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. This issue highlights psychologists’ research from around the world. I encourage you to connect with your peers by learning about their research and submitting your own essay.

This past year, we’ve published 4 issues, which have included 17 essays on student research. It’s been a pleasure to work with the GSC in serving my peers. With the array of communication tools, it’s also been an exciting time to work with the communications committee. I look forward to seeing how SPSSI evolves in sharing research and ideas. I encourage all graduate students to get involved in SPSSI. I’m grateful that my thesis advisor introduced me to such a valuable organization.

-Sarah F. Bailey, Newsletter editor
Northern Illinois University

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Like “SPSSI Graduate Students” on Facebook
Hello graduate students of the Society for the Psychological Study of Social Issues,
It has been my honor to serve as the Chair-Elect and Chair of the SPSSI Graduate Student Committee
for the past two years.

We have accomplished a lot these past few years, including graduate student social events, member
surveys, creation of our Facebook page (facebook.com/SPSSIGraduateStudents) and, most notably,
the first SPSSI stand-alone graduate student professional development conference. I would like to
thank the rest of the Graduate Student Committee for their hard work this past year: Manish Gupta,
Justine Calcagno, Amir Francois, Stephanie Brooks Holliday, Margaret Lisuzzo, and Sarah Bailey. They have done a
tremendous job; we could not have successfully pulled off our graduate student events without their help.

I leave the GSC in very capable hands. Manish Gupta, the new chair, has been a wonderfully active Chair-Elect for the past
year. She was the co-organizer for the SPSSI GSC Graduate Student Professional Development Conference that was held
past June in Washington, DC. She has also expressed her enthusiasm for planning future events and starting new initiatives
during her year as SPSSI GSC Chair.

Without further ado, please join me in congratulating the winners of our recent SPSSI Graduate Student Committee
Election!

Chair: Manish Gupta, University of Massachusetts, Amherst
Chair-Elect: Joanna Weill, University of California Santa Cruz
Members-at-Large:
   Erin Rose Ellison, University of California Santa Cruz
   Justine Calcagno, The Graduate Center, City University of New York
   Sónia Mairos Ferreira, University of Coimbra
Editor: Rachael Suffrin, DePaul University

Thank you to everyone who ran for office, and for all those who voted. It has been a pleasure to serve as Chair, and I know
the new GSC will do great things in the coming year.

Thank you,
Kala J. Melchiori
SPSSI GSC Chair, 2012-2013
Concern for Depressed Ethnic Minority Youth: Opportunities to Intervene in the School System

Norissa Williams
Fordham University

Key Words: Depression, Ethnic Minority Youth, Multiculturalism, Cultural Competence in Schools.

Being a person of color, issues that impact people of color—and those that have minority status in any respect—are of particular interest to me. As such, findings that suggest that ethnic minority youth in the U.S. (i.e., Native Americans, Latin Americans, Asian Americans and African Americans) have higher rates of internalization disorders, but receive less mental health treatment (Anderson & Mayes, 2010), concern me greatly, as it impacts all domains of functioning—including academics (Wagstaff & Polo, 2012). Such disproportions and disparities spurred my interest in the study of cultural competence (i.e. the ability to work effectively with those culturally different from you) and its effectiveness as an organizational and practitioner level intervention to bring about more equitable circumstances across racial/ethnic groups.

The issue of depression in ethnic minority youth has relevance in many different contexts, but its relation to school is of importance for a few reasons. First, ethnic minority groups have different patterns of help seeking behaviors and are less likely to seek help in the community mental health setting (Cooper, Gonzales, Gallo, Post, Meredith, Rubenstein, et. al, 2003). Mental health issues are more likely to rise to attention in the school context. As such, school represents a very important intervention target for depressed ethnic minority youth. However, this context has often proven to fail our ethnic minority youth. European Americans are referred for mental health services with more regularity than ethnic minority youth. African American and Latin American youth are more likely to be referred for more punitive interventions for behaviors that should signal a need for therapeutic intervention (Garland & Besinger, 1997). This creates very different contexts of development across racial/ethnic groups who deal with depression. As such, it is a social justice issue that needs to be addressed.

“Disproportions and disparities spurred my interest in the study of cultural competence”

Cultural Competence, as theory and practice, has been promoted as a way to address these kind of disparities and disproportionalities for ethnic minorities (Brach & Fraserirector, 2000). In an effort to optimize learning and development opportunities for ethnic minority youth, cultural competence interventions and research in the school context are needed. Though there is preliminary evidence to suggest the effectiveness of organizational and provider level cultural competence interventions in other contexts (Lie, Lee-Rey, Gomez, Bereknyel, Braddock, 2010), there is need to expand this research to the school context as it is an important context of development.

Norissa Atingdui (atingdui@gmail.com) is an ABD student at Fordham University, studying Applied Developmental Psychology. Prior to, Norissa obtained a Masters in Social Work from Stony Brook University—with work experience in mental health and cultural competence community education. Her dissertation seeks to answer the question, “Does Cultural Competence Moderate Treatment Outcomes for Depressed Ethnic Minority Youth?”

References

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How Identity Structures Relate to Aggression:  Negative Elaboration and Implications for Intergroup Violence

Joshua D. Wright
Hunter College of the City University of New York

Keywords: Violence, Aggression, Identity, Policy, Self

Over the past year my colleagues and I have collected an enormous amount of idiographic data wherein participants describe various identities using lists of traits. One of these identities is the “Privately Held View of Myself”, and is also discussed as the “real-self”. We use hierarchical classes analysis to evaluate the structure of identity, including classes of traits that are imbedded within identities and the hierarchical structure of various identities. My primary interest is the relationship between the structures of identity to aggressive behavior. As such I began to analyze the idiographic data we had collected on participant’s “real-selves” and the various measures of aggressive behavior, including physical aggression, non-physical aggression, and sexual aggression with the intention of connecting the relationship to social policy concerns.

The idiographic data was used to compute a measure called negative elaboration. This construct measures the proportion of negative trait classes that a participant uses to describe their “self”. This value was then correlated with measures of aggression. Results indicate significant correlations of negative elaboration of the “self” and recent aggressive behavior including physical and non-physical aggression but not sexual aggression. Furthermore, I analyzed negative elaboration and aggression over the lifetime, again finding significant correlations across physical and non-physical aggression, and additionally to sexual aggression. This indicates that people who evaluate themselves using negative trait classes are engaged in more physical, non-physical, and perhaps sexual aggression. Additionally, the consistency of the relationship from recent aggression to lifetime aggression is important, as it may indicate that the aggressive behavior is deeply rooted within the identity structure. What are the implications for social policy?

“Maintaining a negative evaluation of the ‘self’ is linked to greater aggression.”

The aim of social policy should always be to improve social relations and well-being. Social policy often disregards psychological implications in favor of more “concrete” ones. However, research has identified positive self-concept as important in life satisfaction (Reich, Kessel, & Bernieri, 2013), job performance (Judge, Erez, & Bono, 1998) and performance in school (Brookover, Thomas, & Paterson, 1964). The current research on the “self” is clearly implicating that maintaining a negative evaluation of the “self” is linked to greater aggression. Social policy, especially in developing regions, needs to place an emphasis on psychological well-being. If improving psychological well-being reduces acts of aggression then individuals receive benefits, including greater life satisfaction. Additionally, violence decreases, improving peaceful relations. The regions that most need an emphasis on psychological well-being are the least likely to receive it. As a pivotal player in the assessment and directive of social policy in developing regions, the United Nations must take the lead in addressing concerns of psychological well-being.

Joshua D. Wright (jdwright@hunter.cuny.edu) is a second year graduate student at Hunter College of the City University of New York and an intern with the International Council of Psychologists United Nations team. His research concerns how identity relates to aggression and specific moderators of aggression in response to social identity threat, with a focus on implications for social policy.
References


A Recap of the Graduate Student Professional Development Conference

Stephanie Brooks Holliday
Drexel University

This summer, the first SPSSI Graduate Student Professional Development Conference was held in Washington, DC. This event attracted graduate students from a range of psychological disciplines and stages in their graduate education, and provided them with the unique opportunity to interface with SPSSI leadership and gain new perspectives on the application of psychology to social issues.

The day began with a “Speed Mentoring” lunch with SPSSI Council members. Graduate student attendees had the opportunity to rotate between themed stations and speak with Council members about a variety of topics, such as becoming involved in international work and operating within a policy setting.

Following this lunch, three presentations were made by SPSSI Council members on topics relevant to professional development and career planning. First, Janice Adelman (past GSC Chair, current SPSSI Newsletter Editor) and Maureen O’Connor (past SPSSI president) presented on “How to Get the Most Out of Your SPSSI Membership.” In addition to describing the general benefits of professional organization involvement, they described the ways that graduate students can find their “professional home” with SPSSI. Next, Heather E. Bullock (co-chair of the SPSSI Early Career Scholars Committee) and David E. Livert (current SPSSI council member) described their experiences partnering with community stakeholders to conduct evaluation research in a presentation entitled, “Evaluation Work and Community Research Partnerships.” Finally, Allan Omoto (current SPSSI president) and Jessica Salvatore (co-chair of the SPSSI Early Career Scholars Committee) discussed “Applied Jobs, Academic Jobs, and Postdocs.” In addition to describing essential resources for job searching, they spent time responding to questions from graduate students about their own experiences, the differences between academic and applied careers, and differences in the expectations and experiences relevant to each path.

The Professional Development Conference concluded with a Networking Social Happy Hour. This gave the graduate student participants the opportunity to mingle with SPSSI Council members, as well as speakers and attendees of the SPSSI Policy Workshop (to be held the next two days). This informal setting gave participants a chance to follow-up with conference speakers, network with individuals from a diverse range of backgrounds, and enjoy good food and company. Given the success of this event, the SPSSI Graduate Student Council hopes to continue hosting this event in the future!
Stigmatization of Borderline Personality Disorder in Puerto Rico.

Eliut Rivera-Segarra
Gladys Crespo-Ramos
Robmarie López

Ponce School of Medicine & Health Sciences
Puerto Rico

Key Words: Stigma, Borderline Personality Disorder, Puerto Rico

Stigmatization has been recognized as the main barrier for treatment seeking, adherence and recovery for people with serious mental illnesses (Beldie et al., 2012; U.S. Department of Health and Human Services, 1999). This has caused stigmatization to be identified as a Social Determinant of Health that perpetuates health inequities among vulnerable populations (Hatzenbuehler, Phelan & Link, 2013; Rivera-Segarra & Ramos-Pibernus, 2013). Puerto Ricans are U.S. born citizens residing in the Caribbean Island who represent an especially vulnerable group, with an alarming prevalence of mental illnesses estimated in a 36%, the highest among the Latino communities (Alegria, et al. 2008; Alegria, et al., 2007). Research has shown that it is critical to understand how socio-cultural factors, such as stigmatization, shape opinions, beliefs and attitudes about mental illnesses (Link, 2013; Olafsdottir & Pescosolido, 2009). However, the impact of the stigmatization among specific serious mental illnesses, such as Borderline Personality Disorder (BPD), has yet to be addressed by the scientific literature. Furthermore, research has neglected to address the specific manifestations of stigmatization in especially vulnerable populations, (Piza Peluso & Blay, 2004) such as Puerto Ricans living with BPD.

“...It is critical to understand how socio-cultural factors, such as stigmatization, shape opinions, beliefs and attitudes about mental illnesses”

During the past 5 months we have engaged in the first systematic effort to document the manifestations of stigmatization among people living with BPD in Puerto Rico. Our effort is part of a larger project conducted by Dr. Domingo Marqués in which we aim to document how socio-cultural practices impact the treatment of BPD. The aim of our study is to address this gap in the mental illness stigma-related literature and document the stigmatization processes among people who live with BPD in Puerto Rico. Specifically, we want to examine the impact of these processes in their health.

Preliminary results from our study show the complexities of the stigmatization processes among the Puerto Rican population living with BPD. For example, socio-cultural factors such as familismo and religion seem to be playing a major role in these processes, specifically labeling, status loss and discrimination (Link & Phelan, 2001). This directly impacts their health status, as people do not seek treatment because of the family shame or discrimination among their respective religious communities. As we move forward in our study, we hope to advance this line of research in order to develop stigma reduction interventions for Latinos living with BPD.

Eliut Rivera-Segarra (elirivera@stu.psm.edu) is a Ph.D. Clinical Psychology Student. He’s a member of SPSS since 2013. His research interests include stigma theory, serious mental illnesses and Heavy Metal Studies.

Gladys Crespo-Ramos is a Ph.D. Clinical Psychology Student. Her research interests include children development disabilities and stigmatization processes.

Robmarie López is a PhD student in Clinical Psychology at Ponce School of Medicine. Her research interests include mood...
and personality disorders, cognitive processes, and the arts.

References


Definitions of War and Peace:
A Comprehensive Look at the Perceptions of War, Terrorism, and Torture in the West and the Middle East

Sarah Dolaty and Anna Samkavitz
Boston University

Keywords: War, Terrorism, Middle East, United States, Cultural Differences, Definitions

The language we use to define words such as “war,” “torture,” and “terrorism” is directly shaped by the history, and culture of the society we live in. In our research we focus on how societal perceptions of these words vary between individuals living in the United States, and those living in the Middle East. By understanding these countries’ contrasting points of view on war and terrorism we can better discern the current conflicts in these countries and the future directions in which these societies are heading in. We believe that this research is especially important and significant in today’s society with the current uprising in the Middle East and the United States potential military involvement in Syria and Iran.

“By understanding these countries’ contrasting points of view on war and terrorism we can better discern the current conflicts”

The data set we will be looking at is from “The Personal and Institutional Rights to Aggression and Peace Survey” (PAIRTAPS.) This survey looks at ordinary individual’s definitions of war, terrorism, peace, and reconciliation, and asks them to rate on a seven-point scale the extent to which they agree with statements concerning war and peace. We believe that individuals living in the United States will have greater tolerance for war, equal tolerance for torture, and less tolerance for terrorism than those living in the Middle East. We plan on performing statistical analysis using SPSS to determine whether such discrepancies exist. We believe that the findings of our research will help shed light on the current conflicts in the Middle East and the United States and bring us one step closer to resolving such issues.

Sarah Dolaty (sdolaty@bu.edu) is currently a senior at Boston University studying psychology. Her interests include the cultural and societal differences between Western and Eastern cultures and how these differences have shaped the world today, and the genetic and environmental effects in abnormal psychology. She is currently working under Dr. Malley-Morrison. She hopes to pursue a Ph.D in clinical psychology.

Anna Samkavitz is currently a junior at Boston University studying psychology. Her interests include social justice, war and peace psychology. She is currently working under Dr. Malley-Morrison. She hopes to pursue a Ph.D in social psychology.

References


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Upcoming SPSSI Opportunities For Students
For more information/online submissions, please visit www.spssi.org

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.

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.

**The Applied Social Issues Internship**

To encourage research that is conducted in cooperation with a community or government organization, public interest group or other not-for-profit entity that will benefit directly from the project.
ELIGIBILITY

Undergraduate seniors (rising seniors included), graduate students, and first-year post doctorates in psychology, applied social science, and related disciplines are eligible to apply. Applicant must be a SPSSI member.

AWARDS

Awards range from $300 to $2,500 to cover research costs, community organizing and, in unusual cases, a stipend for the intern. Cost sharing by sponsoring department or organization is desirable.

The Application should include:

a) A 3-6 page proposal including the proposed budget and a cover sheet with your name, address, phone number, e-mail address and title of your proposal. If an intervention is planned, the proposal should carefully describe the theoretical rationale for the intervention, specifically how the effectiveness of the program will be assessed and the plan to disseminate the findings to relevant parties and policy makers.

b) A short resume.

c) A letter from a faculty sponsor-supervisor of the project, a statement concerning protection for participants if relevant and any funds that the sponsoring organization will use to support the intern’s research.

d) A letter from an organizational sponsor (waived if the applicant is proposing to organize a group) that endorses the intern’s research activities, describes how the organization will potentially benefit from the work, and outlines any funds the organization will use to support the intern’s research.

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, assemble 5 (five) 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: Applied Social Issues Internship.

DEADLINE - This is an annual award. Applications must be received by April 25th. Announcement of the awards will be made by June 1st. Late applications may be held until the next deadline.

Dalmas A. Taylor Memorial Summer Minority Policy Fellowship

The purpose of this award is to honor the memory of Dalmas A. Taylor, who passed away during his term as President of SPSSI. Dr. Taylor had been involved for many years with SPSSI. In addition, he
was instrumental in establishing the Minority Fellowship at the American Psychological Association and in increasing the APA’s attention to inclusion of people of color. This fellowship is administered in conjunction with APA’s Minority Fellowship Office, and provides an opportunity for a graduate student of color to work on public policy issues in Washington, DC. Read comments from some of our recent interns here.

ELIGIBILITY

Applicants must be currently enrolled and in good standing in an accredited graduate program in psychology or a related field. In addition they must be members of an ethnic minority group (including, but not limited to, African American, Alaskan Native, American Indian, Asian American, Hispanic, and Pacific Islander) and/or have demonstrated a commitment to a career with a focus on ethnic minority issues. Applicants should not have completed their graduate program by the time they begin the fellowship.

AWARDS AND CRITERIA

The summer fellowship typically runs 8-12 weeks. Most Fellows work four days at APA and one day at SPSSI’s Central Office each week. Start and end dates vary from year to year, depending on the Fellow’s scheduling needs. The summer stipend is $3,000. In addition, SPSSI will provide up to $1,500 for travel and living expenses* to relocate to Washington, DC.

The application should include:

1. A cover page stating your name, institution, address, telephone number, fax number (if applicable), and email address.

2. A 3-page statement with detailed information that includes:
   (a) reason for your interest in this fellowship
   (b) your previous and current research experiences
   (c) indication of your interest in ethnic minority psychological issues
   (d) statement of how this fellowship would contribute to your career goals

3. Two letters of recommendation. Please upload these letters with your materials or have them emailed directly to awards@spssi.org.

4. Current curriculum vitae

HOW TO APPLY

Online submissions are the preferred method. You are limited to five files to upload at any given time, and submissions must be limited to this number. At the time you submit your completed application, please also send an email to Central Office at awards@spssi.org. As the subject of the email write "Taylor application". In the body of the email include the information
from your cover page. Recommendation letters should be included with your uploaded materials if possible. If
preferred, please email recommendation letters to awards@spssi.org for inclusion.

DEADLINE

This is an annual fellowship. Submission materials must be received by April 25th. Announcements for
this fellowship will be made by May 25th.

* The fellow will be responsible for making her/his own housing arrangements.

The James Marshall Public Policy Fellowship

The next anticipated vacancy in this position will be fall, 2014.

PROGRAM DESCRIPTION

The goals of SPSSI’s James Marshall Fellowship in Public Policy are to train early career scientists to
1) contribute to the effective use of scientific knowledge about social issues in the formation of public
policy; 2) educate the scientific community about how research can contribute to the development of
public policy; and 3) establish a more effective liaison between social scientists and various policy-making
mechanisms.

This position is supported, in part, by an endowment provided by the James Marshall Fund, Inc. The Fellowship
provides support over a one- or a two-year term for a new doctoral-level fellow who represents SPSSI in
approved policy and advocacy activities outside the academic setting to work in Washington DC as a "resident
scholar" at the interface of science and policy. The Scholar should expect to use social-psychological research
to inform the public policy making process in collaboration with SPSSI, other scientific or advocacy
organizations, the United Nations, and/or the Congressional and Executive Branches.

The Marshall Fellow participates in a range of supervised activities involving the application of psychological
research to 1) analyze specific social policies; 2) develop policy advocacy; and 3) work with SPSSI members on
policy projects. The policy focus of the work varies from year to year depending on the fellow’s interests and
SPSSI’s priorities. If external placement is available it will also affect the nature of the work. Collaboration
with SPSSI’s policy coordinator, Dalmas Taylor summer intern, and members is typical. The Fellow participates
in SPSSI’s Council meetings.

QUALIFICATIONS

The Marshall Fellowship is open to post-doctoral scientists from any discipline relevant to the psychological
study of social issues. Applicants must hold a PhD or PsyD before the start of the fellowship and be a member of
SPSSI. Candidates must demonstrate interest or involvement in the application of social science to social issues
and policies, have a sound scientific background, and demonstrate sensitivity toward policy issues. Candidates
should be interested in and knowledgeable about at least one current social issue such as homelessness,
violence, adolescent pregnancy, child
abuse, etc. Candidates must be able to communicate effectively both orally and in writing. Individual initiative and an ability to work cooperatively with others having diverse viewpoints are critical. Knowledge of policy processes at the national level, along with placement goals is desirable, but not essential.

AWARD

The James Marshall Public Policy Fellowship with the Society for the Psychological Study of Social Issues (SPSSI) will be available for 2014-2015, with a start date in the fall of 2014.

The current stipend is $55,000 per year plus health and vacation benefits.

HOW TO APPLY

ONLINE APPLICATIONS are the preferred. Please limit the number and size of files uploaded when applying online.

- **Curriculum vita** with current contact information.
- A 1000 word biographical statement of experience and interest in policy activities and/or social issues, career goals, interest in the position, placement priorities, and objectives desired from the Fellowship. Please indicate preference for either a one- or a two-year Fellowship commitment.
- A 600 word briefing statement using social science data and related information to inform a legislator about a specific social issue of your choice.
- Three letters of reference addressing applicant's abilities, experience, and motivation as related to this position. These letters can be uploaded along with the other applications materials, or referees can email them separately to spssi@spssi.org, with the words "Marshall Fellowship Reference Letter for [your name]" in the subject line.

**DEADLINE** for submission of all application materials is April 15, 2014. Notification of selection is expected on or around May 15.

**FOR MORE INFORMATION:** Contact Dr. Susan Dudley, SPSSI's Executive Director.

*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 student members of SPSSI as space permits. For more information, or to make a submission, contact the editor at rookie@spssi.org.