



**Premio a la mejor publicación científica de Psicología donde
participen investigadores/as jóvenes.
(Cuarto trimestre 2023)**

Reunido el comité evaluador del “Premio a la mejor publicación científica de Psicología”, y tras proceder a la evaluación de los artículos presentados para la tercera convocatoria del premio mediante la aplicación de los siguientes criterios:

1. Contribución del investigador/a -que cumple los requisitos de la convocatoria- al trabajo de investigación presentado.
2. Cuartil que ocupa la revista en la categoría ISI (Impacto relativo).

El comité evaluador establece que los trabajos que recibirán la mención “Trabajo científico del cuarto trimestre” son:

PRIMERO

del Villar Toribio, C., de la Mata Benítez, M., Saavedra, J., & Español, A. (2023). Mother alone: Caregiving and identity in Senegalese migrant women living in southern Spain. *Feminism & Psychology*. Advance Online Publication.
<https://doi.org/10.1177/09593535231184726>

Resumen: The aim of this study was to analyze identity construction regarding caregiving amongst Senegalese women in diaspora, and to identify what challenges and negotiations they face in their caregiving practices. We conducted semistructured interviews with seven women of Senegalese origin who live in Andalusia, southern Spain. We conducted voice and I-position analysis, which highlighted power inequalities and was sensitive to the dynamic and dialogical acculturation process. The findings showed an identity reconstruction process from caregiving in the cultural context of their home country—where caregiving has a strong collectivist component with mutual support networks, especially in child raising and motherhood, as well as intergenerational respect and caregiving relationships—to a more individualistic host cultural context, where motherhood is more isolated and solitary. Diasporic Senegalese women have also lost their support networks and are overburdened by caregiving work, problems of conciliation between paid work and childcare needs, loss of social status as mothers and as adults, and racism. In such situations, their resilience strategies position them as responsible mothers, maintaining the values of their home culture and developing new strategies for searching information and support.



SEGUNDO

Murvtarian, L., Saavedra-Macías, F. J., & Infanti, J.J. (2023). Public stigma toward women victims of intimate partner violence: A systematic review. *Aggression and Violent Behavior, 73*, 101877.
<https://doi.org/10.1016/j.avb.2023.101877>

Resumen: Public stigmatization of women victims of intimate partner violence (IPV) has begun to be studied because of its negative impact on recovery from violence. This systematic review aimed to analyze such stigmatization in low- and middle-income countries (LAMIC) by identifying social norms and perceptions linked to public stigmatizing responses, such responses, negative consequences of those responses on victims, and other factors associated with public stigma. Following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses guidelines, five databases were searched using "stigma" and multiple synonyms of IPV as keywords. Selected articles were empirical, written in English, published in peer-reviewed journals, and reported findings on public stigma toward women victims of IPV that had occurred in LAMIC. Nineteen articles met the inclusion criteria. Patriarchal gender roles, normalization of IPV and the consideration of violence as a private matter were the most prevalent social norms among the studies. These led to blaming, isolating, and discriminating against the victim, making her feel ashamed, considering her less valuable than before suffering IPV, and dismissing or denying the abuse. Many negative consequences were identified. Anticipated public stigma, associated with not disclosing the abuse and not seeking help, was the most popular. Public stigmatization was stronger when other public stigmas intersected and in the case of disadvantaged social circumstances. Consequences were diminished by protective factors such as informal support and gender-based violence support services. This review provides a global vision for future research in each specific sociocultural context and is a first step in the design of anti-stigma programs in LAMIC.

TERCERO

Matías-García, J. A., Santamaría, A., Cubero, M., & Cubero-Pérez, R. (2023). From current to possible selves: Self-descriptions of resilient post-compulsory secondary education Spanish students at risk of social exclusion. *Children and Youth Services Review, 155*, 107257.
<https://doi.org/10.1016/j.childyouth.2023.107257>

Resumen: Being in a situation of social exclusion limits the potential of individuals and hinders their possibility to have a dignified life. In order to avoid social exclusion and marginalization, adequate access to formal education is vital. However, continuing education in marginalized neighborhoods poses a great challenge both to individuals and to their sense of self. In the present work, we took an approach to educational resilience based on the analysis of learner identity of students that present a trajectory of resilience in severely impoverished neighborhoods. The sample consisted of 132 students from such at-risk

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neighborhoods, who, despite this risk, completed mandatory secondary education successfully and continue their education beyond that level. They were administered a modified version of the Twenty Statements Test (TST) to measure current and possible selves related to their learner identity. The organization of the self, the emotional valence, the plane of action, the thematic reference, and thematic self-continuity were analyzed, as well as possible selves' relationship with grade level, gender, and parental formal education. Results showed that, despite risk, their possible selves had high standards and were positive, reflexive, and connected to their current selves, which regulate and guide the students' actions towards their goals. Academic experience and high parental formal education were related to the development of more personal and reflexive possible selves, reflecting the appropriation of school-related discourses about the self and the future. Interestingly, none of the variables was related to the emotional valence of self-descriptions. Students with a trajectory of resilience developed a highly positive sense of future self regardless of academic experience, gender, or parental formal education. Implications for resilience theory, identity research, and social intervention in at-risk contexts are discussed.