

NEWSLETTER OF THE CPA/SCP SECTION ON WOMEN & PSYCHOLOGY



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2020 – 2021 EXECUTIVES



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2020 – 2021 EXECUTIVES



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Carmen Poulin



PEI Representative
Colleen MacQuarrie



*Saskatchewan
Representative*
Linda McMullan



Alberta Representative
Lynn Sloane



*Nova Scotia
Representative*
Lucie Kocum

CHAIR'S MESSAGE

By: Lorraine Radke



Greetings to all! I sincerely hope that everyone is enjoying a relatively smooth transition to the Fall season, regardless of where you work or study. By now, it is safe to say that we have endured the long-term consequences of the coronavirus pandemic for longer than we could ever have imagined and are clearly looking at an uncertain future of continuing restrictions as we await a vaccine. This is certainly a very different outlook than we had a year ago.

Looking back at the fall newsletter of 2019, a theme was the annual convention held in Halifax. Having attended both the SWAP pre-conference workshop on decolonizing psychology and the convention

proper, in reading that newsletter, I shared in the memories of those events and felt a renewed connection to my feminist colleagues and the feminist psychology project in Canada. This year, the year of the virtual conference, feels rather different. We enjoyed excellent presentations, but I missed the ease of establishing a sense of community through in-person, “real” time spent together in the same physical space and the informal opportunities to re-connect with long-time colleagues and connect with new ones. Although there has been no definitive announcement from CPA, it seems likely that the 2021 conference will also be delivered in a virtual format. This time however we will be able to plan for online delivery. The Executive Committee for SWAP is dedicated to offering a program worthy of its’ members’ time, and we hope that many of you will submit proposals. You will be hearing from us regarding deadlines for submission and our plans for the conference. Two positive aspects of a virtual

conference are that participation is not limited by lack of access to travel funds and presentations are available for extended periods of time.

Consequently, we might expect a larger, more diverse audience than usual and more attention to our presentations. Please consider submitting, and of course, participating in the actual conference!

I would also like to recognize and congratulate this year's student award winners, Nicole Jeffrey for the best student paper, and Danielle Lefebvre for the best student on-line presentation. Their research is both timely and significant. It showcases the important knowledge and creativity emanating from a new generation of feminist scholars. You can learn more about their presentations in this newsletter.

Finally, membership renewal time is approaching, and so I would like to encourage you to renew your

SWAP membership. Your support allows us to support feminist research and practice in Canada by providing a platform for the communication of feminist knowledge and feminist concerns related to psychology as a discipline and a practice. As a section of CPA, we have a voice within the broader community of psychologists and Canadian society more generally. As a member, you can elect to simply support our activism through your fees or volunteer to join the Executive Committee when there is a vacant position and bring your knowledge, experience, and energy to the work of SWAP.

Please encourage your feminist colleagues and students to become SWAP members. Feminist movements are built on the many!

Lorraine Radke
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EDITOR'S MESSAGE

By: Jenna Cripps

Hello everyone,

It's hard to believe we are already reflecting on another year of SWAP. This year

has been one of challenge and change and I want to take a moment to applaud everyone for their ongoing involvement with SWAP and commitment to engaging to feminist research and practice. I also want to take this opportunity to thank everyone who has submitted articles and content for the newsletter during the past year. Your contributions are greatly appreciated!

For the upcoming year, I would like to highlight the need for members' ongoing involvement with the newsletter. In particular, I would love the opportunity to continue highlighting any recent publications from our members. If you publish an article, book, or book chapter that you think might be of interest to the SWAP community, send the reference and abstract/description to me and an announcement will be posted in an upcoming edition of the newsletter! This is a great way to promote feminist research and support each other! I would also like to highlight a new initiative within the newsletter. We are looking to hear directly from the membership about what being a SWAP member

has meant to you. If you are interested, send your 250-500 word reflection along with a photo of yourself to me and your statement will be posted in an upcoming edition of the newsletter. This is a great opportunity for us to further engage with each other and to reflect on our wonderful community!

In this issue, you will find several items from the 2020 CPA convention including: the SWAP Annual General Meeting Minutes (p. 8), the financial statement (p. 11), the Status of Women Committee report (p. 12), a list of the award winning students summarized in the Award Committee report (p. 13), and the winning student paper from Nicole Jeffrey (p. 14). You'll also find information regarding the SWAP social media (p. 15) and the first profiles in the new Emerging Canadian Feminist Scholars Series (p. 17). Finally, the newsletter also includes members' recent publications (p. 19), a book spotlight (p. 23), numerous job postings (p. 24), and calls for papers and nominations (p. 35, p. 47).

Please feel free to contact me at any point during the upcoming year with an submissions, comments, or questions!

Take care,

Jenna Cripps
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MINUTES OF THE 2020 ANNUAL BUSINESS MEETING

CANADIAN PSYCHOLOGICAL ASSOCIATION SECTION ON WOMEN AND PSYCHOLOGY

ZOOM Meeting

August 6, 2020; 10:00-11:30 MDT

Coordinator/Chair:

Lorraine Radke

Past Coordinator/Chair:

Janelle Kwee

Coordinator/Chair Elect:

Vacant

The Virtual ZOOM meeting was called to order by the Chair, Lorraine Radke, at 10:10 MDT. There were 13 members present on-line.

1. Introduction. Lorraine Radke began the meeting by asking everyone to introduce themselves.



2. Approval of the Agenda. The Agenda was presented by Lorraine Radke, moved by Lana Stermac and seconded by Kafui that the agenda be approved. The motion passed unanimously.

3. Minutes of the 2019 Annual General Meeting were circulated by email with the Meeting invitation by the Chair. The Secretary said that a correction will be made to the Minutes, i.e., that the Executive slate should be for 2019-2020. A motion to accept the Corrected Minutes was made by Jenna Cripps and seconded by Anita Shaw. The motion passed unanimously.

4. Awards. Presentation of the Student Awards (*See the Newsletter for Reports*). The announcement of the 2020 Student Paper Award was made by Sara Crann, the Student Awards Co-ordinator. The Award winner for the Paper Award is Nicole Jeffrey who will receive \$500 for her award. Descriptions of the award and Nicole's Paper were given by Sara Crann. Paula Barata announced the names of the recipients of the one-time SWAP Oral Presentation Awards. The first place award recipient of \$200 is Nicole Jeffrey. The second place award recipient of \$150 is Danielle Lefabre. Paula said that these awards were a substitute for the Student Travel Bursary Awards. She said that she was glad to have these awards and thanked the two reviewers for their work. There were a large number of applicants. The Chair, Lorraine, thanked Sara, Paula and the reviewers for their valuable work.

5(a) Chair's report was given by Dr. Lorraine Radtke. Lorraine said that she had started a few months ago. In May she convened a virtual Executive Meeting. In June there was a virtual Section Chairs Meeting that was for information. The Sections were told that they were to hold a virtual Business Meeting during the CPA Convention dates. In the Fall, there will be an Orientation for the Section Chairs. Lorraine reported that there would be a Section Board Member, Laurie Ford, instead of Section Representatives. It is important to have

strong liaisons with other sections. She raised the question of Associate Members and was told that there would be a pilot study with one Section and that a decision could be made in a couple of years. Lorraine said that that time-line was unacceptable. Previously we were able to have Associate Members but that ended when we lost the opportunity to have our own bank account. Lana said that she has no control over membership. The members had a discussion about the importance of having Associate Members and reacquiring opportunities to have successful SWAP activities. A suggestion was made to have a Fall meeting to discuss these matters.

5(b) Treasurer's report (Noreen). All of our expenses have been paid including \$1,750 for the student Paper Award and Bursaries (2019) and \$1,000 reimbursement to SOGII. The balance as of Dec. 31, 2019 was \$3,170.17 with revenue including \$2,220 in dues and a \$500 donation (Charlene). The balance as of this meeting is \$4,826.17 including \$1,826 in dues. We are expecting to disburse \$850 for Student Awards. The question was asked about whether or not there would be a problem of our going over the CPA limit of \$5,000 when we receive further dues. Money over \$5,000 will be kept for us if we can show a purpose for the money. We were assured that this limit will be waived this year. We are looking into providing plaques for past Chairs who have not received one. Carmen Poulin moved, and Lana Stermac seconded, a motion to accept the Treasurer's report. The motion was passed unanimously.

5(c) Membership Coordinator. The Membership report was given by Lana Stermac. There are 147 members including 55 student members. That is up from 134 last year. SWAP has one of the largest memberships in the CPA. There are a number of new categories. There was a discussion about being proactive in getting new members which would also help increasing revenue. Kafui asked about attempts to recruit specific groups including black and indigenous members. The comment was made that there wasn't enough recruiting with specific groups. There should not only be collaboration but also participation. A previous pre-conference with indigenous members was very successful. There was a discussion of possible ways to promote inclusion. Request was made for members to send any ideas.

5(d) Newsletter Editor's Report. The Newsletter Editor, Jenna Cripps, thanked members for their contributions. She asked for information on publications related to SWAP. A new initiative is for members to reflect on "What it means to be a member of SWAP." There is an overlap between the Newsletter and Social Media, especially with Facebook. A suggestion was made to have opportunities for member profiles such as being done with Social Media. Jenna was thanked for all the work that she does with the Newsletter.

5(e) Student Paper and Bursary Awards Committee Report. Sara Crann, the Coordinator, and Paula Barata reported earlier that one Paper Award and two Oral Presentation prizes were awarded. The Oral Presentation awards were awarded since the five Travel Bursaries were not awarded.

5(f) Web Maven's Report. Nicole Jeffrey is our Web Maven. She manages Twitter and Tanya manages Facebook. There is a change to Google Groups. There is important contact with non-SWAP members as well in the CanFemPsycListserve which is reached via email. A new initiative is Emerging Canadian Feminist Scholars profiles. We are linked to the CPA website. We cannot make changes to the web on our own. They must be submitted to CPA and they will make the changes. Lorraine thanked Nicole and Tanya for their contributions towards contact with students and other members and non-members.

5(g) Student Representative Report. The Student Representative, Tanya Samardzic, announced the Feminist Mentoring Award will not be awarded this year. The nomination submitted this year will be added to next year's nominations. There was a call for symposia and two student symposia were accepted.

5(h) Nomination Coordinator's Report. The report was given by the Coordinator, Carmen Poulin. There was no Distinguished Member Award this year. The 2019 recipient was asked if she will give the Distinguished

Member presentation next year but has not yet responded. She will be contacted again. Carmen asked that the PSYNOPSIS call for nominations be flagged to her.

5(i) Status of Women Committee Report. Anita Shaw, the Coordinator, presented a number of ideas to proceed (See these ideas in her report in the Newsletter) and suggested further communication about the ideas. What would we like to have the committee do? Anita called for further ideas. The Chair commented that these ideas showed a very exciting positive change of direction.

5(j) Abstract Review Coordinator Report. Paula Barata said that there were no abstracts to review this year.

5(k) Provincial Representatives Coordinator Report. The Coordinator, Charlene Senn, reported that there would be more information next year.

5(l) SWAP-Division 35 Liaison. We are kept informed by the information about APA Division 35 forwarded by Pam McAuslan.

6. Proposed Executive Slate

Section Chair/Coordinator:	Lorraine Radke
Past Section Chair/Coordinator:	Janelle Kwee
Treasurer/Secretary:	Noreen Stuckless
Newsletter Editor:	Jenna Cripps
Student Representative:	Tanya Samardzic
Membership Coordinator:	Lana Stermac
Web Maven:	Nicole Jeffrey
Student Paper and Award Co-ordinator:	Sara Crann
Nominations Coordinator:	Carmen Poulin
Abstract Review Co-ordinator:	Paula Barata
SWAP-Division 35 Liaison:	Pam McAuslan
Listserv Coordinator:	Nicole Jeffrey
Status of Women Coordinator:	Anita Shaw
Provincial Representatives' Coordinator:	Charlene Senn

There were no further nominations. It was moved by Charlene Senn and seconded by Anita Shaw, that the Proposed Executive Slate be approved. The motion was passed unanimously.

7. Provincial Representative Reports. There were no Provincial Representative Reports

Provincial Representatives.

Lynn Sloane (AB)

Colleen MacQuarrie (PEI)

Linda McMullen (SK)

Lucie Kocum (NS)

Carmen Poulin (NB)

Vacant positions QC, BC, MB, NF, ON and the Territories

8. Other Business. No other business.

9. Adjournment. We adjourned at 11:35 MDT



TREASURER'S REPORT

By: Noreen Stuckless

2020, is \$4,826.17 including \$1,826 in dues. We are expecting to disburse \$850 for Student Awards.

Since we didn't have the regular Conference expenses the question arises about whether or not there would be a problem of our going over the CPA limit of \$5,000 when we receive further dues.

Money over \$5,000 will be kept for us if we can show a purpose for the money and we are assured that this limit will be waived this year. We are looking into providing plaques for past Chairs who have not received one.

Noreen Stuckless
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We are in a sound financial position. All of our expenses have been paid including \$1,750 for the student Paper Award and Bursaries (2019) and \$1,000 reimbursement to SOGII. The balance as of Dec. 31, 2019 was \$3,170.17 with revenue including \$2,220 in dues and \$500 donated by Charlene Senn towards Student Awards and Bursaries. The balance as of this meeting, August 6,

STATUS OF WOMEN COMMITTEE REPORT

By: Anita Shaw



When I accepted this position, I expressed interest in responding to “Reclaiming power and place: The final report of the national inquiry into missing and murdered

Indigenous women and girls” (MMIWG). Dr. Kwee and I discussed the possibility of developing a pre-convention workshop. We imagined something similar, perhaps, to the pre-convention workshop that had just taken place in 2019, “Shifting directions and paradigms: Psychology in action as a decolonizing and empowering force”. This workshop had been developed by three sections: SWAP, SOGII, and the Indigenous Peoples’ Psychology Section.

Recently, Dr. Radtke and I continued the discussion regarding the possible roles of both the Status of Women Committee and myself as chair. I would very much like to hear from you regarding this.

Thus far, I have a few ideas. My ideas focus on the MMIWG report because, first, it clearly falls within the SWAP’s mandate and collective expertise, and, second, it is timely. As you are probably aware, the MMIWG is now over a year old, and few if any of the over 200 recommendations have been implemented.

- 1) Would there be interest in creating a pre-conference workshop on this topic? I recognize that we would want to invite collaboration from the Indigenous Peoples’ Psychology section, SOGII, and probably others: these might include the Rural and Northern Psychology Section, Counseling Psychology, Developmental Psychology, Community Psychology Criminal Justice

Psychology, and the Traumatic Stress Section.

- 2) If this seems too ambitious, would you be interested in creating a symposium?
- 3) Alternately, especially given the risk that the COVID pandemic could result in next year’s convention being held on-line, would you be interested in me submitting a proposal to the editor of Psynopsis, asking them to consider that an upcoming issue be dedicated to the MMIWG report?
- 4) Would you be interested in putting together a fact sheet or two on, first, how the MMIWG is of relevance to Psychologists and/or, second, how Psychologists (researchers, academics, and clinicians), in their work, could respond meaningfully to the MMIWG report?
- 5) I recently saw and have been thinking about responding to the current call by Psynopsis for a piece on “Human rights and social justice: Addressing systemic discrimination, oppression, and marginalization”. However, the submission deadline of August 28 may be too soon for me.
- 6) Does anyone have other ideas for this committee?

I am happy to hear from people in whatever way you prefer: email, phone, zoom, etc.

I look forward to your questions, feedback, and suggestions.

Thank you, all, for the work that you do. I’m so pleased to be part of this group.

Anita Shaw
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Territory of the Lheidli T’enneh people

STUDENT AWARDS COMMITTEE REPORT

By: Sara Crann



SWAP offers two types of awards to support students who are doing work relevant to SWAP's mandate. The awards are open to students (or recent graduates) who are presenting work they completed as students at the Canadian Psychological Association annual convention or at a SWAP-sponsored preconference workshop. The \$500 SWAP Student Paper Award is awarded to the student presenting research of interest to women and/or feminism whose paper best represents SWAP's mandate. Selection criteria include: 1) significant contribution in any of the following areas: feminist psychology; psychological knowledge relevant to women; and/or activism or other applications of feminist theory and research; 2) diversity issues acknowledged/dealt with effectively; 3) methodological excellence (either qualitative or quantitative); and 4) clear and effective writing style. Typically, SWAP also awards \$250 travel bursaries to students presenting papers or posters particularly relevant to women and/or feminism.

However, due to the COVID-19 pandemic and the suspension of travel, travel bursaries were not offered this year.

The winner of the 2020 SWAP Student Paper Award is Nicole Jeffrey. The winning paper, entitled "Men's Talk about Sexual Behaviours: Implications for Consent-Focused Models of Sexual Violence Prevention" was presented online at this year's convention. Dr. Jeffrey recently graduated with a PhD from the Applied Social Psychology program at the University of Guelph. The student award was presented to Nicole at the SWAP virtual annual business meeting. Congratulations Nicole!

Applications for the SWAP 2021 student paper and travel bursary awards are due April 2, 2021. More information about next year's awards will be included in the SWAP winter and spring newsletters. To be eligible, students must be presenting at the 2021 CPA convention. All students who are presenting research relevant to SWAP at the convention are encouraged to apply! Please spread the word!

Sara Crann
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SWAP WINNING STUDENT PAPER

Men's Talk about Sexual Behaviours: Implications for Consent-Focused Models of Sexual Violence Prevention



Recently, consent-focused models of sexual violence (SV) prevention have proliferated on university campuses in North America. However, their effectiveness remains to be seen. In this paper, I use my recent research to highlight some potential limitations of these models. In one study, I used interviews with 10 university men in which they described recent SV perpetration against an intimate partner. In a second study, I used focus groups with 29 heterosexual university men in which they discussed sexual behaviours between intimate partners. I used discourse analysis in both studies, which uses language and talk as a source of evidence of prevailing societal norms or discourses, as speakers both evoke and reproduce these norms (Cameron, 2001). I found that men in my studies commonly relied on traditional societal norms or discourses in ways that supported and obscured SV. In this paper, I focus on the implications of these norms and men's talk for consent-focused models of SV prevention.

Like Beres (2018), I argue that consent-focused models are "inadequate not only because [they are] too low a standard of consent, but also because [they fail] to address the ways in which sexual behaviour is socially constructed" (p. 703). I found that some men have adopted consent discourses; however, rather than promoting norms of ethical sexual practice, they were mostly used to justify or obscure SV. In particular, my findings highlight potential limitations of consent-

focused models in that they may allow men to (a) put the onus on women to (clearly) communicate and blame SV on women's ineffective communication; (b) disregard the need for consent in many real-life circumstances, especially in ongoing relationships; (c) understand consent as something to be achieved, even if through violent and coercive means; (d) uncritically accept "yes" as unfettered consent; and (e) minimize SV.

First, consent-focused models may allow men to put the onus on women to (clearly) communicate and to blame SV on women's ineffective communication. This is because these models do not adequately disrupt traditional discourses holding that men have naturally higher sex drives compared to women, that women are sexual gatekeepers, or that miscommunication between women and men causes SV (Frith & Kitzinger, 1997; Gavey, 2005; Hird & Jackson, 2001; Hollway, 1989). The very premise of consent-focused models of SV prevention implies that miscommunication causes SV (i.e., SV can be prevented if we just teach women and men the importance of articulating and understanding consent; Beres, 2018). Indeed, even men in my studies who advocated for the importance of consent and communication continued to place the onus on women alone to do this work of clearly communicating and (non)consenting. They also continued to blame men's misunderstandings and SV on women's ineffective communication. In one instance, a perpetrator from my interview study described his agreement with the affirmative "only yes means yes" message but simultaneously blamed his SV on his partner's "cloudy" responses. Thus, the consent message did not disrupt the notion that clear communication was his partner's responsibility or that SV results from miscommunication.

Second, consent-focused models may allow men to disregard the need for consent in many real-life circumstances, especially in ongoing relationships. This is because these models do not adequately disrupt the social construction of normative heterosexuality—found in my research and previous research—in which sexual behaviour is already "mapped out" according to

predictable stages from kissing to intercourse and in which intimate partners *always already know* or can tell what the other desires (Humphreys, 2007; Shumlich & Fisher, 2018; Waldby, Kippax, & Crawford, 1993, p. 246). In my focus group study, men used these discourses in ways that allowed them to position men's communication and requests as not only unnecessary, but as disruptive of the natural progression. At times directly criticizing consent messages, they suggested that it would be "awkward" and "kill the mood" to ask for sex in earlier stages of the progression.

Third, consent-focused models do not adequately disrupt norms and discourses prioritizing men's (sexual) desires over women's. In the current context of male-centered heterosexuality, consent-focused models are unlikely to prevent the violent and coercive ways that men "seek" consent, especially since the focus of these models is often on whether or not consent was obtained and not on how it was obtained. Much like men in Jozkowski et al.'s (2017) study, some men in my interviews reported ignoring a partner's nonverbal signs of displeasure or discomfort or persisting and trying to persuade their partner to consent following more ambiguous declines such as "not now" or "later." And they distinguished this from other forms of SV.

Fourth and relatedly, consent-focused models (especially "yes means yes" models) may allow men to uncritically accept "yes" as unfettered consent. This is partly because these models do not adequately disrupt the male-centeredness of heterosexuality or the social context around why women sometimes agree/consent to unwanted sex (even in the absence of immediate SV). They also do not place enough responsibility on men to understand this social context or to communicate about it with their partners.

Finally, my research demonstrates that consent-focused messages may allow men to minimize and obscure SV. Some men in my interview study used consent messages to blame a partner for not giving a clear "yes" or "no," or to distinguish (and thus minimize) their persistence in response to ambiguous refusals from persistence to a clear "no." Other men used consent-related discourses to minimize one-time SV; that is, to emphasize that they *usually* seek consent. In these ways, men used consent messages to position themselves as good and modern men without appearing to make meaningful changes to

their male-centered and violent behavior. These results suggest that consent messages are easily co-opted and have become part of the vocabulary used to construct SV in socially acceptable terms.

Given these issues, consent-focused models are inadequate for preventing SV and promoting ethical sexual engagement. Based on my research, I argue that we must move beyond consent and create hegemony for versions of (hetero)sexuality that include mutuality, ongoing negotiation and communication, care, and empathy.

References

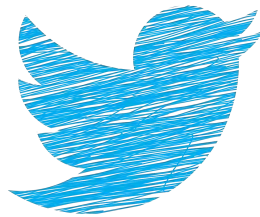
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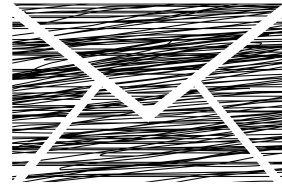
Stay connected and up-to-date on news, events, and discussion relevant to Canadian feminist psychology and the CPA Section on Women and Psychology (SWAP)!



CPA.SWAP



@CPA_SWAP



Canadian Feminist
Psychology Listserv

groups.yahoo.com/neo/groups/canfempsych/info

Share your news and events relevant to feminist psychology with our members and followers!

**Are you a student or recent graduate
and SWAP member?**

We'd love to introduce you to our followers by profiling you in our **Emerging Canadian Feminist Scholars Profile Series**! We will profile an emerging scholar or practitioner of feminist psychology regularly on Facebook and Twitter, and in our newsletter.

Submit your content or profile for us to share
or learn more at bit.ly/swap-info-share



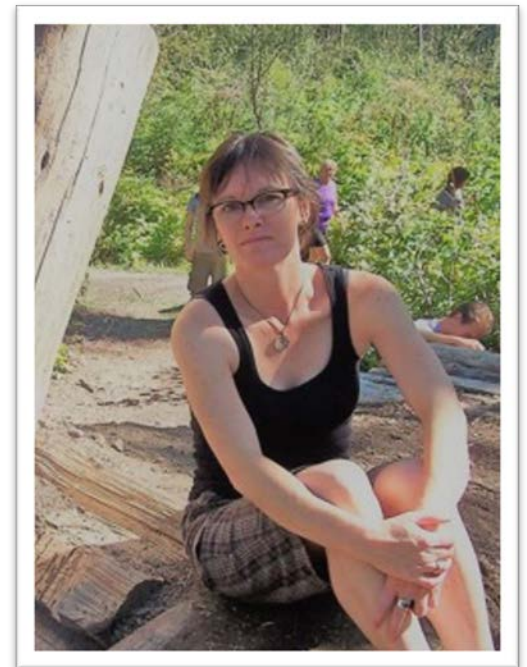
EMERGING CANADIAN FEMINIST SCHOLARS PROFILE SERIES

In this new series, we will profile emerging scholars and practitioners of feminist psychology! Follow SWAP on Facebook and Twitter to meet a new student or recent graduate SWAP member regularly! We're kicking off the series with five of SWAP's Executive Committee members!



Nicole Jeffrey recently received her PhD in Applied Social Psychology from the University of Guelph. She studies men's use of sexual violence against women and the societal norms that support this violence. She is currently working as a Research Associate at the University of Windsor. She enjoys travel and spending time with family and friends. Nicole is looking forward to connecting with other feminist scholars! Connect with her at twitter.com/nicolekjeffrey or learn more about her research at nicolejeffrey.com.

Anita Shaw Quock is a PhD candidate in Social Psychology at the University of Northern British Columbia. As a child, Anita immigrated from England and grew up surrounded by the magnificent mountains and lakes in Tahltan territory (northern British Columbia). When not reading, writing, or procrastinating, Anita goes camping, knits Aran sweaters, and hosts noisy family dinners. Her research interests include sexual violence, sexual consent, sexual objectification, dehumanization, gender, feminist theory, and decolonization.





Jenna Cripps is a Ph.D. candidate in the Clinical & Counselling Psychology program at the University of Toronto, OISE. Her research is focused on examining the psychological, social, and other impacts of sexual violence. She is also investigating the role of information and communication technologies in the perpetration of sexual violence, harassment, and gender-based hate speech. She holds a Master of Arts in Clinical & Counselling Psychology from the University of Toronto and a Bachelor of Science in Psychology: Brain & Cognition from the University of Guelph. When she isn't conducting research or clinical work she enjoys hiking, baking, and spending time with her beloved pet cat. Learn more about Jenna's research here: https://www.researchgate.net/profile/Jenna_Cripps

Tanja Samardzic completed her MA at the University of Windsor and has been pursuing her PhD at the University of Guelph. She is a feminist scholar that studies women's experiences of (a) self-silencing while in relationships with abusive men and (b) polycystic ovary syndrome (PCOS). When she is not working, Tanja enjoys reading (for pleasure), traveling, drinking lots of coffee, and trying new restaurants. To connect with Tanja, send us a message!



Sara Crann received her PhD in Applied Social Psychology from the University of Guelph. She studies girls' and women's health and wellbeing using mixed methods. Her research focuses on the lived experience and prevention of sexual and dating violence. She is currently a Postdoctoral Fellow at the University of Windsor where she is adapting a feminist sexual assault resistance education program for adolescent girls. She enjoys camping, gardening, and spending time with her family. Connect with Sara at twitter.com/saracrann.



Are you a student or recent graduate and SWAP member interested in being profiled? Submit your profile or learn more at bit.ly/swap-info-share

MEMBERS' RECENT PUBLICATIONS

Journal Articles

Prevention of sexual violence among college students: Current challenges and future directions

Objective: Preventing sexual violence among college students is a public health priority. This paper was catalyzed by a summit convened in 2018 to review the state of the science on campus sexual violence prevention. We summarize key risk and vulnerability factors and campus-based interventions, and provide directions for future research pertaining to campus sexual violence. **Results and Conclusions:** Although studies have identified risk factors for campus sexual violence, longitudinal research is needed to examine time-varying risk factors across social ecological levels (individual, relationship, campus context/broader community and culture) and data are particularly needed to identify protective factors. In terms of prevention, promising individual and relational level interventions exist, including active bystander, resistance, and gender transformative approaches; however, further evidence-based interventions are needed, particularly at the community-level, with attention to vulnerability factors and inclusion for marginalized students.

Keywords: campus sexual violence, marginalized students, prevention, risk factors

Bonar, E.E., DeGue, S., Abbey, A., Coker, A.L., Lindquist, C.H., McCauley, H.L., Miller, E., Senn, C.Y., Thompson, M.P., Ngo, Q.M., Cunningham, R.M., & Walton, M.A. (2020). Prevention of sexual violence among college students: Current challenges and future directions. *Journal of American College Health*, 1-14. DOI:10.1080/07448481.2020.1757681.

Accounting for men's refusal of heterosex: A story-completion study with young adults

In the present study we bring together theory regarding the construction of heterosexuality and masculinities to understand the shifting and changing terrain of heterosexual sex (heterosex). We use inductive qualitative content analysis of story completion data to discover the different ways that heterosex is constructed by the male and female respondents in scenarios where women initiate sex and men, at first, refuse. The stories represented a spectrum of responses that reify and subvert dominant understandings of heterosex. Five major themes were generated from the current data (1) men should initiate sex, (2) he wants to take it slowly, (3) it is natural for men to want sex, (4) it is men's job to look after women, and (5) coercion. We discuss in detail the dominant narratives described by women and men and how they may be shifting. The study thus provides a rich, experience-based representation of heterosexual sexual activity and suggests subtle shifts in how masculinity is managed within heterosexual relationships.

Beres, M.A., Terry, G., Senn, C.Y., & Ross, L.K. (2019). Accounting for men's refusal of heterosex: A story-completion study with young adults. *Journal of Sex Research*, 56, 127-136. DOI: 10.1080/00224499.2017.1399978

Integrating Sexual Assault Resistance, Bystander and Men's Social Norms Strategies to Prevent Sexual Violence on College Campuses: A Call to Action.

Sexual assault prevention on college campuses often includes programming directed at men, women, and all students as potential bystanders. Problematically, specific types of sexual assault prevention are often implemented on campuses in isolation, and sexual assault risk reduction and resistance education programs for women are rarely integrated with other approaches. With increasing focus on the problem of sexual assault on college campuses, it is timely to envision a comprehensive and interconnected prevention approach. Implementing comprehensive prevention packages that draw upon the strengths of existing approaches is necessary to move toward the common goal of making college campuses safer for all students. Toward this goal, this commentary unpacks the models and mechanisms on which current college sexual assault prevention strategies are based with the goal of examining the ways that they can better intersect. The authors conclude with suggestions for envisioning a more synthesized approach to campus sexual assault prevention, which includes integrated administration of programs for women, men, and all students as potential bystanders on college campuses.

Keywords: sexual assault, prevention, college, bystander intervention, rape, university, self-defense, resistance

Edwards, K., Orchowski, L., Hollander, J., Banyard, V., Senn, C.Y., & Gidycz, C.A. (2019). Integrating Sexual Assault Resistance, Bystander and Men's Social Norms Strategies to Prevent Sexual Violence on College Campuses: A Call to Action. *Trauma, Violence, & Abuse*. DOI: 10.1177/1524838018789153.

Have you published an article, book, or book chapter within the last year? If so, let the SWAP community know about it. Submit the reference and an abstract/description of the publication to swap.newsletter@gmail.com and the announcement will be posted in an upcoming edition of the SWAP newsletter.

MEMBERS' RECENT PUBLICATIONS

Book Chapters

Interventions to Reduce Violence Against Women: The contribution of Applied Social Psychology

Book Description: In the present epoch of global change, movement, interconnection and the intensification of social issues within and across many societies, applied social psychology is more relevant than ever. The SAGE Handbook of Applied Social Psychology offers an overview of the field and the disparate and evolving approaches. Through an international team of contributors, the handbook brings prominent research literature together and organises it around ten key areas: Part 01: Culture, race, indigeneity; Part 02: Gender and Sexuality; Part 03: Politics; Part 04: Health and mental health; Part 05: Work; Part 06: Ageing; Part 07: Communication; Part 08: Education; Part 09: Environment; and Part 10: Criminal Justice, Law, Crime. This handbook is a uniting and invigorating resource for the field of Applied Social Psychology.

Barata, P.C. & Senn, C.Y. (2019). Interventions to Reduce Violence Against Women: The contribution of Applied Social Psychology. In K. O'Doherty & D. Hodgetts (Eds.), *The SAGE Handbook of Applied Social Psychology* (pp. 61-84). London: Sage.

Work-Life Balance and the “Older” Working Woman

This chapter explores the relationship between an older woman's paid work activities and “the rest of her life”. In constructing it as a problem, psychology and related disciplines have labeled it in a variety of ways—as work-family conflict, work-life balance, and work-life integration. The topic has been of considerable interest to researchers, employers, governments, and individual women and men. Nevertheless, young adulthood, midlife, and especially women as mothers have been emphasized as the subjects of analysis. Only recently and in a limited way has interest been directed at the older woman. In this chapter, we critically examine existing literature, both empirical and theoretical, with particular attention paid to how conceptualizations of issues related to work-life balance enable and limit women in their everyday activities. Thus, our primary interest is with the older woman worker herself (although clearly, how work-life balance is understood has implications for the structure of work and the policies that guide workplace practices). As our feminist, social constructionist perspective entailed a sensitivity to time and place, we paid particular attention to knowledge generated in Canada and The Netherlands, the places where we have lived and worked our entire lives. We argue that it is useful to understand work-life balance and the older woman worker as involving various “pushes and pulls”, i.e., forces that she negotiates in her daily life and have some bearing on whether she remains in the workforce or leaves. We conclude that a single set of recommendations is impossible due to the complexities and differences entailed in the impact of forces operating at cultural, social, and personal levels and the variations in the contexts of women's lives (e.g., their work and educational history, financial circumstances, and the quality of their work environments).

Radtke, H. L., & van Mens-Verhulst, J. (2020). Work-Life Balance and the “Older” Working Woman. In E. Cole, & L. Hollis-Swayer (Eds.), *Older Women Who Work: Resilience, Choice, and Change*. American Psychological Association. <https://www.apa.org/pubs/books/older-women-who-work>

“Strangers are unsafe”: Institutionalized rape culture and the complexity of addressing university women’s safety concerns

Using participatory photography and a critical feminist perspective, we examined nine woman-identified Canadian university students’ subjective experiences and perceptions of safety through the lens of the social construction of sexual assault. Our analysis focuses on how participants’ campus safety concerns reflected stereotypical notions about what sexual assault looks like (i.e., a violent nighttime attack by a stranger) and what causes it (i.e., men’s sexual urges, alcohol, and women’s behaviour and clothing). We also discuss the potential implications of our findings for addressing women’s safety on contemporary Canadian university campuses.

Jeffrey, N. K., Crann, S. E., Erb, S. R., & Barata, P. C. (2020). “Strangers are unsafe”: Institutionalized rape culture and the complexity of addressing university women’s safety concerns. In D. Crocker, J. Minaker, & A. Nelund (Eds.), *Violence interrupted: Confronting sexual violence on university campuses*. McGill-Queen’s University Press. <https://www.mqup.ca/violence-interrupted-products-9780228001003.php>

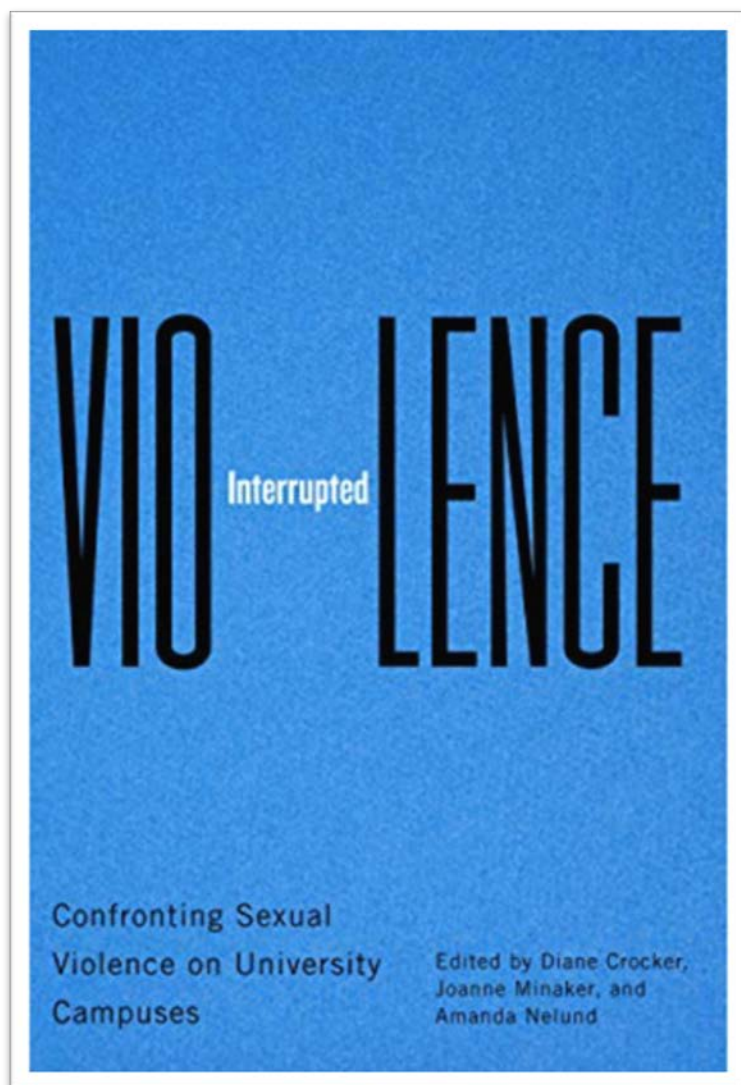
Countering Rape Culture with Resistance Education

Recent events and changing societal consciousness in Canada and the United States have drawn attention to the pervasiveness of sexual assault on college and university campuses. On many campuses, programs aimed at preventing these assaults are being implemented at a growing rate. Assessment of program effectiveness has lagged behind, however, and debates about how best to address this now-acknowledged social problem continue. This chapter focuses on a sexual assault resistance education program designed specifically for first year university women. The program was developed over a period of 6 years based on the best available theory and evidence at the time, and honours the work done by feminists inside and outside of academia since the 1970s. Between 2011 and 2014, we conducted an open-label, randomized, controlled trial to test its impact at three Canadian universities. The results showed a significant reduction in completed and attempted rape as well as attempted coercion and nonconsensual sexual contact at one year and extending to two years after completing the program. In addition, there were reductions in rape myth acceptance and victim blaming as well as increases in self-defense efficacy and knowledge of resistance strategies. Thus, this is the only available program with clear evidence that it reduces sexual violence and in a lasting way. Nevertheless, we experienced some pushback during the study and a small but on-going critique of the program based on the argument that any intervention aimed at women’s resistance was inherently woman blaming. This critique is often directed at self-defense programs in general, with little attention to their theoretical underpinnings or actual content. The history of women’s self-defense as a critical, grassroots component of the early anti-rape movement is forgotten in these critiques; from their inception feminist self-defense programs challenged pervasive gender discrimination and cultural notions of what women should and should not do. Here, we reflect on our feminist program in today’s context of rape culture and arguments for and against resistance education as a means of countering rape culture. We consider these arguments in a context where bystander programs and strategies focused on consent have been seen as more directly aimed at primary prevention. We consider how our program can not only co-exist with these and other prevention efforts, but contribute to efforts to clearly place the blame for rape on perpetrators and make all us responsible for challenging rape culture and preventing rape.

Radtke, H. L., Barata, P. C., Senn, C. Y., Thurston, W. E., Hobden, K. L., Newby-Clark, I., & Eliasziw, M. (2020). Countering Rape Culture with Resistance Education. In D. Crocker, J. Minaker, & A. Nelund (Eds.), *Violence interrupted: Confronting sexual violence on university campuses*. McGill-Queen’s University Press. <https://www.mqup.ca/violence-interrupted-products-9780228001003.php>

BOOK SPOTLIGHT

Violence interrupted: Confronting sexual violence on university campuses



We live in a moment of renewed and highly visible action on the issue of sexual violence. Rape culture is a real and salient force that dominates campus climates and student experiences. Canada has drafted a national framework, provincial legislation, and institutional policy to address incidences of sexual violence, and students have demanded that their universities respond. Yet rape culture persists on campuses throughout North America.

Violence Interrupted presents different ways of thinking about sexual violence. It draws together multiple disciplinary perspectives to synthesize new conceptual directions on the nature of the problem and the changes that are required to address it. Analyzing survey data, educational programs, participatory photography projects, interviews, autoethnography, legal case studies, and existing policy, contributors open up the conversation to illustrate sexual violence on campus as a structural, cultural, and complex social phenomenon. The diversity of methodologies sets this study apart: a problem as complex and far-reaching as rape culture must be approached from a multitude of angles.

Decades have passed since student advocates first called for "no means no" campaigns, but universities are still struggling to evolve. Violence Interrupted answers the call by bridging the gap between advocacy, research, and institutional change.

Crocker, D., Minaker J., & Nelund, A. (Eds.). (2020). *Violence interrupted: Confronting sexual violence on university campuses*. McGill-Queen's University Press. <https://www.mqup.ca/violence-interrupted-products-9780228001003.php>

JOB POSTINGS



Faculty of Human & Social Development

Data Analyst / Statistician / Epidemiologist

Job opportunity: Data Analyst / Statistician / Epidemiologist (final title is negotiable)

Description: Reporting to Dr. Nathan Lachowsky (me), you would provide health research data management and analysis support for numerous quantitative projects under development and being implemented. You would be responsible for ongoing management and analysis of health data, obtained from participant surveys and biological specimen testing. You will prepare and review analytic protocols as well as analyze these data from conceptualization through written presentation for academic, policy, and community audiences. You must be knowledgeable of quantitative study design, data analysis methodology, and statistics as well as proficient with analytical software (Stata/R/SAS/SPSS, Excel).

As an Associate Professor in the School of Public Health and Social Policy and Michael Smith Foundation for Health Research Scholar, I have a vibrant and dynamic program of research focused on community-based health equity research. Our team focuses on empowerment of and social justice for marginalized communities such as LGBTQ2+ people, Indigenous and ethnoracialized minorities, and those living with and affected by HIV, Hep C, and STIs. We're looking to support enthusiastic folks from the diverse communities that we work with. We believe that no research about these communities should be developed without the communities in question being involved every step of the way. "Nothing about us, without us". As a research environment, the University, our Faculty and our School espouse values for social justice, Indigenous knowledges, interdisciplinarity, health equity, social justice, and ethical professional conduct.

Location: currently, you could work remotely from anywhere in Canada; ideally, you would eventually work in-person at the University of Victoria, Victoria, BC once COVID-19 control measures are lifted

Hours: Generally, work hours are flexible, but you would be expected to be available for a few meetings per week during regular business hours (9am-5pm) Monday to Friday. You could work either part-time (no less than 21 hours/week) or full-time (35 hours/week); please indicate your preference in your cover letter, and if part-time how many hours a week you would like to work.

Term: Flexible, but ideally you would start as soon as possible. Your initial contract will go until March 31, 2022 (~18 months), with possibility of renewal.

Pay range: Your hourly rate would range between \$25/hour-\$40/hour depending on your level of training and years of work experience.

Job description: Recognizing that no single person may possess all these skills and experience, you will provide support to Dr. Lachowsky and team members (e.g., collaborating faculty, community partner agencies, staff, postdoctoral fellows, students) with the following tasks:

- Provide analytical support for research by using quantitative data analysis (descriptive and analytic statistical methodologies). This includes synthesizing results into meaningful outputs for research collaborators;

- Design, write, test, debug, document and maintain program code for statistical analysis and data management;
- Contribute to the writing of reports and research papers. This includes providing statistical results, writing methods and result sections, and preparing tables and figures as required;
- Collaborate on epidemiological and health research grant proposals (e.g., proofing proposals, conducting a priori power and sample size calculations, drafting analysis plans);
- Maintain database organization and storage of research data;
- Manage access and use of research data by other team members and collaborators;
- Perform data cleaning and linkage;
- Program and test survey data collection tools (e.g. SurveyMonkey);
- Participate in periodic Community-based Health Equity Research group meetings;
- Act as a resource on study design and statistical methodology; and
- Evaluate and recommend statistical methods for data analyses

Training and support can be provided in whichever areas are necessary.

Qualifications:

Minimum requirements:

- Bachelor's degree or higher in any relevant field (e.g., health, statistics, sociology) with high achievement in statistics, data analysis, and research methods coursework;
- Knowledge of quantitative research designs and methods;
- Extensive experience with at least one statistical software (e.g. Stata, R, SAS, SPSS) is required;
- Experience conducting data cleaning and linkage as well as programming online surveys;
- Experience working with a variety of data files, including large and complex files, and being able to transform raw data into finished products;
- Experience writing statistical analysis plans and reports is essential;
- Ability to synthesize and present results effectively to both technical and lay audiences
- Ability to perform statistical analyses with an understanding of assumptions made, and the extent of inference possible based on the design of study;
- Passionate for social change to address health inequities for the communities we work with;
- Understanding of and commitment to community-engaged research;
- Strong attention to detail and sense of ethics;
- Ability to exercise tact, discretion and safeguard confidentiality;
- Proficient with electronic technology (hardware, software), especially Microsoft Office software (i.e., Outlook, Word, Excel, PowerPoint); and
- Ability to work independently and in a remote collaborative environment.

Preferred requirements:

- Advanced education and training (diploma, certificate, graduate degree) in Epidemiology, Biostatistics, Public Health, Population Health, Health Informatics, Sociology, or any other relevant field; and
- Experience working in a research environment

If you are interested in a position, please send a cover letter, your resume/curriculum vitae, and 2 written examples reporting on statistical analyses you have completed to Anya Slater at anyaslater@uvic.ca. References are not needed at this stage. If you have questions, feel free to write to me at nlachowsky@uvic.ca or call at +1(250)472-5739.

We will start reviewing applications September 14, 2020, but the posting will remain open until filled.



Child and Adolescent Clinical Neuropsychology or Psychotherapy Research or Health Psychology

Tenure-Track Assistant Professor

The University of Windsor's Department of Psychology invites applications for a tenure-track faculty position in either of the following areas (1) Child and Adolescent Clinical Neuropsychology or (2) Psychotherapy Research or Health Psychology at the rank of Assistant Professor, commencing July 1, 2021. This position is one of six new hires in the Department of Psychology over three years. All positions are subject to final budgetary approval.

In addition to serving a large undergraduate population, the Psychology Department offers doctoral degrees in Clinical Psychology and Applied Social Psychology. Our CPA-accredited Clinical Psychology Program offers specialized training in three areas: Adult Clinical, Child Clinical, and life-span Clinical Neuropsychology. The department has the largest doctoral program on campus, an energetic and collaborative culture of scholarship, and operates a state-of-the-art Psychological Services and Research Centre. For further details, visit our website at <http://www.uwindsor.ca/psychology>.

Child and Adolescent Clinical Neuropsychology

Candidates will have completed a PhD in clinical psychology or clinical neuropsychology from a CPA- or APA-accredited program with pre-doctoral or post-doctoral specialty training. If not presently registered in Ontario, successful candidates must be eligible for registration in Clinical Neuropsychology with the College of Psychologists of Ontario (CPO) and must initiate the registration process within the first nine months of hire, as registration in Ontario is required for all clinical positions. Successful candidates will be committed to the scientist-practitioner model. Within their area of expertise, candidates will demonstrate research productivity and the capacity to develop a strong research program and attract external research funding. They will have undergraduate teaching experience and the ability to teach undergraduate and graduate courses broadly related to their area of expertise; be able to supervise undergraduate and graduate student research; contribute to the service and administrative activities of the clinical program, the department, and the university; and provide clinical training and supervision to graduate students through on-campus practica at our Psychological Services and Research Centre (PSRC) and Sport-Related Concussion Centre.

Applicants are expected to have specialised training and research interests in a broad range of neuropsychological development from early childhood through older adolescence, including individuals with typical and/or atypical development. In addition to the general requirements listed above, applicants must be competent to work in Clinical Neuropsychology with children and adolescents and must be prepared to teach graduate courses in child neuropsychology and supervise neuropsychological assessments of children and adolescents in our on-campus clinic, in addition to contributing to the undergraduate and clinical graduate program overall.

Psychotherapy Research or Health Psychology

Candidates will have completed a PhD in clinical psychology from a CPA- or APA-accredited program, ideally with pre-doctoral or post-doctoral specialty training either in psychotherapy research or in health psychology/behavioural medicine. If not presently registered in Ontario, successful candidates must be eligible for registration with the College of Psychologists of Ontario (CPO) and must initiate the registration process

within the first six months of hire, as registration in Ontario is required for all clinical faculty positions. Successful candidates will be committed to the scientist-practitioner model. Within their area of expertise, candidates will demonstrate research productivity, the capacity to develop a strong research program, and attract external research funding. They will have undergraduate teaching experience and the ability to teach undergraduate and graduate courses broadly related to their area of expertise; be able to supervise undergraduate and graduate student research; contribute to the service and administrative activities of the clinical program, the Department, and the University; and provide clinical training and supervision to graduate students through on-campus practica at our Psychological Services and Research Centre (PSRC).

Candidates may apply based on their interest in either, psychotherapy research, or based on interest in health psychology (expertise in both is not expected). Those whose interests are in psychotherapy research will demonstrate knowledge and interest in the understanding, application, and research of psychotherapy. Experience in the study of treatment outcomes, therapeutic processes, and the training of psychotherapists will be advantageous. Candidates whose interests are in health psychology will demonstrate knowledge and interest in the understanding, application, and research of lifestyle interventions that promote human well-being and in prevention, diagnosis and treatment of conditions such as cancer, heart disease, diabetes, eating disorders, pain, sleep disorders, stress. Knowledge and interest in emerging adult populations and the application of web-based technologies (e.g., telehealth) to deliver preventative and intervention services would be assets. In addition to the general requirements listed above, applicants must be competent to work with adults, and must be prepared and competent to teach graduate courses in assessment, diagnosis, prevention and intervention.

Application Requirements

- a letter of application, including a statement of citizenship/immigration status;
- a detailed and current curriculum vitae (for CV items listed as “in press” or “accepted,” please include official documentation confirming acceptance);
- a statement of research interests;
- up to three (3) samples of published or in-review scholarly articles or papers presented at professional conferences, including (if applicable) clear indications of your contribution to any jointly authored pieces;
- a teaching dossier or evidence of teaching effectiveness that may include sample course syllabi/outlines, teaching evaluations, and a statement of teaching philosophy and interests (resources and templates for completing a teaching dossier can be found at www.uwindsor.ca/ctl/links-pd);
- official PhD transcripts and certification of degree (copies are acceptable); and
- three (3) current letters of reference forwarded directly by the referees to the Department Head, at the address or email listed below.

Only those applicants selected for interview will be contacted. The short-listed candidates may be invited to provide further information in support of their applications. To ensure full consideration, complete an online application (www.uwindsor.ca/facultypositions) found on the job advertisement and ensure letters of reference are submitted by the deadline date of **September 30, 2020**. Review of applications will begin after **September 30, 2020**. Although applications may be considered after the deadline date, acceptance of late submissions is at the discretion of the Appointments Committee. If you need an accommodation for any part of the application and hiring process, please notify the Faculty Recruitment Coordinator (recruit@uwindsor.ca).

Questions and Reference Letters to be sent to:

**Dr. Dennis L. Jackson, Department Head, Department of Psychology Faculty of Arts, Humanities and Social Sciences, University of Windsor,
401 Sunset Avenue, Windsor, Ontario, Canada N9B 3P4
Phone: (519) 253-3000 Ext. 2232; Fax: (519) 973-3612; Email: djackson@uwindsor.ca**

The Department of Psychology at Wilfrid Laurier University invites applications for a Tenure Track faculty position at the Assistant Professor level in Social Psychology beginning July 1, 2021, subject to budgetary approval.

Qualified applicants must have a Ph.D. (or will have a Ph.D. before July 1, 2021) in Social Psychology or a closely related field. Demonstrated excellence in any area of social psychology will be considered including areas that intersect with social developmental, personality/abnormal, organizational psychology or social neuroscience. Substantive areas of interest are open but may include health/well-being, psychology of sustainability, culture, intergroup psychology, diversity, or judgment and decision-making. Expertise in advanced quantitative statistics and methods is an asset. Experience with or interest in interdisciplinary research and/or applied / translational research, and/or scholarship with an anti-oppression lens (which could focus on Indigeneity, diversity, equity, inclusion, or research with equity-seeking populations) would be considered an asset. Applicants are invited to describe their approach to open science, interdisciplinarity, new methods and analytic procedures in social research.

The ideal candidate will be a scholar with a commitment to teaching at the undergraduate, masters and doctoral levels (a commitment to teaching statistics courses would be a key asset); as well as supervising graduate students in the Masters and Doctoral programs. Applicants must have an active research program, that compliments existing research programs within the Department of Psychology; with a strong track record of academic publications (and/or other knowledge outputs) and demonstrated potential for obtaining research funding from Tri-Council and/or other sources. A strong record of teaching excellence at the undergraduate level, with experience teaching and supporting a diverse group of students is an asset. The successful applicant must have excellent communication skills and demonstrate collegiality in a comprehensive psychology department.

Aligned with Laurier's Action Plan for Equity, Diversity, and Inclusion and Indigeneity (<https://www.wlu.ca/about/discover-laurier/equity-diversity-and-inclusion/index.html>), the Department of Psychology is strongly committed to the principles of Equity, Diversity and Inclusion in our hiring process and consideration of candidates with lived experience. As such, we strongly encourage applications from candidates from diverse and equity-seeking groups including, but not limited to, individuals who are Black, Indigenous, or People of Colour (BIPOC) as well as those who identify as 2SLGBTQ+, and differently-abled.

The Department of Psychology is home to more than 30 full-time faculty members researching and teaching in social, developmental, and community psychology, and in cognitive and behavioural neuroscience. The Department of Psychology values collegiality, a collaborative approach to faculty interaction, and a supportive work environment. Applicants can learn more about the Department of Psychology at <https://students.wlu.ca/programs/science/psychology/index.html>.

Applicants should submit: a cover letter; curriculum vitae; copies of at least three publications, a statement of current and prospective research interests; a statement regarding teaching experience and interest; and contact information for at least three academic referees to:

Dr. Bruce McKay, Chair,
Department of Psychology,
Wilfrid Laurier University,
Waterloo, Ontario, Canada, N2L 3C5,
c/o Lucy Carreiro (email: lcarreiro@wlu.ca).

Electronic submission of applications is preferred. Applications will be accepted until **October 30, 2020**, at 11:59 pm.

Diversity and creating a culture of inclusion is a key pillar of Wilfrid Laurier University's Strategic Academic Plan and is one of Laurier's core values. Laurier is committed to increasing the diversity of faculty and staff and welcomes applications from qualified members of the equity-seeking groups. Indigenous candidates who would like to learn more about equity and inclusive programming at Laurier are welcome to contact the Office of Indigenous Initiatives at mireland@wlu.ca. Candidates from other equity seeking groups who would like to learn more about equity and inclusive programming at Laurier are welcomed to contact Equity and Accessibility at equity@wlu.ca.

All qualified candidates are encouraged to apply; however, as per Canadian immigration laws, Canadians and permanent residents will be given priority. To comply with the Government of Canada's reporting requirements, the University is obligated to gather information about applicants' status as either Permanent Residents of Canada or Canadian citizens. Applicants need not identify their country of origin or current citizenships; however, all applicants must include one of the following statements in their cover letter:

- Yes, I am a current citizen or permanent resident of Canada;
- No, I am not a current citizen or permanent resident of Canada.

Members of designated groups must self-identify to be considered for employment equity. Candidates may self-identify, in confidence, to Dr. Anthony Clarke, Dean of Science (aclarke@wlu.ca). Further information on the equity policy can be found at <https://www.wlu.ca/about/governance/assets/resources/8.4-employment-equity.html>

Applicants are encouraged to address any career interruptions or special circumstances that may have affected their record of research and teaching, in accordance with SSHRC and NSERC definitions and guidelines. To obtain a copy of this job description in an accessible format, please contact hr@wlu.ca.

The Faculty of Science wishes to thank all applicants for their interest. All nominations and applications shall be reviewed and considered under a set of criteria established by the Department Appointments and Promotion Committee and a short list of candidates shall be interviewed. Only those applicants selected for the short list will be contacted.

The Department of Psychology at Wilfrid Laurier University invites applications for a Tenure Track faculty position at the Assistant Professor level in Developmental Psychology beginning July 1, 2021, subject to budgetary approval.

Qualified applicants must have a Ph.D. (or will have a Ph.D. before July 1, 2021) in Developmental Psychology or a closely related field (e.g., Human Development and Family Studies). The ideal candidate will be a developmental psychologist whose research focuses on any period of development or age group within the human life span, with the ability to bridge theory and application. The candidate should also have expertise in advanced quantitative statistics and methods. An interdisciplinary research agenda that focuses on one or more of these areas would also be an asset: socio-emotional development, socio-cognitive development, personality development, intercultural issues, intergenerational transmission. Additionally, the ideal candidate will possess expertise or interest in extending / translating research in applied / real-world contexts, and/or scholarship with an anti-oppression lens (which could focus on Indigeneity, diversity, inclusion, or research with equity-seeking populations) would be considered an asset.

The ideal candidate will be a scholar with a commitment to teaching at the undergraduate, masters and doctoral levels (a commitment to teaching statistics courses would be an asset); as well as supervising graduate students in the Masters and Doctoral programs. Applicants must have an active research program that compliments existing research programs within the Department of Psychology; with a strong track record of academic publications (and/or other knowledge outputs) and demonstrated potential for obtaining research funding from Tri-Council and/or other sources. A strong record of teaching excellence at the undergraduate level, with experience teaching and supporting a diverse group of students is an asset. The successful applicant must have excellent communication skills and demonstrate collegiality in a comprehensive psychology department.

Aligned with Laurier's Action Plan for Equity, Diversity, and Inclusion and Indigeneity (<https://www.wlu.ca/about/discover-laurier/equity-diversity-and-inclusion/index.html>), the Department of Psychology is strongly committed to the principles of Equity, Diversity and Inclusion in our hiring process and consideration of candidates with lived experience. As such, we strongly encourage applications from candidates from diverse and equity-seeking groups including, but not limited to, individuals who are Black, Indigenous, or People of Colour (BIPOC) as well as those who identify as 2SLGBTQ+, and differently-abled.

The Department of Psychology is home to more than 30 full-time faculty members researching and teaching in social, developmental, and community psychology, and in cognitive and behavioural neuroscience. The Department of Psychology values collegiality, a collaborative approach to faculty interaction, and a supportive work environment. Applicants can learn more about the Department of Psychology at <https://students.wlu.ca/programs/science/psychology/index.html>.

Applicants should submit: a cover letter; curriculum vitae; copies of at least three publications, a statement of current and prospective research interests; a statement regarding teaching experience and interest; and contact information for at least three academic referees to:

Dr. Bruce McKay, Chair,
Department of Psychology,
Wilfrid Laurier University,
Waterloo, Ontario, Canada, N2L 3C5
c/o Lucy Carreiro (email: lcarreiro@wlu.ca).

Electronic submission of applications is preferred. Applications will be accepted until **October 30, 2020**, at 11:59 pm.

Diversity and creating a culture of inclusion is a key pillar of Wilfrid Laurier University's Strategic Academic Plan and is one of Laurier's core values. Laurier is committed to increasing the diversity of faculty and staff and welcomes applications from qualified members of the equity-seeking groups. Indigenous candidates who would like to learn more about equity and inclusive programming at Laurier are welcome to contact the Office of Indigenous Initiatives at mireland@wlu.ca. Candidates from other equity seeking groups who would like to learn more about equity and inclusive programming at Laurier are welcomed to contact Equity and Accessibility at equity@wlu.ca.

All qualified candidates are encouraged to apply; however, as per Canadian immigration laws, Canadians and permanent residents will be given priority. To comply with the Government of Canada's reporting requirements, the University is obligated to gather information about applicants' status as either Permanent Residents of Canada or Canadian citizens. Applicants need not identify their country of origin or current citizenships; however, all applicants must include one of the following statements in their cover letter:

- Yes, I am a current citizen or permanent resident of Canada;
- No, I am not a current citizen or permanent resident of Canada.

Members of designated groups must self-identify to be considered for employment equity. Candidates may self-identify, in confidence, to Dr. Anthony Clarke, Dean of Science (aclarke@wlu.ca). Further information on the equity policy can be found at <https://www.wlu.ca/about/governance/assets/resources/8.4-employment-equity.html>

Applicants are encouraged to address any career interruptions or special circumstances that may have affected their record of research and teaching, in accordance with SSHRC and NSERC definitions and guidelines. To obtain a copy of this job description in an accessible format, please contact hr@wlu.ca.

The Faculty of Science wishes to thank all applicants for their interest. All nominations and applications shall be reviewed and considered under a set of criteria established by the Department Appointments and Promotion Committee and a short list of candidates shall be interviewed. Only those applicants selected for the short list will be contacted.



Child and/or Adolescent Clinical Psychology

Tenure Track Assistant Professor

The Department of Psychology at Queen's University invites applications for a tenure-track position at the rank of Assistant Professor, in the field of **Child and/or Adolescent Clinical Psychology**. Candidates will have proven expertise in etiology, treatment, and/or prevention, in addition to teaching, research, and clinical interests related to child and/or adolescent clinical psychology. A research program that focuses on racialized/minoritized populations or communities, as well as associated forms of oppression, would be considered a major asset (e.g., cultural patterning of disorders, racialized/minoritized distress, culturally-adapted treatments and services, community-based prevention, etc.). The preferred start date for this appointment is July 1, 2021.

Eligible applicants must hold a PhD in Clinical Psychology completed at the start date of the appointment, be license-eligible or licensed through the College of Psychologists of Ontario, and must have, or show evidence of the ability to develop a high-quality research program. The potential to link with other areas of research strength within the Department is an asset (e.g., cognitive, affective, and developmental neuroscience; stress and psychopathology; sexuality and gender/sex; health psychology; developmental psychology; social psychology). The successful candidate will also provide high quality instruction within our undergraduate and graduate programs, and attract and supervise diverse undergraduate and graduate students.

The successful candidate will provide evidence of high quality scholarly output that demonstrates potential for independent research moving beyond a dissertation and leading to peer-assessed publications. Candidates must provide evidence of strong communicative and interpersonal skills combined with a flexible attitude and ability to work in an interdisciplinary, collaborative environment. The successful candidate will also be expected to make substantive contributions through service to the department, to the Faculty, to the University, and/or to the broader community. Salary is commensurate with qualifications and experience.

People from across Canada and around the world come to learn, teach and carry out research at Queen's University. Faculty and their dependents are eligible for an extensive benefits package including prescription drug coverage, vision care, dental care, long term disability insurance, life insurance and access to the Employee and Family Assistance Program. You will also participate in a pension plan. Tuition assistance is available for qualifying employees, their spouses and dependent children. Queen's values families and is pleased to provide a 'top up' to government parental leave benefits for eligible employees on maternity/parental leave. In addition, Queen's provides partial reimbursement for eligible daycare expenses for employees with dependent children in daycare. Details are set out in the Queen's-QUFA Collective Agreement. For more information on employee benefits, see Queen's Human Resources.

Additional information about Queen's University can be found on the Faculty Recruitment and Support website. The University is situated on the traditional territories of the Haudenosaunee and Anishinaabe, in historic Kingston on the shores of Lake Ontario. Kingston's residents enjoy an outstanding quality of life with a wide range of cultural, recreational, and creative opportunities. Visit Inclusive Queen's for information on equity, diversity and inclusion resources and initiatives.

Queen's University and the Department of Psychology aim to hire faculty who share a commitment to Diversity, Equity, Decolonization, and Inclusion (DEDI) (<https://www.queensu.ca/universityrelations/equity>). Applicants should provide a Statement of Contribution to Diversity, Equity, Decolonization and Inclusion with their application. This statement offers applicants an opportunity to describe their past, present, and/or future aspirations to promoting DEDI in their careers as researchers, educators, clinicians, and/or community members, and to convey how they see these and other commitments continuing at Queen's. The statement can focus on teaching, research, clinical practice, or service, or any combination of factors.

Queen's has several inter- and multi-disciplinary opportunities and communities for DEDI in scholarship, teaching, service, and action. These include undergraduate degree programs in Indigenous Studies (<https://www.queensu.ca/llcu/academics/academic-plans/indigenous-studies>), Black Studies (<https://www.queensu.ca/gnds/about-us/news/introduction-ba-minor-general-black-studies>), Cultural Studies (<https://www.queensu.ca/culturalstudies/home>), and Gender Studies (<https://www.queensu.ca/gnds/home>), as well as organizations for participatory action, including the Four Directions Indigenous Student Centre and the Queen's Black Academic Society, among others. Applicants are invited to connect their contributions to these established and emerging opportunities.

In addition, the Psychology Department and Clinical Psychology Program have excellent facilities for interdisciplinary research through their links with the Queen's University Psychology Clinic (<http://www.queensu.ca/psychology/PSYCClinic.html>); community mental health partners (e.g., <https://maltbycentre.ca>; <https://www.ongwanada.com>); Queen's Centre for Neuroscience Studies and its 3T Siemens Trio MRI facility (<http://neuroscience.queensu.ca/>); a new in-development assay facility for measuring hormones, immunity, and other physiological variables; and the Queen's Biological Communication Centre (<https://www.queensu.ca/psychology/queens-biological-communication-centre>). The University invites applications from all qualified individuals. Queen's is committed to employment equity and diversity in the workplace and welcomes applications from women, visible minorities, Aboriginal peoples, persons with disabilities, and LGBTQ persons.

All qualified candidates are encouraged to apply; however, in accordance with Canadian Immigration requirements, Canadian citizens and Permanent Residents of Canada will be given priority.

To comply with Federal laws, the University is obliged to gather statistical information about how many applicants for each job vacancy are Canadian citizens / permanent residents of Canada. Applicants need not identify their country of origin or citizenship; however, all applications must include one of the following statements:

- "I am a Canadian citizen / permanent resident of Canada"; OR,
- "I am not a Canadian citizen / permanent resident of Canada".

Applications that do not include this information will be deemed incomplete.

In addition, the impact of certain circumstances that may legitimately affect a nominee's record of research achievement will be given careful consideration when assessing the nominee's research productivity. Candidates are encouraged to provide any relevant information about their experience and/or career interruptions.

A complete application consists of:

- A cover letter (including one of the two statements regarding Canadian citizenship / permanent resident status specified in the previous paragraph);
- A current Curriculum Vitae (including a list of publications, awards and grants received);

- A research statement including current and future research interests;
 - A teaching statement including: (1) a teaching philosophy; (2) a description of teaching interests; (3) teaching outlines (e.g., syllabi) and evaluations (e.g., quantitative and/or qualitative feedback from students, if available).
 - A statement of contribution to DEDI;
 - A statement on career interruptions (family or medical), if applicable, to help us contextualize these and more fairly evaluate applicants, and;
 - Three letters of reference to be sent directly to Dr. G. Cynthia Fekken at the address included below. Reference letters should be dated, and include the referee's name, position, department, institution, email address and telephone number, the name of the nominee, and the period of time and the capacity in which the referee has known the nominee.
- The deadline for applications is **October 31, 2020**. Applicants are encouraged to send all documents in their application packages electronically as PDFs to Dr. G. Cynthia Fekken at psyc.clinical.job@queensu.ca. Hard copy applications may be submitted to:

Dr. G. Cynthia Fekken
 Professor and Head
 Department of Psychology
 Humphrey Hall
 Queen's University
 Kingston, Ontario
 CANADA K7L 3N6

The University will provide support in its recruitment processes to applicants with disabilities, including accommodation for an applicant's accessibility needs. If you require accommodation during the interview process, please contact Theresa Brennan in the Department of Psychology, 613-533-6406.

Academic staff at Queen's University are governed by a Collective Agreement between the University and the Queen's University Faculty Association (QUFA), which is posted at <http://queensu.ca/facultyrelations/faculty-librarians-and-archivists/collective-agreement> and at <http://www.qufa.ca>.

For more job postings in psychology visit the Career Ads & Resources page on the CPA website

<https://cpa.ca/careers/>

CALL FOR PAPERS



Violence and Gender

Special Issue on Exposure to Violence in Early Childhood

Guest Editors

Debra Niehoff, PhD; The Association for Frontotemporal Degeneration
Catherine Bradshaw, PhD; University of Virginia and Johns Hopkins School of Public Health

Deadline for Manuscript Submission: **October 15, 2020**

Child abuse and neglect are a pervasive public health problem. Data from the U.S. Administration for Children and Families show that in 2018, 678,000 children in the U.S. were victims of childhood maltreatment, resulting in an estimated 1,770 fatalities, with children under one year of age experiencing the highest rate of victimization.¹ In addition to being victims themselves, children are also exposed to violence indirectly as witnesses of family and community violence.

Experiencing or observing violence as a child has an enduring impact on brain development and physical health that results in an increased risk of a wide range of psychological and somatic disorders, including aggressive and violent behavior by former victims. Understanding the long-term biological and psychosocial consequences of exposure to violence in childhood is therefore critical not only to the assessment of and response to violent offenders but also to the development of scientifically informed treatment and prevention strategies.

Violence and Gender invites manuscript submissions related to the full spectrum of outcomes following direct or indirect exposure to violence during early childhood, which we define as from birth to age 8. Examples of relevant research topics include, but are not limited to:

- Effects of childhood abuse and related adverse experiences on brain development
- Alterations to brain structure, cognitive function, or physiological stress responses in adults with a history of childhood abuse or neglect
- Recognition of physical, verbal, emotional, or sexual abuse by caregivers and others
- Risk factors for childhood abuse and neglect
- Behavioral outcomes in victims of childhood abuse
- Childhood exposure to violence and the development of somatic disorders
- Gender differences in biological and behavioral responses to abuse
- Factors promoting resiliency to the adverse effects of early-life abuse
- Evidence-based interventions for prevention and treatment

Original research articles, reviews, or perspectives will be considered. All manuscripts must be submitted online using the [manuscript submission portal](#) by **October 15, 2020** and will undergo rigorous peer review following submission. Queries to the editors to propose a topic prior to submission are encouraged. Please contact special issue editors [Dr. Debra Niehoff](#) or [Dr. Catherine Bradshaw](#) or Managing Editor [Karen Cloud-Hansen](#) to initiate your query.

Visit the Violence and Gender website to learn more, read past issues, and [view author submission guidelines](#)



Psychology & Neuroscience

Special Call for Papers on Women in Neuroscience

Guest Editors: Sarah Genon, PhD & Argiro Vatakis, PhD

Details: For as long as there have been scientific communities, a prominent gender bias has affected these communities (Larivière, Ni, Gingras, Cronin, & Sugimoto, 2013). This bias has also been evidenced in neuroscience (Schrouff et al., 2019). Across the previous decade, awareness of this bias has been growing and a wide range of initiatives have been set up to address it. In particular, many actions aim to increase the visibility of women in neuroscience (Schrouff et al., 2019). While the short-term objectives of these

actions are sometimes misunderstood and criticized, in the long-term, they should contribute to favorably modify the perception and appreciation of the contribution of women in science. In this context, *Psychology & Neuroscience* is proud to announce a call for papers and an early-career award for women in neuroscience.

This special issue will be guest edited by **Dr. Sarah Genon** and **Dr. Argiro Vatakis**, associate editor for *Psychology & Neuroscience*.

The special issue will feature empirical research articles authored by women in the lead (first) author role; the guest editors and editorial team will select one paper for the *Psychology & Neuroscience* Early Career Award for Women in Neuroscience.

A monetary prize of \$1,500 USD will be awarded to the first author of the winning submission.

Eligible submissions for this special issue should:

- Be empirical in nature
- Fit the *Psychology & Neuroscience* **scope**
- Be authored by early-career women lead (first) authors who are within five years of the award of their PhDs

The submissions should not have been published in article format previously or be under consideration elsewhere. The special issue will feature accepted articles that have undergone the full editorial process, including peer-review, and an invited contribution by **Dr. Sarah Garfinkel**. Please note that invitation to submit does not guarantee acceptance for publication.

Submissions: The deadline for submissions is **November 1, 2020**.

Interested authors should review the journal's **manuscript submission instructions** in full prior to submission. Submit manuscripts through the **journal submission portal**. Authors managing primary caregiving duties may contact the editors for an extension, as needed. Questions regarding this call for papers or the Early Career Award for Women in Neuroscience may be directed to the Guest Editors at **Sarah Genon** and **Argiro Vatakis**.

Larivière, V., Ni, C., Gingras, Y., Cronin, B., & Sugimoto, C. R. (2013). Bibliometrics: Global gender disparities in science. *Nature News*, 504(7479), 211.

Schrouff, J., Pischedda, D., Genon, S., Fryns, G., Pinho, A. L., Vassena, E., . . . Ferreira, F. S. (2019). Gender bias in (neuro) science: Facts, consequences, and solutions. *European journal of neuroscience*, 50(7), 3094-3100.



Psychological Trauma: Theory, Research, Practice, and Policy

Call for Papers on Women's Health and Trauma

Submission Deadline: **November 30, 2020**

In the era of the #MeToo movement, there has been unprecedented support for the disclosure of sexual harassment and sexual assault experiences. Unfortunately, women disproportionately experience these forms of trauma, along with all types of intimate partner violence.

Women also are faced with birth trauma, experiencing and witnessing the serious injury and/or death of their newly delivered children. As more and more women's stories are coming to light, the public has shown increased interest in the impact of all of these forms of traumatic experiences.

Researchers have long studied predictors and consequences of these experiences as well as the development of assessment measures and interventions to mitigate their impact. This new special section solicits manuscripts investigating traumatic experiences among women.

We welcome submissions that examine

- groups of women that are at particular risk for trauma exposure and/or revictimization (e.g., sexual minority women)
- risk, maintenance, and protective factors for trauma exposure and/or trauma-related psychopathology (e.g., PTSD, depression, substance use) among women
- the physical and/or mental health impact of traumatic experiences on women
- screening, diagnostic, and other assessment measures developed specifically to determine women's trauma history and associated psychosocial issues
- interventions that target women's cognitive, emotional, or behavioral reactions to traumatic experiences

Priority will be given to manuscripts that use novel or prospective methodologies (e.g., daily diary, ecological momentary assessment, repeated longitudinal assessment) and those that integrate different subfields of psychology (e.g., neuropsychology, clinical psychology, social psychology).

We will consider full-length articles and brief reports that present on original research.

All submissions must adhere to [journal guidelines](#) and will undergo peer review.

The special section will be open to submissions on May 1, 2020 with a deadline for manuscript submissions of **November 30, 2020**.

Prior to submitting a manuscript, authors are asked to submit a 250-word abstract to the Guest Editor, [Dr. Colin Mahoney](#), for review.



Journal of Counseling Psychology

Call for Papers: Dismantling Anti-Blackness and Eradicating Systemic Racism: Radically Re-Envisioning the Application of Counselling Psychology Science and Practice

Submission Deadline: **January 1, 2021**

Editor: Dennis M. Kivlighan, Jr.

Guest Editors: Matthew J. Miller, Jioni A. Lewis, and Alex L. Pieterse

Background: Racism, the longstanding system and structure of dominance, power, privilege, inequity, and oppression based on socially constructed racial hierarchies, continues to be a pressing social issue that threatens the mental, economic, social, and physical health of Black, Indigenous, and People of Color in the U.S. (Harrell, 2000; Lewis et al., 2017; Mosley et al., 2020; Neblett, 2019; Neville, Spanierman, & Lewis, 2012; Pieterse et al., 2012).

The urgency of addressing this pressing social issue is perhaps best exemplified by the way in which longstanding anti-Black ideologies and systems of racial oppression continue to produce a societal structure in which Black individuals and communities live in daily threat of emotional and physical violence and unjust loss of life (Feagin, 2014).

We believe that counseling psychology has an essential and mandatory role in addressing, disrupting, and dismantling anti-Blackness, racism, and interlocking systems of oppression and to promote and facilitate equity, justice, and health for Black, Indigenous, and People of Color. We are not the first to articulate a call to action and we echo the calls of all of the voices of leaders in the field of counseling psychology who have applied psychological science and practice to dismantle racism and eradicate social inequity (cf. Helms, 2015; Sue, 2005).

We also recognize that for years counseling psychologists have produced a number of important and foundational articles that have elucidated our understanding and provided recommendations for addressing and resisting racism through research, practice, outreach, and prevention (Carter, 2007; Thompson & Neville, 1999; Vera & Speight, 2003).

However, we also recognize that to date the overwhelming majority of racism literature in counseling psychology focuses on individual level racism with very little attention to structural racism (cf. Miller et al., 2018). We believe that the relevance and usefulness of counseling psychology science and practice in addressing, disrupting, and dismantling racism in 2020 and beyond is directly proportional to the degree to which it focuses on systems and structures.

Therefore, we believe there is an urgent need for a paradigm shift to guide how counseling psychology addresses racism to broaden our focus on systemic racism. Given that racism is a complex system embedded in societal institutions, we also believe that interdisciplinary strategies that capitalize on the strengths-based approach of counseling psychology are required to ameliorate the negative effects of racism on Black, Indigenous, and People of Color in the U.S. and support radical healing and resistance (French et al., 2019).

Details: For this special issue we seek manuscripts that will develop intersectional, critically conscious, and culturally responsive conceptual frameworks for the eradication of racism.

We highly encourage empirical papers featuring state of the art quantitative and qualitative methodologies, as well as papers featuring mixed methods, participatory action research, and emerging methods of critical inquiry.

We also welcome innovative conceptual thought pieces that critically evaluate the extant literature and propose radical agendas for decolonizing counseling psychology science and practice.

All manuscripts must offer well-developed and detailed guidelines for research and at least one additional area including but not limited to practice, policy, education, training, advocacy, and/or consultation.

As such, we invite the submission of manuscripts focused on, but not limited to these topics:

- Outcomes of systems-level interventions that reduce negative effects of racism
- Interventions focused on community-level resistance, empowerment, and social change
- Testing theoretical models of radical healing, resistance, anti-racism education, and/or activism
- Societal level strategies for the prevention of racial trauma
- Impact of intersectional and intergenerational transmission of ideologies of supremacy such as patriarchy, privilege, etc.
- How ideologies of White supremacy are embedded in societal institutions such as education, health care, criminal justice, etc.
- Measurement and assessment of institutional and systemic racism
- Innovative research methods and analytic approaches that allow for the modeling of systems and institution level modeling
- Interdisciplinary strategy of applying counseling psychology science to enact policy change to eliminate structural racism
- An empirical review of counseling psychology training programs and their approach to addressing systemic racism
- Impact of de-colonizing counseling psychology science and practice paradigms
- Efficacy of anti-racism education, intervention, outreach, and prevention work
- Evidence of effectiveness of anti-racism education in clinical training and supervision

Submission Information: The submission deadline for the special issue is **January 1, 2021** ([Submit Manuscript](#)). All submissions should follow the [Journal of Counseling Psychology guidelines for authors](#), including page limits.

All submissions will be peer reviewed. Authors are strongly encouraged to email the special issue editors with any questions, including inquiries about the appropriateness of potential papers for the special issue:

[Matthew J. Miller](#)

[Jioni A. Lewis](#)

[Alex L. Pieterse](#)



Consulting Psychology Journal: Practice and Research

Call for Papers on State of Progress for Initiatives Supporting Women in Leadership Across Industries and Contexts

Submission Deadline: **January 1, 2021**

The recent surge of women's leadership programs, coaching, and consulting for women reflects an ongoing interest and need to support more women serving as leaders in organizations, in politics, and our communities and society at large.

There is some research on the outcomes of women's leadership initiatives and coaching and consulting; however, given that boards and senior leadership roles are still significantly underrepresented by qualified women, more research, policy, and practice guidelines are needed. Globally, women comprise only 16.9% of board seats (Deloitte, Women in Boardroom) and only 29% of senior roles (Grant Thornton), and in specific industries, that number is even lower.

This special issue seeks to elicit research, policy, and practice guidelines that serve to improve outcomes in this field that answer questions such as:

- What assessments are effective in supporting women's leadership efforts by companies or in politics?
- What types of training and implementation methods have shown success and for which kind of structure, organization, or context?
- How and when do organizations seek this type of support from consultants and coaches, and what are recommended practices for ethically engaging in this work?
- Are there any training considerations for consulting psychologists who seek to engage in the field of Women and Leadership?

Topics may include, but are not limited to:

- Best practices for culturally sensitive leadership development training and consultation
- Developing women as leaders for advancement at the senior level, across industries, and in politics
- Learning how other disciplines, such as social psychology and neuropsychology, are approaching this topic
- Using selection, recruitment, and promotion/advancement assessment tools that support leadership development for women.
- How to support women leaders in organizations across industries
- Current gaps and potential solutions
- Issues of intersectionality (e.g., older women, women of color, LGBT+) that influence women's leadership outcomes or initiatives.

For more information about the journal, visit the *Consulting Psychology Journal: Practice and Research* homepage. You may also proceed directly to the [manuscript submission portal](#).

The deadline for submission is **January 1, 2021**.



Psychology of Violence

Call for Papers: Police, Violence, and Social Justice: From Science to Informed Practice and Policy

Special Issue Editors

- Tricia Bent-Goodley
- Christopher St. Vil
- Carlos Cuevas
- Antonia Abbey

Submission Deadline: **January 11, 2021.**

Details:

As images of crowded protesters saturating the streets in cities across the world provide a view into the efforts of change from the masses, a similar protest is happening among thought leaders and scholars with regards to reframing the discourse in an unapologetic effort to reshape public policy.

As a result of the killing of George Floyd, a national debate has been rekindled with regard to the use and misuse of physical violence by law enforcement officers in Black communities as well as the lack of accountability. The public response has prompted additional concerns about how these officers will respond to public protests regarding the violent behaviors and prejudicial attitudes of some law enforcement officers.

However, this unrest is different from the protests surrounding Rodney King, Trayvon Martin, and Philando Castille. One difference is that this time, the discussion of police behavior is not being siloed as an isolated issue. It is being couched within the wider frameworks of structural racism, and discussions around real police reform are being forced, if not thrust, into the political discourse.

Psychology, social work, criminology, sociology, and other social sciences are specially positioned to offer insight and provide strategies to prevent future tragedies and ameliorate the long-term physical and psychological consequences of the fear and mistrust of police.

Given the disproportionality of legally sanctioned police violence against members of Black and Brown communities, this special issue is designed to advance the scientific knowledge about the excessive use of force by some law enforcement officers as applied to members of communities of color with the goal of advancing prevention, intervention, and policy recommendations.

In addition, research is welcome that examines structural racism more broadly and potential social justice solutions.

We hope this special issue will represent a variety of theoretical and methodological approaches to these questions, including quantitative, qualitative methods, research reviews, and commentaries. Given the saliency of police and community relations within communities of color, findings from community-based participatory research are welcomed.

Topics may include but are not limited to the following:

- Studies that aid in defining the use of excessive police force and the numerous factors (cognitive, personality, socio-demographic, contextual, environmental) that influence one's perceptions of this aggressive behavior
- Studies that examine the role of police subculture and excessive physical force in both a contemporary and/or historical context, especially in interactions within communities of color
- Studies that focus on the relationship between organizational/institutional structures and dynamics of police leadership and supervision of the use of excessive violence in communities of color
- Studies that focus on law enforcement officers who are at risk of using excessive force, both currently and historically, especially within communities of color
- The evaluation of programs to reduce race-based police violence in the community
- Studies that look at bystander intervention programs in police departments to reduce excessive police violence
- Studies that examine perceptions of police qualified immunity for death and injuries as a result of the use of excessive violence
- Studies that focus on the application of audio and/or video technology to reduce police violence
- Studies that explore positive relationships, community engagement, and innovative culturally responsive strategies between law enforcement and communities of color
- Innovations in law enforcement practices that have identified and challenged racism by changing organizational structures, policies, and practices in impactful ways
- Studies that provide context for police violence through a broader lens on structural racism

Submission Details:

Manuscripts can be submitted through the [journal's submission portal](#). Please follow the [manuscript guidelines](#) when making a submission.

Please note in your cover letter that you are submitting for the special issue.

Deadline for submitting manuscripts is **January 11, 2021**.

Inquiries regarding topic or scope for the special issue or for other manuscripts can be sent to [Dr. Tricia Bent-Goodley](#) or [Dr. Antonia Abbey](#).



International Perspectives in Psychology: Research, Practice, Consultation

Call for Papers: Global Changes in the “World of Work” and
“Personal Lives” in the Wake of the COVID-19 Pandemic

Submission Deadline: **January 15, 2021**

Guest Editors:

David Fryer, Researcher, University of Queensland, Australia

Cathy McCormack, Community Activist, Easterhouse, Scotland

Potential authors are invited, but not obliged, to contact Guest Editor, David Fryer to discuss preliminary ideas. Details: *International Perspectives in Psychology* is issuing this call for a special issue of conceptual, methodological, empirical, practical, and policy articles; briefs; and accounts of praxis and lived experience in relation to unemployment, underemployment, in-employment poverty, and labor market related inequality in the wake of the COVID-19 pandemic.

This special issue will welcome contributions from: community activists; critical social theorists; emancipatory disability researchers; epidemiologists; ethnographers of the modern subject; feminists; geographers; governmentality researchers; industrial relations researchers; Marxists; psychoanalysts; public health researchers; positivists; queer theorists; social policy researchers; and sociologists, as well as researchers in all subdisciplines of psychology.

Submissions which explicitly address interconnections between global changes in the “world of work” and “personal lives” in the wake of the COVID-19 pandemic, how such interconnections should be understood, and practical implications of their approach will be especially welcomed.

Contributions may include but are not limited to the following possible topics:

- What can be learned from accumulated research and scholarship, within different frames of reference, to aid understanding and to develop and deploy effective, socially-just interventions in relation to the likely implications of changes in the world of work for personal lives in the wake of the COVID-19 pandemic?
- In which ways are accumulated research and scholarship part of the solution and in which ways part of the problem?
- How should changes in personal lives due to changes in the world of work in the wake of the COVID-19 pandemic be least problematically documented and explained in future research?
- In which ways are involuntary unemployment, underemployment, poverty, and inequality responsible for individual misery, morbidity and mortality, and family, community, and broader social problems?
- What innovative solutions have worked/would work for restoring rich and sustainable personal lives?
- What alternatives are there in, and to, the world of work?
- What role might Universal Basic Income play in future societies?
- Should we go back to pre-pandemic worlds of work?

International Perspectives in Psychology is issuing this call for a special issue of conceptual, methodological, empirical, practical, and policy articles and briefs to address this topic.

Additional information about *International Perspectives in Psychology* and a link to the journal's submission portal are available on the [International Perspectives in Psychology homepage](#).

Special issue related correspondence can be emailed to the Guest Editor, [David Fryer, PhD](#). General correspondence can be emailed to the Editor, [Stuart Carr, PhD](#).

Background: In “COVID-19 and the world of work: Impact and policy responses” (ILO, 2020), the International Labour Organization estimates that the COVID-19 virus and subsequent economic shocks will result in an increase of global unemployment of between 5.3 and 24.7 million. The ILO also anticipates large scale global increases in under-employment, an additional 8.8 million people globally in working poverty, and worsening inequality disproportionately impacting younger and older people; women; self-employed, casual, gig workers, and migrant workers.

There has long been widespread agreement among social, medical, health, policy, and related researchers that involuntary unemployment, underemployment, poverty and inequality are responsible for individual misery, morbidity, and mortality and family, community, and broader social problems (Fryer, 2019; Wilkinson and Pickett, 2011; Winefield, Tiggemann, Winefield, and Goldney, 1993).

Whatever socioeconomic policies governments of different political stripes implement in the shorter term in relation to the world of work in the wake of COVID-19, unless there are major political and ideological upheavals, there is a great risk that neoliberal austerity policies which have been demonstrated to be destructive (Fryer and Stambe, 2014; Schrecker & Bamba, 2015) will return, redoubled in the longer term.

However, there has been less agreement regarding how such responsibility should be understood — methodologically, theoretically and ideologically — and regarding the implications for effective and socially just intervention.

References

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- Winefield, A.H., Tiggemann, M., Winefield, H.R. and Goldney, R.D. (1993). *Growing Up with Unemployment: A longitudinal study of its psychological impact*. London, Routledge



The Humanistic Psychologist

Call for Papers on Women in Humanistic Psychology

Submission Deadline: **January 30, 2021**

Details: Over the past several months, we have witnessed the need to honor the universally shared experience 2020 has offered us. In the midst of a pandemic, racial injustice, deep poverty, and global crisis, we are called to care for one another. For that reason, we have decided to extend the deadline for our special issue on Women in Humanistic Psychology and to broaden its scope.

In addition to our original goal of highlighting humanistic-existential approaches to women's experiences, we are emphasizing submissions that speak to the impact of COVID-19, the Black Lives Matter movement, and other pressing concerns that 2020 has brought.

Through our shared narrative and wisdom, let us have a voice that calls us all through this time of change.

This is a call for papers for a special issue of *The Humanistic Psychologist* to acknowledge the concerns and celebrate the contributions of women in humanistic psychology.

The call for journal manuscript submissions is open to those offering perspectives on women in humanistic psychology, including:

- humanistic approaches to women's issues;
- existential issues women face;
- perspectives on feminine hospitality and responsibility in the pandemic and as protestors
- (re)framing self, other, and world amid #MeToo and #BlackLivesMatter;
- marginalized populations/intersectionality;
- feminist/womanist views on police brutality;
- community-based interventions to support racial injustice;
- family rights concerns, insights, and vision;
- political societal impact portraits;
- economic and health care disparities present in the pandemic;
- women's sexuality, sensuality, and identity;
- contemporary social media and its impact on female lifespan development;
- contemplative and mindfulness applications to women's studies; and
- any other topics related to women in humanistic psychologies

Deadline for submissions is **January 30, 2021**.

Please submit manuscripts via [journal's manuscript submission portal](#) with the designation "For special issue on women". Please send any questions to [Donna Rockwell, PsyD](#), and [Vanessa Brown, PsyD](#), guest editors for the issue. All manuscripts will undergo peer review. Thank you for adhering to APA style guidelines for all submissions, including references and APA citation format.



The Journal of Substance Abuse Treatment

Call for Papers: The Role of Racial and Ethnic Disparities and Discrimination in the Assessment and Treatment of Substance Use Disorder

The Editors of the *Journal of Substance Abuse Treatment (JSAT)* are deeply saddened and condemn the recent murders of George Floyd, Breonna Taylor, Ahmaud Arbery, and countless other Black individuals who have lost their lives as a result of police brutality and structural racism.

In an effort to improve health equity and eliminate racial disparities, *JSAT* seeks original research, systematic reviews, and meta-analyses for a recurring section on the role of racial and ethnic disparities and discrimination in the assessment and treatment of substance use disorders, including alcohol, cannabis, illicit and prescription drugs, and nicotine.

Manuscripts that highlight the impact of social determinants of health, such as racism, socioeconomic conditions, and other systemic injustices on access to addiction treatment and addiction treatment outcomes among racial and ethnic groups are also of interest.

A sample of recent open access articles from the journal include:

- Pretreatment social network characteristics relate to increased risk of dropout and unfavorable outcomes among women in a residential treatment setting for substance use
- Appointment wait-times and arrival for patients at a low-barrier access addiction clinic
- Outreach to people who survive opioid overdose: Linkage and retention in treatment
- The application of digital health to the assessment and treatment of substance use disorders: The past, current, and future role of the National Drug Abuse Treatment Clinical Trials Network
- The “Women and Trauma” study and its national impact on advancing trauma specific approaches in community substance use treatment and research
- Economic evaluation in the National Drug Abuse Treatment Clinical Trials Network: Past, present, and future
- One size does not fit all: A NIDA CTN inspired model for community engaged cultural adaptation

Have a paper to submit? Learn more about this special Call for Papers and read the [Guide for Authors](#). You may also visit the [journal website](#), or read issues on [ScienceDirect.com](#). Manuscripts may be submitted at <https://www.editorialmanager.com/josat/default.aspx>.

CALL FOR NOMINATIONS



Canadian Psychological Association
CPA Awards and Fellows Nominations

CPA Award Nomination Procedures

Submission Deadline: **November 30th**

Nomination packages must include:

1. a letter of nomination from a current CPA Member
2. a current curriculum vitae for the nominee, and
3. at least three additional letters of support written in the last calendar year. The letters of support should be drawn from three different institutions, with no more than one coming from the nominee's home institution.

Nominations should be preferably emailed (in pdf format) to governance@cpa.ca or mailed to:

Chair of the Committee on Fellows and Awards

Canadian Psychological Association

141 Laurier Ave W., Suite 702

Ottawa, Ontario

K1P 5J3

CPA Fellow Nomination Procedures

Submission Deadline: **November 30th**

Nomination packages must include:

1. a nominating letter from a current CPA Member
2. a current curriculum vitae for the nominee, and
3. at least three additional letters of support written in the last calendar year by current CPA Members. The letters of support should be drawn from three different institutions, with no more than one coming from the nominee's home institution.

The letters of support should be specific about the ways in which the nominee's research or practice has contributed to the advancement of the science or profession of psychology or as to ways the person's service to national or provincial associations of psychologists have been exceptional. In the case of nominations based upon accomplishments other than published theory or research, the specific innovative contributions and their impact on psychology should be described.

The letters of support should point out evidence of the quality of journals in which the nominee has published, awards received, etc. In the case of nominations based upon exceptional service to national or provincial associations of psychologists, the letters of nomination should describe the association (e.g., nature of the association, number of members, services they provide).

Normally, the nominee should have completed his or her post-secondary training ten years prior to being nominated for Fellow status. Someone with less than ten years' experience following graduation, but more than five years of experience, could be elected Fellow if his or her contributions or services have been found by the Committee to be truly exceptional.

Nominations should be preferably emailed (in pdf format) to governance@cpa.ca or mailed to:
Chair of the Committee on Fellows and Awards
Canadian Psychological Association
141 Laurier Ave W., Suite 702
Ottawa, Ontario
K1P 5J3

CPA Fellows and Awards Procedures

The Committee on Fellows and Awards shall review nominations for fellows and awards and make recommendations to the Board of Directors, which ultimately shall appoint fellows and make awards.

Committee Membership

1. The Committee on Fellows and Awards shall consist of the Chair and nine members.
2. The Chair of the Committee on Fellows and Awards shall be the most immediate Past-President of the Association, whether or not a Fellow himself or herself;
3. Only CPA Fellows shall be eligible to serve as members on this committee.
4. Appointments to the Committee on Fellows and Awards shall be made by the Board of Directors from the nominations submitted by the Chair of the Committee.
5. The Committee on Fellows and Awards shall, as far as practicable, be formed with due regard to gender balance, linguistic balance, geographical balance, academic and practitioner balance, and degree level balance (Masters and doctoral), so as to have representatives from three constituencies:
 - Practice
 - Science, and
 - Education and Training.
6. Members shall serve for terms of three years, rotating so that one-third of the membership is reconstituted each year. Terms of members shall be renewable, but only after a hiatus of at least three years following the end of one's term.

The Nomination Process

1. Each year a call for nominations for Fellows and Awards is made. The call for nominations is placed in Psynopsis and is widely distributed through various email lists (e.g., to Sections, Departments of Psychology at Universities, Hospitals and Agencies, Provincial Associations, Committee Chairs).
2. Any Member, except current members of the CPA Board of Directors and members of the Committee on Fellows and Awards, can be nominated for Fellow status or for an Award. Self-nominations are not accepted. Nominators must be members of the CPA but cannot be current members of the Committee on Fellows and Awards nor can they be current members of the CPA Board of Directors.
3. Nominations for all awards shall be submitted to the Chair of the Fellows and Awards Committee, in care of the CPA Head Office, no later than October 15th.
4. Nominations for all fellows shall be submitted to the Chair of the Fellows and Awards Committee, in care of the CPA Head Office, no later than November 30th.
5. At the close of nominations, the Committee shall undertake to review the nominees.
6. A committee member who is in conflict of interest vis-à-vis any of the nominees shall declare this conflict to the Chair and shall not participate in the evaluation of the affected nomination(s). (A conflict of interest is as a situation in which a committee member has a private, personal or professional interest sufficient to appear to influence the objective exercise of his or her official duties.)

7. In the event that there are no nominees for either the John C. Service Member of the Year or the Humanitarian Awards by the nomination deadline, the CPA Board of Directors may propose nominees for these awards.
8. In any year, the Chair and members of the Committee will choose the procedures to be followed by the Committee in selecting Fellows and Award recipients. These choices may pertain both to internal communications within the committee (e.g., individual voting without discussion, consultation by e-mail, telephone, or other means either before voting or after a preliminary vote) and to the rules for selecting the recipients (e.g., on the basis of a set proportion of positive votes out of those cast versus a plurality, each Committee member ranking all nominees versus identifying a single preferred nominee).
9. Two teleconferences shall be set: One at the beginning of the review process to discuss applicants and selection procedures and the other to discuss the votes.
10. As noted in the By-Laws, there are three ways to achieve Fellow status:
 - distinguished contributions to the advancement of the science of psychology;
 - distinguished contributions to the advancement of the profession of psychology; and
 - exceptional service to national or provincial associations, of psychologists.
11. Committee members are encouraged to give a brief rationale for negative decisions on Fellow nominations.
12. Nominees for Fellows and Awards need to receive 70% of the eligible votes from the Committee on Fellows and Awards.
13. Should the nominee for Awards not be selected the year submitted, he or she will automatically be reconsidered in each of the next two years.
14. It is possible that not all awards will be given each year.
15. The Chair of the Fellows and Awards Committee shall recommend to the Board of Directors of the Association, with supporting documentation, that the selected nominee be named the award recipient.
16. The Board of Directors shall consider that recommendation at its next meeting or by e-mail, and either to ratify the recommendation or else refer the recommendation to the Fellows and Awards Committee for further consideration. The decision of the Board of Directors is final in this matter.
17. The award recipient for each category as well as the elected fellows shall be notified by the Chair of the Fellows and Awards Committee after the decision of the Board of Directors.
18. The Chair shall further develop, in conjunction with the original nominator, an appropriate citation that can be read at the time of the presentation of the award.
19. The Chair shall prepare a submission appropriate for the Association's newsletter.

Approved by the Board of Directors, **March 2012**

NEWSLETTER SUBMISSIONS

I am seeking detailed submissions for the following columns for the December 2020 SWAP Newsletter:

1. **MEMBERS' RECENT PUBLICATIONS.** This column is for members to highlight their recent publications. If you have published an article/book/book chapter in the last year this is your chance to let the SWAP members know about it. Please submit the reference and a 250-500 word abstract of your publication to me.
2. **METHODOLOGICAL REVIEW.** If you have read or written an article using a research method that you think is particularly interesting and/or innovative, or has been used in an innovative fashion (e.g., to access a difficult to access population, administered in a unique way, etc.), please consider writing a review of that article. The goal is to highlight research methodologies that may be useful to members when they are developing new research projects. For example (but not limited to), discourse analysis, conversation analysis, client representative case study, structural equation modeling, a multiple regression conducted in a unique way, mixed methods, etc.
3. **CONFERENCE REVIEWS.** If you have attended a conference since the last Newsletter and there were presentations that you think would be of interest to our members, please consider writing a brief review (250-500 words) of the conference/presentation(s). This includes any presentations that you may have made at a recent conference. Please include the author(s) of the research, the name of the project, the professional affiliation of the author(s), and the name of the conference where this research was presented.
4. **UPCOMING CONFERENCES.** If you are aware of an upcoming conference that you think the other members would like to know about, please email me the details of the conference.
5. **RECENTLY DEFENDED DISSERTATIONS & THESES.** If you have a student or you are student who has recently defended a dissertation or thesis (in the last year), please have the student send me a short abstract (about 200-300 words), the university affiliation and the name of the student's supervisor.
6. **FELLOWSHIPS OR JOB OPPORTUNITIES.** If you are aware of any fellowships or job opportunities that would be of interest to our members, please send me the details of them.
7. **CALL FOR PAPERS/ABSTRACTS.** If you have received a call for papers/abstracts for conferences and/or publications please send me the details.
8. **BOOK REVIEW.** If you have read a book recently that you think would be of interest to SWAP Members, please write a book review (length at your discretion) and send it to me (jenna.cripps@mail.utoronto.ca). Include: Title of the book, author(s), publication date, publisher, and your name.

Submission Deadline for January's Newsletter is December 31, 2020