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 of *The Rookie*. This issue highlights a few students’ exciting research projects. I encourage you to connect with your peers by learning about their research and submitting your own essay.

I am extremely excited about a new change this year: the opportunity to integrate *The Rookie* into the Forward, SPSSI’s quarterly newsletter. This change will hopefully benefit graduate student members by allowing their work to reach the broader membership of SPSSI, which includes faculty and other professionals. I look forward to receiving any feedback you may have for helping to increase students’ visibility of the amazing research they are doing. Please feel free to contact me with ideas, questions, or comments.

—Rachael L. Suffrin, Newsletter Editor
DePaul University

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Like “SPSSI Graduate Students” on Facebook
https://www.facebook.com/SPSSIGraduateStudents

Have you been *published*?  Did you *receive a grant*?  Did you *win an award*?
Let us help you celebrate!
Email your good news to rookie@spssi.org and we will post it on the SPSSI Graduate Student Facebook page!

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Welcome from the 2013-2014 SPSSI GSC Chair

Dear SPSSI Graduate Students,

I am honored to back with the SPSSI Graduate Student Committee for a third year and officially step into my role as the 2013-2014 SPSSI GSC Chair. Thank you to everyone who took the time to nominate candidates and vote in our recent GSC elections. I would like to thank our departing GSC members for their hard work over the past year, and am excited to welcome our recently elected committee for 2013-2014:

Chair: Manish Gupta, University of Massachusetts, Amherst; manisha@psych.umass.edu
Chair-Elect: Joanna Weill, University of California Santa Cruz; joanna.weill@gmail.com
Members-at-Large:
Erin Rose Ellison, University of California Santa Cruz; smariosferreira@fpce.uc.pt
Justine Calcagno, The Graduate Center, City University of New York; jcalcagno@gc.cuny.edu
Sónia Mairos Ferreira, University of Coimbra
Editor: Rachael Suffrin, DePaul University

During my three years as part of the Graduate Student Committee, my primary goal has been to improve the ability for graduate students to connect, network, and share resources with other SPSSI members. One of the ways I have worked towards this goal is to establish a Facebook page for the GSC, which we encourage everyone to “like” to stay updated on news from the GSC, as well as share feedback and resources with one another that may be of interest to other graduate students: https://www.facebook.com/SPSSIGraduateStudents.

Along with the rest of the GSC, I am currently working on developing a website for SPSSI graduate students to increase the resources and networking options available to graduate students. One of the aspects of this website will be the creation of an online “blog” page which students will be invited to submit articles to, similar to those that may appear in the Rookie. We are excited about the interactive possibilities that this new format brings, and look forward to its launch later this Spring.

Another goal of the GSC over the past few years has been to increase the professional development opportunities SPSSI provides for graduate students. Over the past summer, former Chair Kala Melchiori and I served as co-chairs for the GSC’s first stand-alone Graduate Student Professional Development Conference in Washington D.C. This event was well-received by graduate students, and we have used participant feedback to help maximize graduate students’ experience at the upcoming SPSSI Convention in Portland, Oregon in June 2014. Stay tuned for more information about the events we have in store over the Spring semester!

Last but not least, the GSC would like to thank everyone that has contributed to and read the Rookie over the years. We hope you will continue to submit your articles and read about the accomplishments of our graduate student members as we move our independent newsletter into a section of SPSSI’s quarterly newsletter, Forward. We believe this transition to the Forward will benefit graduate student members because it will allow graduate students’ work to reach a broader community of SPSSI members, including faculty and other professionals. We are also working on developing new content for our newsletter, including a regular column which will highlight the work of a selected graduate student member. Please keep an eye out for more announcements about the Rookie transition and opportunities to submit your work over the Spring semester!

Please feel free to contact me over the course of the year at gradstudents@spssi.org with any other suggestions or feedback you may have for GSC priorities over the upcoming year. I look forward to hopefully seeing many of you at the SPSSI Convention in June!

-Manisha Gupta, GSC Chair

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2013-2014 Graduate Student Committee (GSC)

**Manisha Gupta** (Chair) is a 5th year Ph.D. student Peace and Violence program in the Social Psychology Department at UMass Amherst. She has several interests related to the reduction of intergroup prejudice and conflict, including coalition building between ethnic minority groups, cross-cultural exchange, and discourse surrounding indigenous rights. She has a strong interest in the intersection of research and policy, and has experience working with several NGOs in both the U.S. and international settings on these issues. She is excited to step into the role of Chair and welcomes graduate students to contact her with suggestions and feedback throughout the year at gradstudents@spssi.org

**Joanna Weill** (Chair-Elect) is a PhD student in Social Psychology at the University of California, Santa Cruz. She received her bachelor’s from Vassar College, where she developed an interest in the intersection of psychology and the law. Her current research explores questions of risk factors in the lives of capital defendants, death qualification, and intergroup relations in criminal justice settings. In addition to her position as Chair-Elect of SPSSI's Graduate Student Committee, Joanna also serves as Communications Officer for the American Psychology-Law Society's Student Section.

**Rachael Suffrin** (Editor) is a 3rd year Clinical/Community Psychology doctoral student at DePaul University. She graduated from Northwestern University with a Bachelors of Science from the School of Education and Social Policy, with a double major in Human Development and Psychological Services, and Psychology, as well as a Certificate in Civic Engagement. After Northwestern, she was a fellow through Northwestern’s Public Interest Program where she worked at Center for Companies That Care. Her research interests include corporate social responsibility, youth civic engagement and immersion programs, as well as mentoring.

**Sonia Mairos Ferreira** (Member at Large) is an Assistant Lecturer at the Faculty of Psychology and Educational Sciences, University of Coimbra since 2002. Also she has collaborated with the University of Tras-os-Montes and Alto Douro, Portuguese Catholic University - Campus of Viseu and the Nursing School Dr. José Timóteo Montalvão Machado. Her research interests focus on Adult Education and lifelong Learning and also Special Education for youth/adult people. Her current research interests are focused on homelessness and social exclusion, and also a development of specific educational programs for youth/adults with disabilities empowerment/autonomy. Additionally, she is coordinator of a volunteer taskforce devoted to the promoting of human rights and inclusion for people experiencing disadvantages in the central region of Portugal.

**Erin Ellison** (Member at Large) is a graduate student in social psychology and feminist studies at University of California, Santa Cruz. Erin’s current research concerns how individuals and groups within social movements recognize and grapple with their complicity in oppressive social structures. Interested in theories of empowerment, her work focuses on the ways in which settings can facilitate or inhibit the under-recognized, relational, affective and caring work involved with addressing everyday transgressions that uphold systems of oppression. Erin lives in Santa Cruz with her dog, and is active in feminist organizing and the UAW 2865, the union which represents graduate student instructors/teaching assistants at the University of California.

**Justine Calcagno** (Member at Large) is a fifth-year, PhD candidate in Social-Personality Psychology at the Graduate Center, City University of New York. She is a Quantitative Research Associate at the Center for Latin American, Caribbean, and Latino Studies (CLACLS) at the Graduate Center. Justine researches the basic and applied aspects of social change & political solidarity; information & political preferences; stigma; and immigration & bicultural identity. At CLACLS she examines aspects of the shifting and comparative demography of Latinos in New York City and the U.S.
At the Intersection of Identity: Middle School Black Girls and Issues of Race, Gender, and Class within the Independent School Environment

Charlotte E. Jacobs
University of Pennsylvania Graduate School of Education

Keywords: Adolescents, Black girls, Independent schools, Diversity

Introductory Narrative

Before entering graduate school I taught 7th grade at an independent school in Chicago and was also the co-advisor of the Middle School Black Student Association (MSBSA). The MSBSA served as a “homeplace” (Pastor, McCormick, & Fine, 1996; Ward, 1996) for Black girls in particular, a safe space in which the girls were free to explore, critique, and analyze their experiences as Black girls who attended a predominantly White independent school. As an educator and now researcher, it became apparent to me that the voices and experiences of Black girls are often left out of research that focuses on race, gender, and social class in education (Mirza, 1992; Wright & Weekes, 2003; Evans-Winters, 2005; Ward & Robinson, 2006).

Summary of Project

The goal of my qualitative study was to uncover the experiences of adolescent Black girls who attended elite predominantly White independent schools and their understanding of what it meant to be Black and female in their school environments. Data was drawn from a series of focus groups and individual interviews with Black girls aged 11-14 at two different school sites. By using Black feminist theory (Collins, 1991/2000), Black racial identity development theory (Helms, 1986), and critical race theory (Tate, 1997; Matsuda et al., 1993; Sue et al., 2007) as lenses, the following themes emerged from the data:

Table 1. Emergent Themes

<table>
<thead>
<tr>
<th>Experiencing situations of being “The Other”</th>
<th>Negotiating a world of money and privilege</th>
</tr>
</thead>
<tbody>
<tr>
<td>Searching for and developing a sense of community</td>
<td>The influence of messages received from family about race and gender</td>
</tr>
<tr>
<td>Push-Back and resistance to negative experiences around race, gender, and class in school</td>
<td></td>
</tr>
</tbody>
</table>

Recommendations

The implications of this study are important in that:
1) It privileges the voices of Black girls, a group whose experiences are under researched, and
2) It highlights the need for schools to reflect on the messages they communicate, both explicitly and implicitly, about race, gender, and class to their students.

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1 Independent schools are schools run by private boards of governors or trustees. They are responsible for hiring and firing school heads and setting school policy. They have full fiduciary responsibility for the schools’ wellbeing.

2 I have decided to use the term “black” when referring to the girls who are focus of this paper. Although “black” is a term that is often attributed to race, and not ethnicity, Blauner (1992) points out that as a result of the legacy of racism within the U.S., “Black Americans” form both a race and an ethnic group—an ethnic group being defined as “a group that shares a belief in its common past” and a group whose members “hold a set of common memories that make them feel that their customs, culture, and outlook are distinctive” (p. 7). I also intentionally use the term “black” to be more inclusive of those who may not particularly identify as “African-American”, yet feel that they identify under the larger umbrella of the term “black”.

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Charlotte E. Jacobs (chjacobs@gse.upenn.edu) is a Ph.D. student in the Teaching, Learning, and Teacher Education program at the University of Pennsylvania’s Graduate School of Education. Currently, Charlotte serves as a research assistant for the Center for the Study of Boys’ and Girls’ Lives (www.csbgl.org) and as a research assistant for research projects related to issues in urban education. Charlotte’s research interests focus on issues of identity and gender in education concerning students and teachers, teacher education, and participatory action research.

References


Growing Together: A Pilot Partnership to Reconnect Community and Food

Taryn R. Patterson
North Carolina State University, Raleigh, NC

Ryan Finch
Raleigh City Farm, Raleigh, NC

Keywords: Intergenerational programs, Food-system practices, Food security, Community social capital, Environmental/health literacy

“To live is to live locally, and to know is first of all to know the places one is in.”

(Casey, 1993)

The US food system is at a crossroads. People have become disenfranchised from their food and as a consequence health and sense of agency over one’s health has declined. Collective action is needed to address such issues as health disparities, childhood obesity, diet-related chronic disease, food security, neighborhood safety, psychological well-being, and sense of community.

Reconnecting individuals with their food can have both direct consequences, such as increasing healthy food consumption, but also distal outcomes like reestablishing the idea of community and agency (Alaimo, Packnett, Miles, and Kruger, 2008, p. 97). Place-based education is a community-based effort to reconnect the processes of education, interaction, and human development to the well-being of community life (Gruenwald & Smith, 2008, p. 97; Semken & Butler, 2008, pp. 1043-1044). As Casey (1993, p. 321) argued, we are not in places but of them, and this serves as a call to better understand, and more effectively utilize, the interaction between individual and environment (Mannion & Adey, 2011, p. 36).

North Carolina State University, Raleigh City Farm, Raleigh Housing Authority’s Hope VI senior housing, and Moore Square Middle School have partnered for a place-based pilot program called Dynamic Intergenerational Gardening to Generate Environmental and Relational Solidarity to achieve the following outcomes:

1. Understand the importance of the local food system and agro-ecology.
2. Understand the importance of equal access to growing and consuming healthy foods.
3. Foster intergenerational solidarity, respect, and collaboration.
4. Design and construct elements that foster inclusion and community participation (e.g. ADA accessible raised garden beds – Spring 2013).

Over the long-term, this project will encourage students and older adults to become agents of change for healthy eating and environmental literacy within their communities. Additionally, given the fact that 70% of farmers in Wake County, North Carolina are now 60+ years old and the last decade witnessed the loss of more than 1,500 farms, the project could even be a catalyst for inspiration of a future farmer or backyard gardener.

Intergenerational projects have been described as “vehicles for the purposeful and ongoing exchange of resources and learning among older and younger generations for individual and social benefits” (Newman & Hatton-Yeo, 2008, p. 32). Overall, this project can have long-lasting implications throughout the community by fostering community
social capital via collective action, allowing residents to challenge negative factors such as crime, and have a stronger voice in their community.

Future initiatives should encourage partnerships between academic institutions and community-based programs to identify and measure key areas that would provide policy-makers with a coherent framework to support both local and federal policy change to improve food systems. Improved metrics and indicators, in order to further advance the agenda and improve health and well-being, are needed as well as best practice principles and general pedagogy revolving around design, implementation, and evaluation of multi-generational place-based curricula, specifically related to food systems.

The true devolution and reclaiming of food systems and health will be sustained at the individual level via knowledge, agency, community, and passion.

Taryn Patterson (trpatte2@ncsu.edu) is a doctoral candidate at NCSU in Lifespan Developmental Psychology. After graduating from UMass, Amherst with a bachelor’s degree in Legal Studies and Psychology, Taryn worked for UCSF and the San Francisco VA Medical Center on research investigating PTSD exacerbation. Her interests include intergenerational and mentoring relationships, the caregiving experience, translation and evaluation of evidence-based programs, social justice and policy, and science communication.
**Ryan Finch** is the General Manager of Raleigh City Farm, a non-profit with the mission to engage city dwellers in the process of growing food, sparking imaginations about agriculture and community in the city. In the early part of her career, Ryan provided psychological counseling to individuals and families – working both domestically and abroad. Now holding an MBA specializing in Managing for Sustainability, Ryan focuses on business health as it relates to the farm and urban agriculture.

**References**


Exploring Attitudes and Perceptions on Refugee Women in Dekalb County:
Impact on Mental Health Policy and Practice; A Social Justice Approach
Pauline Waweru
University of West Georgia

Keywords: Refugee Women, Attitudes, Clinical Practice, Policy, Social Justice

I am interested in attitudes and perceptions towards refugee women in Dekalb County, and how this might impact mental health policy and practice. In my previous work with refugees, I have noticed that refugee women have very unique needs from those of men, although these needs have been overlooked for many years. I have also noticed that both mental health providers and policy makers have certain attitudes towards these women, and that these attitudes have a major impact on how decisions are made in both policy and clinical practice. As a result, there are few gender-specific mental health services for refugee women.

Using a Social justice approach, I am interested in exploring the unique mental health needs of refugee women, their challenges in mental health, attitudes and perceptions towards them, and how this might impact their integration in society. I also seek to create awareness on the need of gender-specific mental health services to meet the unique needs of these women.

My research will examine attitudes towards refugees by major stakeholders, including clinicians and policy makers, and how this may impact mental health policy and practice. The theoretical basis of attitudes will be reviewed, and it will be hypothesized that there is a relationship between these attitudes and perceptions and mental health policy and practice.

In my research, I seek to highlight several approaches to understanding refugee women and their unique mental health needs, drawing notably from psychological research. My goal is to highlight how social attitudes impact policy making and clinical practice.

My goal is to show that refugee women will continue to play an increasingly important role in the socio-economic structure across the United States. As clinicians and policy makers, changing our attitudes towards them, while advancing their contributions and addressing their unique mental health needs will be crucial in keeping their communities strong and healthy.

Pauline Waweru (pwaweru@westga.edu) is currently a Ph.D. student in Psychology at the University of West Georgia where she also works part-time as a Teacher Assistant/ Instructor. She is currently ABD, and currently working on her dissertation. She is also a Licensed Professional Counselor (Georgia), and works at the Wellstar Health System as a Licensed Therapist.
Predicting Mental Health Outcomes from Social Support Cluster Types among LGBT Youth

Elizabeth A. McConnell
DePaul University

Michelle Birkett and Brian Mustanski
Northwestern University

Keywords: LGBT; Youth; Victimization; Social Support; Mental Health; Cluster Types

Introduction

LGBT youth face a number of mental health disparities, including increased rates of depressive symptoms, hopelessness, self-harm, and suicidality (Almieda, Johnson, Corliss, Molnar, & Azarel, 2009; Rutter, 2007; Safren & Heimberg, 1999). Recent reports by the Institute of Medicine (2011) and the Centers for Disease Control and Prevention (Kann et al., 2011) advocate further research to better understand risk and protective factors for this population. Past research has found that experiencing victimization places LGBT youth at risk for negative mental health outcomes (Mustanski, Newcomb, & Garofalo, 2011; Almieda et al., 2009; Mustanski & Liu, 2013). Research has also identified social support as a protective factor (Rutter, 2007; Mustanski et al., 2011; Mustanski & Liu, 2013). However, research is just beginning to examine the role played by different types of social support, such as support from family, peers, or significant others (e.g., Mustanski et al., 2011). In addition to considering the separate effects of different types of social support, it is important to acknowledge that LGBT youth experience different relative levels of these forms of support concurrently.

Present Investigation

We examined the role of combinations of relative levels of family, peer, and significant other support in predicting mental health outcomes for LGBT youth. By creating cluster types based on relative levels of these types of social support, we were able to 1) document the prevalence of cluster types within LGBT youth and 2) examine the relationship between these cluster types and a number of mental health outcomes. Additionally, we examined the effect of social support cluster on mental health outcomes over and above the effect of victimization. Participants were a community sample of 248 youth aged 16 to 20 who lived in the Chicago area and self-identified as LGBT. Baseline data were utilized as part of a larger ongoing longitudinal study of LGBT youth (see Mustanski, Garofalo, & Emerson, 2010).

Results & Discussion

We identified three cluster types of LGBT youth: those with overall low support (n = 46), those with overall high support (n = 96), and those with non-family support (n = 90). We found significant differences between all cluster groups on loneliness and psychological distress, and that the low support cluster was significantly different on hopelessness. We also examined the demographics of each of these clusters. Findings suggest that having diverse sources of social support is important for LGBT youth. Additionally, the high number of youth in the non-family support cluster may reflect LGBT youth who experience parental rejection on the basis of their sexual orientation.

Elizabeth A. McConnell (EMCCONNE@depaul.edu) is a Clinical/Community Psychology Ph.D. Student at DePaul University in Chicago. She has research interests in strategies that promote the engagement of White people in social and racial justice work; social justice education strategies; social and contextual influences on the health and well-being of LGBT communities; and immersion and wilderness based programs.

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References


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 (visit www.spssi.org > awards > Otto Klineberg Award). 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).

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**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 (visit [www.spssi.org > awards > Gordon Allport Prize](http://www.spssi.org)). 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 (visit [www.spssi.org > awards > Social Issues Dissertation Award](http://www.spssi.org)). 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:
  a. certification by the dissertation advisor of the acceptance date of the dissertation; and
  b. 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.

At the time you submit your completed application, you must also send an email to Brad Sickels (bsickels@spssi.org) at Central Office. As the subject of the email write "Fall GIA Application." In the body of the email please list your full contact information. Applicants that fail to complete this step of the application process may not be considered for the Fall 2014 review.

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.

Online submissions are the preferred method. Please limit the number and size of files uploaded when applying online. At the time you submit your completed application, you must also send an email to Brad Sickels (bsickels@spssi.org) at Central Office. As the subject of the email write "Fall Clara Mayo Application". In the body of the email please list your full contact information.

Please see online for an additional document to include in your application.

In addition to the requirements detailed on the Application, applicants should include:

1. Faculty advisor’s recommendation, including certification that the proposal is for a master’s thesis or for pre-dissertation research;
2. If available, an institutional letter of agreement to match the funds requested.

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.

These additional materials must be uploaded with your full application or emailed to Brad Sickels (bsickels@spssi.org) for the Fall 2014 round.

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
208 I Street NE Washington, DC 20002-4340 Tel: 202-675-6956 | Fax: 202-675-6902
spssi@spssi.org | www.spssi.org | rookie@spssi.org
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.

**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.

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spssi@spssi.org | www.spssi.org | rookie@spssi.org
Small-Scale Events Advancing SPSSI (SEAS) Grants

SPSSI SEAS grants are intended to promote awareness of SPSSI, to identify potential new members, and to promote SPSSI membership through support of:

• Small-scale events hosted at a member’s institution or other local venue related to the psychological study of social issues. These events may include, but are not limited to, departmental or institutional speakers or speaker series, research symposia, brown-bag events or series, or mini-conferences.
• Initiatives that enhance SPSSI membership through the creation of researcher links, networks, and other collaborative opportunities, including building connections among early career, graduate student, new, and established members.

Eligibility

Current regular dues-paying members of SPSSI. (If not a current member of SPSSI, a membership application may be submitted along with the grant application). Graduate student members may apply, with a faculty mentor/advisor serving as a co-applicant.

Evaluation Criteria

Proposals will be evaluated on the event’s potential to attract new SPSSI members, promote SPSSI’s basic interests and goals, and/or to facilitate research links, networks, and capacity. Proposals for events drawing attendees/participants from two or more institutions, departments, and/or disciplines are highly encouraged.

Award

Up to $1000 USD will be awarded each year based on actual expenses. Funds may be used to publicize the event, pay speakers’ honoraria, reimburse speakers’ travel expenses, print collateral materials, or other expenses related to the specific project. Funds may not be used for paying SPSSI membership dues, honoraria for organizers, or costs not directly related to the project or event. Payment will be matched against receipts submitted to SPSSI after the event has been held.

The application should include:

a) A cover letter with contact information for organizers.

b) A brief proposal (up to 1000 words) outlining the purpose of the event and its anticipated outcomes. You will need to state how SPSSI will be featured at the event, and how the event will attract and/or recruit new SPSSI members.
c) A detailed budget (one page or less) outlining the use of funds, and including additional sources of funding that will be sought to support the event.

Questions about the content of your proposal can be addressed to Anila Balkissoon (abalkissoon@spssi.org).

Deadline for Submission

SEAS grants are awarded twice each year. The annual deadlines are January 30th for events to be held in the Spring semester, and September 30th for events to be held in the Fall semester. 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 Anila Balkissoon (abalkissoon@spssi.org).

HOW TO APPLY:

APPLY ONLINE NOW! Online submissions are the preferred method. Please limit the number and size of files uploaded when applying online.

Decision

The merit of your application will be evaluated by the Small Scale Events Advancing SPSSI Grant committee.

Post-Event Reports

Within 30 days after completion of the event, a brief report outlining the activities and outcomes achieved must be submitted to SPSSI. Particularly successful or innovative events may receive coverage in the SPSSI newsletter or on the SPSSI website.

NEW SPSSI Teaching Award
“SPSSI Speaker at the National Institute for Teaching of Psychology”

In 2013, the Society for the Psychological Study of Social Issues (SPSSI; APA Division 9) partnered with the National Institute for the Teaching of Psychology (NITOP) to host the first annual SPSSI Speaker. For 2014, SPSSI is creating a new teaching award to select the next NITOP SPSSI Speaker, January 3-6, 2014.

WHY SPSSI CREATED THIS AWARD:

• to partner with NITOP to advance best practices in teaching psychology
• to support and promote discussion of social issues in teaching and learning among NITOP participants
• to provide NITOP attendees with access to social issues teaching resources (i.e., pedagogical advancements, innovative classroom activities, student assignments/projects, SPSSI teaching resources)
• to introduce teachers of psychology to SPSSI as a professional organization that values teaching excellence for the advancement of student learning

AWARD BENEFITS:

208 I Street NE Washington, DC 20002-4340 Tel: 202-675-6956 | Fax: 202-675-6902
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As the award recipient, the selected speaker will travel to NITOP in January 2014, held at the Trade Winds Resort in St. Pete Beach, Florida. SPSSI, through its means and/or through sponsorship by the publisher Wiley/Blackwell, will fund the awardee with up to $1500 in travel reimbursement including waived conference registration (as well as covering NITOP audio/video charges associated with presenting).

**SPEAKER EXPECTATIONS AT NITOP:**

- attend NITOP and present both Annual SPSSI Speaker sessions (50 minutes each; repeats same presentation) within the program
- actively market SPSSI as an organization that values social issues teaching and learning
- present SPSSI teaching resources as part of both speaker sessions (i.e., SPSSI Timeline, using journals for teaching, SPSSI website teaching resources). Slides available from SPSSI to incorporate into presentation.
- invite session attendees to SPSSI membership and provide membership flyers (provided by SPSSI) in both speaker sessions
- invite session attendees to apply for SPSSI's Innovative Teaching Award and the Outstanding Teaching and Mentoring Award and provide flyers (provided by SPSSI) at both speaker sessions

**SUBMISSION INSTRUCTIONS:**

Applicants must be current SPSSI members at the time of application.
If selected, the awardee agrees to attend and speak at the NITOP meeting January 3-6, 2014
Submission deadline: **February 25, 2013**

Send your proposal (addressing items 1-5 below) and curriculum vitae to Kim Case at caseki@uhcl.edu, Chair of the SPSSI Teaching and Mentoring Committee.

1) Title and abstract describing the proposed presentation. The abstract may be up to 400 words. In order to maximize session attendance, please construct titles and abstracts for consumption and clear understanding by the broader NITOP audience of psychology faculty. NITOP attendees (ranging from high school to graduate faculty) are interested in pedagogical connections to clear learning goals and especially practical teaching strategies, but may not be familiar with all SPSSI-focused language and concepts.

2) A brief description of how you will carry out the SPSSI goals for this award as described above if you are selected as the NITOP speaker.

3) Evidence of teaching approach and effectiveness. This may include evidence such as your teaching philosophy, student evaluations, and up to 3 letters of recommendation from colleagues that can speak to your teaching expertise.

4) OPTIONAL- SPSSI strongly encourages members of under-represented groups to apply. If you would like to indicate this information on your application, please do so. However, this is not required.

5) Your contact information: full name, institutional affiliation, position title, address, email, phone.

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**Crosby-Spendlove Student Travel Award**

208 I Street NE Washington, DC 20002-4340 Tel: 202-675-6956 | Fax: 202-675-6902
spssi@spssi.org | www.spssi.org | rookie@spssi.org
The Crosby-Spendlove Award of up to $1000 will be given to a graduate student to support travel and cover expenses for the SPSSI Biennial Conference. Preference will be given to a student presenting research coming from a feminist and social justice perspective.

About Faye Crosby

Faye J. Crosby, whose generous gift to SPSSI made this award possible, is Professor of Psychology at the University of California, Santa Cruz. She is a social psychologist who specializes on issues of social justice including affirmative action, prejudice and stereotyping in society, and individual attitudes to social change. She is the author of the recent books Affirmative Action Is Dead: Long Live Affirmative Action and Sex Discrimination in the Workplace. Crosby earned her Ph.D at Boston University. She was also a professor at Rhode Island College, Smith College, The Kellogg School of Management, and Yale.

In 2009 Dr. Crosby was nominated for the UC Merced Spendlove Prize by SPSSI and was awarded the honor in the same year. Her enthusiasm for the award, and its aim to recognize individuals who exemplify exceptional work in the fields of social justice, diplomacy, and tolerance inspired her to found the SPSSI Crosby-Spendlove Award.

About the Spendloves

Sherrie Spendlove is the founder UC Merced’s Spendlove Prize in honor of her parents, Alice and Clifford Spendlove. Alice is a graduate of Woodbury College in Los Angeles, and worked for over thirty years for the Merced Union High School District. Clifford Spendlove is also a graduate from Woodbury College with a degree in business. He spent three years in the U.S. Navy during World War II and went on to work for 20 years for Merced County. Following retirement, he has continued to serve his community in numerous ways.

Eligibility Requirements:

1. The applicant must be a dues-current student SPSSI member.
2. The applicant must be a graduate student currently enrolled in either a Master’s or Ph.D. program.
3. The applicant must be first or sole author on an accepted poster/symposium/roundtable. Preference is being given to a student presenting research coming from a feminist and social justice perspective.
4. In addition to filing the attached application form, please submit a copy of the submitted poster/symposium/roundtable abstract that was accepted by the SPSSI program committee. Applicants remain eligible to apply if notification of acceptance is pending.
5. The awardee must attend the biennial SPSSI conference to receive the award, and submit original receipts documenting expenses related to attendance in order to qualify for reimbursement up to $1000. Travel awards will cover all conference-related expenses up to a maximum of $1000, including transportation, lodging, food, and conference registration. Award payments will be made only in the form of post-conference reimbursement for documented expenses.

Go online to obtain the application form

2012 Crosby-Spendlove Travel Award Winner: Ayse Burcin Erarslan

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spssi@spssi.org | www.spssi.org | rookie@spssi.org
Ayse Burcin Erarslan is a PhD student in Social Psychology at Koc University. She received her BA degree in Sociology from Bogazici University and her MA degree in Comparative Studies in History and Society from Koc University. Her main research interests are social and organizational psychology, sociology of education, mixed method approach and the interrelations between gender, work and family. She received Graduate Studies Excellence Award in 2011 from Koc University for her successful work during her graduate study and thesis research titled “The Impact of School-level Factors on Gender Role Attitudes in Single-sex and Coeducational High Schools in Istanbul.”

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