

**List of Publications****A. Peer-reviewed scientific articles**

1. Finell, E., Tolvanen, A., Durrheim, K., Salmela-Aro, K. & Kivimäki, A. (2025). Identification environment, school identification and school burnout: Multilevel models. *European Journal of Social Psychology*, 0, 1–18, doi: [10.1002/ejsp.70032](https://doi.org/10.1002/ejsp.70032)
2. Finell, E., Tolvanen, A., Stridsman, C., Backman, H. & Hedman, L. (2025). Worsening asthma at school is associated with poor psychosocial well-being. *European Clinical Respiratory Journal*, 12(1), 2509395, doi: [10.1080/20018525.2025.2509395](https://doi.org/10.1080/20018525.2025.2509395)
3. Finell, E. (2025). Ryhmät unohdetussa tilassa [Groups in forgotten space]. *Psykologia*, 4, 246–261, doi: [10.62443/psykologia.v60i4.145449](https://doi.org/10.62443/psykologia.v60i4.145449)
4. Turjanmaa, E., Finell, E., & Tolvanen, A. (2025). Ethnic identity as social curse: Intergenerational transmission of historical trauma. *Journal of Community & Applied Social Psychology*. 35(3), e70094, doi: [10.1002/casp.70094](https://doi.org/10.1002/casp.70094)
5. Fino, E. Morris, S. M., Stevenson, C., Shuttleworth, I., Finell, E. & Bjarnason, P. (2025). Personality and the ‘social cure’: The role of adaptive personality structure in the social identity approach to health and wellbeing. *Social Psychological and Personality Science*, doi: [10.1177/1948550625132](https://doi.org/10.1177/1948550625132)
6. Nordin, S., Finell, E., & Nordin, M. (2024). Coping, perceived environmental exposure control and mental distress in persons with symptoms attributed to environmental factors in a general population survey. *Cogent Psychology*, 1, 2424613, doi: [10.1080/23311908.2024.2424613](https://doi.org/10.1080/23311908.2024.2424613)
7. Finell, E., Pyysiäinen, J., & Walden, A. (2024). Frames of agency in a school with poor indoor-air quality: A longitudinal composite narrative study. *Health & Place*, 88, 103256, doi: [10.1016/j.healthplace.2024.103256](https://doi.org/10.1016/j.healthplace.2024.103256)
8. Finell, E. & Walden, A. (2024). Principals’ environmental suffering in schools with poor indoor-air quality. *Environmental Hazards*, 23, 130-149, doi: [10.1080/17477891.2023.2225847](https://doi.org/10.1080/17477891.2023.2225847)
9. Finell, E., Tolvanen, A., Claeson A-S., & Helenius, J. (2024). How student perceptions of stuffy air and unpleasant odour are associated with students’ well-being: Cross-level interaction effects of school climate. *Journal of Environmental Psychology*, 93, 102211, doi: [10.1016/j.jenvp.2023.102211](https://doi.org/10.1016/j.jenvp.2023.102211).
10. Riikonen, R., Finell, E., Seppälä, T., & Stevenson, C. (2024). The more diverse the better: Identifying with a diverse neighbourhood mother community predicts greater intergroup contact. *Journal of Community & Applied Social Psychology*, 34, e2764, doi: [10.1002/casp.2764](https://doi.org/10.1002/casp.2764).
11. Finell, E., Tolvanen, A., Shuttleworth, I., Durrheim, K. & Vuorenmaa, M. (2024). The identification environment matters: Students’ social identification, perceived physical school environment, and anxiety – A cross-level interaction model. *British Journal of Social Psychology*, 63, 429-452, doi: [10.1111/bjso.12686](https://doi.org/10.1111/bjso.12686).
12. Paajanen, P., Finell, E., Riikonen, R. & Stevenson, C. (2023). ‘Hey, teach these kids to eat their own food!’: Institutional intergroup contact in immigrant mothers’ talk. *Journal of Community & Applied Social Psychology*, 6, 1426-1439, doi: [10.1002/casp.2746](https://doi.org/10.1002/casp.2746).
13. Graf, S., Rubin, M., Assilamehou-Kunz, Y., Bianchi, M., Carnaghi, A., Fasoli, A., Finell, E., Gustafsson Sendén, M., Shamloo, S., Tocik, J., Lacko, D., & Sczesny, S. (2023). Migrants, asylum seekers, and refugees: Different labels for immigrants influence attitudes through perceived benefits in nine countries. *European Journal of Social Psychology*, 53, 970–983, doi: [10.1002/ejsp.2947](https://doi.org/10.1002/ejsp.2947).

14. Seppälä, T., Riikonen, R., Stevenson, S., Paajanen, P., Repo, K. & Finell, E. (2023) Intragroup contact with other mothers living in the same neighborhood benefits mothers' life satisfaction: The mediating role of group identification and social support. *Journal of Community Psychology*, 51, 1365-1377, doi: [10.1002/jcop.22960](https://doi.org/10.1002/jcop.22960).
15. Riikonen, R., Finell, E., Suoninen, E., Paajanen, P. & Stevenson, C. (2023). Who is expected to make contact? Interpretative repertoires related to an intergroup encounter between Finnish majority mothers and immigrant mothers. *British Journal of Social Psychology*, 62, 264-280, doi: [10.1111/bjso.12580](https://doi.org/10.1111/bjso.12580)
16. Vaino, A., Ollila, S., Sørensen, T.A., Kaskela, J., Finell, E., Leisner, J.L., & Lundén J. (2023). Effects of grade, smiley, and text on Danish and Finnish consumers' perceptions of food safety inspection reports. *Food Control*, 144, 10.1016/j.foodcont.2022.109382
17. Paajanen, P., Seppälä, T., Stevenson, C., Riikonen, R., & Finell, E. (2023). Keeping apart on the playground: Construction of informal segregation on public playgrounds in multi-ethnic neighborhoods. *Social Psychology Quarterly*, 86, 53-73, doi: [10.1177/01902725221116632](https://doi.org/10.1177/01902725221116632)
18. Bjarnason, T., Shuttleworth, I., Stevenson, C., & Finell, E. (2022). Migration and partisan identification as British Unionists or Irish Nationalists in Northern Ireland. *Acta Sociologica*, 1-16, doi: [10.1177/00016993221136](https://doi.org/10.1177/00016993221136)
19. Paajanen, P., Seppälä, T., Stevenson, C. & Finell, E. (2022). Child's presence shapes immigrant women's experiences of everyday intergroup contact. *Journal of Social and Political Psychology*, 10, 430-444, doi: [10.5964/jssp.7477](https://doi.org/10.5964/jssp.7477)
20. Finell, E., Tolvanen, A. & Helenius, J. (2022). Student-perceived indoor environmental quality and well-being - cross-level interaction effects of school climate. *Indoor Air-Conference*, Kuopio, Finland (12<sup>th</sup> – 16<sup>th</sup> of June 2022).
21. Seppälä, T., Finell, E. & Kaikkonen, S. (2022). Making sense of the delegitimation experiences of people suffering from indoor air problems in their homes. *International Journal of Qualitative Studies on Health and Well-being*, 17, 2075533, doi: [10.1080/17482631.2022.2075533](https://doi.org/10.1080/17482631.2022.2075533)
22. Finell, E. & Stevenson, C. (2022). Interpersonal bonds with fellow nationals, blind patriotism and preference for immigrants' acculturation. *Scandinavian Journal of Psychology*, 63, 383-392, doi: [10.1111/sjop.12817](https://doi.org/10.1111/sjop.12817)
23. Seppälä, T., Riikonen, R., Paajanen, P., Stevenson, C. & Finell, E. (2022). Development of first-time mothers' sense of shared identity and social integration with other mothers in their neighbourhood. *Journal of Community and Applied Social Psychology*, 32, 692–705, doi: [10.1002/casp.2592](https://doi.org/10.1002/casp.2592)
24. Finell, E., Tolvanen, A., Pekkanen, J. Luopa, P. & Ståhl, T. (2021). Dampness and the student reported social climate— two multilevel mediation models. *Environmental Health*, 20:30, doi: [10.1186/s12940-021-00710-5](https://doi.org/10.1186/s12940-021-00710-5).
25. Finell, E., Tiilikainen, M., Jasinskaja-Lahti, I., Hasan, N. & Muthana, F. (2021). Lived experience related to the COVID-19 pandemic among Arabic-, Russian- and Somali-speaking migrants in Finland. *International Journal of Environmental Research and Public Health*, 18, 2601, doi: [10.3390/ijerph18052601](https://doi.org/10.3390/ijerph18052601).
26. Shuttleworth, I., Finell, E., Bjarnason, B. & Stevenson, C. (2021). Individual residential mobility and immobility, age, and political attitudes: The case of Brexit voting intentions in the 2016 UK EU Referendum. *Population, Space and Place*, 27, e2444, doi: [10.1002/psp.2444](https://doi.org/10.1002/psp.2444)
27. Finell, E., Tolvanen, A., Ikonen, R., Pekkanen, J & Ståhl, T. (2021). Students' school-level symptoms mediate the relationship between a school's observed moisture problems and students' subjective perceptions of indoor air quality. *Indoor Air*, 31, 40-50, doi: [10.1111/ina.12711](https://doi.org/10.1111/ina.12711)
28. Shuttleworth, I., Stevenson, C., Bjarnason, B. & Finell, E. (2020). Geography, psychology and the "big five" personality traits: Who moves, and over what distance, in the United Kingdom? *Population, Space and Place*, e2418, doi: 10.1002/psp.2418

29. Finell, E. & Vainio, A (2020). The combined effect of perceived COVID-19 infection risk at work and Identification with work community with psychosocial wellbeing among Finnish social sector and health care workers. *International Journal of Environmental Research and Public Health*, 17, 7623, doi: [10.3390/ijerph17207623](https://doi.org/10.3390/ijerph17207623)
30. Finell, E., Suoninen, E. & Seppälä, T. (2020) Sisäilma ja identiteetit: Identiteettityö työpaikan sisäilmaongelmien kontekstissa [Indoor air and identities: Identity work in the context of workplace's indoor air problems]. *Sosiaalilääketieteellinen aikakauslehti*, 57, 359–371.
31. Finell, E. & Nätti, J. (2020). The self-reported mould and long-term sickness absences from work. *Scandinavian Journal of Public Health*, 1-7, doi: [10.1177/1403494820919561](https://doi.org/10.1177/1403494820919561).
32. Finell, E. & Nätti, J. (2019) The combined effect of poor perceived indoor environmental quality and psychosocial stressors on long-term sickness absence in the workplace: A follow-up study. *International Journal of Environmental Research and Public Health*, 16, 4997, doi:[10.3390/ijerph16244997](https://doi.org/10.3390/ijerph16244997).
33. Vainio, A., Kaskela, J., Finell, E., Ollila, S., & Lundén, J. (2019) Consumer perceptions raised by the food safety inspection report: Does the smiley communicate a food safety risk? *Food Control*, 110, 106976, doi: [10.1016/j.foodcont.2019.106976](https://doi.org/10.1016/j.foodcont.2019.106976)
34. Finell, E., Portman, A., & Silfver-Kuhalampi, M. (2019) Christianity as a criterion of nation in Finland among upper secondary school students in 2002, 2008 and 2014. In Sinnemäki, K., Portman, A., Tilli, J. & Nelson, R. H (Eds.), *On the Legacy of Lutheranism in Finland: Societal perspectives* (pp. 155–172). Studia Fennica Historica series. Helsinki: Finnish Literature Society, doi: 10.21435/sfh.25, (online: [oa.finlit.fi/site/books/10.21435/sfh.25/](https://oa.finlit.fi/site/books/10.21435/sfh.25/)).
35. Finell, E. (2019). National identity, collective events, and meaning: A qualitative study of adolescents' autobiographical narratives of flag ceremonies in Finland. *Political Psychology*, 40, 21-36, doi: [10.1111/pops.12512](https://doi.org/10.1111/pops.12512).
36. Finell, E., Tolvanen, A., Pekkanen, J., Minkkinen, J., Ståhl, T. & Rimpelä, A. (2018). Psychosocial problems, indoor air-related symptoms, and perceived indoor air quality among students in schools without indoor air problems: A longitudinal study. *International Journal of Environmental Research and Public Health*, 15, 1497, doi: [10.3390/ijerph15071497](https://doi.org/10.3390/ijerph15071497).
37. Finell, E., Tolvanen, A., Haverinen-Shaughnessy, Laaksonen, L., Karvonen, S., Sund R., Luopa, L., Pekkanen, J. & Ståhl, T. (2018). Indoor air problems and the perceived social climate in schools: A multilevel structural equation analysis. *Science of the Total Environment*, 624, 1504-1512, doi: [10.1016/j.scitotenv.2017.12.126](https://doi.org/10.1016/j.scitotenv.2017.12.126).
38. Finell, E., Seppälä, T. & Suoninen, E. (2018). "It was not me that was sick, it was the building". Rhetorical identity management strategies on the context of observed or suspected indoor air problems in workplaces. *Qualitative Health Research*, 28, 1366-1377, doi: [10.1177/1049732317751687](https://doi.org/10.1177/1049732317751687).
39. Finell, E. & Seppälä, T. (2018). Indoor air problems and experiences of injustice in the workplace: A quantitative and a qualitative study. *Indoor Air*, 28, 125–134, doi:[10.1111/ina.12409](https://doi.org/10.1111/ina.12409).
40. Minkkinen, J., Lindfors P., Kinnunen, J., Finell, E., Vainikainen M-P., Karvonen, S., Rimpelä A. (2017). Health as a predictor of students' academic achievement: A 3-level longitudinal study of Finnish adolescents. *Journal of School Health*, 87, 902-910, doi: [10.1111/josh.12572](https://doi.org/10.1111/josh.12572).
41. Finell, E. (2017). Patriotism. F.M. Moghaddam (Ed.), *The Sage Encyclopedia of Political Behavior. Vol 2* (pp. 589-590). Thousand Oaks, CA: Sage, doi: 10.4135/9781483391144.n263.
42. Finell, E., Haverinen-Shaughnessy, U., Tolvanen, A., Laaksonen, L., Karvonen, S., Sund R., Saaristo, V., Luopa, L., Ståhl, T., Putus, T., & Pekkanen, J. (2017). The associations of indoor environment and the psychosocial factors on subjective evaluation of indoor air quality among lower secondary school students: A multilevel analysis. *Indoor Air*, 27, 329-337, doi: [10.1111/ina.12303](https://doi.org/10.1111/ina.12303).

43. Finell, E. & Zogmaister, C. (2015). Blind and constructive patriotism, national symbols and outgroup attitudes. *Scandinavian Journal of Psychology*, 56, 189-197, doi: [10.1111/sjop.12193](https://doi.org/10.1111/sjop.12193).
44. Finell, E., Olakivi, A., Liebkind, K., & Lipsanen, J. (2013). Does It matter how I perceive my nation? National symbols, national identification and attitudes toward immigrants. *Scandinavian Journal of Psychology*, 54, 529-535, doi: [10.1111/sjop.12082](https://doi.org/10.1111/sjop.12082).
45. Graf, S., Bilewicz, M., Finell, E., & Geschke, D. (2013). Nouns cut slices: Effects of linguistic forms on intergroup bias. *Journal of Language and Social Psychology*, 32, 62 - 83. Best paper Award 2014, International Association for Language and Social Psychology, doi: [10.1177/0261927X12463209](https://doi.org/10.1177/0261927X12463209).
46. Mähönen, T. A., Jasinskaja-Lahti, I., Liebkind, K., & Finell, E. (2011). Perceived importance of contact revisited. Anticipated consequences of intergroup contact for the ingroup as predictors of the explicit and implicit ethnic attitudes of youth. *Group Processes & Intergroup Relations*, 14, 19-30, doi: [10.1177/1368430210378300](https://doi.org/10.1177/1368430210378300).
47. Finell, E., & Liebkind, K. (2010). National symbols and distinctiveness: Rhetorical strategies in creating distinct national identities. *British Journal of Social Psychology*, 49, 321–341, doi: [10.1348/014466609X455190](https://doi.org/10.1348/014466609X455190).
48. Mähönen, T. A., Jasinskaja-Lahti, I., Liebkind, K., & Finell, E. (2010). Perceived normative pressure and majority adolescents' implicit and explicit attitudes towards immigrants. *International Journal of Psychology*, 45, 182-189, doi: [10.1080/00207590903487412](https://doi.org/10.1080/00207590903487412).
49. Sinisterra, J., Finell, E., & Geschke, D. (2009). "I can feel we don't like them": On the emotional nature of prejudice. I. Jasinskaja-Lahti, & T. A. Mähönen (toim.), *Identities, intergroup relations and acculturation – The cornerstones of intercultural encounters* (pp. 125-136). Helsinki: Gaudeamus.

## **B. Non-refereed scientific articles**

1. Finell, E., Paajanen, P. & Riikonen, R. (2024). Ulkomaalais- ja suomalaistaustaisten pienten lasten äitien väliset kohtaamiset omalla asuinalueella. [Encounters between immigrant and Finnish mothers of young children in their own residential area]. In T. A. Renvik, & M. Säävälä (Eds.). *Kotoutumisen kokonaiskatsaus 2023: Näkökulmana väestösuhteet. [Overall Overview of Integration 2023]*. Helsinki: Ministry of Economic Affairs and Employment of Finland publications 2024,1 (pp. 175–185). ISBN 978-952-327-719-9. <https://julkaisut.valtioneuvosto.fi/handle/10024/165441>
2. Finell, E. (2013). Lectio preacursoria: Kuinka kansalliset symbolit ovat yhteydessä maahanmuuttajiin kohdistuneisiin asenteisiin? [How national symbols are related to attitudes toward immigrants]. *Psykologia*, 48, 124-127.
3. Finell, E., & Olakivi, A. (2012). Paikkaidentiteetit pyhtääläisen ajan pyörteessä [Place identity in the Pyhtää time vortex]. In K. Helkama & A. Olakivi (toim.): *Muuttuva Pyhtää - muuttuva Suomi. Arvot, työ ja identiteetti 1975-2007* [Changing Pyhtää – changing Finland. Values, work and identity] (s. 147-169). Helsinki: Sosiaalitieteiden laitoksen julkaisuja 19.
4. Helkama, K., Finell, E., & Pirttilä-Backman, A-M. (2009). A new sense of community? Changes in values and local identification at Pyhtää 1993-2007. In J. Nikula (Ed.), *Maaseutuaiheita. Rural motifs. Essays in honour of professor Leo Granberg* (pp. 63-75). Aleksanteri series 5.

## **D. Publications intended for professional communities**

1. Vainio, A., Ollila, S., Kaskela, J. Finell, E., & Lundén, J. (2023). Oiva- ja Smiley-raporttien vaikutukset kuluttajiin Suomessa ja Tanskassa. Elintarvike ja Terveys, 6.
2. Finell, E (2022). Kunnioituksen sosiaalipsykologia. *Psykologia*, 5-6.

3. Kaskela, J., Vainio, A., Ollila, S., Finell, E., Kiuru, J., Inkinen, T., Lundén, J. (2019). Vaikuttavat Oiva-tarkastukset [Effective Oiva-inspections]. *Elintarvike ja Terveys-lehti*, 33 (6), 32-37.
4. Finell, E (2018). Tapasimme tutkijan [We met the researcher]. *Psykologia*, 2018/1.
5. Finell, E. (2017). *Syrjintä ja työpaikan sisäilmaongelmat* [Discrimination and workplaces' indoor air problems]. Hengityskanava 12.12.2017 <http://www.hengityskanava.fi/etusivu/artikkeli/syrjinta-ja-tyopaikan-sisailmaongelmat.html>
6. Haverinen-Shaughnessy, U., Finell, E. & Wiss, K. (2016). *Koulujen sisäilmatutkimukset ja tarkastusten kehittäminen* [To develop schools' indoor air inspections]. Tutkimusta tiiviisti 8/2016. Helsinki: Terveystieteiden ja hyvinvoinnin laitos.

#### **E. Publications intended for the general public, linked to the applicant's research**

1. Finell, E (2025). Grupprocesser, byggnadsrelaterade symtom och välbefinnande. *Nyhetsbrev*, 109. Swedish Chapter of International Society of Indoor Air Quality and Climate. <https://swesiaq.se/onewebmedia/Nyhetsbrev/SWESIAQ%20nyhetsbrev%20109,%20juni%202025.pdf>
2. Finell, E. (2024). Sosiaalipsykologia on suhteellista. Blogi-teksti alustalle 'Suhteellista' <https://blogs.uef.fi/suhteellista/>
3. Finell, E. & Walden, A. (2022). Puun ja kuoren välissä. *Rexi*, 4/2022
4. Finell, E (2018). Koulujen sisäilmaongelmat ja opettaja-oppilassuhteet [Schools' indoor air problems and teacher-student relationships]. Blogivieraat, Suomen vanhempainliitto 15.6.2018, [http://www.vanhempainliitto.fi/uutiset/blogivieraat/104/koulujen\\_sisailmaongelmat\\_ja\\_opettaja-oppilas\\_suhteet](http://www.vanhempainliitto.fi/uutiset/blogivieraat/104/koulujen_sisailmaongelmat_ja_opettaja-oppilas_suhteet)
5. Finell, E. (2013). Kansalliset symbolit ja asenteet maahanmuuttajia kohtaan [National symbols and attitudes toward immigrants]. *Sosiaalipsykologi*, 18-21.

#### **G. Theses**

1. Finell, E. (2012). *National symbols, their meanings, and how they relate to national identification, outgroup attitudes and national sentiments: Rhetorical, correlational and experimental studies*. Publications of the Department of Social Research 12/2012.
2. Finell, E. (2005). Kansallista identiteettiä kartoittamassa. Kansalliset symbolit ja niihin liittyvät muistot ja tunteet [Charting national identity. National symbols and memories and emotions related to them]. Unpublished master thesis. University of Helsinki. <http://hdl.handle.net/10138/12002>.
3. Finell, E (1998). *Murrosikäni taidekasvattajana* [My puberty as an art teacher]. Unpublished master thesis. University of Art and Design, Helsinki.