

SECTION ON WOMEN & PSYCHOLOGY

VOL 50: ISSUE 1



Newsletter of the CPA/SCP Section
on Women & Psychology



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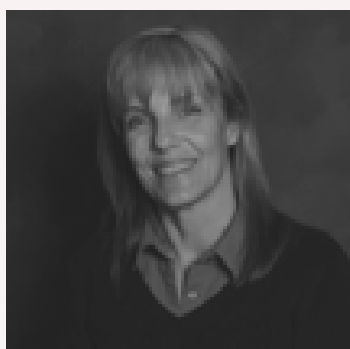
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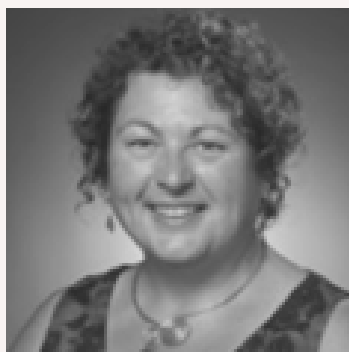


2022- 2023 PROVINCIAL/TERRITORIAL REPRESENTATIVES



CARMEN POULIN

New Brunswick Representative



COLLEEN MACQUARRIE

PEI Representative



LINDA MCMULLAN

Saskatchewan Representative

2022 - 2023 PROVINCIAL/TERRITORIAL REPRESENTATIVES



LYNN SLOANE

Alberta Representative



LUCIE KOCUM

Nova Scotia Representative



FIONA CUNNINGHAM

Newfoundland Representative

CHAIR'S MESSAGE

By: Sara Crann



Greetings and happy autumn! For those who are teaching and studying this year, I hope the transition back to campus has been a smooth one.

The SWAP Executive Committee has been relatively quiet since the conference wrapped up but our work is gearing up as we begin planning for next year's conference. The 2024 convention is being held in Ottawa on June 21-23. This is significant as June 21 marks National Indigenous People's Day and we will be gathering in Canada's capital, on the unceded land of the peoples of the Algonquin Anishnabeg Nation. This year's conference offers a pointed opportunity for reflection, knowledge sharing, critique, and action on psychology's role in the marginalization of Indigenous Peoples, and in moving forward towards reconciliation. A helpful resource for these discussions is the 2018 report released by the CPA and Psychology Foundation of Canada's Task Force on Responding to the Truth and Reconciliation Commission of Canada's Report.

As the SWAP committee begins planning for next year's conference, we will discuss how to honour National Indigenous People's Day at our conference events. Input and feedback from SWAP members on this or other SWAP activities is welcome – you can reach me at scrann@uwindsor.ca.

The call for proposals for the 2024 convention will be posted in the coming weeks. While all submissions to SWAP are adjudicated by at least two reviewers using the CPA criteria to ensure quality and relevance, the content of the SWAP conference program is determined by the submissions we receive each year. If your scholarship – be it research, theory, or teaching – is related to feminism and/or the psychology of girls and women, I encourage you to submit your proposal to SWAP, even if (especially if!) your area of interest isn't typically reflected in the SWAP program. You do not need to be a SWAP member to present your work in the SWAP program (although we hope you will become a member).



...SWAP strives to offer a diverse program relevant to a range of feminist and gender-based issues that reflects the interests of its members and advances social justice and equity.

I would like to recognize and congratulate the Student Award winners from the 2023 convention. Your SWAP membership dues make it possible for us to offer financial awards to help support students travelling to present their work at CPA and to recognize and celebrate the excellent scholarship on the psychology of girls and women done by students. (Please renew your membership to help us continue providing this support and recognition!).

Student Travel Bursaries (\$250):

Amané Halicki-Asakawa

Sophia Konermann

Sonia Stanger

Fiona Trend-Cunningham

Student Paper Award (\$500):

Ashley Balsom

Student Presentation Award (\$250)

Storm Balint

Congratulations to the winners! You can learn more about Ashley and Storm's work in the Student Awards section of this newsletter. If you are a student (or work with students), consider applying for the 2024 Student Awards (you don't need to be a SWAP member to apply). A call for applications will be circulated in December/January on our listserv and social media.

Warmly,
Sara Crann

Support
~ All ~
Women



EDITOR'S MESSAGE

By: Bidushy Sadika



Hello everyone,

Welcome to the September 2023 edition of the SWAP newsletter! I hope you all had a great and smooth start to the fall semester.

This year, we attended the 2023 CPA Annual Convention held in Toronto, Ontario. Starting with our Section Chair's message (p. 11-12), this edition presents highlights from the CPA convention, including the SWAP annual general meeting minutes (p. 14-15), the winning SWAP student paper (p. 21-24), and announcements regarding the Feminist Mentoring Award Winners (p. 25-26). Congratulations to all the deserving award winners! Moreover, you'll find annual reports from members of the SWAP Executive, providing a wealth of crucial information for SWAP members (p. 16-19, 25, and 27-28). Additionally, there is information about SWAP's social media (p. 29), recent publications (p. 31-38), and recently defended theses or dissertations (p. 39-40). The edition also includes a call for SWAP symposia for the upcoming CPA conference (p. 41) and calls for papers (p. 42-52), a book chapter (p. 53-54), and proposal (p. 55-56), as well as job postings (p. 57-60).

I want to extend my gratitude to everyone who contributed content to this newsletter. Your contributions are highly valued, and it's a pleasure to showcase your work and learn about the remarkable research being carried out in feminist psychology. If you publish any articles, books, or book chapters that you believe would interest the SWAP community, I encourage you to share the reference and abstract with me. We'll ensure to announce them in an upcoming edition of the newsletter. Submissions in both English and French are welcomed. Further details on newsletter submissions can be found on page 61. This is an excellent opportunity to continue promoting feminist research, share ideas, and offer support to one another.

Please don't hesitate to reach out to me throughout the upcoming year with your submissions, comments, or questions.

Bidushy Sadika (she/her)
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GENDER
Equality

SWAP ANNUAL GENERAL MEETING MINUTES

By: Sara Crann



June 24, 2023
4:00 PM – 4:55 PM
Toronto, Ontario

Chair: Sara Crann
Past Chair: Lorraine Radtke
Chair Elect: Nicole Jeffrey

1. Welcome and Introductions

The meeting was called to order by the Chair. Sara Crann welcomed everyone to the business meeting and conducted a land acknowledgement.

2. Approval of the Agenda

The agenda was presented by Sara Crann. It was also circulated to the Membership by email in advance of the business meeting. There were no requested corrections to the agenda.

3. Approval of the Minutes of the 2022 Business Meeting

The 2022 Business Meeting minutes were published in the SWAP September 2022 newsletter and circulated by email to the SWAP membership. There were no requested corrections to the minutes.

4. Awards

The presentation of the 2023 Distinguished Member Award was made by Carmen Poulin, the Nominations Coordinator. A description of the award was given and presented to Dr. Lori Brotto.

The presentation of the 2023 Feminist Mentor Award was made by Storm Balint, the Student Representative. A description of the award was given and presented to Dr. Serena Corsini-Munt, a faculty member at the University of Ottawa.

The presentation of the 2023 Student Awards was made by Nicole Jeffrey the Student Awards Coordinator and Chair Elect. A description of the awards was given. Student Travel Bursaries (\$250) were presented to Amané Halicki-Asakawa, Sophia Konermann, Sonia Stanger, and Fiona Trend-Cunningham. The Student Paper Award (\$500) was presented to Ashley Balsom. The Student Presentation Award (\$250) was presented to Storm Balint.



2023 SWAP Annual Business Meeting. **Pictured left to right:** Nicole Jeffrey (Student Awards Coordinator), Fiona Trend-Cunningham (Travel Bursary winner), Sonia Stanger (Travel Bursary winner), Ashley Balsom (Paper Award winner).

5. SWAP Executive Reports

The SWAP Executive Reports were circulated by email to the SWAP membership prior to the Convention. A brief summary of each report was presented at the business meeting.

6. Proposed Executive Slate and Open Positions

Section Chair: Sara Crann

Chair Elect: Nicole Jeffrey

Treasurer: Noreen Stuckless

Newsletter Editor: Bidushy Sadika

Student Representative: Storm Balint

Membership Coordinator: Lana Stermac

Web Maven/List Serv Coordinator: Karen Blair

Student paper and Award Coordinator: Nicole Jeffrey

Nominations Coordinator: Carmen Poulin

Abstract Review Coordinator: Milena Meneghetti

SWAP-Division 35 Liaison: Pam McAuslan

Provincial Representatives Coordinator: Patti Fritz

Chair, Status of Women Committee: Paula Barata

The Chair made a call for nominations to fill current and forthcoming open positions on the Executive Committee: Student Award Coordinator (Nicole Jeffrey is moving in the Chair role) and Nomination Coordinator. Carmen Poulin provided a summary of the role. SWAP has also recently created two additional positions to support the Executive Committee: Assistant Webmaven and Assistant Newsletter Editor. Descriptions of the roles were provided.



7. Discussion about future SWAP interests and activities facilitated by the Chair:

- There is continued need for more collaboration between CPA sections. Kieran O'Doherty (invited by the Committee) shared about History and Theory section "rebranding" to History, Theory, and Qualitative Inquiry. Discussion about collaborating on a pre-convention workshops on i) qualitative, feminist, and participatory methods, ii) supporting Clinical (and other) Psych students around activism and advocacy, or iii) half day on teaching feminist psych. Cost for pre-convention workshop is a deterrent.
- Only 30% of CPA members belong to any sections. How to engage remaining 70%?
 - More use of pod website to get to know SWAP members.
 - Stickers or flags to add to nametags at CPA convention to help SWAP members find each other.
 - Section Fair at CPA where you can meet and learn about all the sections.
 - Discussed new titles for Business Meeting and Reception to make them more inviting.
- Discussion about co-nominating speakers with other sections. There would be wide interest in Lori Brotto's work (2024 Distinguished Member). Other sections that might nominate: Clinical, Health, Counselling, SOGII. Carmen will reach out to Dr. Brotto.

8. Other Business

None.

9. Adjournment.

MEMBERSHIP COORDINATOR REPORT

By: Lana Stermac



**Total SWAP Membership for 2023 = 237
(SWAP Membership for 2022 = 223)**

We had a small increase in SWAP membership this year. This was seen in both the CPA regular member category as well as the early career membership. CPA student affiliates categories remained largely the same. This is the third year that we have had small increases in membership.

Below are the current membership numbers listed within membership categories. We sent a membership reminder to all previous members this year (see below) alerting them the opportunities within SWAP as well as CPA membership categories and fees.

Membership Type:

CPA Members = 94

CPA Member Early Career Year 1 = 5

CPA Member Early Career Year 2 = 8

CPA Retired Member = 2

CPA Member Parental Leave =

CPA Student Affiliates = 104

**CPA Student Affiliate Campus
/Student Rep = 2**

CPA Fellows = 7

Retired Fellow = 3

Honorary Life Fellows = 5

CPA Special Affiliate = 5

CPA International Affiliates =

CPA Complimentary Member = 2

Renewal Letter to SWAP Members,
As it is time for annual CPA renewal. I am sending a friendly reminder and request that you also renew your SWAP (Section on Women and Psychology) membership.

SWAP is an active CPA section that sponsors important workshops, symposia and papers at the annual CPA convention. The SWAP newsletter features events, publications, awards, grants and other information relevant to the section. We have a number of awards for students – both travel bursaries and research awards. There is also an annual Distinguished Member award and a Feminist Mentoring award.

I also wanted to draw your attention to the CPA membership categories and fees. There are categories for Members (with differentiated fees), Student Affiliate, Section Associate, Special Affiliate and International Affiliate. The details of membership categories and fees can be found at <https://cpa.ca/membership/becomea-member-of-cpa/memberrates/> and benefits at <https://cpa.ca/membership/>.

It would be great to have your continued membership and to see you at our events. Please also consider encouraging your colleagues and students to join SWAP.

Lana Stermac
Membership Coordinator

STUDENT AWARDS COMMITTEE REPORT

By: Nicole Jeffrey



Storm Balint, winner of the \$250 SWAP Student Presentation Award

The Student Presentation Award is awarded to the student or recent graduate with the strongest presentation based on presentation style, contribution to feminist psychology, and addressing issues related to diversity. Storm Balint is a PhD candidate in Applied Social Psychology at the University of Windsor and presented, "Women's Experiences of Sexuality and Sexual Safety Under Constrained Choice: A Systematic Review." Storm explores how social inequalities impact women's sexual experiences, empowerment, and agency. Using a feminist perspective, Storm investigates the factors that shape women's sexual lives, including gender inequalities and power dynamics. Storm's research dives into the complexities influencing women's navigation of their sexual experiences.



Each year, SWAP has the pleasure of offering awards to students and recent graduates presenting research relevant to girls, women, or feminism at the annual CPA convention. We had a record number of applicants this year and the submissions were of exceptional quality! Congratulations to all who submitted their work to this year's competition. Thank you also to the award adjudicators for their important work. Supporting and celebrating students' work through these awards is one of SWAP's highest priorities and without the help of volunteer adjudicators, this would not be possible.

I am very pleased to announce this year's 6 award winners:

Ashley Balsom, winner of the \$500 SWAP Student Paper Award

The Student Paper Award is awarded to the student or recent graduate whose work and written summary demonstrates the strongest contribution to feminist psychology and addresses issues related to diversity. Ashley Balsom is a PhD student in Clinical Psychology at the University of Regina and presented, "Pilot trial of a self-guided program for infertility-related distress based on Acceptance and Commitment Therapy."

Amané Halicki-Asakawa, Sophia Konermann, Sonia Stanger, & Fiona Trend-Cunningham, winners of the \$250 SWAP Student Travel Bursaries

The Student Travel Bursaries are awarded based on the distance travelled to the CPA convention and strength of the application based on relevance of the research to girls, women, or feminism, and how it addresses issues related to diversity.

- **Amané Halicki-Asakawa** presented, "Preliminary Results of a Mobile App-Delivered Motivational Interviewing for Individuals on Eating Disorder Clinic Waitlists: Pilot and Feasibility Study"
- **Sophia Konermann** presented "Trans people's experiences with healthcare in the Canadian Armed Forces: An interdisciplinary qualitative approach to understanding marginalization"
- **Sonia Stanger** presented, "Exploring the Experiences of Members of 2SLGBTQIA+ Communities Pursuing Third-Party Reproduction"
- **Fiona Trend-Cunningham** presented, "Secondary Traumatic Stress in Doulas"

Congratulations to all award winners!

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SWAP WINNING STUDENT PRESENTATION

By: Storm Balint



Women's Experiences of Sexuality and Sexual Safety Under Constrained Choice: A Systematic Review

<h3>Research Questions</h3> <ol style="list-style-type: none">1. How has women's sexual agency been conceptualized and defined in previous research?2. How has sexual agency been studied related to sexual violence, specifically, unwanted sex and sexual coercion?3. How have social and cultural issues of inequality in society been studied in relation to sexual agency? <p>1</p>	<h3>Summary of RQ1 & Limitations</h3> <ul style="list-style-type: none">• Neoliberalism and patriarchy are the umbrellas• Resistance vs. Oppression• Women experience sexual socialization from a very young age• Women are still living in a double bind <p>(Berdychevsky, 2008; Downey et al., 2022; Lamb & Peterson, 2022; Tolman, 2012)</p> <p>2</p>
<h3>Summary of RQ2 & Limitations</h3> <p>Feminist Commentaries</p> <ul style="list-style-type: none">• Focused on social consequences• Sexual blame is a consequence• Belief that lack of resistance = consent <p>Research Articles</p> <ul style="list-style-type: none">• Gaps of understanding between women's experiences of agency and descriptions of sexual violence• Experiences are not violent, but everyday interactions <p>(Bay-Cheng, 2015; Burkett & Hamilton, 2010; Cronin, 2007; Downey et al., 2022; Katz & Terone, 2012)</p> <p>3</p>	<h3>Summary of RQ3 & Limitations</h3> <p>Feminist Commentaries</p> <ul style="list-style-type: none">• "Free" sexual expression• Contemporary norms of femininity lead to increased social capital <p>Research Articles</p> <ul style="list-style-type: none">• Influenced by White heteronormativity• Extreme pressure to conform• Suppress desires or experience consequences <p>(Downey et al., 2022; Bay-Cheng, 2015, 2018; Gagnon et al., 2016; Gross & Grabe, 2016; Gill, 2016)</p> <p>4</p>

SWAP WINNING STUDENT PAPER

By: Ashley Balsom



Acceptance and commitment therapy adapted for females with infertility: A pilot study

Approximately one in six Canadian couples are infertile, defined as an inability to become pregnant despite 12 or more months of active attempts to conceive in reproductive-matched¹ pairings (Bushnik et al., 2012). The process of attempting to conceive is almost always more physically burdensome for the intended mother, perhaps explaining why a large body of research suggests that infertility takes a more significant psychological toll on female² people (Chiaffarino et al., 2011; Dube et al., 2021; Pasch & Sullivan, 2017). While the psychological burden is well established (Balsom & Gordon, 2021b, 2021a; Chernoff et al., 2020), currently available and adapted psychological interventions, have had minimal effects on infertility-related distress, anxiety, or depression (Dube et al., 2023). One potential explanation for the minimal improvement may be the lack of tailoring interventions to target infertility uniquely. This study aimed to examine the feasibility of Acceptance and Commitment Therapy (ACT) to reduce the infertility-related distress by taking a patient-oriented approach.



Methods

The creation of the content of the six modules involved the input of two patient advisors who have infertility. Modules were created using the case study by Peterson and Eifert (Peterson & Eifert, 2009), and there is one module for each of the six core processes of ACT (i.e., acceptance, cognitive defusion, present moment focus, self as context, values, and committed action). Twenty women located in Canada completed the 6-week ACT-based self-guided intervention. Participants completed weekly measures and provided feedback.

Results

Psychological outcomes

The Infertility ACTION program significantly impacted Emotional Fertility Quality of Life ($p = .028$) with a medium effect ($d = .56$). Similar patterns were established with depression, anxiety, relational quality of life, and social quality of life with small, nonsignificant effects. In terms of psychological flexibility, overall, it significantly increased from pre- to post- intervention ($p = .015$) with a medium effect ($d = .66$). The program was found to have a large effect on acceptance ($d = .85$) and a medium impact on cognitive defusion ($d = .64$). Small but nonsignificant effects were found on present moment focus, self as context, values, and committed action.

Intervention-specific outcomes

Most participants endorsed the program as being logical ($M(SD) = 7.4 (1.06)$). Ratings were lower for how successful participants believed the program would be in reducing their distress and improving their symptoms ($M(SD) = 5.8 (1.08)$). Most participants felt confident recommending the program to a friend (81.3%) and thought it was worth doing (87.5%). Overall, participants rated the helpfulness of the program favourably within the range of 6.00 – 7.75 out of 10. Participants were asked for feedback on the intervention and the author coded the responses and found four themes: 1. Module-specific changes, 2. Additional content, 3. Overall changes to the program, and 4. Positive aspects of the program.

Discussion

The current pilot was developed to test the usability and satisfaction of the Infertility ACTion Program, while also gathering feedback from participants. The feedback can be incorporated in future studies to bolster the efficacy of the intervention in targeting infertility-related distress and associated mental health concerns.

Of the 20 women who enrolled in the pilot, 16 finished the entire intervention and the follow-up survey – a 20% dropout rate. A recent meta-analysis of online-based trials for depression found a dropout rate across studies of 50% (Torous et al., 2020). This suggests that this intervention modality is feasible in the current population. Overall, participants rated the helpfulness of the module video, summary, and homework positively. It might be expected that a self-directed intervention may have lower credibility or expectancy scores than other modalities (Bernstein et al., 2023).

Still, the credibility and expectancy scores were similar to other ACT-based interventions (Scott et al., 2021). While ACT is an intervention recognized by APA Division 12 for use with chronic pain, it is not currently recognized as having strong evidence for depression or anxiety (APA Division 12, n.d.). It is essential to consider that the focus of ACT is not on symptom reduction, and it is thus logical that anxiety and depression may not have large or significant changes. ACT has a greater emphasis on identifying essential values and building a life serving those values.

Participants identified several changes to the program that may help bolster the efficacy of the Infertility ACTion Program. While some of these changes are not possible based on the format of the current program (e.g., being supported by a psychologist), other changes suggested may help improve the program and better address the needs of those experiencing infertility (e.g., adding journal prompts, more variety in mindfulness exercises).

While there are several suggestions for improvement, many also identified benefits to the program:

- “Overall, I really liked the content of this module, and it’s prompted some reflection and mindset shifts for me.”
- “I had a baby shower this weekend that I had been considering not attending, but I wanted to actively choose to become the person I want to be.”

Several participants noted and appreciated the involvement of people with lived experience of infertility:

- “I could tell it was built with/by people who have gone through infertility.”

- “It was very nice to see fertility-specific content and have feelings associated with infertility acknowledged and validated.”

Participants also stated that they found benefits despite difficulties experienced:

- “Overall, after a year of different psychotherapists sessions about my difficulties conceiving and dealing with miscarriages, this program was the most useful sessions I’ve had.”
- “I think this is tough because this is going to take me a long time to deal with and I don’t think it is accurately reflected in some of my questionnaire answers.”

Although there is a well-established link between infertility and females’ psychological functioning, limited evidence supports the effectiveness of interventions targeting infertility distress in women. Adapted interventions for infertility-related distress have had limited success in clinically significant reductions in symptomology for females with infertility. This pilot has demonstrated that an ACT-based self-directed intervention is feasible with this population; more rigorous research and the changes mentioned above are needed to clarify the efficacy of this intervention.

Notes

1 Reproductive matched pairings include individuals where one person has a uterus, and the other produces sperm.

2 Female will be used as an umbrella term for clarity throughout to refer to individuals who possess a uterus and are attempting to become pregnant, recognizing that participants in previous research may not all identify as women (e.g., nonbinary, genderqueer, transmen). Women will be used in circumstances where gender identity was reported, and all participants identify as women.

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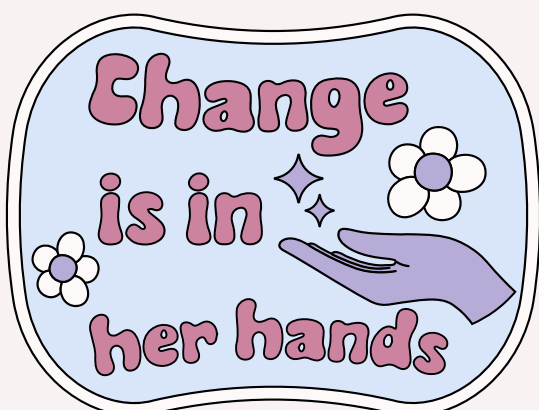
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STUDENT REPRESENTATIVE REPORT

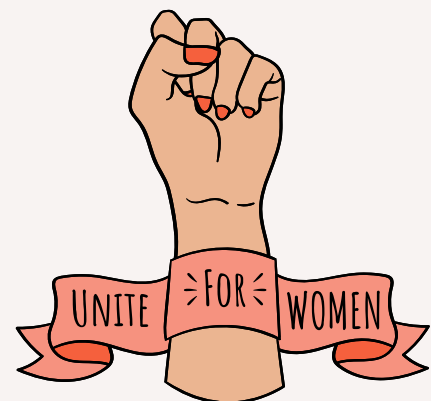
By: Storm Balint

Convention Presentations: This year, I facilitated a shared symposium information document to aid in the creation of SWAP symposia. I put out a call for researchers' information (name, institution, and brief synopsis of the work they wished to present) and shared the document among all those who submitted their information to us. From there, researchers could connect with other researchers whose work was similar to their own but whom they may not have otherwise known about to create symposia to be presented at this year's convention. From this process, we received 17 submissions.



Feminist Mentoring Award 2022: This year, there were six outstanding, well-written, detailed applications, many with multiple letters by dedicated, passionate students who have spoken so highly of their feminist mentors. I am pleased to announce that I received a high response rate to my email request for assistance adjudicating from various SWAP members. Thank you to all SWAP members who offered their assistance! This year's feminist mentor recipient is Dr. Serena Corsini-Munt from the University of Ottawa. Four of her students wrote outstanding letters in support of her nomination. More information about Dr. Corsini-Munt and her research is in the Fall SWAP newsletter.

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FEMINIST MENTORING AWARD WINNER

By: Tanja Samardzic

Dr. Serena Corsini-Munt is an Assistant Professor in the School of Psychology at the University of Ottawa, and the director of the Relationship and Couple Health (ReaCH) Lab. She is also a registered Clinical and Health Psychologist. She completed her Ph.D. in Clinical Psychology at the Université de Montréal in 2016, focusing her dissertation on the dyadic perspective of trauma antecedents and treatment effectiveness in couples coping with genito-pelvic pain. Dr. Corsini-Munt's current program of research focuses on two streams, Clinically oriented research in chronic pelvic pain and sexual health populations, and Examining autonomous (sexual) motivation in community samples. She and her team conduct mixed methods research, including experimental, quantitative, and qualitative designs, prioritizing dyadic methods and analyses. Overall, she and her students are dedicated to understanding couples' experiences of sexual and health challenges, focusing on identifying factors that can ultimately contribute to relationship, sexual and psychological well-being for individuals and couples. Dr. Corsini-Munt believes in an engaged and collaborative environment, where she and her students can apply critical thinking, curiosity, empathy, and openness to their research and clinical practice.



From her student nominee's it was said that she has fostered an environment where her students do not feel as though they need to compete with one another but are in a safe space where they can cheer each other on. Specifically, one student said, "Dr. Corsini-Munt has worked hard to create an environment that is inclusive and welcoming to all its students, which I believe is integral not only to our mental health, in addition to our professional development," Her students frequently discussed her unwavering support throughout their struggles, whether it be personal, academic, or financial. They also highlighted her feminist approach to supervision, "her feminist leadership has been a driving force behind the successes and opportunities of her graduate students" and "Dr. Corsini-Munt prioritizes research that uplifts the voices of women and people with understudied health conditions, such as chronic pain and endometriosis." Finally, the application ended with the following: "Her commitment and caring for her students are evident for all who have been fortunate enough to work with her as an undergraduate or graduate student, research assistant, volunteer, or colleague. I am incredibly lucky."

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ABSTRACT COORDINATOR REPORT

By: Milena Meneghetti



The annual CPA Conference is an important opportunity for members to meet, share and learn from one another. Each year, we invite submissions for posters and spoken presentations from eligible individuals for consideration for inclusion in the Conference. We want to be sure to highlight and give opportunities to individuals who are interested in and/or working in the area of Women and Psychology. This article summarizes the process and outcomes for the 2023 Review of Abstracts, which began in December of 2022.

We want to thank anyone who is involved, including the individuals who took time to make submissions, the volunteers who gave their time to Review the submissions, and the conference organizers who found a way to schedule them into a very busy Conference. My work is made much easier when these individuals put their hand up and set aside some time to contribute in this way. A special thanks to Paula Barata, who took the time to orient me to the role and paved the way for the process, and also to other members of the S.W.A.P Executive.

Reviewers

We are always looking for Reviewers. If you were not a Reviewer this year, and would like to be included on a list of available Reviewers next year, please let me know by mid September. If, on the other hand, you were a reviewer this year and would like to have your name removed from the list, also let me know:

info@openspacepsychological.com.

Submission Categories

The following were the categories to which submissions are made. For those of you who were not already aware, we accepted submissions in the following categories:

- **Printed Poster:** This provides information about the results of a study and/or speaks to the effectiveness/impact of a policy/program or intervention.
- **Snapshot:** This can be in spoken or visual format and presents empirical research, or in which a need is highlighted for the impact of a particular program, policy or intervention.
- **12-minute Talk:** This is intended for making a detailed report about a series (more than 2) of empirical studies or a complex program or intervention.
- **Review Session:** This new type of session is for the review of one or more theoretical perspectives / methods/analysis or for the synthesis of this type of work.
- **Symposium:** This format is for delivering a series of Spoken Presentations that focus on the same topic, and includes a moderator and 3 papers.
- **Conversation Session / Discussion Forum:** This is a new format intended for sharing, exploring and stimulating thoughts and ideas about an issue /topic /case / or program / intervention and are not intended to discuss empirical research.

At The Conference

At the Conference, the selected Printed Posters are available for viewing at the Conference, usually in a dedicated space for that purpose. The selected Snapshots are allotted a total of 5 minutes and maximum of 3 slides. The chosen twelve-minute talks are allocated a total of 13 minutes, with time for questions. Because there are a limited number of available slots for 12-minute talks, this option is only provided if it is clearly impossible to present the work as either a Poster or a Snapshot. Chosen Symposia are allocated a total of 55 minutes, and a maximum of 4 papers, across all presenters. Finally, Conversation Sessions are led by a discussion leader, who inspires participants to share and engage with each other and with the discussion topic.

This Year's Conference

This year, we had submission in all categories except for the Review Session and Conversation Session types. We hope to see submission for these new categories next year. We had a total of 4 Snapshots; 12 Printed Posters, 5 Twelve-minute Talks, and 3 Symposia which were each allocated a minimum of 2 Reviewers. Thanks again to everyone who took time to make a submission.

We were very pleased to be able to complete all the Reviews this year, with each of the eligible submissions being reviewed by a minimum of two Reviewers, who remain anonymous. This process is important, and we are careful to ensure the process is fair and results in the best outcome.

Reviewers were selected and allocated to submissions based on a combination of their interests and areas of expertise, and also an attention to whether there could be a possible conflict of interest. There was an attempt to assign a student Reviewer and a non-student Reviewer whenever possible. Guidelines were provided to Reviewers who used an online method for completing their Reviews based on a detailed checklist. Finally, the abstracts themselves were anonymous to reduce the likelihood of any bias.

The call for Abstracts from our Section is usually sent out near the end of 2023. Submissions will be made directly to the online portal, so keep your eye out for this. Thanks again to everyone for helping to make the annual Conference a success!

Milena Meneghetti, MSc., RPsych.
(She/her)
Abstract Review Coordinator
Section on Women and Psychology
Open Space Psychological Services



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: kblair@trentu.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!

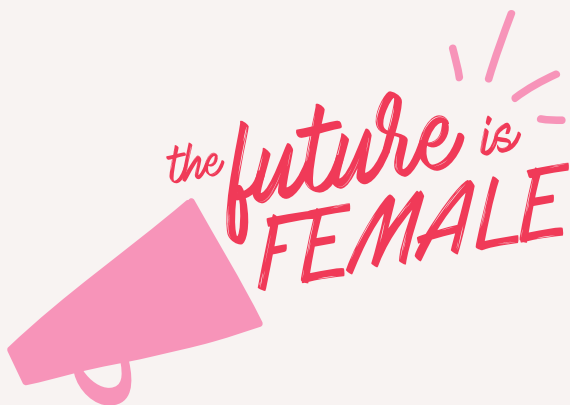


MEMBERS' RECENT PUBLICATIONS

Self-Reports of Sexual Violence Outside of Survey Reference Periods: Implications for Measurement

Accurate measurement of sexual violence (SV) victimization is important for informing research, policy, and service provision. Measures such as the Sexual Experiences Survey (SES) that use behaviorally specific language and a specified reference period (e.g., since age 14, over the past 12 months) are considered best practice and have substantially improved SV estimates given that so few incidents are reported to police. However, to date, we know little about whether estimates are affected by respondents' reporting of incidents that occurred outside of the specified reference period (i.e., reference period errors). The current study explored the extent, nature, and impact on incidence estimates of reference period errors in two large, diverse samples of post-secondary students. Secondary analysis was conducted of data gathered using a follow-up date question after the Sexual Experiences Survey–Short Form Victimization. Between 8% and 68% of rape and attempted rape victims made reference period errors, with the highest proportion of errors occurring in the survey with the shortest reference period (1 month). These errors caused minor to moderate changes in time period-specific incidence estimates (i.e., excluding respondents with errors reduced estimates by up to 7%). Although including a date question does not guarantee that all time period-related errors will be identified, it can improve the accuracy of SV estimates, which is crucial for informing policy and prevention. Researchers measuring SV within specific reference periods should consider collecting dates of reported incidents as best practice.

Dufour, G. K., Senn, C. Y., & Jeffrey, N. K. (2023). Self-reports of sexual violence outside of survey reference periods: Implications for measurement. *Journal of Interpersonal Violence*. (Online First Publication). <https://doi.org/10.1177/08862605231182383>



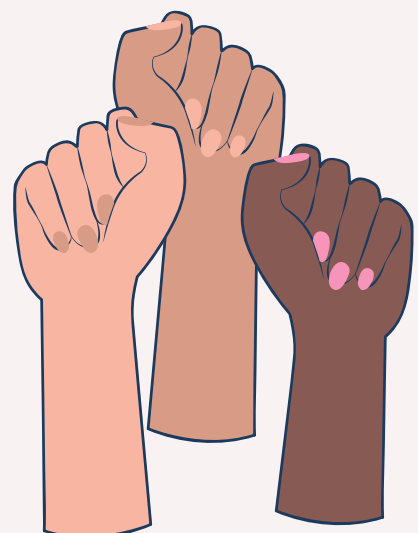
GIRLS JUST
WANNA HAVE
FUNDAMENTAL
HUMAN RIGHTS

MEMBERS' RECENT PUBLICATIONS

Can you get a job with that? Student endorsement of misconceptions and stereotypes about Women's and Gender Studies

University students today are increasingly concerned with social justice issues and the relevance of their degrees and skills in the job market. Enrollment in Women's and Gender Studies (WGST) programs are decreasing, and university administrators must better understand student perceptions of WGST programs to promote recruitment and retention. This exploratory study used an online survey to assess the attitudes of 141 first-year students. Students indicated how often they had heard 38 different statements about WGST (e.g., WGST is easy) and how much they agreed with those statements. All students recognized the benefits WGST provides to social change. However, women were more likely than men to endorse positive statements toward WGST, and many students do not understand the applicability of WGST degrees and how they could help in the job market. We discuss the implications of these findings and how WGST can improve student recruitment and retention at their universities.

Balint, S., & Dufour, G. K. (2023). Can you get a job with that? Student endorsement of misconceptions and stereotypes about Women's and Gender Studies. *Women's Studies International Forum*, 99(July). <https://doi.org/10.1016/j.wsif.2023.102791>



MEMBERS' RECENT PUBLICATIONS

The relationship between victim impact statements and judicial decision-making: An archival analysis of sentencing outcomes

Objective: Victim impact statements (VISs) are testimonies that convey the emotional, physical, and financial harm that victims have suffered as the result of a crime. Although VISs are often presented to the court at sentencing, it is unclear whether they impact judicial decisions regarding sentencing.

Hypotheses: We did not have any formal a priori hypothesis but instead examined five research questions. The first two explored whether the relationship between the victim and the offender, as well as the type of crime, was associated with differences in the likelihood of VIS submission. The following two explored whether the presence of a VIS was associated with differences in sentencing outcomes (incarceration, probation, ancillary orders, parole eligibility). The final research question explored whether the number of VISs and the delivery format (oral vs. written) was associated with differences in sentencing outcomes.

Method: We coded and analyzed 1,332 sentencing rulings across Canada from 2016 to 2018 that included the phrase "impact statement." We coded for 87 variables, including information about the VIS, the victims and offenders, crime type, and sentencing outcomes.

Results: Overall, VISs are more likely to be delivered in cases in which the crime is more severe. Once we controlled for the type of crime, sentencing outcomes were unrelated to the presence of VISs. Sentences were longer when VISs were delivered orally than in written format and when more than one statement was submitted.

Conclusions: The relationship between VISs and sentencing outcomes is closely tied to several extralegal factors and should be investigated further. This research offers insight into the mechanics of victim evidence at sentencing. The findings of this study have implications for lawyers, researchers, judges, victims, offenders, and other stakeholders in our legal systems.

Dufour, G. K, Ternes, M., & Stinson, V. (2023). The relationship between victim impact statements and judicial decision-making: An archival analysis of sentencing outcomes. *Law and Human Behavior*, 47(4). <https://doi.org/10.1037/lhb0000535>



MEMBERS' RECENT PUBLICATIONS

Clare's Law

Clare's Law is a domestic violence disclosure framework (DVDF) that allows people in intimate relationships to obtain information about their intimate partner's history of domestic violence and potential risk of future violence. The primary purpose of Clare's Law is to provide people with the information necessary to make informed decisions about their safety within intimate partner relationships, with the goal of preventing future violence.

Clare's Law was first enacted in England and Wales following the death of Clare Wood, a woman from Salford, England, who was strangled and burned by her former intimate partner, George Appleton, in 2009.

Lowe, K., Dufour, G. K., Ternes, M., Stinson, V., & Giesbrecht, C. (2023). Clare's Law. In: Shackelford, T.K. (eds) Encyclopedia of Domestic Violence. Springer Nature, Cham https://doi.org/10.1007/978-3-030-85493-5_2171-1

Help-Seeking Behavior and Domestic Violence

Help-seeking in a domestic violence context is a multistep process which involves (1) recognizing and defining the problem, (2) identifying and engaging with sources of formal or informal support, (3) disclosing experiences of violence, and (4) receiving formal or informal help (Goodson & Hayes, 2021; Liang et al., 2005; Stork, 2008; Sylaska & Edwards, 2014).

Domestic violence (DV) refers to physical, sexual, emotional, economic, and/or psychological violence against a partner, child, or family member, and can have physical, psychological, and lethal consequences for survivors (Centers for Disease Control and Prevention, 2020). Across the globe, estimates indicate that anywhere from 10% to 70% of women and girls and approximately 30% of boys and men will experience some form of DV in their lifetimes (Centers for Disease Control and Prevention, 2020; Lelaurain et al., 2017).

Dufour, G. K., Gerhardt, E., McArthur, J., Ternes, M. (2023). Help-Seeking Behavior and Domestic Violence. In: Shackelford, T.K. (eds) Encyclopedia of Domestic Violence. Springer Nature, Cham. https://doi.org/10.1007/978-3-030-85493-5_741-1

EQUALITY

MEMBERS' RECENT PUBLICATIONS

Developing campus anti-violence policies: Lessons learned from the criminalization of gender-based violence.

This chapter explores Canadian university policies related to campus sexual violence. We offer a critique in light of what has been learned from three decades of work to prevent and respond to gender-based violence through law reform and criminal justice policies. We first highlight feminist critiques of criminalization strategies to address two specific forms of gender-based violence: sexual assault and domestic violence. These strategies have tended to focus on individual culpability and responsibility over social justice or collective responsibility. They have had limited effects on preventing violence or addressing the social inequalities that lie at its roots. We then review content of campus sexual violence policies from across Canada and argue that their focus on transactional justice, over more relational approaches, limits their transformative potential and protects universities from having to acknowledge structural inequalities baked into the institution itself. Years of debate on law reform related to domestic and sexual violence has taught us that it is easier for society to tackle individual actions (with temporary and limited solutions) rather than dismantle and rebuild systems that have histories of condoning and perpetuating sexual violence. This is a lesson for university policy makers who aim to address campus sexual violence. Efforts to write, revise, and review policies that focus on investigation and discipline will not produce the institutional changes needed to eliminate the gender inequality that lies at the root of sexual violence.

Crocker, D. & Dufour, G. K. (2023). Developing campus anti-violence policies: Lessons learned from the criminalization of gender-based violence. In Dietzel, C. & Shariff, S. (Eds.), *Interrupting Sexual Violence: The Power of Law, Education, and Media*. Peter Lang International Academic Publishers, Bern, Switzerland.

<https://www.peterlang.com/document/1290983>



MEMBERS' RECENT PUBLICATIONS

Focusing on consent ignores better ways of preventing sexual violence

In the wake of the recent sexual abuse verdict against Donald Trump and other #MeToo stories, what should we be doing to prevent sexual violence and promote equitable sex? In this commentary, Nicole Jeffrey shares five reasons we should stop focusing on consent and start thinking about more ethical values and norms. She argues that: (1) consensual sex is not always wanted, pleasurable or free from coercion; (2) teaching people how to give and understand consent isn't going to prevent sexual violence because sexual violence isn't usually about misunderstanding; (3) consent doesn't require meaningful, collaborative decision-making between partners; (4) consent doesn't disrupt the stereotypes that support sexual violence; and (5) consent can be used as an excuse for sexual violence. Moving beyond the language of consent will open new possibilities for promoting truly equitable and ethical sex.

Jeffrey, N. K. (2023, May 29). Focusing on consent ignores better ways of preventing sexual violence. The Conversation Canada.

<https://theconversation.com/focusing-on-consent-ignores-better-ways-of-preventing-sexual-violence-205631>

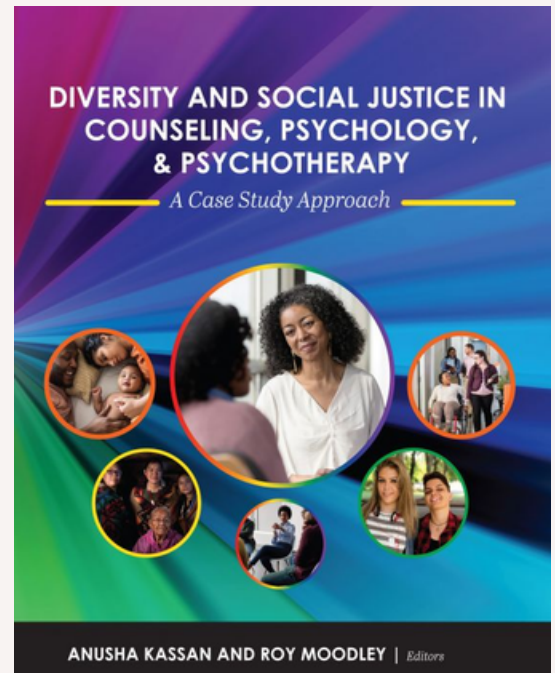


MEMBERS' RECENT PUBLICATIONS

Diversity and social justice in psychology in counselling, psychology, and psychotherapy: A case study perspective

Anusha Kassan, PhD & Roy Moodley, PhD

Our book is designed to offer a critical perspective on the ways in which psychology is practiced in the context of a multi-faceted society (i.e., multi-cultural, multi-ethnic, multi-faith, multi-sexual, multi-racial, multi-gendered, multi-abled, and their intersections). Through an examination of several clinical vignettes, the theory and practice of diversity and social justice offer a critical analysis of the cultural, historical, and socio-political context within which psychology is practiced. Essentially, the book seeks to define and locate critical diversity and social justice case studies within the broader historical, economic, social, and political contexts of mental health care.



With this book, we hope to advance the understanding that ethnic group and race categories in themselves are useful but limited without the inclusion of the intersectionality of the Group of Seven (Big 7) identities and beyond (gender, race, class, sexual orientations, disability, age, religion, etc.), as clinical dimensions of wellness and psychological transformation. Key concepts such as multiple and intersecting cultural identities and social locations, power, stereotyping, discrimination, prejudice and oppression are explored through various point of entry (e.g., women, individuals who have been racialized and minoritized, FNMI peoples, 2SLGBTQAI+ communities, clients with disabilities, and other groups that have been socially and politically marginalized).



Specifically, our book is comprised of 27 chapters, and it is divided in five parts, including: (1) Pushing multicultural practice forward: History, philosophy, and social justice; (2) Theoretical approaches: Transforming clinical practice; (3) Analyzing diversity through contemporary lenses; (4) The group of seven identities and beyond; and (5) Social justice, transnational, human rights perspectives. This contains several chapters that are directly related to SWAP-content, such as feminism, gender, sexual orientation, to name but a few examples.

This book offers psychologists broader socio-political perspectives on the real-world conditions, context, and systems that impact their work in various settings across multiple roles. Further, the case studies discussed in each chapter provide emerging and experienced school psychologists who want to increase attention to diversity and social justice in their work.

To learn more about the book, feel free to peruse the following book reviews:

1. Bezanson, B. (2022). Book review: Diversity and social justice in counseling, psychology, and psychotherapy: A case study approach. *Psychology of Women Quarterly*, 46(4), 537–537. <https://doi.org/10.1177/03616843221119973>
2. Rine-Reesha, N. (2022). Book review of Kassan and Moodley's diversity and social justice in counseling, psychology, and psychotherapy: A case study approach. *Canadian Journal of Counselling and Psychotherapy*, 56(2), 269–272. <https://doi.org/10.47634/cjcp.v56i2.73925>

Kassan, A., & Moodley, R. (Eds.) (2022). *Diversity and Social Justice in Counseling, Psychology, and Psychotherapy: A Case Study Approach*. Cognella Press. <https://titles.cognella.com/diversity-and-social-justice-in-counseling-psychology-and-psychotherapy-9781516548590>

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RECENTLY DEFENDED THESES OR DISSERTATION

The Helping Paradox: Understanding the Psychological and Emotional Effects of Bystander Intervention in Situations of Sexual and Dating Violence on Campus

Christine Marie Cabral, Ph.D.

Advisor: Lana Stermac

Clinical and Counselling Psychology Program, Department of Applied psychology and Human Development, University of Toronto

Defense Year: 2023

Prevalence of gender-based violence (GBV) on postsecondary school campuses is a major public and institutional concern. Effective prevention includes bystander intervention training, which fosters a culture of responsibility among community members for each other's safety. Bystanders' prosocial response is critical for reducing harm, though little is known about the mental health impacts of intervention on student bystanders. This study's purpose was to: 1) examine the psychological and emotional effects student bystanders to GBV experienced; 2) identify individual and situation-specific factors influencing these outcomes; and 3) determine the role of effects on intentions to help in the future and to participate in intervention training. Participants were students at Canadian postsecondary schools who indirectly encountered sexual or dating violence during their tenure (N = 126). The study relied on a cross-sectional design and was conducted via online survey. Measures assessed psychological and emotional experiences and reflected underlying theoretical constructs of vicarious trauma (VT), secondary traumatic stress (STS), and vicarious posttraumatic growth (VPTG).

More bystanders intervened (n = 100) than not (n = 26), often in situations perceived as serious and when closely connected to the victim involved. Participants reported positive and negative psychological and emotional effects.

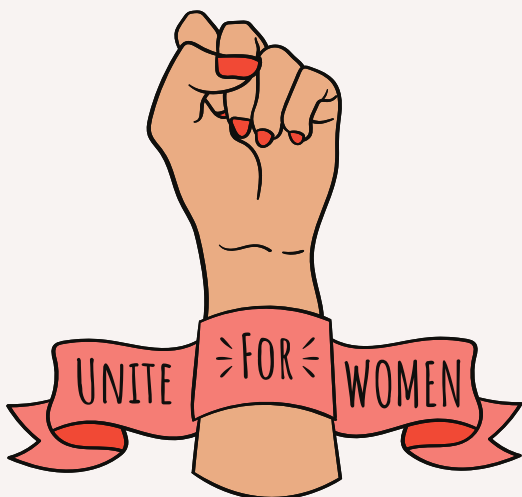
GENDER
Equality



Multivariate analyses investigating differences in impacts between groups revealed a mediation model; variables related to incident seriousness, validation, and confusion explained the relationship between intervention behaviour and outcomes. Upon further exploration of predictors, regression analyses also identified bystanders' personal GBV history and self-mastery influenced outcomes. Positive feelings and perceived ineffectiveness in bystander action emerged as significant positive predictors of most outcomes, though the latter had greater influence on negative psychological and emotional effects. Moreover, bystanders' willingness to help in the future and to partake in training were affected by their intervention behaviour and some psychological and emotional experiences.

This study contributes to a deeper understanding of the ripple effect of trauma on students indirectly exposed to GBV, including the factors associated with their experiences of VT, STS, and VPTG. Findings underscore the importance of intervention training to improve bystanders' knowledge and skills to respond effectively when confronted with an incident and perhaps lessen potential adverse impacts.

EQUALITY FOR WOMEN



CALL FOR SWAP SYMPOSIA

By: Storm Balint



Do you have research relevant to the Section on Women and Psychology (SWAP) that you would like to present at the annual Canadian Psychological Association (CPA) Convention from June 21 -24, 2024, in Ottawa, Ontario?

SWAP creates a community of researchers, teachers, and practitioners interested in the psychology of women and feminist psychology, to advance women's status in psychology, promote equity for women in general, and educate psychologists and the public on relevant topics to women and girls.

It can sometimes be difficult to find others whose work is similar to yours. The Graduate Student Representative for SWAP hopes to help in this process by creating a shareable contact information form that will allow you to see what work others are doing and perhaps join to create a symposium.

The process:

- 1.1. Send your name, institution, academic email address, a few keywords that best capture your research, and a brief (no more than 250 words) abstract about the work you would like to present at the CPA 2024 convention to balints@uwindsor.ca. Please note that this will be shared with other students and faculty who also provide the same information via email.
- 2.2. Each person's information will be compiled into one document by the Graduate Student representative.
- 3.3. If you provide your information, you will receive that list. The purpose of the list is so that you can see the work of other students and faculty across Canada and possibly join to create a symposium.

4. A symposium presentation features 3 papers. If you see two other individuals whose work may fit with your own under a more general theme, it will be up to you to contact them and coordinate the creation of the symposium.

The deadline to submit abstracts to CPA is toward the end of November; however, the official date has not yet been announced. **Therefore, the deadline to submit the above information will be sent out in the upcoming weeks through SWAP social media, and emails circulated to SWAP members and program secretaries.** The final list will be sent out a few weeks before the CPA abstract deadline, giving you plenty of time to review the list and contact potential others whose work relates to yours. **Note:** those with unique topics that cannot be matched with others to be presented in a symposium will still be able to submit their work in other formats.

If you are interested in participating and/or have any questions, please send them to **Storm Balint**, the Graduate Student Representative:
balints@uwindsor.ca

Please see <https://convention.cpa.ca/> for more information about the convention and <https://cpa.ca/sections/swap/> for more information about SWAP.

We hope to see you in June 2024!

CALL FOR PAPERS

Advancing a plural, reflective and inclusive Psychology through feminist mentoring Special Issue of "Feminism & Psychology"

Guest Editors:

- Paula Barata, Professor, University of Guelph;
- Annie Duchesne, Associate Professor; University of Northern British Columbia;
- Debra Titone, Professor, Canada Research Chair in Language & Multilingualism, McGill University;
- Kafui Sawyer, Registered Psychotherapist and Trauma Consultant for Health Canada, University of Ottawa;
- H. Lorraine Radtke, Professor Emerita, University of Calgary

Deadline of Submission:

- Expression of Interest: November 1, 2023
- Full Papers: August 1, 2024

Email for Guest Editors: feministmentoring@gmail.com

Organizations, institutions and psychology scholars have an obligation to implement practices and processes that promote equity, diversity, inclusion, belonging, and accountability. One such process is mentoring- which allows for a culture change with greater inclusion. While feminisms provide rich foundations from which to articulate principles and practices for inclusive mentoring within the academy and to guide emerging scholars, little has been written about feminist mentoring specifically within psychology. The special issue aims to fill this gap and provide an international space for reflection, debate, and empirical work on feminist mentoring practices.

Thus, we invite EXPRESSIONS OF INTEREST for a broad set of article types. These include theoretical articles (up to 8000 words) that 1) endeavor to clarify, define or critique the construct of feminist mentoring; 2) use feminism or other critical theories to ground the practice of feminist mentoring; 3) build diverse models of feminist mentoring in practice; and 4) illuminate controversies and debate about feminist mentoring (e.g., how distribution of power and elimination of hierarchy has a differential impact on Black, Indigenous, Racialized women and Transgender women, etc.). Also welcome are empirical articles (up to 8000 words) and brief reports (up to 3000 words) that have used any method (i.e., qualitative, quantitative, mixed, participatory action, etc.) to examine the practice, experience, or impact of feminist mentoring.

Finally, we invite observations and commentaries (between 500 and 2000 words) based on first person (or multi-person) experiences of feminist mentoring across a variety of contexts (e.g., teaching, academic, committee, clinical supervision, administrative, etc.) and from any perspective (e.g., mentor, mentee, peer-to-peer, therapist-to-therapist, etc.)

We are especially interested in considerations of whether and how feminist mentoring can promote equity, diversity, inclusion, and belonging along multiple intersecting social locations. Despite the importance of feminist mentoring and its potential in achieving this goal, it can be undervalued and under-practiced in competitive academic circles. Finally, we encourage contributions from various feminist approaches, mentees, mentors, and/or mentees mentor -collaborations.

Timeline and Submission Details

Potential authors are invited to submit an EXPRESSION OF INTEREST in the form of a proposed title and short abstract by NOVEMBER 1, 2023, via email to the guest editors at feministmentoring@gmail.com. Feedback will be provided by December 15th 2023. Expressions of interest submitted past the deadline will be considered, space permitting. The deadline for submission of full papers is AUGUST 1, 2024. Submissions should indicate on the online submissions system and in the cover letter that the paper is to be considered for this special issue. Papers should be submitted electronically in accordance with Feminism & Psychology guidelines, <https://journals.sagepub.com/authorinstructions/FAP>.

All submitted papers will go through peer review with consideration given to the quality of their scholarly contribution, their originality, their methodological soundness, the clarity and novelty of the presented arguments, results and conclusions, and the relevance of the submission for the special issue.

Once accepted, papers will appear online first and appear in the special issue as soon as possible.

All queries and questions can be directed to feministmentoring@gmail.com.



CALL FOR PAPERS

Translational Research on Sexual and Gender Diversity Special Issue of “Translational Issues in Psychological Science”

Guest Editors: Lisa Diamond, PhD

Deadline of Submission: November 1, 2023

We are opening submissions for consideration in a special issue titled “Translational research on sexual and gender diversity.” Sexually-diverse and gender-diverse (SGD) populations include the LGBTQ+ population, as well as individuals experiencing social marginalization because their sexual or gender expression falls outside community norms (such as asexual and intersex individuals). The special issue is part of an innovative journal titled *Translational Issues in Psychological Science*, cosponsored by APA and APAGS.

For this issue the editors will consider manuscripts across a broad area of research topics—below we have provided examples of appropriate topics, but we encourage interested authors to contact us for more information about whether their proposed research fits within the scope of the issue. Our aim is to represent a broad range of efforts at translational science on this topic.

Sample topics include:

- intersectional experiences of marginalization among SGD populations (i.e., intersections between sexual/gender marginalization and economic or racial/ethnic marginalization);
- effects of anti-LGBTQ+ legislation (such as statewide bans on gender affirming medical care for adolescents) on the mental and physical health of sexually-diverse and gender-diverse populations;
- effects of policy changes (for example, broadening of health insurance coverage) on SGD populations;
- school-based policies and practices regarding sexual and gender diversity (such as the presence of affirmative student groups or teacher training on SGD development);



- research on community or individual interventions aimed at promoting SGD well-being;
- reproductive health issues for gender-diverse and sexually-diverse populations;
- experiences of complex trauma among SGD populations in specific communities (such as politically conservative or religiously orthodox communities);
- reviews of evidence-based policy initiatives and communication strategies aimed at promoting the well-being of SGD populations;
- military policies and practices regarding sexual and gender diversity (including health care services);
- employer policies and practices related to SGD inclusion and well-being; and
- the effects of diversity/equity/inclusion programs (within workplaces, schools, or government institutions) on the well-being of SGD populations.

Manuscripts submitted to *Translational Issues in Psychological Science* should be coauthored by at least one psychologist in training (graduate student, postdoctoral fellow), 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 [Translational Issues in Psychological Science homepage](#).

The deadline for submissions is November 1, 2023. Please feel free to forward this correspondence to interested colleagues and the psychologists in training with whom you work.



CALL FOR PAPERS

Leveraging inner transformation for social transformation: Examining the role of mindfulness and contemplative practices in supporting justice Special Issue of "American Journal of Orthopsychiatry"

Guest Editors:

- [Doris Chang](#), PhD, New York University Silver School of Social Work
- [Caitlin Elsaesser](#), PhD, University of Connecticut School of Social Work
- [Gio Iacono](#), PhD, University of Connecticut School of Social Work
- [Yuk-Lin Renita Wong](#), PhD, York University, Faculty of Liberal Arts & Professional Studies
- [Jeffrey Proulx](#), PhD, Brown University School of Public Health

Important Dates:

- **November 1, 2023: abstracts due**
- **January 15, 2024: invitations to submit full manuscripts sent**
- **April 1, 2024: full manuscripts due**

Background

In the face of overwhelming global challenges, there is increasing recognition that social movements benefit from contemplative practices to sustain hope and cultivate moral clarity. A long lineage of mindfulness teachings posit that mindfulness is grounded in ethical behavior and has a high potential to support social action. Interest in mindfulness has exploded in the last 30 years, along with a burgeoning body of research focused on the application of mindfulness to individual stress and wellbeing. Yet critiques of western popularized mindfulness highlight that the focus on stress and wellbeing has neglected the growing empirical literature between mindfulness, ethics, and social action.

Special issue aims

To address this gap, this special issue will focus on how mindfulness and related contemplative practices (i.e., practices that foster self-awareness and/or self-inquiry to support transformation) can catalyze our capacity for social action, justice-oriented work, and critical consciousness. We take an inclusive definition of social action, including actions that support the betterment of the common good, by attending to how mindfulness might support social transformation across socio-ecological levels. We define mindfulness broadly, focused on practices that support the capacity to be present, and contemplative practices, including practices that are spiritual, religious, secular/psychological, or originate in Indigenous communities.

Contributions may fall along four areas:

1. Applications of mindfulness practices and/or the adaptation of mindfulness interventions for minoritized communities to support cultural revitalization and strength.
2. The impact of mindfulness interventions on outcomes related to social change processes (i.e., critical consciousness, compassion and self-compassion, decolonization, bias reduction) and social actions aimed at systems change (i.e., collective action, including political activism, resource redistribution, volunteering, voting behavior).
3. The role of mindfulness in reducing trauma and burnout among minoritized individuals and individuals engaged in justice-oriented work.
4. Methodological innovations that use mindfulness as a tool to support researchers' own capacity to share power in the research process (i.e., to enhance the participatory research process).

Submission details

We encourage submissions empirical in nature (e.g., intervention studies, surveys, experiments, and neuroimaging studies, as well as interview-based studies, program evaluations, case studies, auto-ethnographies, and other qualitative and mixed-method studies) that examine the role of mindfulness in promoting social justice and systems change processes. Other formats or creative applications—including conceptual pieces, historical overviews, review articles are welcome. Submissions must attend to implications for how the study is advancing social justice. We ask researchers to reflect on the ethics of working with communities (e.g., are we listening to the community? are we respecting the community's expertise? are we sharing power?); and whether the mechanisms and interventions highlight empowerment, center community wisdom, and lift up those who are doing vital frontline work.

Abstracts (500 words max) are due **November 1, 2023**, and should be emailed to one of the guest editors. Invitations to submit full manuscripts will be sent to potential authors by **January 15, 2024**.

Full manuscripts must be prepared according to the manuscript submission guidelines on the [American Journal of Orthopsychiatry homepage](#) and submitted electronically via the journal's [manuscript submission portal](#).

Manuscript submissions for approved abstracts will be due by **April 1, 2024**.

Submissions will undergo an initial editorial review; those meeting criteria for further consideration will be peer reviewed by masked review.

CALL FOR PAPERS

The future of the psychology of men and masculinities Special Issue of "Psychology of Men & Masculinities"

Submission Deadline: December 31, 2023

Background

Psychology of Men and Masculinities (PMM) invites manuscripts for a special issue entitled, "The future of the psychology of men and masculinities." The editors, comprising the editor and associate editors of the journal, are interested in conceptual and review papers that address the scientific future of the psychology of men and masculinities. Conceptual papers articulate new theories, frameworks, constructs, and/or ideas, while review papers synthesize and evaluate a body of scholarship on a particular topic.

In contrast to empirical studies, which adopt a more granular approach to scientific progress, conceptual and review papers "provide a bird's eye view of a particular topic, raise provocative questions, and help shape the direction of future empirical work by proposing research questions and designs that inspire new programs of research (Wong, 2022, p. 2). Authors of both conceptual and review papers should not only summarize the literature but adopt an evaluative stance (e.g., reconcile conflicting findings, question assumptions, highlight strengths and limitations, integrate diverse bodies of literature, etc.) throughout their manuscripts. Given our emphasis on the scientific future of the psychology of men and masculinities, authors of both conceptual and review papers are expected to provide multiple hypotheses and questions that quantitative and qualitative researchers can address in future research.

Details

We are interested in conceptual papers that offer new theories or novel perspectives as well as those that evaluate taken-for-granted assumptions about the psychological study of men and masculinities. We encourage authors to think outside the box and to not be afraid to push the envelope as long as their work is grounded in the scientific literature.

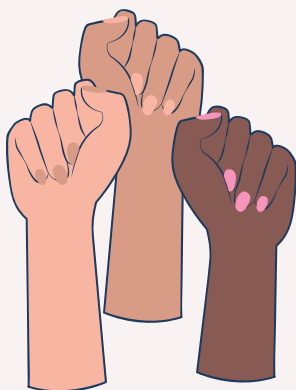
✧ EQUALITY FOR ALL ✧

For instance, despite some advances in applying intersectional perspectives to masculinities (e.g., Rogers et al., 2015), the intersectional notions that race is gendered (e.g., racial stereotypes are laced with gendered elements) and that masculinities are “raced” (e.g., masculine norms in the U.S. include elements of hegemonic Whiteness; Chavez & Wingfield, 2018; Wong & Wang, 2022) are not fully reflected in the dominant, prevailing theories of masculinities within the psychology of men and masculinities. What new theories or theoretical frameworks might emerge if racism and gendered racism were core ideas in the construction of masculinities?

The following is a non-exhaustive list of possible concepts and ideas that can be addressed and evaluated in conceptual papers for the special issue:

- Diverse conceptualizations of masculinities
- Prosocial masculinities
- New theories about men’s social relationships
- Social constructionism vs. essentialism in the psychological study of men and masculinities.
- Theorizing the connections between masculinities and social class
- New approaches to intersectionality and their implications for the psychology of men and masculinities
- Diverse forms of feminism and their implications for the psychology of men and masculinities
- Decolonizing research on masculinities

As for review papers, we are most interested in those that embrace interdisciplinary perspectives (e.g., sociology, public health, neuroscience, media science, organizational behavior, criminology, and education) and/or tackle topics that have not been widely covered in PMM. Review papers on topics and theories that have already been extensively addressed in articles published in PMM will not be a good fit for this special issue. Likewise, we’re less interested in manuscripts that are mainly intended for an audience of practitioners, although we encourage all authors to articulate the practical implications of their scholarship.



EQUALITY

The following is a non-exhaustive list of possible topics for review papers in this special issue:

- Masculinities and climate change
- Masculinities and men in the workplace
- Organizational masculinities
- Public health and masculinities
- Rural masculinities
- Masculinities in the media
- Masculinities and religiosity
- Masculinities and food
- Neuroscience and masculinities
- Transgender men
- Men with disabilities
- Male allies
- Male privilege
- Men, masculinities, and migration
- Boys' academic success and failure in schools
- Social policies affecting boys and men

Authors should adhere to the journal's submission guidelines as well as our guidelines on equity, diversity, and inclusion. Authors are also encouraged, although not required, to submit an abstract to the editor (maximum of 250 words) for preliminary feedback before submitting their manuscript.

Manuscripts should be submitted through the journal's website by December 31, 2023.

References

- Chavez, K., & Wingfield, A. H. (2018). Racializing gendered interactions. In B. Risman, C. Froyum, & W. J. Scarborough (Eds.), *Handbook of the sociology of gender* (pp. 185–197). Springer. https://doi.org/10.1007/978-3-319-76333-0_14
- Rogers, B. K., Sperry, H. A., & Levant, R. F. (2015). Masculinities among African American men: An intersectional perspective. *Psychology of Men & Masculinity*, 16(4), 416–425. <https://doi.org/10.1037/a0039082>
- Wong, Y. J. (2022). Psychology of Men and Masculinities: The journal of big ideas [Editorial]. *Psychology of Men & Masculinities*, 23(1), 1–3. <https://doi.org/10.1037/men000037>
- Wong, Y. J., & Wang, S.-Y. (2022). Toward an integrative psychology of masculinities. *Psychology of Men & Masculinities*, 23(3), 285–298. <https://doi.org/10.1037/men0000387>

CALL FOR PAPERS

Contributions of psychological science to understanding and addressing global challenges

Special Issue of "Canadian Psychology"

Guest editors

- [Naomi Koerner](#), Toronto Metropolitan University
- [Lindsay McCunn](#), Vancouver Island University
- [Josephine Tan](#), Lakehead University

Submission Deadline: December 31, 2023

Brief description

The United Nations 2030 Agenda for Sustainable Development is a universal call for action focusing on People, Planet, Prosperity, Peace, and Partnership. The agenda sets out 17 interrelated Sustainable Development Goals (SDGs). As a discipline, psychology is uniquely positioned to address pressing problems reflected in the SDGs, including, but not limited to:

- Human rights
- Climate action
- Global health and well-being
- Responses to international conflict
- Inequalities

The idea for this special issue was first advanced by the Canadian Psychological Association / Société canadienne de psychologie International Relations Committee (IRC). The special issue will demonstrate how psychological science and psychologists have contributed to an improved understanding of global challenges as captured in the UN SDGs. It will also provide an opportunity to engage in reflection and analysis of global challenges and solutions in which psychology as a discipline appears to be less visible but stands to make substantive contributions.



Submissions may include:

- Systematic reviews
- Literature reviews
- Empirical studies (i.e., high-powered multi-study projects, meta-analyses, or data drawn from large ongoing projects)
- Qualitative and mixed-methods studies
- Articles discussing pedagogy in global and international psychology, professional issues related to addressing global challenges, and policy solutions to challenges of global relevance

Submissions from multiauthor international teams and/or interdisciplinary groups are especially welcome.

Timeline and submission details

- Manuscripts may be submitted in French or in English.
- Manuscripts must be prepared according to the journal's formatting instructions, and the 7th edition of the Publication Manual of the American Psychological Association.
- As part of their submission, authors are asked to explain in a cover letter the relevance of their work to the UN SDGs. Submissions may pertain directly (or indirectly) to one SDG or multiple, inter-related SDGs.
- The deadline for manuscript submission is **December 31, 2023** via the [Canadian Psychology / Psychologie canadienne submission portal](#).
- All submitted manuscripts will undergo peer review as well as review by the co-Guest Editors. Submissions will be carefully evaluated and vetted to establish their eligibility for further consideration.
- Once accepted, papers will appear online before being included in a printed Special Issue planned for publication in 2024.

Questions about the special issue can be sent to: [Co-Guest Editor Naomi Koerner](#) or [Associate Editor for Canadian Psychology/Psychologie canadienne Special Issues Gordon Flett](#).



The #MeToo Movement in Canada

Editor: Kharoll-Ann Souffrant, PhD Candidate

Deadline of Submission:

- Chapter Abstract: February 29, 2024
- Full Chapter: September 1, 2024

Word Length:

- Chapter Abstract: 200-250 words
- Full Chapter: 6,000-8,000 words

Email for Editor: ksouf081@uottawa.ca

Canadian Scholars is considering publishing a volume that will explore the #MeToo movement. Chapters must speak to the specificities and realities of the movement in Canada. The intended audience are undergraduate social science students in Canadian universities and colleges.

Possible areas for submission include:

- Alternative forms of justice such as transformative or restorative justice,
- The meaning of justice for sexual violence victims-survivors,
- Theorizing sexual violence, MeToo and intersectionality through social identities such as race, ethnicity, gender, social class, age, sexualities, body size, able-bodiedness, nationality, indigenous status, etc.
- The MeToo backlash,
- The future and potentialities of MeToo,
- Community research, initiatives or projects that seek to support victims-survivors and/or perpetrators of sexual violence,



- How to include men in the fight against sexual violence,
- The impact of MeToo on law, politics, media, high schools, colleges, universities, work and other institutions,
- Feminist cyberactivism as a tool for social change.

The editor is Kharoll-Ann Souffrant, a doctoral candidate in social work at the University of Ottawa and university lecturer in social work, criminology, black studies and gender studies. She welcomes individual and co-authored proposals and chapters from both established and emerging scholars , including graduate students.

Expected length of abstract: 200-250 words.

Deadline: February 29, 2024.

Expected length of final chapter: 6000-8000 words.

Proposed deadline for full chapters: September 1, 2024.

Please submit chapter proposals to: ksouf081@uottawa.ca with 'Edited Collection on MeToo in Canada' as a subject line._

The abstract should have a clear tentative title, what will be discussed in the chapter, theoretical perspective, and include a list of keywords._

Further, it should be previously unpublished material (this includes new literature reviews and/or new primary data).



CALL FOR PROPOSALS

Association for Women in Psychology Conference

March 8-10, 2024 | Virtual

Conference Coordinator: Katherine Bogen

Submission Deadline: November 5, 2023

Submit Your Proposal Here:

<https://www.memberleap.com/members/proposals/propselect.php?orgcode=AFWP&prid=1037157>



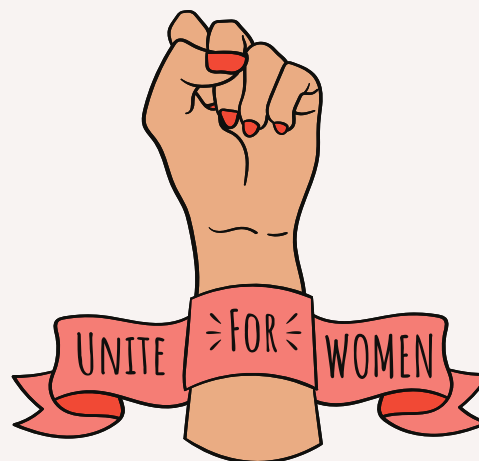
AWP's 2024 conference theme is "Decolonizing Feminist Psychology:

Resilience, Healing & Embodiment." Through this theme, we

hope to encourage programming that highlights means of

decolonizing psychology; enhancing our critical view of the eurocentrist, White supremacist patriarchy we have all inherited, and empowering us to dismantle it within ourselves and within our society, so that we may move towards resilience and healing.

Decolonization is a project that involves building our awareness of how the values of domination and colonization have influenced our field, our work, and our lives. It requires that we understand and honor the contributions of indigenous wisdom and cultural practices developed outside of "the west." Specifically, we intend to highlight such wisdom and practices that de-center patriarchal norms like individuality, intellectualization, and mind-body separation, instead centering those that enable connection and embodiment as forms of healing.



We encourage presentations that reckon with culture and context, oppression and domination, and liberation and joy. Furthermore, as we plan for this virtual conference, we hope to develop programming that allows attendees to feel centered, connected, and celebrated in their wholeness, despite attending through a screen.

Highlighted sub-themes:

- Approaches to Resiliency-building and healing work outside of traditional clinical practice (self-work, community healing, narrative formation, etc.)
- Decolonizing and liberatory feminist approaches to research and scholarship, pedagogy, teaching, clinical practice, and advocacy
- Embodied, somatic, and contextual practices to facilitate healing
- Cultural trauma, including gender-based and other oppression-based violence
- Theoretical contributions to the science of the mind-body relationship and embodiment
- Transnational, indigenous, and feminisms of the global majority
- Culturally-grounded positive psychology, joy, healing, connection, liberation

All proposals related to feminist psychology are welcome and will be reviewed. If your proposal does not directly address one of the subthemes listed above, please discuss the relevance of your work to the broader conference theme or to liberatory feminisms in general.



JOB POSTINGS



Assistant Professor - Community Psychology Department of Psychology, St. Bonaventure University

St. Bonaventure University seeks applicants for a **Tenure-Track Assistant Professor** position in the Psychology Department with an emphasis on Community Psychology, appointment beginning in **August 2024**.

Candidates are expected to have expertise and prior teaching experience and would be able to teach Introduction to Psychology and Research Methods and/or Statistics in addition to introductory and upper-level courses in Community Psychology. Candidates are expected to add to our curriculum by developing courses in their area of expertise. The successful candidate will be committed to teaching in a Liberal Arts environment and developing a research program with undergraduate collaborators. Experience and/or openness to develop a successful fieldwork experience and service-learning component for Psychology Majors is a plus.

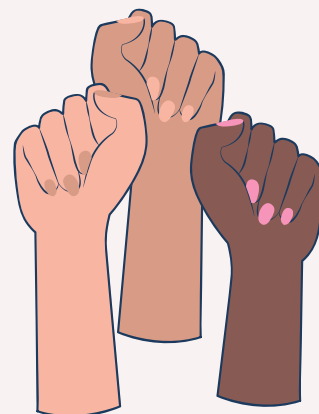
Recent and continuing renovation of the science facilities has provided the department with new offices, lab spaces, and technologically advanced teaching facilities. Opportunities exist to collaborate with community-related organizations and practitioners in the area.

An earned doctorate in Psychology is required. Candidates who show a strong commitment to teaching, advising, collegiality, and ongoing student success will be given priority. ABDs are welcome to apply; however, applicants must have completed their PhD by August 2024.

Applicants can contact the Department chair, Dr. Irene Strasser, with questions on the position at istrasser@sbu.edu. Complete applications must be **submitted by November 27, 2023**, to be considered for review.

Applicants should submit a

- Cover letter
- CV
- Graduate transcripts
- Statements of teaching and research interests
- A diversity statement
- Evidence of teaching effectiveness



Candidates should include contact information for three professional references in the application as well.

About the University: St. Bonaventure is a private Liberal Arts University located in southwestern New York State. The Department of Psychology has approximately 125 undergraduate majors and an active faculty dedicated to advancing psychology as a behavioral science. St. Bonaventure also houses several professional schools: The School of Health Professions, the School of Education, the School of Business, and the Jandoli School of Communication. Located in the heart of the Enchanted Mountains, St. Bonaventure University is a short drive away from a number of recreational and cultural activities, including the Seneca-Iroquois National Museum, Allegany State Park, Amish Trail, Rock City Park, and Holiday Valley Resort.

Examples of Duties

The faculty member will teach courses in accordance with the schedule of classes and following the approved course descriptions and curricular guidelines established by the Faculty and approved by the Dean and the Provost. Non-teaching assignments will include instructional development; academic advising and assisting students; participating in Departmental and University-wide activities; serving on committees and task forces; and other appropriate responsibilities as described in the Faculty Status and Welfare Handbook.

SCHEDULE: This is an appointed faculty position as governed by the Faculty Status and Welfare Handbook. Days, occasional evening or weekend hours as required.

For more information, please check the following website:

<https://www.schooljobs.com/careers/sbuedu/jobs/3791392/assistant-professor-psychology>



Postdoctoral Associate

Nebraska Center for Research on Children, Youth, Families, and Schools
University of Nebraska-Lincoln, Lincoln, Nebraska, USA

The Postdoctoral Associate will work with Dr. Katie Edwards, Director of the Interpersonal Violence Research Laboratory (IVRL), housed within the Nebraska Center for Research on Children, Youth, Families, and Schools (CYFS) at UNL on several federally funded projects specific to violence prevention and response with Indigenous populations. Responsibilities will include project management and coordination, training and mentoring students and staff, interfacing with community/tribal partners, data analyses, dissemination efforts, and contributing to grant writing and sustainability efforts. The person in this position will ideally be located in the Pine Ridge, SD office but options for working in the Rapid City, SD or Lincoln, NE offices will be considered. The position is ideal for individuals wishing to ultimately pursue a variety of career paths including a tenure-track faculty position with a combined focus on research, teaching, and mentoring as well as positions in non-academic settings.

Minimum Qualifications

- Ph.D. in psychology, sociology, public health, social work, family studies, indigenous studies, criminology, or a highly related field.
- Successful history of scholarly dissemination efforts as evidenced by at least one peer-reviewed publication.
- Experience mentoring undergraduate and/or graduate students in a research laboratory.
- Demonstrated knowledge of the field of violence prevention and intervention.
- Proficiency in data management and the ability to conduct advanced statistical analyses.

Preferred Qualifications

- Experience developing, implementing, and/or evaluating violence prevention and/or intervention initiatives.
- Experience managing large-scale projects within a laboratory setting that engaged undergraduate and/or graduate students.
- Experience writing federal and/or foundation grants.
- Experience working with Indigenous populations.

How to Apply

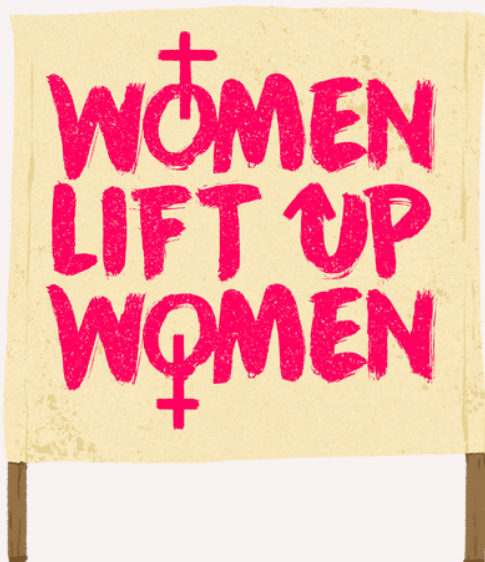
Review of applications will begin **November 1, 2023** and will continue until the position is filled or the search is closed. To view details of the position and make an application, go to <https://employment.unl.edu/postings/88118>. Click "Apply for this Job" and complete the Faculty/Administrative information form. Attach the following documents:

1. Letter of application with a brief narrative addressing the qualifications for the position.
2. Curriculum vitae.
3. Contact information for three (3) professional references.
4. Sample documentation of either a de-identified assessment report, de-identified intake report, or de-identified progress note. If necessary, combine documentation into a single document for upload.

For additional questions, please contact Dr. Katie Edwards, katie.edwards@unl.edu.

The College of Education and Human Sciences respects people, ideas, voices, and perspectives. Diversity strengthens our ability to problem-solve and build more equitable and inclusive solutions for complex settings.

As an EO/AA employer, the University of Nebraska considers qualified applicants for employment without regard to race, color, ethnicity, national origin, sex, pregnancy, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, and/or political affiliation. See <https://www.unl.edu/equity/noticenondiscrimination>.





THANK YOU.

We are seeking submissions for the following column for the January 2024 SWAP Newsletter. **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.