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Welcome! *The Rookie* is designed to showcase students' excellent contributions to social justice issues and to provide a way to communicate useful opportunities and information to students. I hope you enjoy. For inquiries about this publication, please contact me at sarfran126@gmail.com.
-Sarah Bailey, Northern Illinois University, Newsletter/Website editor



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African American Students' Threat Perceptions and Extracurricular Participation at Predominantly White Institutions

Emily Shaffer, M.A. Tulane University

Communities are a part of our everyday lives. Yet, for such a commonplace idea, conceptualizations of community may vary from person to person. Not only may the definition of a community be multifaceted, an individual may feel as though they are not part of one community, but many. An individual may derive a sense of social support, belonging, or identity from others who share the same community-based experiences. Conversely, individuals may experience stress if their community lacks resources. In my research, I conceptualize community as one's social group including neighborhood, religious group or even their college or university, and I am especially interested increasing understanding of the ways in which being a member of one's community influences well-being and educational outcomes.

For example, although having a sense of community may be important for young adults attending a college or university for the first time, this may be especially true for ethnic or racial minorities attending predominantly White universities. Students may assess the make-up of the larger student body when making judgments regarding their potential peer groups, and in doing so, one's minority status may be particularly salient. In one line of research, I am investigating how the unique experiences of attending a predominantly White institution may impact perceptions of threat and extracurricular participation among African American college students. Integrated threat theory (Stephan & Stephan, 2000) outlines different variables that may cause members of a particular group to become threatened by members of the outgroup. Among these are experiences of realistic and symbolic threats, or threats that may be related to the values, beliefs, and attitudes of the group. Previous research has shown that the experience of these threats can lead to higher ingroup identification. My research investigated the impact of the experience of integrated threat on one's group identification and participation in clubs and organizations at the university. Results showed that relationship between perceptions of integrated threat and extracurricular participation was mediated by group identification. Individuals who reported more integrated threat felt more identified with their racial or ethnic group. This increased identification led individuals to participate in more clubs and organizations. Furthermore, this participation was not limited to ethnic-related clubs and organizations.

This research has important implications for individuals in intergroup settings such as minority students at predominantly White institutions, as well as for university administrators. As a method to cope with ethnic-related threat, minority students can seek out membership in the academic community perhaps as a way to personalize their academic experience. For college administrators, this research may shed light on another aspect of academic retention. If minority students are having a difficult time finding their place in a predominantly White institution, administrators could encourage these students to seek out membership in both minority and majority group related clubs. Fostering a sense of community may be an important factor particularly for minority students when determining whether or not to remain and thrive at a predominantly White institution.

Meet Kala Melchiori, SPSSI Graduate Student Council (GSC) President

Kala J. Melchiori received her BA with honors from Marshall University in 2008, where she won the Outstanding Student in Psychology from both the Honors and Psychology departments. In 2011, Kala was awarded a master's degree in applied social psychology at Loyola University Chicago and is currently working towards her Ph.D. Her research interests include gender, prejudice, and discrimination, including how women respond to sexual harassment and what factors influence their choice to confront harassers.

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Kala has been a member of SPSSI since 2008, and hopes to continue in SPSSI governance after her term as GSC chair ends in 2013.



Favorite quote: Speak your mind, even if your voice shakes. - Maggie Kuhn

Social Justice in Children's Lives: Combating Exclusion due to Group Membership **Kelly Lynn Mulvey, University of Maryland**

Social exclusion is a common experience in the lives of children (Killen & Rutland, 2011), and one which has significant negative implications for children's health, wellbeing and academic motivation (Buhs, Ladd, & Herald, 2006). While much research on social exclusion has focused on the individual social deficits of children who experience exclusion (for instance, being too shy or withdrawn) and has centered on interventions with the goal of improving the social skills of rejected children (Rubin, Bukowski, & Parker, 2006), it is not the case that all exclusion is a result of the poor social skills of those children who are rejected by their peers. Rather, in many instances, children are excluded because of their group membership, for example, their ethnicity, gender, religion, sexual orientation, or social class (Killen, Mulvey, & Hitti, in press). The research that I have been conducting under the guidance of my advisor, Dr. Melanie Killen examines social exclusion from a developmental intergroup perspective, seeking to understand and combat instances of social exclusion that are due to the group membership of the excluded child and related to the prejudice, bias or discriminatory attitudes of those who are instigating the exclusion.

Research has shown that not all forms of social exclusion due to group membership are evaluated in the same way. For instance, while children reject straightforward forms of exclusion due to ethnicity, they are more likely to condone exclusion which is based on gender (Killen, Sinno, & Margie, 2007). Further, in increasingly complex situations, for instance, when there are a limited number of children who can be included (such as children who can be invited to a birthday party), children will often condone exclusion due to group membership (Mulvey, Hitti, & Killen, 2010). When asked why it would be okay to exclude someone of a different group, they often reference group functioning ("the group will work better if everyone is the same"), conventions ("it has always been done that way, so why change now?") and stereotypes ("girls would not like to play with them because they don't like sports where you play rough and get dirty"). Our recent research, which is the focus of my dissertation, is examining children's evaluations of social justice from within groups: while children support group members who resist stereotypes and challenge group decisions to be aggressive, they also believe it is likely that these group members will be excluded because of their decision to challenge the group's stereotypes and aggressive behavior. Challenging stereotypes held by one's peer group, however, is an important means of reducing bias.

Our research is revealing the social-cognitive constructs and skills that children bring to exclusion decisions and providing insight into how we can reduce prejudice and discrimination while encouraging children to be inclusive of others. Social exclusion due to group membership is a challenge faced by children from many diverse groups and needs to be addressed through interventions aimed not simply at

improving the social skills of the children who are excluded, but rather, through increasing opportunities for high quality intergroup contact, and through interventions aimed at prejudice reduction.

Been There, Done That: Tips for Finding Funding for Student Traveling
Elise Valdés, University of South Florida

What's your favorite part about being a grad student? Long sleepless nights for research? Free cookies after department meetings? MY favorite part about being a grad student is traveling for research, meeting other scientists, talking about research, sharing what I know and learning from them. However, being a grad student typically means living on a budget that unfortunately does not have a column for "trips across the world." But my love of travel/research is too great for a little thing like money to stop me! Here are some of my tips for finding funding to offset the cost of traveling.

"By checking into these opportunities, my entire trip was funded. I didn't pay anything out of pocket."

I do research with neurodegenerative diseases like Parkinson's disease (PD). I work with epidemiologists in Sweden to investigate occupational risk factors for PD. Last November they invited me to work at the Karolinska Institutet in Stockholm for 2 weeks. I immediately set out to find a way to pay for the trip. There are 6 places I looked for funding:

- 1) Study Abroad Office. They typically have a list of all scholarships for travel (at least internationally) that your school offers. This is especially helpful for trips like mine that are independent research and don't fit into a normal category like conference travel.
- 2) The Graduate School. The Graduate School loves when their grad students travel to learn from other researchers or present their research at conferences! They often have a list of travel funding opportunities specific to grad students. By the time I investigated this option they had already given out all the money for that fiscal year, so be sure to ask early!!!
- 3) Clubs/Organizations. I'm a part of the Student Association for Aging Studies at my school and they have money reserved for students to use for travel. Check to see if clubs and organizations you belong to have money set aside like this. Usually these are smaller amounts but every little bit helps!
- 4) Your department. Ask your department chair or mentor if there is money available for travel. My trip happened to be at the end of the fiscal year and the department had money needed to be spent, so they used it on my trip!
- 5) Student Government. These typically also have money set aside for student travel, but this is similar to getting money from the Graduate School. It goes pretty fast, so make sure to ask early! Also in my experience this money is usually reserved for conference presentations, not general research trips.
- 6) Your Destination. Check with the conference where you want to present or the department where you want to do research. Conferences (especially bigger ones) often have student travel scholarship to offset the cost of registration or travel. The Epidemiology department at the Karolinska actually offered to pay for part of my lodging.

By checking into these opportunities, my entire trip was funded. I didn't pay anything out of pocket. Hopefully you can use these tips to do the same. Good luck and happy travels!

Psychosocial Reactions to the 2010 8.8 Magnitude Chilean Earthquake Dana Rose Garfin, University of California, Irvine

With catastrophic disasters such as the recent Hurricane Sandy occurring at an alarming rate across the globe, methodologically rigorous empirical research is essential for the appropriate design of humanitarian relief efforts and cost-effective post-disaster services. However, challenges frequently exist in conducting such research and in communicating scientific findings to policy makers. As part of my graduate training at the University of California, Irvine, I assist on several projects that seek to examine variability in individual responses to traumatic events, evaluate the efficacy of intervention efforts, and build in channels for the translation of empirical findings into public policy. Specifically, my dissertation focuses on longitudinal physical and mental health outcomes associated with the February 2010 8.8 magnitude Chilean earthquake. This earthquake was followed by a devastating tsunami and looting in the regions closest to the epicenter. Across the country, over one million children and their families were affected, 521 people died, 12,000 individuals were injured and over 800,000 people were displaced (earthquakes.usgs.gov). Some of the regions that were most strongly hit were some of the poorest in the country. Hundreds of aftershocks occurred following the initial earthquake, creating an acute, reoccurring, intermittent stressor for the Chilean population

Shortly after the earthquake, I was invited to join two international research teams interested in examining reactions to the disaster using two distinct samples: (1) a nationally representative sample of Chilean adults (N=2108), and (2) a smaller sample of highly exposed children who lived in the regions closest to the epicenter (N=120). To conduct the first study, I worked with the Institute of Health and Futures, a Santiago-based public policy and research component of the Universidad Andrés Bello. To conduct the second study, I collaborated with the National Board of Assistantships and Scholarships (JUNAEB), a Chilean government organization that runs mental health programs for at-risk youth. As a young scholar, these experiences have been invaluable to me as I work to achieve my professional goal of conducting policy-relevant trauma research with real-world applications.

"I also had the privilege of presenting our initial findings at the Ministry of Health and at the Presidential Palace to the First Lady of Chile, Cecilia Morel!"

Findings from our study of Chilean adults indicate that individuals from all over the country were psychologically impacted by the earthquake. Many reported posttraumatic stress (PTS) symptoms and global distress; individuals from low socio-economic status groups and individuals with prior mental health problems were particularly at-risk for poor adjustment. These findings suggest that to best serve those in need, psychological intervention efforts after a disaster should be distributed throughout the populace, not merely concentrated in the most strongly impacted areas. Targeting specific at-risk groups is also important in the post-disaster setting.

In our study of highly exposed children, we worked with local field organizations to evaluate the efficacy of a pre-existing non-trauma focused school-based mental health intervention. We found alarmingly high rates of PTSD approximately 8 months after the earthquake among the children living at the epicenter in our sample. Results regarding the potential efficacy of the mental health intervention were promising, and suggest that collaborations between researchers, psychologists, educators, field workers, and government agencies may be a valuable way to reach children exposed to community disasters.

One of the most exciting parts of my involvement in these projects has been communicating my empirical work to policy makers capable of utilizing this information to improve public policy. Over the past 2 ½ years, I have had the opportunity to travel to Chile twice to present my findings to directors at JUNAB and to collaborators at the Universidad de Concepcion. I also had the privilege of presenting our initial

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findings at the Ministry of Health and at the Presidential Palace to the First Lady of Chile, Cecilia Morel! Cultivating these relationships with policy makers and government agencies has shown me the value and feasibility of integrating academic pursuits into public policy, and has shaped me both intellectually and personally in my development as a scientist.

Meet Manisha Gupta
SPSSI GSC President-Elect



Manisha Gupta is currently a fourth year Ph.D. student and a NSF graduate fellow in the Peace and Violence concentration in the Social Psychology program at UMass Amherst. Manisha has several interests related to the reduction of intergroup prejudice and conflict, including coalition building between ethnic minority groups, cross-cultural exchange, and reconciliation efforts between indigenous and non-indigenous populations. She is eager to help improve SPSSI resources for grad students who want to connect their research to real-world issues. Manisha welcomes you to contact her with any questions or suggestions you may have over the upcoming year!

Favorite quote: "Well-behaved women seldom make history."-Laurel Thatcher Ulrich

Defining Culture and HIV Protective Behaviors - African American Women and HIV/AIDS
Nashay Pendleton, Temple University

In the thirty years since the discovery of AIDS in the human population, the disease has garnered the attention of the entire world as it rose to the current pandemic proportions (Kaiser Family Foundation, 2009). Thus far, more than 25 million deaths are attributed to AIDS worldwide and 33.4 million people are reportedly living with the disease globally (CDC 2007 and 2008; Kaiser Family Foundation, 2009).

Nearly every 9½ minutes in the United States someone is infected with HIV and that person is twice as likely to be Black than any other racial/ethnic group. If that person is a woman, then she is 23 times more likely to be a newly infected African American woman than a White American woman. Although African American women represent 13% of the U.S. population they account for 64% of new HIV infections among American women (Kaiser Family Foundation, 2012). African American women are disproportionately impacted by HIV/AIDS when compared to all other American women in the rate that they are acquiring new HIV infections and when compared to all American populations for AIDS related death. African American women represent the fastest growing group for new HIV infections from heterosexual contact and are the majority of American women living with the disease today (Kaiser Family Foundation, 2012). The leading cause of death for African American women ages 25 - 34 and the third leading cause of death for African American women ages 35 - 44 are HIV/AIDS related (Kaiser Family Foundation, 2012a; CDC, 2008).

In the absence of an AIDS cure or an inoculation against HIV, socio-behavioral interventions tailored to the unique needs of African American women are the best approach to reducing new HIV infections. However, the current education and behavioral change based interventions are proving ineffective in stemming the tide of the disproportionately high rate of new HIV infections among African American women (Davis, Sloan, MacMaster and Kilbourne, 2007; Scott, Gilliam and Braxton, 2005).

“To turn the tide on the scourge of new HIV infections among African American women a clear understanding of HIV protective behaviors is paramount.”

Studies have linked African American women’s HIV risk and HIV protective behaviors to social phenomena and personal characteristics, which occur in a unique cultural context (Scott et al., 2005; Beatty, Wheeler and Gaither, 2004). HIV risk behaviors are often clearly defined and nearly universal understood but HIV protective behaviors are rarely presented with the same clarity. Simply avoiding HIV risk behaviors is not an HIV protective behavior. Another important aspect of HIV prevention for African American women is the inclusion cultural elements unique to that population in interventions. Yet, culture is inconsistently defined and definitions vary widely across HIV prevention studies for African American women. In many studies culture is used synonymously with race and the use of cultural elements in HIV interventions differ across interventions (Corneille, Zyzniewski and Belgrave, 2008; Wyatt, Williams and Myers, 2008; Scott et al, 2005; Beatty et al, 2004).

There are many social aspects of HIV prevention that must be addressed to successfully institute effective prevention techniques against the heterosexual transmission including but not limited to: gender power differentials, social inequities, poverty, and healthcare utilization habits. However, to progress and begin to turn the tide on the scourge of new HIV infections among African American women a clear understanding of HIV protective behaviors is paramount. Additionally, all social phenomena occur in the context of a given culture. Thus, systematic study and inclusion of meaningful cultural elements is integral to solving the problem the disproportionately high rate of new HIV infections among African American women.



Meet Justine Calcagno, SPSSI GSC Member at large

Justine is a fourth year PhD student at City University of New York. She received a BS in Psychology and Philosophy from the University of Oregon. She researches issues involving social change, intergroup

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relations, and social identity. In addition to PhD research, she works at the Center for Latin American, Caribbean, and Latino Studies at the Graduate Center, CUNY, where she writes reports on Latinos' shifting cultural demography in NYC. She directs an Undergraduate Research Fellowship program at Hunter College, CUNY. Justine loves living in Brooklyn, is a bikram yoga enthusiast and political junkie, and misses her hometown, Portland, Oregon.

Favorite quote: "Whenever the people are well informed, they can be trusted with their own government; that whenever things get so far wrong as to attract their notice, they may be relied on to set them to rights." Thomas Jefferson (Letter to Richard Price)

The Relationship between Risk/Need Assessment and Intervention: Priorities for Future Research Stephanie Brooks Holliday, M.S., Drexel University

Each year, a substantial number of offenders are released from secure custody. In 2010, more than 700,000 individuals were released from state and federal prisons (Guerino, Harrison, & Sabol, 2011), and nearly 4.9 million individuals were on supervised release (Glaze & Bonczar, 2011). At the same time, recidivism statistics paint a dismal picture of post-release success (Pew Center on the States, 2011), and research suggests that offenders have an overly optimistic perception of their chances of succeeding upon release (Dhami, Mandel, Loewenstein, & Ayton, 2006). As such, the identification of interventions that work is an important pursuit.

The risk-need-responsivity (RNR) model (Andrews & Bonta, 2010) has been empirically supported as one of the most effective interventions for offender populations. This model is based on three principles: the *risk* principle, which states that the intensity of interventions should be matched to an offender's risk level (e.g., offenders with a higher risk of recidivism should receive higher intensity interventions, with respect to duration and number of services); the *need* principle, which notes that individuals should receive services to target their specific criminogenic needs, or dynamic risk factors that may be modified through planned interventions; and the *responsivity* principle, which states that interventions should be delivered in a manner that is sensitive to an offender's unique characteristics (e.g., IQ, gender), and that interventions following a cognitive-behavioral or social learning orientation are most effective.

To date, the RNR model has been the subject of several meta-analytic and other empirical studies, which have demonstrated its effectiveness with a variety of offender populations (for more detail, see Andrews et al., 1990; Dowden & Andrews, 1999; Dowden & Andrews, 2000; Hanson, Bourgon, Helmus, & Hodgson, 2009). However, though the RNR model was developed as a guide to the provision of services to individual offenders, several of these studies have examined RNR as a programmatic model of interventions - for instance, examining whether a program generally offers interventions to target the known criminogenic needs, rather than determining whether each individual participant's needs were met. By contrast, the literature examining RNR on an individual level is less well developed.

There have been recent efforts to fill this gap. For instance, some recent studies examined RNR among justice-involved juveniles (Vieira, Skilling, & Peterson-Badali, 2009; Luong & Wormith, 2011; Vitopolous, Peterson-Badali, & Skilling, 2012). Although the effectiveness of matching interventions to an individual's needs was supported, the results also suggest that this effect is stronger among males than females.

These findings suggest that some aspects of the RNR model are not sufficiently researched. Accordingly, efforts to prospectively study the implementation of RNR are still needed. This may involve the administration of a structured risk/need assessment instrument upon an offender's entry to a treatment program, which provides information about an individual's overall risk level and risk level within each criminogenic need domain. Offenders would then be assigned to services that target their specific deficits, and service intensity would be informed by overall risk level. However, there are challenges to

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implementing this kind of study, including limitations on resources and specific services, and the inability of researchers to control an offender's length of stay in a given facility. As such, my current research has focused on the development of a measure designed to assess the degree to which an individual offender's treatment adheres to the RNR model. To measure adherence to the *risk principle*, this instrument examines an individual's risk level, the number and type of services provided, and the individual's length of stay, and uses specific criteria to generate a rating of the appropriateness of service intensity. To measure adherence to the *need principle*, the instrument assesses the needs that are present (which may be obtained from a structured risk/need instrument) and the services received in each domain to rate the match between needs present and needs targeted. This measure taps the *responsivity principle* by including responsivity factors identified by the structured risk/need instruments. Based on this information, the instrument provides a final adherence score. Currently, this instrument is being used as part of an ongoing study that aims to determine the relationship between RNR adherence and recidivism.

I believe that increasing our understanding of the effectiveness of RNR on an individual level will provide important information regarding the design of treatment programs, the best use of limited resources in the criminal justice system, and the most effective ways to rehabilitate offenders and increase their odds of post-release success. Given the number of individuals served by the criminal justice system, this research not only stands to benefit offenders, but public safety as well.

Sarah Bailey



Meet Sarah Bailey, GSC Newsletter/Website Editor

Sarah became a student member of SPSSI during her time at SIU Edwardsville's Industrial-Organizational Psychology program. She is now in her first year in the Social-I/O program at Northern Illinois University. Her research interests involve incivility, sexism, and leadership advancement. Her research often also includes applying these concepts in a classroom context. When she can snag some spare time, she loves to cook/bake, read, and spend time with friends and family.

Favorite quote: "Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness that most frightens us. We ask ourselves, Who am I to be brilliant, gorgeous, talented, fabulous? Actually, who are you *not* to be?" -Marianne Wilson



The Link between Critical Thinking and Wellness

Scott Pine, Santa Monica College & Blanca Rodriguez, University of California, Los Angeles

Wellness goes beyond the absence of suffering. Wellness includes the experience of positive outcomes (Cowen, 1994; Nelson & Prilleltensky, 2010), such as academic achievement (Cicchetti, Rappaport, Sandler, & Weissber, 2000), employment, and physical well-being. In our technologically advanced and globalizing world, our ability to reach positive outcomes depends on our critical thinking abilities. The lack of such skills compromises well-being in multiple ways. For example, persons may adopt pseudoscientific medical treatments (Stanovich, 2009) and have difficulty finding employment (Arum 2012). The cost of faulty critical thinking is clear.

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The chief goal of higher education is to develop students' critical thinking abilities. But recent longitudinal investigations by Arum and Roska revealed that 36% of recent college graduates had failed to improve in critical thinking during their four years in college. As a result, they were more likely to experience unemployment, to be "living in their parents' basement" (Arum, 2012), and were less likely to keep abreast of current events and make informed decisions. Because college graduates are the educated elite our society depends upon, poor critical thinking affects students' wellness and our society's health and productivity. The question remains: Who are these students who do not acquire critical thinking skills?

We suspect that greater narcissism might tend to characterize some of these students. In the past twenty-four years there have been documented increases in narcissism among college populations (Twenge et al., 2008). Dispositional narcissism is characterized by an inflated sense of self and entitlement (Emmons, 1984) along with the tendency to maintain positive illusions (Robins & Beer, 2001), implying a propensity to deny belief-inconsistent information that threatens self-worth (Robins & Beer, 2001; Rodriguez & Farwell, 2012). These positive illusions may be a mechanism that inhibits the development of critical thinking ability.

In an initial study by Rodriguez and Farwell (2012), narcissism correlated with the problematic (i.e., non-critical) thinking strategies of dogmatism and absolutism. A follow-up study assessed the willingness to think critically, as opposed to the ability to do so (Rodriguez, Pine, & Farwell, in progress). Narcissism correlated negatively with willingness to engage in truth-seeking strategies. For instance, narcissism was correlated with endorsing statements such as "Everyone always argues from their own self-interest, including me." Ironically, in the second study, narcissism was also associated with greater confidence, suggesting a disconnection between perceived thinking skills and actual thinking ability. Collectively, these findings suggest that the problematic thinking strategies associated with narcissism (i.e. dogmatism and absolutism) and the lack of personal effort to remedy problematic thinking strategies (i.e. greater confidence and less willingness to truth seek) may impede critical thinking ability.

To some degree students are motivated by the desire for status, material resources (Hogan, 2005), and admiration. However, narcissism is more strongly associated with these goals (Twenge & Campbell, 2009). The work of Arum and Roska suggests that the personal goals associated with narcissism cannot be met if persons cannot think critically. What is there to admire when a college graduate lives in their parents' basement and cannot find employment? Educators may want to present the importance of critical thinking in ways that appeal to the deeper motivational needs of a variety of students. Educators should elucidate the consequences of failing to think critically: the lack of positive outcomes and, ultimately—wellness.



Meet Amir François, GSC Member at large

Amir François is a third year graduate student at the University of Virginia's Curry School of Education pursuing a PhD in Applied Developmental Science and Educational Psychology. Amir is interested in social-cognitive development and race relations in educational settings. His main research interests include child and adolescent intercultural competence, environmental influences on intergroup relations, and the role of teacher and peer attitudes on social development. He enjoys spending his free time reading (for fun!), playing soccer, and watching movies. This is Amir's second year as a member of SPSSI and he is excited to 208 I Street NE Washington, DC 20002-4340 Tel: 202-675-6956 | Fax: 202-675-6902 spssi@spssi.org | www.spssi.org

serve on the GSC for the first time.

Favorite quote: "Common sense is not so common."- Voltaire

Immigration, Adjustment, and Coping: the Effects of Coping Resources on Psychological Well-Being of Immigrants and Refugees

Maho Aikawa, Metropolitan State University

Immigrating to a new country often means leaving something they are attached with- for example, personal relationships, familiar places, and cultural beliefs- in their countries of origin. This experience may be stressful for many immigrants and refugees, and it may make it difficult for them to adjust to the new societies. Moreover, given that it has been shown that stress is associated with various negative health consequences (e.g. Watson & Pennebaker, 1981; Avison & Gotlib, 1994; Dougall & Baum, 2001), immigration-related stress may have various negative effects on immigrants and refugees' health and well-being. And therefore, in order to promote their health and well-being, it is important to understand what is effective for immigrants and refugees to cope with their stress.

My current research focuses on this issue of well-being of immigrants and refugees. In this study, based on the Conservation of Resources (COR) theory (Hobfoll, 2011) which suggests that the more coping resources one has, the more resilient the person is to stress, the effects of social support and two kinds of coping strategies (i.e. goal-oriented/emotion-oriented) on psychological well-being of immigrants and refugees were studied. Approximately 120 people who are foreign-born and currently living in the Twin Cities metropolitan area in Minnesota participated in this study. They were students of ESL classes and international students from local universities. Social support, coping strategies, and psychological well-being were measured with validated coping scales. A coping model was developed in this study, and data were analyzed by using Structural Equation Modeling.

Although I cannot draw a final conclusion yet because this is an ongoing research project, from preliminary data, social support and the goal-oriented and emotion-oriented coping strategies are positively associated with psychological well-being among the participants. This means that social support and coping strategies may be effective coping resources for immigrants and refugees, and therefore, these resources can promote their psychological well-being. This seems to support COR theory's assumption about coping resources, and based on this theory, the current research suggests the following coping model for immigrants and refugees: In this model, social support and coping strategies are the assets that enable immigrants and refugees to become more resilient to stress. Regarding social support, they may benefit from seeking and receiving support from their families, friends, community members, and social services in their communities. Also, individuals' efforts to cope with stress can be the assets for immigrants and refugees. Especially, having more than one coping strategy may be beneficial for them. For example, focusing on current goals and plans and staying positive (goal-oriented coping) may work better in situations where stressors are perceived to be controllable, while focusing on distressed emotions (emotion-oriented coping) may be the better strategy in situations where immigrants and refugees are more overwhelmed with the stressors. However, a same stressor (e.g. loss of an important relationship) can be perceived to be either controllable or uncontrollable depending on situations. And thus, being able to use both strategies may enable immigrants and refugees to cope with their stress in various situations because they have more options in coping resources. Therefore, efforts to make social support and coping strategies available as resources for immigrants and refugees may be needed to promote their psychological well-being.



Meet Stephanie Brooks Holliday, GSC Member at large

I am a graduate student at Drexel University studying clinical psychology with a forensic concentration. My research interests include forensic mental health assessment, risk assessment, risk reduction interventions, and offender perceptions of their own risk factors. I'm currently completing my clinical internship at the Washington DC VA Medical Center, where my training thus far has had an emphasis on neuropsychology.

When not engaged in psychology-related activities, I love watching college basketball and spending time with my dog.

Favorite quote: "Nothing great was ever achieved without enthusiasm." -RalphWaldo Emerson

**An evaluation of two self-report outcome measures for Asian clients of Waitemata District Health Board:
The experience of Asian mental health workers**

Linshan (Jessica) Gu, Auckland University of Technology

The Outcome Rating Scale (ORS) and Session Rating Scale (SRS) were involved as a part of the Stepped Care model, which was recently introduced into the secondary adult mental health service of the Waitemata District Health Board (WDHB). Asian was the second largest ethnic group in WDHB in 2006. However, there had been no research on the use of therapy outcome measures with Asian service users in WDHB. In general, Asian culture has high stigma towards people with mental health illness. The language barrier was also one of the most important factors influencing access to care.

Cognitive interviews were conducted with Asian mental health workers to identify any problems or barriers with the use of the ORS and SRS with Asian service users. As this is the first study in this new research area in WDHB, Asian mental health workers were interviewed as the first step rather than Asian service users in this study. Asian mental health workers had experience working with this population and were likely to provide useful information about the likely responses of Asian service users to these scales. Asian service users could be interviewed in the future research. Six Asian mental health workers were interviewed individually face-to-face. They included two clinical psychologists, two mental health support workers, two service managers and one clinician. They were asked to examine both English and Chinese versions of the ORS and SRS, if they were able to read Chinese. There is no Korean version of the ORS and SRS, which was the major disadvantage for Korean service users, as Korean was the largest ethnic group to have difficulties with English in WDHB. Three themes were identified for the ORS and SRS using thematic analysis: 1) sense of safety; 2) getting honest feedback; and 3) administrative issues. Asian service users did not feel safe giving honest feedback if they felt that their honest feedback would hurt the therapist and affect the services they receive. They would tend to give positive feedback to please the therapist.

Recommendations: Six things could be done to help Asian service users feel safe giving honest feedback on the ORS and SRS. First of all, the rationale of completing the ORS and SRS should be explained to Asian service users. They would feel safe giving honest feedback if they knew that the purpose of completing the ORS and SRS was to improve the service. Second, confidentiality should be emphasized. The ORS and SRS

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could be filled out anonymously, which would help them feel safe giving honest responses. Third, a good therapeutic relationship should be built up to help Asian service users feel safe giving honest feedback. Knowledge of the therapists' qualifications and credentials may help with their engagement. Fourth, a support person could be involved. Family members or support people could be involved in filling out the measures. Fifth, Asian service users need to be assured that the service provided would not be affected. Last but not least, the ORS and SRS should go to a third party after Asian service users complete them, especially the SRS because of the *relationship* item. Asian service users were not willing and able to answer the *relationship* item on the SRS. The third party could be the consumer representative in WDHB or a mailbox, which was provided for the collection of the ORS and SRS. Asian mental health worker reported that Asian service users did not find it necessary to separate the *individual wellbeing* item and *overall wellbeing* item on the ORS. The *approach* or *method* item and *overall* item on the SRS could be asked in an indirect way. In conclusion, the findings suggested the issues that therapists need to be aware of during the process of getting honest feedback from Asian service users.



Meet Maggie Lisuzzo, GSC Member at large

My name is Margaret Lisuzzo, Maggie for short! I am currently a third year Criminology student (PhD) at the University of Florida. I am interested in research on the contributors to wrongful conviction, specifically eyewitnesses, law enforcement decision-making, and juror's perceptions of evidence. I became a member of SPSSI about a year and a half ago because I find value in the practical side of my research. I also like to stay active in the gym or outdoors (it's always nice out in Florida!). And of course I love getting together with friends when we get a chance to relax outside of the office.

Favorite quote: "Far better is it to dare mighty things, to win glorious triumphs, even though checkered by failure... than to rank with those poor spirits who neither enjoy nor suffer much, because they live in a gray twilight that knows not victory nor defeat." -Theodore Roosevelt

Upcoming SPSSI Opportunities For Students

For more information/online submissions, please visit www.spssi.org or contact the person listed

The Otto Klineberg Intercultural and International Relations Award

The Society for the Psychological Study of Social Issues is proud to announce the Otto Klineberg Intercultural and International Relations Award honoring Dr. Otto Klineberg (1899-1992), an early president of SPSSI and distinguished figure in these fields.

ELIGIBILITY - Entries can be unpublished manuscripts, in press papers, book chapters, or journal articles published no more than 18 months prior to the submission deadline. Entries cannot be returned. The competition is open to non-members, as well as members of SPSSI, and graduate students are especially urged to submit papers. Submissions from across the social sciences are encouraged, however the paper must clearly demonstrate its relevance for psychological theory and research in the domain of intercultural and international relations.

AWARD AND CRITERIA - An award of \$1000 is given to "the best paper or article of the year on intercultural or international relations"—a field about which Professor Klineberg cared deeply from his social psychological commitment. Originality of the contribution, whether theoretical or empirical, will be given special weight. Please note that an individual or group may submit to only one SPSSI paper award (from amongst the Allport, Klineberg, and Dissertation Awards) per year.

HOW TO APPLY - Online submissions are the preferred method. Please limit the number and size of files uploaded when applying online.

For hard copy submissions, send five (5) copies to SPSSI, 208 "I" (Eye) St NE, Washington, DC 20002-4340. Attn: Klineberg Award.

DEADLINE - This is an annual award. Applications must be received by March 1st. Late applications will be retained for the next year. The winner will be announced by May 1st.

The Gordon Allport Intergroup Relations Prize

The Society for the Psychological Study of Social Issues is proud to announce the Gordon Allport Intergroup Relations Prize honoring the memory of the late Dr. Gordon W. Allport, a founder and past president of SPSSI.

ELIGIBILITY- Entries must be works published during the calendar year preceding the year of submission. For the 2012 award, submissions are limited to articles, chapters, or other works published in their primary form (e.g., appearing in print for print journals or books or online for online-only journals or other volumes) with a formal publication date of 2011. Please note that an individual or group may only submit one paper to SPSSI awards (including the Allport, Klineberg, and Dissertation Awards) per award year (January 1 - December 31).

AWARD AND CRITERIA - An award of \$1000 is given to "the best paper or article of the year on intergroup relations" - a field about which Professor Allport cared deeply. Originality of the contribution, whether theoretical or empirical, will be given special weight. The research area of intergroup relations includes such dimensions as age, gender, and socioeconomic status, as well as ethnicity.

HOW TO APPLY- Online submissions are the preferred method. Please limit the number and size of files uploaded when applying online.

For hard copy submissions, send five (5) copies to SPSSI, 208 "I" (Eye) St NE, Washington, DC 20002-4340. Attn: Allport Award.

DEADLINE- This is an annual award. Applications must be received by June 15th. Winners will be notified by October 15th.

Sponsored by: The Gordon W. Allport Memorial Fund of Harvard University and SPSSI.

The Social Issues Dissertation Award

The Society for the Psychological Study of Social Issues is proud to announce the Social Issues Dissertation Award, established to encourage excellence in socially relevant research.

ELIGIBILITY- Any doctoral dissertation in psychology (or in a social science with psychological subject matter) accepted between March 1st of the previous year and up to the deadline of the current year is eligible. Applicants must have successfully defended their dissertation prior to the current year's award deadline. Please note that in the award year an individual or group may only submit one paper to one SPSSI award (from amongst the Allport, Klineberg, and Dissertation Awards) and applicants may not submit to the Dissertation Prize twice.

AWARDS - A first prize of \$1000 and a second prize of \$500 will be awarded to the dissertations that best demonstrate scientific excellence and potential application to social problems.

The application should include: A 500-word summary of the dissertation. The summary should include title, rationale, methods, and results of dissertation, as well as its implications for social problems. Please also include a cover sheet that states the title of your dissertation, your name, postal and e-mail addresses, phone number, and university granting the degree.

HOW TO APPLY- Online applications are the preferred method. Please limit the number and size of files uploaded when applying online.

For hard copy submissions, mail the complete application to SPSSI, 208 "I" (Eye) St NE, Washington, DC 20002-4340. Attn: Social Issues Dissertation

DEADLINE

- This is an annual award. The deadline is May 10th.
- All applicants will be notified of their status by July 5th. Finalists will be asked to provide:
- certification by the dissertation advisor of the acceptance date of the dissertation; and
- a full electronic copy of the dissertation.
- The final decision will be announced by September 1st.

The Grants-In-Aid Program

The SPSSI Committee on Grants-in-Aid (GIA) wishes to support scientific research in social problem areas related to the basic interests and goals of SPSSI and particularly those that are not likely to receive support from traditional sources. The Committee especially encourages proposals involving (a) unique and timely research opportunities, (b) underrepresented institutions, graduate students, and junior scholars, (c) volunteer research teams, and (d) actual, not pilot, projects. Funds are not normally provided for travel to conventions, travel or living expenses while conducting research, stipends of principal investigators, costs associated with manuscript preparation, or the indirect costs of institutions.

ELIGIBILITY: The applicant must be a member of SPSSI. Applicants may submit only one application per deadline. If an applicant has applied to the Clara Mayo Grant in the same award year (July 1 - June 30), she or he is not eligible to apply for GIA. Individuals may submit a joint application.

AWARDS: Funding up to \$1000 is available for graduate student research if proposals are accompanied by evidence of a request for appropriate university official agreement to match the amount requested. Strong preference is given to applications from students at the dissertation stage of the graduate career. Such proposals must be accompanied by an appropriate official university agreement to match the amount requested. This matching requirement will not be waived for institutions that have adopted a policy of not providing matching funds to support graduate student research. Funding up to \$2000 is available for research by SPSSI members who already have a Ph.D. Documentation of submission to the applicant's Institution IRB must accompany every submission. In exceptional circumstances the amount may exceed \$2000. The usual grant from SPSSI is for up to \$2000 for post-doctoral work and up to \$1000 for pre-doctoral work.

The Application should include:

1. A cover sheet with your name, address, phone number, e-mail address and title of the proposal.
2. An abstract of 100 words or less summarizing the proposed research.
3. Project purposes, theoretical rationale, and research methodology and analytical procedures to be employed.
4. Relevance of research to SPSSI goals and Grants-in-Aid criteria.
5. Status of human subjects review process (which must be satisfactorily completed before grant funds can be forwarded).
6. Resume of investigator (a faculty sponsor's recommendation must be provided if the investigator is a graduate student; support is seldom awarded to students who have not yet reached the dissertation stage).
7. Specific amount requested, including a budget. For co-authored submissions, please indicate only one name and institution to whom a check should be jointly issued if selected for funding.

A recommended length for the combined Points (1) through (4) of the proposal is 5-7 double-spaced, typed pages.

HOW TO APPLY: Online submissions are the preferred method. Please limit the size and number of files uploaded when applying online.

For hard copy submissions, assemble 5 complete packets of the required materials. Each packet should contain the exact same material and be collated. No folders please. Mail the complete application to SPSSI, 208 "I" (Eye) St NE, Washington, DC 20002-4340. Attn: Grants-in-Aids Program.

DEADLINE: Grants-in-Aid are awarded twice each year.

The annual deadline for the Spring round is May 15th. Winners will be announced by July 20th.

The annual deadline for the Fall round is October 25th. Winners will be announced by December 10th.

Late applications may be held until the next deadline. Proposals for highly timely and event-oriented research may be submitted at any time during the year to be reviewed within one month of receipt on an ad hoc basis. If yours is a time-sensitive application, please indicate that with an email to awards@spssi.org.

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Sponsored by: The Sophie and Shirley Cohen Memorial Fund and SPSSI membership contributions.

The Clara Mayo Grants

In Support of Masters' Theses and Pre-Dissertation Research on Sexism, Racism, or Prejudice

The Clara Mayo Grant program was set up to support masters' theses or pre-dissertation research on aspects of sexism, racism, or prejudice, with preference given to students enrolled in a terminal master's program. Studies of the application of theory or the design of interventions or treatments to address these problems are welcome.

ELIGIBILITY: Individuals who are SPSSI members and who have matriculated in graduate programs in psychology, applied social science, and related disciplines. A student who is applying for a Grants-In-Aids may not apply for the Clara Mayo award in the same award year. Applicants may submit only one Mayo application per calendar year.

AWARDS AND CRITERIA: Up to six grants will be awarded annually. The maximum amount of any grant is \$1,000. Proposals that include a college or university agreement to match the amount requested will be favored, but proposals without matching funds will also be considered.

HOW TO APPLY: Online submissions are the preferred method. Please limit the number and size of files uploaded when applying online.

For hard copy submissions, send five (5) copies to SPSSI, 208 "I" (Eye) St NE, Washington, DC 20002-4340. Attn: Clara Mayo. The Application should include:

1. A cover sheet stating title of thesis proposal, name of investigator, address, phone, and if possible, fax and e-mail;
2. An abstract of no more than 100 words summarizing the proposed research;
3. Project purposes, theoretical rationale, research methodology, and analytic procedures to be employed;
4. Relevance of research to SPSSI goals and funding criteria;
5. Status of human subjects review process (which must be satisfactorily completed before grant funds can be forwarded);
6. Clear statement of type of degree program applicant is enrolled in (e.g., terminal master's program);
7. Faculty advisor's recommendation, including certification that the proposal is for a master's thesis or for pre-dissertation research;
8. Specific amount requested, including a budget;
9. If available, an institutional letter of agreement to match the funds requested.

Recommended length for points (1) through (4) of the application is 5-7 double-spaced, 12-point font, typed pages. Incomplete applications will be returned to the applicant.

DEADLINE

The annual deadline for the Spring round is May 7th. Winners will be announced by July 15th.

The annual deadline for the Fall round is October 15th. Winners will be announced by December 1st.

Late applications may be held until the next deadline.

Sponsored by: SPSSI's Clara Mayo Memorial Fund made possible by bequests from the family and friends of Professor Clara Mayo and by SPSSI member donations.



Call for Papers

The Future of Women's Reproductive Health: Evidence, Policy, and Politics

Analyses of Social Issues and Public Policy (ASAP) is a journal of the Society for the Psychological Study of Social Issues (SPSSI) whose mission is the timely dissemination of socially-relevant psychological and social science scholarship. Consistent with this mission, the editor and editorial board are issuing a Call for Papers on *The Future of Women's Reproductive Health: Evidence, Policy, and Politics*.

Recent high profile state and federal policy initiatives related to contraception, family planning, and abortion are fueling concern that women's reproductive rights are under assault. This collection seeks to bring together diverse perspectives on the status of reproductive rights in the 21st century and examine social psychological, political, and cultural dimensions of reproductive rights and social justice.

Submissions should be short papers of approximately 10-35 double-spaced manuscript pages including references. Potential areas of interest include, but are not limited to, the following:

- Studies of attitudes toward gender roles, reproductive rights, and social policy
- Comparative analyses and international perspectives on reproductive rights
- Case studies of grassroots initiatives and political mobilization related to reproductive justice
- Studies of media, including framing and discourse analyses of reproductive rights
- Intersectional analyses of racism, sexism, classism, heterosexism, and other forms of discrimination on access to reproductive health services
- Commentaries

Inquiries should be sent to issue editors Heather Bullock and/or Joel Nadler at ASAP.Collection.Ed@gmail.com. To insure full editorial consideration, manuscripts should be submitted by **February 5, 2013** at <http://mc.manuscriptcentral.com/asap>.

ASAP will be ranked for scholarly impact by ISI/Thomson Reuters beginning with the 2012 volume. Until that rating is published, the best available index of quality for the Journal is the SCIMAGO bibliometric database compiled by Elsevier, in which ASAP is ranked in the top 15% (48/372) of journals in its category (<http://bit.ly/ASAPImpactFactor>).

Call for Papers
The Social Psychology of the 2012 US Presidential Election

Analyses of Social Issues and Public Policy (ASAP), a journal of the Society for the Psychological Study of Social Issues (SPSSI), is issuing a Call for Papers on the *Social Psychology of the 2012 US Presidential Election*. This collection will be the third in ASAP's series on American Presidential elections, continuing a tradition that began with our collection on the 2004 election and continued with the 2008 campaign.

Submissions should be short papers of 10-35 double-spaced manuscript pages including references. Potential areas of interest include, but are not limited to, the following:

- Studies of candidates, including content or other analyses of political addresses and debates, using analytic approaches informed by psychological theory and methods.
- Studies of the electorate, or parts of the electorate, including studies of political decision making (e.g., heuristics and biases, functional accounts of voting vs. not voting) as well as studies of personality, values, and political ideology.
- Studies of the roles of implicit as well as explicit racism, sexism, and/or religious intolerance in the campaigns, in advertisements sponsored by political action committees (including Super PACs), in media coverage of the campaigns, and in voting behavior.
- Studies of media effects, including conventional as well as social media, direct as well as indirect (e.g., dynamic, viral) effects, and studies of bias in news, talk radio, and satirical programming.
- Studies of policies and programs that affect voter participation, including those which facilitate voting as well as those which appear aimed to inhibit or disenfranchise potential voters.
- Studies of political culture and identity, as these impact or are impacted by the election.
- Comparative analyses and international perspectives on the election.

Inquiries should be sent to Editor Kevin Lanning of Florida Atlantic University (lanning at fau.edu). To insure full editorial consideration, manuscripts should be submitted by **March 20, 2013** at <http://mc.manuscriptcentral.com/asap>.

ASAP will be ranked for scholarly impact by ISI/Thomson Reuters beginning with the 2012 volume. Until that rating is published, the best available index of quality for the Journal is the SCIMAGO bibliometric database compiled by Elsevier, in

which ASAP is ranked in the top 15% (48/372) of journals in its category (<http://bit.ly/ASAPImpactFactor>).

The Rookie is published four times a year to provide information of interest to student members of the Society for the Psychological Study of Social Issues. It reaches student SPSSI members throughout the world who are in various stages in their careers. Unless stated otherwise, the opinions expressed are those of the authors and do not represent the official position of the Society.

We welcome submissions of announcements, and articles that are relevant to members of the Society as space permits. For more information, or to make a submission, contact the editor.

