



**YORK UNIVERSITY'S 4th MEIGHEN WRIGHT
MATERNAL-CHILD LEARNING INSTITUTE:**

**Focus 1: International Context of
Disabilities in Maternal-Child Health
Focus 2: Parenting**

**Organized by the Women's Health Research Chair in
Mental Health in partnership with the Faculty of Health**

Thursday, November 2nd, 2017
9:30am to 4:00pm
York University (Keele Campus)
Room: 519 Kaneff Tower

health



WELCOME NOTE

November 2, 2017

Welcome to York University's 4th Meighen Wright Maternal-Child Health Learning Institute!

The Office of Women's Health Research Chair in Mental Health recognizes that many Indigenous nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, the Huron-Wendat, and the Métis. It is now home to many Indigenous Peoples. We acknowledge the current treaty holders, the Mississaugas of the New Credit First Nation. This territory is subject of the Dish With One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

This is the fourth learning institute in a series that highlights the latest research, practice, and scholarship in maternal-child health. Our First Institute in September of 2011 focused on methodological approaches, the Second Institute in September of 2013 examined lab to community based research, and the Third Institute in October 2015 examined maternal-child health across disciplines from local to global levels. This Fourth Institute has two overall areas of focus: 1) International Context of Disabilities in Maternal-Child Health, and 2) Parenting.

We are grateful for our keynote speakers for sharing their expertise in this field with us today: Dr. John Stone, Dr. Yvonne Bohr, Dr. Marina Heifetz, Dr. Julie Cinamon, and Victoria Chan. We are excited by the response to our call for student poster presentations from across universities.

We thank the Planning Committee for their input into planning of the Fourth Institute and all the staff and students for helping with today's event. A special thank you to Dr. Luz Maria Vazquez, Sadora Asefaw, and Jessica Jeong for all of their help.

We wish to acknowledge the financial support of the Meighen Wright Foundation, Women's Health Research Chair in Mental Health Office, and Faculty of Health.

Thank you for participating in the Fourth Institute.



Paul McDonald
Dean, Faculty of Health



Nazilla Khanlou
Academic Lead, Meighen Wright
Maternal-Child Health Scholars Program

4th Meighen Wright Learning Institute:

Focus 1: International Context of Disabilities in Maternal-Child Health, Focus 2: Parenting



Dr. John Stone



Dr. Yvonne Bohr



Dr. Julie Cinamon



Victoria Chan



Dr. Marina Heifetz

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Mental Health in partnership with the Faculty of Health.

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PROGRAMME

Time	Item	Speaker
9:30-10:00	Registration and Light breakfast	
10:00-10:10	Welcome and Introductions	Nazilla Khanlou, Academic Lead Meighen Wright Maternal-Child Health Scholars Program, York University
10:10-10:40	Presentation: Parenting in the context of developmental disabilities: Intersections of gender and migration status	Nazilla Khanlou
Focus 1: International Context of Disabilities in Maternal-Child Health		
10:40-11:25	Keynote presentation 1: Providing Culturally Competent Health Services to Persons with Disabilities	John H. Stone, Clinical Associate Professor in the Department of Rehabilitation Science, University at Buffalo
11:25-12:10	Keynote presentation 2: Mothers with Intellectual and Developmental Disabilities: Challenges and Resilience	Marina Heifetz, Boomerang Health
12:10-12:50	Student Poster Discussion	
12:50-1:10	Lunch and Student Poster Display	
Focus 2: Parenting		
1:10- 1:55	Keynote presentation 3: “Parents in a Mobile Technology Culture: Potential Repercussions for Infants”	Yvonne Bohr, Associate Professor of Clinical Developmental Psychology, York University
1:55- 2:40	Keynote presentation 4: The Relationship Between Parental Support, Parent Emotional Reaction, and Parenting Stress with Children’s Post Traumatic Stress Symptoms following Trauma-Focused Cognitive Behavioural Therapy	Julie Cinamon
2:40-3:25	Keynote presentation 5: Predictors of Parent Scaffolding in Children with Autism Spectrum Disorder	Victoria Chan, PhD Candidate in Clinical Developmental Psychology, York University
3:25-3:40	Open discussion and wrap up	Jessica Jeong, Student Co-Chair of the Meighen Wright Maternal Child Health Academy of Scholars, Nazilla Khanlou
3:40-4:00	Networking	

SPEAKERS



Nazilla Khanlou, RN, PhD

Nazilla Khanlou is the Women's Health Research Chair in Mental Health in the Faculty of Health at York University and an Associate Professor in its School of Nursing. Professor Khanlou's clinical background is in psychiatric nursing. Her overall program of research is situated in the interdisciplinary field of community-based mental health promotion in general, and mental health promotion among youth and women in multicultural and immigrant-receiving settings in particular. She has received grants from peer-reviewed federal and provincial research funding agencies. Dr. Khanlou was the 2011-2013 Co-Director of the Ontario Multicultural Health Applied Research Network (OMHARN). She is founder of the International Network on Youth Integration (INYI), an international network for knowledge exchange and collaboration on youth. She has published articles, books, and reports on immigrant youth and women, and mental health. She is involved in knowledge translation to the public through media.



John Stone, PhD

John Stone is on the faculty of the Department of Rehabilitation Science, School of Public Health and Health Professions, State University of New York at Buffalo. He directs the Center for International Rehabilitation Research Information and Exchange, whose mission is to facilitate the sharing of information and expertise between researchers in the U.S. and other countries about the rehabilitation of persons with disabilities. Under his direction the center developed an online international encyclopedia of rehabilitation and resources on cultural competence, including curriculum guides on cultural competence in the rehabilitation professions, and a monograph series on the cultural perspectives on disability of different immigrant groups. In 2005 he edited a book *Culture and Disability: Providing Culturally Competent Services*. Stone was a Peace Corps Volunteer in India in the late 1960's and later worked in Brazilian universities for 17 years. He currently directs a study abroad program, Health in Brazil, now in its 12th year. He has also been co-director of a WHO Collaborating Center on Health in Housing. He serves on the Editorial Board of the journal *Disability and Rehabilitation* and was a contributor to the WHO World Report on Disability.

SPEAKERS



Marina Heifetz, PhD,C.Psych. (Supervised Practice)

Marina Heifetz holds a PhD in Clinical-Developmental Psychology from York University. She currently conducts assessment, treatment, and workshops with children, adolescents, and families at the Boomerang Health clinic. She also serves as the Clinical Director at the Special Olympics Ontario: Strong Minds (a mental health initiative for athletes with developmental disabilities). Dr. Heifetz has a special interest in developmental disabilities and mental health and she is a frequent presenter at international and local conferences and symposia. Her most recent post-doctoral research project was funded by the Women's XChange \$15K Challenge and focused on the mental health of mothers with developmental disabilities. This work was also supported through Dr. Yona Lunsky at the Centre for Addiction and Mental Health and featured at the Women's XChange Conference sponsored by the Women's College Hospital and presented at the Ministry of Health and Long-Term Care's Research to Policy Dialogue (R2P).



Yvonne Bohr, PhD

Yvonne Bohr is Associate Professor of Clinical Developmental Psychology, and a psychologist specializing in child and family mental health in multi-cultural contexts. She joined the York University's Faculty of Health Department of Psychology, and the LaMarsh Centre for Child and Youth of Psychology, and the LaMarsh Centre for Child and Youth Research in 2004. Prior to that she was a practicing clinician, engaged in diverse community and educational initiatives, as well as in mental health administration. Having lived, studied and worked in North Africa, France, Germany, Serbia, and the US, she greatly appreciates the opportunities created by working and learning within a culture other than one's own. Dr. Bohr's clinical and research activities are rooted in a strong belief in children's rights, social justice, and the important role of the social determinants of mental health. She and her students are currently studying parenting across cultures (including digital culture); the impact of globalization and immigration on infant, child and family mental health; and culturally competent, evidence-based practices and knowledge exchange in community mental health. She was recently awarded a project grant from the Canadian Institutes of Health to implement a community participatory intervention in six Inuit communities in Nunavut.

SPEAKERS



Julie Cinamon, PhD, C.Psych. (Supervised Practice)

Julie Cinamon is a Psychologist in Supervised Practice. She completed her Ph.D. in the Clinical-Developmental Psychology program at York University. Her research focused on the reciprocal relationship between mothers and children within the context of assessment and treatment for sexual abuse. She was awarded the Lillian Wright Maternal-Child Health Award in 2011. Dr. Cinamon currently works at two private practices in York Region and with the Peel District School Board. She sees clients of all ages (children, adolescents, adults, and families) who are struggling with a range of difficulties including anxiety, mood, obsessive-compulsive disorder, posttraumatic stress disorder, family conflict, learning disabilities, attention deficit/hyperactivity disorder, and emotion dysregulation.



Victoria Chan, PhD (c)

Victoria Chan is currently completing her PhD in Clinical Developmental Psychology under the supervision of Dr. Jonathan Weiss. Her research focuses on parent involvement in mental health treatment for children with Autism Spectrum Disorder. She has also received clinical training working with children and adolescents at Markham Stouffville Hospital and the York Catholic District School Board. She is the Student Co-Chair of the Meighen Wright Maternal-Child Health Academy of Scholars.

SPEAKERS

Student Co-Chair of the Meighen Wright Maternal Child Health Academy of Scholars



Jessica Jeong, PhD (c)

Jessica Jeong is a doctoral candidate in the Clinical-Developmental Psychology at York University, supervised by Dr. Debra Pepler. Her master's thesis examined how the quality of parent-child relationship had a differential impact on the development of young children with complex needs, in the context of an innovative relationship-focused intervention. Her doctoral research will be focused on co-creating and evaluating effective strategies for promoting social inclusion, sense of safety, and sense of belonging in the peer group – especially for children and youth who are highly marginalized. Jessica is also a Korean-Canadian who has a special interest in conducting research on the issues of bullying and relational aggression with cross-cultural perspectives.

STUDENT PRESENTERS



Sadora Asefaw, MES(c)

Poster Title: Intersections of privilege, ableism and disempowerment: The marginalization of Black female youth with developmental disabilities and their family members

Poster Title: Young Adults with Developmental Disabilities: Socioeconomic Exclusion and Health Challenges

Sadora Asefaw is an affiliate of the Office of Women's Health Research Chair in Mental Health. She is in the International Development Studies Program. Sadora's area of interest include the delivery of culturally sensitive programs and services to families and people in the disability community, the overrepresentation of racialized children in special education classrooms and how professional organizations can track outcomes for people with disabilities of diverse backgrounds as a tool to make meaningful changes in policies, resources and services delivery. Sadora brings with her over 6 years of hand-on experience in working in the disabilities field.



Candice Christmas, PhD(c)

Poster Title: A Scoping Review of How Resilience in Youth is Defined and Measured

Candice has a dual major DEC in psychology and philosophy from John Abbott College, a Minor in Political Science from McGill, a BA Honours in History and a Master of Arts in Health Geography, both from Queen's University. Her Master's quantitative study examined the impacts of material and social determinants of health on early childhood development and school readiness. As a doctoral candidate in Health Policy and Equity at York, her dissertation research will use Charmaz's constructivist grounded theory with an intersectional lens to explore youth wellness with a critical view that encompasses a focus on gender differences, and other sources of social and cultural inequity. She has been a recipient of the Lillian Wright Maternal & Child Health Scholarship, the Penelope Jane Glasser Award for professional women engaging in graduate studies, and the Manulife Scholarship for research on epidemics. With 15 years of experience in project management of inter-disciplinary research in the private and public sectors in Canada and internationally, she is an expert in knowledge translation and exchange.

STUDENT PRESENTERS



Jill Furzer, PhD(c)

Poster Title: Assessing Diagnostic and Treatment Responses to ADHD Symptoms Using a Random Effects Panel Model: Differential Parental Decisions Across Socioeconomic and Gendered Lines

Jill Furzer is a PhD Candidate in Health Economics at the Institute of Health Policy, Management, and Evaluation at the University of Toronto. She holds a MA in Economics from the University of Toronto and received her BA Honours in Economics at the University of Alberta. She is a Fellow at the Canadian Centre for Health Economics and a Research Associate in the Child Health Evaluative Sciences Division of SickKids. Her research focuses on child mental health disorders and disability in educational settings.



Helen Gateri, PhD(c)

Poster Title: Is it a “Calculated Kindness?”: A Critical Examination of the Experiences of Women Refugees and Refugee Claimants’ Access to Health Care Services in Toronto

Helen Gateri, MSW, is a Ph.D. candidate in the Faculty of Social Work at York University, Toronto, Ontario, Canada. She has more than 10 years’ experience working with women refugees and immigrants in health care settings in Toronto, Ontario, Canada. Her research interests include health equity, refugees, immigrants, LGBT populations and racialized women with a specific focus on the associations between intersectional inequities related to gender, race class, age, sexual orientation and migration that create difficulties with health care access.

STUDENT PRESENTERS



Rivka Green, MA (c)

Poster Title: Prenatal Fluoride Exposure and Cognitive Outcomes in Mexican Youth

Rivka is in her second year of her Masters studying clinical-developmental psychology in Dr. Christine Till's lab. She is examining the effects of maternal exposures to environmental neurotoxins during the prenatal period on childhood health outcomes. Rivka is also focusing on knowledge dissemination in the field of prenatal health, and striving to ensure that her research reaches the desired audiences - especially pregnant and prospective mothers!



Attia Khan, MBBS, MSPH, PhD(c)

Poster Title: Risks and Diagnosis of Bipolar Disorder in Children and Adolescents in World Health Organization's Eastern Mediterranean region: A Scoping Review of Literature

Attia Khan have practiced as a physician and is a PhD candidate in the Faculty of Health at York University. She is also a Graduate Research Assistant with Dr. Nazilla Khanlou (Women's Health Research Chair in Mental Health). As an affiliate of this office she is involved in research on technology usage in young adults with development disabilities and also understanding the attribute of identity in Asia and Latino youth. Her doctoral research focuses on youth mental health using mixed-methods research and intersectionality. She is the recipient of the Ontario Graduate Scholarship and the Meighen Wright Maternal & Child Health Scholarship. In the past she has been involved in a variety of research projects including the Bariatric Program, International Medical Graduates Fellowship Training needs, needs assessment for people living with HIV/AIDS, and maternal health cost assessments.

STUDENT PRESENTERS



Cassandra Marroccoli, RN, MScN (c)

Poster Title: Knowledge Gaps in Current Nursing Literature on Sexuality in Young Adults with Developmental Disabilities: A Scoping Review*

Cassandra Marroccoli is a Graduate Assistant of the Office of Women's Health Research Chair in Mental Health. Cassandra is also in her second year of the Masters in Nursing/Primary Health Care Nurse Practitioner program at York University. Her background is in Acute Medicine and she has worked on several projects for her work place to improve patients' experience while in hospital and awaiting long-term care placements. Cassandra minored in psychology for her undergraduate degree and is interested in furthering her knowledge as well as improving patient outcomes for individuals with mental health disorders.

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Babitha Shanmuganandapala, RN, MScN (c)

Poster Title: Sri Lankan Tamil Youth's Perceptions, Experiences, and Practices of Mental Health and The Role of Parents: A Mixed Methods Approach

Babitha Shanmuganandapala, graduated from York University, magna cum laude, in 2014. She is in the Master of Science in Nursing program in the thesis stream at York University. She started in community nursing where she designed the Migrant Agricultural Workers Program, which aims to break down barriers to accessing healthcare by addressing the social determinants of health through health promotion, community capacity building and primary health care. She also has experience working in the mental health field and her thesis is focused on immigrant and youth mental health. Babitha currently works as a nursing inspector with the Ministry of Health and Long Term Care.

STUDENT PRESENTERS



Soyeon Kim, PhD

Poster Title: Sex differences in the association between cyberbullying victimization and mental health and substances use related outcomes in adolescents

I am a 3rd year post-doctoral fellow working with Drs. Katholiki Georgiades and Michael Boyle in the Department of Psychiatry and Behavioral Neurosciences and Offord Centre for Child Studies at McMaster University. I was recently awarded the E.B. Eastburn Post-Doctoral Fellowship Award, which has allowed me to continue to enhance and strengthen my post-doctoral training and research at McMaster University. I received my Ph.D. in June 2015 in Developmental Psychology and Education from the University of Toronto, working under the supervision of Dr. Rosemary Tannock. My dissertation research examined the perceptual and cognitive mechanisms underlying ADHD symptoms using neuroimaging and psychophysical paradigms. Before my PhD, I was trained and worked as a child clinical psychologist. Currently, as a post-doctoral fellow, I am expanding my research scope to integrate social-contextual factors contributing to in mental health problems among adolescents and adults. My current research focuses on the prevalence and mental health-related impacts of online aggression in adolescents (two published, one under review). I am also expanding my research foci to study contemporary socialization processes affecting children and adolescents (i.e. use of social media, internet) and their implications on adolescent mental health.



Chang Su, PhD

Poster Title: Mixed Methods Approach On Social and Emotional Factors Influencing Chinese Immigrant Mothers Of Children With Developmental Disabilities

Chang Su graduated for her PhD in Social and Personality Psychology program at York University. Over fifteen years of teaching experiences in psychological area. Her research includes cross-cultural studies on parenting styles, experiences and responses to shame and guilt, perfectionism and mental health, and Chinese immigrant mother's children with developmental disabilities. She holds a Meighen Wright Postdoctoral Fellowship (2017-2018) at York University.

STUDENT PRESENTERS



Irene Vitoroulis, PhD

Poster Title: Parent-Adolescent Conflict and Discrepancies in Family Obligation: Implications for Mental Health in Immigrant Adolescents

Irene Vitoroulis' post-doctoral research at the Offord Centre for Child Studies focuses on understanding risks to mental health and factors that can protect it among adolescent immigrants and refugees. In particular, she investigates the prevalence of depression and anxiety disorders among teenage girls from refugee and immigrant backgrounds, and the extent to which social stressors and disruptive parenting practices contribute to a higher risk for mental health issues. Depressive disorders are the leading cause of non-fatal burden of disease worldwide, with girls three times more likely to be affected than boys. Irene hopes her research will help identify vulnerable sub-groups of refugee and immigrant girls who are at risk, and help lead to approaches tailored specifically to girls.

MORNING PRESENTATIONS

Parenting in the Context of Developmental Disabilities: Intersections of Gender and Migration Status

Presenter: Nazilla Khanlou

Raising a child with developmental disabilities has multiple impacts on all spheres of family life. In most families, parents are life-long caregivers of their children with developmental disabilities and play a central role in their growth and development. Research on children with disabilities has often focused on the role that mothers play in their lives. Much less is known about the impact of gender differences and migrant status. We report on a series of community-based studies that we have conducted examining the intersections of gender, migration status, and parenting of children and youth with developmental disabilities in the Greater Toronto Area.

Discussion Questions

1. What are some of the similarities or differences between Canadian-born and immigrant families of children with developmental disabilities with regards to stressors/ access to services/ and helpful supports?
2. Are these influenced by gender?
3. Can an intersectional approach help in your field of research? Why?

Providing Culturally Competent Health Services to Persons with Disabilities

Presenter: John Stone

High immigration rates in the U.S. and Canada have resulted in cultural differences between the recipients of rehabilitation services those who provide such services. In the field of rehabilitation culture influences attitudes towards disability can affect communication between service providers and consumers. This presentation will discuss why some persons with disabilities from immigrant groups may find it difficult to identify with many of the cultural values and practices they encounter in the rehabilitation services. It will also present “culture brokering” as a problem solving model, a process of mediating between the culture of the immigrant and the culture of the host country, as well as the culture of the service system itself.

Discussion Questions

1. How can the curricula of health programs be improved to include training related to the health needs of persons with disabilities?
2. What resources exist in the local community that could be used to make disability services more culturally responsive and effective for persons with disabilities born outside of Canada?
3. What is the greatest difficulty faced by recent immigrants with disabilities and how can disability service providers help them to overcome that difficulty?

MORNING PRESENTATIONS

Providing Culturally Competent Health Services to Persons with Disabilities

Presenter: Marina Heifetz

Mothers with intellectual and developmental disabilities (IDD) frequently experience mental health problems. Our objective was to identify key risk, protective, and resilience factors that affect mental health among mothers with IDD. We undertook a two-part study interviewing 12 mothers with IDD on: (1) a quantitative measure to assess depressive symptoms; and (2) focus groups. These women participated in one of 3 focus groups where discussion included parenting and mental health among these mothers. Data were analyzed using a thematic analysis approach. A total of 9 themes were identified, categorized into risks, protective factors and resilience factors. Risks were maternal adversities, feelings of powerlessness with the child welfare system, and feeling judged. Protective factors were formal and informal supports. Resilience factors were motherhood enjoyment, having a good family life, and wishing to be independent. Efforts to improve mental health among mothers with IDD should minimize risks that undermine adaptive capabilities and promote resilience to restore efficacy of protective systems. To achieve, this we recommend better training of service-providers working with individuals with IDD, using strength-based approaches, as well as development of alternative, autonomy-building sources of support in the form of peer support groups.

Discussion Questions

1. Did these findings surprise you? What is the most surprising finding?
2. What do you think would be most helpful next step in research and intervention for these mothers?
3. What recommendations do you have about the best way to relay this information to other clinicians and to mothers with developmental disability? In what format?

AFTERNOON PRESENTATIONS

“Parents in a Mobile Technology Culture: Potential Repercussions for Infants”

Presenter: Yvonne Bohr

Caregiver responsivity to infant cues and distress uniquely predicts attachment security, physiological and behavioural regulation, and social competence. It is thus useful to examine caregiver responsivity in diverse contexts, such as those affected by the increased use of communication technology worldwide which has increased tremendously in recent years, with mobile digital devices becoming increasingly ubiquitous in daily life. These devices may significantly interfere with caregiver attention when interacting with young children, provoking developmental sequelae that have not yet been studied. This presentation will review the results of preliminary explorations of the effects of digital device use on caregiver-child interaction. More specifically, we will discuss whether maternal technology use and focus on a cell phone, while interacting with her infant, create a divided attention context that generates infant reactions similar to that of the classic Still Face context, known to be distressing to infants.

Discussion Questions

1. Do you think that the distraction experienced by a caregiver while engaged with a mobile device is any different from other daily distractions caregivers have to juggle? If so, why?
2. Can you think of any positive aspects to caregiver easy access to smart devices, when it comes to caregiving capacity?
3. Do you think that reported internet technology use, or attitudes toward internet technology use could be related to sensitive behavior in the presence of one's infant? If so, how?

The Relationship between Parental Support, Parent Emotional Reaction, and Parenting Stress with Children's Post Traumatic Stress Symptoms following Trauma-Focused Cognitive Behavioural Therapy

Presenter: Julie Cinamon

Child sexual abuse affects both children and their mothers. Children often evidence symptoms of posttraumatic stress and mothers can experience vicarious trauma and ambivalence in their support and belief of their child's disclosure. The current study examined the reciprocal relationship between three parental factors (parental support, parental emotional reaction, parenting stress) and child symptoms of posttraumatic stress (PTS) related to trauma. No relationship was found between parental support and child symptoms; however, parental emotional reaction emerged as a key indicator of child PTS. This may be due to a 'spill-over' effect of parents' emotions on their children. By assessing parental emotional reaction, clinicians can identify important areas for intervention, breaking down the parents' emotional barriers and allowing space for positive change.

Discussion Questions

1. What are the effects of child sexual abuse on both children and mothers?
2. What is the importance of identifying the level and role of parental emotional reaction in treatment planning?
3. How can clinicians address parental emotional reaction in treatment planning in order to support children and their mothers?

AFTERNOON PRESENTATIONS

Predictors of Parent Scaffolding for Children with Autism Spectrum Disorder

Presenter: Victoria Chan

Children with autism spectrum disorder (ASD) often have externalizing (e.g., aggression) and internalizing (e.g., anxiety) emotional and behavioural problems (Ooi et al., 2011; Totsika et al., 2011). Parents can support children's emotional development through scaffolding (i.e., motivational or emotional scaffolding), which in turn may help improve psychopathology (Hooven et al., 1995; Wilson et al., 2013). Although parent scaffolding may be an important aspect of parent involvement in their children's mental health treatment, little is known about the predictors of parent scaffolding. The purpose of this study was to investigate the predictors of parent scaffolding in children with ASD, 8 to 12 years of age. We examined both child factors (i.e., age, IQ, ASD severity, emotion regulation, psychopathology) and parent factors (i.e., emotion regulation, depression, anxiety) in relation to parent scaffolding.

Discussion Questions

1. How does parent scaffolding relate to other aspects of parenting (e.g., positive parenting)?
2. Given the transactional relation between parent and child mental health, how might parents best be involved in children's mental health treatment?

POSTER ABSTRACT

Poster Title: Intersections of Privilege, Ableism and Disempowerment: The Marginalization of Black Female Youth with Developmental Disabilities and their Family Members

Authors and Affiliations (including email for presenting author):

Asefaw, S 1., Khanlou, N 1., Vazquez, L. M. 1, Flicker, S. 1, Gebremikael, L. 2, Olaiya, O. 1
1. York University; 2. TAIBU Community Health Centre

Background:

To present a review of the literature about the unique economic, community, institutional and cultural barriers impacting the physical and mental health of Black female youth with developmental disabilities (DDs) and their family members.

Objectives:

To conduct a literature review that examines the systemic, institutional and positional barriers impacting Black female youth with developmental disabilities and their family members.

Methods

The databases used for this review were OVID MEDLINE, ProQuest and Pub Med; Google Scholar was also included. Inclusion criteria were articles that focused on (i) Black and racialized populations; (ii) individuals with developmental disabilities and (iii) their families. A total of 236 articles were found, 15 met the inclusion criteria from Canada, UK, US, and South Africa. An intersectional gendered analysis was applied to review the literature on Black youth with DDs and their families.

Results

The literature revealed gendered health inequities that affect Black women and youth with DD's and their female caregivers. Black and other racialized women with DD's are more likely to experience unfair treatment, declining health and greater unmet needs. Such as worsened health outcomes, being under-resourced, and receiving poorer quality of care. Parental mental health was negatively impacted by socioeconomic inequities, miscommunication about DDs, feelings of isolation, and lack of culturally-sensitive interventions

Discussion and Conclusion:

This review deconstructs interlocking systems of oppression that affect Black youth with DDs, and their families who face overlapping but gendered differences. More research is needed to inform the types of targeted services and policies needed to improve outcomes of Black youth with DD's, their families and to promote community based pathways to high quality care – e.g. collaborative, accessible, affordable, flexible and honours racial and gender equity.

Poster presented previously? If yes, where/ when/ by who?

Yes. By myself and on behalf of my coauthors at The Women's College Hospital/ Women's Xchange event: "Women's Mental Health: Innovative Approaches to Reducing Stigma" on May 12th, 2017.

Acknowledgements (funding, supervisor, etc.):

Work on this review was generously supported by the Knowledge Mobilization Unit, Faculty of Graduate Studies, TAIBU Community Health Centre and The Office of Women's Health Research Chair in Mental Health Faculty of Health, York University \$10,000 2017 graduate student internship program and with the guidance of my Master of Environmental Studies Supervisor Dr. Sarah Flicker.

POSTER ABSTRACT

Poster Title: Fostering Resilience in Youth: A Scoping Review

Authors & Affiliations: Candice M. Christmas, PhD(C), Health Policy & Equity, York University
cmc3@yorku.ca, Nazilla Khanlou, RN, PhD, Associate Professor

Background:

The role of culture and context is captured in ecological models of resilience (Anae et al., 2002). From a social justice perspective, this recognizes how discrimination of populations outside of the dominant social norm can have negative effect on children's development. Who defines adaptive behaviour or 'doing well' plays a significant role in how resilience is defined, and what measures are used to validate well-being (Masten, 2007, p. 13).

Objectives:

Arksey & O'Malley's (2005) five-stage framework for scoping reviews was deployed to review and synthesize empirical evidence of strengths-based approaches to understanding and promoting resilience in youth: specifically, how resilience is defined and subsequently, how youth well-being is measured.

Methods:

Studies in English published between 2000-2017 were identified through electronic searches of PubMed Central, CINAHL Nursing, Proquest, PsychArticles, and ERIC using a combination of related search terms for adolescence; pathways to, and definitions of, resilience.

Results:

2,605 articles were identified: 28 met the selection criteria (6 quantitative, 2 qualitative, 7 mixed methods and 3 theoretical reviews). Eleven authors developed their own definition of resilience from a synthesis of the literature; 12 quoted definitions from other academics; and 5 didn't define resilience. None consulted with youth. There is no universally agreed-upon definition. In strengths-based approaches to fostering resilience in youth, definitions arise from inquiry into the pathways of human experience, and are measured by the achievement of positive developmental outcomes and assets, rather than functional deficits around health outcomes.

Discussion and Conclusion:

Given that only one percent of the articles met the inclusion criteria, approaches to youth resilience and wellness still tend to be deficits-based, deterministic and reductionist, focused on individual behaviours and motivations, and outcomes of behavioural problems and pathologies. Resilience is defined based on dominant social values and concepts of normativity. How youth resilience is understood influences health intervention, prevention and promotion strategies. Research, policy and program development on youth health and well-being may benefit by including youth's voices.

Poster presented previously? If yes, where/ when/ by who?

This poster has not been previously presented.

Acknowledgements (funding, supervisor, etc.):

Supervisor: Dr. Nazilla Khanlou is acknowledged. Funding: Office of the Women's Health Research Chair

POSTER ABSTRACT

Poster Title: Assessing Diagnostic and Treatment Responses to ADHD Symptoms Using a Random Effects Panel Model: Differential Parental Decisions Across Socioeconomic and Gendered Lines

Authors & Affiliations (including email for presenting author): Jill Furzer, PhD Candidate
Institute for Health Policy, Management & Evaluation, University of Toronto jill.furzer@mail.utoronto.ca

Background:

ADHD is the most prevalent mental disorder in childhood, estimated to impact 4-5% of Canadian children. Given a growing ADHD rate, the role of identification, including whether children are being correctly identified, is often at the forefront of ADHD discussion. Studies into parental responses to ADHD-like symptoms, including what treatment options are pursued, and how these may vary over by socioeconomic status or child gender, have not been readily explored in an empirical manner.

Objectives:

I examine family-based selection into ADHD diagnosis and stimulant medication treatment based on family socioeconomic status, child gender, and academic performance. Differential treatment responses by external, hyperactive symptoms versus internal, inattentive-spectrum symptoms are also explored.

Methods:

Using a 5-year longitudinal sample from the National Longitudinal Survey of Child and Youth, I estimate the probability of diagnosis and the key drivers of this outcome using a panel random-effects probit model. This allows for control of unobserved confounding factors impacting both ADHD-like symptom presence and likelihood of parents to seek diagnosis and treatment.

Results:

: I find statistically significant gender and income-based drivers of ADHD diagnosis, with parent-reported ADHD diagnosis 26% ($p < 0.001$) less likely in girls with severe symptoms than comparable boys. Likelihood of diagnosis also decreases by 9% ($p < 0.001$) for every standard deviation increase in family income (\$40,000). The negative relationship of diagnosis likelihood and income is dominated by boys, where a standard deviation increase in income decreases likelihood of diagnosis by 39% ($p < 0.05$). There is minimal evidence of selection into stimulant medication treatment.

Discussion and Conclusion:

These findings align with a growing medical literature hypothesizing that girls with ADHD-symptoms may be under-identified. Conversely, this shows evidence of a concerted parental effort to avoid over diagnosis for males, for families of higher SES. Appropriate identification may help to address short and long-term health inequities.

Poster presented previously? If yes, where/ when/ by who? No.

Supervisor and Committee Members:

Audrey Laporte, Claire de Oliveira, Elisabeth Dhuey

Acknowledgements (funding, supervisor, etc.): Data obtained through the Toronto Research Data Centre

POSTER ABSTRACT

Poster Title: Is it a “Calculated Kindness?”: A Critical Examination of the Experiences of Women Refugees and Refugee Claimants’ Access to Reproductive Health Care Services in Toronto

Authors & Affiliations (including email for presenting author):

Helen Gateri, MSW, is a PhD candidate in the School of Social Work at York University. helengateri@hotmail.com

Background:

Canada prides itself as being a welcoming country to refugees and refugee claimants escaping conflict and persecution. Yet, beneath this open welcoming are many incidents of inequities to access health care services among women refugees and refugee claimants.

Objectives:

The objective of this study is to explore the barriers that women refugees and refugee claimants experience when attempting to access reproductive health care services, such as prenatal care, postnatal care, and screening for cervical cancer (by means of the Pap test).

Methods:

Sixteen women refugees and 6 service providers were interviewed using in-depth semi-structured interviews.

Results:

The preliminary results of this study indicate that barriers, such as immigration status intersects with gender, racism and discrimination, lack of health care coverage and language and communication barriers that affect women refugees and refugee claimants access to reproductive health care services.

Discussion: The current study’s exploration of the everyday experiences of women refugees and refugee claimants with health care access in Toronto sheds lights on the structural and systemic barriers they encounter. The narratives of research participants demonstrate that immigration status compounded with intersecting forms of inequities, such as gender, racism and discrimination, and lack of health care coverage affect women’s health and access to health care. Some women refugees and refugee claimants further experience barriers in health access due to language and communication barriers. Such positionalities pose unique health challenges for these women, and also made it difficult for them to use preventive care, such as, cervical cancer screening, prenatal care and postnatal care. .

Conclusion: The narratives of the participants demonstrate that women refugees and refugee claimants’ access to these reproductive health care services are related to their access to the broader Canadian health system, and particularly to the systemic barriers inherent in the primary care within which these services are provided. The study offers recommendations that can guide service providers in effectively addressing these barriers that women refugees and refugee claimants encounter in accessing health care services.

Poster presented previously? If yes, where/ when/ by who?

No.

Acknowledgements (funding, supervisor, etc.):

Supervisor: Dr. Nick Mulé, School of Social Work, York University

POSTER ABSTRACT

Poster Title: Prenatal Fluoride Exposure and Cognitive Outcomes in Mexican Youth

Authors & Affiliations (including email for presenting author): Rivka Green, rrgreen@yorku.ca (1), Christine Till (1) (1) York University

Background:

Exposure to environmental toxicants during pregnancy can cause adverse neurodevelopmental effects on the developing fetus. The gestational period is specifically susceptible because it is a period of rapid growth, in which the brain is more vulnerable to toxins. Concerns about the safety of fluoridation, the controlled addition of fluoride to drinking water or salt for the purpose of reducing dental cavities, have been raised as studies have demonstrated an association between fluoride exposure and reduced cognitive ability.

Objectives:

Using an ongoing epidemiologic birth cohort based in Mexico City, we examined the association between prenatal fluoride exposure and cognitive outcomes, assessed by the Cambridge Neuropsychological Test Automated Battery (CANTAB).

Methods:

Participants included 233 mother-child pairs recruited as part of the birth cohort study “Early Life Exposures in Mexico to Environmental Toxicants (ELEMENT)” cohort. Subtests measured working and short-term visual memory, executive functioning, and attention. Fluoride in maternal urine during pregnancy served as a biomarker of exposure. Associations between prenatal fluoride exposure and cognitive outcomes were examined using multiple linear regression models, controlling for covariates.

Results:

Pregnant women (mean urinary fluoride=0.88mg/L) and their children (mean age=8.06 years) completed the study. Fluoride exposure did not predict performance on any of the CANTAB measures, controlling for sex, marital status, smoking, first-born status, child age, maternal education, and IQ, $p>.05$.

Discussion and Conclusion:

Levels of prenatal fluoride exposure found in our cohort were not associated with performance on CANTAB, consistent with studies in the animal literature that demonstrate weak evidence for developmental effects at low concentrations of fluoride on learning and memory. It could be that there are limited behavioural effects of the levels found in this Mexican cohort. Future studies should examine the combined effect of exposure to multiple toxins on predicting neurodevelopmental outcomes.

Poster presented previously? If yes, where/ when/ by who? No.

Acknowledgements (funding, supervisor, etc.):

Supervisor: Christine Till, PhD

Funding: Meighen Wright Foundation and LaMarsh Centre for Child and Youth Research

POSTER ABSTRACT

Poster Title: A Scoping Review: Digital Literacy, Access and Inclusion for Young Adults with Developmental Disabilities

Authors & Affiliations (including email for presenting author):

Attia Khan 1 , Anne Mantini 1, Luz Maria Vazquez 1, Nazilla Khanlou 1 (1, York University)

Background:

Today's increased dependency on digital technology has the potential to assist young adults with developmental disabilities (YADD) transition successfully from youth to adulthood. This transition requires many adjustments, including completing post secondary education, gaining employment, and participating in the community. This is a critical time for YADD in which their access to and utilization of mainstream digital-related discourses requires study.

Objectives:

Our study examines the digital inclusion of YADD by initiating a scoping review of literature within Canada, with a focus on 4 domains of YADD transition needs: education, employment, community living, and community integration. The specific research questions for our scoping review are: 1) What types of digital technology can YADD access and use; 2) How does digital technology facilitate YADD transition needs; and 3) What are the barriers and facilitators to digital inclusion and literacy for YADD.

Methods:

Stages 1 through 3 of Arksey and O'Malley's (2005) 5-stage scoping review framework were completed by two researchers in October 2017. Based on a priori search strategy reviewed with a York University librarian, using a combination of search terms unique to developmental disabilities, and digital technology, English language peer-reviewed articles, published from 2000 to 2017, were reviewed.

Results:

A PRISMA diagram of selected articles from the relevant databases was completed and demonstrates 112 abstract screened and 46 articles for final full-text review. A high level of reliability was obtained by the two researchers.

Discussion and Conclusion:

While improving digital inclusion for YADD is recognized, gaps persist in relation to utilization of digital technology to build capacity for employment and community integration. To further reduce exclusion, more research specific to these areas is recommended.

Poster presented previously? If yes, where/ when/ by who?

No.

Acknowledgements (funding, supervisor, etc.):

Funding: eCampus Ontario and The Office of Women's Health Research Chair in Mental Health, Principal Investigator: Nazilla Khanlou

POSTER ABSTRACT

Poster Title : Risks and Diagnosis of Bipolar Disorder in Children and Adolescents in World Health Organization's Eastern Mediterranean region: A Scoping Review of Literature

Authors & Affiliations (including email for presenting author):

Attia Khan 1, Nazilla Khanlou 1, (1, York University)

Background:

The accurate recognition and diagnosis of bipolar disorder in children and youth may be complicated by overlapping symptoms of other psychiatric comorbid conditions. There is currently a scarcity of knowledge concerning international trends in the diagnosis of bipolar disorder and the factors that facilitate the condition among children and adolescents Internationally.

Objectives:

Using Arksey, & O'Malley's five-stage framework (2005) this scoping review examines, and summarizes current empirical evidence on risk factors, recognition and accurate diagnosis of bipolar disorder in children and adolescents from selected countries.

Methods:

Studies in English, French and Persian published from January 2000 to June 2017 were identified through electronic searches of PubMed, PsycINFO, and CINAHL using a combination of related search terms for bipolar disorder, children and adolescents from Afghanistan, Bahrain, Djibouti, Egypt, Iran, Iraq, Jordan, Kuwait, Lebanon, Libya, Morocco, Oman, Pakistan, Qatar, Saudi Arabia, Somalia, Sudan, Syrian Arab Republic, Tunisia, United Arab Emirates, and Yemen.

Results:

Nine published studies with varying study designs (including reviews, retrospective, prospective, cohort, epidemiological survey, experiment), in English (5), Persian (3), and French (1) were eligible for the review. The findings resonated with trends in Western studies including complexity in accurate diagnoses in children and adolescents due to psychiatric comorbidity, overlapping symptoms of psychiatric disorders, and atypical presentation (e.g. elevated mood and irritability without characteristic episodes of depression, mania and hypomania). Most influential risk factors were familial and genetics.

Discussion and Conclusion: Early detection, and accurate diagnosis of bipolar disorder in children and adolescents and its timely and appropriate treatment, may prevent its immediate interference on personal and social development, and long-term effects on educational attainment and interpersonal performance. Measures that improve clinical judgment, and diagnostic accuracy may help to differentiate between overlapping psychiatric disorders and in defining the clinical subtypes of bipolar disorder.

Poster presented previously? If yes, where/ when/ by who?

No.

Acknowledgements (funding, supervisor, etc.):

Supervisor: Nazilla Khanlou. Funding: Office of Women's Health Research Chair in Mental Health.

POSTER ABSTRACT

Poster Title: Knowledge Gaps in Current Nursing Literature on Sexuality in Young Adults with Developmental Disabilities: A Scoping Review

Authors & Affiliations (including email for presenting author):

Cassandra Marroccoli, RN, BScN, Faculty of Nursing, York University. cmarrocc@yorku.ca York University, Helen Gateri, MSW, PhD candidate, Faculty of Social Work, York University. helengateri@yorku.ca, helengateri@hotmail.com, Nazilla Khanlou, York University

Background:

Young adults, aged 18 to 30, with developmental disabilities face challenges with access to sexual health care and education. These barriers can be attributed to the chronic nature of their disability which manifests at a young age, persisting through various life stages of human psychosocial and physical development. Existing health and social sciences literature exhibit gaps in knowledge related to understanding how young adults with developmental disabilities access sexual health care and how they interact with medical health professionals from a Canadian perspective. Less is known about those young adults who identify as LGBTQ and the curriculum which prepares health care workers in Canada, specifically Ontario.

Objectives:

Using Arskey and O'Malley's (2005) five stage framework, this scoping review will examine and summarize available nursing and social sciences literature on the knowledge and provision of sexual health care to young adults with developmental disabilities with diverse sexual identities.

Methods:

A comprehensive search of the relevant databases from 1999 to 2017 was completed from EBSCO, Proquest, PubMed, Scopus, CAMBase, PsychInfo, ERIC, and Web of Science using a combination of related search terms including sexuality, developmental disability, young adult, intellectual disability, nurse, nursing, and sexual health.

Results:

Based on the inclusion criteria, 35 articles have been reviewed. Key themes that have been identified thus far include lack of education preparedness, inaccessible health services and support, heteronormativity, violence and sexual vulnerability, gender inequities, medicalization of sexuality, and sexual deviancy of people with developmental disabilities.

Discussion and Conclusion: While research on young adults with developmental disabilities is continually growing, there remains limited empirical studies focusing on sexuality and health care in this population from a Canadian context. Lack of representation in nursing and social sciences curriculum perpetuate misunderstanding and lack of awareness that would otherwise mitigate adverse health outcomes for this vulnerable population.

Poster presented previously? If yes, where/ when/ by who?

No.

Acknowledgements (funding, supervisor, etc.):

Supervisor: Nazilla Khanlou, Funding: Office of Women's Health Research Chair in Mental Health

POSTER ABSTRACT

Poster Title: Sri Lankan Tamil Youth's Perceptions, Experiences, and Practices of Mental Health and The Role of Parents: A Mixed Methods Approach

Authors & Affiliations (including email for presenting author):

Babitha Shanmuganandapala, York University, (babitha3@yorku.ca) ; Nazilla Khanlou, York University

Background:

The Sri Lankan Tamil community of Canada is the largest to be found outside of Sri Lanka; however, literature focusing on Tamil youth and their mental health is currently non-existent. This study is based on a paradigm of critical realism, along with an intersectional approach applied to the social determinants of health.

Objectives:

The objective of this ongoing cross sectional, exploratory, embedded mixed methods nursing research study is to explore, discover, and understand the meanings, beliefs, practices, and experiences of health, wellbeing, and mental health (MH) from the perspective of Sri Lankan Tamil youth living in Toronto.

Methods:

Snowball sampling followed by purposive sampling was used to obtain a sample size of 8 participants to date between the ages of 18 and 24. Data collection methods include a demographic questionnaire and interview guide. The qualitative component is the leading arm of the research study, and consists of an interpretive descriptive research approach, while the embedded quantitative component draws its data from the quantitative survey instruments. The resulting qualitative and quantitative inferences were then compared and merged to gain deeper insights, resulting in high quality meta-inferences.

Results:

Parental role is emerging as a major theme and reflects the important role parents have on Tamil youth's meanings, beliefs, practices, and experiences of MH. Participants reported on the stigma held by parents towards mental illness (such as toward disclosures of MH issues, and reactions towards family members with MH issues), and the value they placed on reputation. Youth avoided seeking help from family-shared family doctors in fear that the information may be shared with their parents. In addition, participants expressed a desire to please parents, however, noted high academic pressures and career expectations of parents, and their lack of MH literacy.

Discussion and Conclusion: Parents can be a great starting point in addressing MH within this population. Recommendations include awareness to break the stigma, and education around mental health for parents in English and Tamil, including how to approach and address the topic with their children, how to practice and role model good MH. Further research is required to analyze this issue from the parents' perspective.

Poster presented previously? If yes, where/ when/ by who?

No.

Acknowledgements (funding, supervisor, etc.):

Supervisor: Nazilla Khanlou. Funding: Office of Women's Health Research Chair in Mental Health.

POSTER ABSTRACT

Poster Title: Sex Differences in the Association between Cyberbullying Victimization and Mental Health and Substances Use Related Outcomes in Adolescents

Authors (including email for presenting author): Soyeon Kim, Ph.D. (presenting author) E-mail: kims102@mcmaster.ca Melissa Kimber. Ph.D., Michael H. Boyle. Ph.D., Katholiki Georgiades. Ph.D.

Affiliation: Department of Psychiatry and Behavioral Neurosciences, Offord Centre for Child Studies McMaster University, Hamilton, Canada

Background: The use of electronic communication technologies has become a core method for adolescent communication. While there are many benefits to such technologies, cyberbullying has emerged as a potential harm.

Objectives: This study examines to the modifying effects of sex on associations between cyberbullying victimization and mental health and substance use related outcomes among adolescents.

Methods: Data come from the Ontario Student Drug Use and Health Survey (OSDUHS; 2013, N=10,272, grade 7-12), a cross-sectional survey that focuses on determining trends in substance use, mental health problems and physical well-being among Ontario adolescents. The sample for analyses includes 4,950 students in grades 7 to 12 (mean age=14.6 years), with 44.3% of the sample identifying as male. A series of 3-level (strata, school, student) binary logistic regression models were used to address our study objectives, after accounting for traditional forms of bullying and socio-economic and demographic covariates.

Results: The one-year prevalence of cyberbullying victimization was 20.5%. Female adolescents reported significantly higher prevalence of cyberbullying victimization (24.3%), compared to male adolescents (15.7%). Adjusted estimates consistently shows that adolescents endorsing cyberbullying victimization are at increased odds of reporting suicidal ideation, psychological distress, delinquency, binge drinking and use of nonmedical prescription drugs. Sex moderated most of these associations, such that females were at exacerbated risk, with the exception of binge drinking and nonmedical prescription drug use compared to male adolescents.

Discussion and Conclusion: Adolescents exposed to cyberbullying victimization are consistently show increased odds of poorer mental health outcomes. Current study show that female adolescents are at exacerbated risk compared to male adolescents after accounting for traditional bullying victimization. Developing and evaluating targeted preventative interventions for this female adolescents is warranted.

Poster presented previously? If yes, where/ when/ by who?

No.

Acknowledgements (funding, supervisor, etc.): Supervisor: Dr. Katholiki Georgiades (Associate Professor, Department of Psychiatry and Behavioural Neurosciences, McMaster University).

POSTER ABSTRACT

Poster Title: Mixed Methods Approach On Social and Emotional Factors Influencing Chinese Immigrant Mothers Of Children With Developmental Disabilities

Authors & Affiliations (including email for presenting author): Chang Su, Ph. D. changsu66@hotmail.com; Nazilla Khanlou, Ph. D. nkhanlou@yorku.ca; Faculty of Health, York University.

Background: The Chinese population forms the second largest visible minority in Canada (Statistics Canada, 2010). Some Chinese immigrants are raising children with developmental disabilities (DDs) and facing barriers and less social support across sectors. To date, limited attention has focused on the experiences of daily stress and its relationship to social support among Chinese immigrant mothers of children with DDs in Canada. Additionally, these mothers' mental health concerns have received limited attention in Canada. Therefore, this mixed methods study was conducted.

Objectives: To examine the types of stressors and its relation to social support, which impact on their access to their needed services among Chinese immigrant mothers of children with DDs in Canada (Study 1). To investigate the relationships among parental stress, social support, traditional value (loss of face and shame), mental health (anxiety, depression) and self-efficacy among these mothers (Study 2).

Methods: The exploratory sequential mixed methods design connected and integrated both qualitative and quantitative approaches and data (Onwuegbuzie et al., 2010). In the qualitative study (Study 1), 15 mothers of children with DDs were recruited from the GTA through one community organization. Semi-structured, in-depth interviews asked questions about stress, facilitators to social support, and Chinese traditional cultural beliefs. The study applied a descriptive qualitative approach (Sandelowski, 2000, 2010). In the quantitative study (Study 2) 65 Chinese immigrant mothers were recruited through four organizations in GTA. Mothers independently completed all measures in Mandarin.

Results: The qualitative study found positive experiences of social support (e.g., government funding, helpful support and services and so on) impacted positive treatment seeking. However, mothers' life challenges in accessing services for their children included financial problems, unemployment, excessive paper work, and feelings of loss of face. The quantitative study found that social support was negatively correlated significantly with depression, and marginally loss of face. Shame was positively correlated significantly with loss of face, with social anxiety, social phobia, and depression.

Discussion and Conclusion: The findings highlight the impact of social and cultural factors on the mental health of Chinese immigrant mothers of children with DDs. These mothers experience social anxieties, depression and loss of face. Implications of the study are that it will be helpful to provide social support, increase mothers' self-efficacy and reduce their life stress and cultural negative schema through helpful community training programs, and appropriate services.

Poster presented previously? If yes, where/ when/ by who?

No.

Acknowledgements (funding, supervisor, etc.): Supervisor: Nazilla Khanlou. Funding Meighen Wright Post Doctoral Fellowship, Faculty of Health, York University.

POSTER ABSTRACT

Poster Title: Parent-Adolescent Conflict and Discrepancies in Family Obligation: Implications for Mental Health in Immigrant Adolescents

Authors & Affiliations (including email for presenting author):

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Background:

Foreign-born immigrant youth often have better mental health than their Canadian-born counterparts. This advantage may be attributable to family processes that are salient among immigrant families and may protect youth from psychosocial maladjustment. Family obligation (i.e., support and respect towards one's family) can serve to maintain cultural values and expectations; however, with increased acculturation, immigrant youth may deviate from parental expectations about family obligations, which can lead to increased parent-child conflict and mental health difficulties.

Objectives:

We examined whether (a) discrepancies in perceived family obligation between parents and adolescents are associated with mental health difficulties across immigrant boys and girls; and (b) this association is accounted for by increased parent-child conflict.

Methods:

The Hamilton Youth Study includes a representative sample of 1,449 early adolescents, their primary caregiver (95% mothers) and teachers from 36 schools in Hamilton, Ontario. The sample consists of 31% non-immigrant, 33.9% 1st generation (foreign-born) and 35.1% 2nd generation immigrant youth (i.e., Canadian-born to at least one foreign-born parent). Parents and adolescents completed the CBCL (parent, youth) for youth internalizing and externalizing difficulties, measures of family obligation and conflict on decision-making and autonomy.

Results:

Parent-adolescent discrepancies in family obligation and perceived conflict accounted for greater variation in internalizing difficulties based on youth- (5.2%) than parent-reports (2.9%). Family obligation discrepancies predicted more: (a) internalizing difficulties in girls than boys (adolescent-reports: $b=0.381$, $SE=0.161$; parent-reports: $b=0.335$, $SE=0.159$); (b) parent-reported externalizing difficulties in girls ($b=0.397$, $SE=0.147$); and (c) adolescent-reported externalizing difficulties ($b=0.266$, $SE=0.111$). Perceived conflict accounted for the association between family obligation discrepancies and internalizing difficulties

Discussion and Conclusion: Although family obligation can be protective for immigrant youth, parent-adolescent discrepancies in family obligation are associated with mental health difficulties especially among girls. Parent-adolescent conflict may represent a mechanism that explains this association, which is potentially due to intergenerational cultural distance and expectations around gender roles.

Poster presented previously? If yes, where/ when/ by who?

No.

Acknowledgements (funding, supervisor, etc.):

This research was supported by Dr. Katholiki Georgiades' David R. (Dan) Offord Chair in Child Studies, and Dr. Irene Vitoroulis' Ontario Women's Health Scholar Award.

Planning Committee

The 4th Meighen Wright Learning Institute would not have been possible without the support of the planning committee. Thank you to all who participated: Nazilla Khanlou, Yvonne Bohr, Candice Christmas, Luz Maria Vazquez and Sadora Asefaw. Student Co-Chairs of the Academy: Victoria Chan and Jessica Jeong.

NOTES:

York University's 4th Meighen Wright
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November 2nd, 2017

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