

CURRICULUM VITAE

Rebecca Shankland

Born 09/08/1977 at Chatenay-Malabry (92), France

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CURRENT POSITION

Full Professor of developmental psychology

Lab. Développement, Individu, Personnalité, Handicap, Education, Univ. Lumière Lyon 2

Senior member of the Institut Universitaire de France

Director of the Observatory of Parenting and Parenting Support, University Grenoble Alpes

Co-director of the Diploma Development of mental and relational health and social and emotional learning, University Grenoble Alpes

DIPLOMAS, QUALIFICATIONS, CERTIFICATIONS AND DISTINCTIONS

- 2020: **Qualification for the function of Full Professor of Psychology**
 - 2020: **Certificate for Good Clinical Practices**, DRCI, CHU de Grenoble
 - 2019: **Habilitation à Diriger des Recherches**. « Les compétences psychosociales au service de la flexibilité psychologique dans le champ de la prévention et de la psychothérapie », Univ. Grenoble Alpes. Supervisor : Pr. Céline Baeyens
 - 2016-2021: **Prime d'Encadrement Doctoral et de Recherche (distinction)**
 - 2008: **Qualification for the function of Assistant Professor of Psychology**
 - 2007: **Doctorat de Psychologie** Clinique et de Psychopathologie. « Pédagogies nouvelles : aide à l'adaptation ou facteur de marginalisation ? » Université Paris 8. Supervisor Pr. Serban Ionescu. Mention : Très Bien avec les félicitations du jury.
 - 2003: **Diplôme d'Etudes Approfondies de Psychologie** Clinique et Psychopathologie, Université Paris-Descartes. Supervisor Pr. Serban Ionescu. Mention : Très Bien.
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PREVIOUS RESEARCH POSITIONS

- 2008-2020: Associate Professor of clinical psychology, Lab. Interuniversitaire de Psychologie: Personnalité, Cognition et Changement Social, Université Grenoble Alpes.
 - 2007-2008: Temporary researcher (ATER), University Paris 8.
 - 2005-2006: Clinical Research Assistant (ARC) in Neonate hospital services, Centre National de Ressources et de lutte contre la Douleur, Hôpital Trousseau (75).
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ADMINISTRATIVE, SCIENTIFIC AND TEACHING RESPONSABILITIES

- Year 2020: Co-director of the interdisciplinary research team « Prevention, Health promotion, Inclusion », at the Maison des Sciences de l'Homme Alpes, UGA.
- 2019-2020: Creation and direction of the Diploma Developing psychosocial competences, Univ. Grenoble Alpes.
- 2018-2020: Member of the Research Ethical Committee of Univ. Grenoble Alpes.

- 2015-2020: Head of the interdisciplinary research team: « Emotions, Behaviors, Health » of the Structure Fédérative de Recherche Santé & Société, UGA.
- Since 2015: Creation and co-direction of the Diploma of Applied Positive Psychology, UGA.
- Year 2012: Member of the Scientific Council of University Pierre Mendès France (former name of Univ. Grenoble Alpes (replacement of a member for one year).
- 2010-2016: Head of studies at the Department of Social Work, IUT-2, UGA.

RESEARCH GRANTS OBTAINED AND DOCTORAL/POST-DOCTORAL SUPERVISION

- **Total grants obtained (49): 2 219 118 €**
- **University doctorate grants (4), CIFRE (Ministry) grants (4), postdoctoral grants (6)**
- **PhD and post-doc supervision: 24**

SCIENTIFIC PRODUCTION AND DISSEMINATION

- **Published scientific articles: 122**
- **Books, translations, adaptations: 28**
- **Book chapters: 64**
- **Oral communications in conferences: 85**
- **Poster communications: 45**
- **Member of doctorate juries: 48** (France, Belgium, The United-Kingdom, Australia and Canada)
- **Scientific expertise for research grants: 17**
- **Scientific expertise for institutions: 18** (Haute Autorité de Santé, Santé Publique France, Ministère des Solidarités et de la Santé, IREPS Auvergne-Rhône-Alpes...)
- **Counseling for The French Ministry** (Ministère de l'Education nationale, de la Jeunesse et des Sports, Ministère de l'Enseignement Supérieur, de la Recherche et de l'Innovation)
- **Expertise of scientific articles: for French journals (17) and international journals (68)**
- **Organization of conferences: francophone (2), international (3)**
- **Member of conference scientific committees: national (3), international (7)**
- **Organization of scientific dissemination conferences (2 annual series of conferences)**
- **Organization of positive psychology workshops (twice per year)**
- **Invited conferences, seminars and workshops: 26** (11 in foreign countries)
- **Publications in professional journals (16) : La Santé en Action, Santé Mentale...**
- **Scientific dissemination articles (15) : Sciences Humaines (5), Pour la Science...**
- **Co-director of scientific mediation collections (2) UGA Editions/PUG**
- **Member of editorial boards for scientific journals (2)**
- **Participation in TV/radio (22): France Info TV (1), France Inter (6), RTL (2), RFI, RCF...**
- **Interviews (37): Le Monde, L'Obs, La Vie, Sciences Humaines, Figaro Santé, L'Express...**
- **Co-founder and vice-president of the French Positive Psychology Organization (AffPP)**
- **Member of *Think Tanks* (2): La Fabrique Spinoza et Initiative Mindfulness France**
- **Participation in the creation of a MOOC on positive psychology, Univ. Reunion Island.**

SCIENTIFIC ARTICLES

1. Verger, N.*, **Shankland, R.**, Strub, L., Kotsou, I., Leys, C., Berjot, S., Boissicat, N., & Steiler, D. (2025). Mindfulness and Workers' Well-being : The mediating role of cognitive appraisal and decentring. *European Review of Applied Psychology*. (**PsycINFO, Scimago-Scopus ; IF = 1,3 ; Q3 JCR**).
2. Virat, M., **Shankland, R.**, & Huart, J. (2025). Factors Influencing Teachers' Intentions to Provide Emotional Support to Students: Insights From the Theory of Planned Behavior. *Psychology in the Schools*. <http://doi.org/10.1002/pits.70099> (**PsycINFO, Scimago-Scopus ; IF = 1,7 ; Q1 JCR**).
3. Hallez, Q., **Shankland, R.**, & Flaudias, V. (2025). Sensation of Time Passing During Meals and Risk of Eating Disorders: A Pilot Study in a Non-clinical Sample. *Appetite*. (**PsycINFO, Scimago-Scopus ; IF = 3,8 ; Q1 JCR**).
4. El-Jor, C.*, **Shankland, R.**, & Hallez, Q. (2025). Judgment of Passage of Time during School Lunch : The Influence of Well-Being. Timing and Time Perception. DOI: 10.1163/22134468-bja10120. (**PsycINFO, Scimago-Scopus ; IF = 1 ; Q3 JCR**).
5. Tejada-Gallardo, C., Muro, A., **Shankland, R.**, Alsinet, C., & Cladellas, R. (2025). A brief Positive Psychology intervention implemented in schools: A quasi-experimental pilot study on its impact on early and middle adolescents' mental health. *European Journal of Developmental Psychology*, 1-18. <https://doi.org/10.1080/17405629.2025.2564413>. (**PsycINFO, Scimago-Scopus ; IF = 2,1 ; Q2 JCR**).
6. Sarda, E., El-Jor, C.*, **Shankland, R.**, Hallez, Q., Patiram, D., Nguyen, C., Duflos, N.*, Durand, Y., Del Pozo, G., Ezan, P., Dechelotte, P., & Flaudias, V. (2025). Social Media Use and Roles of Self-objectification, Self-compassion and Body image concerns : A Systematic Review. *Journal of Eating Disorders*. (**PsycINFO, Scimago-Scopus ; IF = 4,5 ; Q1 JCR**).
7. Mathieu, Z.-A.*, Dujardin, E., Noiret, N., **Shankland, R.**, & Martinie, M.-A. (2025). Time Perspective Profile and Study Engagement. *European Journal of Investigation in Health, Psychology and Education*. (**PsycINFO, Scimago-Scopus ; IF = 2,6 ; Q2 JCR**).
8. Paolassini-Guesnier, P., Van Beekum, M., Kesse-Guyot, E., Baudry, J., **Shankland, R.**, Rodhain, A., Bellicha, A., Leys, C., Hercberg, S., Touvier, M., Allès, B., & Péneau, S. (2025). Mindful eating is associated with a healthier plant-based diet in the NutriNet-Santé study. *Scientific Reports*, 15, 19928. <https://doi.org/10.1016/j.appet.2024.107797> (**PsycINFO, Scimago-Scopus ; IF = 3,8 ; Q1 JCR**).
9. Pereira, M.*, **Shankland, R.**, Gadéa, E., & Sedes, L. (2025). Enhancing Foster Care Relationships through Attachment-Based Intervention : The Safe Families Study protocol, a randomized controlled trial of the Circle of Security Parenting Program®. *BMC Psychology*, 13, 107. <https://doi.org/10.1186/s40359-025-02424-6> (**PsycINFO, Scimago-Scopus ; IF = 2,7 ; Q1 JCR**).
10. Plard, M., El-Jor, C.*, **Shankland, R.**, & Hallez, Q. (2025). Effectiveness of an adapted physical activity program on anxiety, depression, and self-Esteem in a heterogeneous sample: A Randomized Controlled Trial. *Baltic Journal of Health and Physical Activity*. (**PsycINFO, Scimago-Scopus ; IF = 0,8 ; Q2 JCR**).
11. El-Jor, C.*, Hallez, Q., Filippone, L., Flaudias, V., & **Shankland, R.** (2025). Disordered Eating in Emerging Adults : A Narrative Review and Recommendations for Prevention. *Emerging Adulthood*, 13, 721-747. <https://doi.org/10.1177/21676968251318056>. (**PsycINFO, Scimago-Scopus ; IF = 2,6 ; Q1 JCR**).

12. Bressoud, N.*, Samson, A. C., Gay, P., & **Shankland, R.** (2025). How signature strengths develop positive interdependence and empowerment in an inclusive education context. *Journal of Research in Special Educational Needs*. <http://dx.doi.org/10.1111/1471-3802.12713>. (**PsycINFO, Scimago-Scopus ; IF = 1,3 ; Q2 JCR**).
13. Stinus, C., Robion, M., **Shankland, R.**, & Berjot, S. (2025). Connectedness to Humanity and Nature: Common Source but Distinct Mental Health and Mindfulness Outcomes – Validation of the Connectedness to Humanity Scale. *Journal of Psychopathology and Behavioral Assessment*. (**PsycINFO, Scimago-Scopus ; IF = 1,67 ; Q2 JCR**).
14. Paucsik, M.*, Baeyens, C., Tessier, D., **Shankland, R.** (2024). Reducing Emotion Dysregulation online in non-clinical population with Compassion Focused Therapy and Emotional Competencies Program : A Randomized Controlled Trial. *Journal of Clinical Psychology*, 80, 2405-2433. <http://doi.org/10.1002/jclp.23748> (**PsycINFO, Scimago-Scopus ; IF = 2,5 ; Q1 JCR**).
15. Urbanowicz, A.*, **Shankland, R.**, Rance, J., Bennett, P., & Gauchet, A. (2024). Positive psychology in the prevention and reduction of parental burnout : The CARE intervention. *The Family Journal : Counseling and Therapy for Couples and Families*. (**PsycINFO, Scimago-Scopus ; IF = 3,3 ; Q2 JCR**).
16. Paolassini-Guesnier, P., Van Beekum, M., Kesse-Guyot, E., Baudry, J., **Shankland, R.**, Rodhain, A., Bellicha, A., Leys, C., Hercberg, S., Touvier, M., Allès, B., & Péneau, S. (2024). Mindful eating is associated with a better diet quality in the NutriNet-Santé study. *Appetite*, 206, 107797. <https://doi.org/10.1016/j.appet.2024.107797>. (**PsycINFO, Scimago-Scopus ; IF = 5,4 ; Q1 JCR**).
17. Schlatter, S., Berland, A., Lutz, A., **Shankland, R.**, Barret, N., Guillaumée, T., Duclos, A., Cortet, M., Rimmelé, T., Rode, G., & Lilot, M. (2024). Effect of coping interventions on the performance of medical students during Objective Structured Clinical Examination : A randomized controlled trial. *Medical Teacher*. (**PsycINFO, Scimago-Scopus ; IF = 1 ; Q2 JCR**).
18. Stinus, C., **Shankland, R.**, & Berjot, S. (2024). Connectedness to humanity and connectedness to nature as a leverage point for eco and socio-responsible consumption. *Current Psychology*. <https://doi.org/10.1007/s12144-024-06621-1>. (**PsycINFO, Scimago-Scopus ; IF = 2,5 ; Q1 JCR**).
19. Van Beekum, M., **Shankland, R.**, Rodhain, A., Robert, M., Marchand, C., Herry, A., Prioux, C., Touvier, M., Barday, M.*, Turgon, R.*, Avignon, A., Leys, C., & Péneau, S. (2024). Development and validation of the mindful eating scale (Mind-Eat Scale) in a general population. *Appetite*. (**PsycINFO, Scimago-Scopus ; IF = 5,4 ; Q1 JCR**).
20. Martinie, M.-A., & **Shankland, R.** (2024). Achievement goals, self-efficacy, and psychological flexibility as antecedent of study engagement. *Social Psychology of Education*, 27, 2395-2416. <https://doi.org/10.1007/s11218-024-09921-3> (**PsycINFO, Scimago-Scopus ; IF = 2,9 ; Q1 JCR**).
21. Urbanowicz, A.*, **Shankland, R.**, Rance, J., Bennett, P., & Gauchet, A. (2024). Informal mindfulness practices : A new approach to the prevention and treatment of parental burnout. *The Family Journal : Counseling and Therapy for Couples and Families*, 32, 580-586. Doi : 10.1177/10664807241230048 (**PsycINFO, Scimago-Scopus ; IF = 1,3 ; Q2 JCR**).
22. Ribeyron, J.*, Duriez, N., Leys, C., & **Shankland, R.** (2024). Acceptance is a Better Predictor of Anxiety, Depressive Symptoms, and Well-Being Compared to other Emotional Competences. *Canadian Journal of Behavioural Science*. <https://doi.org/10.1037/cbs0000430>. (**PsycINFO, Scimago-Scopus ; IF = 2,5 ; Q2 JCR**).
23. **Shankland, R.**, Haag, P., Tessier, D., Buchs, C., El-Jor, C.*, & Mazza, S. (2024). Review of the effects of social and emotional learning on mental health and academic outcomes: The role of teacher training and supportive interactions. *Journal of Epidemiology and Population Health*

(formerly Journal of Epidemiology and Public Health). (**Scimago-Scopus ; IF = 0,9 ; Q3 JCR**).

24. Lenoir, L.*, Tessier, D., Langer, J., & **Shankland, R.** (2024). Psychosocial competences in the continuing training of French National Education professionals in 2024: A major issue in promoting health in school environment. *Journal of Epidemiology and Population Health* (formerly Journal of Epidemiology and Public Health). (**Scimago-Scopus ; IF = 0,9 ; Q3 JCR**).
25. Rebecchi, K., Lubart, T., **Shankland, R.**, & Haggège, H. (2024). Differential Effects of Digital Mindfulness-Based Interventions on Creative Potential and Responsibility Among Middle School Students. *British Journal of Educational Psychology*. (**PsycINFO, Scimago-Scopus ; IF = 3,7 ; Q1 JCR**).
26. Carré, A., **Shankland, R.**, Guillaume, P., Duclos, J., El-Jor, C., Pellissier, S., & Flaudias, V. (2024). Validation of the French Version of the Body Awareness Questionnaire : Towards a Way to Assess Alexismia. *Frontiers in Psychology*. Doi: 10.3389/fpsyg.2024.1261994. (**PsycINFO, Scimago-Scopus ; IF = 4,23 ; Q1 JCR**).
27. Gamaïunova, L., **Shankland, R.**, Moore, M., Mayor, E., Dessart, G., Kotsou, I., & Fresco, D. (2024). Measuring decentering : development and validation of the French version of the Experiences Questionnaire (EQ-F). *Psychological Test Adaptation and Development*. (**Scimago-Scopus ; Q3 JCR**).
28. Van Zyl, L. E., **Shankland, R.**, Klibert, J., Verger, N. B., Rothmann, S., Cho, V., Feng, K., See-To, E. W., Roll, L. C., Ghosh, A., van der Meij, L., Arijs, D., Cole, M. L., Stavros, J. M., Hulshof, I., di Blasi, Z., & De Beer, L. T. (2024). The Study Demands and Resources Scale: Psychometric properties, longitudinal invariance and criterion validity. *Frontiers in Education*, 9 (1409099), 1-38. Doi: 10.3389/educ.2024.1409099. (**Scimago-Scopus ; IF = 2,3 ; Q2 JCR**).
29. Bayot, M., Brianda, M.-E., van der Straten, N., Mikolajczak, M., **Shankland, R.**, & Roskam, I. (2024). Treating parental burnout : Effectiveness and particularities of a mindfulness and compassion-based approach. *Children*. (**PsycINFO, Scimago-Scopus ; IF = 2,4 ; Q2 JCR**).
30. Urbanowicz, A.*, Gauchet, A., Turgon, R.*, Rance, J., Bennett, P., & **Shankland, R.** (2024). The Living and Growing Together program: effects on parental sense of competence and engagement in positive parenting practices. *The Family Journal : Counseling and Therapy for Couples and Families*, 1-11. <https://doi.org/10.1177/10664807241256135>. (**PsycINFO, Scimago-Scopus ; IF = 1,3 ; Q2 JCR**).
31. Cropanzano, R., Nadisic, T., Kirk, J., & **Shankland, R.** (2024). The Relationship of Overall Justice to Flourishing and Job Performance : The Moderating Role of Materialism. *Social Justice Research*. (**PsycINFO, Scimago-Scopus ; IF = 2,3 ; Q1 JCR**).
32. Cécillon, F.-X.*, Mermillod, M., Leys, C., Lachaux, J.-P., Le Vigouroux, S., & **Shankland, R.** (2024). Trait Anxiety, Emotion Regulation Strategies, and Metacognitive Beliefs : Their Influence on Executive Functions and Academic Achievement. *Children*, 11. Doi : 10.3390/children11010123. (**PsycINFO, Scimago-Scopus ; IF = 2,4 ; Q2 JCR**).
33. Gaillet, M., François, P., Fond, G., **Shankland, R.**, de Fatima Novais, M., Provost, J., Herr, M., Boyer, L., & Boussat, B. (2024). Insights of undergraduate health sciences students about a French interprofessional training initiative. *BMC Medical Education*. (**PsycINFO, Scimago-Scopus ; IF = 3,6 ; Q1 JCR**).
34. Cécillon, F.-X.*, Mermillod, M., Leys, C., Bastin, H., Lachaux, J.-P., & **Shankland, R.** (2024). The Reflective Mind of the Anxious in Action : Metacognitive Beliefs and Maladaptive Emotional Regulation Strategies Constrain Working Memory

Efficiency. *European Journal of Investigation in Health, Psychology and Education*, 14(3), 505-530. <https://doi.org/10.3390/ejihpe14030034> (**Scimago-Scopus ; IF = 3,2 ; Q2 JCR**).

35. Van Zyl, L. E., Klibert, J., **Shankland, R.**, Stavros, J., Cole, M., Verger, N.*, Rothmann, I., Cho, V., Feng, K., See-To, E.-W., Roll, L. C., Ghosh, A., Arijs, D., & Glinska, A. (2024). The Task Performance Scale: Psychometric Properties, and Measurement Invariance Across Ages, Genders and Nations. *Frontiers in Education*, 9. <https://doi.org/10.3389/feduc.2024.1281859> (**Scimago-Scopus ; IF = 2,3 ; Q2 JCR**).
36. Rosset, E., El-Jor, C.*, Kotsou, I., & **Shankland, R.** (2024). Getting Outside of Ourselves: Towards an Other-Oriented Model of Psychological Health. *International Journal of Wellbeing*, 14, 1-19. <https://doi.org/10.5502/ijw.v14i2.3561> (**PsycINFO, Scimago-Scopus ; IF = 4,5 ; Q1 JCR**).
37. Cécillon, F.-X.*, **Shankland, R.**, Damay, C., & Hallez, Q. (2024). The Meaning of School Program: A Before-After Controlled Study Enhancing Growth Mindset in Priority Education Schools. *Journal of Epidemiology and Population Health* (formerly: *Revue d'Epidémiologie et de Santé Publique*). Doi : 10.1016/j.jep.2024.202202. (**PsycINFO, Scimago-Scopus ; IF = 0,9 ; Q3 JCR**).
38. De Oliveira, P., Juneau, C., Stinus, C., Corman, M., Michelli, N., Pellerin, N., **Shankland, R.**, & Dambrun, M. (2024). Cultivating Self-Transcendence Through Meditation Practice : A Test of the Role of Meta-Awareness, (Dis)identification and Non-Reactivity. *Psychological Reports*. (**PsycINFO, Scimago-Scopus ; IF = 2,3 ; Q2 JCR**).
39. Robert, M., Allès, B., Gisch, U. B., **Shankland, R.**, Touvier, M., Leys, C., & Péneau, S. (2024). Cross-sectional and longitudinal association between self-esteem and BMI depends on baseline BMI category in a population-based study. *BMC Public Health*. (**Scimago-Scopus ; IF = 4,5 ; Q1 JCR**).
40. Lantheaume, S.*, & **Shankland, R.**, Buchier, L.*, Fachin, A., & Kotsou, I. (2024). Mindfulness-based programs sustainably increase mental health: The role of cognitive fusion and mindfulness practice. *European Review of Applied Psychology*, 74, 100876. <https://doi.org/10.1016/j.erap.2023.100876>. (**PsycINFO, Scimago-Scopus ; IF = 1,2 ; Q3 JCR**).
41. Urbanowicz, A.*, **Shankland, R.**, Rance, J., Bennett, P., Leys, C., & Gauchet, A. (2023). Cognitive Behavioural Stress Management for parents : prevention and reduction of parental burnout. *International Journal of Clinical and Health Psychology*, 23, 100365. DOI: 10.1016/j.ijchp.2023.100365 (**PsycINFO, Scimago-Scopus ; IF = 5,9 ; Q1 JCR**).
42. Martinie, M.-A., & **Shankland, R.** (2023). Resource management learning strategies and psychological inflexibility as predictors of procrastination in first-year university students. *Cogent Education*, 10. DOI: 10.1080/2331186X.2023.2287907 (**PsycINFO, Scimago-Scopus ; IF = 1,6 ; Q2 JCR**).
43. Pinelli, M., Strub, L., Cuny, C., Trousselard, M., & **Shankland, R.** (2023). French teleworkers' work engagement and job satisfaction during times of lockdown : the protective role of acceptance on stress. *Current Psychology*, 43, 10721–10732. <https://doi.org/10.1007/s12144-023-05179-8>. (**PsycINFO, Scimago-Scopus ; IF = 2,8 ; Q1 JCR**).
44. Bressoud, N.*, **Shankland, R.**, Dubreuil, P., Forest, P., Belleville, K., Samson, A. C., & Gay, P. (2023). French adaptation of the Strengths Use Scale. *Journal of Psychoeducational Assessment*. (**PsycINFO, Scimago-Scopus ; IF = 1,7 ; Q2 JCR**).
45. Hallez, Q., Paucsik, M.*, Tachon, G.*, **Shankland, R.**, & Plard, M. (2023). How physical activity and passion color the passage of time in ultra-trail runners. *Frontiers in Psychology*. doi: 10.3389/fpsyg.2022.934308. (**PsycINFO, Scimago-Scopus ; IF = 4,23 ; Q1 JCR**).

46. Gaillet, M., François, P., Fournier, J., Kuenemann, M., de Fatima Novais, M., Herr, M., **Shankland, R.**, & Boussat, B. (2023). Evaluation of a French health action-training program by its stakeholders, healthcare students and host institution. *Nurse Education Today*. (**Scimago-Scopus ; IF = 3,9 ; Q1 JCR**).
47. Gaggero, G., Luminet, O., Vermeulen, N., De Timary, P., Nandrino, J.-L., Goffinet, S., Dereau, J., **Shankland, R.**, Dassonneville, C., & Grynberg, D. (2023). A multidimensional examination of affective and cognitive empathy in Anorexia Nervosa. *European Eating Disorders Review*. (**PsycINFO, Scimago-Scopus ; IF = 5,36 ; Q1 JCR**).
48. Kuenemann, M., Gaillet, M., **Shankland, R.**, Fournier, J., Boussat, B., & François, P. (2023). Healthcare students' prevention training in a sanitary service : analysis of health education interventions in schools of the Grenoble academy. *BMC Medical Education*, 23, 302. <https://doi.org/10.1186/s12909-023-04235-y>. (**PsycINFO, Scimago-Scopus ; IF = 3,26 ; Q1 JCR**).
49. Hagège, H., Ourmi, M. E., **Shankland, R.**, Arboix-Calas, F., Leys, C., & Lubart, T. (2023). Ethics and Meditation : A New Educational Combination to Boost Verbal Creativity and Sense of Responsibility. *Journal of Intelligence*, 11(8), 155. <http://dx.doi.org/10.3390/jintelligence11080155>. (**PsycINFO, Scimago-Scopus ; IF = 3,5 ; Q1 JCR**).
50. Damon-Tao, L., Virat, M., Hagège, H., & **Shankland, R.** (2023). Effets du développement des compétences émotionnelles des enseignants sur la relation enseignant-élève : une revue systématique de la littérature anglophone. *Phronesis*, 12, 97-116. (**ERIH, Ebscohost**).
51. Filippone, L., Hallez, Q., & **Shankland, R.** (2022). The relationships between social media exposure, food craving, cognitive impulsivity and cognitive restraint. *Journal of Eating Disorders*, 10, 184. <https://doi.org/10.1186/s40337-022-00698-4> (**PsycINFO, Scimago-Scopus ; IF = 4,92 ; Q1 JCR**).
52. Hallez, Q., Filippone, L., & **Shankland, R.** (2022). Effect of food cues on time perception : Influence of calories and diet control. *Scientific Reports*. (**PsycINFO, Scimago-Scopus ; IF = 4,99 ; Q1 JCR**).
53. Lamboy, B., Beck, F., Tessier, D., Williamson, M.-O., Fréry, N., Roxane, T.*, Tassie, J.-M., Barrois, J., Bessa, Z., & **Shankland, R.** (2022). The Key Role of Psychosocial Competencies in Evidence-Based Youth Mental Health Promotion : Academic Support in Consolidating a National Strategy in France. *International Journal of Environmental Research and Public Health*, 19, 16641. <https://doi.org/10.3390/ijerph192416641>. (**PsycINFO, Scimago-Scopus ; IF = 4,61 ; Q1 JCR**).
54. Paucsik, M.*, Nardelli, C., Bortolon, C., **Shankland, R.**, Leys, C., & Baeyens, C. (2022). Self-compassion and emotion regulation : testing a mediation model. *Cognition and Emotion*, 37, 49-61. <https://doi.org/10.1080/02699931.2022.2143328>. (**PsycINFO, Scimago-Scopus ; IF = 2,72 ; Q1 JCR**).
55. Paucsik, M.*, Leys, C., Marais, G.*, Baeyens, C., & **Shankland, R.** (2022). Self-compassion and savoring buffer the impact of the first year of the COVID-19 pandemic on PhD students' mental health. *Stress & Health*. <https://doi.org/10.1002/smi.3142>. (**PsycINFO, Scimago-Scopus ; IF = 3,52 ; Q1 JCR**).
56. Theurel, A.*, Witt, A., & **Shankland, R.** (2022). Promoting university students' mental health through an online multicomponent intervention during the COVID-19 pandemic. *International Journal of Environmental Research and Public Health*, 19, 1413. <https://doi.org/10.3390/ijerph19031413>. (**PsycINFO, Scimago-Scopus ; IF = 4,61 ; Q1 JCR**).

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