

SECTION ON WOMEN & PSYCHOLOGY

VOL 50: ISSUE 2



Newsletter of the CPA/SCP Section
on Women & Psychology



TABLE OF CONTENTS



04	2023-2024 Executive Committee Members
09	2023-2024 Provincial / Territorial Representatives
11	Chair's Message
12	Editor's Message
13	Nominations for SWAP 2023 Feminist Mentoring Award
14	Applications for SWAP 2023 Student Awards
15	Candidatures aux bourses étudiantes Swap 2023
16	SWAP Committee: Vacant Positions
17	SWAP Leadership, Diversity, and Inclusion Committee's Pod Mentorship Program
18	Emerging Canadian Feminist Scholars Profile Series



TABLE OF CONTENTS



19	SWAP Social Media
20	Members' Recent Publications
25	Call for Papers
46	Call for Proposals
50	Job Postings
61	Upcoming Conferences
64	Newsletter Submissions



2023 - 2024 EXECUTIVE COMMITTEE MEMBERS



SARA CRANN

Section Chair

University of Windsor; scrann@uwindsor.ca



LORRAINE RADTKE

Past Chair

University of Calgary; radtke@ucalgary.ca



NOREEN STUCKLESS

Treasurer/Secretary

York University; stuckles@yorku.ca

2023 - 2024 EXECUTIVE COMMITTEE MEMBERS



BIDUSHY SADIKA

Newsletter Editor

Western University; bsadika@uwo.ca



PAULA BARATA

Chair, Status of Women Committee

University of Guelph; pbarata@uoguelph.ca



STORM BALINT

Student Representative

University of Windsor; balints@uwindsor.ca

2023 - 2024 EXECUTIVE COMMITTEE MEMBERS



LANA STERMAC

Membership Coordinator

OISE University of Toronto; l.stermac@utoronto.ca



KAREN BLAIR

Web Maven/Listserv Coordinator

Trent University; kblair@trentu.ca



MILENA MENEGHETTI

Abstract Review Coordinator

Open Space Psychological Services;
info@openspacepsychological.com

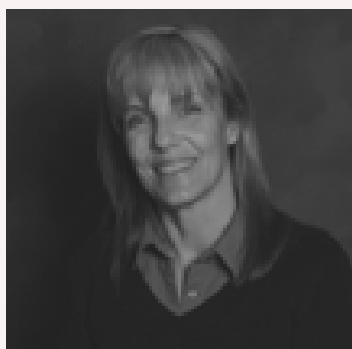
2023 - 2024 EXECUTIVE COMMITTEE MEMBERS



CARMEN POULIN

Nominations Coordinator

University of New Brunswick; carmen@unb.ca



PAM MCAULSAN

Division 35 Liaison

University of Michigan Dearborn; pmcausla@umich.edu



PATTI TIMMONS FRITZ

Provincial Representative Coordinator

University of Windsor; pfritz@uwindsor.ca

2023 - 2024 EXECUTIVE COMMITTEE MEMBERS



FRAN CHERRY

Chair, SWAP Archives Committee

Carleton University; fran.cherry@carleton.ca



NICOLE JEFFREY

Student Paper and Awards Coordinator

University of Windsor; nicole.jeffrey@uwindsor.ca



2023- 2024 PROVINCIAL/TERRITORIAL REPRESENTATIVES



CARMEN POULIN

New Brunswick Representative



COLLEEN MACQUARRIE

PEI Representative



LINDA MCMULLAN

Saskatchewan Representative

2023 - 2024 PROVINCIAL/TERRITORIAL REPRESENTATIVES



LYNN SLOANE

Alberta Representative



LUCIE KOCUM

Nova Scotia Representative



FIONA CUNNINGHAM

Newfoundland Representative

CHAIR'S MESSAGE

By: Sara Crann



Happy New Year!

As we settle into the new year, SWAP is already looking forward to the 2024 convention taking place this year in Ottawa on June 21-23. Since the 2023 Convention wrapped up last summer, the Executive Committee was met several times to plan for the upcoming convention. Typically, the person who was awarded the SWAP Distinguished Member gives an invited presentation as part of the SWAP program. The 2023 SWAP Distinguished Member, Dr. Lorri Brotto, is unable to attend the upcoming conference. We are hopeful that Dr. Brotto will be able to present at the 2025 convention!

This year, in honour and recognition of National Indigenous Peoples Day on June 21, SWAP has submitted a proposal for an Invited Symposium on research, advocacy, and activism by psychologists and psychology students aimed at improving the lives of Indigenous girls and women living in Canada and the US. The presentations will address the impacts of colonialization on the psychological, social, relational, spiritual, and cultural lives of Indigenous girls and women. Like those of you who submitted a proposal, we are awaiting final decisions from CPA but we are hopeful that we can bring this important work to the conference.

The SWAP Executive Committee wishes to welcome Patti Timmons Fritz, who took over the position of Provincial Representatives Coordinator from Charlene Senn, a long-standing SWAP member. The Executive Committee is deeply grateful for Charlene's contributions during her tenure on the committee. We continue to seek volunteers for the Web Maven Assistant and Newsletter Editor Assistant positions. If you, a colleague, or one of your students has been looking to get involved in SWAP and connect with other feminist psychologists, please contact me at sara.crann@uwindsor.ca for more information. The position descriptions can also be found in this edition of the newsletter.

Finally, if you haven't done so already, please renew your SWAP membership and encourage your colleagues and students to become SWAP members. Membership fees help fund SWAP's awards and conference activities, including our various SWAP Student Awards!

I look forward to seeing you in Ottawa!

Sara Crann

Chair, Section on Women and Psychology

EDITOR'S MESSAGE

By: Bidushy Sadika



Hello everyone,

Welcome to the January (Winter) edition of the SWAP newsletter for the 2024 year, and wishing you all a very Happy New Year! I hope this new year brings us peace, happiness, and great opportunities to continue engaging in intersectional feminist research and practice.

In this issue, you will find an informative message from our section chair (p. 11) with lots of information relevant to our wonderful community. Those interested in submitting nominations for the Feminist Mentoring award, or applying for SWAP awards will find information on pages 13 and 14-15, respectively. Those who are interested to join the SWAP team will find information on SWAP assistant vacant positions on page 16. The newsletter also includes information on the SWAP Leadership, Diversity, and Inclusion Committee's Mentoring Project (page 17). I encourage you all to learn about the Mentoring Project and sign up if you are looking forward to building a feminist community. To connect with SWAP, you will find information on the SWAP social media accounts on page 18. You will further find information on how to have your profile featured as an emerging scholar in feminist psychology on page 19, and members' recent publications from pages 20-24.

Information regarding call for papers (ps. 25-45), call for proposals (ps. 46-49), job postings (ps. 50-60), and upcoming conferences (ps. 61-63) can also be found in this newsletter.

I want to thank everyone who submitted content for this newsletter! Your contributions are immensely appreciated. It is a pleasure to be able to feature your work and learn about the amazing research being conducted in feminist psychology! If you have authored articles, books, or book chapters that you believe would capture the interest of the SWAP community, or if you have recently successfully defended your Master's or doctoral thesis, I invite you to share the reference and abstract with me. An announcement featuring your work will be included in an upcoming edition of the newsletter. Submissions in English and French are welcome. Further details on newsletter submissions can be found on page 64. This is a great way to continue promoting feminist research, share ideas, and support one another.

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

Bidushy Sadika (she/her)
Western University
bsadika@uwo.ca

NOMINATIONS FOR SWAP 2024 FEMINIST MENTORING AWARD

By: Storm Balint



The purpose of the SWAP Feminist Mentoring Award is to recognize feminist supervisors who, through the provision of mutual respect and the embodiment of the characteristics of feminist mentoring, have promoted the advancement of their students. Some common characteristics of feminist mentors are (a) an engagement in collaborative processes, (b) the valuing of a variety of diverse perspectives, and (c) a recognition that the personal and professional dimensions of people's lives are interwoven.

We invite nominations from students and recent graduates who wish to acknowledge a professor (who is either still teaching or has since retired) who has been pivotal to their graduate and/or post-graduate experience and who promotes feminist scholarship, teaching, supervision, and practice. Nomination letters should describe how the mentor has been outstanding in supporting, encouraging, and promoting your feminist research and practice as well as facilitating your (and other students') professional, personal, and career development.

Nomination Criteria:

Students and/or recent graduates are invited to submit a nomination.

Nominations should include:

- A cover page with applicants' and nominee's names, e-mail addresses, university, department, and program of study

- A 1- to 2-page letter describing the following:
 - How the nominee's mentoring enhanced your education, as well as professional and personal development (e.g., helped develop your talents, facilitated joint and single-authored publications, acted as a role model, provided you with additional opportunities)
 - Explain your relationship with your nominee and how they have distinguished themselves as a mentor for you, including specific stories and anecdotes as appropriate.
- Nomination letters from multiple students are encouraged.

Submission Deadline: April 16th by 5 pm

Please send submissions electronically by the deadline to Storm Balint, SWAP Graduate Student Representative: balints@uwindsor.ca

The winner will receive a plaque honouring their contributions. The award will be presented at the SWAP Annual General Meeting during the 2024 Canadian Psychological Association National Convention, which is currently set to be held in Ottawa, Ontario! For more information on the convention, please visit <https://convention.cpa.ca/>.

Ideally, the student(s) and the winner will be present at the meeting.

APPLICATIONS FOR SWAP 2024 STUDENT AWARDS

By: Nicole Jeffrey



SWAP Student Awards

Now accepting applications for the SWAP Student Awards!

Visit our Award Applications webpage
(<https://cpa.ca/sections/swap/awardapplications/>) to learn more!

Questions? Email the SWAP Student Awards Coordinator at
swapawards@gmail.com.

A poster for the SWAP Student Awards. The background is dark blue with faint white outlines of trophies. On the left, the text 'SWAP STUDENT AWARDS' is written in large, bold, white capital letters. Below this, a paragraph of text describes the awards. To the right of the text, there is a yellow rectangular sign with a red pushpin at the top right corner. The sign says 'APPLY BY APRIL 30' in bold, black capital letters. In the center of the poster is a cartoon illustration of a person wearing a black graduation cap and gown, a pink hijab, and round glasses. A gold medal is hanging from a red ribbon around their neck. In the bottom left corner, there is a QR code.

**SWAP
STUDENT
AWARDS**

Each year, the Section on Women and Psychology (SWAP) of the Canadian Psychological Association (CPA) offers 3 types of awards to students and recent graduates who are presenting research relevant to girls, women, or feminism at the annual CPA convention.

Student Paper Award (\$500)

Student Presentation Award (\$250)

Student Travel Bursaries (\$250)

APPLY BY APRIL 30

CANDIDATURES AUX BOURSES ÉTUDIANTES SWAP 2024

By: Nicole Jeffrey



Prix et bourses étudiant(e)s de SWAP

Nous acceptons présentement les demandes pour les prix et bourses étudiant(e)s de SWAP !

Visitez notre page Web de candidatures (<https://cpa.ca/fr/sections/swap/awardapplications/>) pour en savoir plus !

Des questions ? Envoyez un courriel à la coordonnatrice des bourses étudiantes SWAP à swapawards@gmail.com.

PRIX ET BOURSES ÉTUDIANT(E)S DE SWAP

Chaque année, la section Femmes et Psychologie (SWAP) de la Société canadienne de psychologie (SCP) offre 3 types de prix aux étudiant(e)s et aux récent(e)s diplômé(e)s qui présentent des recherches pertinentes pour les filles, les femmes ou le féminisme au congrès annuel de la SCP.

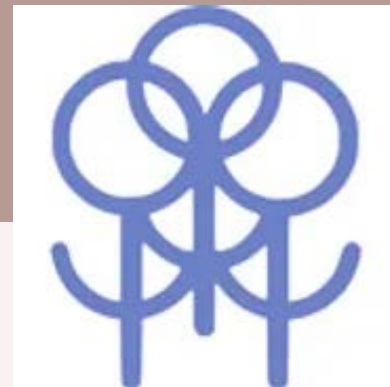
Prix pour le meilleur article étudiant (500 \$)

Prix pour la meilleure présentation étudiante (250 \$)

Bourse de voyage pour les étudiant(e)s (250 \$)

[POSTULEZ AVANT OU LE 30 AVRIL](#)

SWAP VACANT POSITIONS



Become Assistant Newsletter Editor or Assistant Web Maven of CPA's Section on Women and Psychology (SWAP) to help shape the discipline in services of women and girls!

To apply, send a brief expression of interest/cover letter and your CV to Sara Crann, SWAP Chair at scrann@uwindSOR.ca.

Position Descriptions

Assistant Newsletter Editor: This position is open to Student members and Full, Affiliate, or Associate members of SWAP. The term is two years, with the possibility of extension. The newsletter is released to the SWAP membership three times per year and includes information relevant to CPA and feminist psychology. The duties of the Assistant Newsletter Editor include providing a column for each edition of the newsletter (e.g., book review, interview, essay, etc.) with a focus on equity, diversity, and inclusion. The Assistant Newsletter Editor will also have the opportunity to provide suggestions on the look and design of the newsletter.

Assistant Web Maven: This position is open to Student members and Full, Affiliate, or Associate members of SWAP. The term is two years, with the possibility of extension. The Assistant Web Maven is responsible for helping build and maintain SWAP's online presence and activities (social media, listservs, website). Under the supervision and direction of the Web Maven and Listserv Coordinator, the Assistant Web Maven is responsible for:

1. Gathering updated information for the SWAP website;
2. Assisting with the creation of social media posts and/or the gathering and sharing of SWAP-relevant content through social media and listservs;
3. Assisting with the management of SWAP's public and private listservs; and,
4. Assisting with other web-related tasks and initiatives as needed

THE SWAP LEADERSHIP, DIVERSITY, AND INCLUSION COMMITTEE'S POD MENTORSHIP PROGRAM

By: Paula Barata



As you may know the SWAP Leadership, Diversity, and Inclusion Committee created a SWAP members only website in January 2023. If you have not yet joined, we encourage you to do so. You can find the website here: <https://www.swap-cpa.ca/>

You will be asked to provide your name, and once we confirm you are a SWAP member, you will have access to the website. Once you have access, we encourage you to set up your profile so that other SWAP members can connect with you directly or through a post on the general forum.

We have also been running a pod mentorship program for all SWAP members since the website's inaugural launch one year ago. The purpose of this pod mentorship program is to promote leadership, diversity, and inclusion within SWAP as well as provide members across Canada and beyond with meaningful feminist connections. Pods consist of a small number of members with a common interest or identity, and they can communicate with just those members through the pod to spark connection and discussion.

You self-select into the pods that interest you, and you can join as many pods as you like once you are on the website. There are currently 9 pods created: Writing Practice, 2SLGBTQAI+, Feminist Work after Retirement, Neurodivergent, Starting a Feminist PhD, Getting Feminist Work Published, Women of Colour in Psychology, Early Career, and Féministes et francophones. Anyone wanting to start a pod, is also welcome to do so (see the post in the Forum).

Some of the pods are quite active. For example, the "Writing Practice" pod meets multiple times a week. It is set up to provide some structure and gentle accountability so that members can get their own writing done. Members meet on-line, briefly discuss their writing projects, then do independent writing and check back in at the end. Other pods have only met a few times in the last year and would welcome new members and new ideas, and some pods have just launched (Welcome Feminist Work after Retirement Pod!!). We fully expect that pods will expand and shrink as interest ebbs and flows, and some pods may run for only a short time (e.g., to plan an event at CPA). How we use the pods is up to us, but it provides the structure for people with common interests to connect.

If you have not yet joined the website, please consider doing so today: <https://www.swap-cpa.ca/>

The SWAP Leadership, Diversity, and Inclusion Committee
Bidushy Sadika, Dayanga Randeniya,
Maddy Doucette, Jem Tosh, Sandrine Poulin,
and Paula Barata



CONNECT WITH *SWAP*



Stay connected and up-to-date
on news, events, and discussion
relevant to Canadian feminist
psychology and SWAP!



SWAP (@CPA_SWAP)



CPA Section on Women and
Psychology (CPA.SWAP)



cpa.ca/sections/SWAP



Canadian Feminist Psychology listserv



Emerging Canadian Feminist Scholars
Profile Series



Share news and events with SWAP
and friends bit.ly/swap-info-share

Learn more about all the ways
you can connect with SWAP!



Questions? Contact SWAP's webmaven: nicole.jeffrey@uwindSOR.ca

EMERGING CANADIAN FEMINIST SCHOLARS PROFILE SERIES



In this ongoing series featured in our newsletter and on social media, we profile emerging scholars and practitioners of feminist psychology. Are you a student or recent graduate and SWAP member interested in being profiled? Learn more at bit.ly/swap-info-share or contact SWAP's Web Maven at kblair@trentu.ca.

We look forward to introducing more of our emerging scholars soon!



MEMBERS' RECENT PUBLICATIONS

Testing the effectiveness of a sexual assault resistance programme in 'real-world' implementation

Background: In a multi-site randomized controlled trial (RCT), the EAAA programme designed for first year university women (17–24 years old) was shown to reduce the likelihood of any (attempted and completed) rape in the next year by 50% (Senn, C. Y., Eliasziw, M., Barata, P. C., Thurston, W. E., Newby-Clark, I. R., Radtke, H. L., & Hobden, K. L. (2015). Efficacy of a sexual assault resistance program for university women. *New England Journal of Medicine*, 372(24), 2326–2335). Through a non-profit organization, EAAA has been available to universities globally since 2016 using a Train-the-Trainer model. Observations of the 'real world' implementation suggested that universities often altered eligibility criteria (especially year of study and age) in their recruitment.

Objective: The current study (2017–2021) evaluated whether EAAA was effective when implemented by universities in Canada outside of the constraints of an RCT.

Method: Five universities participated. Women students who signed up to take the EAAA programme on their campuses were recruited for the research. Participants completed surveys at 1-week pre-program and 1-week and 6-months post-programme. Compared to the RCT, participant eligibility was broader, the sample was more diverse in terms of race and sexual identity and had a higher proportion of survivors. Programme fidelity was adequate.

Results: Comparisons in this quasi-experimental design, between students who took the programme and students in the control group (i.e. those who signed up but did not attend the programme), confirmed the effectiveness of the EAAA programme. Reduction of any rape exceeded the a priori benchmark of 37.5%. Completed rape was significantly reduced by 57.3% at 6-months. Reduction in attempted rape of 32.9% was lower than in the RCT likely due to the somewhat older (average age 22 vs 18) sample. Positive changes to previously established mediators of the programme effects were all replicated.

Conclusions: These findings suggest that the EAAA is highly effective when implemented by universities even when eligibility for students in terms of year of study and age is broadened.

Senn, C. Y., Hobden, K. L., Eliasziw, M., Barata, P. C., Radtke, H. L., McVey, G. L., & Thurston, W. E. (2023). Testing the effectiveness of a sexual assault resistance programme in 'real-world' implementation. *European journal of psychotraumatology*, 14(2), 2290859. <https://doi.org/10.1080/20008066.2023.2290859>

MEMBERS' RECENT PUBLICATIONS

How the Invisible Becomes Visible: The Lived Experience of Economic Abuse in Heterosexual Relationships

The invisible nature of economic abuse contributes to its pervasiveness. Through interviews with 14 women survivors in Canada, this study identifies the ways in which economic abuse is (in)visible to survivors. There were three major themes: "Constructing and maintaining the fairy-tale" describes how gender roles and ideas of love concealed abuse. "The normalization of financial problems in heterosexual relationships" examines how disagreements about money were normalized in ways that masked abuse. "Recognizing economic abuse" describes how breaking away from expectations was critical to recognition. These findings can aid in improving support to help survivors identify, avoid, and escape economic abuse.

Wilson, B., Zawitkowski, S., Weiss, S., Docherty, L., & Barata, P. C. (2023). How the invisible becomes visible: the lived experience of economic abuse in heterosexual relationships. *Violence against women*, 10778012231185540.

<https://doi.org/10.1177/10778012231185540>



MEMBERS' RECENT PUBLICATIONS

Empowerment through education: Sexual assault resistance programs for girls and young women

Charlene Y. Senn and Sara E. Crann from the University of Windsor discuss the importance of sexual assault resistance programs in equipping girls and young women with the knowledge and skills to reduce the risk of sexual assault.

Sexual assault is a form of gender-based violence. While anyone can be a victim, research consistently finds that victims are most often girls and women (~85%), and 90% of perpetrators are boys and men. Research also shows that it is girls and young women between 14-24 years old who are at the highest risk for sexual assault. Despite over 50 years of high-quality research on sexual assault and widespread attention to the issue through movements like #MeToo, we have seen little progress in reducing sexual assault on a broad scale. Ending sexual assault requires a comprehensive strategy that includes:

- Effective programs for boys/men to reduce perpetration
- Bystander programs that support people of all genders to intervene in sexual assault situations
- Changes to cultural attitudes and norms that make sexual violence wholly unacceptable. (1)

However, evidence-based programs that reliably reduce perpetration are not yet available, few unwanted sexual advances are stopped by bystanders, (2) and while cultural norms around sexual violence are shifting, change is slow. (1) In the meantime, girls and women deserve to have access to education that can empower them with effective tools to defend themselves. Sexual assault resistance programs equip girls and young women (and other groups at high risk for sexual assault) with the knowledge and skills to increase the likelihood of getting out of an escalating situation quickly and safely or with fewer negative consequences.

Evidence-based sexual assault resistance education

Flip the Script with EAAA™ is a sexual assault resistance program for first-year university women (17-24 years old) developed and evaluated with Canadian Institutes of Health Research funding. It is the only program that significantly reduces sexual assault victimization by 50% for up to two years. (3,4) This means that for every 13 women who take the program, one attempted or completed rape is prevented within the following year.

The program, delivered in four three-hour units by highly trained young women facilitators, works by helping young women:

- More quickly identify a situation or someone's behaviour as dangerous;
- Prioritize her own safety and wellbeing over the feelings of others; and
- Use effective defensive strategies

The program does not tell women what they 'should' do or hold women responsible for men's behaviour. In fact, our research shows that women who take the program blame themselves less if a sexual assault does happen.

Sexual assault resistance education for teens: The Girls Resist Project

University-based prevention is insufficient, however, as it reaches only a small proportion of young women and because half of all rapes are experienced in adolescence. Funded by the Public Health Agency of Canada, we launched the Girls Resist Project to adapt and test the program's effectiveness for girls ages 14-18 to ensure that effective resistance education exists before girls leave high school.

To adapt the program, we conducted focus groups with 34 teen girls to learn about their relationships with boys and common social and dating situations. Based on what we learned, we made changes to the university program to increase its relevance for the younger girls (e.g., updating scenarios). Next, we delivered the lightly adapted program to 63 girls to evaluate key outcomes (e.g., reductions in rape myth acceptance and increased self-defense self-efficacy) and to gather feedback on the program. Using findings from these two studies and consultations with community partner organizations and a youth advisory committee, we fully adapted the program.

Like the university program, the 12-hour Girls program uses a mix of interactive and skill-building activities, discussions, video and audio clips, and demonstrations. The program is designed to give cis and transgender girls a physically and emotionally safe, supportive space to practice resistance skills and talk about healthy relationships and sexuality:

Assess (Unit 1) teaches girls to:

- Identify empirically supported risks of sexual violence in dating and acquaintance situations (e.g., a guy's persistence even in non-sexual situations); and
- Reorient their understanding of sexual assault from 'stranger danger' (<10% of assaults) to male acquaintances.

Acknowledge (Unit 2): helps girls to:

- Overcome their socialization to preserve relationships and 'be nice' at all costs;
- Overcome the emotional barriers to acknowledging when a person they know is coercive; and
- Trust that they know when something feels off.

Act (Unit 3) provides:

- Verbal and physical self-defense strategies focused on acquaintances to protect their boundaries and bodies.

Relationships & Sexuality (Unit 4):

- Builds confidence about girls' own relationship and sexual values from which to resist sexual pressure by partners of any gender. Learn more about this sexuality content.

We are currently testing the effectiveness of the Girls program in a randomized controlled trial in three cities in Ontario, Canada. Once we know the program is effective, we want to make it widely available to teen girls across Canada and beyond. To do this, we will develop and test implementation models for community organizations, public health, and schools. If you are interested in bringing Flip the Script with EAAA™ to your community, go to SARECentre.org for more information or contact the SARE Centre at info@sarecentre.ca

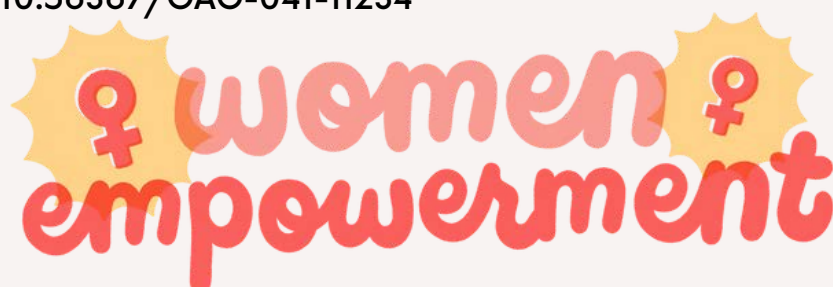
References

1. <https://journals.sagepub.com/doi/10.1177/1524838018789153>
2. <https://pubmed.ncbi.nlm.nih.gov/29936893/>
3. <https://www.nejm.org/doi/full/10.1056/nejmsa1411131>
4. <https://pubmed.ncbi.nlm.nih.gov/29503496/>

Please Note: This is a Commercial Profile

This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.

Senn, C. Y. & Crann, S. E. (2024). Employment through education: Sexual assault resistance programs for girls and young women. Open Access Government. <https://doi.org/10.56367/OAG-041-11234>



CALL FOR PAPERS

Sexual and Gender Minority Health Inequities A Special Issue of Health Psychology

Submission deadlines

- Letter of intent and abstract (optional): December 15, 2023
- Paper submission: February 15, 2024

Health Psychology is launching a special issue focused on health inequities among sexual and gender minority (SGM) communities with a specific focus on mechanisms, interventions, and implementation. This special issue seeks to answer pressing problems experienced by SGM communities across clinical, community, and policy settings. The special issue is designed to advance the field of behavioral medicine to ensure the inclusion and prioritization of SGM communities.

Guest editors

- Dr. Brian Mustanski, Northwestern University
- Adam Carrico, Florida International University
- Kristi Gamarel, University of Michigan
- Dustin T. Duncan, Columbia University

Aims of the special issue

Research on SGM health has seen impressive growth, including increased funding, the launch of dedicated conferences, journals, and designation as a disparity population in the US and globally. Yet inequities persist based on sexual orientation or gender identity. Although there has been much attention in descriptive studies to document the existence of health inequalities in SGM communities, this growth in research has not been accompanied by evidence for improvements in health outcomes. Translational research is urgently needed (i.e., mechanisms, intervention, implementation) to move beyond merely documenting the presence of disparities to focus on targeting prominent multi-level determinants to eradicate SGM health inequities and such studies will be focus of this special issue.



Articles in the special issue will address such topics as:

- Mechanistic research: Mechanisms explaining inequities or variability in health outcomes by sexual orientation and gender identity: For example, we need to develop and test new theories for the biopsychosocial mechanisms that link social forces to SGM disparities in physical and mental health outcomes. Studies examining biobehavioral mechanisms (e.g., mRNA gene expression) linking social and psychological determinants to health outcomes in SGM populations are strongly encouraged.
- Intervention science: Using mechanistic findings to inform, adapt, develop, and test interventions to reduce SGM health inequities is urgently needed. Ideally, research to eliminate SGM health inequities will move toward multi-level, developmentally informed interventions.
- Implementation science research: Studies using hybrid effectiveness-implementation, stepped-wedge and other relevant designs that inform how to reduce the gap between evidence and practice.
- Measurement science: Psychometric work including studies that validate psychometric measures (e.g., research on content validity, construct validity, and predictive validity) in SGM populations will be considered. We will prioritize psychometric work in new scales or rigorous studies of previously validated scales in a new or understudied SGM populations. Research on questionnaires or other assessment instruments should be based on modern psychometric methods. A convincing case should be made for a new, modified, or translated measure, and it should be relevant to a large segment of the journal's readership.
- Translational focus: Epidemiological, health care policies, health economics, and health care delivery studies that create opportunities for the development or improvement of health-related behavioral interventions.
- Review studies: Systematic reviews and meta-analyses in SGM populations will be considered.
- Ethics research: Health ethics-related research in SGM populations will be considered including methods to enhance informed consent and banking of specimens for future research.
- All manuscripts should utilize rigorous research methods, including but not limited to quantitative, qualitative, and mixed methods research. Qualitative work can include interviews and focus groups in samples that will allow generalizability. Quantitative approaches can include psychometric work, regression-based methods, and structural equation modeling with a preference for longitudinal, intervention, and implementation studies. Samples can be clinical, community, or population-based.

- Data can come from any country. However, we will not consider replication studies in a new context. That said, studies focused on SGM populations from low- and middle-income countries will be considered.
- Commentaries and debate articles will be accepted by invitation only. Please contact the editors through the letter of intention process below if interested in proposing such a piece.

Papers that will be considered non-responsive and not reviewed for this special issue:

- Exclusively descriptive studies that focus on documenting the existence of SGM health inequities through group comparisons with SGM populations.
- Articles that do not have a health outcome will not be considered. This could include clinically relevant health outcomes, biomarkers, or health behaviors such as hypertension, salivary cortisol, and physical activity behaviors.

Submission details

We encourage authors who are interested in submitting an article for this ongoing special series to submit a letter of intent (LOI) with an abstract to facilitate fit. The letter should convey: 1) how the proposed manuscript will address the goals of the special series; and, 2) help the editors identify reviewers and invited commentaries. Approval to submit a manuscript does not guarantee acceptance or inclusion in the special series.

LOIs are not required but are strongly encouraged and are due by December 15th. Please [submit LOIs through the journal portal](#). When submitting an LOI, please select the Article Type category "Letter of Intent for Special Issue/Section" in the Editorial Manager System.

- Manuscripts should be prepared according to Health Psychology Instructions for Authors and adhere to APA style requirements.
- They should be submitted through the journal's Editorial Manager manuscript submission portal.
- Choose the Article Type category "Sexual and Gender Minority Health Inequities" in the Editorial Manager system.
- Manuscripts submitted to the special series will undergo peer review.

Deadlines

Again, submission of LOIs and abstracts while not required are strongly encouraged. The deadlines for this special issue are as follows:

- LOI and abstract (optional): December 15, 2023
- Paper submission: February 15, 2024

CALL FOR PAPERS

On the Importance of Femininities A Special Issue of Journal of Femininities

Submission deadlines:

- Abstract deadline: February 16, 2024
- Invitation to submit will be sent out: March 1, 2024
- Manuscript submission deadline: July 2024

Editors-in-Chief: Rhea Ashley Hoskin and Karen L. Blair

Despite having existed for over 60 years, the field of femininities is often deemed an emerging area of scholarship (Hoskin & Blair, 2022). As a field of inquiry, femininities focuses broadly on perceptions and constructions of femininity and the inclusion of femininity as an intersectional axis. The field can be traced back to the second wave of feminism or earlier, though the body of research that makes up this field has not been recognized as a cohesive area.

Some have argued that the failure to recognize femininities as a unified area of inquiry is a product of undervaluing or not recognizing the interdisciplinary contributions of studying femininity. The undervaluing of femininities is reflected through mutually constituted femmephobic biases and the resulting lack of scholarly structures. Indeed, there is a documented bias toward femininities research (Kim et al., 2022), and scholars who study femininity within their dissertations are 12% less likely to hold senior faculty positions. Perhaps symptomatically, there is also a lack of scholarly structures devoted to femininities. For example, while the first of many masculinities journals was founded in the 1990s, the first and only journal focused on femininity and femininities was founded over 30 years later, in 2023: The Journal of Femininities.

Notwithstanding these limitations, the importance of femininity and scholarship devoted to femininity is not lost on many scholars. Scholars like Schippers (2007) and Dahl (2012) have noted how masculinity continuously takes precedence within gender theory and how masculinity continues to serve as a crucial part of knowledge formation while femininity remains a peripheral consideration.

EQUALITY
FOR
WOMEN

In 2007, Schippers specifically identified the need for a dedicated area of academic inquiry focused on femininities, but over a decade later, femininity scholars continue to voice the need for additional scholarship focused on femininities, as well as recognition for its enduring contributions (Schwartz, 2018; Hoskin, 2017; 2019; 2020; Hoskin & Blair, 2022; Paechter, 2018).

In this special issue, we hope to challenge existing biases toward femininities research by highlighting its importance across various scholarly domains.

This special issue of the Journal of Femininities will bolster the field of femininities with articles that:

1. Identify the importance of examining femininity in specific scholarly contexts and disciplines.
2. Explore or document biases and barriers to researching femininity.

This issue seeks to answer the questions of “Why do we need the Journal of Femininities?” and “Of what relevance is Femininities to various scholarly domains?”

We invite contributions that argue for the importance of considering femininity or femininities scholarship within specific areas of research or academic disciplines. For example, what can be gained in Political Science by considering femininity (in separation from and alongside gender) and its treatment within the political arena? What aspects of organizational development and change have been overlooked by not fully incorporating the study of femininity instead of broader constructs of gender and sex? How does understanding the societal denigration, regulation, and devaluation of femininity offer new perspectives in the realm of Environmental Sciences and generate action to fight climate change? Alternatively, an article might imagine how the “Field of X”’s foundational assumptions and theories might change if our world re-valued or equally valued femininity, feminine traits, and feminine people. These are but a few examples of the types of manuscripts we are seeking.

Below is a non-exhaustive list of other areas in which we encourage authors to explicate the potential for disruptive innovation by considering femininity and its treatment.

- Leadership & Mentorship
- Business, Organizational Development & Change Management
- Military Personnel & Leadership / War & Conflict / Peace Studies / International Relations and Diplomacy

- History (and specific historical events, e.g., WW2, The Holocaust, the Women's Movement, HIV/AIDS Epidemic)
- Philosophy
- Media Studies / Performing Arts / Fashion / Pop Culture
- Legal Studies / Criminology / Forensics
- Nursing / Medicine / Health Studies / Health Promotion / Health Psychology
- Body Image / Nutrition / Body Building
- Sexuality / Sex Research / Sex Education / Sexual Health
- Environmental Sciences
- Politics & Political Science
- Gender-Based Violence
- Men's Online Communities
- Feminism / Gender Theory / Gender Studies
- Kinesiology & Sports Psychology
- Girlhood, Boyhood & Childhood Studies / Child & Youth Development
- Family Science / Relationships Research / Communication Studies
- Education / Higher Education / STEAM (Science, Technology, Engineering, Arts & Math)
- Intergroup Relations / Prejudice / Collective Action / Polarization
- Social Identity Theory
- Research Methods / Arts-Based Methods / Knowledge Mobilization & Translation

We also invite contributions that explore or document:

- Biases toward femininities research or researchers
- The denigration of femininity and feminine traits within academia and/or science
- Barriers to researching or securing funding for femininities research
- The "femininities gap" (e.g., the 30-year lag in journal options, the centering of masculinities, etc.)

SUBMISSION INFO

To submit a proposal for consideration in this special issue, please send a 250 word abstract and current CV to the Editors-in-Chief at fem@uwaterloo.ca by February 16, 2024. Any questions can also be directed to the editors at this email address.

Contributors will be notified of the status of their proposals by March 1st, 2024. Full manuscripts will be due July 2024. See the Journal of Femininities website for manuscript guidelines.

CALL FOR PAPERS

American Trans Psychology Amid Anti-Transgender Legislation A Special Issue of American Psychologist

Submission deadlines

- Letter of intent deadline: April 1, 2024
- Invitation to submit will be sent out: June 1, 2024
- Manuscript submission deadline: December 1, 2024

Special issue editors

- Ryan E. Flinn, PhD, University of North Dakota (corresponding editor)
- Roberto L. Abreu, PhD, University of Florida
- Kim Skerven, PhD, ABPP, Center for Behavioral Medicine
- Michèle M. Schlehofer, PhD, Salisbury University

Advisory editor

- Lillian Comas-Díaz, PhD, associate editor, American Psychologist

Background

A population of 1.6 million people living in the United States identify as transgender, including those who identify as nonbinary, gender-diverse, or gender-expansive (hereinafter referred to as “trans”). American psychologists have complex histories with trans individuals, including pathologization of trans identities and coercive research practices, with several professional organizations recently apologizing for their historical role in gender identity change efforts. At the same time, psychologists have also contributed enormously to the growth of knowledge about the mental and behavioral health needs of this population, including the causes and consequences of health disparities among trans people; gender-affirming therapeutic approaches when engaging in consultation, assessment, and treatment of trans people; and trans people’s experiences of well-being, thriving, and joy. Psychologists have documented the vulnerabilities and strengths of trans individuals facing disparate rates of violent victimization, discrimination, and marginalization.



In 2023, the trans community faced increased structural stress when 49 of the 50 U.S. states introduced anti-transgender legislation. As described in the Statement Opposing Legislation Targeting Transgender and Gender Diverse People, released in July 2023 by APA's Society for the Psychology of Sexual Orientation and Gender Diversity (Division 44), anti-transgender legislation seeks to (a) limit or restrict access to gender-affirming care, (b) criminalize providers who provide gender-affirming healthcare, (c) limit access for trans people to utilize public accommodations and facilities, (d) restrict participation in educational and extracurricular activities, and (e) prevent the exercise of freedom of expression. These pieces of legislation, many of which have been signed into law and are currently in effect, cause tremendous stress and hardship for trans people and their families. Particularly stressful is the loss or restriction of access to gender-affirming care. Meanwhile, many psychologists and allied health professionals report experiencing heightened fear, stress, frustration, sadness, and hopelessness as they attempt to provide ethical, evidence-based care to their trans patients amid rapidly changing legal and political atmospheres. The mental and behavioral health impacts of these laws for both patients and providers will likely be profound.

Special issue aims

This special issue, "American Trans Psychology Amid Anti-Transgender Legislation," is intended to offer space for researchers, scholars, practitioners, and all those who use psychological science in their work with transgender people to submit manuscripts that represent strong examples of the work being done in the field of trans psychology in the U.S. amid the current increase in anti-transgender legislation.

We welcome empirical manuscripts utilizing quantitative, qualitative, and mixed methods approaches, as well as systematic and scoping reviews, policy analyses, and reports detailing advocacy efforts of psychologists to benefit trans populations and resist oppression. We welcome submissions from early career scholars.

Submissions could explore topics such as:

- current and foreseeable conflicts between state law and the APA Ethics Code in the treatment of trans people and the education and supervision of students;
- stress and resilience processes, trans joy and thriving, and examples of patient- and psychologist advocacy that center intersectionality amid anti-transgender legislation;

- Indigenous and other racial/ethnic perspectives on trans identity and wellness (e.g., historical or current perspectives on two-spirit people);
- models of clinical work, research, and advocacy work which celebrate trans people and support their ability to thrive and achieve liberation;
- macro-systemic perspectives on trans health (e.g., public policy and larger contextual factors which shape policy); and
- shared and distinct issues affecting transgender people relative to other communities affected by marginalization perpetuated by policy, such as how anti-trans legislation potentially impacts intersex people and influences intersex liberation movements.

Submission details

This is our timeline

- **April 1, 2024:** Two-page abstracts representing paper proposals are due to the guest editors via [email](#).
- **June 1, 2024:** Decisions about paper proposals made and all submitters informed.
- **December 1, 2024:** For proposed papers invited to be further developed, complete manuscripts due for submission via the [American Psychologist submission portal](#). All manuscripts should follow the journal's instructions to authors with regard to format, manuscript length, Transparency and Openness Promotion guidelines and the [Journal Article Reporting Standards](#) for Quantitative, Qualitative, Mixed-Methods research and for Race, Ethnicity, and Culture.

If possible, please email [Ryan Flinn, PhD](#), by March 1, 2024 to let us know of your intention to submit a 2-page abstract (initial submission) via email by April 1, 2024.

We are happy to answer any questions you may have. Please direct your questions to Flinn via email and a member of the editorial team will respond to your query.



CALL FOR PAPERS

Trauma-Informed Assessment: Process and Measures

A Special Issue of Psychological Trauma: Theory, Research, Practice, and Policy

Important dates

- Abstract submission deadline: April 1, 2024
- Manuscript submission deadline: October 1, 2024

Details

Psychological Trauma: Theory, Research, Practice, and Policy is inviting submissions for a special section on trauma-informed assessment process and measures.

Although psychological assessment is a core part of doctoral training, it is rare to hear about programs teaching trauma-informed measures and processes as part of the curriculum. While some measures have been created that are normed on traumatized populations and consider the effects of traumatic events, there have been few changes to the available battery of measures. This special issue is seeking innovative manuscripts that discuss the process of trauma-informed assessment, as well as new measures that can assist psychologists in understanding the impacts of trauma in both treatment and evaluations.

Examples include:

- new measures that assess posttraumatic experiences, including classic PTSD symptoms, complex PTSD, or dissociation;
- best practices for constructing a trauma-informed assessment battery and/or assessing the range of posttraumatic symptoms in various settings (e.g., academic evaluations, forensic);
- interpretative considerations for commonly used measures that are not normed on traumatized populations; and
- integrating trauma-informed assessment practices into doctoral training, including practicum, internship, and postdoctoral fellowships.

Although we recognize the important of cross-cultural work, language translations of currently used measures will not be accepted as part of this special section. Please contact [Tyson Bailey](#) and [Paul Frewen](#) with any questions.

If you are interested, please submit an abstract to Tyson Bailey by April 1, 2024. If your abstract is accepted, full manuscripts are due October 1, 2024.

CALL FOR PAPERS

Psychological Resiliency and Growth A Special Issue of Translational Issues in Psychological Science (TPS)

Submission Deadline: April 1, 2024

Guest Editor: Luz Maria Garcini, PhD, MPH

Details

We are opening submissions for consideration in a special issue titled “Psychological Resiliency and Growth”. The special issue is part of an innovative journal titled Translational Issues in Psychological Science (TPS), co-sponsored by the American Psychological Association (APA) and the American Psychological Association of Graduate Students (APAGS).

“Psychological Resiliency and Growth” will be Volume 11, Issue 2 of TPS, due out in June 2025. For this issue, the editors will consider manuscripts concerning research on resiliency and growth among historically marginalized or under-resourced communities, including conceptual frameworks, and methodological considerations to the study and measurement of resilience broadly.

We have opened this call to include research on such topics as:

- Methodological considerations and best practices in measuring resilience and growth in historically marginalized or under-resourced communities.
- Theoretical approaches to the study of resilience and growth amidst social disadvantage.
- Longitudinal studies on resilience and growth to overcome early-life adversity.
- Interventions that promote resilience and growth among ethnic/racially diverse communities.
- Biobehavioral mechanisms underlying resilience and growth in the face of trauma.
- The role of culture in promoting resilience and growth among ethnic/racially diverse populations.
- Resilience and growth in bereavement and grief.
- Fostering resilience in under-resourced educational environments and/or school systems.

♥ You're ♥
Perfect

- Resilience in the workplace with a focus on unregulated work environments (e.g., domestic, construction, factory workers).
- Factors that promote resilience and growth among students of minoritized backgrounds.
- Disaster resilience and growth as a result of displacement from war, climate change, and/or famine.
- The role of policy on fostering community resilience and growth for immigrant communities.
- Community resilience in rural settings or medically underserved regions.
- Other important and timely topics in resilience and growth among historically marginalized or under-resourced communities.

Manuscript submission

Manuscripts submitted to TPS should be co-authored by at least one psychologist in training (graduate student, postdoctoral fellow), should be written concisely for a broad audience, and focus on the practical implications of the research presented in the manuscript.

For more information about the journal, including detailed instructions to authors, visit the [TPS website](#).



CALL FOR PAPERS

Mental Health, Discourse, and Stigma A Special Issue of BMC Psychology

Submission Deadline: April 5, 2024

Guest Editors:

- David Matthew Edmonds: University of Hong Kong, Hong Kong
- Zoë Fortune: University of Hong Kong, Hong Kong
- Olga Zayts-Spence: University of Hong Kong, Hong Kong

BMC Psychology is calling for submissions to our Collection on Mental Health, Discourse, and Stigma.

In recent years, the COVID-19 pandemic and other socio-cultural upheavals have brought mental health to the forefront as a matter of pressing public health concern. Despite innumerable public awareness campaigns, mental health and stigma remain taboo topics in many places around the world. Mental health and stigma have traditionally been approached in psychology from individualistic, biomedical, and cognitivist perspectives. Yet, in recent years there has been an increasing amount of sociolinguistic research that acknowledges the central role that language has in constructing, resisting, and reproducing mental health and stigma. We welcome submissions that cover but are not limited to the mentioned aspects of sociolinguistic research in mental health.

The format of submissions includes research articles, reviews, case reports, and meta-analyses, among others.

For more information regarding the submission process, please visit:
<https://www.biomedcentral.com/collections/mhds>



CALL FOR PAPERS

Gender and Climate Justice

A Special Issue of *Atlantis: Critical Studies in Gender, Culture, and Social Justice*

Submission Deadline: May 1, 2024

Co-Editors:

- Lori Lee Oates, Memorial University
- Sritama Chatterjee, University of Pittsburgh

In late 2019, 11,000 scientists from across the world declared a climate emergency in *Bioscience* journal. They identified six policy initiatives to address the climate emergency, including the need to “make family planning available to all people, remove barriers to their access and achieve full gender equity, including primary and secondary education as a global norm, for all, especially girls and young women” (Ripple et al. 2020). On International Women’s Day in 2022, the United Nations stated that: “Across the world, women depend more on, yet have less access to, natural resources. In many regions, women bear a disproportionate responsibility for securing food, water, and fuel.” According to the Government of Canada’s own climate plan, Canada is heating at twice the global average and three times as fast in Canada’s North. As a result, Indigenous women are disproportionately impacted by climate change (Native Women’s Association of Canada; Environment and Climate Change Canada). Ourkiya (2022) has made the point through the Network in Canadian History & Environment that: “Climate justice depends on liberation of queer bodies and minoritized groups globally.”

Climate change—and climate change denial—are gendered phenomena (Benegal and Holman 2021). Further, the expanding field of climate justice recognizes that the global south, Indigenous communities, and low-income areas are also disproportionately impacted by climate crises. Humanities scholars now accept that climate change is an outcome of extractive colonial capitalism, which scholars have long agreed is aligned with patriarchy and racial oppression.

**Support
~ All ~
Women**

In her ground-breaking article in *Political Geography*, Farhana Sultana asks that we recognize “the unbearable heaviness of climate coloniality” (Sultana 2022). As such, this special issue of *Atlantis Journal* takes an intersectional approach, recognizing that women, persons of colour, Indigenous, queer and trans persons, and other vulnerable groups are often in grave danger from the increasing climate crisis. We invite work that explores a range of topics, including but not limited to:

- What should climate justice look like for women, trans people, and non-binary people?
- What is the role of masculinity in the climate crisis?
- What is ecofeminism in the contemporary world and what is its role in climate justice? How does ecofeminism relate to queer justice for the environment?
- What do queer and trans ecologies look like at present? How is this limiting for climate justice? What should they look like?
- What does disaster planning for the elderly and disabled look like? What should it look like to achieve true climate justice?
- How do historical colonial patterns of gender and racial inequality persist into the present and what does this mean for the climate crisis? Where are the intersections between race and gender?
- What are the links between climate justice movements and reproductive freedom activists? What should they be?
- What is petroleum patriarchy and where does it exist? How can it be addressed? Will a transition off fossil fuels be sufficient to address it?
- What are the limits of the politics of “the Anthropocene” for climate justice?
- How are gender and climate justice reflected in literature and arts?
- What kind of pedagogies are necessary to address gender and climate justice?

This call invites individuals to submit research articles (up to 7,000 words), literary writing (up to 3,000 words), and book reviews (up to 1,000 words). See submission guidelines for details. The editors are particularly interested in hearing from scholars and writers from the global south, Indigenous communities, queer and trans scholars, and those who engage with feminist or environmental activism. We envision this special issue as a forum both for acknowledging the urgency of the situation and presenting solutions from voices that are often excluded from the conversation.



Submission Process

The deadline for submitting full papers is May 1, 2024. Papers must adhere to Atlantis' submission guidelines. All submissions must be made through Atlantis' OJS platform. Please indicate in your cover letter that your submission is for the "Gender and Climate Justice" issue. For questions about this Call for Submissions or the submission process, please contact Katherine Barrett, Managing Editor: atlantis.journal@msvu.ca

Works Cited

- Bengal, Salil, and Mirya R. Holman. 2021. "Understanding the importance of sexism in shaping climate denialism and policy opposition." *Climate Change* 167:48
- Native Women's Association of Canada. Climate Change: Policy Brief. https://nwac.ca/assets-knowledgecentre/FNIHB_Climate_change_policy-brief.pdf. Last accessed September 25, 2023.
- Ourkiya, A. 2022. "Ecofeminism and Postgenderism's Liberatory Effects: On Bodily Autonomy, Gender, and Environmental Justice." *Network in Canadian History & Environment*, June 28, found at <https://nichecanada.org/2022/06/28/postgenderism-and-ecofeminism/>. Last accessed November 15, 2023.
- Ripple, William J., et al. 2020. "World Scientists' Warning of a Climate Emergency." *BioScience* 70(1): 8-12.
- Sultana, Farhana. 2022. "The Unbearable Heaviness of Climate Coloniality." *Political Geography* 99.
- United Nations Women. 2022. "Explainer: How gender inequality and climate change are interconnected." www.unwomen.org/en/news-stories/explainer/2022/02/explainer-how-gender-inequality-and-climate-change-are-interconnected. Last accessed October 11, 2023.



CALL FOR PAPERS

Age-Related Processes in Daily Life A Special Issue of Psychology and Aging

Important dates

- May 1, 2024: Initial manuscript proposals due
- May 31, 2024: Proposals evaluated, invitations for full manuscript submission sent to authors
- December 31, 2024: Full manuscript submission deadline

Guest editors

- Patrick L. Hill, MA, PhD, Washington University in St. Louis
- Mathias Allemand, PhD, University of Zurich

Background

Although long-term longitudinal studies have provided rich insights into how individuals age and develop across the lifespan, increasing attention has been paid to the fact that assessments spread months, years, and even decades apart may obscure the more proximal processes underlying adult development and aging, including physiological changes, shifts in personal motivation, affective fluctuations, and any other changes in social, cognitive, or physical functioning. Accruing research has demonstrated that constructs once assumed to be markedly stable over years can fluctuate meaningfully within or across daily life. This wellspring of research has provided critical advances to our understanding of cognitive development, stressors and uplifts, affect and wellbeing, social relationships, health, and activity engagement.

Special issue aims

This special issue will provide a forum on how research examining daily and momentary assessments of age-related processes inform the study of adult aging and lifespan development. Contributions to the special issue should take one of three broad forms. First, most articles will be empirical in nature, presenting new data or novel analyses with past data, with attention paid to how these findings support or contradict previously held assumptions about adult development. When these efforts utilize datasets that have employed in previously publications, authors need to demonstrate how their analyses and findings move the field beyond what was examined before.

Second, additional space in the special issue will be reserved for theory- and model-building papers, which serve to review and synthesize the burgeoning daily process literature in the service of providing future directions for adult development research. Third, research with momentary and daily assessments has motivated critical methodological and analytic advances, and the special issue will dedicate limited space to papers that provide walkthroughs for such techniques and/or novel advances for collecting and handling momentary assessment data in relation to aging and lifespan development. Suitable manuscripts may focus on conceptual, methodological, and empirical issues including but not limited to:

- Efforts to conceptually or analytically model proximal dynamic age-related processes.
- Development of innovative methodological and analytical techniques for studying contextualized dynamic age-related processes in daily life.
- Blueprints to help readers to utilize these methodological or analytical techniques.
- Papers that describe or explain specific age-related processes in daily life using novel or underrepresented assessment methods.
- Efforts to describe or explain specific daily life contexts and environmental factors that promote or inhibit healthy aging across adulthood.
- Descriptions of the predictors and mechanisms of individual or age-related variation in proximal processes underlying adult development and aging.
- Research programs that combine proximal short-term age-related processes with distal long-term developmental processes.
- Meta-analytic reviews of the existing literature that examines daily and momentary assessments in adult development.

Submission process

Proposals

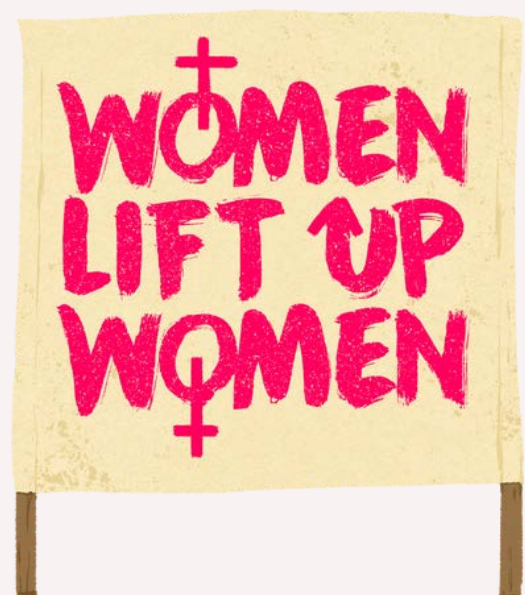
Interested authors should submit a short proposal (1000 words maximum, excluding references) that describes the paper they intend to write. When authors intend to employ existing datasets that have been used to address daily processes in past work, they should provide a brief justification of how their proposal moves beyond the existing work using that dataset (250 words maximum). Proposals will be reviewed by the co-editors and evaluated using the following criteria: (a) responsiveness to the call, (b) degree of potential to enhance our understanding of daily age-related processes, (c) scientific merit, (d) likelihood of successful completion within timeline, (e) fit with other submissions, and (f) applicability to journal mission. Please note that all manuscripts will undergo the regular review process and that the invitation of a full manuscript does not guarantee eventual acceptance.

Please submit manuscript proposals by emailing the co-editors for the special issue, Hill and Allemand. In the subject line for the email, please state "Proposal for Psychology and Aging Special Issue." In the cover letter, also please indicate that it is a proposal submitted to the special issue on "Age-Related Processes in Daily Life."

Full submissions

All full submissions should be prepared in accordance with Psychology and Aging's author guidelines and be submitted through the journal's [submission portal](#).

We welcome submissions of both brief reports (3500 words) and articles (8000 words) to the special issue. Contributors should indicate in their cover letter that they would like to have the paper considered for the special issue on "Age-Related Processes in Daily Life."



CALL FOR PAPERS

Feminist Approaches to Child and Adolescent Mental Health A Special Issue of Feminism & Psychology

Submission Due: July 1st 2024

Guest Editors: Shoshana Magnet, Darby Babin, and Ravida Din

With this special issue, we aim to collect diverse feminist approaches to address what has been termed “the shadow pandemic” of a crisis in children’s mental health that has risen alongside the COVID-19 pandemic (UNESCO, 2022). The number of young people struggling with mental health including anxiety and depression has more than doubled since the start of the COVID-19 pandemic (Lee, 2020; UNESCO, 2022) and yet scholarship on child and adolescent mental health overwhelmingly ignores the impact of intersectional inequalities, including racism, sexism, ableism, homo- and trans- phobias and the impact of classism, poverty, globalized capitalism and settler colonial contexts.

A rethinking of child mental health is crucial in the current moment where:

- The vulnerability of children to neoliberal forms of responsabilization and pathologization needs to be more fully problematized
- There remains too little comprehensive feminist analysis of the structural conditions that are producing a crisis in children’s mental health
- We urgently need to think systemically about the intersectional forms of discrimination that have an impact on children’s mental health.

Establishing a field of Feminist Theories of Children’s Mental Health in this special issue will provide us with the space we need to begin understanding and addressing these struggles. Our goal is to bring diverse theoretical contributions to the table, from psychoanalysis and communications to postcolonial theory, Black feminist thought, Indigenous studies, intersectional feminist theory, critical race theory, disability studies, surveillance studies, posthumanism and political economy; as well as to identify gaps in research, policy and practice; and create a resource document for all who are concerned with children’s mental health.



Possible topics might include but are not limited to:

- The impact of war, militarization and settler colonial violence on children's mental health and somatic development
- How do globalized forms of capitalism re-imagine children's mental health and what psychological approaches are used to address these forms of structural inequality?
- What are the implications of settler colonialism and neo-colonialism for the mental health of young children, and what are useful approaches given these persistent forms of structural violence?
- What is the role of anti-racist education and early childhood education in helping the mental health of young children?
- What are the gendered and racialized implications of the prison industrial complex and how do they have an impact on children's mental health?
- How does ongoing anti-LGBTQ+ legislation/rhetoric impact queer & trans children's mental health and futures? What therapeutic interventions might benefit these communities?
- What are the complex relationships between digital mental health technologies, social media, gender, racialization and children's mental health given persistent systemic inequalities?

Feminism & Psychology welcomes manuscripts in a variety of formats, including work that introduces innovative forms of feminist psychology scholarship. Feminism & Psychology publishes the following kinds of pieces: theoretical articles (up to 8000 words); empirical articles (up to 8000 words); methodological articles (up to 8000 words); brief research reports (up to 3000 words); observations and commentaries (between 500 and 2000 words); book reviews (up to 2000 words). Articles should include abstracts of no more than 200 words. For reference and formatting, please consult: <https://journals.sagepubcom.proxy.bib.uottawa.ca/author-instructions/FAP>

Submissions Due: July 1st, 2024

Queries may be sent to the guest editors:

Shoshana Magnet (she/her): smagnet@uottawa.ca

Darby Babin (they/them): d.babin@uottawa.ca

Ravida Din (she/her): rdin099@uottawa.ca



CALL FOR PROPOSALS

Society for the Psychological Study of Social Issues (SPSSI) 2024 Conference
Frontiers of Justice:
Using Psychological Science to Reinvigorate Diversity, Equity, and Inclusion

June 21 - June 23, 2024 | Philadelphia, Pennsylvania

Submission Deadline: February 5, 2024

In recent years, Diversity, Equity, and Inclusion (DEI) efforts have been under attack in the U.S. and globally, resulting in: bans on transgender health care and transgender people's participation in civic life, the dismantling of affirmative action in the U.S., challenges to reproductive freedom, and political pushback against critical race theory, as well as diversity education and training more broadly. These attacks adversely affect individuals and communities, particularly those who are already structurally vulnerable. Psychological science is a useful tool to confront attacks on DEI and fight against the misinformation that often fuels these debates.

However, psychological science as a field faces challenges that are both internal and external. Namely, those external to the field may believe that the topics we research are overly political and/or unscientific. Within the field, however, the focus on scientific rigor in the wake of the replication crisis may inadvertently exclude or appear exclusionary toward applied and critical work—or even research on social issues more generally. SPSSI and its members stand at the intersection of these conflicts. The focus of this conference is to critically examine these conflicts, broadening notions about what is included in “psychological science,” what is defined as “rigorous,” and what possibilities lie in diversity science that foregrounds concerns with justice.

The submission deadline is February 5, 2024. There will be no further extension of this deadline. If you have questions about the SPSSI Conference or submission process, please email spssi@amcnetwork.com.



Submission Types:

- **15-MINUTE PRESENTATIONS:** Individual proposals may be submitted as 15-Minute Presentations. SPSSI co-chairs will group these short presentations with 2-3 other submissions of similar topics based on the keywords you select. Proposals must include a title (10-word max), a summary (200-word max), and contact information for all authors.
- **POSTER PRESENTATIONS:** Individual proposals may be submitted as Posters. Proposals must include a title (10-word max), a summary (200-word max), and contact information for all authors.
- **INTERACTIVE DISCUSSIONS (1 hour):** In this format, presenters give briefs remarks and facilitate an interactive discussion on a topic. These sessions are informal in nature and will not contain audio visual. Proposals must include a title (10-word max), a summary (200-word max), and contact information for all presenters.
- **SYMPOSIUM (90 minutes):** Symposium presentations include 3 to 4 talks on a common topic. Proposals must include a symposium title (10-word max), a summary of the symposium theme (200-word max), talk titles (10-word max), talk summaries (200-word max), and contact information for all presenters.

To submit an abstract, please go to the following website:

http://www.spssi.org/dsp_emailhandler.cfm?eid=106969&uid=USERIDTOREPLACE.



CALL FOR PROPOSALS



CALL FOR SUBMISSIONS: SQIP 2024

June 14-16, Boston College

“Transforming Psychology and Reimagining Knowledge”

Submission Deadline: February 16, 2024

The Society for Qualitative Inquiry in Psychology (SQIP) is thrilled to announce the Call for Submissions for the upcoming annual meeting, which will take place June 14-16, 2024, at Boston College, Massachusetts, USA.

We are honored to host a fantastic lineup of internationally known keynote speakers, including Puleng Segalo, Molly Andrews, Christopher Sonn, and Urmitapa Dutta.

We invite scholars, practitioners, and students to contribute to a vibrant discussion that challenges the status quo and reimagines psychological knowledge. The field of psychology stands at a critical juncture, where the imperative to reflect on and address its historical underpinnings in racism and colonialism is undeniable. We specifically encourage submissions that engage critically with psychology's racist and colonial past, offer reflexive qualitative research, and propose paradigms or methods that foreground knowledge from historically underrepresented or marginalized communities.

The conference will feature a dynamic range of presentation formats:

- Symposium (75 mins): Please include a symposium cover abstract (up to 250 words), names and affiliations of all authors for each talk (3 speakers per symposium), and abstracts for each talk (up to 250 words).
- Individual paper submission: Please include names and affiliations of all authors and an abstract of no more than 250 words.
- Poster submission: Please include the names of all authors and an abstract of no more than 250 words.
- Roundtable discussion (60 mins): Please include an abstract (up to 250 words) and all names of all speakers.

Click [here](#) to submit your proposals electronically by **EXTENDED DEADLINE: FEB 16, 2024**. Conference details and registration information will be posted and regularly updated at www.sqip.org.

Acknowledgment of the receipt of your submission will be sent by e-mail to the corresponding author. Program Committee decisions are expected to be sent in March 2024.

SQIP 2024 CONFERENCE RATES

Professional: \$250* (includes meals, parking, reception)

Professional SQIP Member: \$200 (includes meals, parking, reception)

Students: \$75 (includes meals, parking, reception)

*Save \$50 by signing up to be a member of SQIP at registration!

We look forward to seeing you in Boston in June!

Zenobia Morrill, SQIP Conference Coordinator on behalf of the Conference Committee

Sunil Bhatia, SQIP President





Department of Psychology
Developmental Psychology, Assistant Professor
Tenure Track Position, Position # 21110
Location: Halifax, Nova Scotia, Canada
Application Deadline: February 12, 2024

Acadia University is in Mtaban, Mi'kmaki, the ancestral and unceded territory of the Mi'kmaw, Wolastoqiyik, and Peskotomuhkati (Passamaquoddy) people. The university is committed to upholding the spirit and tenets of the Treaties of Peace and Friendship.

Acadia also respects the historical and contemporary contributions of African Nova Scotians to the land, culture, and life of the region.

Acadia University is one of Canada's premier undergraduate universities, offering a liberal arts education unique among post-secondary institutions. Acadia offers a stimulating, vibrant environment, on and off campus, where dedicated faculty inspire and challenge students to be their best through supportive personalized learning environments, holistic education, and nurturing community engagement. Academic innovation and a technology rich teaching and learning environment have garnered the university a reputation for excellence. Our progressive workplace is located only one hour from Halifax in Nova Scotia's beautiful Annapolis Valley. With a commitment to sustainability, the region offers locally crafted artisan food and beverage, with many communities embracing organic, fair-trade, and farm-to-table ideals. There is a small, and vibrant, francophone community in the Annapolis Valley, and the university campus is situated 6 km from Grand-Pré National Historic Site, a UNESCO World Heritage Site that commemorates and celebrates Acadian contributions to the region.

The Position: The Department of Psychology invites applications for a tenure track position at the Assistant Professor (or Lecturer, if the PhD is not yet complete) rank to commence July 1, 2024. This position's teaching responsibilities include two sections of Developmental Psychology, Advanced Developmental Psychology, and two additional courses aligned with the candidate's teaching interests and/or expertise. The successful candidate will develop and maintain an active research program in developmental processes that occur across infancy, childhood, adolescence, and/or early to late adulthood.

Candidates may focus on any area of developmental inquiry, including cognitive, neurobiological, and socio-emotional development. The chosen candidate will maintain a research program primarily supported by undergraduate researchers, with the opportunity to supervise graduate students. We welcome applicants who complement existing strengths within the department and who have the potential to engage in community-oriented initiatives. Collaboration, both within and beyond the department, is encouraged. Successful candidates should also exhibit a willingness to contribute to the ongoing activities of the department, the University, and the broader academic community.

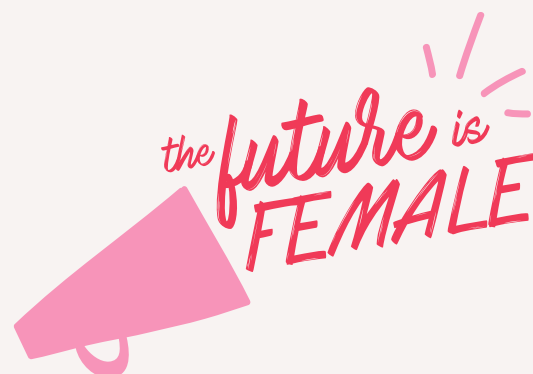
Academic Qualifications:

Candidates must have (or be near completion of) a Ph.D. in Psychology or a related discipline.

Workplace Environment:

For over a century, the Psychology Department has had a presence at Acadia, and today it is one of the largest academic departments on campus (with 475 majors, 20-25 honours students, and 10-12 graduate students) offering numerous programs at the undergraduate and graduate level. At the undergraduate level, we are distinguished from other institutions for our neuroscience and applied options; at the graduate level we offer a unique Master's of Science in Clinical Psychology that leads to certification as a clinical psychologist. Our Department was one of the first on campus to form an Equity, Diversity, and Inclusion committee to work on fostering a climate within and outside of the classroom that is equitable and inclusive to persons from diverse backgrounds.

Following several retirements, the department is in a growth phase. The Department recently saw the development of a world-class Centre for Cognitive Health & Neuroscience, which includes state-of-the art facilities including EEG, eye tracking, motion tracking, TMS, and observations rooms. There are opportunities for professional and research collaborations throughout the region, including Landmark East, Canada's only independent school for students with learning differences, and the Issac Walton Killam (IWK) Health Centre, the largest Children's Hospital in Atlantic Canada.



Benefits

As outlined in the 16th Collective Agreement between the Faculty Association and the University Board of Governors, Acadia faculty receive a range of benefits, including a defined benefit pension plan, yearly professional development funds, dental/vision insurance, professional insurance and registration fees, health insurance to complement the public system, and internal research funding opportunities. The University provides relocation expenses, dependent on the distance moved. For further information on salary and benefits, please see the 16th Collective Agreement.

How to Apply: Candidates are asked to submit their application in a single PDF document to Faculty.Careers@AcadiaU.ca. Receipt of the application will be acknowledged via email. Applications should include the following:

To apply, applicants should submit a cover letter, C.V. and a statement describing teaching potential and/or experience, research experience, service experience and/or potential, and ways in which the applicant's teaching and/or research could contribute to the department's commitment to equity, diversity, and inclusion. Please include the names and email/phone contact information of three references (to be contacted if shortlisted).

Dr Randy Lynn Newman, Chair of the Search Committee
Professor and Head, Department of Psychology
Acadia University
Wolfville, Nova Scotia, Canada B4P 2R6
Email: Faculty.Careers@AcadiaU.ca

Acadia University invites applications from all qualified individuals; however, Canadians and permanent residents shall be given priority. The University encourages applications from Indigenous people; African Canadians; African Nova Scotians; persons with disabilities; visible minorities; women; persons of any minority sexuality, gender identity or gender expression; and all intersections of these identities. Acadia embraces the principles of equity, diversity, and inclusion as fundamental in creating an expansive academic environment and champions diverse knowledge systems as pillars of academic excellence.

*Empowered
Women
Empower
Women*

All applicants are required to submit an online Employment Equity Self Identification Form as part of their application package. All information provided will be held in strict confidence by Human Resources (and is not seen by the Committee) and processed in accordance with the relevant articles of the 16th Collective Agreement between the faculty association and the university administration. Self-identification data collected for a given employment competition will be destroyed after all requirements to preserve documentation for that competition have expired. Only candidates who have submitted a self-identification form can be considered as members of designated groups. The form provides the option of self-identifying based on the applicant's comfort level. Please note that failure to complete the form by the closing date will result in the disqualification of your application.

Closing Date: February 12th, 2024

Accessibility Statement

The University strives to be an equitable and inclusive community, and proactively seeks to increase diversity among its community members. The University will provide support in its recruitment processes to applicants with disabilities, including accommodation that considers an applicant's accessibility needs. If you require any accommodations at any point during the application and hiring process, please contact **Dr. Randy Lynn Newman, Chair and Professor of Psychology** (randy.newman@acadiau.ca).





Assistant Professor – Clinical and Counselling Psychology
Department/Unit: Applied Psychology and Human Development (APHD)
Location: Toronto, Ontario, Canada
Type of Position: Full-Time Tenure Stream
Application Deadline: February 12, 2024, 11:59pm EST

The Department of Applied Psychology and Human Development (APHD) at the Ontario Institute for Studies in Education (OISE), University of Toronto invites applications for a full-time tenure stream position in the area of Clinical and Counselling Psychology. The appointment will be at the rank of Assistant Professor, with an expected start date of July 1, 2024, or shortly thereafter.

Candidates must have earned a PhD or equivalent doctoral degree in Clinical and/or Counselling Psychology from an accredited program by the time of appointment or shortly thereafter, with a demonstrated record of excellence in research and teaching. Applicants must be eligible for registration as a psychologist in the province of Ontario. We seek candidates whose research and teaching interests in clinical and counselling psychology complement and enhance our existing departmental strengths. The successful candidate will demonstrate research expertise in one or more of the following areas:

- Intimate Partner Violence (IPV) Research;
- Sexual Assault and Harassment Research;
- Domestic Violence Research;
- Economic Abuse Research;
- Technology-Facilitated Harassment and Abuse Research.

We are particularly interested in applicants whose research and/or clinical experiences demonstrate a strong commitment to social justice, equity, and anti-oppressive practice. The successful candidate will be expected to pursue innovative and independent research at the highest international level and to establish an outstanding, competitive, and externally funded research program.

GENDER
Equality

Candidates must provide evidence of research excellence which can be demonstrated by a record of high-quality publications in top-ranked and field relevant journals or forthcoming publications meeting high international standards, presentations at significant conferences, awards and accolades, the submitted research statement, and strong endorsements from referees.

Candidates must have the demonstrated ability to combine disciplinary expertise with innovative, effective teaching methods that enhance the excellence and foster the diversity of their academic community. Evidence of excellence in university teaching must be clearly demonstrated through teaching accomplishments, the teaching dossier (with required materials outlined below) submitted as part of the application, as well as strong letters of reference.

The successful candidate will contribute to the delivery of both core and interdisciplinary curricula within and across APHD programs, supervise graduate students, and engage in service to APHD and OISE.

Salary will be commensurate with qualifications and experience.

The Department of Applied Psychology and Human Development offers graduate programs in Counselling Psychology, Counselling and Clinical Psychology, Developmental Psychology and Education, School and Clinical Child Psychology, and Child Study and Education (a teacher education program). For more information, please visit the APHD web page at <https://www.oise.utoronto.ca/aphd>.

The Ontario Institute for Studies in Education has, for more than a century, made major contributions to advancing education, human development and professional practice around the world. OISE was ranked 7th in the world for the subject of Education by the 2023 QS World University Rankings, holding first rank in the subject among Canadian institutions and among public universities in North America. With a network of approximately 100,000 alumni, over 3,000 students, 4 graduate departments, and 18 research centres, ours is an intellectually rich and supportive community, guided by the highest standards of scholarship and a commitment to equity and social justice. For more information, please visit OISE's homepage at <http://www.oise.utoronto.ca>.



Established in 1827, the University of Toronto is Canada's largest and most research-intensive university and the only Canadian university to be ranked among the top 25 universities in the world by the Times Higher Education World University Rankings. Located in and around Toronto, one of the world's most diverse cities, the University of Toronto's vibrant academic life is enhanced by the cultural diversity of its own and surrounding community.

All qualified candidates are invited to apply online at the following link: <https://jobs.utoronto.ca/job/Toronto-Assistant-Professor-Clinical-and-Counselling-Psychology-ON/576732217/>. Applications must include a letter of application, an up-to-date curriculum vitae, a research statement outlining current and future research interests, three recent or forthcoming publications, and a teaching dossier (including a statement of teaching philosophy, teaching accomplishments, sample course materials, and teaching evaluations).

Applicants must provide the name and contact information of three references. The University of Toronto's recruiting tool will automatically solicit and collect letters of reference from each referee the day after an application is submitted. Applicants remain responsible for ensuring that referees submit recent letters (on letterhead, dated, and signed) by the closing date. More details on the automatic reference letter collection, including timelines, are available in the [candidate FAQ](#).

Submission guidelines can be found at <http://uoft.me/how-to-apply>. Your CV and cover letter should be uploaded into the dedicated fields. Please combine additional application materials into one or two files in PDF/MS Word format. If you have any questions about this position, please contact the department at aphdchair.oise@utoronto.ca.

All application materials, including letters of reference, must be received by **Monday, February 12, 2024, 11:59pm EST**.

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

**GIRLS JUST
WANNA HAVE
FUNDAMENTAL
HUMAN RIGHTS**

Diversity Statement

The University of Toronto embraces Diversity and is building a culture of belonging that increases our capacity to effectively address and serve the interests of our global community. We strongly encourage applications from Indigenous Peoples, Black and racialized persons, women, persons with disabilities, and people of diverse sexual and gender identities. We value applicants who have demonstrated a commitment to equity, diversity and inclusion and recognize that diverse perspectives, experiences, and expertise are essential to strengthening our academic mission.

As part of your application, you will be asked to complete a brief Diversity Survey. This survey is voluntary. Any information directly related to you is confidential and cannot be accessed by search committees or human resources staff. Results will be aggregated for institutional planning purposes. For more information, please see <http://uoft.me/UP>.

Accessibility Statement

The University strives to be an equitable and inclusive community, and proactively seeks to increase diversity among its community members. Our values regarding equity and diversity are linked with our unwavering commitment to excellence in the pursuit of our academic mission.

The University is committed to the principles of the Accessibility for Ontarians with Disabilities Act (AODA). As such, we strive to make our recruitment, assessment and selection processes as accessible as possible and provide accommodations as required for applicants with disabilities.

If you require any accommodations at any point during the application and hiring process, please contact uoft.careers@utoronto.ca.



Full-Time, Tenure-Track Position in Clinical Psychology

Department: Psychology; Faculty: Social Science

Location: London, Ontario, Canada

Application Deadline: March 1, 2024

The Department of Psychology at Western University invites applications from exceptional researchers with a background in clinical science to fill a **tenure-stream academic position in Clinical Psychology**, with a preference for research on one of three main areas of scholarship: (1) **the developmental psychopathology of externalizing problems**; (2) **personality-psychopathology**; or (3) **psychosis/schizophrenia**. We are also interested in **candidates who have experience in developing, applying, and/or teaching advanced quantitative methods**. The position is probationary (tenure-track), at the rank of Assistant Professor. Salary will be commensurate with qualifications and experience.

Western University is a large research-intensive medical-doctoral university in London, Canada, a thriving city of 500,000 people located midway between Toronto and Detroit. With parks, river valleys, tree-lined streets, and bicycle paths, London is known as the "Forest City" and boasts galleries, theatre, music and sporting events, and many opportunities for outdoor activities. In 2021, London was voted Canada's first UNESCO City of Music. With annual research funding exceeding \$220 million, and an international reputation for success, Western ranks as one of Canada's top research-intensive universities. Our research excellence expands knowledge and drives discovery with real-world application. Western also provides an exceptional employment experience, offering competitive 12-month salaries, a wide range of employment opportunities and one of Canada's most beautiful campuses.

Western's Department of Psychology is a research-intensive department with world-leading facilities. We also have a strong commitment to undergraduate and graduate education, including a CPA-accredited graduate training program in Clinical Science and Psychopathology. We invite you to visit our website: www.psychology.uwo.ca.

EQUALITY
FOR
WOMEN

The department has strong links with several research groups, centres and institutes at the University and across London that are relevant to clinical psychological science: these include the Computational Brain Sciences Group (<https://www.uwo.ca/bmi/cbs/>), the Optical Neuroimaging Research Group (<https://www.uwo.ca/bmi/research/onrgroup/index.html>), the Centre for the Science of Learning (https://www.scilearn.uwo.ca/about_us/team.html), the Brain and Mind (<https://www.uwo.ca/bmi/>), the Network for Economic and Social Trends (<https://nest.uwo.ca/>), the Children's Health Research Institute (<https://childhealth.ca/childrens-health-research-institute/>); the Lawson Health Research Institute (<https://www.lawsonresearch.ca/>), and the new Western Institute for Neuroscience (<https://win.uwo.ca/>).

Western Psychology values diversity and is committed to equity and inclusion. The successful applicant must have demonstrated **experience** and capacity to substantively contribute to an inclusive and diverse academic community. We encourage applications from all qualified persons, particularly those from equity-deserving groups, including but not limited to racialized minority, indigenous, and LGBTQ+ applicants.

As a faculty member in the Department of Psychology, the successful candidate will develop an active program of research and will, as part of their responsibilities, contribute to graduate student training in the Clinical Science and Psychopathology cluster. Qualified applicants must have a **Ph.D. in Clinical Psychology from a CPA- or APA-accredited program** and demonstrate a strong commitment to the clinical science training model; an outstanding record of publishing rigorous and high-quality research; evidence of potential to obtain external research funding; and clear potential for excellence in supervision of undergraduate and graduate students. Finally, successful candidates will be expected to become registered with the College of Psychologists of Ontario as part of their involvement in Clinical Psychology graduate training.

Applicants are invited to submit the following via email:

- letter of interest
- curriculum vitae
- equity, diversity, and inclusion (EDI) statement that describes the applicant's experiences with EDI and how their EDI-related values inform their research, teaching, mentorship, and service. (See <https://shorturl.at/FJKTW>).
- statement of research interests

- statement of teaching philosophy
- three publications
- names and contact information for three academic references
- completed Application for Full-Time Faculty Position Form (<https://www.uwo.ca/facultyrelations/pdf/full-time-application-form.pdf>)

The above materials should be emailed as individual PDF attachments, in confidence to:

Professor Ingrid Johnsrude
Chair, Department of Psychology
psychology-recruitment@uwo.ca

Applications will be considered beginning Friday, March 1, 2024 and the search will continue until the position is filled. The anticipated start date for the position is July 1, 2024 or as negotiated.

Positions are subject to budget approval. Applicants should have fluent written and oral communication skills in English. The University invites applications from all qualified individuals. Western is committed to employment equity and diversity in the workplace and welcomes applications from women, members of racialized groups, Indigenous peoples, persons with disabilities, persons of any sexual orientation, and persons of any gender identity or gender expression.

In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents.

Accommodations are available for applicants with disabilities throughout the recruitment process. If you require accommodations for interviews or other meetings, please contact Kimberley Baxter at kbaxter7@uwo.ca or 519-661-2065.



UPCOMING CONFERENCES

Association for Women in Psychology 2024 Conference Decolonizing Feminist Psychology: Resilience, Healing & Embodiment March 7-10, 2024 | Online Virtual Conference

Association of Women in Psychology's 49th Annual Conference will be held virtually.

Participants are required to register for the meeting. Registration for the conference will be available online from the 2024 Conference link on the AWP website at www.awpsych.org **starting on December 15, 2023**. Register by Friday, February 15, 2024, to receive lower rates! For additional registration questions, contact Christine Smith at awp2024reg@gmail.com.

To learn more about registering for the conference, please go to the following website: <https://www.awpsych.org/registration.php>

Congress 2024: Sustaining Shared Futures June 12-21, 2024 | McGill University, Montreal, QC

For this 2024 edition, enmeshing the knowledges of diverse contexts, and amplifying Black and Indigenous perspectives, Congress invites scholars, students, policymakers and community members to reflect on what remains collectively attainable – and what must be done – in the face of this vast and complex imperative in order to bring forth solutions for today, and sustain systems of tomorrow.

For more information on registration, accommodation, and conference schedule and program, please visit:

<https://www.federationhss.ca/en/congress2024>



UPCOMING CONFERENCES

The Canadian Psychological Association's 2024 Annual Convention June 21 - 23, 2024 | Ottawa, Ontario

The 85th Annual General Meeting and National Convention of the Canadian Psychological Association (CPA) is scheduled to take place from June 21 - 23, 2024, at the Westin Ottawa, in Ottawa, ON.

The convention will feature multiple presentations of varying presentation types. These include workshops, spoken individual presentations, spoken group presentations, and printed posters.

For information on registration, accommodation, and conference schedule and program, please visit <https://convention.cpa.ca/>. For other inquiries, please contact the CPA Convention Office (convention@cpa.ca) or the Convention Committee (governance@cpa.ca).

International Society of Political Psychology 2024 Annual Meeting Conference Theme: Dismantling Democracy: Insecurity, emotions and authoritarian populism

Where: Hotel InterContinental – Santiago, Chile

When: July 4-6, 2024

The International Society of Political Psychology (ISPP) invites scholars from different disciplines (political science, psychology, international relations, history, sociology, economics, anthropology, media and communication, gender studies, and more) to share ideas, theories, and current research on political and psychological processes that address the decline of political rights and democracy across the world as well as the insecurities and emotions that underlie such developments.

For more information on registration, accommodation, and conference schedule, please visit <https://ispp.org/meetings/>

UPCOMING CONFERENCES

American Psychological Association's 2024 Annual Convention August 8 - 10, 2024 | Seattle, WA + Virtual

APA 2024 is where practitioners, researchers, educators, and applied psychologists from around the world come together to share transformative ideas and explore the most compelling issues in the discipline.

The Convention will take place in Seattle, WA and virtually on August 8 - 10, 2024.

Registration opens in late April. For further information, please visit:
<https://convention.apa.org/home-highlights>



unite
for
WOMEN



THANK YOU.

We are seeking submissions for the following column for the May 2024 SWAP Newsletter. Please send the submissions to bsadika@uwo.ca. **Submissions in English or French are welcome!**

- 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. Include: Title of the book, author(s), publication date, publisher, and your name.