminist ideals?*

Donna: I've had some conflict about the ways feminism was not as inclusive or global as it needed to be. I've certainly been the recipient of stereotypes that have been associated with the word feminist. If anything it's fueled my fire to claim the word and help people understand that it's much more than what it's set out to be stereotypically. That's one of the ways in which feminism and the feminist movement has been undermined, by people scaring women with the stereotype.

Kimberly: *As a feminist, how do you manage mentoring relationships?*

Donna: I'm in a really unique position because the students and colleagues I mentor are specifically looking for a feminist multicultural mentoring relationship. Certainly we get students who have questions or don't identify as feminists, but they're interested in learning and experiencing the praxis of feminist multicultural work. Balancing the power means first acknowledging that the power is there and that, no matter what we do in terms of trying to move toward a collaborative relationship that is empowering of the person with less power, power differentials still exist. Naming this, looking at it broadly, and making an open invitation to revisit these issues are all important. It's vital to take responsibility as the person with power to bring it into the discussion, and this includes recognizing that it's harder for the more vulnerable/less powered person to say "let's talk about power."

Kimberly: *What are some ways we can develop ourselves as feminist therapists and psychologists?*

Donna: Part of that is really related to generating an interest, and I think that's happened a lot, particularly in counseling psychology and perhaps to a lesser degree in clinical psychology. Division 35 and SAW in Division 17 have been crucial in bringing those issues into the mainstream. I do think there's still kind of a dismissal in mainstream psychology that what we do may be interesting but it's not the "real thing." That somehow it's not as solid, perhaps because we don't have the body of research and have approached things differently. There's this issue of establishing credibility and being clear that we want to do that in a way that is also consistent with feminist theory and practice as it has developed and continues to develop. As we train people to go into academia or out into the community we encourage people to develop feminist and multicultural contact groups. It's hard to

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maintain our ideals if we're isolated in a program or department that doesn't see feminist research or practice as legitimate. So it's important to support each other and to create spaces where we can talk, strategize, grow, learn, and support each other without dismissal or judgment. It's also important to remember that you can't talk about feminist ideals without talking about multicultural ideals – feminism has to incorporate multiculturalism, and vice versa.

Kimberly: *What are the biggest challenges you see facing feminist practitioners and scholars today?*

Donna: Funding! The current political climate is a challenge and often perpetuates stereotypes and misinformation. We also have got to do a better job of encouraging research that includes social action components, and to continue to build credibility for qualitative methods. We can't afford to sit back and just do our work in our little areas of interest.

Kimberly: *Do you have any advice for psychology graduate students on developing a feminist multicultural identity?*

Look for mentors. Look for other students in your cohorts. Get involved in Division 35, SAW and AWP – they're all great places to nurture and nourish a feminist multicultural identity. One of the things that's exciting about feminist research and therapy is that they've always been a work in progress – we don't have all the answers and we're constantly looking for the questions to help us reexamine the way we rethink about things.



Announcements

Division 17 Section for the Advancement of Women: 2011 SAW Student Research Award

On behalf of the Division 17 Section for the Advancement of Women, I am pleased to announce that Kaori Wada, a counseling psychology graduate student at McGill University, has won the 2011 SAW Student Research Award. Kaori's study is called "Japanese Women's Reentry to Japan after Studying in North America: A Narrative Inquiry." Congratulations, Kaori!

Laura Smith, Ph.D., Teachers College, Columbia University

Kaori is willing to allow us to publish an abstract of her dissertation in the newsletter. She is currently in the midst of her analysis. She would like to thank her adviser Dr. Ada Sinacore who helped her shape her dissertation to be a feminist inquiry.

Japanese Women's Reentry to Japan after Studying in North America: A Narrative Inquiry

With an increase of international students on North American campuses, several counseling psychologists have articulated that understanding the complexity of cross-cultural transition is an important component in working with international students (Arthur, 2004; Leong & Chou, 2002; Pederson, 1991). Although a sizable amount of literature on international students' experience exists, what has been missing from discourses on international students' cross-cultural adjustment is women's experience (Yoon & Portman, 2004). The recent trend in student

mobility into North America has shifted from elite male students sponsored by their home countries to an expansion of female students (Sidhu, 2006; Kenway & Bullen, 2003). These women pursue North American degrees as “biographical solutions” to realize imagined future careers and new identities either in North America or in their home countries (Doherty & Singh, 2007).

Yet, little is known about what happens to these women when they return to their home countries. Whereas reentry transition can accompany significant distress and identity crises regardless of gender, evidence suggests that female international students experience more reentry difficulties than male students (Brabant et al, 1991; Yoshida et al. 2002). As a result, it has been theorized that women’s changed values and behaviors (e.g., independence and assertiveness), as well as their Western education and language skills, are often perceived as threats to male dominant hierarchy in their home countries (Gama & Pederson, 1977; Ono & Piper, 2004). However, no research to date has specifically investigated how a North American degree impacts the lives of women upon reentry to their home countries.

Thus, this dissertation study aims to investigate one particular group’s experience of returning home after completing higher education degree in North America: Japanese women. A variety of gender barriers exist for women in the area of education and work in Japan (Suzuki, 2007), and their study abroad is often motivated by their desire to resist conventional gender roles ascribed in Japanese society. For example, Kelsky (2001) observed that Japanese women’s international study is “perhaps the most important means currently at women’s disposal to resist gendered expectations of the female life course in Japan” (p. 2). Using feminist standpoint theory (Harding, 1998) as an epistemological framework, I aim to conduct an in-depth narrative inquiry to understand how these women construct their stories of the process of pursuing their education and subsequent return

to Japan. The central question that I intend to address is the following: How do Japanese women, who completed a university degree in North America, construct their stories of their process of pursuing their degree and returning to Japan?

Feminist standpoint theory (Harding, 1998, 2004) places the experience of marginalized groups, particularly women, at the center of research projects, in order “to understand the conceptual practices of dominant institutions through which their exploitation was designed, maintained, and made to seem natural and desirable to everyone” (Harding, 2004, p. 29). I chose this theory as an epistemological framework because research on cross-cultural adjustment of international students has centered on intrapersonal constructs (e.g. personality traits), and has neglected gender and social contexts. Standpoint theory’s principle in starting an inquiry from the standpoint of women with explicit attention to their social contexts will likely add a perspective that is missing from the literature.

Narrative inquiry was selected, as it is best suited for gaining an understanding of people’s lives and the meanings that they ascribe to their storied experiences. The act of narration is understood to be the primary way through which people make sense of their experiences, construct the self, ascribe and communicate meaning (Chase, 2005; Hoshmand, 2005; Polkinghorne, 1988), thereby reclaiming their agency in how their stories are told (Ochberg, 1996). Recognizing social and interpersonal nature of people’s lives, narrative inquiry attends to contexts in which the story unfolds (Clandinin & Rosiek, 2007).

All the participants met the following predetermined criteria: participants are Japanese women who (a) have not lived abroad for more than one year prior to the age of 18; (b) lived in North America during which time they started and completed at least one university degree; and (c) have returned to Japan for at least one year but not more than

five years. I recruited 14 participants in total, which meets a recommended sample size for qualitative study in counseling psychology (Morrow, 2005) and for narrative research in psychology (Josselson & Lieblich, 2003).

Data will be analyzed using a combination of thematic and dialogic/performance approaches to narrative analysis. Thematic analysis focuses on the content, and I will use Clandinin and Connolly's (2000) three-dimensional space approach for thematic analysis. This approach organizes narratives in terms of three dimensions: the interaction (personal and social), continuity (past, present, future), and the place (situation). Together, these three dimensions require the researcher to analyze data from multiple angles, shifting the investigative focus inward and outward, backward and forward, while attending to specific contexts in which each event unfolds (Clandinin & Connolly, 2000). By contrast, the dialogic aspect of this approach rests on the co-constructed nature of narratives. That is, narratives are told to a particular audience, and shaped by interviewer's questions, probes, and reactions. The performance aspect of this approach recognizes that the narrator tells a story in a particular way to construct a particular identity. In other words, examination of what is included, emphasized, or omitted reveals how the narrator wants to be known (Riessman, 2008).

The proposed research aims to respond to a number of recent calls within the discipline of counseling psychology. First, a number of authors have highlighted the greater need to provide pre-reentry programs that accommodate the needs of returning international students (Arthur, 2004; Martin & Harrell, 2004; Yoon, & Portman, 2004). Gaining a clear understanding of international students' reentry experience will advance knowledge in multicultural counselling and help counselling service providers to better serve international students. Second, upon reviewing articles on career development with an international focus published in four counseling

journals, Nilsson et al. (2007) argued that more research on international careers is needed in order to respond to an increase in international mobility and the globalizing workplace.

Lastly, in their review of the literature on counseling international students, Yoon and Portman (2004) identified areas that warrant future research, including reentry to home countries and female students' experiences. This is particularly congruent with the SAW's goal of identifying cutting edge issues pertinent to diverse groups of women (SAW Bylaw, C-2). Despite an increasing scholarship on gender and globalization in fields such as women's studies (Mohanty, 2003) and education (Kenway & Bullen, 2003), counseling psychology research has lagged behind in this area. Yet, I believe that the discourse will be greatly enriched by the profession's emphases on adjustment issues and resiliency, career development, and attention to person-environment fit. This study focuses on Japanese women in relation to foreign education in the context of globalization. It is my hope to contribute to advancing knowledge in the field by delineating dynamics between gender, cross-cultural adjustment, and educational/career aspiration and attainment.

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Happy Spring!



SAW Website

SAW is proud to present our new website, located at <http://www.div17.org/SAW/>. We are looking for someone to take over the continued development of the website. Anyone interested please contact cdatchip@indiana.edu.

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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_____

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.