

December 2020

Issue no-2

Kaleidoscope

Newsletter of the Counselling Psychology Section

Canadian Psychological Association



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Kaleidoscope focuses on teaching, scholarship and practice for Counselling Psychologists and graduate students in training. We are proud to offer newsletters throughout the year and a blog site for our membership. We hope you will feel inspired to give us your feedback and become even more involved with our vibrant community.

www.cpacounselling.wordpress.com



Marvin McDonald

Section Chair

Voices of challenge, voices for change, acting with hope

In listening to colleagues and clients and neighbors and students and family, these last months are full and challenging for many of us. Grief and hope sometimes walk together. Strong, clear voices help us keep a clear focus on our public health needs with inspiring examples as well as pointing out disappointment and tragedy. As we look forward to a new calendar year and a new convention year, counselling psychologists can look to be accompanied by, and to accompany others, in resilient coping.

Last summer I was privileged to join in some of our section and CPA activities in the virtual conference. Summaries of the section panel discussions are shared with us in this newsletter. These discussions foreshadowed well some of the ways counselling psychology activities are unfolding this fall.

For this newsletter, I would like to echo a few themes many of us are encountering in some form or another.

Maintaining social action while dealing with the pandemic: Most of us juggle with many challenges in both personal life and professional work as they rippling out through public health demands. And at the same time, strong voices for community change continue to be voiced and heard: #BlackLivesMatter, #IdolNoMore, #MeToo, and more community-based groups cultivating action for change. People in our clinics, our classrooms, and our research labs are finding ways to pursue and strengthen intersectional directions for moving forward. Health promotion, social justice, and science-grounded social change are emerging in synergies rather than collapsing into dead end scenarios of zero sum games.

At the concrete level of CPA activities, our Human Rights and Social Justice in Psychology Committee / Comité sur les droits de la personne et la justice sociale en psychologie continues to take shape even while we as an association work through many impacts of COVID. In consultations with sections, CPA committee and board work builds response to the Summit reports in alignment with the table reprinted in our May Kaleidoscope newsletter. We on the section executive continue to invite response to and participation with May newsletter resources and follow-up to CPA summit initiatives.

Converging interests and activities with other sections: The dissemination of the CPA Racism fact sheet this last summer emerged from authors in our International/Cross-Cultural Psychology section (ICCP; Bhatt et al., 2020). Membership in the counselling psychology section has ongoing shared interests and activities with ICCP, SOGI, SWAP, community psychology, and many other sections of CPA. And now opportunities for additional section collaborations are emerging in what might seem less familiar places. For example, the Quantitative Methods Section Featured Speaker for 2021 will be Bruno Zumbo who will be talking on *Equity and Fairness at*

the Nexus of Data Science, Psychometrics, Digital Innovation, and Social Justice.

Backlash & opportunities to move forward together: Fear and fatigue sometimes intertwine with hopeful action and hardy responses, in both personal and institutional settings. Not all members of my own extended family or my colleague networks support me in the directions we are promoting in the section on counselling psychology. We may have difficulties in gaining strong consensus in some settings. Yet temporary partnership for meeting short term goals can help to depolarize some conflicts and then support further de-escalation over time. In our better moments, fatigue may lend us more open to temporary partnerships, some of which can become transformative.

In the next few weeks, we on the executive are welcoming submissions from the section to another innovative form convention format for 2021. We look forward to working together.

Bhatt, G., Safdar, S., Berry, J., Yampolsky, M. A., & Tonks, R. (2020). "Psychology Works" Fact Sheet: *Racism*. Fact sheet report from the International/Cross-Cultural Section of the Canadian Psychological Association.

Marvin McDonald, PhD, R.Psych.
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Pronouns: he/ him

I join with colleagues and neighbours in respectfully acknowledging that Trinity Western University is located on the traditional ancestral unceded territory of the Stó:lô Peoples.

Executive Updates



Houyuan Luo

Conference Coordinator

Happy December during the pandemic everyone! I am excited to join the Executive Committee as the new convention coordinator! I look forward to facilitating our section's convention programming and supporting students, academics, and practitioners in Counselling Psychology in Canada.

I am a Registered Psychologist in Ontario and working in a private practice in downtown Toronto. I was born and raised in China and came to Canada in 2014 to do my doctoral study in Counselling Psychology at the University of Alberta. I lived in Edmonton for 4 years and then moved to Toronto for Pre-Doctoral Residency training. I stayed in Toronto afterwards. I aspire to be an excellent clinician, clinical supervisor/trainer, and leader in mental health profession. I believe that ongoing practice, reading, reflection, asking for feedback, and integrating them into my behaviour/practice are crucial to become better. Throughout my study and career journey, I strive to live up to the aspiration. Clinically, I work primarily from Cognitive Behavioral Therapy (CBT) and Acceptance and Commitment Therapy (ACT) approach. I value empathy, compassion, and understanding in clinical work. Also, I routinely seek feedback from clients to make sure my work meets their needs. I have received solid training in providing psychological assessment and psychotherapy to

adults with various concerns such as depression, anxiety, trauma, grief and loss, relationship, stress management, self-criticism, psychosis and medical concerns.

I am particularly passionate about existential issues, such as meaning of life, death and dying, and the nature and art of making life decisions. That is why I am especially interested in working with people who have health anxiety (hypochondriasis), grief and loss, and are suffering from chronic medical illness. Also, I was drawn to Acceptance and Commitment Therapy (ACT) due to its existential component. With ACT, I help clients identify what matters to them (life values) and what gets in the way. Then, we work together to solve the problems, accept the challenges or reduce the impact of them. Ultimately, the goal of my therapy is to help clients lead a meaningful life despite the concerns still exist sometimes.

In addition to serving at our section, I served as the Student Representative in the Board of Directors of the Association for Contextual Behavioral Science (ACBS) from 2016-2017. ACBS is the international professional home for Acceptance and Commitment Therapy (ACT). Since then, I co-founded the Asian Culture and CBS Special Interest Group (SIG) and Diversity, Equity, and Inclusion SIG.

In terms of clinical supervision/training, my doctoral dissertation was about clinical supervisors' experience of asking supervisees for feedback on their supervision. I am starting to gain clinical supervision experience.

Our next convention will still be virtual and be held from June 7th-25th, 2021. We hope you plan to attend the convention and sincerely invite you to submit an abstract through the Section on Counselling Psychology. We hope our section will have a larger presence in CPA. The submission portal is now open for the next CPA Annual Virtual Convention. For more information and to submit your abstract, visit:

<https://events.decorporate.ca/CPA2021/abstract/login.php>

Deadline for submissions is January 22nd, 2021.

We also need your help to adjudicate proposals! Whether you are a doctoral student, a researcher or a clinician, if you are interested review proposals and are available for a few hours (no more than 5) in December/January, please contact me at drhouyuan@gmail.com. Thank you very much and hope to see you virtually next year!

Houyuan Luo, Ph.D. C. Psych.
drhouyuan@gmail.com

Executive Updates

DANIELLE BROSSEAU

Secretary Treasurer



Colleagues and Friends,

What a year it has been! Although very little remains untouched by the effects of the global pandemic, I have come to appreciate the creativity and intentionality with which colleagues, friends and family have continued with work and connections.

The financial situation of our section was substantially impacted by the shift to a virtual 2020 convention. The majority of our yearly section finances reflect costs associated with the annual CPA convention (i.e., travel, reception food). The detailed finances were presented at our AGM this past summer but to sum, we had initially budgeted for a modest net loss but due to the change in expenses, the section executive anticipates a net gain of approximately \$3,700.

Thanks to each of you that contributed to section events during the 2020 virtual convention. I coordinated and chaired 1 of 3 section-sponsored roundtable discussions. Many thanks to Dr. José Domene, Dr. Ada Sinacore and Dr. Jessica Van Vliet for their rich discussion on teaching and researching remotely. For a brief recap of this roundtable please see my summary, reflections on a roundtable (p. 26).

Best wishes to you this holiday season.

Danielle

Danielle Brosseau, PhD
Assistant Professor of Psychology
The King's University, Edmonton, AB
danielle.brosseau@kingsu.ca

Executive Updates

Franzi Kintzel-Cormier

STUDENT REPRESENTATIVE

Hello everyone and happy holidays!

We almost made it through this year that started out promising and turned increasingly uncertain. The new academic year also came with many changes, requiring us all to stay flexible. Especially for those of you who are in their first year of graduate school, these ambiguities challenged the way that you intended to start this academic journey. Despite everything, our sense of community and care for one another will get us through and contribute to our abilities as future clinicians.

To introduce myself, I am a PhD candidate in Counselling Psychology at the University of Calgary, and I just started my two-year term as the Student Representative. I am so excited to support our student body and act as the liaison for students to the CPA Counselling Psychology chapter.

My first goal is to receive feedback and ideas on what information is lacking for you in terms of student communication – this includes resources about various programs, scholarship opportunities, tips to succeed (or survive) as a student, life after grad school, and so forth. We are wanting to ensure that counselling psychology students, and those interested in counselling psychology, are well resourced and informed! If you would be able to provide some feedback on our Facebook page (<https://www.facebook.com/CPA-Counselling-Psy-chology-Section-Student-Page-177731629100144/>), or email me directly (franziska.kintzel2@ucalgary.ca), it would be greatly appreciated! Your feedback will be so valuable!

I hope that the new year will bring more certitude for everyone and that you and your loved ones stay safe and healthy. Please feel free to reach out to me at any time, let it be with questions, concerns, or for support!

Warmly,

Franzi
Franziska.kintzel2@Ucalgary.ca



Executive Updates

Tanya Mudry

Awards Coordinator



Happy Holidays Everyone!

What a whirlwind of year it has been.

Whether you're involved in practice, teaching, research, or other counselling initiatives, I imagine you've had to pivot, adjust, problem-solve, and support others in navigating the pandemic and world events that have happened in 2020.

In my work with students and clients, I have been constantly impressed with the resilience and creative efforts in adjusting to change. I have witnessed the wonderful impact of trying new practices: online cooking groups, virtual wine tastings, pretend trips to Hawaii, puzzles, Internet-free spaces and times, and helping others in need.

At the same time, I've had to remind myself and others to focus on nurturing relationships (as the most important thing), letting go of perfection, acceptance, and rest...rest...and rest again. I am looking forward to a much calmer 2021!

Looking back onto 2020, I want to celebrate the successes of our award winners in the Counselling Psychology Section, with details presented on pages 8 through 12 in this edition of Kaleidoscope. On behalf of the Section, I want to wish our award winners congratulations and gratitude for their contributions to counselling psychology!

Tanya Mudry, PhD, R. Psych.
Assistant Professor,

Educational Studies in
Counselling Psychology,
University of Calgary
mudryt@ucalgary.ca

Deadline for award nominations

April 30, 2021

CONGRATULATIONS!

CELEBRATING AWARD WINNERS (2020)

Distinguished Member Award Robinder Bedi

Our Distinguished Member Award recognizes individuals who have made significant contributions to the field of Counselling Psychology.

This year's award winner was Dr. Robinder Bedi. Dr. Bedi is an Associate Professor at the University of British Columbia. He is also a registered psychologist, who maintains a private practice specializing in rehabilitation counselling. Dr. Bedi has moved the field of counselling psychology forward through his service to the field and to our section, his scholarship, his contributions to practice, and through his commitment to mentoring future leaders in counselling psychology in Canada.



In service to the profession, Dr. Bedi has demonstrated leadership and service on the Section Executive Committee, as well as involvement in both of the Canadian Counselling Psychology Conferences. Furthermore, he was one of the co-chairs of the Section's Executive Committee for a Canadian Definition of Counselling Psychology. In academic scholarship, Dr. Bedi is the most-published author of research and scholarship specifically on disciplinary and professional issues in Canadian counselling psychology. He has made numerous contributions to knowledge on issues including the therapeutic alliance and cross-cultural psychology. Finally, his numerous contributions to research have been recognized by several organizations including: the Canadian Counselling and Psychotherapy Association (Research or Professional Article Award), Green College at the University of British Columbia (Leading Edge Scholar designation), and the Society for Counseling Psychology (Division 17) of the American Psychological Association (Barbara A. Kirk Award).

DOCTORAL DISSERTATION AWARDS

The Doctoral Dissertation Award is given annually to one doctoral student for outstanding research conducted in a Canadian counselling psychology program. The award is evaluated based on contribution to knowledge and understanding in counselling psychology, originality, and quality of research. Independent reviews undertaken by three members of the Section Executive led to a tie and further adjudication highlighted divergent but equally deserving strengths. Therefore, an exceptional decision was made to award joint recognition by the section this year. Dr. Karen Ross and Dr. Amy Green.

In Canada (as elsewhere), postsecondary student mental health is increasingly positioned as an urgent social problem, even a crisis. Scholarly, professional, and popular publications detail the escalating prevalence, complexity, and costliness of student mental health problems; myriad campus initiatives and services have arisen to enhance, maintain, or restore mental health.

Despite the considerable power of psychiatric and psychotherapeutic discourses, heterogeneous meanings of mental health persist—often implicit in the logics of varying campus activities and messages. At sites where incommensurable logics intersect, tensions may arise that must be actively navigated or managed, whether by institutions or by students themselves.

In this dissertation, I investigate tensions of postsecondary student mental health using situational analysis (SA), an interpretive qualitative method that seeks to make visible relations of difference, axes of discursive variation, and sites of silence in a multiply co-constituted material-discursive situation of interest. I apply SA to scholarly mental health literature, texts produced by campus stakeholders, and interviews with university students who self-identify as having experienced mental health problems, mapping heterogeneous constructions of mental health and lingering analytically in sites of potential tension. Students' meaning-making around mental health is rich, diverse, complex, and situated, and may not fit easily into prevailing institutional logics of efficiency, rationalization, and risk management.

My aim with this study was to generatively complicate the student mental health conversation, working against premature discursive closure. I offer an unconventional account of student mental health, one in which meanings remain unsettled, contested, and political. Such analysis is difficult to distil into best practices, but supports a posture of flexible, pluralistic, and situated responding to the remarkably diverse concerns that have come to be classified as “mental health problems.”

KAREN ROSS

University of Calgary
Dissertation
Award Winner
2020



DOCTORAL DISSERTATION AWARDS

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AMY GREEN, University of Calgary Dissertation Award Winner, 2020

In recent years, several scholars have called for the construct of embodiment – that is, the experience of engagement of one’s body in the world – as a meaningful way to explore how women experience their bodies. However, limited research has explored embodiment specifically among newcomer women (i.e., immigrants, refugees, and non-permanent residents) who are part of racialized groups (i.e., those identifying as persons of colour or as being part of visible minority groups) in Canada. As such, this dissertation represents a purposeful attempt to explore embodiment among racialized newcomer women, and how to investigate this topic in culturally-sensitive and meaningful ways. Through a feminist lens, and situated in the field of counselling psychology, this body of work integrates different research practices (including a critical review, arts-based engagement ethnography [ABEE], and critical reflection) to systematically contribute to the academic literature focusing on embodiment among racialized newcomer women. Consisting of three conceptually linked manuscripts, which use the Developmental Theory of Embodiment (DTE) as a guiding framework to conceptualize embodiment, this dissertation makes the following contributions to research and practice. First, Manuscript 1 demonstrates how the construct of embodiment offers a meaningful vantage point from which to conduct qualitative research with newcomer women, offering suggestions for working through some of the ethical, methodological, and cultural considerations that may arise in doing so. Manuscript 2 outlines the results from a feminist research study that used ABEE to explore the experience of embodiment among six racialized newcomer women in Canada. Finally, Manuscript 3 offers a critical reflection of the use of ABEE in the aforementioned study, offering suggestions for its utility as an embodied, culturally-sensitive, and reflexive approach. Taken together, findings from this body of work strengthen the embodiment field by demonstrating that there are several unique aspects of being a racialized newcomer woman that can influence embodiment; therefore, these factors should be taken into consideration from a conceptual and methodological standpoint in future research, clinical practice, and social justice initiatives.



CONGRATULATIONS!

POSTER AWARD WINNER

The Impact of Deliberate Practice
on Therapist Behaviours in the Context of Ambivalence

Serena Shukla
York University

Traditional psychotherapy training methods, such as Continuing Education (CE), have been shown to be insufficient in skill acquisition and maintenance. However, recent findings suggest that Deliberate Practice (DP) training may benefit trainees through active engagement, repeated practice, and expert feedback. The present study examines a new simple therapist behavior coding system in the context of a larger parent randomized control trial comparing a DP workshop to a traditional didactic workshop on the same content, namely, using Motivational Interviewing (MI) skills to respond to resistance (Westra et al., 2019). The new system, the Demand and Support Therapist Behaviour Code, identifies simple and specific therapist behaviours as either Demand or Support. A subset of 60 therapist trainees from the parent study were randomly assigned to a DP or



Traditional training workshop and completed either a twenty-minute interview with an ambivalent actor (n=3) or an ambivalent client volunteer (n=30). Sessions were coded using the Demand and Support Therapist Behavior Code. Therapist responsivity errors, or the failure to appropriately respond to resistance (i.e., the use of Demand to respond to specific moments of resistance) was also quantified. Results revealed no significant differences on therapist Support or Demand behaviours overall between training groups. However, therapists in the DP training group took significantly longer to display their first Demand behaviour and exhibited fewer errors in responsivity to client resistance compared to the Traditional training group. Exploratory analyses also revealed that therapists paired with actors rather than volunteers from both training groups displayed significantly more Demand behaviours and made more errors in responsivity. Overall, this study provides support for the use of DP training as a potentially effective method in improving therapist skill and performance as it relates to MI.

Serena Shukla (BA, Specialized Honours in Psychology), York University

CONGRATULATIONS!

POSTER AWARD WINNER

Adapting a Strengths- and Hope-Based Program for Schools Within a Changing Context

Chelsea Hobbs
University of Alberta

Teaching is a complex and demanding profession (Gray, Wilcox, & Nordstokke, 2017). Hope is an essential and sustaining factor when facing stressful workplace conditions (Flesaker & Larsen, 2010), and is necessary to overcoming challenges in educational contexts (Nolan & Stitzlein, 2011). The Strengths, Hope and Resources Program for School Mental Health (SHARP-SMH) adapts an empirically supported program employed in health settings for use with teachers and students. Research shows the program to be flexible to context and to enhance participants' hope, emotional well-being, and life-engagement (Howell, Jacobson, & Larsen, 2015). Originally proposed as a mixed method concurrent (nested) design, the project has adapted to meet participant needs within a changing provincial politico-economic landscape in education. Now employing a participatory research design, the program remains committed to the co-creation of transformative spaces for teachers and students, supporting autonomy and agency to sustain their well-being. The collaborative program builds on strengths and fosters empowerment and social change in school communities. We provide commentary on responding to major field changes during research implementation and data collection.

Chelsea Hobbs, PhD Student, University of Alberta



UPCOMING AWARDS

We will be seeking nominations for these important awards again in the spring 2021, so please consider nominating a colleague for the Distinguished Member Award and former students for the Dissertation and Thesis award!

NOMINATIONS ARE OPEN

2021 Counselling Psychology Distinguished Member Award

The award is intended to recognize individuals who have made significant contributions to the field as a practitioner or as a researcher. Nominees must be a member of CPA Counselling Psychology Section and, preferably, will have been active in the profession for at least 10 years. Nominees should have made a distinguished contribution in one or more of the following ways:

1. Outstanding counselling psychology service,
2. Scholarly research that has moved the profession of counselling psychology forward,
3. Development of practice materials that have contributed to the provision of counselling psychology service by others,
4. Outstanding service to professional associations, in particular to the CPA Counselling Psychology Section.

Other factors that will be considered are the depth and breadth of the influence of the nominee's work on the profession of counselling psychology (i.e., moving the profession forward, many people affected by the work, etc.). Nominators should provide a rationale for nominating the individual for the award, as well as supporting information (e.g., a current CV, detailed descriptions of the nominee's work, samples of the work, independent evaluations of the work, letters of support from colleagues, students and/or clients; description of positions held and /or service contributions).

Please send nominations to mudryt@ucalgary.ca by April 30, 2021.

UPCOMING AWARDS

STUDENT AWARDS

The Counselling Psychology Section of CPA offers annual awards for outstanding student research in the field of counselling psychology, with a monetary prize (\$100)!

Best Doctoral Dissertation and Best Master's Thesis Awards

NOMINATIONS ARE OPEN

The Best Doctoral Dissertation and Best Master's Thesis Awards are given annually to one doctoral and one Master's student for their outstanding research conducted in a Canadian counselling psychology program. Inclusion Criteria:

1. A nomination letter, written by a section member, must accompany the application.
2. The research must have been successfully defended within 2 years prior to the annual award submission date.
3. Two (2) page summary of the thesis/dissertation, written by the student, which should include the following:
 - a. Background/rationale, Research question(s), Methodology, Results (2/3 of the summary)
 - b. Implications and Contributions to the field of Counselling Psychology (1/3 of the summary)
 Summary should be double spaced, 12-point font, 1-inch margins. In addition to the two-page summary, the student should include a title page and references. Tables and figures may also be included as appendices.
4. A student's research can only be nominated once for each award.

Evaluation rubric:

- a) Contribution to knowledge and understanding in counselling psychology
- b) Originality
- c) Quality of the research, as evidenced by:
 - (i) clear and compelling statement of research problem/question,
 - (ii) appropriate methodology and methods,
 - (iii) findings/results that are clear and show evidence of rigor,
 - (iv) compelling and well-grounded conclusions and implications, and
 - (v) discussion of limitations
- d) Quality of the writing

Nominators are invited to submit the student's 2-page summary and nomination letter to mudryt@ucalgary.ca by
April 30, 2021.

UPCOMING AWARDS

Best Conference Poster Awards (CPA 2021 Convention)

The Best Master's Conference Poster Award and the Best Doctoral Conference Poster Award are given for outstanding research projects completed by graduate students. Posters are evaluated for:

1. Contribution to knowledge and understanding in counselling psychology
2. Quality of the research
3. Quality of the writing
4. Visual appeal and organization of the poster
5. The student's engagement in questions and comments about the poster

The student needs to be first author on the poster. Students do not need to be a member of the Counselling Psychology Section to be eligible for these awards. The amount of each award is \$100.

1. All students accepted to present their poster at the annual convention are informed via e-mail that their poster will automatically be considered for either the Best Master's Poster or the Best Doctoral Poster (the option of opting out is provided).
2. Candidates must indicate student status on their poster (i.e., MSc or PhD students) and their role in the research project (i.e., thesis research).
3. There will be 3 or 4 reviewers who will do a preliminary review of the posters. Each reviewer will review a specific number of posters in order to allow more time to engage with the candidates on their list. No two reviewers will adjudicate the same poster.
4. After the convention, reviewers will submit their top selections to the Executive Committee, leading to a short list of candidates.
5. The short-listed candidates will be asked to submit an electronic copy of their poster for final review by the Awards Coordinator, in consultation with the rest of the Executive Committee.

The winners will be e-mailed after the conference and will be given the opportunity to have an abstract of their work included in a future issue of our Counselling Psychology Section newsletter, Kaleidoscope.

Reflections on our Residency During the Pandemic

Ben Gould,
Carolyn Zwicky-Pérez, &
Damien Dowd

Being a resident during a pandemic certainly is challenging. As we, Ben, Carolyn, and Damien, reflect on the past few months, we are grateful that we faced this global crisis with the support of our internship site, the Student Wellness and Counselling Centre (SWCC).



Located within Memorial University of Newfoundland (MUN) in the city of St. John's, this internship gives residents a chance to discover "The Rock," where the ocean's waves are lively and opportunities for outdoor adventures abound.

Opportunities for professional growth similarly abound within the SWCC. The team at this site is composed of psychologists, wellness navigators, physicians, and nurses, and boasts a dedicated and warm administrative staff. The professional diversity that one finds at the SWCC makes it a truly holistic space, and gives residents the chance to develop collegiality and interprofessional communication skills during weekly case conferences.

At the SWCC, residents are treated with respect, and work-life balance is carefully implemented. Residents conduct individual therapy with clients who are part of the MUN undergraduate and graduate student bodies, a population of roughly 17,800 human beings. Fifteen percent of students, and about one third of graduate students, are international students. Residents can also engage in same-day therapy sessions with students who require a solution-focused approach to help with short-term, immediate stressors. Seminars and training sessions are consistently available, and set the stage for critical thought and professional self-reflection. In terms of group therapy, residents have the chance

pandemic residency ... continued

to facilitate psychoeducational or interpersonal process groups. All this therapeutic work is conducted under the flexible and knowledgeable supervision of the registered psychologists at the SWCC, who encourage residents to develop and pursue their theoretical orientation and areas of interest.

It was the guidance and support of these psychologists, and of the SWCC as a whole, that made our experience with the work transitions imposed by the COVID-19 pandemic bearable and ultimately rewarding. When the seriousness of the situation became apparent in Mid-March, the three of us voiced concerns with continuing to work in a public setting. Our supervisors not only listened to us, but took action to advocate for our transition to working from home. Within a couple of days we had shifted to setting up our home offices, with the invaluable help of the administrative staff. In this manner, we were able to continue to provide therapy for clients during the first few months of an extremely stressful and often traumatic global event.

What further stands out to us about the SWCC in this situation is the care that was given by our supervisors to meet our internship requirements. Supervision was seamlessly shifted to phone and then video meetings, and our supervisors, with our clients' consent, even took the time to synchronously observe our therapy sessions. With the uncertainty engendered by the novel coronavirus, it was a deep relief to know that our internship remained a reliable constant. The power of connecting to other people as a strategy to maintain a sense of safety is well-documented, and herein lies the SWCC's greatest strength: professional responsibilities are carried out with warmth, and with a dedication and passion for the advancement of psychology that is grounded in the common experience of being human.

Days away from the conclusion of our internship year, we are happy to report that we met our professional goals for internship, with the added bonus of having a good grasp on providing therapy via telehealth. We attended seminars, supervised students, and consulted with colleagues, all while expanding our knowledge of what it means to be an ethical, inclusive, and socially conscious psychologist. We are excited to see where our journeys will take us. We confidently recommend the SWCC to any intern who is looking for a site that is as figuratively strong in uncertain times as the rock that it is built upon.



Ben
Gould



Carolyn
Zwicky-Pérez



Damien
Dowd

STUDENT LED INITIATIVES RESPONSES & REFLECTIONS

Rabab Mukred & Melissa Glazer
University of Calgary

The global pandemic (COVID-19) has resulted in increased feelings of anxiety and uncertainty for students in Canada and world-wide. We recognize that our current climate affects many people in different ways, and our response as a community, program, and individuals can positively impact others. As the current student representatives in the Counselling Psychology program at the University of Calgary, we wanted to create an initiative that would support students as they navigate the new climate around them. We concentrated on ensuring that students felt that their concerns were being recognized and addressed through a supportive environment. More specifically, our Counselling Psychology program focuses on incorporating a social justice approach in our teaching and learning practices. Our education allowed us to acknowledge and be aware of the connections between the pandemic and the areas students may require additional support (i.e., a lack of education on telehealth, advocating on behalf of student needs). We feel it is important for students to stay connected, feel supported, and have opportunities to engage and strengthen our sense of community. Therefore, we had two main initiatives: a resource list for students and faculty, and hosted virtual events that students and faculty could participate in.

As we are students ourselves, we experienced similar struggles to our fellow peers. Uncertainty about how to navigate therapist-client relationships, tele-counselling, the Association of Psychology Postdoctoral and Internship Centers (APPIC) and the College of Alberta Psychologists (CAP) regulations, meeting thesis deadlines, virtual learning, etc., added on to the adjustments we were having to make throughout our day to day lives. We had to learn to navigate our requirements from the

program, while acknowledging the importance of health and safety for ourselves and our loved ones. Furthermore, throughout this process, as student representatives, we directly witnessed the efforts that our faculty were engaging in to ensure that the program continues to run smoothly. This inspired us to explore how we could contribute in other ways. As a result, we felt that our peers would benefit from ongoing communication and a variety of resources that focused on mental well-being. As such, we came up with a resource list that provided general information about using technological means of therapy, self-care ideas, and mindfulness practices. Our goal was to provide students with resources to help support them in their awareness and learning as our world was shifting towards using telehealth. Some of the resources we sent to students included suggestions from the American Psychological Association (APA), APPIC, CPA, and the broader psychological community. These spaces and platforms offered students the potential of having safe spaces where they could bring up injustices' clients may be facing as well as their own experiences.

In addition to the resource list, we wanted to create an opportunity for students and faculty to engage in events in order to socialize and stay connected. As social distance guidelines were something we had to consider during this time, we decided to create three virtual events on socially accessible platforms. We wanted to ensure the

platforms were accessible in order to allow greater participation, but to also inspire our peers to connect in other ways within the program. Our goal was to ensure that our program continued to act as a community by staying connected during the pandemic. We also recognized that it would be difficult to organize the events to appease everyone's schedules, so we held them bi-weekly in the evening through the months of April and May. The first virtual event organized took place on Netflix Party, where we watched a movie as a group and were able to communicate through a chat box. The second event took place on Zoom, where a student volunteered to run a virtual yoga session. Lastly, students met on Zoom for the third event, where we baked cookies by following the same recipe. We also provided alternative ingredients in order to accommodate a variety of dietary restrictions. Thankfully, we were able to connect with many faculty members and students in a safe and active way. As a result, we received a lot of positive feedback from faculty and students.

We have encouraged the faculty to continue providing open lines of communication with students during this global pandemic. Although we have been asked to practice social distancing, we asked that students remember to reach out to their classmates and peers in the program to ensure they are doing okay. We have provided a few of the responses that we have received as a result of our initiatives:

"Navigating COVID as a graduate student has been tumultuous. There has been a lot of stress and worry because we were adjusting at the same time as our programs, CPA and CAP which led to uncertainty. I experienced worries about how to complete practicum, ending client relationships abruptly, having to work from home, and facing solitude in a way many of us have never experienced before.

We are so used to being busy, being around others, and socializing that we take it for granted. Quarantine took that away from us and challenged us to connect with ourselves and others differently. It was important for me to use that time for introspection, but I also craved the social connections and everyday interactions with friends that used to be normal. I regained that sense of community and family through the social events put on by our peer leaders. They organized meetups to chat and check in with each other, but also found ways to make things more interactive. We watched movies together, did yoga together and even baked together. My cohort has always been a big support and being able to engage with them online during a stressful time like COVID made all the difference. I think the fact that this helped stresses the importance of having peer leaders (and advocates for the student body); of fostering supportive and genuine connections in grad school cohorts; and of finding innovative ways to create community in academia (beyond topics related to work and productivity)."

Maryam Qureshi
Student - MSc Counselling Psychology

Student and Faculty Reflections, continued



"Being invited to teach a yoga class for the program was such an honor. It was truly a bonding experience - bringing together students and faculty in a common space. In the midst of the uncertain times it was a much-needed break to connect relationally, move our bodies, and breathe together. It was also a liberating experience for me as it was the first time that I taught a full yoga class. Overall, the experience was great, and I would do it again in a heartbeat!"

Chantai Minet
Student - MSc Counselling
Psychology

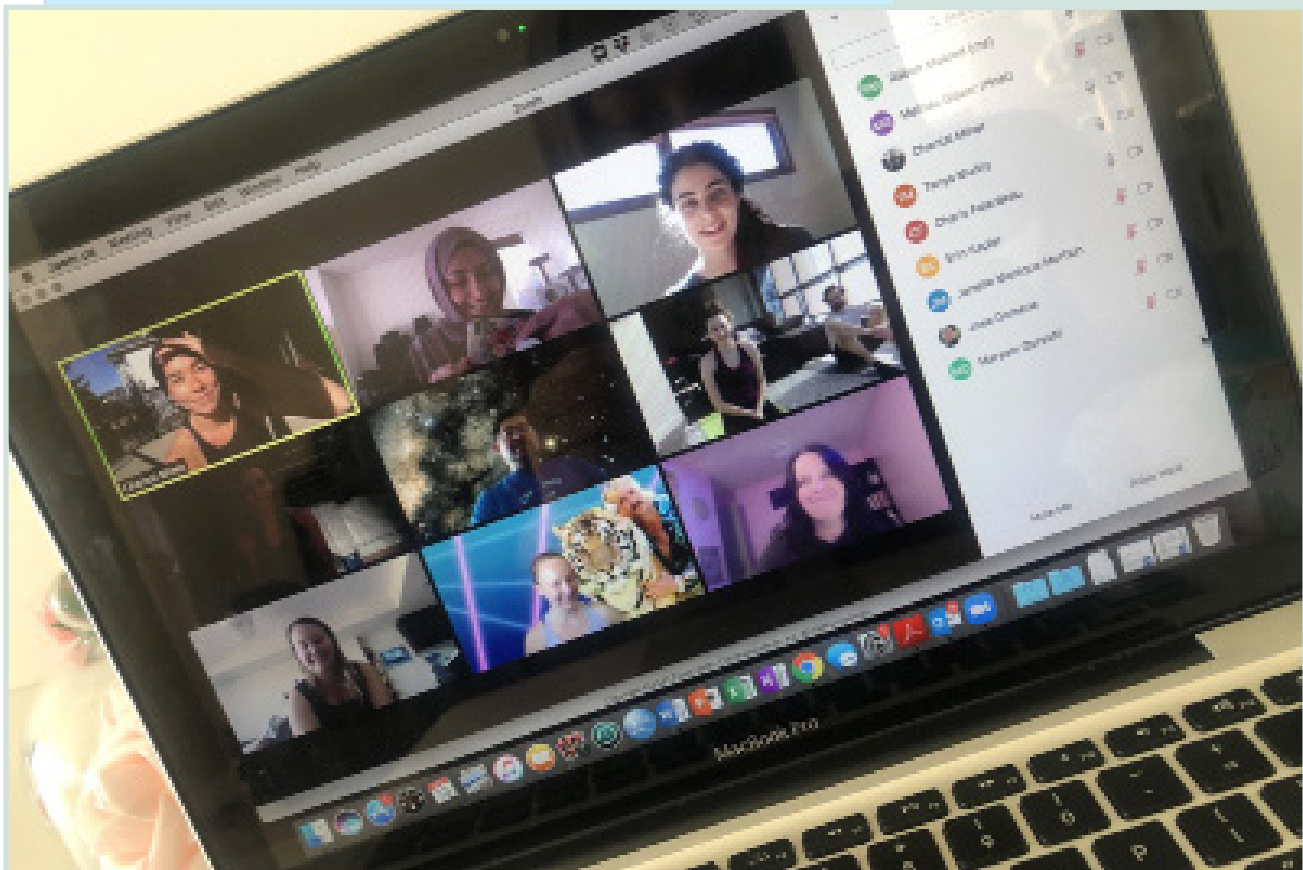
"I participated in the baking activity and I really enjoyed connecting with other students and learning that many of us had similar struggles related to motivation and isolation as a result of COVID. It felt good to connect with others and have some fun and just catch up. It was also a lot of fun to engage in an activity with others that I usually do on my own."

Meghan Sinead
Student - MSc Counselling Psychology

Student and Faculty Reflections, continued

"I participated in all three of the virtual events that the MSc and PhD Counselling Psychology Student Representatives, Rabab and Melissa, put together for the counselling psychology students. I thoroughly enjoyed each of the activities because even though we could not always see each other, such as when watching the movie or participating in yoga, I still felt connected to my peers knowing that we were all engaging in the activity together. My favorite activity was the baking since we did each baking step together, answered each other's questions about the process, chatted and laughed the entire time, and got to enjoy a delicious treat at the end! Even though we were physically apart, it felt as though we were all in the same kitchen. I left each activity feeling fulfilled and less lonely, which I believe helped positively contribute to my mental health and wellbeing during a time of uncertainty and prolonged isolation. I am incredibly grateful to Rabab and Melissa for planning these fun events and I hope that there will continue to be more in the fall!"

Janelle Morhun,
Student - MSc Counselling Psychology



There is no way I could have ever predicted that the last semester and the completion of my practicum would be derailed by a global pandemic. None of us could. It has, in so many ways, been a challenging few months. Adjusting to an online world and being alone so much of the time was a transition that put me to the test academically, professionally, and personally. I have spent much time reflecting on my experiences and looking for meaning and value in change and believe that I am now in a place where I can appreciate the weirdness around me through a lens of curiosity and hope. This perspective has taken some time and effort to develop, and I am grateful that I had my cohort, peer leaders, supervisors, and professors with me along the way. I appreciated having opportunities to connect online with my colleagues. I was unable to attend the baking or the movie night online, but I did participate in the yoga class. This event was fantastic. Led by a member of my cohort, it felt comfortable and engaging. Being joined in the activity by a couple professors was a nice reminder that we are all in this together. It was a lovely way to connect and rekindle some of the social connection that was unexpectedly taken away from us by the COVID-19 shutdowns. Thank goodness for technology and such a caring and resourceful group of colleagues!"

Charis Falardeau
Student - MSc Counselling Psychology

"I really enjoyed the events I participated in! During a time of physical distancing, it was nice to meet up virtually and do a group activity or just be social. Not only did the events give me something to look forward to, but they were helpful in reducing stress related to the pandemic, and I definitely felt more socially connected afterward!"

Erin Kapler
(MSc Counselling Psychology Student)

I was proud to see the leadership of our student representatives in organizing these strengths-based, wellness-oriented initiatives. The adjustment to online classes, practicum changes, and quarantine measures due to COVID-19 added additional stress for students (and Faculty!) to an already intense and busy stage of training and career development. I was honored to participate in the yoga session and delighted to see the smiling faces of the students and other Faculty taking time to slow down, breathe, and take care of themselves and one another."

- Tanya Mudry, PhD., R. Psych,
Assistant Professor

This initiative was successful by revealing the resiliency that many of us uphold. Through creativity, communication, and inspiration, we can continue to progress as individuals and in this field. As future psychologists, we are now very aware that anything can happen. Through this learning experience, we recognize that if we continue to prioritize our mental well-being, we can create rapid change within ourselves and our communities.

THROUGH STUDENT EYES

How Challenges Might Offer New Opportunities

Kendra Benterud

The King's University

Emily Bouma

The King's University

The COVID-19 pandemic has brought about massive disruption to our quotidian lives; it seems to dominate every conversation, action, and headline. Questions we regularly face include: What are the numbers? What are the new changes with each progressive phase? How do I maneuver relevant changes in my specific life context? How long will it last?

How do I maneuver relevant changes
in my specific life context?
How long will it last?

Being consumed by talk of this pandemic is overwhelming, and students were additionally faced with the cumbersome feat of returning to university with a different structure. In this article we outline some of our main concerns with this transition to new learning structures as undergraduate students who returned to full time studies in psychology this fall. Furthermore, we propose how these challenges present several unique opportunities for students to grow as these precarious times continue.

One of the main difficulties that students faced returning to school is related to the legitimate uncertainty about how the fall would look. For many, the normal anticipation of a new school year was consumed by worrying

about the new approach to learning. For others, the frustration of having to adapt to an unfamiliar method made learning seem quite unattractive. Now that an entire semester amidst the pandemic has been experienced, students may have affirmed emotions and assumptions that they will be carrying forward with them into the upcoming term.

Since social factors are a significant enrichment to and often essential component of one's learning experience, the reduced social opportunity caused by COVID-related restrictions was a significant concern for many students. For example, the much valued touch and go points of connecting with friends and acquaintances we pass in the hallway are lost. Even studying at coffee shops and libraries looks different when keeping physical distance protocols and (at some places) having to reserve spots. Finding brief moments before and after class to connect with professors are not available to students in the same ways. Even collaborating with fellow peers has proven more difficult in an online setting. Group work has additional complications, thus the possibility of building new friendships is limited further. The quality of widely used learning resources are also a concern; for example, students may have relied more heavily on technology and online sources for their information, rather than reaching out to a professor, and this presents an increased risk to the quality of information that students consume.

Through Student Eyes, continued...



Emily has spent her summer doing shift work in the hospital; but when possible, she has been soaking up moments in the mountains and hiking with her roommates. This photo is from a three day backpacking trip at Lake of the Falls in Alberta.

Other miscellaneous concerns are also relevant for students. For instance, the boundaries between a work-life balance and physical space have become blurred. There is apprehension about the change in workload – is it supposed to be greater or less, or perhaps just different? Some thrive more than others with an asynchronous approach to learning. Moreover, although professors and classmates are still reachable, it requires more intentional effort to connect. The woes and experience of this past fall semester are now coupled with the assortment of feelings about the upcoming winter semester, and this has perhaps created a pessimistic attitude for many when entering the next term.

As a profession which revolves around human experience, it seems that the pandemic has also resulted in a loss in opportunity to develop certain skills essential to the discipline of psychology. Although learning theory and reading evidence-based research is foundational to one's exploration of the field, the application of such knowledge through practical means seems to be more difficult to come by amidst the pandemic. Opportunities such as volunteering, research assistance, and work experience seem more limited. It is furthermore worrisome that those in their more senior years of study will have little field experience by which to demonstrate

competencies and interests for potential graduate applications.

After experiencing a whole semester living in this different world, we may be grieving our past patterns or find ourselves exhausted by the amount of change that we have had to adapt to. Yet, life continues on; so, what are we to do about all these concerns and challenges? As those operating in the academic world, we must remind ourselves and one another of two things. First, remember why we are in post-secondary education. What is our goal, or aim, in being here? If it is to grow in knowledge and character, these two opportunities remain fully available - even though they may look different than what we have previously experienced and grown accustomed to. Second, remember that things will not always be as they are now. Even if things never fully return to what we think of as "normal life," they will change and develop over time and perhaps improve in unexpected ways. This time is one of many, these years are only a fraction of our lives.

We do still have the opportunity to change how this upcoming semester is experienced. Speaking in practical terms, there are strategies that we can use to cope

Through Student Eyes, continued...

with the unknowns of COVID-19, including the adjustments to new learning structures. For instance, it is important to consider that the pandemic has affected many facets of our health, including biological, psychological, social, and spiritual dimensions. Thus, holistic and diverse strategies must be considered when combating the challenges we face. Personally, I (Emily) will attempt to have school dedicated hours and physical space for class and schoolwork, while keeping the remaining time for other activities such as being outdoors, engaging in physical activity, and connecting with others in accordance with health guidelines. I (Kendra) hope to enhance my personal study space so it is more engaging: this includes establishing a more intuitive desk organization, posting inspiring images and quotations, and adding a small whiteboard to my collection of learning tools. Additionally, I hoped to continue spending spare time outside in my vegetable garden (season permitting), doing outdoor sports, and maintaining daily spiritual disciplines like prayer.

We can also notice the opportunities each change and challenge presents. For instance, online classes can be seen as an opportunity to create better boundaries in our lives, specifically between work and recreation. Rather than these boundaries being somewhat naturally established by external structures, like physical places, they will require greater internal direction. In order to settle into a regular schedule, students will need to set their own work/recreational times and places with more personal initiation and discipline. Restricted ease of social connection with classmates and professors, as well as the academic enrichment these connections provide, can be seen as an opportunity to develop confidence reaching out intentionally to

others. The frustration of using new online tools and resources can be seen as an opportunity to develop more advanced technical skills. These are only a handful of silver linings to be discovered this upcoming semester.

We must consider what helps us to attain and maintain this perspective, whether that be to sit in stillness, to further develop our interests, to get outside, to continue supporting one another, and/or to be kinder to ourselves.

As students entering a realm of uncertainty regarding our postsecondary education, we encourage our peers and educators to move through present challenges with a balanced perspective. We must consider what helps us to attain and maintain this perspective, whether that be to sit in stillness, to further develop our interests, to get outside, to continue supporting one another, and to be kinder to ourselves. Allow us to leave you with the wise words of Rainer Maria Rilke (1934), "And what matters is to live everything. Live the questions for now. Perhaps you will gradually, without noticing it, live your way into the answer, one distant day in the future." (p. 27).

References

Rainer Maria Rilke. (1934). *Letters to a Young Poet* (Md. Herter Norton, Trans.). W. W. Norton & Company Inc.



Kendra has taken advantage of her spare time during the pandemic by planting an extra large vegetable garden this year. She enjoys how gardening helps her to let go of her concerns, move outside of herself - and eat delicious produce.

Teaching & Researching Remotely

A reflection on our panel discussion from the CPA 2020 Convention

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." - Maya Angelou

I had the opportunity to facilitate a roundtable discussion on remote teaching and researching as a part of our section programming for this past summer's virtual CPA convention. Many thanks to the discussants, Dr. José Domene (University of Calgary), Dr. Ada Sinacore (McGill University), and Dr. Jessica Van Vliet (University of Alberta) for sharing their wisdom, experiential learning and for being willing to identify the real challenges we have and are facing in our remote work environments. As the discussion unfolded, participants shared their experiences of shifting to remote teaching and research, as well as their plans for how to navigate this new reality for the 2020–2021 academic year. Some of the keywords or phrases that describe the essence of the roundtable discussion were as follows:

- Flexibility
- Creativity
- Resilience
- Mourning and grief
- Workload
- Calling attention to disparities
- Forcing needed change
- Diversity
- Reassurance
- Caring
- Opportunity

Though anecdotal, these keywords reflect the laboured, thoughtful and conscientious ways in which the discussants modelled reflective practice in their response to the shifts in our work realities. What is perhaps not reflected in this content summary is the collegiality that was expressed. Although the knowledge I gained from participating in this discussion was invaluable in shaping and planning my teaching and research for the Fall 2020 semester, it was the experience of the session that remains most prominent in my memory. In a professional world that was beginning to feel increasingly isolated, coming together to tell our stories as counselling psychologists from across Canada provided a juxtaposed experience of connectedness. I see this experience reflected in my own research on dyadic and collective efficacy (Bandura, 1997; Brosseau et al., 2020). Bandura (1997) defined collective efficacy as “a group's shared belief in its conjoint capabilities to organize and execute the courses of action required to produce given levels of attainments” (p. 477). The ability to meet together with colleagues for the purpose of sharing experiences and generating new ideas provided me with a sense of being ‘in it together’. However ephemeral our joint task was, I left feeling refreshed and encouraged in my work. In a time where we and our students are experiencing increased physical isolation, when we cannot connect in the conference lobby or after a session to catch up and debrief, it is all the more important to find new ways to maintain a sense of connected community. It is my hope that my experience will serve as a reminder and an encouragement for each of us to continue to nurture and expand our community of counselling psychologists here in Canada.

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SUPERVISION

In The Post-Pandemic World

A reflection on our panel discussion from
the CPA 2020 Convention

Payden Spowart

Perhaps a hopeful title, I had the wonderful opportunity to chair the online discussion Supervision in the Post-pandemic World at the 2020 CPA Virtual Convention this past summer. We brought together the shared expertise and knowledge of Drs. Jeff Chang, Tanya Mudry, and Kevin Wallace, Ms. (although now, Dr.) Emily Williams for a roundtable discussion. We considered how the pandemic and the move to providing counselling and supervision through electronic means (e.g., Zoom and telephone meetings) influenced experiences of practicums, internships, and meaningful work in our practice. As supervisors and students, we discussed considerations and plans for the upcoming academic year and how to prepare students and future professionals for remote practice and future face-to-face work. Across the panel, several themes emerged that I wanted to highlight.

First, there was a general agreement that some positives have and could continue to emerge as the result of moving to remote sessions. Such sessions have allowed for more opportunities for live supervision, as the supervisor could “sit-in” on sessions with their camera off. This technology could also be leveraged to provide supervision and counselling services to more remotely located individuals, thus opening up new doors.

Second, there was a recognition that multiple challenges existed. Supervisees may be encountering additional anxieties and stressors which require acknowledgement and support. Supervision contracts, detailing, for example, the purpose, goals, and objectives; context of service; method of evaluation; duties, roles, and responsibilities; the scope of competence; procedural considerations; and terms of the contract (Bernard & Goodyear, 2019), seemed more important than ever. Also, there was a recognition that supervisees

could be missing out on the “day-to-day happenings” of a workplace that contribute to their professional development. This could be important to build in to ensure a more well-rounded training opportunity. We also spoke about the difficulties associated with evaluation, support, and remediation, particularly around subtle or nuanced happenings. Finally, there was a discussion that this is uncharted territory – we are doing our best to adapt to changing times. It is important to model and engage in our own self-care and encourage our supervisees to do the same.

Finally, there was a recognition that it is important to keep up with ethical considerations, practice guidelines, and relevant telepsychology training (e.g., continuing education credits). Furthermore, now, more than ever, it seems that the training in clinical supervision is important given the additional complexities that our role has.

Taken together, there have been changes to some of the process of and experiences related to supervision. We hope that students and supervisors alike can work together to help ensure quality service delivery and positive learning experiences.

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Payden Spowart, M.A., Registered Psychologist
Out-going Student Representative
– CPA Section on Counselling Psychology
Doctoral Candidate, Counselling Psychology
– Werklund School of Education
Medical Student
– Cumming School of Medicine
University of Calgary

Transitioning to Counselling Practice at a Distance

Summary of our panel discussion
from the 2020 CPA Annual Convention

Houyuan Luo

On July 27, 2020, the CPA Counselling Psychology section organized a panel titled “Transitioning to Counselling Practice at a Distance” for CPA annual convention. The panel was conducted at a distance as well. Panellists include Drs. Houyuan Luo, Janet Miller and Terilyn Pott.

During this panel, each panellist shared their experiences and perspectives on providing virtual psychological services to clients since the pandemic started.

First, the panellists discussed what the transition was like for each of them. Transitions were generally smooth, although it was a learning curve with a slight discomfort being in the beginning and enjoying it one month or two into the virtual sessions. Some clients still prefer in-person sessions but are becoming more open to it. Some concerns they have include privacy issues and difficulty in developing an alliance. Some unique challenges are noted for international students, because many of them are doing on-line courses out of Canada or out of a province where the psychologists are legally allowed to practice psychology.

Then, the panellists shared what are some of the great things and not that great things about providing virtual sessions. For example, panellists noted that virtual sessions significantly improved access to psychology services for clients usually wouldn't have access to, such as those residing in rural areas, having health issues, and being severely depressed. Some clients may also feel less stigmatized when doing virtual sessions because they don't need to see a physical office, which may strongly associate with stigma. Moreover, virtual sessions allow psychologists to view clients in their own space, which may reveal much information that is not available if it is in-person.

Challenges-wise, panellists commented that the work-life boundaries could be blurred when working from home as we do those two things in the same place; it is easy to work over-time and feel like they never finish work. Some strategies panellists have taken include designating a specific room only for work, or if living in condos/apartments, designate an area or desk only for work, put on leisure clothes right after work and so on. Panellists also shared some unexpected incidents during virtual sessions, such as children's interruptions, digital equipment overheating/stops working, environmental noise, animal presence, etc. Being open and communicable are the keys to overcome those hurdles.

A very important issue is the management of a potential crisis situation virtually. It may feel daunting to think about managing crisis intervention virtually, but it is actually doable. Panellists have shared some strategies they have been practicing; they include ask clients to provide an accurate physical location, alternate contact information (e.g., cell number), and emergency contact information. Also, the clients are always informed of necessary steps psychologists need to take if a crisis arises.

Last, panellists shared that they are willing to keep virtual sessions, at least to some degree, as part of their regular practice after the pandemic because they have hands-on experience of its benefits.

Dr. Houyuan Luo completed his Ph.D. in Counselling Psychology from University of Alberta. He is a registered psychologist in Ontario and is working in private practice. He is currently serving as a Member-at-Large on the Counselling Psychology Section Executive.



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CPA 2021 VIRTUAL CONVENTION EVENT

PLANNING UPDATE (December 2020)

Below is an update on the CPA 2021 Virtual Event planning to date:

SCIENTIFIC PROGRAM

1. Preliminary Schedule

As previously noted, CPA2021 will span three weeks from June 7th – 25th, 2021. A preliminary schedule is posted here: <https://convention.cpa.ca/scientific-program/program-schedule-and-themes/>

Note a change with respect to the scheduling of the 3- and 6-hour CE professional development workshops. After much consideration of various factors, they will be offered the week preceding the virtual series, from May 31st through June 5th. Separate registration will be required to access these workshops.

2. Submission System

The abstract submission system is open.

The deadline for submissions for 3- and 6-hour CE credit professional development workshops has been extended to January 22nd, 2021.

Deadline for all other presentation types remains January 22nd, 2021. Reviews will take place in February. Please think about engaging members in your Section to serve as Review Coordinator and Reviewers for submissions tagged for your respective section.

Individuals who opted to defer their accepted CPA2020 presentation to CPA2021 have been contacted by email with instructions on next steps to participate in CPA2021.

3. Presentation Types and Format

CPA2021 will feature familiar and new presentation types. An overview of each type can be found here: <https://convention.cpa.ca/scientific-program/presentation-types/>.

We will aim to have many presentations, particularly section featured speakers, symposia and panel discussions, offered live. Poster sessions featuring actual poster presentations will be scheduled. We are exploring different ways to offer our poster sessions, have break out discussion sessions, and promote some networking.

CPA 2021 will feature two new presentation types: Panel Discussions and KT in Action (workshop where accepted individuals present their 5-minute elevator pitch to various mentors such as funders, media, decision-makers)

Gimme 5s have been renamed Snapshots.

Used for presenting a high-level overview of one's empirical research, program, intervention, or the need/impact for/of a policy, they are a method for sharing information in a spoken/visual format in a succinct manner, creating interest in a project or program, and promoting networking amongst delegates.

PLENARY SPEAKERS

The following individuals are confirmed to deliver a keynote address:

1. Dr. Kim Corace, CPA President
2. Dr. Suzanne Stewart
3. Dr. Marylène Gagné
4. Dr. Steven Pinker

A space is on hold for this year's CPA Honorary President.

Plenaries specific to the pandemic, as well as human rights and social justice, will also be arranged.

Note that every effort will be made to schedule plenary sessions no earlier than 12pm EST.

SECTION COMPONENTS

1. Section Programming

As per normal, Sections have a guaranteed three hours to use for their Section Programming one hour of which is taken for the section annual meeting (mandatory). The remaining two hours can be used towards a section invited speaker or symposium (optional), virtual reception or networking event (optional), or awards ceremony (optional). Should you wish to use these hours in a manner different than noted, please contact us directly.

As previously noted, given the lack of restrictions related to physical space, we can certainly accommodate and work with Sections who may want to do more for their Section programming this year. Sections need only contact us to discuss.

Please think about innovative ways to highlight and engage with accepted poster presenters for your Section; we will be in touch with our thoughts, but should you have ideas, please send them to us.

2. Section Annual Meetings

Section Annual Meetings will take place during one of the three weeks of the virtual event, as per the week in which their section programming is scheduled. Sections can choose the exact day and time.

REGISTRATION

1. Registration Open Date

Registration for the virtual series will open in early February 2021.

To allow individuals to register solely for a pre-convention workshop, registration for pre-convention workshops will be separate from the virtual event registration and will open in March 2021.

Individuals interested in both pre-convention workshops and the virtual series will have to register for both separately.

2. Registration Fees and Structure

There will be fees for CPA members and student affiliates for this year's virtual event albeit less than an in-person convention; fees can be viewed here: <https://convention.cpa.ca/registration/registration-fees/>. Coupled with a low registration fee, the absence of accommodation/travel/meal expenses, pre-recorded and live sessions offered over a three-week period, and on-demand content for 6-months, there are numerous reasons to register for CPA2021.

As part of the CPA's commitment/response to the Truth and Reconciliation Report, CPA members and student affiliates who identify as Indigenous will get a fee waiver for CPA2021; this was a commitment the CPA had planned for CPA2020 which did not come to fruition given the lack of registration fee for CPA2020.

GOVERNANCE COMPONENTS

All governance components (e.g., AGM, Awards Ceremony) will take place virtually, likely the week of June 7th.

FOR MORE INFORMATION

For more information, visit the [CPA's Convention Homepage](#).
We look forward to "seeing" you during our virtual event!

FROM THE EDITOR

2020 has been a devastating year for so many. Coping with threats to our physical and mental health, our relationships, our jobs, and our communities has taken a toll. We have not been able to come together to mourn our losses, nor to celebrate other meaningful events.

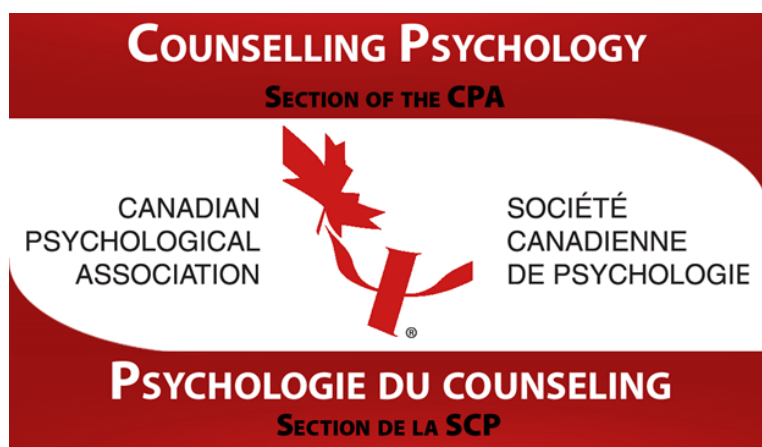
Alongside this story of loss, there has also been a narrative of resilience, adaptivity, generosity, and a growth in self-awareness. Through these past months I have been forced to consider what sustains me when I am isolated or dislocated. At first I was at a real loss - I was disorganized, resistant, upset, and frazzled. That abrupt shift into online practice was stressful for me, and on top of child-care issues, space constraints, internet limitations, illness of a family member, and my own fatigue, I had an internal resistance to letting go of my habits (personal and professional). I also grieved being removed from the places I have come to feel were "mine" - my counselling office, the walk to work, the route I take to pick up my kids, being bedside when someone I love is ill... It has taken a long time for me to find some peace in this home-based world and to replace my entitlement with gratitude.

2020 has forced me to be more in touch with my needs, wants, relationships, and privileges, and to see that I am more adaptive than I could have predicted. I now feel more determined to do better as a citizen, to be responsible for myself and responsible to others. As 2021 invites me to get busy again, I want to hold on to some of the life-lessons 2020 has guided me through. I wonder what you want to hang on to from this experience. What have the difficulties of 2020 revealed to you about what you value most? I welcome your ideas for inclusion in our next edition of Kaleidoscope.



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2020 - Issue 2

CPA Counselling Psychology Section
Newsletter submissions: jbmiller@mtroyal.ca
December 2020

KALEIDOSCOPE

Newsletter of the **Counselling Psychology Section**
Canadian Psychological Association



Questions, Comments, Suggestions or Feedback?

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