

VOLUME 46 | ISSUE 3 | 2024

PSYNOPSIS

CANADA'S PSYCHOLOGY MAGAZINE

WOMEN IN LEADERSHIP

**WHERE ARE THEY? MISSING
IN LEADERSHIP: WOMEN
IN PSYCHOLOGY AND
WORK-FAMILY BALANCE**

PAGE 8

**NAVIGATING COMPLEXITY
IN LEADERSHIP: FROM
APARTHEID ACTIVISM TO
ADVOCACY**

PAGE 14

**BALANCING THE HUMOUR
TIGHTROPE: THE GENDERED
PARADOX OF LEADER HUMOUR**

PAGE 20



PSYNOPSIS

CANADA'S PSYCHOLOGY MAGAZINE

Psynopsis is the official magazine of the Canadian Psychological Association. Its purpose is to bring the practice, study and science of psychology to bear upon topics of concern and interest to the Canadian public. Each issue is themed and most often guest edited by a psychologist member of the CPA with expertise in the issue's theme. The magazine's goal isn't so much the transfer of knowledge from one psychologist to another, but the mobilization of psychological knowledge to partners, stakeholders, funders, decision-makers and the public at large, all of whom have interest in the topical focus of the issue. Psychology is the study, practice and science of how people think, feel and behave. Be it human rights, healthcare innovation, climate change, or medical assistance in dying, how people think, feel and behave is directly relevant to almost any issue, policy, funding decision, or regulation facing individuals, families, workplaces and society.

Through *Psynopsis*, our hope is to inform discussion, decisions and policies that affect the people of Canada. Each issue is shared openly with the public and specifically with government departments, funders, partners and decision-makers whose work and interests, in a particular issue's focus, might be informed by psychologists' work. The CPA's organizational vision is a society where understanding of diverse human needs, behaviours and aspirations drive legislation, policies and programs for individuals, organizations and communities. *Psynopsis* is one important way that the CPA endeavours to realize this vision.

The advertisements included in *Psynopsis* are paid advertisements. Their inclusion does not constitute the endorsement of the CPA for their products, services, or programs.

PSYNOPSIS

CANADA'S PSYCHOLOGY MAGAZINE

THE OFFICIAL MAGAZINE OF THE CANADIAN PSYCHOLOGICAL ASSOCIATION

EDITORIAL

Editor in Chief	Lisa Votta-Bleeker, Ph.D.
Managing Editor	Sherene Chen-See
Advertising	Kathryn McLaren
Design/Production	Anthony Aubrey

BOARD 2024-2025

President	Anita Gupta, Ph.D., C.Psych.
Past President	Eleanor Gittens, Ph.D.
Directors	Adam Sandford, Ph.D. Mitch Colp, Ph.D., R.Psych. Meghan Norris, Ph.D. Claire Sira, Ph.D., R.Psych. Steven Smith, Ph.D. Kimberly Watson, Ph.D., C.Psych. Amir Sepehry, Ph.D. Anisa Nasser, B.A.
Partners Representatives	CCDP – Sandra Byers, Ph.D. CCPPP – Sara Hagstrom, Ph.D., C.Psych. CSBBCS – Natalie Phillips, Ph.D. CPAP – Jo Ann Unger, Ph.D., C.Psych.
Chief Executive Officer	Lisa Votta-Bleeker, Ph.D.

SUBMISSIONS

Please send your articles to psynopsis@cpa.ca.
Please visit cpa.ca/psynopsis for additional
submission details and editorial guidelines.

The Canadian Psychological Association (CPA) retains copyright of *Psynopsis*. The contents of any article published therein, by other than an officer, director or employee of the CPA, are strictly those of the author and do not necessarily reflect the opinions of the Canadian Psychological Association, its officers, directors, or employees.

CANADA PUBLICATION
POST MAIL
POSTE POSTE
CANADA PUBLICATION

AGREEMENT 40069496
REGISTRATION NUMBER
NUMÉRO DE CONTRAT
D'INSCRIPTION

ISSN 1187-11809

WOMEN IN LEADERSHIP



MESSAGE FROM THE GUEST EDITORS 04

MESSAGE FROM THE CEO 05

FROM THE PRESIDENT'S DESK 06

WHERE ARE THEY? MISSING IN LEADERSHIP: WOMEN IN PSYCHOLOGY AND WORK-FAMILY BALANCE 08

EMPOWERING VOICES: HOW HAVING A CALLING CAN FUEL CHANGE FOR BIPOC WOMEN ACADEMICS 10

NAVIGATING COMPLEXITY IN LEADERSHIP: FROM APARTHEID ACTIVISM TO ADVOCACY 14

ENDOMETRIOSIS AND LEADERSHIP ATTAINMENT: NAVIGATING CHALLENGES AND SOLUTIONS 16

AMBITION REDEFINED: AN EXPANDED UNDERSTANDING OF AMBITION FROM WOMEN'S PERSPECTIVES 18

BALANCING THE HUMOUR TIGHTROPE: THE GENDERED PARADOX OF LEADER HUMOUR 20

LEADERSHIP LESSONS SERVING PSYCHOLOGY 22

EMBRACING 'AND': DR. ANITA GUPTA AND HEALING-CENTRED LEADERSHIP AT THE CPA 24

CPA HIGHLIGHTS 27



MESSAGE FROM THE GUEST EDITORS



**Melissa Tiessen,
Ph.D., C.Psych.**

Co-Founder, Intentional Therapist,
and Clinical Psychologist in Private
Practice, Winnipeg, MB



**Karen Dyck,
Ph.D., C.Psych.**

Co-Founder, Intentional Therapist,
and Clinical Psychologist in Private
Practice, Oakbank, MB

What comes to mind when you hear the words ‘leader’ and ‘leadership’?

Unfortunately, if we are truly honest with ourselves, some stereotypes likely first arise, i.e., typically a tall Caucasian male who is outgoing, charismatic, decisive, and inspiring. But what about other characteristics like empathic, attentive, compassionate, and collaborative? Can those characteristics, which are frequently seen as more often associated with females, also be representative of effective leaders?

We are so pleased to explore these questions and more in this special issue of *Psynopsis* dedicated to Women in Leadership. Even if you are not a woman, or a woman in a leadership role, you know women in these roles or women who should be in these roles. Which begs the additional questions – why are women under-represented in leadership positions? What are the unique aspects of being a female in a leadership role?

Some of the answers are offered up by the articles in this special issue, which explore an intriguing range of topics, including the elusive ‘work-family balance’; the challenges faced by women in academia who are Black, Indigenous, and/or other People of Colour (BIPOC); leadership influences of growing up within the context

of apartheid; the impact of a chronic health condition like endometriosis; how women conceptualize ambition; and how women in leadership roles are able (or not) to use humour.

Both of us are grateful to have had some unique leadership opportunities, both within and outside of the CPA, across the course of our careers. We also want to highlight that while people typically use the term ‘leader’ to refer to traditionally recognized leadership roles, i.e., someone motivating a group of other people, we think it’s equally important to acknowledge the myriad ways we can engage in leadership. For example, as a clinical or research supervisor, as a teacher, as a committee member, or simply just leading yourself. When we think about leadership more broadly in this way, it becomes readily apparent that how leaders are encouraged and supported is a topic that matters to us all.

While the history of the CPA as an organization, like the history of psychology as a profession, has been weighted more heavily towards male leaders, in recent years there has been a notable shift towards more females taking on roles as members of the CPA Board of Directors, and particularly as the CPA President. Indeed, the CPA’s current President, Dr. Anita Gupta, is the fifth consecutive female CPA President.

It is also exciting that for 15 years now, the CPA has had a female CEO, and we are honoured that the CPA’s past CEO, Dr. Karen Cohen, has shared in this issue her reflections on lessons learned as a leader. We are equally honoured that the CPA’s current CEO, Dr. Lisa Votta-Bleeker, has likewise shared her reflections on her leadership journey and the qualities she strives to bring to her current leadership role.

Despite advances, as the contributions to this special issue demonstrate, women in leadership roles face a range of challenges. More needs to change. It is time to critically examine our biases and work towards a broader and more inclusive vision of leadership. One that recognizes the important and unique contributions of women from diverse backgrounds, and one that does not implicitly or explicitly require women to choose between their careers and other equally important aspects of their lives or judge them for having values and priorities that extend beyond their work. We hope these articles can be the beginning of ongoing conversations which can help to make that change a reality.

MESSAGE FROM THE CEO



Lisa Votta-Bleeker, Ph.D.
CEO, CPA, and Editor-in-Chief, *Psynopsis*

Welcome to our issue on Women in Leadership! Many thanks to our guest co-editors, Dr. Karen Dyck and Dr. Melissa Tiessen, for their work to support women in leadership, their commitment to this issue, and for their unwavering support as colleagues and peers.

Years of research, much of it in industrial-organizational (I/O) psychology, show that women leaders help increase productivity, enhance collaboration, inspire organizational dedication, and improve fairness. With that in mind, I couldn't help but reflect on my own leadership style and the leaders and mentors – both women and men – who have played a role in shaping me as a leader.

I didn't set out to be a leader; I just wanted to be a psychological researcher. With some financial support from my parents, I put myself through graduate school, seeking out research assistant positions, independent study opportunities, and part-time jobs. Little did I know how many of the supervisors who took me on would become mentors that I value to this day. Each step along my career path provided me with different experiences and skills that honed my personal

identity as a leader. Through this, I saw leaders whom I wanted to emulate and admittedly, some whom I didn't.

In my late 30s, I was faced with significant personal and career path decisions. In the span of a few years, I would take on an executive position, get married, and have two children – my vision for my career would change with the struggle to balance work, family, and self. I wanted it all – my career, time for my husband and children, to be available for my parents and brother (who live six hours away), and time for both my friends and myself. It took taking the time to recognize what was important to me, asking for help, making time for self-care (thank you kickboxing!), and owning what made me who I was to figure out what worked for me, personally and professionally.

So, as I reflect on this issue as editor-in-chief of *Psynopsis* and the CPA's CEO, I am proud to say that I've found that balance. I'm a wife, mother, daughter/daughter-in-law, sister/sister-in-law, aunt, kickboxer, psychology researcher, friend. I'm also an employee and a leader who cares, listens, and walks the talk when it comes to work-life balance. I strive to inspire and support

the CPA's staff to be the best they can be in and out of the workplace; for open communication and respect in internal and external relationships; for transparency and collaboration; to be responsive to the needs of the CPA's members, affiliates, volunteers, and board; and to support our profession and discipline.

As we think about how to support more women to pursue leadership roles, I encourage the women in our profession to seek out feedback early in their careers. Find mentors that can provide career guidance, support, and knowledge, as well as those who can use their position to proactively advocate for your career advancement. Seek out a coach, build supportive networks, seize opportunities presented to you, be true to yourself, ask for what you need, and when you can, pay it forward.



FROM THE PRESIDENT'S DESK

Anita Gupta, Ph.D., C.Psych.
President, CPA

This issue of *Psynopsis* is timely for me, as I am stepping into the CPA presidency. What and how did I learn about leadership as a psychologist, a psychologist who is a woman? I realize much of my learning has been informal and sometimes by chance, and sometimes as a result of others reaching out to include me.

The importance of formal training, mentorship, and support are weaved throughout this issue. Who should participate in leadership training and for whom should it be designed? Who shouldn't be given opportunities to gain and strengthen leadership skills? The answer to the latter is no one. Including leadership and related concepts in graduate psychology education (where most students are women), for example, may be one possibility of broadening reach.

Gender disparities in leadership roles exist and further disparities are experienced within this group, such as in women who are Black, Indigenous, People of Colour (BIPOC), who come from other marginalized communities, and/or who face health, physical, or other challenges and inequities. What can be done to make the doors wider and the spaces where decisions are made more accessible and inviting? Who is not being considered? Who among those identifying as women may not feel welcome to lead?

This issue addresses challenges experienced in the workplace generally and in achieving leadership roles specifically by women who live with health conditions, face current and historic prejudices, and/or hold multiple responsibility-filled life roles while negotiating often rigid and biased institutional structures and systems.

I found myself thinking of a cartoon in which an adult is shovelling snow from the school steps. A child in a wheelchair asks if the ramp could be cleared and is told that there are many other kids waiting. The child states if the ramp were to be cleared, everyone could enter.

Concepts such as incorporating cultures and practices of flexibility, respect, empathy, practical supports, and recognition that having needs is human as opposed to a failing can allow each individual to better focus on work, learning, and living, instead of expending more physical, cognitive, and/or emotional energy on negotiating or tolerating unnecessary barriers.

I have newly returned to the field of psycho-oncology and am hearing stories of the many challenges in a cancer journey. A friend's recent mammogram results used the language, 'breast (chest)'. By including the word 'chest', who may have been protected from

feeling excluded/unseen while likely already coping with a potentially devastating medical finding?

Not long ago, working from home, four day-work weeks, or working outside of 9–5 parameters were considered incompatible with productivity and effectiveness. Paid maternity leave benefits were only introduced in Canada in 1971.

Accommodation processes in work and learning settings exist, though there is much needed to enhance these. Our understanding of what is and what can become possible, what is ethical, what is fair, what makes environments more accessible and inviting continues to expand.

As we continue to study and learn from the wisdom, complexity, and richness that is inherent in intersectional perspectives of women in leadership, we must also learn more about the compounded barriers, injustices, inequities, and burdens that may be faced in speaking up and engaging in efforts to make meaningful change. Doing so is not risk-free and the consequences of such risks is not the same for all. Definitions, practices, and understanding of leadership have changed and will change for the better through more inclusiveness of and efforts by women, informed by the many nuanced and complex identities and roles that women hold.

WIAT-4 Canadian is coming this fall!

This is not your “ordinary” achievement test

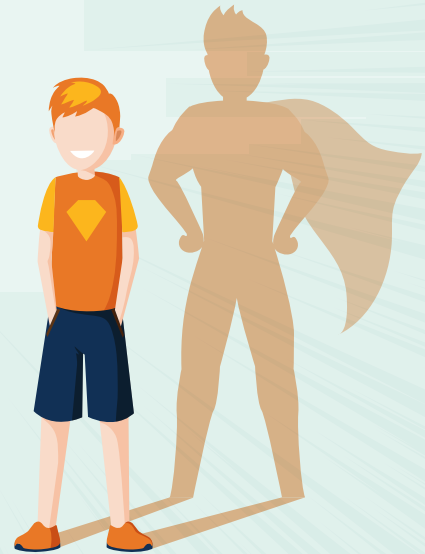
WIAT®-4 Canadian features updates reflecting feedback from our valued users. You can look forward to new (post-COVID) norms, four new subtests, five new composite scores, and NEW automated scoring of the Essay Composition subtest! WIAT-4 Canadian is ready for today's students!

Learn more at PearsonClinical.ca/WIAT-4



866-335-8418 | PearsonClinical.ca

Copyright © 2024 Pearson Education, Inc. or its affiliates. All rights reserved. C10164 EL 7/24



#WEALLHAVEASTORY



#YOUARENOTALONE

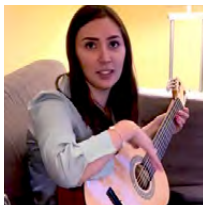
We at **High Notes Avante** know music has healing powers.

High Notes Avante strives to make music learning accessible and to promote the accompanying mental health benefits.

The **High Notes Avante** community welcomes those whose lives have been touched by mental illness.

Consider prescribing music lessons to your mental health clients!

Music can
change the world
because it can
change people



#MUSICISMEDICINE

THE HIGH NOTES MUSIC PROGRAM

includes **TEN FREE** individual instrumental music lessons.

Apply via our webpage:

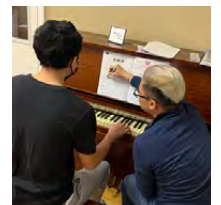
highnotesavante.ca/free-music-lessons/

INSTRUMENTS OFFERED:

PIANO • GUITAR • SAXOPHONE • CLARINET

HARP • GROUP MUSIC

& more!



High Notes Avante is a registered charitable association who is celebrating 10 years of using music to inspire and give hope to people who have been touched by mental illness.

To register or refer someone to our programs, learn more, support or donate visit:

highnotesavante.ca



The gender landscape across psychology is evolving yet remains marked by inequalities. Psychology, viewed as a 'feminine' profession,¹ consists mostly of women from the earliest stages of training² through psychology doctorate programs.³ Yet, with subsequent advances in career level, the number of women in the field diminishes.² In fact, leadership positions in psychology are predominantly held by men,⁴ even when variables such as years of experience and level of education are considered.⁵ This perpetuates male psychologists earning more on average than female psychologists.⁵

Women outnumber men three to one among professional psychologists.⁶ Of the current CPA Section Chairs, 73% are women. While this may appear evident of women in positions of leadership in the field, this is a volunteer position that lacks the financial and career benefits of holding a position such as chair of a psychology department. When we explore the current psychology department heads of accredited clinical programs in Canada, only 45% are women.

WHERE ARE THEY? MISSING IN LEADERSHIP: WOMEN IN PSYCHOLOGY AND WORK-FAMILY BALANCE

Emily Hogan, M.A., Ph.D. Candidate; **Jen Theule**, Ph.D., Professor; **Brigitte Sabourin**, Ph.D., Assistant Professor; **Kylee Clayton**, Ph.D., Assistant Professor; **Michelle Ward**, Ph.D., Assistant Professor; **Kristene Cheung**, Ph.D., Assistant Professor

University of Manitoba, Winnipeg, MB

This is consistent with gender distributions across North America where women are less likely to be in senior academic positions than men.⁷

The gender gap in leadership is not unique to psychology, yet its importance is elevated here given that we strive to understand the mechanisms of human behaviour and intervene based on our empirical understanding.² The gaps in eminence in our field are clear. Our current research seeks to understand the mechanisms behind this disparity and answer the question: in a female-dominated field, why are there more men in leadership positions than women?

PREVIOUS LITERATURE

The literature points to systemic factors related to lifestyle roles and work-family conflict to explain the gender disparity rates in leadership.² Specifically, social and biological pressures to start a family, expectations for women¹ to carry the weight of caregiving roles, difficulty navigating work and family roles, and lack of departmental supports such as parental leave, all play roles.² Anticipation of career interruptions due to childbearing and childrearing leads more women than men to prioritize job flexibility, affecting their choice of work setting.⁸ Canadian psychologist mothers report experiencing stigma around having children and perceive an implied message that when “a woman has children, she has proven that she is not serious about her career.”⁹ Some women have expressed external pressure to take advantage of parental leave to work on research and writing. They noted that “academia does not permit a complete break while on parental leave.”⁹

Women also face barriers to success in graduate training. With expectations for relocation at multiple stages in

clinical psychology programs, program expectations do not meet the needs of many women for whom mobility presents a significant challenge.¹⁰ Some women in graduate training reported pressure to continue their academic training during maternity leaves or abandon their leave altogether.¹¹ Other barriers to students who are mothers include unsafe or inaccessible buildings and lack of lactation rooms on campus.¹¹ Moreover, some mothers enrolled in clinical programs have reported experiencing stigma, micro-aggressions, and discrimination related to childbearing during training.¹²

PRELIMINARY FINDINGS

Our recent research has been driven by concerns for and about women in psychology, focusing on identifying barriers for women during training that affect career outcomes and predictors of work-family balance. Recently, as part of a pilot study, we conducted interviews with three women matched with counselling and/or clinical psychology internships. Preliminary findings highlight that distance from family was a barrier to applying to internship sites that required relocation. Specifically, women expressed the negative outcomes of being in a long-distance relationship during the internship year, highlighting that when faced with career decisions, some women prioritized being near support networks. Another preliminary theme was the impact of family on internship mobility, with concerns raised about delaying family planning due to internship commitments and the logistical challenges of relocating with children or families. Some interviewees acknowledged their personal privilege and reflected that applicants who are diverse, have disabilities, or face additional financial barriers would likely encounter greater difficulty in finding success in the internship process. Even once training is complete, these issues impact the

well-being of women who have entered the workforce. In fact, our preliminary findings from a separate study involving 177 Canadian professional psychologists suggests that gender (being a man) and having greater work flexibility predict greater satisfaction with work-family balance.

LOOKING AHEAD

Next steps for increasing leadership opportunities for women in psychology involve further understanding the role of work-family balance and critically examining leadership roles. Given the barriers identified in the literature and our preliminary findings related to training/career and family roles, understanding the junction of these roles is crucial to understanding the underlying causes of the gender disparity. Our future research goals are to identify predictors of work-family balance, job satisfaction, and income. We will be investigating family life characteristics (e.g., age at childbearing, and distribution of childcare and household tasks), training characteristics (e.g., training mobility), and work characteristics (e.g., work flexibility) as potential predictors.

Further, while the literature on women in leadership has expanded, it often lacks consideration of intersectional identities.¹³ Future research is needed to explore the intersectionality between gender and culture in leadership among psychologists.² In understanding the barriers women face in positions of leadership in psychology, we envision a future in which women can complete their training while fulfilling family roles and subsequently occupy well-earned positions of leadership, earn equal wages, and experience job satisfaction.

FOR A COMPLETE LIST OF REFERENCES,
PLEASE GO TO CPA.CA/PSYNOPSIS



EMPOWERING VOICES: HOW HAVING A CALLING CAN FUEL CHANGE FOR BIPOC WOMEN ACADEMICS

Tina Sharifi, Ph.D. Candidate; Ayesha Tabassum, Ph.D. Candidate; Souha R. Ezzedeen, Ph.D., Associate Professor

**School of Human Resource Management,
York University, Toronto, ON**

Academia is regarded as a progressive, democratic institution, committed to encouraging members to speak up and challenge the status quo.^{1,2} Challenging the status quo is referred to as constructive voice,³ defined as the voluntary expression of ideas or suggestions by employees to improve workplace functions.⁴ Examples of constructive voice behaviours include suggesting new and improved ideas for change and raising issues around existing workplace challenges.⁵ Given this ever-changing business landscape, these behaviours are considered critical for organizational innovation and competitive advantage.^{6,7}

However, speaking up is considered risky,^{8,9} as individuals who express their ideas can be seen as difficult and problem-causing.^{10,11} The risk of constructive voice is especially great for those who lack power within academic settings.^{12,13} Power, or more specifically, sense of power, is defined as the individual's perceptions of their ability to influence others.^{14,15} Those who experience the greatest sense of power in academia are majority group members (i.e., white, straight men).¹⁶ This has resulted in marginalized group members, particularly, Black, Indigenous, People of Colour (BIPOC) women academics, to avoid speaking up in fear of exclusion or shame.¹⁷

SPEAKING UP IN ACADEMIA

According to researchers, the university is described as hosting a 'chilly climate' for women scholars,¹⁸ who experience considerable challenges in their ability to speak up.^{19,20} For example, male scholars were found to ask more questions during Question and Answer (Q&A) sessions at academic conferences, while women scholars often held back from asking questions for fear of backlash.²¹ BIPOC women who experience worsened discrimination due to the stereotypes associated with their gender, race, and ethnicity^{22,23} have comparably less power within academic settings.^{24,25}

BIPOC WOMEN ACADEMICS

BIPOC women academics report significant underrepresentation within academia,²⁶ and experiences of increased isolation, anxiety, and lack of belonging, which negatively impact their teaching, service, and research outcomes.²⁷ For example, Black women academics experience tokenism, gaslighting, and isolation when making suggestions or providing feedback.^{28,29}

These broader issues of discrimination experienced by BIPOC women academics have been recently brought to the forefront through the stories of Black women academics Dr. Antoinette Bonnie Candia-Bailey and Dr. Claudine Gay. A long-time professor at a historically black college and university (HBCU), Dr. Candia-Bailey died by suicide. It was thought this was as a result of ongoing harassment and bullying by the school's president, although the president was cleared of bullying by their institution after an investigation.³⁰ Harvard University's president, Dr. Claudine Gay, resigned shortly

after accusations of plagiarism, which many academics disputed as attempts to discredit Dr. Gay's diversity, equity, and inclusion work within the university.³¹

As this series of events demonstrates, BIPOC women academics are underrepresented, unsupported, and silenced.^{32,33} These inequities require immediate attention and resolution. Despite facing these challenges, BIPOC women show great resistance and activism,³⁴ maintaining the motivation to speak up.³⁵ As research shows, the motivations of individuals can greatly impact a person's sense of power.³⁶ Our research is interested in understanding why and how BIPOC women academics maintain the motivation to speak up and challenge the status quo within academic institutions. According to recent findings, when employees witness the suffering of others, they may be more likely to voice concerns, seeing the potential benefits of speaking up as greater than its risks.³⁷ In consideration of these findings, we are interested in understanding how BIPOC women academics can similarly improve their motivations to speak up, allowing them to prioritize the benefits over its potential risks.

HAVING A CALLING IN ACADEMIA

Over the last several decades, having a calling has gained immense scholarly and practitioner attention, and academic work has been referred to as a calling occupation.^{38,39}

Having a calling is recognized as important to having a highly meaningful career, where the individual views their occupation as deeply connecting with their purpose in life.^{40,41} As researchers explain, viewing one's career as a calling can result in numerous positive work and

well-being outcomes.⁴² A calling can lead individuals to experience greater independence and competence,⁴³ authenticity,⁴⁴ alongside greater belongingness and relatedness to others and society,^{45,46} and beliefs that their work is seen as worthy and virtuous by others.^{47,48} We believe these factors will greatly improve BIPOC women academics' sense of power, motivating them to speak up and use their constructive voice.

TOWARDS A NEW ACADEMIC FUTURE

This research serves immense importance for many reasons. First, by addressing these challenges, we hope to improve and advance BIPOC women's key place within academia. BIPOC women are a critical demographic within academia, bringing innovation, creativity, and community-based research to the institution.⁴⁹ However, the voices of women academics remain unheard for fear of further discrimination or potential job loss.⁵⁰ We suggest having a calling and other meaningful work as important tools for improving agency, resilience, and positive emotions for BIPOC women alongside other underrepresented members of the scholarly community.

We hope this research can offer important resources for practitioners, university leaders, and other societal members in power to elevate underrepresented voices within academia, allowing them to speak up and share authentically in support of greater organizational success. Altogether, we believe that promoting BIPOC women academics' ability to speak up and challenge the status quo is a crucial political objective⁵¹ that must be done as a collective.⁵²

FOR A COMPLETE LIST OF REFERENCES,
PLEASE GO TO [CPA.CA/PSYNOPSIS](https://cpa.ca/psynopsis)

UPGRADE YOUR SKILLS AND FULFILL CPD REQUIREMENTS WITH THE CPA'S ONLINE COURSES



CANADIAN
PSYCHOLOGICAL
ASSOCIATION
SOCIÉTÉ
CANADIENNE
DE PSYCHOLOGIE

Lifelong learning opportunities at your own pace. Successful learners receive a Certificate of Completion with CPD credits that are recognized across Canada and by the American Psychological Association.

There are 40+ courses in the CPA catalog and 220+ courses in the CPA/APA catalog – including our most popular course, “Being an Ethical Psychologist” (15 CE Credits).

All courses are priced for Canadian learners, with member and student discounts, and some materials being available for bulk purchase for schools and other organizations.

Until October 31st, 2024, save an additional 25% off the cost of our courses by using the code **learn2024.**

LEARN MORE AT: <https://cpa.ca/professionaldevelopment/>
QUESTIONS OR COMMENTS? education@cpa.ca



FREE 1-DAY TRAINING

September 3, 2024 • 9am-5pm Central

Train in
Dr. Sue Johnson's
Approach

Transforming Trauma with Emotionally Focused Individual Therapy (EFIT)



Featuring Leanne Campbell, PhD

Quick Register Here

go.pesi.com/efitcpa



TRAUMA EDUCATION ONLINE with Dr Leah Giarratano



Treating **PTSD** and **Complex Trauma**

Engaging two or four day programs providing core training, **practical skills** and **current research** in traumatology.
15 - 42 CE hours (CPA) **Offered in self-paced online homestudy and via highly interactive livestreams**

CLICK FOR DETAILED FLYER. TO REGISTER, PLEASE VISIT www.talominbooks.com



Work & Play in your Backyard!



Collingwood General & Marine Hospital is Seeking a Psychiatrist

Join a well-established group of seasoned psychiatrists providing service in a shared case model with exceptional community family physicians. Our group focus is the seriously mentally ill adults. We work alongside psychotherapists and case managers at the Collingwood General & Marine Hospital.

As the community grows, and the hospital is redeveloped with inpatient beds, there is an opportunity for vision and leadership.

We are a teaching site of the Rural Ontario Medical Program.

Collingwood General and Marine Hospital (CGMH) is an 84-bed hospital located in Collingwood, Ontario that serves more than 74,000 permanent residents and 3.5 million annual visitors to the communities of Wasaga Beach, Collingwood, Clearview and the Blue Mountains. CGMH is an acute care hospital providing emergency care, diagnostic services including lab, imaging, and cardiorespiratory therapy, as well as two inpatient units (medicine and surgery). In addition, CGMH also provides care in specialty areas including obstetrics, orthopaedics, intensive care and surgery. The Hospital also provides outpatient care including dialysis and a wide range of clinics including mental health and rehabilitation services.

If you have additional questions or are interested in this position please contact:

Chief of Staff, Dr. Michael Lisi at chiefofstaff@cgmh.on.ca

YOU TAKE GOOD CARE OF YOUR PATIENTS, DON'T FORGET TO TAKE CARE OF YOURSELF.

Delivering total wealth management solutions to health care professionals.



A DIVISION OF
3Macs RAYMOND JAMES

Carlo Gagliardi, CIM® Portfolio Manager
Tel: 514-394-3000
CARLO.GAGLIARDI@RAYMONDJAMES.CA



ST. THOMAS MORE COLLEGE
UNIVERSITY OF SASKATCHEWAN

ASSISTANT OR ASSOCIATE PROFESSOR (TENURE TRACK), Department of Psychology

Applications are being accepted for a tenure-track position in Psychology with a child development emphasis at the Assistant or Associate Professor rank, with a projected start date of January 1, 2025 or July 1, 2025. The successful candidate will be named the *Lois M. Brockman Professor in Child Development*. This position title is subject to review and renewal every three years in conjunction with the associated benefits of research funding and a reduced teaching load.

Requirements for the position include a Ph.D. in psychology with an emphasis on child development. The successful candidate will demonstrate excellence in teaching, research, undergraduate and graduate supervision, as well as administrative and professional service. Specific experience with community-based research methods, EDI-oriented research methods, and/or Indigenous centered research and methods is an asset. The successful candidate will also demonstrate the ability to contribute to STM's distinctive Minor in Social Justice and the Common Good and demonstrate an understanding of and/or interest in the Catholic intellectual tradition.

Application Requirements, salary bands for the position, and other position-specific details can be found at stmcollege.ca/work-here

Review of Applications will begin August 30, 2024 and continue until the position is filled. Please forward application materials to: Dr. Carie M. Buchanan, cbuchanan@stmcollege.ca Department Head, Department of Psychology, St. Thomas More College, 1437 College Drive, Saskatoon, SK, S7N 0W6.

St. Thomas More College is an equal opportunity employer, committed to Employment Equity. Members of Designated Groups (women, Indigenous peoples, people with disabilities, and visible minorities) are encouraged to self-identify on their applications.



The domain of leadership has long grappled with the underrepresentation of women, encountering a unique array of challenges and impediments on our path to positions of influence. Women in leadership frequently confront systemic obstacles such as gender bias, discrimination, and limited advancement opportunities. This plight is particularly pronounced for Black, Indigenous, and People of Colour (BIPOC) women like me, who must contend with intersecting layers of prejudice and marginalization. These amplified challenges demand resilience, perseverance, and strategic thinking to overcome. My leadership journey reflects a triumph of resilience and the potency of activism and advocacy in navigating complexity.

FOR A COMPLETE LIST OF REFERENCES,
PLEASE GO TO [CPA.CA/PSYNOPSIS](https://cpa.ca/psynopsis)

NAVIGATING COMPLEXITY IN LEADERSHIP: FROM APARTHEID ACTIVISM TO ADVOCACY

Zuraida Dada, M.A., Ph.D. Candidate, University of South Africa, Founder & CEO,
Invictus Psychology & Consulting (Calgary, Alberta; Halifax, Nova Scotia; Toronto, Ontario)

LEADERSHIP PHILOSOPHY: EMBRACING ‘AMANDLA’ AND ‘UBUNTU’

My journey is characterized by resilience, advocacy, and an unwavering pursuit of justice. Born into apartheid, I faced systemic barriers and hurdles on my trajectory to leadership, which I liken to traversing a minefield barefoot and unarmoured. My formative years at Wits University, where I encountered figures like Winnie Mandela amid the anti-apartheid movement in South Africa, laid the groundwork for my commitment to social equity. Surviving both apartheid and domestic violence, my personal experiences have infused every facet of my life with purpose and determination. My evolution from anti-apartheid activism to my present roles as a psychologist, human resources (HR) professional, and entrepreneur mirrors my steadfast dedication to effecting positive change.

My leadership philosophy, inspired by Nelson Mandela's teachings, centres on the essence of ‘Amandla’ – power. Mandela illuminated the potency of freedom, stressing its vital role akin to oxygen. He exemplified diverse forms of power, urging disciplined action and accountability. Embracing ‘Ubuntu’, the interconnectedness of humanity, he emphasized our duty to nurture and respect one another. Mandela's lessons advocate for empathy, understanding, and embracing the shared humanity. His wisdom challenges us to introspect, uphold values, and take responsibility for our actions. Through Mandela's guidance, I strive to embody these principles, fostering kindness, resilience, and accountability in leadership.

My diverse roles and experiences offer a nuanced perspective on the intricacies of leadership. As an HR professional, I spearheaded initiatives to reform apartheid-era organizational practices, advocating for fairness and equity within institutions. My initial leadership role was as a member of the inaugural wave of BIPOC intellectuals tasked with transitioning postapartheid South Africa to democracy under Nelson Mandela's leadership. Playing a pivotal role in establishing the Commission for Conciliation, Mediation, and Arbitration in South Africa, I demonstrated my commitment to systemic transformation. My work as both an industrial/organizational (I/O) and counselling psychologist underscores my holistic approach to well-being and systemic change. My intersectional viewpoint, shaped by my identities as a BIPOC woman, single mother, psychologist, and activist, provides profound insights into issues of identity, power dynamics, and societal transformation.

INITIATIVES AND ADVOCACY: CATALYZING POSITIVE CHANGE

At the core of women's leadership lies a nuanced interplay of psychological elements. My background as a counselling psychologist offers insights into the emotional and cognitive dimensions of leadership. My trauma-informed practice underscores the significance of addressing past adversities and fostering resilience in leadership development. Emphasizing cultural sensitivity and awareness, I highlight the importance of diversity and inclusion in nurturing effective leadership.

My commitment to non-partisanship and Ubuntu underscores my approach to fostering unity and progress within

society. Beyond my professional pursuits, I am deeply engaged in advocacy and community leadership. My involvement as a council member of the College of Psychologists of Alberta and various Canadian Psychological Association initiatives, alongside numerous volunteer roles, attests to my commitment to advancing causes related to mental health, diversity, and social justice. My Ph.D. was focused on post-traumatic resiliency for victims of domestic violence; my contributions to newsletters, publications, and podcasts and my successful lobbying efforts to change occupational health and safety legislation amplify marginalized voices and stimulate discourse on critical issues.

I have received the CPA's John C. Service award for pro bono work and the Psychological Association of Alberta's Contributor of the Year recognition in 2020, which underscore my impact and dedication to my field.

LOOKING AHEAD: ADVOCATING FOR INCLUSIVE LEADERSHIP

As we contemplate the future of women in leadership, I am hopeful that my journey serves as both a source of inspiration and a roadmap. I believe that the following have all contributed to my leadership journey: I have embraced Ubuntu, understood my own limitations, set healthy boundaries, and embraced self-compassion. Through embracing diversity, fostering inclusivity, and advocating for equity, I am hopeful that we can cultivate environments where all women have the opportunity to flourish. My steadfast commitment to social justice serves as a poignant reminder of the transformative potential of Ubuntu and leadership in shaping a more equitable world.



ENDOMETRIOSIS AND LEADERSHIP ATTAINMENT: NAVIGATING CHALLENGES AND SOLUTIONS

Marlee Mercer, Ph.D. Candidate; Tina Sharifi, Ph.D. Candidate; Duygu Biricik Gulseren, Ph.D., Assistant Professor

**School of Human Resource Management,
York University, Toronto, ON**

Endometriosis is a chronic condition that affects one in 10 women of reproductive age.¹

This ‘invisible’ illness, which is characterized by the abnormal growth of tissue outside the uterus,² presents a range of debilitating symptoms, including pelvic pain, painful periods, sexual intercourse, defecation, and urination,³ alongside nausea and chronic fatigue.⁴

Endometriosis can also lead to significant health complications, including infertility,⁵ alongside comorbidities such as migraines and Crohn’s disease.⁶

These symptoms significantly affect work life because of factors such as frequent medical appointments, which often lead to lost productivity and lengthy sick leaves. Studies have noted that women aged 18–45 with endometriosis lose an average of 10.8 work hours weekly due to decreased productivity,⁷ significantly reducing their quality of life and work ability.⁸ Moreover, due to the lack of government policy and research funding, disclosure of this historically neglected condition can be perceived as attention-seeking⁹ and met with skepticism and discrimination.¹⁰

Despite the potential for career damage, the long-term effects on women’s professional development and career growth are not well-understood.¹¹ More specifically, while endometriosis is a highly common, debilitating, and stigmatized, gendered type of disability, its impact and role on women’s leadership attainment is quite overlooked. Research well-documented women’s challenges with attaining and keeping leadership positions. These challenges, along with the severe symptoms, consequences, and stigma associated with endometriosis, makes leadership attainment a distant dream for many professional women.

BARRIERS TO LEADERSHIP FOR WOMEN WITH ENDOMETRIOSIS

Numerous factors associated with endometriosis may directly and indirectly hinder women's ability to attain leadership positions. For instance, a study found that 40% of women with endometriosis reported interruptions to their career growth as a direct consequence of their condition.¹² Below, we outline some of the most striking factors leading to this phenomenon.

First, the physical and emotional symptoms, including pelvic pain, fatigue, and stress, can lead to high absenteeism rates, significantly reducing women's workplace productivity.^{13,14} Additionally, for women who 'grin and bear' the symptoms and continue to work (presenteeism), their ability to function at full capacity is reduced, limiting their productivity.¹⁵ Insufficient sick leave, lack of workplace support, and the absence of flexible working arrangements worsen these outcomes.^{16,17}

Further, these conditions affect women's performance, influencing how they are perceived and evaluated in the workplace, hurting their leadership selection outcomes.¹⁸ Societal biases typically view women as less capable leaders compared to male leaders.¹⁹ Therefore, absenteeism and presenteeism can worsen these challenges, hindering women's leadership aspirations.

Second, the social and psychological effects of endometriosis impact social participation,²⁰ which plays a vital role in women's leadership attainment. Formal and informal networks can support women's access to leadership opportunities, providing them with improved autonomy and empowerment.²¹ They offer avenues for relation-

ship-building, mentorship, and career advancement.²² However, the painful symptoms of endometriosis can negatively impact women's confidence, social interactions, and participation in networking opportunities, impeding women's access to these important networks, and further distancing them from leadership roles.²³

Third, in addition to the mental health challenges caused by endometriosis, its associated stigma can lead to poor emotional and cognitive well-being,²⁴ creating barriers for women's access to leadership opportunities.²⁵ For example, researchers explored the gender-related stigma on leadership attainment, finding that women faced discrimination during recruitment, selection, and promotion.²⁶ Gender-related stigma associated with endometriosis can diminish women's self-esteem.²⁷

These self-esteem challenges are exacerbated by an unsupportive healthcare environment, which often forces women to rely on their own self-efficacy to manage the disease.²⁸ Faced with doubt and misunderstanding around their condition, women experience disruptions to their personal identity, hurting their self-efficacy. Self-efficacy is essential for leadership attainment²⁹ and women's career advancement.³⁰

STRATEGIES FOR OVERCOMING BARRIERS

Given the challenges women with endometriosis face, overcoming these barriers must be done through the efforts of researchers, practitioners, and community members. First, we highlight the importance of education and awareness around this condition. Improved knowledge will support the work-related challenges posed by endometriosis, allowing organizations to develop supportive organizational policies toward a more inclusive

environment.³¹ Such policies should accommodate the needs of employees suffering from chronic conditions, leading to more equitable and effective tools and resources for leadership selection decisions. Addressing these challenges through education is key to reducing stereotypes and creating workplaces that support women's professional advancement.

We support the implementation of endometriosis awareness campaigns, in line with the recommendations by researchers who observed that previous public health initiatives targeting diseases like HIV have enhanced awareness among health systems, healthcare providers, and the public, while reducing stigma associated with these conditions.³² Similarly, widespread awareness campaigns for endometriosis could offer equivalent benefits. These campaigns could incorporate strategies to combat and reduce the stigma that hinders women with endometriosis from advancing into leadership roles.

Finally, we recommend providing women with endometriosis opportunities for self-efficacy training, which can equip them with the tools to navigate these challenges and foster resilience in the face of these difficulties. Past research has found that educational interventions designed to increase women's leadership self-efficacy are effective in enhancing their success as leaders.³³ It has also been suggested that women-only leadership training is essential for developing a stronger sense of self and is beneficial for leadership effectiveness.³⁴ We believe that such a strategy would also be effective for women with endometriosis.

FOR A COMPLETE LIST OF REFERENCES,
PLEASE GO TO [CPA.CA/PSYNOPSIS](https://cpa.ca/psynopsis)



AMBITION REDEFINED: AN EXPANDED UNDERSTANDING OF AMBITION FROM WOMEN'S PERSPECTIVES

Sommer Knight, M.Sc., Ph.D. Candidate, Psychology; **Sophia Gran-Ruaz**, B.Sc., Ph.D. Candidate, Psychology; **Mirana Rambelo**, B.A. Candidate, Psychology; **Maria Xerakias**, B.A. Candidate, Psychology; **John Sylvestre**, Ph.D., Professor

University of Ottawa School of Psychology, Ottawa, ON

When you hear the word ‘ambition,’ what comes to mind?

How do you define it? Is it the pursuit of goals, material success, or the drive to achieve? More importantly, who do you see? Is it a man, a woman, or someone else? These were the questions we posed to women in academia.

Traditionally, ambition has been tied to men’s values of success and remains understudied from women’s perspectives.¹ It’s been viewed as climbing the career ladder, earning more money, and getting ahead.^{2,3} Therefore, men are more likely to be seen as ‘ambitious workers’. In contrast, women who do not share those same values are seen as ‘lacking ambition’.⁴ Even when women succeed in male-dominated spaces, like politics, they are heavily judged and criticized, as seen with the public treatment of Hillary Clinton and Kamala Harris.⁵ This criticism is further exacerbated for racialized women who must battle both racism and sexism in pursuit of their goals.⁶ For example, Black women are often stereotyped as aggressive or angry when they show ambition, making it difficult for them to pursue their goals without repercussions.⁷

Therefore, to better understand women’s experiences with ambition, we spoke to 15 women who are/were enrolled in Canadian academic institutions at the graduate level. We wanted to hear from a diverse group – different races, ages, programs – to understand how ambition plays out in their lives. Through the interviews, we explored 1) women’s definitions of ‘ambition’ and 2) how these definitions of ambition impact their lives. We focused on academia because women continue to experience barriers in university

leadership positions,^{8,9} salary gaps,¹⁰ and access to research funding.¹¹

Our findings showed that women have reconceptualized the definition of ambition. Rather than accepting a version of ambition that excludes them or is ill-fitting, these women define the term to encompass a broader set of success markers. In addition to men’s markers of success (i.e., career building, drive, and material wealth), women have expanded the definition of ambition to include more holistic domains such as mental and physical health, relationships, and personal fulfillment. Women tend to perceive ambition as a collective effort, rather than an individual goal, that should aim to uplift and support others. It’s not just about climbing the ladder; it’s about lifting others along the way.

Yet, alongside this redefinition and in pursuit of goals, these same women still face social risks, such as judgment and microaggressions, when they show ambition. Women who prioritize their family and personal well-being are judged and looked down upon for not being ‘ambitious enough’, while women who prioritize work struggle with burnout and maintaining relationships. Cultural expectations also have an influence on ambitious pursuits among women of colour. For example, one participant reported being judged by family due to the cultural belief that educated, unmarried women are considered worthless or undesirable.

While participants acknowledged both the positive (e.g., uplifting others) and negative (e.g., isolation) aspects of ambition, one participant summed it up perfectly:

“I think ambition doesn’t have to be about making money. It can be about making the world a better place. It can be about making your world a better place, like for yourself. Not through

financial gain, but just to feel meaning in what one does. I think that the best kinds of ambition are ones that ‘help me, so I help you.’ By becoming capable of making change as an individual, you can make change for others as well. It’s a collective.”

In conclusion, as we reflect on women’s ambition, let’s remember that for many, ambition is more than just individual success. It can be about creating a world where everyone has the chance to thrive. By listening to the voices of women, we can take steps towards a future where ambition is truly empowering for all. It all starts with a simple question: “When you hear the word ambition, what else, or what more, can come to mind?”



FOR A COMPLETE LIST OF REFERENCES,
PLEASE GO TO [CPA.CA/PSYNOPSIS](https://cpa.ca/psynopsis)



Leadership humour, which describes a leader intentionally saying or doing something playful to make their followers laugh or feel amused,^{1,2} is considered an important tool for leadership effectiveness.^{3,4} Humour is used by leaders to connect with and influence their followers,⁵ resulting in improved leader–follower relationships,^{6,7} positive workplace attitudes,^{8,9} and overall stress reduction.^{10,11} Importantly, humour is considered a critical leadership tool for men and women.^{12,13} Specifically, humour has been found to uniquely boost perceptions of women leaders' warmth and competence, allowing them to be seen as both capable and likeable.¹⁴

FOR A COMPLETE LIST OF REFERENCES,
PLEASE GO TO CPA.CA/PSYNOPSIS

BALANCING THE HUMOUR TIGHTROPE: THE GENDERED PARADOX OF LEADER HUMOUR

Tina Sharifi, Ph.D. Candidate, School of Human Resource Management;
Leonard Eli Karakowsky, Ph.D., Professor, School of Administrative Studies;
Mark Podolsky, Ph.D., Associate Professor, School of Human Resource Management,
York University, Toronto, ON

GENDER DIFFERENCES IN LEADER HUMOUR

However, initiating humour is considered a risky,¹⁵ assertive, and/or aggressive act^{16,17} – a behaviour that is stereotypically masculine.^{18,19} Therefore, women leaders may violate gender-based expectations of warmth (i.e., niceness, communality) by incorporating humour within their leadership practices, placing them in a double-bind.²⁰ For example, women leaders' use of humour was found to reduce status ratings from their followers compared to non-humorous women leaders, while male leaders were found to benefit from using humour, receiving higher status ratings compared to non-humorous male leaders.²¹ Further, the beneficial outcomes of women leaders' humour were dependent on unique contextual factors, including type of humour^{22,23} and gender of the follower/recipient of the humour.²⁴

These mixed findings emphasize the complex and ambiguous nature of humour,²⁵ which can greatly influence how women leaders' humour is perceived. In consideration of these findings, we were interested in understanding these mixed outcomes from the perspective of women leaders. Minimal research has investigated how women leaders directly view the role of leader humour, which can provide great insight into its purpose and effectiveness. We conducted a qualitative study to investigate this important, yet under-researched topic and through semi-structured interviews with 25 high-status women leaders from industries including telecommunications, the public sector, entertainment, and construction, we explored how humour was perceived, experienced, and applied within professional settings.

BENEFITS OF LEADER HUMOUR

Our conversations with women leaders revealed the importance of humour for building and maintaining relationships with followers, promoting a positive work environment, and employing strong mentorship. Humour was recognized as a powerful tool for managing employees, with one participant stating, "humour is a way to connect with your team and leaders would be remiss if they didn't use some kind of humour. I think if you can use humour in a way that is functional, then it is such a great tool".

These improved relationships through humour allowed women leaders to support their teams during stressful situations. As another participant explained, humour was used as "a way to defuse the situation...Some weeks...you gotta laugh to get through it because it's just stressful sometimes...if you don't laugh about it, you might cry."

Finally, for many women, humour was a beneficial tool for motivating and mentoring junior team members, "to help them manage the challenges that are ever-present". Despite these important benefits, our conversations emphasized a series of gender-related challenges experienced by women leaders.

GENDERED CHALLENGES OF LEADER HUMOUR

Many women leaders acknowledged the 'serious' nature of organizational settings, which made decisions around using humour complex. As one woman stated: "Traditionally, women haven't been taken seriously in the world of business. We're looked at as 'OK, yeah, your opinion's cute, but can you please take notes for this meeting?'". In consideration of these factors, humour was considered risky, and women leaders were often negotiating "how

much humour is appropriate and what that line is".

For many women, the challenges of leadership worsened as they climbed the corporate ladder – an experience many indicated was not shared by their male peers. As one participant stated, "So women, even when they get up high, are not as comfortable using humour because they don't want to be perceived as not serious. The higher you go, the more serious you have to look to people. Men don't have that problem. Men, the higher they climb, the easier it gets...the more power men get, the more control they have over it. The higher up women climb, the more they feel out of control, thinking that it might all be taken away."

CONCLUSION

Our findings suggest gender-based stereotypes present persisting challenges for women who employ leader humour into their practices. While women value and regard humour as a critical leadership tool, they are acutely aware of its gendered limitations. These associated risks emphasize that humour cannot be freely wielded by any/all leaders and implementing leader humour signals that the individual is willing to engage in behaviours that could present significant risks those of lesser status could not afford.

Our findings, which uniquely consider the role of humour from the direct perspective of women leaders, confirm these sentiments. Given this fundamental challenge, we hope our research sparks interest in more fully addressing these inequities. Having a deeper understanding of the complexities surrounding women leaders' use of humour can encourage important changes both from an organizational and a societal standpoint.



LEADERSHIP LESSONS SERVING PSYCHOLOGY

K. R. Cohen, Ph.D., C. Psych.

When I sat down to write this piece for the special issue on Women in Leadership, I thought about how being a woman shaped my leadership journey. Like everyone, I have many identities. Although all of these, at one time or another, impacted my leadership journey, none on its own defined it. This reflection led me to a choice. Do I write this piece about being a female leader or do I write this piece about my experiences as a leader, acknowledging that being a woman is one of the identities I hold? I chose the latter because it is truer to who I am and how I did my job. Recognizing the limitations of space, below in point form are some of the leadership lessons I learned as CEO of the CPA from 2008 to April, 2023.

LEADERS SERVE

Throughout my career at the CPA, I viewed my role as one that both serves and leads. Are these a non-sequitur? Do leaders serve? Whether appointed or elected, leaders have a responsibility to hear, respond, and represent the needs of their constituents, be they members of an organization, association, a workplace, or the public. They must pay attention to how these needs impact partakers,* what opportunities or constraints might exist within the environments in which these needs sit, and what outcomes ensue for constituents and others when these needs are addressed, or not addressed. One thing that is as true for leadership as it is when trying to understand human problems: there is rarely a single way forward.

LEARN ABOUT LEADERSHIP

The skills and knowledge base involved in leading – a department, a profession, or an organization – are not typically taught in psychology graduate school. While they don't have to be, they do need to be learned to ensure good leadership. If as a psychology

researcher, practitioner, or educator you decide to lead something: learn about leadership.

SEE BEYOND YOURSELF AND SEE EVERYONE

When thinking through a problem or idea, we often turn to trusted colleagues. When leading, we need to think beyond those closest to us and consider a problem or idea deeply but also broadly. We need to consider the perspectives of colleagues in different social locations from ours, staff on the ground, early career and aspiring colleagues, colleagues outside of psychology, and users of psychological services and knowledge. What you are trying to accomplish as a leader is ideally informed broadly and does the greatest good for all partakers.

THE CULTURE AND COMPOSITION OF LEADERSHIP CHANGES

In the early days of my career, even though my graduate cohort was 50% women, men represented a much larger percentage among the CPA's leadership (i.e., Board and CEO). In the 35 years since I finished graduate school, there have been only eight (20%) female presidents of the CPA. The CPA was incorporated in 1950 but it was almost 60 years later (2008) that I was appointed the CPA's first female CEO. It wasn't until 2022 that all three of the CPA's presidential officers were, for the first time, all women. This illustrates what is not uncommon – the face of leadership does not always keep pace with changes to the face of the discipline/profession. My hope for the future is that psychology as a discipline and profession increasingly becomes home to members from diverse social locations who are also represented in its leadership. Since its organization in 1939, the CPA has counted many psychology researchers, working across psychology's many areas of inquiry, among its presidents. In the

early days of my work for the CPA, the largest interest in Board leadership came from among the clinician academics (clinical faculty in universities and/or staff in teaching hospitals) whereas in recent years, we have seen more interest from those in other practice specialities working in a greater diversity of settings. Even more recently, the social locations and positionality of Board members, and the CPA's presidents, have become more diverse. The CPA and organized psychology need to work to facilitate inclusiveness among its leadership if we are to become a more inclusive discipline and profession. We need to make sure our organizations serve the needs of who and what we are but perhaps even more importantly, who we aspire to become as a discipline and profession.

KNOW YOUR EXPERTISE AND ITS LIMITS

When your expertise is the understanding of how people think, feel, and behave, you have a ready contribution to make to almost any discussion involving people – be it policy, legislation, programming, or politics. When your knowledge base is so ubiquitous, it can be difficult to recognize its limits. Know when to seek the expertise of those more knowledgeable than you.

GOOD LEADERS DON'T DO EVERYTHING THEMSELVES

They assemble strong and skilled teams and give each team member the trust and autonomy to do their best work. There is a profound difference between managing and leading. In the early days of my leadership, and with fewer resources, I did more of the CPA's functions myself. Over time, with the benefit of a skilled team and the growing wisdom to empower staff to do their best work, I became less hands on. This growth had a downside: I had less of a granular currency across

tasks – which was far outweighed by its upside – I had a team with skills and expertise that in some areas exceeded mine and thereby extended the CPA's reach in meeting its mandate.

TEACH SOMEONE SOMETHING AND SHOUT THEM OUT

The success of a department, organization, or association doesn't rely on the skills or accomplishments of its leaders alone. Empowering others to do their best work on behalf of a group requires sharing what you know. Shouting out the accomplishments of others creates broader and deeper confidence in individuals and in the groups of which they are part.

UNDERSTAND YOUR IDENTITIES AND HOW THESE IMPACT YOUR WORK

I have learned a few things about identity (of which being a woman is one) and how it impacts work. Two important ones come to mind. The first is that the impact of identity on work is as much influenced by others' views of your identity as it is by your view of your own identity. The second, an important and positive development in recent years, is that identities are not categorical, and identities intersect. This means that while there are commonalities (and I do believe it is our common views and experiences that build the trust necessary for a profession and discipline to move forward in a good way), no two people's experiences of (insert the identity) are the same. The takeaway for me has been not to make assumptions about who people are and how their identities impact their work. Like any good clinician, scientist, and educator, it is important to see people and problems from multiple perspectives.

* Because of its colonial usage and thereby disrespectful connotation, I use the noun 'partaker' in place of 'stakeholder' <https://researchimpact.ca/featured/switching-from-stakeholder/>



There's a guiding principle in improv comedy called the 'yes and...' rule. The idea is that when a cast member is proposing a new idea on the stage in front of an audience, their fellow performers must follow that idea and build on it. YES to the premise that we are working in a laundromat owned by sentient lobsters AND...business is suffering because those lobsters take up too many washing machines joyriding on spin cycle.

EMBRACING 'AND': DR. ANITA GUPTA AND HEALING-CENTRED LEADERSHIP AT THE CPA

Eric Bollman, CPA Communications Specialist

It is a principle that, on occasion, gets co-opted by workplaces that want to create an innovative culture, and I'm sure that someone reading this has gone through a 'yes-and' exercise on a team-building retreat at one point or another. It isn't a concept that necessarily translates directly to the world of corporate culture, and when it's done poorly it can feel a bit like it does when you have a business-minded boss who just read *The Art Of War* by Sun-Tzu because they saw Michael Douglas quote it in *Wall Street*.

I think the person I've met who uses the notion of 'yes-and' in the most effective way (outside perhaps Colin Mochrie) is Dr. Anita Gupta, the incoming CPA President for 2024-2025. You don't say 'yes' to everything. You don't agree with everything. You do take every opportunity to build on, and with, the work of others.

"What we want is for conversations to continue. The 'and' keeps it going. It allows us to remain engaged, even when it may feel easier to disengage. Not that it's never appropriate to disengage, but you don't want to leave before the conversation is over," says Dr. Gupta.

Early in her career, Dr. Gupta accepted a psychologist position in a diabetes clinic in Hamilton. The manager, a nurse by profession, had been the force behind creating this new role on the team. Her words of wisdom are ones that Dr. Gupta continues to hold dear to this day. "She said the word 'and' can be so much more powerful than the word 'but'". This is the spot where paths can deviate – AND vs. BUT.

The CPA must be representative of the latest science and the most up-to-date knowledge provided by the psychological community. BUT we also must be keenly aware of equity, diversity, and inclusion in all that we do.

The CPA must be representative of the latest science and the most up-to-date knowledge provided by the psychological community. AND we also must be keenly aware of equity, diversity, and inclusion in all that we do.

The difference is stark. It's a question of whether one thing precludes the other, or whether two things work in tandem. One stops the thought, the other makes the thought the inclusive part of a process. Dr. Gupta says "when we find ourselves in a situation where it feels adversarial, one silo vs. another – if we lean into the ANDs rather than the BUTs when we speak and work with people, it can be so helpful".

In 2022, a dear friend of Dr. Gupta's proposed another AND – she suggested that Dr. Gupta consider running for the Board of Directors at the CPA. This was a friend who had completed internship in Halifax with her many years ago and had known her through all the ups and downs and twists and turns of life in the ensuing decades.

"At first I said 'no'. I was on mat leave, and while I was away, there had been an organizational shakeup at my work where several positions were eliminated, including my own. As a result, I decided to focus on building a private practice. Had my dear friend not encouraged me to do this, I'm not sure it would ever have occurred to me to try. I thought about how seriously she takes her leadership responsibilities. And those include being inclusive and reaching out to encourage people to become involved who might not otherwise think to do these kinds of things, who might not otherwise be invited to engage in leadership in psychology."

The way it works at the CPA is that directors on the Board are elected to three-year terms, as was Dr. Gupta in 2022. The Board elects the president

from eligible directors – namely those who are in the first or second year of their term, and who put their name forward for consideration. The president serves for one year.

"I'm in the second year of my Board term now, and I had not really considered the idea of running for president. I have a toddler and a seven-year-old, and I was still trying to figure out all this private practice stuff, and I had just applied for a new job in another province. There were so many reasons that the timing was not ideal. And then I thought 'why not'? This opportunity was here and may never present itself again, why don't I lean into it?"

At the time she put her name forward, Dr. Gupta had accepted the offer from this new job, at a hospital in Halifax. Her new employer is also her old employer. Dr. Gupta is now back where she did that internship, at Queen Elizabeth II Hospital in Halifax. It is now a psychologist position in psychosocial oncology, a little different from the internship years ago. She says she's thrilled to be back, working in cancer, being near the ocean, and going stargazing with her kids. It is also returning to a place where she experienced exemplary leadership in a memorable way.

It was during her internship there that Dr. Gupta experienced a devastating personal blow, one that was compounded by its proximity to other tragic losses. Life hasn't always been an easy journey. Her world was rocked by tragedy as a child, when her sister was among the 329 victims killed in the 1985 bombing of Air India Flight 182. Dr. Gupta was carrying that trauma with her, the kind that leaves a person changed, when her father died suddenly while she was in graduate school, just a few months after she started seeing her first patients.

Then a few short years later, right in the middle of her internship at the Queen Elizabeth II Hospital in Halifax, her mom died unexpectedly during a vacation in India.

Not only did she have to deal with a devastating event that compounded the previous losses she had experienced, she also had to keep it together to travel, make arrangements, and deal with the procedural minutia that arises when a close family member dies suddenly. Her supervisors, other psychologists, and the faculty at her graduate institution were exceptional in their approach to Dr. Gupta's personal tragedy and the disruption it created in her life. After her internship she chose to take a year's leave to heal and to take a breath, as opposed to immediately finishing her dissertation. This one-year leave ended up being closer to a three-year leave as she found herself actively involved in leadership and advocacy, tackling the myriad of unresolved issues related to the Air India bombings. Her colleagues and supervisors gave her room to grieve, and to do this work, while maintaining the excellence of her training.

"They allowed me the space to be human, and they modelled that for others. This allowed me to do the work without having to use even more energy that can make you think you're not allowed to be grieving."

Thinking back on her experiences in Halifax during the internship, Dr. Gupta realizes that what her supervisors were demonstrating was healing-centred leadership. Recently, she has been learning more about the concept of healing-centred engagement, and how this can be remarkably valuable in any setting.

"It's really an extension of trauma-informed approaches with

a recognition of the importance of empathy, compassion, and connection. There are so many factors that can play into 'us versus them' and siloed communication. We all come into our days, and interact with each other, coping with different stressors and having our own life histories. Taking a healing-centred engagement approach can have so many benefits."

"In thinking about wonderful leadership and leaders from whom I've benefitted in my career and in my training, whether that is from other colleagues or those in leadership positions, it made me recognize how they were often embodying this approach. During formative moments in my training, I experienced a number of very significant losses. It was during some of those times that I experienced the benefits of healing-centred leadership and support from those around me."

To be able to reflect back on very difficult times, and see the good that surrounded them, is an ability not all of us have. It's reminiscent of the famous Mr. Rogers advice to children to "look for the helpers". His words were helpful for kids so that they might take some solace amid a tragedy they were watching unfold on the TV. Not necessarily the best advice for adults – but as with 'yes-and', a maxim which Dr. Gupta has adopted in the most clear-eyed way possible. What made the people around her helpful? What were some of the ways in which they put her at ease and made dealing with such devastating loss a little more bearable? And how can we create more of that in our own lives and work?

"For example, the already beautiful models of supervision and training and culture of inclusivity and belonging and respect that were part of my internship experience prior to my mom's death, perhaps became even

more relevant after her death as I completed my internship. In a very full-circle moment, I have now returned two decades later to work as a psychologist in the same hospital where I did my internship. The lessons I learned then are still so true and I realize how much impact they have had on my own identity as a psychologist both in terms of strong clinical skills but also in terms of teamwork and leadership."

"Part of what makes psychology in Canada so wonderful is how big the tent is in terms of the different fields and practices, as well as the professional and lived histories of each person in psychology. Centering our work and communications in empathy, compassion, and connection increases the likelihood of benefitting from the wealth of diversity of knowledge and experience as opposed to getting caught up in silos and division. This year will be such a great opportunity for the CPA to create the next strategic plan, which requires input from everyone, the organization, the Board, and the membership at large. My vision for this year during my presidency is an exciting one, a year grounded in a healing-centred engagement approach, a year when we lean into ANDs as opposed to BUTs, as we continue to engage in all that the CPA does and is, while working together to create the next strategic plan together."

We too are excited for the chance to work more closely with Dr. Gupta, and to see where the ANDs will take us. No ifs or buts about it.

CPA HIGHLIGHTS

A list of our top activities since the last issue of *Psynopsis*.

Be sure to contact membership@cpa.ca to sign up for our monthly *Psynature* e-newsletter to stay abreast of all the things we are doing for you!

TWO NEW RESIDENCY PROGRAMS RECEIVE INITIAL ACCREDITATION

The Accreditation Panel congratulates two new residency programs that received initial accreditation at their Spring meeting: the British Columbia School and Applied Child Psychology Residency Program and the Edmonton Cross-Specialty Residency Program. Congratulations!

2023 STUDENT RESEARCH GRANTS

The CPA has announced the recipients of this year's student research grants. These grants recognize exceptional student research in all areas of psychology. This year, grants were provided by the CPA, jointly by the CPA and the Canadian Society for Brain, Behaviour and Cognitive Science (CSBBCS), and by BMS Canada. See the [full list of this year's recipients](#).

GENDER DIVERSITY PODCAST SERIES

In April and May, the CPA's podcast *Mind Full* released four episodes on the subject of gender diversity and gender-affirming care. We discussed the rise in hate and the decline in health outcomes, the myths and truths about 'detransitioning', the effects of cisnormativity in healthcare settings, and the inclusion of gender diverse people in social science research. Find *Mind Full* wherever you get your podcasts.

NEW "PSYCHOLOGY WORKS" FACT SHEETS

Three new Fact Sheets have been posted: [Benefits of Nature Exposure](#), prepared by Yasmeen Ibrahim, Ph.D. Candidate, and Dr. Shannon Johnson, Ph.D.; [Giftedness in Children and Youth](#), prepared by Drs. Nicolás Francisco Narvaez Linares, Ph.D., C. Psych, Cheryl Plouffe, Ph.D., C. Psych., and Maria Kokai, Ph.D., C. Psych; and [Mental Health and the Workplace](#), prepared by Erin Vine, M.A. Candidate. Find these, and many others, on the CPA website under '[Fact Sheets](#)'.

2023 BEST JOURNAL ARTICLE AWARDS

The CPA has announced the winners of the 2023 Best Journal Article Awards. One article from each of *Canadian Psychology*, the *Canadian Journal of Behavioural Science*, and the *Canadian Journal of Experimental Psychology* was selected for this award. This year's winning articles, along with links to read the articles for free, can be found on the CPA website under '[CPA's Journals](#)'.

BILL S-269 AND THE BANNING OF SPORTS GAMBLING ADS

The CPA sent a letter of support to Senator Marty Deacon and others calling for the adoption of Bill S-269, and for banning the practice of the advertisement of gambling more generally. In May, we sent out a press release with this same message. In late May, Dr. Steve Joordens represented the CPA in an appearance before the Senate to urge passage of this measure.

LAUREATES OF THE CPA 2023 CERTIFICATE OF ACADEMIC EXCELLENCE

LAURÉATS RÉCIPIENDAIRES DU CERTIFICAT D'EXCELLENCE UNIVERSITAIRE DE LA SCP 2023

ACADIA UNIVERSITY

Department of
Psychology

Honours Thesis

Emily Pico
Maura Whitman
Cameron MacGillivray

Masters Thesis

Jordan Ferguson
Rebeka Howardson
Courtney Gosselin

BRANDON UNIVERSITY

Department of
Psychology

Honours Thesis

Hannah Corenblum
Kelsey Crandall
Julia Phillips

BROCK UNIVERSITY

Department of
Psychology

Honours Thesis

Emily Massicotte-Finch
Luke Atack
Hannah Thomas
Hi Leung

Masters Thesis

Rosa Torres

Doctoral Thesis

Kristen Baker
Victoria Dykstra

CAPE BRETON UNIVERSITY

Psychology Department

Honours Thesis

Brooke Collicutt
Madelyn Purchase
Molly McGillivray

CARLETON UNIVERSITY

Department of
Psychology

Honours Thesis

Jennifer Crookshank
Emily Matthewson
Gray Gaudett

Masters Thesis

Atara Loon
Paul Lutz
Lisa Sarraf

Doctoral Thesis

Melissa Salmon
Kimberly Mularzyk
Lindsay Healey

CONCORDIA UNIVERSITY

Department of Psychology

Honours Thesis

Amanda Carvalho Renno
de Araujo White
Derek Newmwan
Victoria D'Amours

Masters Thesis

Emily Carrese-Chacra
Sara Matovic
Parisa Sepehri

Doctoral Thesis

Alison Kirkpatrick*
Marisa Mercuri
Esther Schott

DALHOUSIE UNIVERSITY

Psychology and
Neuroscience

Honours Thesis

Frances Hayward
Victoria Foxall
Nicole Solie

Masters Thesis

Ryan Lewis
Brodie Badcock-Parks

Doctoral Thesis

Justin Dubé
Lindsay Rubinfeld*
Laura McMillan

KWANTLEN POLYTECHNIC UNIVERSITY

Psychology

Honours Thesis

Amie Orsetti
Jisoo (Jenna) Lee
Stephanie Pall

LAKEHEAD UNIVERSITY

Department of Psychology

Honours Thesis

Kelsey Dunn
Tanya Mavani
Anastasia Ranta-Diegel

Masters Thesis

Jessica Paglaro
David Racioppa
Trent Lynds*

Doctoral Thesis

Alexandra Popowich*
Jessie Lund
Laura McGeown*

MACEWAN UNIVERSITY

Department of Psychology

Honours Thesis

Madison Karpiak
Andréa Johnson
Kale Scatterty

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

Department of Psychology

Honours Thesis

Molly Downey
Alison Randall
Taylor Anthony

Doctoral Thesis

Chris Lively*

MOUNT ALLISON UNIVERSITY

Department of Psychology

Honours Thesis

Abigail Daley
Nell Farion
Logan Grossman

MOUNT ROYAL UNIVERSITY

Department of Psychology

Honours Thesis

Arden Hughes*
Bethany Schober
Keiren Leadbeater

MOUNT SAINT VINCENT UNIVERSITY

Department of Psychology

Honours Thesis

Lauren Giles
Lindsay Heyland*
Darean McCormick

QUEEN'S UNIVERSITY

Department of Psychology

Honours Thesis
Danielle Bukovsky
Katya Kredl
Grace Rowed

Masters Thesis
Trinda Penniston
Youssef Ali
Julia Moreau *

Doctoral Thesis
Daniel Hargadon *
Robyn Jackowich
Tara Karasewich

ROYAL MILITARY COLLEGE OF CANADA

Military Psychology and Leadership

Honours Thesis
Ryan Howes
Emily Comeau *
Julien Filteau

SAINT MARY'S UNIVERSITY

Department of Psychology

Honours Thesis
Jacqueline Shaw
Jaylynn Skeete
Stephanie MacLean

Masters Thesis
Jennifer McArthur

SIMON FRASER UNIVERSITY

Department of Psychology

Honours Thesis
Juliana Valerio
Amanjot Grewal
Erika Binder

Masters Thesis
Jennifer McArthur
Marissa Traversa *
Tiara Cash

Doctoral Thesis
Marissa Bowsfield

ST. LAWRENCE COLLEGE

School of Community Services/ Honours Bachelor of Behavioural Psychology

Honours Thesis
Alexis Arnott
Colleen Decoste
Danika Westman

ST. THOMAS UNIVERSITY

Department of Psychology

Honours Thesis
Sébastien Lebel
Danyelle Fields
Danika Pelletier

TORONTO METROPOLITAN UNIVERSITY

Department of Psychology

Honours Thesis
Max Marshall
Rayna Adachi-Amitay
Mario Sanchez Corte

Masters Thesis
Samantha Pejic
Bailey Thompson
Gabrielle Schmitt

Doctoral Thesis
Ariella Lenton-Brym
Shira Segal
Arvin Jagayat

TRENT UNIVERSITY

Psychology Department

Honours Thesis
Tiana Vandendort *

Kerri Mozessohn *

Megan Russell

UNIVERSITÉ DE MONCTON

École de psychologie

Baccalauréat
Noémie Thériault
Isabelle Bernard
Séléna Babin *

Maîtrise
Camille Godin
Caroline Vonlanthen *
Sophie Barriault *

Doctorat
Stéphanie Rowe
Isabelle Harrigan *
Andrée-Anne Delagarde

UNIVERSITÉ DE MONTRÉAL

Département de psychologie

Baccalauréat
Max-Antoine Allaire
Chloé Kos
Florence Léonard *

Maîtrise
Rose Lapolice Thériault
Florence Legris
Andréanne Proulx

Doctorat
Myriam Bosisio
Simon Faghel-Soubeyrand
Laurence Labelle

UNIVERSITÉ DE SHERBROOKE

Département de psychologie

Baccalauréat
William Boucher
Juliana Tutino
Edgar Laflamme
Andrea Gonzalez *

Doctorat
Pascal Simard
Valérie Chevalier
Marie Christine MacKay

UNIVERSITÉ D'OTTAWA

École de psychologie

Baccalauréat
Vincent Francoeur

UNIVERSITÉ LAVAL

École de psychologie

Maîtrise
Eugénie Chevette

Doctorat
William Gilbert
Catherine Bernard
Maryline St-Laurent

UNIVERSITY OF ALBERTA

Department of Psychology
Honours Thesis
Julia Self

Honours Thesis
Mae Pacificar
Alannah Nash

Masters Thesis
Jeremy Thomas

Doctoral Thesis
Daniel Robles
Felicita Kluger
Brenna Zatto

UNIVERSITY OF BRITISH COLUMBIA

Department of Psychology

Honours Thesis
Samantha Barg
Parres Holliday
Carlie Unrau

UNIVERSITY OF BRITISH COLUMBIA (VANCOUVER)

Psychology
Honours Thesis
David Manuel

Masters Thesis
Lydia Ong

Doctoral Thesis
Ryan Dwyer

UNIVERSITY OF CALGARY

Counselling Psychology, Werklund School of Education

Masters Thesis
Aryn Lisitza *
Lindsay Warner
Solafa Ahmed
Jeannine Guenette
Maureen Plante *

Doctoral Thesis
Anastasia Campbell
Daniele Doucet *
Shannon Tabor *

UNIVERSITY OF CALGARY

School and Applied Child Psychology

Masters Thesis
Courtney Miller *
Brittany Lorentz *
Ryan Clancy *

Doctoral Thesis
Alethea Heudes *

UNIVERSITY OF CALGARY

Department of Psychology

Honours Thesis
Kaitlyn Guenther
Lena Le Huray
Jenny Duong

Masters Thesis
Jenney Zhu *
Matthew Dawson

Doctoral Thesis
Emilie Lacroix
Magdalen Schluter-Dixon *
Gwen van der Wijk

UNIVERSITY OF GUELPH

Department of Psychology

Honours Thesis

Katelyn Frankiewicz*
Mathilde Tardif
McKenna Williams

Masters Thesis

Delane Linkiewicz*
Rahul Patel*
Hajar Soltan*

Doctoral Thesis

Lindsay Plater
Tanja Samardzic*
Sebastian Sciarra

UNIVERSITY OF MANITOBA

Department of Psychology

Honours Thesis

Carly Bretecher*
Jordanna Smith*
Cara Allardice

Masters Thesis

Sandra Hunter*
Shayna Pierce*
Erin Dowling

Doctoral Thesis

Iloradanon Efimoff*
Matthew Cook
Justine MacLean Legge*

UNIVERSITY OF NEW BRUNSWICK

Department of Psychology

Honours Thesis

Victoria Matthews
Janessa Harker
Abbey Hunter

Doctoral Thesis

Catherine Gallagher

UNIVERSITY OF NEW BRUNSWICK - SAINT JOHN CAMPUS

Psychology Department

Honours Thesis

Mary Gayle
Karlene Dalzell
Emily Earle

Masters Thesis

Patrick Hickey*
Kendra Hebert
Michaela Ritchie*

UNIVERSITY OF OTTAWA

School of Psychology/
Clinical and Experimental Programs

Honours Thesis

Mohamed Ebeid
Shanna With

Masters Thesis

Megan Leblanc

Doctoral Thesis

Danijela Maras*
Lauren Stenason*
Stephanie Azzi*

UNIVERSITY OF REGINA

Department of Psychology

Honours Thesis

Sarah Gulash*
Nadine Ahmed
Maija Kiviharju

Masters Thesis

Louise Castillo
Cynthia Beck
Geoffrey Rachor

Doctoral Thesis

Mabel Yu
Janine Beahm
Mike Edmonds

UNIVERSITY OF SASKATCHEWAN

Psychology and Health Studies Department

Honours Thesis

Katelyn Tourigny
Kenna Hamilton
Lucas Bourgeois

Masters Thesis

Ana Carolina de Barros*
Shaneice Fletcher
Hildebrand

Doctoral Thesis

Joshua Neudorf
Kathrina Mazurik*
Farron Wielinga

UNIVERSITY OF THE FRASER VALLEY

Psychology Honours

Honours Thesis

Muskan Manhas
Madelyn Balogh
Jaenjira Eden
Sipang Janzen

UNIVERSITY OF TORONTO - ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

Applied Psychology and Human Development

Masters Thesis

Liyuzhi Dong
Ayda Ferdossifard
Clara McNamee

Doctoral Thesis

Darshan Panesar
Brittni Glenwright
Bronwyn Sarah Lamond*
Jenna Cripps

UNIVERSITY OF TORONTO MISSISSAUGA

Department of Psychology

Honours Thesis

Olya Bulatova
Olga Kozlova
Wanning Cui

UNIVERSITY OF TORONTO SCARBOROUGH

Psychological Clinical Science

Masters Thesis

Cody Cane
Shreya Jagtap

Doctoral Thesis

Tara Gralnick

UNIVERSITY OF VICTORIA

Psychology Department

Honours Thesis

Brittany Skov
Rachel Mallinson
Katelyn Forner

Masters Thesis

Cole Tamburri
Elysia Desgrosseilliers*
Erin Lowey

UNIVERSITY OF WATERLOO

Department of Psychology

Honours Thesis

Aliyah d-Gama Rose
Jerika Weisum Park
Chuong
Zofia Joy Washington

UNIVERSITY OF WINDSOR

Department of Psychology

Honours Thesis

Jasmine Kobrosli
Jonathan Agapito

Masters Thesis

Chloe Eidlitz
Tabarak Baher

Doctoral Thesis

Noelle Citron*

UNIVERSITY OF WINNIPEG

Psychology Department

Honours Thesis

Piper McMurphy
Luke Regehr
Madison Chisholm

WESTERN UNIVERSITY

Psychology

Honours Thesis

Megan Walls
Emma Clarke
Sophia Robinson

WILFRID LAURIER UNIVERSITY

Department of Psychology

Honours Thesis

Aden Wineberg
Abbey Kunzli
Noah Battaglia

YORK UNIVERSITY

Department of Psychology

Honours Thesis

Heather Lumsden-Ruegg*
Stefan Blacha
Benjamin P. Nguyen

Masters Thesis

Lindsay Fulham
Anna Waisman
Rebecca Dunk*

Doctoral Thesis

Kyla Baird*
Sara Pishdadian*
Carly Albaum



CANADA'S LEADING ONLINE COUNSELLOR
EDUCATION GRADUATE PROGRAM

Transform Lives as a Registered Mental Health Professional

Learn online, study while you work and gain the skills required to advance your career with a **Master of Arts in Counselling Psychology**.

1st Online Counsellor Education Degree in Canada

16,000+ Strong Student and Alumni Community

53 Weeks of Skills Practice

400 Hours of Robust Practicum

[DISCOVER OUR PROGRAM](#)



The MACP program alone does not result in certification; however, graduates can independently become certified.



Total
Attendees
1710



Section
Invited
Symposium
1

CPA'S 2024 ANNUAL NATIONAL CONVENTION

**JUNE 20 – 23, 2024
(OTTAWA, ON)**

Symposia
45



Scientific
Program
Streams
35



12-Minute
Talks
159



Exhibitors
& Sponsors
40

Snapshot
Presentations
156



Pre-Convention
Professional
Development
Workshops
5



**CPA
Section
Chair
Addresses**

1



**Papers
within a
Symposium**

135

**Section
Featured
Speakers**

22



**Panel
Discussions**

24

Posters

662



**In-Convention
Professional
Development
Workshops**

23



**CPA Keynote
Addresses**

4

**Round Table
Conversation
Sessions**

28

**Review
Sessions**

14



**Internship/
Job Fair
Employers**

28

PSYCHOLOGY WORKS Resources

The Canadian Psychological Association has a number of resources under our **Psychology Works** banner including Fact Sheets, Videos, and Career Resources.

FACT SHEETS

2-to-5-page documents providing clear and easy-to-understand information on important psychological topics.

There are currently over 90 fact sheets on various topics such as **addictions** (e.g., opioid crisis in Canada, gambling), **pain** (e.g., arthritis, chronic pain), and **healthy living** (e.g., benefits of nature, physical activity), to name a few.

These fact sheets are open to the public and can be shared with clients, colleagues, or anyone who may benefit from them.

To view the wide array of *Psychology Works Fact Sheets*, visit cpa.ca/psychologyfactsheets/

VIDEOS

Do you prefer to watch, rather than read your info? Then check out our 24 Fact Sheet videos on topics like – **phobias**, **bipolar disorder**, and **caregiver stress**. You can find all our videos here – cpa.ca/factsheetvideos/

CAREER RESOURCES

Also available under the *Psychology Works* banner, you can find useful career resources like – **Training to Become a Clinical Neuropsychologist in Canada** and **Applying to Canadian Graduate School**. You can access those resources here – cpa.ca/psychologyfactsheets/

INFORMED. ENGAGED. CONNECTED.





The **Canadian Psychological Association** (CPA) is the national association for the science, practice and education of psychology in Canada.

We are a member-driven organization that is dedicated to supporting and championing our 7,000 members, affiliates and associates and promoting the advancement and application of psychology in the communities we serve.

The science, practice, and education of psychology has broad and deep relevance to public policy and the public good. The CPA strives to show this relevance through all its principles, policies, and activities.

VISION

A society where understanding of diverse human needs, behaviours and aspirations drive legislation, policies and programs for individuals, organizations and communities.

MISSION

Advancing research, knowledge and the application of psychology in the service of society through advocacy, support and collaboration.

STRATEGIC GOALS

TO BE AN ASSOCIATION THAT –

- 1** Supports and promotes psychological science to advance knowledge and to address the concerns of people and the society in which we live and work
- 2** Meets the needs, supports the growth and enhances the impact of the discipline and profession
- 3** Advocates for access, resources and funding for psychological services and research, in parity with physical health, for the people in Canada
- 4** Addresses the education, training and career development needs of students, educators, scientists and/or practitioners of psychology across their lifespan
- 5** Promotes and models equity, diversity and inclusion in all that we do
- 6** Is accountable to Indigenous peoples through the CPA's response to the *Truth and Reconciliation Commission (TRC)* of Canada's report



CANADIAN
PSYCHOLOGICAL
ASSOCIATION
SOCIÉTÉ
CANADIENNE
DE PSYCHOLOGIE

The CPA podcast **Mind Full** brings a psychological lens to subjects that are important to Canadians



soundcloud.com/user-389503679



Discover assessing online with the MHS Online Assessment Center+

Accessible, flexible, and fast, making the switch to digital assessment has never been easier.

Administer, score, and generate reports with just a click of a button.



Generate scores and multiple reports at the click of a button, saving time and eliminating the need for manually sending reminders by tracking usage and sending reminders within the platform.



Increase accuracy while saving time with automatic online scoring and utilize the “double data entry” feature to eliminate data entry mistakes from paper forms.



Print assessment forms for raters to fill out and return, with no impact on inventory; if lost, reprint without additional cost, providing flexibility for paper administration alongside digital options.

Learn more about the MHS Online Assessment Center+ and get started today!



SCAN ME