

## **PSYNOOPSIS 46.2 PERSONNES, CULTURE ET PSYCHOLOGIE : LES VOIX DIVERSES DU DOMAINE DE LA PSYCHOLOGIE**

### **MESSAGE DES RÉDACTEURS EN CHEF INVITÉS**

Eleanor Gittens, Ph. D.; Ben C. H.Kuo, Ph. D.,  
C. Psych.

1. Canadian Psychological Association (2018). Psychology's response to the Truth and Reconciliation Commission of Canada's Report. [https://cpa.ca/docs/File/Task\\_Force/TRC%20Task%20Force%20Report\\_FINAL.pdf](https://cpa.ca/docs/File/Task_Force/TRC%20Task%20Force%20Report_FINAL.pdf)
2. Canadian Psychological Association (2023). Accreditation standard and procedures for doctoral programmes and internship in professional psychology (6th ed.). [https://cpa.ca/docs/File/Accreditation/CPA%202023%20Accreditation%20Standards\\_EN\\_Web.pdf](https://cpa.ca/docs/File/Accreditation/CPA%202023%20Accreditation%20Standards_EN_Web.pdf)
3. Council of Chairs of Training Council (CCTC) (2020). CCTC 2020: Social Responsiveness in Health Service Psychology Education and Training Toolkit. [https://www.appic.org/Portals/0/downloads/TrainingDocs/CCTC\\_Socially-Responsive-HSP-Ed-Training.pdf](https://www.appic.org/Portals/0/downloads/TrainingDocs/CCTC_Socially-Responsive-HSP-Ed-Training.pdf)

### **INTÉGRER L'EXPÉRIENCE VÉCUE EN PSYCHOLOGIE : POURQUOI UNE TELLE RÉSISTANCE?**

Anusha Kassin, Ph. D., psychologue agréée

1. Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review*, 43(6), 1241-1299. <https://doi.org/10.2307/1229039>
2. Bell. (n.d.). Who's afraid of critical race theory? *University of Illinois Law Review.*, 1995(4), 893-910. <https://doi.org/info:doi/>
3. De Mello, T. (2022). Integrating anti-racism and Critical Race Theory in therapeutic practice. In A. Kassin and R. Moodley (Eds), *Diversity and Social Justice in Counseling, Psychology, and Psychotherapy: A Case Study Approach* (pp. 31-44). Cognella Press.
4. Yosso, T. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education*, 8(1), 69-91. <https://doi.org/10.1080/1361332052000341006>

## **REVÊTEZ VOTRE ARMURE : LE PARCOURS D'UNE FEMME RACISÉE DANS LE MONDE DE LA PSYCHOLOGIE AU CANADA**

Eleanor Gittens, Ph. D.; Sabrina Hassan, Ph. D.,  
C. Psych.; Maisha Syeda, Ph. D., C. Psych.

Pas de références.

### **EXPLORER L'IDENTITÉ CULTURELLE AU CANADA : UN PARCOURS PERSONNEL**

Raquel Carvalho Hoersting, Ph. D.

Pas de références.

### **TOUT LE MONDE SUR LE PONT!**

Mich Monette, Ph. D., C. Psych.

1. Canadian Psychological Association (2017). Canadian Code of Ethics for Psychologists Fourth Edition. [https://cpa.ca/docs/File/Ethics/CPA\\_Code\\_2017\\_4thEd.pdf](https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf)
2. Coleman, E., Radix, A. E., Bouman, W. P., et al. (2022). Standards of Care for the Health of Transgender and Gender Diverse People, Version 8. *International Journal of Transgender Health*, 23(S1), S1-S260. <https://doi.org/10.1080/26895269.2022.2100644>
3. Peachey, D., Hicks, V., Adams, O. (2013). An Imperative for Change Access to Psychological Services for Canada. [https://cpa.ca/docs/File/Position/An\\_Imperative\\_for\\_Change.pdf](https://cpa.ca/docs/File/Position/An_Imperative_for_Change.pdf)
4. World Health Organization and Calouste Gulbenkian Foundation. *Social determinants of mental health*. Geneva, World Health Organization, 2014. DOI:10.3109/09540261.2014.928270

### **MES ÉTUDES EN PSYCHOLOGIE EN TANT QUE CANADIENNE D'ORIGINE SUD-ASIATIQUE**

Iram Ahmad, Ph. D.

1. Baumrind, D. (1966). Effects of authoritative parental control on child behaviour. *Child Development*, 37, 887-907.
2. Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology Monograph*, 4, 1-103.
3. Baumrind, D. (1991). The influences of parenting style on adolescent competence and substance abuse. *Journal of Early Adolescence*, 11, 56-95.

4. Baumrind, D. (1991). Parenting styles and adolescent development. In J. Brooks-Gunn, R. Lerner, & A.C. Petersen (Eds.). *The encyclopedia of adolescence* (pp.746-758). New York: Garland Publishing.
5. Ahmad, I. (2011). The effects of perceived parental authority on academic success, self-esteem, self-confidence, and psychological well-being. Doctoral thesis at University of Québec at Trois-Rivières. <https://depot-e.uqtr.ca/id/eprint/2036/1/030184693.pdf>
6. Chen, X., Dong, Q., & Zhou, H. (1997). Authoritative and authoritarian parenting practices and social and school performance in Chinese children. *International Journal of Behavioral Development*, 4, 855-873.

## RENFORCER NOTRE CAPACITÉ À METTRE EN PLACE UNE PRATIQUE DE LA PSYCHOLOGIE ADAPTÉE AUX RÉALITÉS CULTURELLES

Catherine L. Costigan, Ph. D., psychologue agréée

Lectures supplémentaires:

1. Chavez-Dueñas N.Y., Adames H.Y., Perez-Chavez J.G., Salas S.P. (2019). Healing ethno-racial trauma in Latinx immigrant communities: Cultivating hope, resistance, and action. *American Psychologist*, 74(1), 49-62. doi:10.1037/amp0000289
2. Fennig, M. (2021). Cultural adaptations of evidence-based mental health interventions for refugees: Implications for clinical social work. *British Journal of Social Work*, 51(3), 964-981. <https://doi.org/10.1093/bjsw/bcaa024>
3. Im, H., Rodriguez, C., & Grumbine, J. M. (2021). A multitier model of refugee mental health and psychosocial support in resettlement: Toward trauma-informed and culture-informed systems of care. *Psychological Services*, 18(3), 345-364. <https://doi.org/10.1037/ser0000412>
4. Jones-Lavallée, A., Bernard, G., Taing, J., & Leanza, Y. (2023). The state of current knowledge on the Cultural Formulation Interview: A scoping review. *Journal of Psychopathology and Behavioral Assessment*, 45(1), 265-276.
5. Leanza, Y., Miklavcic, A., Boivin, I., & Rosenberg, E. (2014). Working with interpreters. In L. J. Kirmayer, J. Guzder, & C. Rousseau (Eds.), *Cultural consultation: Encountering the other in mental health care*. (pp. 89-114). Springer Science + Business Media. [https://doi.org/10.1007/978-1-4614-7615-3\\_5](https://doi.org/10.1007/978-1-4614-7615-3_5)

6. Mak, C., & Wieling, E. (2022). A Systematic Review of Evidence-Based Family Interventions for Trauma-Affected Refugees. *International Journal of Environmental Research and Public Health*, 19(15). <https://doi.org/10.3390/ijerph19159361>
7. Rami, F., Searight, H. R., Morrissey, M. B., Charvonia, A., Indart, M., & Brown, L. M. (2023). Health inequities and social determinants of health in refugee and immigrant communities. *American Psychologist*, 78(2), 160-172. <https://doi.org/10.1037/amp0001113>
8. Williams M.T., Holmes S., Zare M., Haeny A., & Faber S. (2023). An Evidence-Based Approach for Treating Stress and Trauma due to Racism. *Cognitive and Behavioral Practice*, 30(4), 565-588. doi: 10.1016/j.cbpra.2022.07.001.

## SÉCURISATION CULTURELLE ET PRATIQUE DE LA PSYCHOLOGIE DANS LES RÉGIONS RURALES, ÉLOIGNÉES ET NORDIQUES

Shelley L. Goodwin, Ph. D., psychologue agréée; Amanda Lints-Martindale, Ph. D., C. Psych.; Jessica Lambert, B.Sc.inf., infirmière autorisée, CCNP(c); Merril Dean, M. Éd.; AnnaMarie Carlson, Ph. D., C. Psych.

1. Goodwin, S. L., Lints-Martindale, A., Carlson, A., Dean, M., Kinley, J., & Walker, S. (2023). A review of rural, remote, and northern competency in Canada: Cultural safety considerations for telepsychology and traditional psychological practice. *Journal of Rural Mental Health*, 47 (4), 211-220. DOI: 10.1037/rmh0000239
2. Malone, J. (2011). Professional practice out of the urban context: Defining Canadian rural psychology. *Canadian Psychology*, 52, 289-295. <https://doi:10.1037/a0024157>
3. Oelke, N. D., & Lints-Martindale, A. (2020). The Orange Declaration: Relevance for Canada. *Australian Journal of Rural Health*, 28, 96. Doi: 10.1111/ajr.12602
4. Perkins, D., Farmer, J., Salvador-Carulla, L., Dalton, H., & Luscombe, G. (2019). The Orange Declaration on rural and remote mental health. *Australian Journal of Rural Health*, 27, 374-379. <https://doi.10.1111/ajr.12560>.
5. Fors, M. (2018). Geographical narcissism in psychotherapy: Counter-mapping urban assumptions about power, space, and time. *Psychoanalytic Psychology*, 35 (4), 446-453. <http://dx.doi.org/10.1037/pap0000179>
6. Behnke, S. (2008). Exploring ethics in rural settings: Through the lens of culture. <https://www.apa.org/monitor/2008/12/ethics>

7. Simpson, C., & McDonald, F. (2017). Rethinking rural health ethics. Cham, Switzerland: Springer International Publishing.
8. Curtis, E., Jones, R., Tipene-Leach, D., et al. (2019). Why cultural safety rather than cultural competency required to achieve health equity: A literature review and recommended definition. *International Journal for Equity in Health*, 19. doi.org/10.1186/s12939-019-1082-3.
9. Canadian Mental Health Association (2014). Cross Cultural Mental Health (Info Sheet). Retrieved from: <https://cmha.bc.ca/documents/cross-cultural-mental-health-and-substance-use-2/>.
10. Canadian Psychological Association (2017). Canadian Code of Ethics for Psychologists (4th. ed.). [http://www.cpa.ca/docs/File/Ethics/CPA\\_Code\\_2017\\_4thEd.pdf](http://www.cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf)
11. Nelson, C. H., McPherson, D. H., & Kelley, M. L. (1987). Contextual Patterning: A key to human service effectiveness in the North. In: P. Adams & D. Parker (eds.), *Canada's Subarctic Universities* (pp. 66-82). Ottawa: Association of Canadian Universities for Northern Studies.
12. Sobel, S. (1984). Independent practice in child and adolescent psychotherapy in small communities: Personal, professional, and ethical issues. *Psychotherapy*, 21(1). P. 110-117.
13. Watt-Cloutier, S. (2016). *The right to be cold: One woman's story of protecting her culture, the Arctic and the whole planet*. Penguin Publishing.
14. Council of Chairs of Training Councils (2021). CCTC 2020: Social Responsiveness in Health Service Psychology Education and Training Toolkit. <https://www.cctcpsychology.org/>
15. College of Family Physicians of Canada (2017). Advancing Rural Family Medicine: The Canadian Collaborative Taskforce. The Rural Road Map for Action – Directions. [https://srpc.ca/resources/Documents/PDFs/ARFM\\_Summit\\_Report\\_ENG\\_Final\\_Web.pC](https://srpc.ca/resources/Documents/PDFs/ARFM_Summit_Report_ENG_Final_Web.pC)
16. North American Observatory on Health Systems and Policies. (2022). Northern Canada subObservatory: A Data Hub for Canada's North. <https://ihpme.utoronto.ca/research/research-centres-initiatives/nao/northern-canada/>
17. Richman, L., Pearson, J., & Beasley, J. S. (2019). Commentary - Addressing health inequalities in diverse, rural communities: An unmet need. *SSM - Population Health*. <http://doi.org/10.1016/j.ssmph.2019.100398>
18. Society of Rural Physicians of Canada (2017). The Rural Road Map for Action: Directions. [https://srpc.ca/resources/Documents/PDFs/Rural\\_Road\\_Map\\_Directions\\_ENG.pdf](https://srpc.ca/resources/Documents/PDFs/Rural_Road_Map_Directions_ENG.pdf)
19. World Health Organization (2010). Increasing access to health workers in remote and rural areas through improved retention. <https://www.who.int/workforcealliance/knowledge/resources/retentionguidelines/en/>

## **TROIS VOIX EN PSYCHOLOGIE : POURQUOI LE MENTORAT EST IMPORTANT POUR L'AVENIR DE NOTRE PROFESSION**

L. Alejandra Botia, M.A.; Farena Pinnock, Ph. D., C.Psych.; Komal T. Shaikh, Ph. D., C.Psych.

1. Davis, D.E., DeBlaere, C., Owen, J., et al. (2018). The multicultural orientation framework: A narrative review. *Psychotherapy (Chicago, Ill.)*, 55(1), 89-100. <https://doi.org/10.1037/pst0000160>
2. Batliwala, Srilatha. 1993. Empowerment of Women in South Asia. Sri Lanka: Asian South Pacific Bureau of Adult Education and FAO's Freedom from Hunger Campaign/Action for Development.
3. Mintzberg, H. (1983). *Power in and around organizations*. Prentice-Hall.
4. Silverstein, M.W., Miller, M., Rivet, J., & Nuhu, N. (2022). Program evaluation of a virtual mentoring program for BIPOC undergraduates in psychology. *Scholarship of Teaching and Learning in Psychology*. <https://doi.org/10.1037/stl0000322>
5. Hargons, C., Lantz, M., Reid Marks, L., & Voelkel, E. (2017). Becoming a bridge: Collaborative autoethnography of four female counseling psychology student leaders. *The Counseling Psychologist*, 45(7), 1017-1047. <https://doi.org/10.1177/0011000017729886>
6. Hernandez, D., Rana, S., Rao, A., & Usselman, M. (2017). Dismantling stereotypes about Latinos[x] in STEM. *Hispanic Journal of Behavioral Sciences*, 39(4), 436-451. <https://doi.org/10.1177/0739986317731100>
7. Mullings, B., & Mukherjee, S. (2018). Reflections on mentoring as decolonial, transnational, feminist praxis. *Gender, Place and Culture: A Journal of Feminist Geography*, 25(10), 1405-1422. <https://doi.org/10.1080/0966369X.2018.1556614>

**CE POUR QUOI LES PSYCHOLOGUES SE  
BATTENT ET LES RAISONS POUR  
LESQUELLES C'EST SI DIFFICILE :  
L'EXPÉRIENCE DE QUATRE PSYCHOLOGUES  
VIS-À-VIS DE LA RECHERCHE SUR L'ACTION  
SOCIALEH**

Jacque N. Cohen, Ph. D., psychologue agréée;  
Wendy Lindstrom-Forneri, Ph. D., C.Psych.;  
Rozen M. Alex, D. Psy., C.Psych.; Julie Wershler,  
Ph. D., psychologue agréée

Pas de références.