

CALL FOR REVIEWERS

Journal of Strategic Therapies publishes manuscripts that address the practices and research of systemic, postmodern, and social constructionist therapies with children, youth, families and communities. While remaining true to these theoretical traditions *JST* is also committed to providing a platform for manuscripts that address racial injustices and people and issues often marginalized by the dominant culture, written from the perspective of therapeutic practices or community activism.

NOTICE: This is a special Call for Reviewers aimed at recruiting more Black people and people of color to join the *JST* review team as they are presently under represented.

Are you interested in becoming a reviewer for *Journal of Systemic Therapies*? We have a growing readership and we need your help to get more papers out to the field to share collaborative practices and ideas.

Reviewers are fundamentally important to the publications process. The selection of reviewers who have sound theoretical knowledge, strong writing skills, editorial skills and interest in the topics appropriate to each manuscript are essential in ensuring a productive peer review process.

Please note the following

- Reviewers should be active as therapists, coaches, supervisors, researchers, academics or activist practicing within systemic, postmodern or, social constructionist orientations.
- You must have published articles in peer-reviewed journals.
- Please include a letter stating your interest in serving as a reviewer for *Journal of Systemic Therapies* and your vita. In the letter, please identify your area(s) of interest, knowledge and skills. Please be specific.
- If you are invited to review a manuscript, be prepared to invest the necessary time to evaluate the manuscript thoroughly. Reviewing a manuscript properly takes approximately one to four hours and you may be asked to review one to three manuscripts per year.

Submit your letter of interest and vitae to;

Jim Duvall / Editor
jimduvall@jstinstitute.com