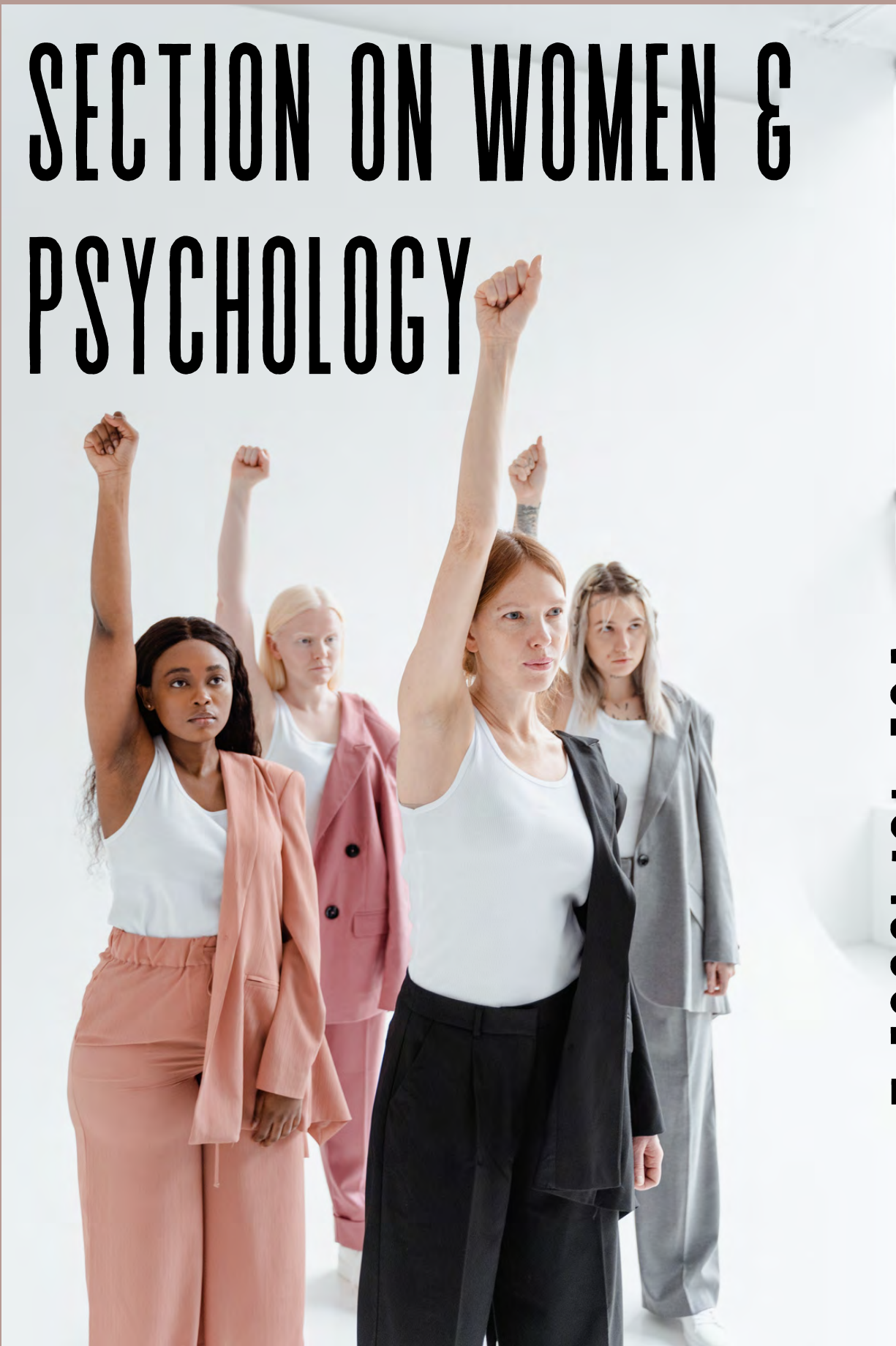


# SECTION ON WOMEN & PSYCHOLOGY



**VOL 48: ISSUE 2**



Newsletter of the CPA/SCP Section  
on Women & Psychology



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# 2021 - 2022 EXECUTIVE COMMITTEE MEMBERS



**LORRAINE RADKE**

Section Chair/Coordinator

University of Calgary; radtke@ucalgary.ca

---



**SARA CRANN**

Chair Elect

University of Windsor; scanneuwindsor.ca

---



**NOREEN STUCKLESS**

Treasurer/Secretary

York University; stuckles@yorku.ca

---

# 2021 - 2022 EXECUTIVE COMMITTEE MEMBERS



**JENNA CRIPPS**

**Newsletter Editor**

OISE University of Toronto; [jenna.cripps@email.utoronto.ca](mailto:jenna.cripps@email.utoronto.ca)

---



**ANITA SHAW**

**Chair, Status of Women Committee**

University of Northern British Columbia;  
[Anita.shaw@unbc.ca](mailto:Anita.shaw@unbc.ca)

---



**TANJA SAMARDZIC**

**Student Representative**

University of Guelph; [tsamardz@uoguelph.ca](mailto:tsamardz@uoguelph.ca)

---

# 2021 - 2022 EXECUTIVE COMMITTEE MEMBERS



**LANA STERMAC**

Membership Coordinator

OISE University of Toronto; [l.stermac@utoronto.ca](mailto:l.stermac@utoronto.ca)

---



**NICOLE JEFFREY**

Web Maven/Listserv Coordinator

University of Windsor; [Nicole.jeffrey@uwindsor.ca](mailto:Nicole.jeffrey@uwindsor.ca)

---



**PAULA BARATA**

Abstract Review Coordinator

University of Guelph; [pbarata@uoguelph.ca](mailto:pbarata@uoguelph.ca)

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# 2021 - 2022 EXECUTIVE COMMITTEE MEMBERS

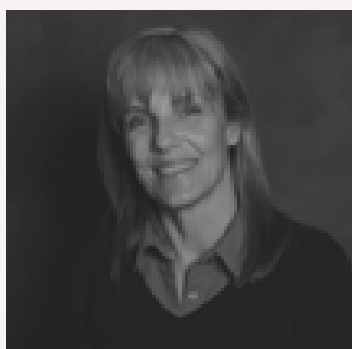


**CARMEN POULIN**

**Nominations Coordinator**

University of New Brunswick; [carmen@unb.ca](mailto:carmen@unb.ca)

---



**PAM MCAULSAN**

**Division 35 Liaison**

University of Michigan Dearborn; [pmcausla@umich.edu](mailto:pmcausla@umich.edu)

---



**CHARLENE SENN**

**Provincial Representative Coordinator**

University of Windsor; [csenn@uwindsor.ca](mailto:csenn@uwindsor.ca)

---

# 2021 - 2022 EXECUTIVE COMMITTEE MEMBERS



**FRAN CHERRY**

Chair, SWAP Archives Committee

Carleton University; [fran.cherry@carleton.ca](mailto:fran.cherry@carleton.ca)

---



**SARA CRANN**

Student Paper and Awards Coordinator

University of Windsor; [scrann@uwindsor.ca](mailto:scrann@uwindsor.ca)

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# 2021 - 2022 PROVINCIAL/TERRITORIAL REPRESENTATIVES



**CARMEN POULIN**

New Brunswick Representative

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**COLLEEN MACQUARRIE**

PEI Representative

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**LINDA MCMULLAN**

Saskatchewan Representative

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# 2021 - 2022 PROVINCIAL/TERRITORIAL REPRESENTATIVES



**LYNN SLOANE**

Alberta Representative

---



**LUCIE KOCUM**

Nova Scotia Representative

---



**FIONA CUNNINGHAM**

Newfoundland Representative

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# EDITORIAL TEAM



JENNA CRIPPS

Newsletter Editor

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BIDUSHY SADIKA

Assistant Newsletter Editor



# CHAIR'S MESSAGE

By: Lorraine Radke



Happy New Year to all! Who would have imagined that in January 2022 we would still be grappling with the effects of a global pandemic with its far-reaching consequences? Organizationally, SWAP has adapted to the previous two virtual CPA conferences rather successfully, and the Executive Committee has held virtual meetings several times a year to ensure that we remain connected and apprised of each other's activities. Consultation by email has also occurred, but we have preferred to make important decisions in a virtual forum where differences of opinion can be aired. This has worked very well. As Chair, however, I worry that we are losing touch with SWAP members as we are required to stay apart due to COVID. I would love to hear from members if they have ideas about how to strengthen relationships within the community of scholars and practitioners who are interested in the psychology of women and girls. For your convenience, here is my email address: [radtke@ucalgary.ca](mailto:radtke@ucalgary.ca).

On a more positive note, SWAP forges ahead, and I want to highlight some of the activities. Starting in September 2021, our newsletter has benefited from the contributions of the new Assistant to the Newsletter Editor, Bidushy Sadika, who

aims to add content related to diversity and inclusiveness as well as offer input on the newsletter design and setup. As well, the Executive, with Sara Crann taking the lead, has revised the SWAP Terms of Reference, bringing them in line with CPA's requirements and current SWAP practices. Members will be receiving a link to an electronic poll for a vote on the Terms of Reference. Further, as a follow-up to our successful networking event at the 2021 CPA conference, Paula Barata has organized a Leadership, Diversity and Inclusion sub-committee within the Status of Women Committee that will be meeting soon to discuss possible projects to advance leadership, diversity and inclusion within SWAP. Their goal is to present a plan at the annual SWAP business meeting at the 2022 CPA conference. If you are interested in this undertaking, you would be welcome to join. For your convenience, Paula's email address is: [pbarata@uoguelph.ca](mailto:pbarata@uoguelph.ca). The Status of Women Committee, under the leadership of Anita Shaw, is working on the follow-up to the panel on Missing and Murdered Indigenous Women and Girls that took place at the 2021 CPA

conference. This was a multi-section initiative and the plans for the collaborative follow-up include a brief report and special issue of Psynopsis. Last but not least, we are gearing up for the 2022 CPA conference. Submitted abstracts have been reviewed and we await the acceptance decisions. CPA has asked that we plan on an in-person conference. We have our fingers crossed!

If you feel inspired to participate more actively in SWAP, we are still looking for someone to fill a number of positions: (a) Student Paper and Awards Coordinator – Sara Crann is doing double duty in this position and as Chair-Elect. She will mentor you! Please feel free to volunteer for this now and have a hand in the process for 2022. (b) Treasurer/Secretary – Noreen Stuckless has kindly agreed to remain in this position until someone steps forward. She has also offered to mentor her replacement, and with her many years of experience on the SWAP Executive, is a true font of knowledge. (c) Chair of the Status of Women Committee – Anita Shaw volunteered to remain for this year in order to follow up on the panel on Missing and Murdered Indigenous Women and Girls.

Thus, we will need a replacement by June 2022. This is an opportunity to contribute to the direction of SWAP projects in the future. Is there something that you think SWAP should be doing to advance the status of women and girls? I strongly encourage you to consider these opportunities. I have found working with the SWAP Executive to be one of the more rewarding endeavours that I have undertaken as a feminist psychologist. For more information or to volunteer, please contact me ([radtk@ucalgary.ca](mailto:radtk@ucalgary.ca)).

I hope that everyone remains healthy and is weathering the COVID storm with minimal negative consequences. Perhaps we will meet in Calgary in June 2022?



# EDITOR'S MESSAGE

By: Jenna Cripps



Hello everyone,

Welcome to the January 2022 edition of the SWAP newsletter! With another difficult year behind us, it is time to turn our attention to new challenges and opportunities.

In this issue, you will find an informative message from our section chair (p. 12) with lots of information relevant to our wonderful community. Those interested in connecting more with SWAP will find information on the SWAP social media accounts on page 15. You'll also find a new round of profiles in the Emerging Canadian Feminist Scholars Profile Series (p. 16-18). The newsletter also includes members' recent publications (p. 19-20) and members' recently defended dissertations (p. 21-22). Those interested in applying for SWAP awards, submitting nominations for the Feminist Mentoring award, or applying for jobs will find information on pages 34, 35 and 40, respectively. Information regarding calls for papers (p. 37-39) and upcoming conferences (p. 45-46) can also be found in this edition of the newsletter. The January editions of the newsletter also includes a review paper by SWAP members Dr. Anusha Kassin and Rabab Mukred. Lastly, this edition of the newsletter includes a conversation

between SWAP member Dr. Jem Tosh and SWAP Assistant Newsletter Editor Bidushy Sadika (p. 23-29). The two shared a thoughtful, powerful, and insightful conversation that is sure to be of interest to SWAP members. I encourage everyone to give the conversation a read and reflect on their words.

Thank you to everyone who sent content for this edition of the newsletter. As always, your contributions are greatly appreciated. If you publish an article, book, or book chapter that you think might be of interest to the SWAP community, send the reference and abstract/description to me and an announcement will be posted in an upcoming edition of the newsletter. Further details on newsletter submissions can be found on page 46. The newsletter is a great avenue to promote your research and connect with others with similar interests, so be sure to submit!

Please feel free to contact me at any point with submissions, comments, or questions.

Jenna Cripps (she/her)  
University of Toronto: OISE  
[jenna.cripps@mail.utoronto.ca](mailto:jenna.cripps@mail.utoronto.ca)

# CONNECT WITH *SWAP*



Stay connected and up-to-date on news, events, and discussion relevant to Canadian feminist psychology and SWAP!



SWAP (@CPA\_SWAP)



CPA Section on Women and Psychology (CPA.SWAP)



[cpa.ca/sections/SWAP](http://cpa.ca/sections/SWAP)



Canadian Feminist Psychology listserv



Emerging Canadian Feminist Scholars Profile Series



Share news and events with SWAP and friends [bit.ly/swap-info-share](http://bit.ly/swap-info-share)

Learn more about all the ways you can connect with SWAP!



# EMERGING CANADIAN FEMINIST SCHOLARS PROFILE SERIES

In this ongoing series featured in our newsletter and on social media, we profile emerging scholars and practitioners of feminist psychology. Are you a student or recent graduate and SWAP member interested in being profiled? Learn more at [bit.ly/swap-info-share](https://bit.ly/swap-info-share) or contact SWAP's webmaven at [nicole.jeffrey@uwindSOR.ca](mailto:nicole.jeffrey@uwindSOR.ca)



Angela Jagnyziak is a psychology student at the University of Manitoba whose research interests lie in mental health literacy and service use among BIPOC populations, women's mental health, and child and family wellness. Angela enjoys yoga, baking and knitting!

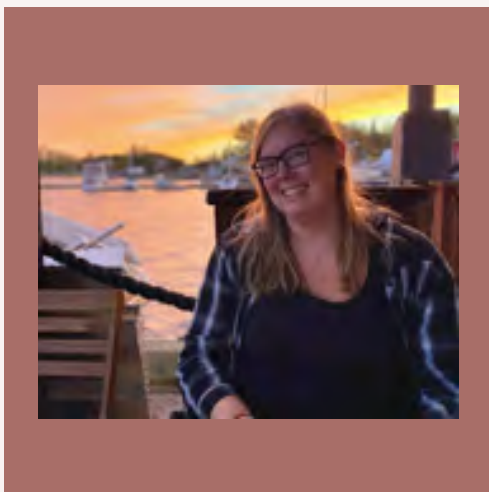


Alexis Fabricius is a PhD student in the Applied Social Psychology program at the University of Guelph, where she takes an interdisciplinary approach to studying the entanglements between digital technology and women's health. Drawing on qualitative methods and insights from a range of fields (e.g., critical psychology, critical feminist psychology, STS, philosophy and history of science, feminist bioethics), her doctoral research examines menstrual self-tracking app users' relationships with their personal data during the Data Revolution. Alexis is also working on projects exploring menstruation from a historical perspective, data linking, psychology's relationship with Big Data, and the historical ontology of polycystic ovary syndrome (PCOS). Fun facts: Alexis has two black belts, runs a feminist women's self-defence company, and earned a BA and MA in history before starting her journey into studying psychology. She lives with her partner, and an adorable grey cat named Bootsie.





Kimberly Rock is a graduate (June 2020) of the Master of Counselling Program from Athabasca University and is currently practicing as a Registered Psychologist in Saskatchewan. Her thesis research was an ethnographic content analysis on how Canadian media portrays maternal filicide to the general public which was published as a chapter in a textbook by the American Psychiatric Association in 2021. She has a strong interest in maternal mental health and has completed training through Postpartum Support International. Kimberly has also been a member of the Maternal Mental Health Progress in Canada Research and Advocacy group since 2018. She currently works at a local non-profit offering counselling services to a variety of clientele. In her spare time, Kimberly enjoys spending time with her family, riding her horses, and gardening.



Gena Dufour received her MSc in Applied Psychology (Forensic stream) at Saint Mary's University in Halifax. Her master's thesis examined the role of victim impact statements in the Canadian justice system. She is currently a Ph.D. student in Applied Social Psychology at the University of Windsor. Her research has focused on victims' experiences with the justice system, as well as lived experiences with victimization. She is interested in feminist approaches to studying gender-based violence, including risk, prevention, legal response, and recovery.

Gina Ko is a Registered Psychologist in Alberta and she works with many racialized clients. Since the uprise of anti-Asian racism during this pandemic, she began to produce and host a podcast: [againstracism.com](https://againstracism.com) and it is available on Spotify. The podcast aims to generate awareness, foster community, and create transformation by coming together to lean into the inspiring work of anti-racism. She teaches for Athabasca University in their Master of Counselling Program. As a psychologist, she practices using a culturally responsive and socially just lens and clients appreciate her empathy, humour, and suggestions in order to heal and thrive: <https://ginakopsychologicalservices.com>



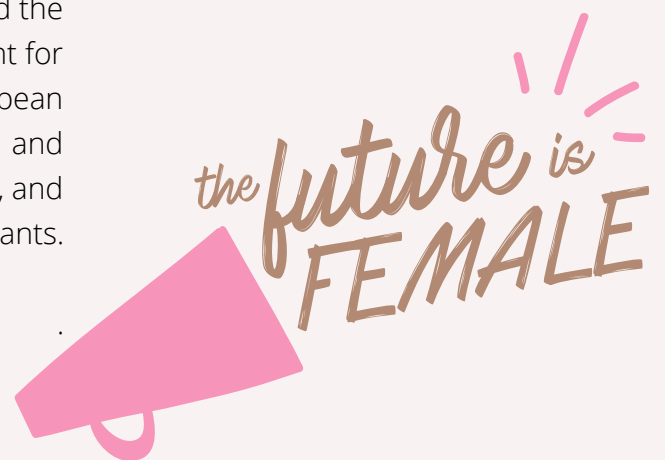


Casey Oliver is a PhD student in the clinical psychology program at Lakehead University. Her dissertation research focuses on sexual violence that is perpetrated through technology. Her research interests span different forms of gender-based violence, including domestic violence and homicide, which have been past topics of her research. She hopes to contribute to a better understanding of gender-based violence, in an effort to inform prevention and treatment initiatives. In her downtime, she enjoys hiking and having cuddles with her cat named Ghost. Learn more about Casey here:

<https://www.lakeheadu.ca/users/M/dmazmani/students>

Alanna Johnson (she/her) holds a Master of Arts and is currently completing her PhD in clinical psychology at the University of Manitoba. Her research interests include using narrative methodology informed by post-modern, feminist, post-colonial scholarship to explore gender-based violence.

Her master's thesis examined the ways women who have experienced intimate partner violence (IPV) understand their romantic relationships, the factors they consider as they reflect on staying or leaving a relationship, the ways the intersections of identity can create vulnerability and impact the experiences of relationships and explored how women use shelter resources. Her doctoral research will examine conjoint couples therapy (CCT) interventions and examine the ways that women and men narrate their experiences, and the impact of CCT on co-constructed narratives. A highlight for Alanna has been presenting her research at the European Conference on Domestic Violence in 2019 & 2021 and continuously learning from scholars, peers, clients, and participants.

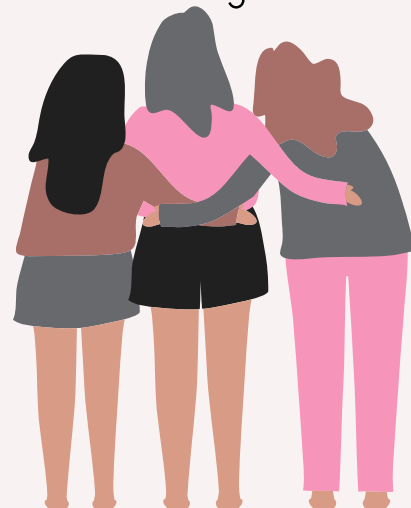


# MEMBERS' RECENT PUBLICATION

## Academic Engagement Behaviours and Attitudes Among Canadian Students Reporting Sexual Violence

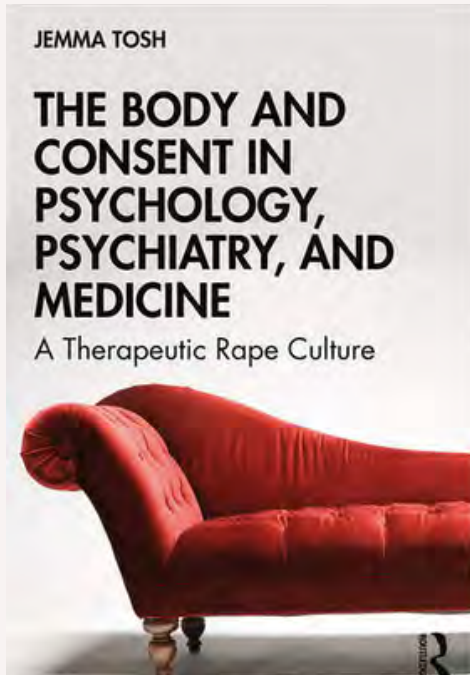
Cyber-sexual violence is an emerging social and public health concern, yet our knowledge and understanding of this issue is limited. In light of this, the purpose of the present study was to investigate the factors that create a vulnerability for cyber-sexual violence at each level of social ecology, using an ecological and intersectional framework as a guide. In order to fulfill the above research objective, a cross-sectional research design was employed in which a sample of Canadian adults completed an online self-guided survey. The results of this study indicate that cyber-sexual violence vulnerability can be conceptualized as emerging from an interplay among the individual level variables of age and gender identity; the microsystem level variables of time spent online, time spent using online dating sites, and engagement in sexting; as well as the chronosystem variable of sexual violence victimization history. Moreover, when considered independently, engagement in sexting and sexual violence victimization history were the sole variables that significantly predicted cyber-sexual violence vulnerability. The results of this study indicate that in order to establish effective cyber-sexual violence prevention and intervention, we must take into account the various aspects of an individual's identity, environment, and experiences as well as the sociocultural context in which they exist.

Stermac, L., Cripps, J., Amiri, T., & Badali, V. (2021). Academic engagement behaviours and attitudes among Canadian students reporting sexual violence. *College Student Journal*, 55(4), 387-398.



# MEMBER'S RECENT PUBLICATION

Tosh, J. (2020). *The Body and Consent in Psychology, Psychiatry, and Medicine: A Therapeutic Rape Culture*. London: Routledge.



This groundbreaking text interrogates the constructed boundary between therapy and violence, by examining therapeutic practice and discourse through the lens of a psychologist and a survivor of sexual abuse.

It asks, what happens when those we approach for help cause further harm? Can we identify coercive practices and stop sexual abuse in psychology, psychiatry, and medicine? Tosh explores these questions and more to illustrate that many of the therapies considered fundamental to clinical practice are deeply problematic when issues of consent and sexual abuse are considered.

The book examines a range of situations where medical power and authority produce a context where the refusals and non-consent of oppressed groups are denied, dismissed, or ignored, arguing that key concepts and discourses have resulted in the production and standardisation of a therapeutic rape culture in the helping professions. Tosh uses critical intersectionality theory and discourse analysis to expertly highlight the complex interrelationships between race, class, gender, sexuality, and disability in our understanding of abuse and how we define survivors.

Drawing on a wide range of comprehensive examples, including experiences and perspectives from cisgender and transgender men and women, as well as nonbinary and intersex people, this is essential reading for students and researchers of critical and queer psychology, gender studies, as well as mental health practitioners and social workers.

# MEMBER'S RECENTLY DEFENDED DISSERTATION

## An Intersectional and Ecological Approach to Understanding Cyber-Sexual Violence Vulnerability: Connecting Individual, Environmental, and Sociocultural Factors

Student: Jenna Cripps

Supervisor: Dr. Lana Stermac

Cyber-sexual violence is an emerging social and public health concern, yet our knowledge and understanding of this issue is limited. In light of this, the purpose of the present study was to investigate the factors that create a vulnerability for cyber-sexual violence at each level of social ecology, using an ecological and intersectional framework as a guide. In order to fulfill the above research objective, a cross-sectional research design was employed in which a sample of Canadian adults completed an online self-guided survey. The results of this study indicate that cyber-sexual violence vulnerability can be conceptualized as emerging from an interplay among the individual level variables of age and gender identity; the microsystem level variables of time spent online, time spent using online dating sites, and engagement in sexting; as well as the chronosystem variable of sexual violence victimization history. Moreover, when considered independently, engagement in sexting and sexual violence victimization history were the sole variables that significantly predicted cyber-sexual violence vulnerability. The results of this study indicate that in order to establish effective cyber-sexual violence prevention and intervention, we must take into account the various aspects of an individual's identity, environment, and experiences as well as the sociocultural context in which they exist.



# MEMBER'S RECENTLY DEFENDED DISSERTATION

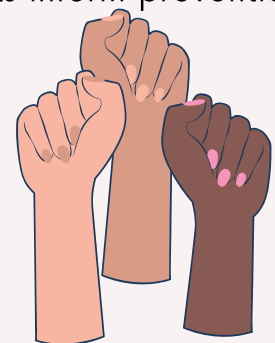
## Technology-facilitated sexual harassment: Scale development and the role of self-objectification in psychological functioning

Student: Casey Oliver

Supervisor: Dr. Dwight Mazmanian

The evolution of technology and emergence of technology giants, like Activision Blizzard, Tinder, Facebook, and Instagram, has created an entirely new world for social interaction. Many of the pervasive problems that women historically faced with in-person situations, such as sexual harassment, can now follow them everywhere. Indeed, technology-facilitated sexual harassment (TFSH) is more prevalent in female than male populations (e.g., Cripps & Stermac, 2018; Douglass et al., 2018; Henry & Powell, 2018; Snaychuk & O'Neill, 2020). The purpose of this study was to create comprehensive scales specific to TFSH behaviours and examine psychological symptoms, such as eating pathology, substance use, and sexual function that may be associated with TFSH. This study also tested the mediating role of self-objectification, as posited by objectification theory (Fredrickson & Roberts, 1997), in the relationships between TFSH and these psychological symptoms in a sample of women (N = 481). These women were recruited through a course credit system at Lakehead University, as well as through online advertisements. The SurveyMonkey platform was used for online data collection. Results indicated that TFSH, specifically frequency of these incidents, was associated with eating pathology, alcohol use, and sexual function. Furthermore, self-objectification was supported as a potential mediator in the relationships between frequency of TFSH and eating pathology and alcohol use, in addition to the relationships between distress from TFSH and these measures of psychological function. This research may help shed light on the role of objectification processes in the context of TFSH, as well as inform prevention strategies and mental health interventions for victims of TFSH.

Link: <https://knowledgecommons.lakeheadu.ca/handle/2453/4857>



# CONVERSATION WITH DR. JEM TOSH: PART 1

By: Bidushy Sadika



Hello everyone,

Happy New Year! I hope you all had restful and enjoyable holidays. Welcome to the Winter 2022 edition of the Section of Women and Psychology (SWAP) newsletter. For this edition, I have had the honour and privilege to interact with Dr. Jem Tosh. Their work exceptionally exemplifies the intersection of psychological and feminist knowledge to challenge the prevalence of violence and trauma amongst queer, trans, and nonbinary persons. To engage in this work, Dr. Tosh founded Psygentra, an organization that specializes in psychology, gender, and trauma. She has authored the following books, *The Body and Consent in Psychology, Psychiatry and Medicine: A Therapeutic Rape Culture*, *Perverse Psychology*, and *Psychology and Gender Dysphoria: Feminist and Transgender Perspectives*. Without further delay, let's hear from Dr. Tosh about their journey as a psychologist with a focus on decentering dominant narratives (i.e., heteronormativity, cisgenderism, and white privilege), promoting inclusivity, and advocating education on important issues such as violence, trauma, and gender nonconformity.

**Can you tell me a bit about yourself, your training, and your background?**



I'm a Chartered Academic Psychologist with the British Psychological Society (BPS). So, I did a research PhD in the UK that focused on the

psychology of sexual violence and gender, specifically looking at gender nonconformity. I included experiences of trans and nonbinary survivors in that. I'm also the founding director of Psygentra, an organization that I set up that specializes in critical and feminist psychologies regarding gender and trauma. That's where I do my research, my writing, consulting, and provide support - all through that space. I've published three books, all looking at issues around sexual violence or gender, gender nonconformity, and the transgender experience as well. That's

because I'm a nonbinary psychologist and a survivor of abuse myself.

**Why did you select this area of research?**

Sometimes people think of me as a gender researcher, but my main focus is sexual violence and abuse. It's just that you can't really study that topic without looking at gender. I got interested in that because growing up, I was exposed to it a lot. There were many people I could see around me who were suffering as a consequence of it. It seemed to be experienced by a lot of people and a really huge social issue that I wanted to work on and understand. Being a survivor myself, I had a personal interest and motivation to understand it - how do we work to prevent it? I also grew up during The Troubles in Northern Ireland. So, growing up in a situation of conflict, that also piqued my interest in violence in more complex ways. How does violence work in communities? How is it interpreted and understood? The focus on

gender nonconformity was because I found that when I engaged with a lot of feminist work, there was the assumption that there was a gender binary of women victims and men perpetrators. But for someone like me, my abusers were both men and women, queer and straight. So, it felt like there was a lacking there. I couldn't find a space for myself within those areas of feminist psychology. So I am really trying to open up those topics and conversations so that we're including more survivors and their experiences so that they have a voice.

**Can you tell me a bit more about Psygentra? What it is and what motivated you to start this organization?**

Psygentra stands for— psyfor psychology, genis for gender, and trais for trauma. It's a space where I do my research, where I do my writing, it's where people can find me and the people who work with me for consulting, support, advice, mentoring, PhD supervision - just anything really. I decided to set it up because I'd been working in the UK National Health Service (NHS) and in academia and it's very difficult to work in mainstream psychology or mainstream academia as a queer, nonbinary, and neurodivergent person. I found that it can be a very hostile environment to work in. You're expected to not only work alongside, but to also collaborate with people whose work and teaching advocates for your own eradication - they're very harmful views. And it's not just one person or a group of researchers, but because they're also teaching that, you have students who have these views as well. It creates a really

hostile and toxic work environment where abuse and violence can thrive. In one of my last academic positions in a university, I was actually sexually assaulted by a student. In that kind of hostile environment, I became a target for a lot of violence and abuse. I stayed in academia for a little bit after that, but it just became more and more apparent that I was spending most of my energy trying to survive in that space and spending most of my time justifying my existence. I didn't like putting all my energy into that when I wanted to be putting my energy into research, teaching, doing more productive things around social change, and making the profession more inclusive. So, I decided to create a space that not only included people, but actually celebrated and centered diversity, and that was to include anyone who felt marginalized or excluded from mainstream academia and mainstream psychology. So that's the goal, to create a space that is safe for people who are trying to make a difference.

**What do you hope to achieve with your organization?**

I wanted somewhere where people could thrive instead of having to focus on survival. I wanted a space where we could make changes at different levels. So, I talk about how your research is on that bigger level. You try to influence academic discussions on what these things are, how we understand them and then training so that you're getting to individual professionals and how they practice, how they understand sexual abuse - like trying to encourage therapists to be more gender inclusive when they're working with survivors themselves or supporting them through consultations. I'm an immigrant, so I'm



still getting my qualifications recognized here to be able to do therapy, but that's also a future goal. For me, it's three levels, individual support for survivors, training professionals who work with them, and then expanding and opening up the research so that we're being more inclusive. That's the goal.

“ One of the concepts we use is slow scholarship to counter ableism in academia, we don't have deadlines, we just don't! ”

### **How does Psygentra contribute to the field of feminist psychology?**

I would say it contributes because sexual violence is an important theme in the organisation, and it's an important feminist area of reducing violence against women, and violence against people of any gender. The work we do is about expanding that conversation to include more genders and more survivors. The other aspect is the gender research that we do, and we do that through a feminist lens. We use intersectionality drawing on black feminist work. Again, that's about expanding how we understand gender, looking at the gender binary critically, and analyzing it through an anti-colonialism lens. So, I would say that's how psygentra promotes and includes feminist psychology.

### **Does your organization do a lot of knowledge translation that is not possible within the colonial culture of academia?**

Yes, having an organization that's run by a survivor and a nonbinary queer immigrant,

there are a lot of things that I don't have a lot of hoops to jump through. There aren't committees or grants that are required, that are structured around colonial and white norms of how things are 'supposed' to run. Designing an organization from scratch means that you get to question everything about the organization. One of the concepts we use is slow scholarship to counter ableism in academia, we don't have deadlines, we just don't! We have an online journal publication that is in a rolling format, and we publish things when they're ready, because there's such pressure in academia to publish, not perish, to publish quickly, and to write in a particular way that assumes English is everyone's first language. It assumes this very professional quantitative style of writing is the only 'good' one or 'right' one. So, we're really trying to challenge that so that more voices get heard. It means that we can open up and do things differently. We have academic papers and books, but also, I've got the blog, which describes things in a way that's more accessible, more general. I write things for people who are studying, but I also write things for survivors who are maybe just looking for information. I do that around trans topics as well. Some people just want to support a loved one or a friend and they don't really understand it. We're very careful too, for example, our social media's private, because we know that these kinds of topics can create hostility. It can attract trolls. And again, I want to make sure that it stays a safe space so that we're communicating to people who feel safe hearing about it, talking about it, and asking questions.

**How can feminist psychologists at different levels (e.g., students, faculties, clinicians, teachers, etc.) across Canada engage or get involved with your organization?**

In a number of ways, one is, we have our publications that are available, and we have just set up a Psygentra learner subscription where you can access some of our more detailed posts. They also tend to have a little bit more personal disclosure as well. So, you have a mix of academic theory, but also making it accessible and personal with examples that people can relate to. We are in the process of developing webinars and online training. Part of our slow scholarship is we're working to make something really good, different, and unique. For example, the first webinar we are setting up is on academic activism, how to bring your activism to your academia, how to make your academic work help activism, and how to foster that relationship. So, getting involved in those, signing up for our newsletters so that you can find out about when those are released. But also, as an organization that isn't trying to replicate those rigid hierarchical structures that are out there, we are also quite fluid. So if people wanted to get involved or had ideas or wanted to share something or wanted to publish something, we encourage that and promote that! I've had people contact me because they want to publish things that have been rejected elsewhere because they were a trans author or they were rejected because their style of writing wasn't quite right. So, we definitely encourage people to get in contact and we can find ways to promote work that we find has an important message or is useful to people advocating for social change. Also, if universities or people want us to deliver a workshop or a

eminar – virtually or in-person, depending on COVID and everything – we do that too.

“the kind of environment and ideas and concepts that we promote in psychology can either encourage violence or discourage it.”

**Can you tell me a bit about your book, *The Body and Consent in Psychology, Psychiatry and Medicine*. What motivated you to start writing this book?**

The book is the result of about a decade of work in the area and noticing patterns, similarities, and things that connected from different projects I was doing. I really felt like I needed a book to be able to tell the whole story. It was one of those ideas that came to me at about three o'clock in the morning. I just woke up and had this clear idea and had to write it down. I pretty much wrote the proposal for the book for my publisher within a few hours that early morning. I just had the clearest idea of how it all fit together and that's what I did. The focus is on how sexual abuse is constructed within psychological discourse on therapy, but it also includes discussion of sexual abuse during therapy and sexual abuse that is framed as therapy. It traces the influence throughout the history of psychology from, for example, John Money's work with intersex children and the practices around gender

'normalization' and how that linked then to reparative approaches with queer and transgender children. One was called 'sexual rehearsal play' where they tried to teach children how to have heterosexual sex by getting them to mimic positions and movements. So, it's this blurring boundary between what's classed as therapy and what's classed as violence. Who gets to define which is which and the harm that it can cause? And then how those therapies go on to influence Masters and Johnson's sex therapy. I was able to trace these harmful ideas and concepts throughout a variety of really important influential therapies and how they create an environment in psychology where rape and sexual abuse occurred and thrived and got justified. Victims got gaslit and were told that it was therapy. That's why it ends up being a therapeutic rape culture. I talk about how the kind of environment and ideas and concepts that we promote in psychology can either encourage violence or discourage it. I talk about intersectionality a lot throughout the book. I analyze the topic in relation to gender, race, disability, class, and conclude that there are 14 conditions that create this context and that we need to dismantle those. That includes things like, sexism, white supremacy, and a contractual idea of consent (people tick a box to access therapy and assume that means they consent to all kinds of possible therapies that could follow it). That's what the book is. It's pretty big, it has a lot of stuff in it!

**How does your book contribute to the psychological understanding from feminist perspective?**

Sexual violence and gender issues are key to feminist psychology but I think it expands on that by including more genders. I have a whole chapter about

intersex folks, a whole chapter for trans people, a whole chapter on cisgender men survivors and several chapters on cisgender women survivors. So, there are lots of examples of how sexual violence impacts on different genders, but how gender is still really important in how that is experienced. I think it also forms that part of feminist psychology that critiques the profession, looks at it and thinks, what can we do better? What is oppressive either intentionally or unintentionally? What are we doing that's harmful that we don't realize or don't mean to? For me, it's a key part of that aspect of feminism, of constantly critiquing things, analyzing things and thinking, how can we do better?

“It was the profession that was perverse, not the [gender non-conforming] people they're diagnosing!”

**Do you have any more comments about your other books? Like Psychology and Gender Dysphoria?**

That book is probably the only book that doesn't focus on sexual violence. It was requested by an editor. An editor got in touch and they were aware of all the controversies around gender dysphoria and transgender people, all the different debates and disagreements, and they didn't understand them. So, they wanted a book that outlined and explained all the controversies, e.g. here's why they exist, here's what they're saying, here

are the problems with them and so on. So, I wrote a book in two parts. The first part goes through how gender nonconformity and femininity have been framed very negatively in psychology and psychiatry for a long time. I go through all the different diagnoses and the debates within the profession about them - and the problems. The second half of the book looks at how feminism has addressed gender nonconformity, both from a positive part of feminism - those challenging gender norms- but also how trans exclusionary feminism has drawn on some of those pathologizing narratives from psychiatry and psychology to continue to harm and exclude trans people. At the end of the book, I flip the switch a bit and show how trans people have framed psychiatry and feminism. So, it's this discussion between these three areas that I've had quite a lot of feedback from parents and trans youth who've read the book, who aren't the target audience at all. It's an academic book. They said that they found it so helpful to understand why you see what you do in the media and the news, or from politicians and celebrities, and going, "oh, that's why they're saying that because it comes from that thread of argument or they are thinking in this way".

Perverse Psychology was based on part of my PhD thesis. It was me analyzing sexual violence and gender nonconformity against these parallels. I'd say very briefly, what I noticed was how very often psychology would frame sexual violence as 'normal', as a part of 'aggressive male behavior'. Like in developmental psychology aggression would be a part of 'normal' development for boys, or in evolutionary psychology sexual violence would have 'reproductive value' - all these really problematic, harmful, horrible kind of discourses. Then on the other side, they

were saying that trans people and gender nonconformity are 'dangerous' and 'perverse' and really 'bad'. To me, that was really backward thinking. Actually, rape is really bad and trans and gender nonconforming people are just trying to exist. So, I argued that it was the profession that was perverse, not the people they were diagnosing.

“ They need a place to be able to see their stories, be validated, and recognized and outraged.”

**What led you to write your book and what do you hope to achieve by writing books on these topics?**

The main reason I wrote them was because I couldn't find anything else saying what I was saying or talking about the issues that I was seeing at that time. Initially when I started writing and tried to get published in feminist journals the feedback was, "can you remove the part about transgender people?" I was saying, "no, that's key to what I'm trying to talk about". So, books were a really good way for me to have enough space to explain everything and explain why it was important. That was definitely one big part of it. I think what else I was trying to achieve was about opening up the conversation and bringing awareness to it and giving voice to those who can't find themselves represented in other spaces. Like I said, there are books on sexual violence in therapy that focus on women, but those trans youth were the

focus of that horrible 'sexual rehearsal play'. They need a place to be able to see their stories, be validated, and recognized and outraged. I often give warning when people read my books that it's not an easy read and you will likely be outraged at some of the talk about things like the electric shock treatments that they used to give to gay and trans people. It is really horrific when you look at how marginalized groups have been treated in psychology. So, it's raising awareness and opening discussions, but the main goal is always about how to improve. I always think of it in that positive way. I describe myself as a critical psychology, and I think some people can be scared of both of those terms because they think they're very negative but for me

it's a very positive thing to look at something and think, "okay, where has it gone wrong?" so that we can make it into a better thing. I think that's a positive goal in the future instead of thinking, "well, this is how things are and we're stuck with it". I think that's a more negative thing.

Disclaimer: Responses have been edited for length and/or clarity.

The second part of the interview will be published in May 2022 newsletter, which focuses on Dr. Jem Tosh's former editorial work with Psychology of Women and Equalities Review (POWER) and their perspectives on inclusivity, diversity, and the field of feminist psychology.

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# THE SECTION ON BLACK PSYCHOLOGY

## Introducing the newest CPA Section: The Section on Black Psychology. The Section on Black Psychology

### Statement of Purpose and Goals:

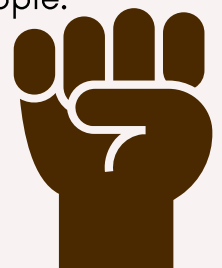
The purpose of the section will be to serve the particular and specific needs of members interested in Black Psychology.

Hereinafter, the word "Black" will include but is not limited to any person with African and/or Caribbean lineage, including biracial and multiracial persons who have such heritage.

The Section on Black Psychology sees its mission as promoting and advancing practitioners, educators, students, and scientists of psychology who identify as Black and who are concerned about psychology-related issues that impact Black people.

Founding Chairpersons: Kafui Sawyer, and Anita Shaw;  
Founding Officers: Dr. Helen Oforu, Dr. Monnica Williams, Dr. Erin Beettam.

Please refer to their website for more information:  
<https://cpa.ca/sections/black-psychology/>



## A Methodological Review of an Arts-Based Engagement Ethnography

Anusha Kassan, PhD, RPsych & Rabab Mukred, MSc, RPsych (Provisional)

Kassan, A., Goopy, S., Green, A.R., Arthur, N., Nutter, S., Russell-Mayhew, S., Sesma-Vazquez, M., & Silversides, H. (2020). Becoming new together: Making meaning with newcomers through an arts-based ethnographic research design. *Qualitative Research in Psychology*, 17(2), 294-311. <https://doi.org/10.1080/14780887.2018.1442769>

Goopy, S., & Kassan, A. (2019). Arts-based engagement ethnography: An approach for making research engaging and knowledge transferable when working with harder-to-reach communities. *International Journal of Qualitative Methods*, 18, 1-10. <https://doi.org/10.1177/1609406918820424>

### Background:

About five years ago, Dr. Susanne Goopy and I (Anusha) collaborated on one of our first research projects, centered on the process of school integration among newcomer youth. In discussing our ideas, we thought it would be a great idea to merge our respective expertise in arts-based methods (Susanne) and qualitative research with youth (myself). With time, we developed the Arts-Based Engagement Ethnography (ABEE), as a means of prioritizing the voices and experiences of research participants. Since the inception of ABEE, we have published two articles outlining the method (Goopy & Kassan, 2019; Kassan et al., 2020) and applied it in various research projects (Kassan et al., 2019; Matejko et al., 2021; Saunders et al., 2021; Smith et al., in press, a; Smith et al., in press, b). In this newsletter entry, we (Anusha and Rabab) would like to provide a summary of the method along with its application in a masters' thesis study.

### Overview:

Ethnographic research, with its roots in cultural anthropology, aims to understand the social and cultural meanings of a phenomenon in order to gain a deeper understanding of the lived experiences of individuals within a specific group. Researchers across the fields of education, public health, and nursing have employed various types of ethnographic methods to study complex processes and experiences (Creswell & Poth, 2018). ABEE is a form of rapid ethnography because it allows for in-depth data collection in non-invasive ways over a relatively short period of time. In addition, it is a critical ethnography because it entails individual, group, and systemic analyses of participant experiences (Bebe, 2001). In ABEE Participants share their experiences through two distinct, but related phases: a) cultural probes and associated individual qualitative interviews, and b) planned discussion groups (see Figure 1).

Figure 1.  
Overview of ABEE Research Process



Cultural probes and associated individual qualitative interviews. Cultural probes are items such as cameras, diaries, maps, which are given to participants to assist them in recording specific events, feelings, and interactions in their everyday environment. They are distributed to participants to use as they see fit and help researchers get to know them better. Cultural probes as a research intervention were first used in an EU-funded project as a strategy to allow participants to track, record, and tell the researcher what they felt was important. Using cultural probes, adapted to meet participants' needs and abilities, allows researchers to supplement the understandings developed through ethnographic research in situations where intrusion and disruption are likely to arise. Contents of the cultural probes, which become participants' artifacts, are used to guide individual qualitative interviews with each participant. In this sense, they are tailored to each person's unique experiences. Such interviews, which represent a common data collection technique in ethnographic research are used to gather detailed information and understanding of participants' experiences.

Planned discussion groups. Focus groups are a well-established means of collecting qualitative data, which can be traced back to the 1940s. Echoing the foundational work of Robert Merton, focus groups have been widely used across educational research to assess client needs and develop programs and to evaluate the effectiveness of after-school programs for disadvantaged youth. Moreover, focus group work is an effective means of researching sensitive topics and vulnerable groups. ABEE employs the planned discussion group variant of the focus group, which is widely used in ethnographic research. Planned discussion groups have most of the characteristics of traditional focus groups, except that participants are "likely to be a naturally occurring group" rather than a group of strangers brought together to explore a particular topic. By engaging participants using these three modes (i.e. cultural probes, qualitative interviews, and planned discussion groups), they will have an opportunity to share their experiences in different ways, in individual and collective spaces.

As mentioned above, ABEE has been used in multiple studies over the past five years, including a master's thesis study pertaining to the identity negotiation of newcomer students as they navigate the process of school integration. We now turn to sharing some highlights of that study and the ways in which it engaged and empowered newcomer youth in the research process.

### **Application:**

Arts-based research has become more widely utilized within qualitative research and has been shown to be quite effective while working with vulnerable communities. Throughout my thesis research (Rabab), my goal was to utilize an innovative methodology that would positively increase participant engagement while also focusing on the addition of ethical, culturally sensitive, and meaningful research practices. I utilized ABEE to answer the following research question: How do newcomer youth negotiate identity throughout the process of school integration in Canada?

Utilizing an arts-based qualitative methodology like ABEE required me to think critically as a researcher and consider the reasons I wanted to engage in this type of research. Throughout my process, I had to critically think about what my personal research goal was, and whether it aligned with what my participants wanted to convey, as well as wanting to do their voices and stories justice (Mukred et al., n.d.a).

As you can see from Figure 1, the research process takes approximately 2 months, with the researchers having to check in weekly with each participant. Participants are invited to speak openly and honestly about any of their experiences, frustrations, and questions they may have about the method itself.

In ensuring that participants have an open means of communication and the ability to consistently communicate with the researcher, participants have voiced that they enjoyed the artistic process and empathetic approach. Many of the participants shared that they found the whole process therapeutic and thoroughly enjoyed it, to the extent that we are currently writing a manuscript on the experiences of our participants with the methodology.

I believe that ABEE also led to deeper connection and increased engagement throughout. Additionally, I think that this also made participants feel more comfortable with sharing their experiences because they were able to establish a more authentic connection with the researcher who will be handing their cultural probes and important memories (Mukred et al., n.d.b). In general, the methodology does have multiple stages and a longer time frame, but the real human connections, creativity, and narratives that it results in, are worth it.

### **Transferability:**

As noted above, ABEE was conceptualized to prioritize the voices and experiences of research participants. It has allowed us capture depth of information, through various modalities (text, art, photographs), and understand experiences as they evolve over time. In our research, we paired ABEE with a social justice framework (see Stewart, 2014); however, the methodology lends itself well to different epistemologies, such as Feminist Standpoint Theory, Critical Race Theory, Queer Theory, etc. Echoing the foundation of feminist research, ABEE is well aligned with studies intended to be transformative and lead to policy implications.



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# AWARDS

## SWAP Student Awards

Now accepting applications



The Section for Women and Psychology (SWAP) of the Canadian Psychological Association (CPA) offers awards for research by students in areas of particular relevance to girls/women or feminism. To be eligible for an award, students must be presenting their work at the 2022 CPA Convention. Submissions may be in English or French. Students do not need to be current members of SWAP to apply.

For information about the awards, including selection criteria and how to apply:  
<https://www.surveymonkey.com/r/YH7535T>

**SUBMISSION DEADLINE: April 29, 2022**

### **Student Paper Award (\$500)**

Students presenting their work in any presentation type and format (in-person or virtual) are eligible for this award. To apply, submit a 800-1000 word summary of the work you are presenting at the CPA convention.

### **Travel Bursaries (two awards of \$250)**

Students must have travelled to the CPA convention in order to be eligible for one of two travel bursaries. Travel bursaries are awarded on the basis of distance to be travelled and relevance of the student's work to SWAP. Students presenting their work virtually are not eligible.

### **Poster Award (\$250)**

Students presenting a poster (in-person or virtual) in the SWAP program will automatically be entered into the poster competition. You do not need to apply for this award. Your poster will be evaluated during the SWAP poster session(s).

Eligible students can apply for multiple awards but awards are limited to one per student per year.

Questions? Dr. Sara Crann, SWAP Student Awards Coordinator, [swapawards@gmail.com](mailto:swapawards@gmail.com)

# CALL FOR NOMINATIONS

## Nominations for the 2022 Section on Women & Psychology (SWAP) Feminist Mentoring Award



The purpose of the SWAP Feminist Mentoring Award is to recognize feminist supervisors who, through the provision of mutual respect and the embodiment of the characteristics of feminist mentoring, have promoted the advancement of their students. Some common characteristics of feminist mentors are (a) an engagement in collaborative processes; (b) the valuing of a variety of diverse perspectives; and (c) a recognition that the personal and professional dimensions of people's lives are interwoven.

We invite nominations from students and recent graduates who wish to acknowledge a professor (who is either still teaching or has since retired) who has been pivotal to their graduate and/or post-graduate experience and who promotes feminist scholarship, teaching, supervision, and practice. Nomination letters should describe how the mentor has been outstanding in supporting, encouraging, and promoting your feminist research and practice as well as facilitating your (and other students') professional, personal, and career development.

### Nomination Criteria

- Students and/or recent graduates are invited to submit a nomination.

### Nominations Should Include:

- Cover page with applicants' and nominee's names, e-mail addresses, university, department, and program of study.
- 1 to 2-page letter describing the following:
  - How the nominee's mentoring enhanced your education, as well as professional and personal development (e.g., helped develop your talents, facilitated joint and single authored publications, acted as a role model, provided you with additional opportunities)
  - Explain your relationship with your nominee and how they have distinguished themselves as a mentor for you, including specific stories and anecdotes as appropriate.
- Nomination letters from multiple students are encouraged.

Submission Deadline: **Friday, April 15th, 2022 by 5 pm**

Please send submissions electronically by the deadline to Tanja Samardzic, SWAP Graduate Student Representative: [tsamardz@uoguelph.ca](mailto:tsamardz@uoguelph.ca)

The winner will receive a plaque honouring their contributions. The award will be presented at the SWAP Annual General Meeting during the 2022 Canadian Psychological Association National Convention, which is currently set to be held in Calgary, Alberta! For more information on the convention, please visit <https://convention.cpa.ca/>. Ideally student(s) and the winner will be present at the meeting.

# CALL FOR NOMINATIONS



## **Carolyn Wood Sherif Award**

The award is given to a senior individual based on sustained and substantial contributions to the field of the psychology of women as a scholar, teacher, mentor and leader.

**Deadline:** March 15, 2022

**Sponsor:** Division 35

### **Description:**

The Carolyn Wood Sherif Award is the highest award conferred by Div. 35 (Society for the Psychology of Women). The award is given to a senior individual based on sustained and substantial contributions to the field of the psychology of women and gender. The award is based on evidence of excellence across research and scholarship, teaching and mentoring and professional leadership. Nominees need not be members of Div. 35 nor need they be residents of the U.S. or U.S. citizens.

The award was established in honor of Carolyn Wood Sherif (1922-82), an eminent social psychologist and one of Div. 35's founders. Sherif served as Div. 35's president in 1979-80.

The recipient receives a cash prize and is invited to present the Sherif Memorial Lecture at the APA convention in the following year. The recipient also chairs the selection committee in the year following the lecture.

### **How to Apply:**

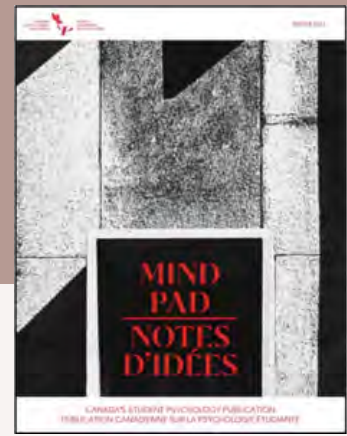
To nominate someone for the award, the following materials should be provided:

- A nomination letter (including the nominee's telephone number and email address).
- The nominee's curriculum vitae.
- Copies of two or three of the nominee's publications.
- Two additional letters in support of the nominee (only three letters are considered).

Nominations will be considered for three years without further applications.

Send materials to Mary P. Koss ([mpk@email.arizona.edu](mailto:mpk@email.arizona.edu)).

# CALL FOR PAPERS



**Publication opportunity – Mind Pad seeking student submissions / Notes d'idées à la recherche de soumission étudiantes.**

Are you looking to boost your CV? Do you have an article or ongoing research that you would like to share?

Mind Pad is seeking submissions for its next issue. Mind Pad is CPA's student-written, edited, and published newsletter. We are looking for submissions that are 800 to 2000 words in length. The content of the submission should be of interest to all who are practicing and studying psychology, but the primary audience of Mind Pad is psychology students. Mind Pad publishes a range of submissions, including but not limited to:

- Original research summaries
- Review summaries
- Psychology career-related articles
- Reflections on new trends in psychology or psychology research
- Reflections on psychology in the media
- Reports on conferences or workshops attended

Empirical papers are prioritized.

Submission should follow APA formatting guidelines and may include graphs, tables, and photographs. For more information on submission procedures, visit: <http://www.cpa.ca/students/MindPad/EditorialPolicy>

Articles should be submitted to Joanna Collaton ([pastchair.cpastudentsection@gmail.com](mailto:pastchair.cpastudentsection@gmail.com)). Submissions are accepted on an ongoing basis; however, the deadline to submit for consideration in the next issues of Mind Pad is February 1, 2022.

Please contact Joanna Collaton ([pastchair.cpastudentsection@gmail.com](mailto:pastchair.cpastudentsection@gmail.com)) with any questions.

# CALL FOR PAPERS



## SPECIAL ISSUE CALL FOR PAPERS

### **Rising Up from Anti-Asian Racial Violence, Xenophobia, and Misogyny through AAPI Feminist activism**

Guest Editors: Yuying Tsong, Ph.D., Grace S. Kim, Ph.D., and Kayoko Yokoyama, Ph.D.

The incidents of anti-Asian racism during the Covid-19 pandemic brought to the foreground the racialized and gendered violence that Asian American and Pacific Islander (AAPI) women have long endured. For instance, women were 2.2 times more likely to report hate incidents than men (StopAsianHate.org, 2021). The murders of six women of Asian descent in Atlanta, Georgia in March of 2021 and the media reporting that centered on the White male shooter and the sex work presumably performed by the women shed light on the assumptions and stereotypes of hypersexualized, exotic, and passive AAPI women. Indeed, such misogynistic portrayals of AAPI women have long standing in the immigration and legal history (Ancheta, 2006), and the media portrayal in everyday life has contributed to further perpetuating these stereotypes.

The writer Arundhati Roy (2020) observed, "Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next." Feminist explorations of the current moment in the lived experiences of AAPI women are critical, as we carefully examine the present considering what has come before in the past and where we want to go in the future.

To this end, this Special Issue of *Women & Therapy* seeks to do the following: First, it aims to extend a focused and nuanced look into the intersectionality of race, gender, immigration status, and social class on violence against AAPI women in their experiences of discrimination, racism, xenophobia, and misogyny (Mukkamala & Suyemoto, 2018). Second, it aims to highlight the legacies of resilience, strength, and activism of AAPI women who have not only survived, but advocated and led AAPI communities, and built solidarity with other marginalized groups. Third, as we look to the future of AAPI feminist psychology, this special issue aims to contribute to forging and centering the AAPI narratives in healing from past and current violence and thriving through strength-based framework.

We define "activism" broadly as actions that promote change in various spheres of influence, such as individual and community intervening actions; public engagements and advocacy; scholarship; teaching; training and supervision; and clinical preventions and interventions, etc. Women such as Grace Lee Boggs, Yuri Kochiyama, Sonia Shah, Leilua Lino, and Mai Nguyen have inspired generations of Asian American activism, including grassroots community work and online youth activists responding to calls for justice.

For this Special Issue, in addition to feminist scholars and clinicians, we also seek AAPI feminist activists who are working in the community to advance an agenda of solidarity and social justice. Clinical applications, teaching, training, supervision, mentoring, community engagement and advocacy addressing topics including colonial mentality, settler sexuality and sexual objectification, intergenerational trauma, and solidarity work with other marginalized communities are particularly welcome.

Other possible topics of interest include, but are not limited to, the following:

- Intersectionality of race, gender, immigration status, and social class in violence against AAPI women
- Strategies to build resilience and strength in the midst of Covid-19 and the anti-Asian racism, xenophobia, and misogyny
- Feminist psychotherapy, narrative therapy, and/or liberatory practices with AAPI women
- Development, adaptations/modifications of therapeutic models/guidelines that center on AAPI women's cultural strengths/practices/traditions, such as Individual interventions, Family therapy, Group therapy, Psychoeducation, etc.
- Conceptual and theoretical papers, in addition to qualitative, quantitative, or mixed method empirical studies, including case studies and autoethnography
- Best practices of community activism centering AAPI women
- AAPI feminist psychology for the next generation and/or the evolutions of AAPI feminist psychology
- Training and education models (e.g., teaching, supervision, mentoring, training) centering AAPI feminism
- Interdisciplinary collaboration from AAPI feminist lens (e.g., psychologists collaborating with Ethnic Studies, Student Services, Social Work, Medicine, etc.)
- Integration of indigenous practices or innovative interventions

Instructions for Authors

Manuscript should be submitted to <https://forms.gle/KNGD4goe6N1Q5aqu9>

All submissions will undergo peer review. Manuscript received by **January 31, 2022**, will be considered for inclusion in the special issue. Manuscripts should be no more than 25 pages (including references) and written according to the 7th edition of the Publication Manual of the APA (2020). Please include all authors' affiliations and contact information in a separate cover letter. No authors' identifying information should be included in the manuscript.

Please name your files in the following format:

Last Name\_First Initial\_CoverLetter\_Two Main Words of Paper Title

e.g., Tsong\_Y\_Coverletter\_Feminist Activism

Last Name\_First Initial\_Manuscript\_First Two Words of Paper Title,

e.g., Tsong\_Y\_Manuscript\_Feminist Activism

Last Name\_First Initial\_TitlePage\_First Two Words of Paper Title,

e.g., Tsong\_Y\_TitlePage\_Feminist Activism

Questions or inquiries regarding the special issue can be directed to WTSI.AAPIW@gmail.com or the Guest Editors of the issue, Yuying Tsong, Ph.D. at [yuying.tsong@fullerton.edu](mailto:yuying.tsong@fullerton.edu), Grace S. Kim, Ph.D. at [gkim15@bu.edu](mailto:gkim15@bu.edu), or Kayoko Yokoyama, Ph.D. at [kyokoyamaphd@gmail.com](mailto:kyokoyamaphd@gmail.com)

# JOB POSTING



UNIVERSITÉ  
SAINT-PAUL  
UNIVERSITY

[ustpaul.ca](http://ustpaul.ca)

## Doyen ou Doyenne

### Facultés des sciences humaines et de philosophie

Les Facultés des sciences humaines et de philosophie recherchent un dirigeant ou une dirigeante visionnaire, possédant un leadership novateur. Cette personne devra être en mesure d'adapter ou de créer des programmes qui tiennent compte des tendances émergentes, en plus de promouvoir et de soutenir la recherche.

En plus de maîtriser le français et l'anglais, la personne retenue sera titulaire d'un doctorat, fera preuve de solides antécédents en enseignement et en recherche, doublés d'une expérience administrative et d'un leadership éprouvés.

Le mandat est de trois ans, renouvelable. La permanence peut être accordée après deux ans de service. La date d'entrée en fonction est le 1<sup>er</sup> juillet 2022.

Les Facultés des sciences humaines et de philosophie offrent une variété de programmes à tous les cycles. Elles comptent six écoles (École de counselling, de psychothérapie et de spiritualité; École d'études de conflits; École de communications sociales; École d'innovation sociale Élisabeth-Bruyère; École d'éthique, de justice sociale et de service public; École Providence de leadership transformatif). La Faculté des sciences humaines supervise également le Centre de counselling et de psychothérapie.

L'Université Saint-Paul est une université bilingue d'enseignement et de recherche, forte de la tradition intellectuelle catholique, qui se voue à la transformation sociale et au bien commun. Fondée par les Oblats de Marie Immaculée, elle est fédérée à l'Université d'Ottawa depuis 1965. La diversité de sa communauté provenant des quatre coins de la planète confère à l'établissement une perspective internationale, intégrée et interdisciplinaire.

## Dean

### Faculties of Human Sciences and Philosophy

The Faculties of Human Sciences and Philosophy seek a candidate with innovative and visionary leadership skills. He or she will have a capacity to adapt or create programs that address emerging trends, as well as promote and support research.

In addition to being fluent in English and French, the successful candidate will hold a doctorate and have a strong background in teaching and research, combined with proven leadership and administrative experience.

The appointment is for a three-year renewable term commencing July 1, 2022. Tenure may be granted after two years of service.

The Faculties of Human Sciences and Philosophy offer a variety of undergraduate and graduate programs. They comprise six schools (School of Counselling, Psychotherapy and Spirituality; School of Conflict Studies; School of Social Communication; Élisabeth Bruyère School of Social Innovation; School of Ethics, Social Justice and Public Service; and Providence School of Transformative Leadership). The Faculty of Human Sciences also oversees the Counselling and Psychotherapy Centre.

Saint Paul University (SPU) is a bilingual teaching and research university in the Catholic intellectual tradition, and is dedicated to the promotion of social transformation and the common good. SPU was founded by the Oblates of Mary Immaculate and has been federated with the University of Ottawa since 1965. Its diverse, international community gives the University a global, integrated and interdisciplinary perspective.



## Post Doctoral Fellowship Opportunity in Maternal Postpartum Depression Treatment

The Department of Psychiatry and Behavioural Neurosciences at McMaster University is seeking a postdoctoral scholar to work in the area of maternal postpartum depression treatment with a start date of September, 2022. The position duration is one year with a possible renewal for a 2nd year.

**Job Description:** Our team is recruiting a scholar to become part of an active and innovative research program sponsored by CIHR and other funders that aims to increase access to the treatments mothers struggling with postpartum most prefer, psychotherapy. The scholar's work will focus on helping to develop and test interventions based on cognitive behavioural therapy and that involve task-shifting its delivery to those in need.

Ongoing projects include randomized controlled trials testing 1-day CBT-based workshops for postpartum depression delivered by public health nurses, as well as mothers who have recovered from PPD, in addition to lengthier peer- and PHN-delivered group CBT for PPD interventions. The scholar will have immediate access to data already collected in the context of these studies to address questions related to virtual vs. in-person delivery of CBT for PPD, and the effects of these treatments on offspring. In addition to a focus on data analysis, writing manuscripts, and learning new skills in the training, delivery, and supervision of CBT delivery, the scholar will have opportunities to contribute to the development and testing of new interventions (e.g., 1-day CBT-based workshops for preventing PPD, 1-day workshops for postpartum anxiety) in randomized controlled trials, and to designing new projects for further follow-up.

The successful applicant will have the following qualifications:

- Ph.D. in Clinical Psychology from an APA or CPA accredited graduate program (or equivalent)
- Registered, or eligible for registration, through the College of Psychologists of Ontario
- Clinical experience diagnosing and treating females of childbearing age with depression and/or anxiety
- Possess competency and experience with an appropriate range of measures, and assessment techniques with specific competency and experience in semi-structured and diagnostic interviews (e.g., MINI)
- Have experience with the design and analysis of randomized controlled trials

- Possess specific competency and experience in cognitive behavioral therapy (CBT) and CBT applications for depression, anxiety and related disorders.
- Teaching and supervisory experiences at the undergraduate and graduate level
- An established track record of academic productivity (e.g., peer-reviewed funding, peer reviewed publications, presentations at professional meetings)
- Demonstrated ability to work effectively as a member of a multidisciplinary team, to collaborate with community resources and services, and to advocate for the needs of clients
- Advanced oral and written communication skills required for scholarly presentations and publications
- Fellows are expected to engage in full-time research activities
- The successful scholar will be strongly encouraged to apply for national/international awards

**Salary:** Salary is competitive at \$50,000, with an additional percentage in lieu of benefits (about 14%, or \$7,000 annually), and 15 paid personal/educational days annually. Healthcare benefits are provided to everyone through the Ontario Health Insurance Plan (OHIP). Those moving to Ontario from out of province or from the USA will be required to undergo a waiting period prior to accessing OHIP services (<https://www.ontario.ca/page/apply-ohip-and-get-health-card>).

**Setting:** Nestled along the shores of Lake Ontario and adjacent to the Niagara Escarpment, the City of Hamilton is home to several cultural, recreational landmarks, and conservation areas. Hamilton is 45 minutes from Toronto, a large cosmopolitan city with 3 million residents and a wide array of sports, entertainment, shopping and dining experiences. It is also about an hour from Buffalo, NY, and less than an hour from Niagara Falls, and the nearby Niagara wine country.

Our research group is committed to enhancing and supporting equity, diversity and inclusion. Applicants from diverse backgrounds, including age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, pregnancy, marital status, sexual orientation, and socioeconomic status, are encouraged to apply.

Interested applicants may send their cover letter and CV to Dr. Ryan Van Lieshout, Canada Research Chair in the Perinatal Programming of Mental Disorders and Associate Professor in the Department of Psychiatry and Behavioural Neurosciences at McMaster University via email: [vanlierj@mcmaster.ca](mailto:vanlierj@mcmaster.ca). Applicants should also forward (or arrange for) 2 letters of reference to [vanlierj@mcmaster.ca](mailto:vanlierj@mcmaster.ca). Applications will be accepted until the position is filled.

The Anxiety Treatment and Research Clinic (ATRC) at St. Joseph's Healthcare Hamilton and the Department of Psychiatry and Behavioural Neurosciences at McMaster University seeks 3 Postdoctoral Fellows to support ongoing grant-funded research. Primary research supervisors include Dr. Randi McCabe, Dr. Karen Rowa, Dr. Elizabeth Pawluk, and Dr. Brenda Key.

**Training setting and opportunities.** The ATRC is a specialized outpatient care clinic dedicated to clinical service, education, and research in the area of anxiety and related disorders including Obsessive Compulsive Disorder (OCD) and Posttraumatic Stress Disorder. The ATRC receives over 3000 referrals each year and provides comprehensive assessment and treatment services. The ATRC is one of Canada's leading centres for education and research in the area of for anxiety and related disorders. Each year, students from various disciplines (psychology, psychiatry, psychotherapy, nursing, social work) complete clinical and research training at the clinic, making it an exciting hub of activity with numerous opportunities for postdoctoral fellows.

Postdoctoral fellows will support ongoing research projects and have the opportunity to develop personal research interests. In addition, research time will be balanced with clinical service responsibilities, including assessment and treatment of individuals presenting with a wide range of anxiety and related disorders. Clinical service hours will meet the supervised practice requirements for the College of Psychologists of Ontario. Fellows are also offered opportunity to attend journal clubs, clinical and research rounds (e.g., Department of Psychiatry and Mental Health and Addiction Rounds), and to engage in teaching and supervision of learners.

**Research Projects.** We are seeking three postdoctoral fellows to support ongoing grant-funded research at the ATRC. The current research projects include:

Diagnostic Assessment Research Tool (DART) Study

- A comprehensive study of the psychometric properties of the DART funded by the Canadian Institutes of Health Research (CIHR). The DART is a modular diagnostic assessment interview for DSM-5 Mental Disorders. The DART was developed by psychologists at the ATRC to support the need for open-access assessment tools.
- Primary research responsibilities will include conducting clinical interviews (i.e., DART and Structured Clinical Interview for DSM-5; SCID); data management, data analyses, and manuscript writing; overseeing and collaborating with research coordinator and research assistants to support participant recruitment and data management.

- Experience with interview development and validation is an asset

#### Mindfulness and OCD Treatment Trial

- This CIHR-funded, multi-site randomized controlled trial will examine the outcomes of a standardized Mindfulness-based group intervention for the treatment of OCD.
- Primary research responsibilities will include developing and overseeing protocol development, participant recruitment, supervising research staff, conducting Mindfulness-based intervention groups, data management, manuscript writing, completing REB submission and amendments, and other duties required to support the study.
- Research and clinical experience with mindfulness-based interventions and randomized control trials is an asset.

#### **Eligibility.** Successful applicants will:

- Have a PhD in Clinical Psychology from an APA or CPA-accredited graduate program (or equivalent)
- Registered, or eligibility for registration, with the College of Psychologists of Ontario
- Possess specialized clinical experience for individuals with anxiety and related disorders
- Competency and experience with an appropriate range of psychological tests, measures, and assessment techniques with specific competency and experience in semi-structured and diagnostic interviews (e.g., SCID, MINI) and specialized anxiety assessment techniques.
- Possess specific competency and experience in cognitive behavioral therapy (CBT) and CBT applications for anxiety and related disorders.
- Teaching and supervisory experiences at the undergraduate and graduate level
- An established track record of academic productivity (e.g., peer-reviewed funding, peer reviewed publications, presentations at professional meetings)
- Demonstrated ability to work effectively as a member of a multidisciplinary team, to collaborate with community resources and services, and to advocate for the needs of clients.
- Advanced oral and written communication skills required for assessment reports, scholarly presentations, and scholarly publications

Interested applicants may send their cover letter and CV to Dr. Karen Rowa, Clinical Director, Anxiety Treatment and Research Clinic, St. Joseph's Healthcare Hamilton via email: [krowa@stjoes.ca](mailto:krowa@stjoes.ca). Applicants should also forward (or arrange for) 2 letters of reference to [krowa@stjoes.ca](mailto:krowa@stjoes.ca). Applications will be accepted until the position is filled.

# UPCOMING CONFERENCES

## The Canadian Psychological Association's 2022 Annual General Meeting

**Date:** June 17-19, 2022

**Location:** Calgary, AB.



The 83rd Annual General Meeting and National Convention of the Canadian Psychological Association (CPA) is scheduled to take place from June 17th - 19th, 2022, at the Hyatt Regency Calgary in Calgary, AB, with CPA's Pre-Convention Workshops taking place on June 16th.

**Structure:** Format of the convention is still to be confirmed given COVID-19 and pending guidelines from Alberta Public Health. While we are presently planning for an in-person event (with hybrid components), we are continually monitoring the situation and if need be will, again, convert our in-person event to a virtual event. Either way, we are excited and confident in our ability to plan and deliver a fabulous event and are pleased to open our abstract submission system.

For more information contact: Kathy Lachapelle-Pétrin: [convention@cpa.ca](mailto:convention@cpa.ca); 613-237-2144 ext. 330.

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## AWP 2022: Feminist Psychology in the 21st Century

**Date:** March 3-6, 2022

**Location:** Chicago, IL



AWP's 47th Annual Conference will be held at the Doubletree by Hilton Hotel Chicago - Magnificent Mile

**Registration:** Participants are required to register for the meeting. Registration for the conference will be available online from the 2022 Conference link on the AWP website at [www.awpsych.org](http://www.awpsych.org) starting on December 9, 2021 . Register by Friday, February 2, 2022, to receive lower rates! For additional registration questions, contact Julie Konik at [drjuliekonik@gmail.com](mailto:drjuliekonik@gmail.com).

The conference program can viewed here:

[https://www.memberleap.com/members/publication/docs/Association\\_for\\_Women\\_in\\_Psychology\\_2022\\_Conference\\_958949.pdf](https://www.memberleap.com/members/publication/docs/Association_for_Women_in_Psychology_2022_Conference_958949.pdf)

Questions should be directed to [awpsych2022@gmail.com](mailto:awpsych2022@gmail.com)

# UPCOMING CONFERENCES

The 39th Annual Winter Roundtable  
Collective Action & Liberatory Practices in Psychology and Education  
February 24th- 26th, 2022  
#WRT2022

The Winter Roundtable is the longest running continuing professional education program in the United States devoted solely to cultural issues in psychology, education, and social work. The Winter Roundtable continues its tradition of bringing together scholars, practitioners, researchers, social change agents and students interested in the intersections between race, ethnicity, social class, gender, ability status, sexual orientation, and religious affiliation in psychology, education, and social work.

Following a challenging year of uncertainty and brutality, the Winter Roundtable Community has witnessed the pervasiveness of systemic racism, reminding us that our struggle is bound up with one another. It is not enough to simply identify the disparities and injustices within our society, we must also leverage our experiences to visualize and execute actionable strategies to free our humanity. Thus, the 39th Annual Winter Roundtable conference, **Collective Action & Liberation in Psychology and Education**, is a call to students, scholars, professionals, and activists to come together as we chart a path forward toward our collective liberation. As a virtual conference spanning **February 24th, 2022 to February 26th, 2022**, we are hopeful that our time together will offer us the ability to reconnect, recharge, and reimagine our roles in the disciplines of psychology and education. We wish you good health and good spirits, and look forward to seeing you remotely in February 2022.





# THANK YOU.

We are seeking submissions for the following column for the May 2022 SWAP Newsletter. Submissions in English or French are welcome!

- 1. MEMBERS' RECENT PUBLICATIONS.** This column is for members to highlight their recent publications. If you have published an article/book/book chapter in the last year this is your chance to let the SWAP members know about it. Please submit the reference and a 250-500 word abstract of your publication to me.
- 2. METHODOLOGICAL REVIEW.** If you have read or written an article using a research method that you think is particularly interesting and/or innovative, or has been used in an innovative fashion (e.g., to access a difficult to access population, administered in a unique way, etc.), please consider writing a review of that article. The goal is to highlight research methodologies that may be useful to members when they are developing new research projects. For example (but not limited to), discourse analysis, conversation analysis, client representative case study, structural equation modeling, a multiple regression conducted in a unique way, mixed methods, etc.
- 3. CONFERENCE REVIEWS.** If you have attended a conference since the last Newsletter and there were presentations that you think would be of interest to our members, please consider writing a brief review (250-500 words) of the conference/presentation(s). This includes any presentations that you may have made at a recent conference. Please include the author(s) of the research, the name of the project, the professional affiliation of the author(s), and the name of the conference where this research was presented.
- 4. UPCOMING CONFERENCES.** If you are aware of an upcoming conference that you think the other members would like to know about, please email me the details of the conference.
- 5. RECENTLY DEFENDED DISSERTATIONS & THESES.** If you have a student or you are student who has recently defended a dissertation or thesis (in the last year), please have the student send me a short abstract (about 200-300 words), the university affiliation and the name of the student's supervisor.
- 6. FELLOWSHIPS OR JOB OPPORTUNITIES.** If you are aware of any fellowships or job opportunities that would be of interest to our members, please send me the details of them.
- 7. CALL FOR PAPERS/ABSTRACTS.** If you have received a call for papers/abstracts for conferences and/or publications please send me the details.
- 8. BOOK REVIEW.** If you have read a book recently that you think would be of interest to SWAP Members, please write a book review (length at your discretion) and send it to me (jenna.cripps@mail.utoronto.ca). Include: Title of the book, author(s), publication date, publisher, and your name.