



**YORK UNIVERSITY'S 6th LILLIAN MEIGHEN WRIGHT
MATERNAL-CHILD HEALTH LEARNING ACADEMY**

Maternal-Child Health and Wellbeing in a Global Pandemic: Promotion, Prevention, Intervention

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

18 and 22 July 2022
12:00pm to 3:00pm
York University
Remote Zoom Meeting



Welcome Note

18 July 2022

We welcome you to York University's 6th Lillian Meighen Wright Maternal-Child Health Learning Academy!

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, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the 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.

Our past learning institutes were held in-person at York University and were one-day in duration. This year marks the first time the knowledge sharing event is held virtually and over two-days, to accommodate for the pandemic related context we are all living in. The focus of this year's event is related to the pandemic: "*Maternal-Child Health and Wellbeing in a Global Pandemic: Promotion, Prevention, Intervention.*" We build on our previous learning institutes' successes. Our 1st Learning Institute (September 2011) focused on methodological approaches; the 2nd Institute (September 2013) examined lab to community-based research; the 3rd Institute (October 2015) considered maternal-child health from local to global levels; the 4th Institute (November 2017) explored the international context of disabilities in maternal-child health, as well as parenting; and the 5th Institute event examined maternal-child health, gender-based violence and trauma-informed approaches (November 2019).

While we miss our in-person events, the synchronous virtual format of this 6th Learning Academy has increased the opportunities for panel presenters and poster presenters from other locations, including international presenters and attendees, to participate. As outlined in the Program overview (pages 2-4 of this booklet), both days 1 and 2 of the Learning Academy bring together diverse disciplines and sectors in this knowledge sharing and co-learning event on maternal-child health.

Our sincere gratitude to all our presenters. We thank the Planning Committee members, Bianca Bondi and Ilana Shiff, who are the Student Co-Chairs of the Lillian Meighen Wright Scholars Program, and Dr. Luz Maria Vazquez, for their ongoing support in planning the 6th Learning Academy. We are also grateful to Dr. Attia Khan for her help.

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

Thank you for participating in the 6th Learning Academy and collectively promoting maternal-child health and wellbeing through sharing knowledge in an ongoing global pandemic era.



Susan J. E. Murtha
Interim Dean, Faculty of Health



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

Program

DAY 1: JULY 18

Time	Item	Speaker
12:00 - 12:10pm	Welcome & Land Acknowledgment	Nazilla Khanlou (Academic Lead), Lillian Meighen Wright Maternal-Child Health Scholars Program, York University
12:10 - 12:20pm	Dean's Greetings	Susan J. E. Murtha, Interim Dean, Faculty of Health, York University
12:20-1:20pm	Panel 1	Moderator: Nazilla Khanlou (Academic Lead), Lillian Meighen Wright Maternal-Child Health Scholars Program, York University - Rebecca Pillai Riddell, York University. <i>DIVERT Mental Health: A New National Health Research Training Platform Centred on Inclusivity and Accessibility</i> - Maggie Quirt, York University. <i>Mothering in the Remote Academy: Building Bridges and Negotiating Isolation</i> - Dinoba Kirupa, Council of Agencies Serving South Asians (CASSA). <i>Gender-based Violence: The Silent Pandemic within a Pandemic</i>
1:20-1:40pm	Discussion	All participants
1:40-1:55pm	Break	
1:55-2:30pm	Rapid Poster Presentations	Moderator: Ilana Shiff, Student Co-chair, Lillian Meighen Wright Maternal-Child Health Scholars Program - Maryam Faisal, Council of Agencies Serving South Asians (CASSA). <i>Understanding Toxic Masculinity and its Impact on Gender-based Violence and Intimate Partner Violence in South Asian Communities</i> Poster presenters: - Ana Beatriz Azevedo Queiroz, Aline Furtado da Rosa, Laira Maria da Silva Santos, Federal University of Rio de Janeiro. <i>Maternal Mortality in Brazil and the COVID-19 Pandemic</i> - Jaqueline Queiroz de Macedo, Federal University of Paraiba, Brazil. <i>Maternal Quality of Life and Care Taking Support of Children During COVID-19 Pandemic</i>

		<p>- Sahar Khademi, York University. <i>COVID-19 Vaccine Intention and Related Anxiety and Obsession in Postpartum Women</i></p> <p>- Chang Su, Brandon University. <i>The Impact of COVID-19 on the Parental Stress and Coping Strategies of Parents of Children with Developmental Disabilities in Canada</i></p> <p>- Danielle Washington, York University. <i>The Mental Well-being of Adolescent Mothers Affected by Intimate Partner Violence: Challenging the Barriers of Gender Inequity</i></p>
2:30-2:55pm	Discussion	All participants
2:55-3:00pm	Conclusion- Day 1	Nazilla Khanlou (Academic Lead), Lillian Meighen Wright Maternal-Child Health Scholars Program, York University

DAY 2: JULY 22

Time	Item	Speaker
12:00 - 12:05pm	Welcome & Land Acknowledgment	Nazilla Khanlou (Academic Lead), Lillian Meighen Wright Maternal-Child Health Scholars Program, York University
12:05-1:25pm	Panel 2	<p>Moderator: Nazilla Khanlou (Academic Lead), Lillian Meighen Wright Maternal-Child Health Scholars Program, York University</p> <p>- Dr. Mary Motz, Mothercraft/Breaking the Cycle and York University. <i>Breaking the Cycle: Promoting the Well-being of Pregnant People and Mothers with Substance Use Issues, and their Children through Early Intervention</i></p> <p>- Sandra Della Porta, Brock University. <i>The Realities of Motherhood in Academia During a Pandemic and Beyond</i></p> <p>- Jacqueline Getfield, University of Toronto. <i>Mothering at the Intersection: Parental Partnerships and Home-School Relations</i></p> <p>- Hanneke Croxson, MacEwan University. <i>Mothering, Academia, and the COVID-19 Pandemic</i></p>
1:25-1:40pm	Discussion	All participants
1:40-1:50pm	Break	All participants
1:50-2:20pm	Rapid Poster Presentations	Moderator: Bianca Bondi, Student Co-chair, Lillian Meighen Wright Maternal-Child Health Scholars Program

		<p>Poster presenters:</p> <ul style="list-style-type: none"> - Ana Beatriz Azevedo Queiroz, Júlia Verli Rosa, Federal University of Rio de Janeiro. <i>Reflections About Reproductive Planning in Brazil During the COVID-19 Pandemic</i> - Larissa Paiva, Federal University of Rio de Janeiro . <i>Impact of the COVID-19 Pandemic on the Health of Women with Breast Cancer in Brazil: A Literature Review</i> - Attia Khan, CAMH, University of Toronto, and York University. <i>Youths' Perceptions of Mental Health and Parental Relations: Findings from a Sample of Pakistani-Canadian Immigrant Youth Living in a Metropolitan City</i> - Nasteho Hasan, York University. <i>The Role of Parents in Mitigating Children and Adolescents' Experience of Health-Related Stigma During the COVID-19 Pandemic</i> - Negar Alamdar, York University and Community Living Dufferin. <i>Social Distance and Patient Engagement: The Challenges of COVID-19 for Frontline Workers in Dealing with Clients and their Families, Coworkers, Employers, and Their Own Families</i> - Katherine McGuire, York University. <i>Navigating Virtual Services for Refugee Mothers: Providing Social Support During COVID-19 Pandemic</i>
2:20-2:50pm	Discussion	All participants
2:50- 3:00pm	Conclusion- Day 2	Nazilla Khanlou (Academic Lead), Lillian Meighen Wright Maternal-Child Health Scholars Program, York University

Welcome! - Planning Committee



Nazilla Khanlou is the Academic Lead, Lillian Meighen Wright Maternal-Child Health Scholars Program. She is also 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 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.



Luz Maria Vazquez, MSc, PhD is the research coordinator of the Office of Women's Health Research Chair in Mental Health in the Faculty of Health at York University. During the last years she has coordinated and conducted research on three Research Programs: Disability, Gender and Migration; Youth Identities; and Gender-based Violence. Luz is a PhD from the Department of Sociology at York University. She is also Contract Faculty at the Departments of Social Sciences, Sociology, and Human Rights and Equity Studies, at York University.



Bianca Bondi is the Student Co-Chair, Lillian Meighen Wright Maternal-Child Health Scholars Program. Bianca is a PhD candidate at York University specializing in Clinical Neuropsychology in the Clinical-Developmental Psychology program, where she also completed her MA. She previously completed her HBSc in Psychology and Human Biology at The University of Toronto. Bianca's graduate research has been clinically embedded at Breaking the Cycle and The Hospital for Sick Children for numerous years. She is committed to catalyzing the field of infant and early childhood development by examining early neurodevelopmental profiles and trajectories in neurologically vulnerable children. This work encompasses children exposed prenatally to substances, children having experienced perinatal strokes, children with intestinal failure, and children having undergone solid-organ transplantation. Broadly, Bianca is interested in how early experiences of risk and protection impact neuropsychological functioning across development, with a focus on the protective role of early intervention in maximizing lifelong neurodevelopmental trajectories.



Ilana Shiff is the Student Co-Chair, Lillian Meighen Wright Maternal-Child Health Scholars Program. Ilana is currently a doctoral student in the Clinical Developmental Psychology program at York University. She conducts research in the Opportunities to Understand Childhood Hurt (OUCH) Laboratory under the supervision of Dr. Rebecca Pillai Riddell. Her master's thesis examined interactions between preschool children and their caregivers during child vaccinations. Ilana's doctoral research will focus on maternal-infant interactions in the Neonatal Intensive Care Unit (NICU).

Panel 1: Speakers



Rebecca Pillai Riddell BA., M.A. PhD C.Psych., is the Director of the Opportunities to Understand Childhood Hurt Laboratory (OUCH Lab; www.yorku.ca/ouchlab) in the Department of Psychology of York University in Toronto, Ontario, Canada. As both a basic behavioural scientist and a clinician-scientist, Dr. Pillai Riddell leads a multi-national research program in understanding parent and young children during painful medical procedures. Her research is funded by all three national Canadian research councils (Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council, Social Sciences and Humanities Research Council). She has also been involved extensively in supporting EDI initiatives in research contexts at both the institutional and federal levels. She is currently the Nominated Principal Investigator for DIVERT Mental Health - a multi-million dollar CIHR-funded national training program in EDI and digital interventions that is partnered with IBM Canada and more than 30 other academic, industry, and NGO organizations across Canada. Finally, she is also a registered psychologist, licensed to work with children and adults in clinical and health psychology. Pillai Riddell is a fellow of the Canadian Academy of Health Sciences and a member of the Royal Society of Canada's College of New Scholars, Artists, and Scientists. She was also recently awarded the 2020 Canadian Pain Society's Outstanding Mentorship Award and the 2019 American Pain Society's Jeffrey Lawson Award for Advocacy in Children's Pain.



Maggie Quirt is an Associate Professor, Teaching Stream in the Department of Equity Studies at York University and past chair of the LA&PS Academic Policy & Planning Committee and Committee on Curriculum, Curricular Policy, and Standards. Her scholarly interests include political apologies, commemoration, and reparations in Canada; Indigenous-settler histories; and redress for past human rights abuses in New France, British North America, and the land now known as Canada. Maggie enjoys Canadian poetry and early mornings in her garden, and has a love-hate relationship with Wordle.



Dinoba Kirupa, MA, is the Project Manager of a national research study on gender-based violence being led by the Council of Agencies Serving South Asians. As a political activist and community organizer, Dinoba has worked extensively in the field of gender equity at the intersection of race. She earned a Bachelor of Arts degree in Political Science from the University of Toronto, and later obtained a Master of Public Policy and Global Affairs degree from the University of British Columbia. Dinoba's passion for addressing gender and racial inequity influenced her work at the United Nations Children's Fund at the Regional Office of South Asia in Nepal. There she was placed in the Education Section where she was instrumental in writing country profiles on the barriers to education faced by South Asian girls in rural communities. Dinoba's work in South Asia was furthered through her involvement in the Canadian Tamils' Humanitarian Association where she visited rural Batticaloa, Sri Lanka, to help coordinate efforts to build a community center serving nearby villages. More recently, she has co-published a policy report on the Rome Statute's understanding of conflict-related sexual violence. Outside of the office, Dinoba is a classically-trained Bharathanatyam dancer who completed her arangetram. She speaks fluent Tamil and loves all things connecting to her roots.

Panel 1: Abstracts

DIVERT Mental Health: A New National Health Research Training Platform Centred on Inclusivity and Accessibility

Rebecca Pillai Riddell

Canadian families, parents, youth, and children who are suffering most from mental health problems are those that are least well served by the mental health system. Racialization, Indigeneity, LGBT2SQ+ prejudice, Poverty, Refugee Status, Geographic Isolation, and Disabilities are risk factors for not only mental health challenge but poorer access to mental health services. Beyond accessibility, inclusivity is also an equally important gap. Culturally-affirming training opportunities from clinician-scientists with actual lived experience in marginalization are extremely limited, despite the great need for this lived experience to support both trainees and the marginalized children and families. To truly divert the current path of Canadian mental health, it is critical to create a more diverse clinician-scientist base in digital and virtual technologies that builds on national expertise on diverse ways of understanding and treating mental health. This augmented curriculum is simply not possible in any one graduate training program alone. The Digital, Inclusive, Virtual, and Equitable Research Training in Mental Health Platform (DIVERT Mental Health) sets out to do this. In addition to describing how to become a part of DIVERT Mental Health, Dr. Pillai Riddell will also discuss maternal-infant mental health research from an EDI lens.

Mothering in the Remote Academy: Building Bridges and Negotiating Isolation

Maggie Quirt

In my discussion, I will explore the experience of mothering in the academy during the pandemic, highlighting the structural gender inequalities that have always been a feature for women in the academy who have long struggled to achieve work-life balance under patriarchal conditions. I argue that such inequalities have persisted in the shift to remote teaching, and that the pandemic experience of mothers in the academy has been characterized by challenges related to both proximity and absence. This, in turn, has implications for the role academic mothers play in helping youth integrate effectively into their university classes and cohorts. I maintain that women's traditional role as bridge builders can contribute to positive outcomes for youth, but institutions must establish equitable faculty workloads in order to support these efforts in a more systematic and structured manner.

Gender-based Violence: The Silent Pandemic within a Pandemic

Dinoba Kirupa

My presentation will explore gender-based violence (GBV) within the Canadian South Asian community during the COVID-19 pandemic. It will focus on issues that have exacerbated an already pervasive problem, and how we can greatly reduce incidences by addressing root causes. More specifically, I dive into issues with public awareness of GBV, how service delivery agencies have helped ameliorate frontline concerns in uncertain times, and how they can better meet the needs of GBV survivors. Finally, systemic issues have further disempowered already marginalized groups as the pandemic has exposed major cracks in our systems, which Canadians were not prepared for. This has given us the opportunity to explore them and their effects so we are better prepared going forward.

Panel 2: Speakers



Dr. Mary Motz is a Clinical Psychologist at Mothercraft's Breaking the Cycle program in Toronto and an Adjunct Faculty in the Department of Psychology at York University. Since obtaining her degree in clinical-developmental psychology at York University in 2003, she has been working with pregnant people, mothers, as well as their infants and young children who are at risk for maladaptive outcomes because of challenges related to substance use and mental health difficulties, interpersonal violence and trauma, marginalization by society and systemic violence, and poverty. In collaboration with internal and community research partners, Dr. Motz has led the program evaluation and research at BTC and has supervised numerous research and clinical practicum students. Dr. Motz has authored numerous academic publications and technical reports, as well as provided training nationally and internationally related to promoting healthy infant and child development, supporting children with Fetal Alcohol Spectrum Disorder, and providing trauma-informed interventions for families with infants and young children who have complex needs.



Sandra Della Porta is a multidisciplinary scholar in education and psychology, specializing in early childhood education, child development and well-being. Building on years of practical experience working with children in various educational settings, her research program studies teaching and learning as well as power dynamics as it exists in educational contexts. Her professional capacity is complemented by her journey into motherhood raising two young children of her own, who have taught her more about education and care than she thought possible.



Jacqueline Getfield's intersectional work on (m)othering is mediated through disability, race, class and gender. Through engaging sites of oppression, she interprets mothering as (1) the everyday doing of motherhood; (2) the fluid social construction of Black mothers; and (3) the subjective, relational impact of mothering specific to the othering of racialized mothers generally, and of Black mothers in particular. Jacqui analyzes mothering work within the community and in early childhood education through K-12 educational spaces. And, she describes and unpacks the real, material work that mothers and othermothers must do as agents and advocates on behalf of children who are enrolled in special education in the public school system in Ontario. Dr. Jacqui Getfield volunteers as a board member of the Ontario National Alliance of Black School Educators (ONABSE). Jacqui is a fierce advocate on behalf of her school-

aged twin sons. She assists parents in developing their advocacy skills and regularly consults with educators, administrators and health professionals at the school and district school board levels.



Hanneke Croxen obtained her Bachelor of Science in Nursing from Dalhousie University. She began her nursing career in mental health, working on an early intervention team based in Toronto, Ontario. After starting her master's degree in nursing at The University of British Columbia, Hanneke shifted her focus to work with childbearing families, working in postpartum and teaching prenatal classes. In the fall of 2017, Ms. Croxen began teaching undergraduate nurses and currently works as an assistant professor teaching at MacEwan University in Edmonton, Alberta. Ms. Croxen is also a doctoral candidate at the University of Alberta's Faculty of Nursing. Her research focus is on resilience of new parents and enhancing nursing student learning.

Panel 2: Abstracts

Breaking the Cycle: Promoting the Well-being of Pregnant People and Mothers with Substance Use Issues, and their Children through Early Intervention

Mary Motz

Mothercraft's Breaking the Cycle is an early intervention and prevention program that supports the well-being of infants and young children (ages 0-6), who have been exposed to substances in the pre- and postnatal period, through a holistic model. Comprehensive services are provided to pregnant people, mothers and their children in a community-based setting. This presentation will briefly describe the BTC program, families, and intervention services. The global pandemic resulted in significant changes to service delivery at BTC, which had an impact for families. The challenges experienced by the program over the past two years will be shared, as well as factors that supported resilience for pregnant people, mothers and their infants and young children.

The Realities of Motherhood in Academia During a Pandemic and Beyond

Sandra Della Porta and Daniella Ingraio

The challenges of mothering in academia are far from new; but layering on the struggles of a global pandemic shone a glaring light on the inequities that persist for mothers working in the academic space. This presentation will explore the narrative oral history of a mother navigating her career in academia during the COVID-19 pandemic. Using reflexivity as analysis and making meaning through social engagement between co-authors, friends, family, and colleagues revealed numerous themes that reflect this lived experience. These themes include: loss of opportunity for scholarly contributions, pregnancy secrecy and career advancement anxieties, the reality of maternity “leave” in academia, and accounts of personal support and lack of professional support. Further consideration of ongoing issues related to mothering in academia during the pandemic, their existence pre-pandemic, and the undervaluing of childcare will also be discussed with the aim to ignite further thought on these matters and raise awareness around the need to move forward for the good of mothers, children, and the field of academia.

Mothering at the Intersection: Parental Partnerships and Home-School Relations

Jacqueline Getfield

District school boards across Ontario believe that students succeed when their families are engaged. Dr. Jacqueline Getfield will reveal excerpts from her doctoral work that clearly indicate that family engagement and parental involvement do not automatically result in all children’s success in education/schooling. Her work demonstrates that Black mothers, who act as agents on behalf of their school-aged children, are not always successful in their efforts because more powerful educators determine the success of home-school partnerships. Despite seemingly good intentions, educators continue to actively exclude some mothers from school meetings and discourage others from engaging in their children’s education/schooling. How can care appear to be so uncaring? Major concepts to be explored in this lecture include epistemic in/justice, intersectionality, as well as disability and racial justice.

Mothering, Academia, and the COVID-19 Pandemic

Hanneke Croxen

The effects of the COVID-19 pandemic rippled in all aspects of life. Mothering during the COVID-19 pandemic presented many challenges. In this presentation I will discuss the experience of mothers working and balancing life during the pandemic. Personal narratives were used to explore our experiences of parenting, balancing work, and the impacts it has had on our families. Although each experience is unique, there are commonalities of struggle and striving for balance during a time where supports were limited but demands continued. We recognize that throughout the pandemic working as academics placed us in a position of privilege, however we see that the struggles we faced impacted our families and as a result our struggle became their struggle.

Poster Presenters



Negar Alamdard has a PhD from York University and currently teaching some courses as a sessional faculty member at the Department of Equity Studies at York University. She also has completed her postdoctoral fellowship under the supervision of Dr. Nazilla Khanlou during the 5th Lilian Meighen Wright in Maternal Child Health at the Office of Women's health research at York University. Furthermore, Negar has been working as a front-line developmental service worker supporting and counselling individuals with developmental disabilities at Community Living Dufferin. Her academic, research and experiential background working with vulnerable individuals who have experienced trauma as clients of CCVT (Canadian Centre for Victims of Torture supporting mainly refugees), CLD (Community Living Dufferin) and North York Women Shelter has prepared and encouraged her to spend considerable amount of time looking into individual, systemic and institutional challenges that need to be addressed and critically analyzed.



Nastehe Hasan BSc, is a second year Master's student in the School of Nursing, Faculty of Health at York University, under the supervision of Dr. Nazilla Khanlou. She also completed a BSc in Psychology from the University of Toronto and a BScN from Trent University. Her thesis project is on the stigmatization of Asian adolescents during the pandemic. Nastehe is currently working as a Public Health Nurse in Toronto, focusing on chronic disease prevention among school age children and youth. More recently, she has been involved in the COVID-19 pandemic school response supporting schools during the pandemic. Her research interests are related to public health, mental health and the health disparities of marginalized and immigrant communities.



Sahar Khademi is a graduated with an M.Sc. in Midwifery from Tehran University of Medical Sciences in 2020, with a focus on Sexual and Reproductive Health. She has more than five years of experience in clinical practice and research related to women's and children's health. She is a former research assistant at York University under the supervision of Professor Shahirose Premji in the field of maternal health. She is a PhD student in the Health Research Methodology Program, at the Department of Health Research Methods, Evidence & Impact, at McMaster University. She is also a medical affairs advisor at Femtherapeutics Inc., a young start-up that works on designing medical devices to improve the quality of life for women.



Attia Khan Dr. Attia Khan has a doctorate in Health Policy and Equity. She is also an internationally trained medical doctor and a public health specialist. As a research affiliate with the Office of Women's Health Research Chair in Mental Health, York University Dr. Khan engages in diverse community based and clinical research in the areas of health of people with developmental disabilities, immigrant health, maternal healthcare, HIV/AIDS, medical education, and youth identity. As a Post-Doctoral Fellow at the Institute of Mental Health Policy Research, CAMH, she is involved in research assessing the relationship of social determinants of health on the quality of life of people living with HIV. Dr. Khan used mixed methods for her doctoral dissertation and applies a Social Determinants of Health framework and a Systems Perspective to inform her study.



Jaqueline Queiroz de Macedo BSN, MSN, Doctorate in science, field of concentration in mental health and psychiatric nursing at the University of Sao Paulo. Faculty Professor and Vice-coordinator of the Undergraduate Nursing Course at the Federal University of Paraiba/Brazil. Professor Macedo's research topics include mental health, health promotion and self-care practices at different stages of the life cycle, based on interpretative and methodological studies.



Katherine McGuire is a 4th year undergraduate psychology student in the specialized honours program at York University. She is hoping to pursue graduate studies in Clinical Psychology with the intention of conducting community-based research and working towards increasing access to mental health care for vulnerable populations. More broadly, she is interested in women's health and well-being, family relationships and child development. Her undergraduate thesis focused on the provision of virtual social support for refugee mothers during the COVID-19 pandemic.



Larissa Paiva is a student at the Federal University of Rio de Janeiro (Anna Nery Nursing School), now in the 6th semester. She is a member of the Research Group of the Program of the National Council for Scientific (CNPQ) Research Group Directory with a research group named Gender Reproduction and Justice (RepGen), which is carried out with the support of the Scientific Initiation Institutional Scholarship CNPQ and Technological Development - Brazil (MCTI).



Ana Beatriz Azevedo Queiroz is a Professor at the Federal University of Rio de Janeiro. Obstetric Nurse, specialist in Women's Health, and gynecological nursing. PhD in Nursing in the area of Women's Health by EEAN/UFRJ. Researcher at the Nucleus of Research in Nursing in Women's Health/NUPESM. Leader of the Research Group registered at CNPq: Sexual and Reproductive Health of Human Groups. Permanent Professor of the Stricto – sensu Postgraduate Program - Master's and Doctorate. Coordinator of the Extension Project: Sexual and Reproductive Health of Adolescents/Young People at UFRJ. Vice Coordinator of the Postgraduate Program at the Anna Nery School of Nursing at UFRJ (Concept 6 CAPES). Researcher in the areas of gynecological nursing, obstetric nursing, women's health, sexual and reproductive health and social representations. She is a Member of the International Society of Nurses in Cancer Care / ISNCC. Research Coordinator at EEAN/UFRJ.



Aline Furtado Da Rosa, Obstetrician Nurse graduated (2005) from UniFase Petrópolis. Master (2013) in Nursing from the Anna Nery School of Nursing/ UFRJ. Doctoral student at the Anna Nery School of Nursing/UFRJ. She currently works at the UniFase School Ambulatory as an assistant professor in the care of women in the different life cycles, from menarche, prevention of cervical and breast cancer, as well as Sexually Transmitted Infections, in addition to assistance during the pregnancy-puerperal period. Aline has experience with Health Education and Nursing Consultation activities.



Laura Maria da Silva Santos is a nursing student at Anna Nery School of nursing - EEAN/ UFRJ- Federal University of Rio de Janeiro. Laura is a member of the research Group Sexual and Reproductive Health of Human Groups, volunteer fellow of the sexual and reproductive health extension project.



Chang Su is an Assistant Professor in the Department of Psychology at Brandon University. Dr. Su completed her PhD in social and personality psychology and three post-doctoral fellowships at York University. Her research interests include cross-cultural studies on parenting styles, mixed methods to study the experiences, and responses to shame and guilt, the effects of social and cultural factors on Chinese immigrant mothers of children with developmental disabilities, and cross-cultural studies on perfectionism and mental health. Her recent research involved acculturation, loneliness, and mental health studies on Chinese older adults under COVID-19 in the Department of Psychology at Ryerson University, and mental health and well-being of international students in universities/colleges in Canada under COVID-19 at Brandon University. Dr. Su is a member of CPA, APS, SPSP, and APA. She has received a few awards, including the Outstanding Teaching Award, the best presentation of John Berry Awards, and some early career researchers grant awards.



Júlia Verli Rosa is a Nursing Student at the Anna Nery School of Nursing, Federal University of Rio de Janeiro/UFRJ – Brazil. Scholarship of the University Extension Program. Member of the Research Group Sexual and Reproductive Health of Human Groups/GSSRGH. Founder of the Academic League of Obstetric Nursing (LAEO). Founder of the Academic League of Practices in Medicine Complementaries and Integratives (LAEPICS) at EEAN/UFRJ.



Danielle Washington is a PhD student in the nursing program at York University. Her clinical background is in psychiatric nursing, long-term care, and academia. Danielle's research interests include mental health, marginalized and racialized populations, gender-based violence and the social determinants of health. Her doctoral research will focus largely on the mental well-being of racialized women at risk of intimate partner violence and poverty.

Poster Abstracts

Social Distance and Patient Engagement: The Challenges of COVID-19 for Frontline Workers in Dealing with Clients and their Families, Coworkers, Employers, and Their Own Families

Authors & Affiliations: Negar Alamdar, PhD.^{1,2} Presenting Author's email: esmat@yorku.ca

¹Department of Equity Studies and Women's Mental Health Research Chair Office, York University

²Developmental support worker, Community Living Dufferin.

Background: The relationship between social distancing and patients and their front line support workers 'physical and mental health and well-being and their engagement with necessary and supportive resources during the global pandemic is a problematic replete with controversy that requires considerable consideration and evaluation.

Objectives: This self-reflection piece examines the ongoing connection between safety and service, the impact of the COVID-19 virus in dealing with the challenges and prospects of frontline work in the health delivery services in dealing with patients, families and the entire health care system.

Methods: I present my personal experience and observations as a front line worker serving individual adults with disabilities. In this presentation, I narrate my day to day experiences at work in the context of the COVID-19 pandemic. I also incorporate an interpretive framework guided by intersectional analysis and hermeneutics while working with my clients, colleagues, and management team.

Results: Vigilance is long overdue on the part of agencies in recognizing the needs of frontline workers with action-based initiatives. Also it is important to note the challenges of distance and engagement, specifically, the risks of dislocation for frontline workers in serving differentially abled clients. These challenges require nurses and developmental service workers to negotiate the protocols associated with social distancing within the demands of professional health delivery service. This pandemic raises many important questions of its impact on frontline workers in developmental services. Notably, the inability of residents to express how they feel, or understand the concept behind social isolation, contributes to the stress of frontline workers.

Discussion and Conclusion: The observation of the everyday experiences of front line workers within the health care system highlights a number of structural and systemic barriers such as the complex balancing between social distancing and engagement, shortage of workers, exhaustion and stress for patients and health care providers, that were exacerbated by the pandemic. This personal reflection offers recommendations that will facilitate the work of service providers in effectively addressing these challenges. In terms of recommendations, this reflection urges the need for more tools for all to better understand, recognize and appreciate the main challenges of front line health care workers and clients. Further recommendations include the need to address issues of funding and resource allocation.

Acknowledgements: I would like to acknowledge and thank all my colleagues, managers and our clients' families at community Living Dufferin for their cooperation and support. I have learned a lot during my working years there and have been successful to make that necessary bond and be fully engaged with my clients.

Poster presented previously: No.

The Role of Parents in Mitigating Children and Adolescents' Experience of Health-Related Stigma During the COVID-19 Pandemic

Authors & Affiliations: Nasteho Hasan, RN MScN (Candidate)¹; Nazilla Khanlou, RN, PhD¹; Iris Epstein, RN, PhD¹. Presenting Author's email: nhasan28@yorku.ca
¹York University.

Background: The COVID-19 pandemic has resulted in Health-Related Stigma (HRS) toward survivors of COVID-19. HRS refers to a judgement based on an individual's health-related condition. HRS poses great potential harm to individuals and society including reduced compliance with public health measures and negative consequences to mental health. Adolescents who contract COVID-19 may face stigmatization from their peers, school officials, and other parents. Parents of children and adolescents can play a role in identifying the risks of COVID-19 HRS and help mitigate its effects.

Objectives: To understand the experiences of COVID-19 HRS experienced by children and adolescents and the role parents play in identifying and mitigating COVID-19 HRS.

Methods: The search used the databases CINAHL and PubMed with the following keywords: COVID-19, health-related stigma, children, adolescents, parents, and parent-relationship. The search included studies published between 2015 and 2022. The number of articles included were 4. This study did not require ethics approval.

Results: In the past children and adolescents with non-COVID-19 conditions have experienced bullying and victimization from their peers and teachers. Similarly, children and adolescents have also experienced stigma post-infection with COVID-19 and were blamed for their infection. Parents play an important role in mitigating these effects by building resilience among their children, creating supportive family environments and establishing healthy routines. Parents can also help reduce feelings of internalized stigma by improving communication regarding COVID-19-related information. Lastly, parents can minimize the consequences of stigma by advocating at school.

Conclusion: During the COVID-19 pandemic, children and adolescents are at risk of experiencing HRS from peers and the community. HRS has implications for disease containment and mental health. Future studies should consider the gendered impact of parental roles on mitigating HRS, and systemic barriers faced by racialized families.

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COVID-19 Vaccine Intention and Related Anxiety and Obsession in Postpartum Women

Authors & Affiliations: Sahar Khademi¹, Shahirose Sadrudin Premji¹, Ntonghanwah Forchew¹, Sharifa Lalani², Kiran Shaikh², Arshia Javed³, Erum Saleem³, Neelofur Babar⁴, Qamarunissa Muhabat⁵, Nigar Jabeen⁵, Sidrah Nausheen⁶, Shahnaz Shahid Ali^{2,7}
Presenting Author's email: sahark@yorku.ca

¹School of Nursing York, University, Toronto, Ontario, Canada

²School of Nursing and Midwifery, Aga Khan University, Karachi, Pakistan

³Department of Obstetrics and Gynecology, Aga Khan Hospital for Women, Garden, Karachi, Pakistan.

⁴Department of Obstetrics & Gynecology, Aga Khan Hospital for Women, Karimabad, Pakistan.

⁵Department of Obstetrics & Gynecology, Aga Khan Maternity & Child Care Centre, Hyderabad Sindh, Pakistan.

⁶Department of Obstetrics & Gynecology, Aga Khan Hospital for Women and Children, Kharadar, Pakistan;

⁷Maternal-infant Global Health Team (MiGHT).

Background: Postpartum women who are already at high risk of mental disorders may have increased reluctance to accept COVID-19 vaccines due to the persistent misgivings around vaccine safety.

Objectives: This study explored the psychological factors related to postpartum women's willingness to receive COVID-19 vaccines in Sindh, Pakistan.

Methods: Women enrolled in this cross-sectional study were part of a longitudinal Pakistani cohort recruited from four centers of Aga Khan Hospital. Out of 1346 women evaluated for inclusion, 941 postpartum women consented to participate through telephone interviews to determine their intention to vaccinate against COVID-19. Group differences in anxiety (COVID-19 anxiety scale) and frequency of persistent and troubled thinking (Obsession with COVID-19 scale) about COVID-19 were compared using Chi-square. Ethics approval was obtained from multiple institutions.

Results: The majority of women (n=700) reported one or more symptoms of obsession, and close to half the women (n=446) reported one or more symptoms of anxiety about COVID-19. Women with at least one symptom related to obsession about COVID-19 were more willing to receive the vaccine than those with no symptoms (67.6% vs. 64.2%) and were less likely to refuse (6.7% vs. 14.9%). Women with more than one symptom of obsession were more likely to be undecided about the vaccination than those with no symptoms (25.7% vs. 20.7%). Similarly, women with at least one symptom of COVID-19-related anxiety were more willing to receive the vaccine than those with no symptoms (80% vs. 54.7%) and were less likely to refuse (4% vs. 13.1%) or be uncertain about vaccine uptake (15.9% vs. 32.1%).

Discussion and Conclusion: The findings highlight the positive association between COVID-19-related anxiety and obsession, and the acceptance of a COVID-19 vaccine amongst postpartum women. Women who do not experience COVID-19-related mental distress may require education and awareness about the safety and efficacy of the vaccine to increase their willingness to vaccinate. Willingness may not necessarily translate to improved vaccine uptake, thus multiple strategies will need to be considered.

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Youths' Perceptions of Mental Health and Parental Relations: Findings from a Sample of Pakistani-Canadian Immigrant Youth Living in a Metropolitan City

Authors & Affiliations: Attia Khan, MBBS, MSPH, PhD.^{1,2,3} Presenting Author's email: attiakh2@yorku.ca

¹Post-Doctoral Fellow IMHPR, CAMH.

²Department of Health and Society, University of Toronto Scarborough.

³Research Associate, Faculty of Health, York University.

Background: Immigrant youths' mental health is largely influenced by contextual factors that surround them including family, friends, school, community, language, race, religion, culture, and migration status. Developing our understanding on the mental health of immigrant youth (settling or raised in an immigrant receiving society) starts with an understanding of parents' relevance to key processes of healthy youth development including the formation of positive sense of identity, self-esteem and resilience.

Objectives: To advance our understanding of Pakistani Canadian immigrant youths' mental health, self-esteem, ethnic identity, and resilience in the context of their family.

Methods: After receiving research ethics approval, and prior to the COVID-19 pandemic, data were gathered from 18–24-year-old Pakistani Canadian youth (n= 61). The youth completed a survey (paper-based or online) with close-ended and open-ended questions on physical health, mental health, self-esteem, ethnic identity, and resilience. At the onset of the pandemic data were analyzed as follows: descriptive analysis of quantitative data; content analysis of qualitative data on self-esteem; and application of a Systems Perspective.

Results: The participating Pakistani Canadian youth reported moderate to high levels on Current Self-Esteem Scale (6.5, SD = 2.13), Multigroup Ethnic Identity Measure (3.14, SD = 0.39), and Child and Youth Resilience Measure (4.23, SD = 0.20). Analysis of data showed: three out of four (75%) youth reported feeling stressed on most days; parental and personal expectations (e.g., academic achievements) were the dominant factors that increased stress levels. For more than half of the youth, the mother was the first source mental health support. For others, family circumstances (e.g., socioeconomic stress or conflict) threatened their mental wellbeing or became barriers to seeking mental healthcare. Stigma towards mental health was common in the Pakistani culture and could bring shame, loss of respect and dishonor for parents in the community.

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Maternal Quality of Life and Care Taking Support of Children during COVID-19 Pandemic

Authors & Affiliation: Lays Tamara Dantas da Silva¹, Vanessa Carla do Nascimento Gomes Brito¹, Jaqueline Queiroz de Macedo².
Presenting Author's email: jaquelineqmac@gmail.com

¹Nursing undergraduate student at the Federal University of Paraiba-Brazil

²Advisor, Faculty Professor of Bachelor Science of Nursing at the Federal University of Paraiba-Brazil.

Background: The confinement caused by the COVID-19 pandemic has disrupted the routine and way of life of mothers, which are mainly the primary caregivers.

Objective: Analyze the relationship between maternal quality of life (QL) and social supports in caregiving responsibilities during the COVID-19 pandemic.

Methods: Quantitative study with an exploratory, descriptive and cross-sectional study carried out with mothers of children up to 12 years old, with a sample defined by the virtual snowball method. The project was submitted to the Brazilian Research Ethics Committee and approved before data collection. Data were collected from June 2021 to September 2021. A semi-structured form on social support issues and the World Health Organization quality of life assessment (WHOQOL bref), were applied. Data were analyzed using descriptive statistics and Pearson's Chi-Square tests. Brazilian mothers participated. Fifty-eight were between ages 30 and 39, 82.5% were married.

Results: Low quality of life has been present among mothers who received help in caring for their children from the child's father (n=98, 55.1%; p=0.043), spouse/partner (n=110; 54.5%; p=0.036) and among those who assumed responsibility for the care of their child alone (n=53, 71.6%; p<0.001).

Discussion and Conclusion: Although most participants were married and received help in caring for their children, the greater share of responsibility for such care during the pandemic prevailed with mothers, which can directly negatively influence maternal quality of life.

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Navigating Virtual Services for Refugee Mothers: Providing Social Support During the COVID-19 Pandemic

Authors and Affiliations: Katherine McGuire¹ and Dr. Michaela Hynie.¹ Presenting author's email: kath256@my.yorku.ca

¹ Department of Psychology, York University, Toronto, ON, Canada.

Background. Refugees face a myriad of risks throughout the migration process which may greatly impact their mental health and well-being, such as disruption of social networks, unemployment, and trauma. Refugee mothers have been identified as a vulnerable group with distinct challenges as they navigate both motherhood and migration. This includes minimal social support, which has been identified as a critical part of the resettlement process. The shift to virtual services during COVID-19 presents both potential benefits, such as reduced need for transportation, but may also exacerbate some of these challenges.

Objectives. The current study aimed to understand how the shift to virtual services impacts the provision of social support for refugee mothers. This paper presents findings from the perspective of individuals providing virtual settlement support services; findings from interviews conducted with mothers are reported elsewhere.

Methods. The research team consisted of a psychology undergraduate student and their faculty supervisor. Ethics approval was obtained from their institution and the research was funded from their supervisor's Personal Research Account. Semi-structured virtual interviews were conducted via Zoom by the student researcher. Three settlement support service providers from Windsor, Ontario, Canada, were interviewed in March 2022 and interviews were recorded and transcribed verbatim. Thematic analysis was used to identify patterns of meaning in the data.

Results. Three main themes emerged from the data: virtual adaptation of services; unique barriers to virtual services emerging from the intersection of gender, culture, and migration status; and supporting women's agency and independence.

Discussion. The current study highlights how virtual services have the potential to facilitate different types of social support for refugee mothers amidst the COVID-19 pandemic. Limitations include the small sample size and that all participants come from the same organization. Their experiences may not be generalizable.

Acknowledgements: To my thesis supervisor, Dr. Hynie, for supporting the project. Funds came from her Personal Research Account.

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Impact of the COVID-19 Pandemic on the Health of Women with Breast Cancer in Brazil: A Literature Review

Authors & Affiliations: Larissa Paiva Farias¹, Ana Caroline da Silva Dutra¹, Claudia Bonan², Andreza Pereira Rodrigues.³ Presenting author's email: lpfarias9921@gmail.com

¹Graduanda de Enfermagem EEAN/UFRJ. Bolsista de Iniciação Científica IFF/Fiocruz

²Médica e Pesquisadora. IFF/Fiocruz

³Enfermeira e Professora Adjunta. EEAN/UFRJ.

Background: In 2020, the COVID-19 pandemic imposed changes in the routine of people around the world. In Brazil, with regard to women's sexual and reproductive health, there was a decrease in screening tests and, consequently, fewer records of breast cancer diagnosis. Breast cancer is the leading cause of cancer death in women in Brazil, but it is curable. Its prognosis depends on several factors, especially early diagnosis and treatment. Some factors may have an influence on the decrease in diagnoses, such as the lack of access to exams, due to the decrease in services, or the fear of exposing oneself to contamination by the coronavirus.

Objective: To identify the impact of the COVID-19 pandemic on women with breast cancer.

Methods: A narrative literature review was conducted from Lilacs, Scielo and Medline databases, with the descriptors: COVID-19 AND breast cancer, referring to the years 2020 and 2021. One hundred national and international articles were selected that address the target descriptors.

Results: Social isolation contributed to a drop in the rates of physical activity, which contributed to an exacerbation of the clinical, physical, and psychological symptoms of the disease. In addition, the studies showed that people with symptoms of anxiety and depression had worse prognoses in cancer treatment. Telemedicine was highlighted as a viable alternative in light of the reduction in consults for screening and treatment of breast cancer.

Discussion and Conclusion: The COVID-19 pandemic has overwhelmed the capacity of hospitals, impacting cancer screening and treatment. According to the COVID-19 and the pandemic of fear: reflections on mental health article, published on the Public Health Magazine – São Paulo, on April 2020, the worsening breast cancer detection and survival rates will be a collateral damage of the pandemic.

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Maternal Mortality in Brazil and the COVID-19 Pandemic

Authors & Affiliations: Aline Furtado da Rosa¹, Ana Beatriz Azevedo Queiroz², Andreza Pereira Rodrigues³, Laira Maria da Silva Santos⁴, Luana Christina Souza da Silva¹, Maria Ludmila Kawane de Sousa Soares⁵. Presenting author's email: abaqueiroz@hotmail.com

¹Nurse. Doctoral Student at Anna Nery School of Nursing/ at the Federal University of Rio de Janeiro

²Full Professor Anna Nery School of Nursing / Federal University of Rio de Janeiro. Leader of the Sexual and Reproductive Health Research Group

³Nurse. Adjunct Professor at EEAN/UFRJ. PhD in Public Health (IFF/Fiocruz).

⁴Undergraduate student at the Anna Nery School of Nursing at the Federal University of Rio de Janeiro /UFRJ/ fellow of the Sexual and Reproductive Health Group/EEAN- UFRJ

⁵Nurse. Master's student at the Anna Nery School of Nursing at the Federal University of Rio de Janeiro

Introduction: Brazil had a significant increase in maternal death related to COVID-19, this event must be understood as a violation of reproductive health, as it is marked by lack of access and little availability of care resources.

Objectives: To describe maternal mortality from COVID-19 in Brazil.

Methods: Descriptive study of maternal mortality data, according to region, race, age, education, occurring between 2020 and 2021, from the Brazilian Obstetrical Observatory (OOBr COVID-19) which is a data platform in the public domain, and therefore, it is not registered in the instance of ethical evaluation in research protocols involving human beings.

Results: There were 1977 maternal deaths from COVID-19 in Brazil in the years 2020 (461) and 2021 (1516) demonstrating a significant increase in Brazilian maternal mortality compared to 2019 (1576) when there was still no COVID-19. The women who died the most from COVID-19 were black (53%), with elementary school (26%) and aged between 20 and 34 years (60%). These epidemiological data show that socioeconomic issues are still challenges to be faced in care and access to reproductive health services.

Discussion and Conclusion: The results made it clear that young, black and poor women were the ones who died the most in the pandemic, reiterating the inequities in Brazilian health. The lack of specific public health policies for this population, such as care protocols, filling in data in information systems and vaccination until the beginning of 2021, may have contributed to the delay of protective measures. Finally, it is necessary to analyze the impact of the pandemic on the high rates of maternal death that we still face so that new strategies are implemented to minimize this serious reproductive health situation.

Reflections About Reproductive Planning in Brazil During the COVID-19 Pandemic

Authors & Affiliation: Ana Beatriz Azevedo Queiroz¹, Ana Luiza de Oliveira Carvalho², Andreza Pereira Rodrigues³, Juliana da Fonsêca Bezerra³, Elen Petean Parmejiani⁴, Gabriela Mello Silva⁵, Isabelle M. de Paula Gaspar⁶, Fernanda Martins Cardoso⁷, Julia Verli Rosa⁷, Gisele Vieira Cesario de Souza⁷. Presenting author's email: abaqueiroz@hotmail.com

¹Full Professor Anna Nery School of Nursing / Federal University of Rio de Janeiro. Leader of the Sexual and Reproductive Health Research Group

²Adjunct Professor at Anna Nery School of Nursing / Federal University of Rio de Janeiro/UFRJ. PhD in Science. Vice leader of the Sexual and Reproductive Health Group/EEAN- UFRJ

³Adjunct Professor at Anna Nery School of Nursing / Federal University of Rio de Janeiro/UFRJ. PhD in Public Health. Member of the Sexual and Reproductive Health Group/EEAN- UFRJ – Brazil

⁴Professor of the Nursing Department at the Federal University of Rondônia Foundation/UNIR. PhD in Nursing - Women's Health. Member of the Sexual and Reproductive Health Group/EEAN-UFRJ – Brazil

⁵Master in Nursing. Specialist in Health Women Nurse of the Municipality of Três Rios/ Rio de Janeiro. Member of the Sexual and Reproductive Health Group/EEAN-UFRJ – Brazil

⁶Master in Nursing. Specialist in Women's Health. Member of the Sexual and Reproductive Health Group/EEAN-UFRJ – Brazil

⁷ Undergraduate student at the Anna Nery School of Nursing/UFRJ. Fellow of the Sexual and Reproductive Health Group/EEAN-UFRJ – Brazil

Background: During the health crisis imposed by the COVID-19 pandemic, the way in which women's reproductive health has been conducted at the level of public policies and in care practice stands out. Reproductive planning actions in Brazil have historically been based on the individual accountability of women, with limited availability of health services, even more clear in the pandemic period.

Objectives: To analyze the available scientific evidence about reproductive planning in Brazil during the pandemic.

Methods: Integrative review, using LILACS, MEDLINE, and SCOPUS databases, including publications in Portuguese, English, or Spanish, from March 2020 to April 2022, using the descriptors: family planning and COVID-19. A total of 1,030 publications were found, 69 of which were selected after reading the title, and 4 of which were included after reading the abstracts and applying the inclusion criteria. The analysis took place through bibliometric characterization and thematic content analysis. The study used secondary data and did not require approval from the ethics committee.

Results: Studies about the topic included a reflection article, a narrative review, a letter to the editor, and an orientation guide to healthcare professionals. Three analytical categories appeared: (1) recognition of reproductive planning as an essential service; (2) weakness in the provision of services and the use of telehealth as a strategy; (3) attention to vulnerable groups.

Discussion and Conclusion: With the advent of the COVID-19 pandemic, there were setbacks in Brazilian reproductive health care, such as the reduction in reproductive health services and the decrease in the supply of contraceptive and conceptive methods. These events raised hypotheses about the increase in the number of unplanned pregnancies, unsafe abortions and the increase in maternal mortality rates that compromise the reproductive rights of Brazilian women and men, especially those with social vulnerabilities.

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The Impact of COVID-19 on the Parental Stress and Coping Strategies of Parents of Children with Developmental Disabilities in Canada

Authors & Affiliation: Dr. Susan Chang Su, Assistant Professor in the Department of Psychology at the Faculty of Science, Brandon University. Author's email: SuS@brandonu.ca

Background: Quarantine restrictions and the cessation of in-person learning generate great challenges and stress for parents and have had a negative impact on children's behavioral, social, and emotional development. Parents caring for children with developmental disabilities (DDs) exhibit deficits in multiple domains of development, and experience unique additional strain, low mood, mental health-related symptoms, and distress. In the context of the current pandemic, mothers of children with autism spectrum disorder reported higher levels of parental stress, anxiety, and lower levels of psychological well-being than those of children without disabilities.

Objectives: To examine existing literature on 1) parental stress caused by COVID-19 on parents of children with DDs, and 2) their coping strategies for assisting their children in adapting to the continued learning activities and social-emotional needs during the COVID-19 crisis.

Methods: Databases (CINAHL, PsychINFO, ERIC, Google Scholar, and Pubmed), the internet (Google) from April 2020 to April 2022 in English were used for the keywords search (i.e., parental/family stress, children with DDs, autism, ADHD, Neurodevelopmental Disorders, coping, strategies, COVID-19, pandemic, Canada), and fourteen published articles (nine peer-reviewed articles, and five grey articles) were selected.

Results: Themes of negative stressors were generated, including the high level of parental stress, health concerns and mental health-related symptoms, authoritarian parenting styles, lack of social support and financial problems, difficulties of accessing social services, difficulties in managing the child's daily activities, struggles for child's online learning settings and online education, children's emotional and behavioral difficulties, and social isolation. Coping strategies include more social support, family-teacher partnerships, a structured daily schedule and reinforcement system, and optimistic hope.

Discussion and Conclusion: Parents of children with DDs need specific attention and resiliency to face these challenges, family-friendly policies can help parents have a more balanced and adaptable life during the pandemic. More social support from family, friends, school, and the broader community are needed for parents of children with DDs.

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The Mental Well-being of Adolescent Mothers Affected by Intimate Partner Violence: Challenging the Barriers of Gender Inequity

Authors & Affiliations: Danielle Washington, Doctoral Student, School of Nursing, York University. Presenting Author's Email: dfw@yorku.ca

Background: The postpartum period is considered a period of increased risk for intimate partner violence (IPV) for new mothers, specifically for adolescent women. Both the mother and her baby are at risk for poor health and mental health outcomes.

Objectives: 1. To review the impact of IPV on the mental health of adolescent mothers within their postpartum period; 2. To present gender transformative health promotion interventions to address the barriers of gender inequity related to IPV.

Methods: A literature review was completed with a focus on the influence of IPV and the mental health effects on adolescent women, aged 10-19 years old, within their postpartum stage (up to one year following the birth of their baby). ProQuest Nursing & Allied Health Database, PubMed, Scholars Portal Journals, and APA PsycInfo were searched for studies published worldwide between 2010 – 2020. The key search terms were intimate partner violence, mental health, adolescent mothers, young mothers, pregnancy and postpartum. Articles were included if they were: (i) quantitative, qualitative or mixed methods studies (ii) published in peer reviewed journals and written in English; and (iii) focused on intimate partner abuse and the mental health effects on adolescent women within their postpartum stage. Eleven studies were included in the review.

Results: The effects on mental well-being that adolescent mothers experienced in their postpartum phase because of IPV included depression, suicidal ideation and suicide attempts, increased stress levels, post-traumatic stress disorder, low parenting moral, sleeping difficulties, and obsessive-compulsive disorder. Adolescent girls who experienced bilateral violence (victimization and perpetration by both partners) also endured negative mental health effects. Gender inequality was identified as a primary risk factor for IPV. Gender roles influence the social decisions made by young adults, impacting their well-being.

Discussion and Conclusion: Experiencing IPV during the postpartum phase contributes to negative mental health outcomes. It is important to confront unequal gender norms in early adolescence, with a focus on eliminating adolescent mothers' encounters with IPV and improving their mental well-being. Gender transformative health promotion (Centre of Excellence for Women's Health, 2020) interventions to challenge the barriers of gender inequity related to IPV are considered, with a focus on education and advocacy.

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Faculty of Health
York University (Keele Campus)
519 Kaneff Tower
4700 Keele St
Toronto, On.
M3J1P3

Website: <http://nkhanlou.info.yorku.ca/>
Twitter: <https://twitter.com/YorkUOWHC>
<https://twitter.com/NazillaKhanlou>