

November 2021

Issue no-3

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're 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

CHAIR EDITORIAL



TANYA MUDRY

Dear colleagues, In this issue of Kaleidoscope, I provide a brief overview of who we are as an executive this year. I summarize the last CPA Virtual Convention and give an update on our planning for the next one in Calgary. Later in this issue, I also provide a summary of our 2021 pre-convention workshop.

Our Executive Committee

As of June 2021, our executive committee includes the following members: Dr. Marvin McDonald (past-chair), Dr. Houyuan Luo (chair-elect), Dr. Jessica Van Vliet (convention coordinator), Dr. Danielle Brosseau (secretary/treasurer), Dr. Janet Miller (awards coordinator), and Franziska Kintzel (student representative). This year, we are privileged that Dr. Houyuan is officially stepping into the chair-elect role, Dr. Miller is stepping into the awards coordinator role, and Dr. Van Vliet is joining us on the executive (convention coordinator). In addition, Dr. Miller continues her great service with the Section in her role as newsletter editor. I would like to extend my appreciation to everyone on our executive committee, past and present, for the time and energy dedicated to ensuring that our Section continues to thrive.

Happy fall everyone!

I am delighted to serve as the new chair for the Section on Counselling Psychology. I was in the role of awards coordinator for the past two years and look forward to expanding my role in the chair position. I am excited that the Section is infused with lots of changes and new energy this year! I'm thrilled to be working with an executive committee committed to social justice and to the discipline of counselling psychology in Canada and abroad. Our diverse group brings together individuals with interest and expertise in various ar-

Chair Editorial, continued

CPA Convention

The CPA Convention was hosted virtually in 2021. We had 67 presentations in the Counselling Psychology Section, focused on a wide variety of topics. We were privileged to have Dr. Maynard-Pemba (University of Florida) as our featured speaker following our AGM, with her presentation entitled *Everyday Social Justice Warriors: Creating a path to change through conversation and action*. We also hosted Dr. Maynard-Pemba for an incredible pre-convention workshop focused on social justice conversations (see further details in this issue). This workshop brought together a group of dedicated advocates with a shared interest in social justice in our profession. The day was very exciting! In addition to filling our schedules with inspiring educational presentations, we held our AGM, a networking session, and zoom “happy hour” social event, where we got to catch up and get to know section members in a more informal context. Last, but not least, at the conference and following the poster presentations, we celebrated our award winners for the Distinguished Member Award, Thesis and Dissertation Awards, and Poster Presentation Awards (see Awards update). I hope that we can continue such meaningful contributions and collaborations in the years to come.

Looking forward to the next convention, in Calgary, June 17-29th, 2022, I hope that we will have a strong counselling psychology presence! Abstract submissions are now open. We are in the midst of planning the 2022 convention and aim to have some new and exciting initiatives throughout our Section’s programming. If you have any thoughts or ideas about what you would like to see at the Convention, please do not hesitate to get in touch with a member of our executive. Also, please remember to nominate your students for Section awards! These are often under-subscribed.

I look forward to seeing many of you in Calgary,
Tanya

Tanya Mudry, Ph.D., R. Psych.
Chair, CPA Section on Counselling Psychology
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Pronoun: she / her

I respectfully acknowledge that the University of Calgary is located on the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), the Tsuut’ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III.

save the date

CPA Convention
Calgary, Alberta
June 17-29th, 2022

Executive Updates

Marvin McDonald Past-President



Hello everyone!

In these reflections I want to make note of some of the ways that the fruits of partnership continue to emerge for us in our section for counselling psychology. Over the last while we've been part of collaborations with other sections in CPA in a convention workshop and in recommending ways to strengthen CPA accreditation standards (e.g., see Dr. Houyuan Luo's summary of our Accreditation Standards Review process). The emergence of the CPA Human Rights and Social Justice in Psychology (HRSJP) Committee is now taking shape by encouraging the formation of several Working Groups and so is encouraging widespread participation across the discipline and the country. Section members are involved in HRSJP process and in the founding of a Black Psychology section for CPA.

As we pivot through continuing challenges in public health and ecological disruptions, section members are working toward more effective, action-focused transformation of professional practice, research, and education. These kinds of emerging milestones can be witnessed and nurtured through the new volume edited by Anusha Kassin & Roy Moodley (see below).

In my local community flooding raises many challenges and also some inspiring opportunities to come together as neighbours. I am encouraged by many themes addressed in this newsletter and by emerging CPA convention activities. I am hopeful our section and CPA resources can also help us constructively engage our disagreements with one another and within psychology. Our shared journeys now are part of moving forward in a good way together. Please pass along updates to me and to the executive of your activities, questions, and challenges of these next steps on the journey.

Marvin McDonald, PhD., RPsych. (he, him)
marvin.mcdonald@twu.ca

Reference:

Anusha Kassin & Roy Moodley (Eds.). (2022). Diversity and social justice in counseling, psychology, and psychotherapy: A case study approach. Cognella.

CPA Counselling Executive

Houyuan Luo

CHAIR-ELECT



Happy Fall Everyone! I am very honored to join the Executive Committee as the Chair-elect! I look forward to promoting, supporting, and celebrating the achievements of Canadian Counselling Psychology.

I am a Registered Psychologist (Counselling and Clinical Psychology) in the Province of Ontario, Canada. I am also a Certified Therapist in Cognitive Behavioral Therapy (CBT) by the Canadian Association of Cognitive and Behavioural Therapies (CACBT). I came to Canada as an international student from China and earned a Ph.D. in Counselling Psychology in the University of Alberta. Since 2012, I have received my clinical training in two Chinese University Counselling Centres, Clinical Services, Faculty of Education, University of Alberta, Department of Psychosocial and Spiritual Resources, Cross Cancer Institute (Edmonton), and Adult Acute Psychiatric Inpatient Unit, Alberta Hospital Edmonton. I lived in Edmonton, Alberta for 4 years and came to Toronto to do my pre-doctoral residency in CBT Associates, which is a large private practice

specialized in Cognitive Behavioral Therapy (CBT). Since then, I also worked as a psychologist at the Forest Hill Centre for CBT and the University of Toronto Health & Wellness Centre. Currently, I am working as a psychologist at a private practice in the Financial District of Downtown Toronto.

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 behavior/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) approaches. 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 challenges, stress management, anger management, self-criticism, psychosis and medical concerns. Leadership-wise, 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.

In the upcoming year, I look forward to developing more channels to facilitate the involvement of section members (e.g., Canadian Counselling Psychology Google Group/Listserv) and promote communication between members.

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

Executive Updates

DANIELLE BROSSEAU

Secretary Treasurer



Hello Colleagues and Friends,

Fall has been lingering longer than usual in Edmonton and it is a welcome reprieve from the ongoing challenges of the COVID-19 pandemic. I am preparing this update over the thanksgiving weekend and am feeling grateful for family, good friends, colleagues, and of course, pumpkin pie!

Despite being resigned to greet each other from our square frames online, it was great to see many of you at this past 2021 CPA convention. After having initially delayed Dr. Maynard-Pemba's keynote and pre-convention workshop in 2020 due to the COVID-19 pandemic, it was wonderful to see our plans come together as she joined us to encourage and guide our social justice conversations. I left her pre-convention workshop revived, challenged, and with a long list of books to delve into (I started with bell hooks' *Teaching to Transgress: Education as the Practice of Freedom*).

Currently, I am working with our student representative, Franziska Kintzel, to update and offer a fresh format on the 'What is Counselling Psychology' presentation that has been available on our section webpage for many years. Franziska and I are breaking the content down into smaller pieces and will be recording and posting these short segments as an accessible resource to educate prospective students about Counselling Psychology. Please see Franziska's update for more details and watch for these developments over the coming year.

The financial situation of our section is very good, owing to robust membership and the fact that we have now completed two virtual conventions. As a reminder, convention costs have traditionally been the largest expense of the section (e.g., hosting the section social, travel and accommodation for an invited keynote speaker). Prior to the pandemic, we had consistently run a deficit that was drawing from a surplus. We are now back into a surplus situation which has enabled some small additional expenditures. For example, we were able to add and award an undergraduate student poster prize at the 2021 CPA convention.

Best,
Danielle

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

Executive Updates

FRANZISKA KINTZEL

STUDENT REPRESENTATIVE



Hello everyone,

It is hard to believe that we are almost at the end of 2021 – time has a special quality to fly by, particularly given our continuing struggles of navigating a world that feels unpredictable and provides us all with unique challenges. With that, I hope you are all staying safe and healthy and can find joy and beauty in the little things in life.

I wanted to provide you with an update on what I have been up to in my role as student representative for our Section. I was able to attend our annual convention in the summer, and while it did not compete with the satisfaction of connecting in person (alongside travelling to a fun and lively Canadian city), it was great to present research again and connect with both new and old colleagues across the country. I hope that many of you had the chance to do the same! In other news, I have recently become involved in an exciting project that I am working on alongside Dr. Danielle Brosseau. As some of you may know, previous student representatives developed an education project that was intended to inform undergraduate students in psychology about our profession as counselling psychologists. Specifically, this project was focused on highlighting differences between different streams of psychology, educational and academic requirements to become a counselling psychologist, and different regulations regarding accreditation and registration across Canada. Based on the original project, I have started to create concise narrated video segments that we hope will eventually be available on our section website. Making this relevant information easily accessible and shareable is something we are so excited about!

With that, I want to wish you all a good ending to 2021, with great hopes of a safer new year. Thank you for being part of our community and please do not hesitate to get in touch with me if you have questions, concerns, or simply want to connect: franziska.kintzel2@ucalgary.ca

Warmly,
Franzi
franziska.kintzel2@ucalgary.ca

[Click here to see our Students' Facebook Page](#)

Executive Updates

Jessica Van Vliet

Conference Coordinator



I am delighted to be serving on the CPA Counselling Psychology Section's 2021-2022 Executive, as a Member-at-Large and this year's Conference Coordinator. Ever since I became a member of CPA almost two decades ago—first as a student affiliate during my doctoral program and later as faculty member at the University of Alberta, the Counselling Psychology Section has felt like home to me. I cannot imagine a more welcoming and engaged set of colleagues. It is in our Section where scholars, students, and clinicians from across the country have congregated and collaborated in ways that have made an indelible imprint on Counselling Psychology in Canada. Involvement in our Section offers not only the opportunity to exchange ideas and advance our discipline, but it provides a forum for making professional connections that may last a lifetime.

Since the onset of COVID-19, we have had to develop new ways of connecting with one another. Although I missed seeing our Section colleagues in person in 2020 and 2021, I appreciated the wealth of opportunities for professional development that were made possible by gathering online. As I write these words in October 2021, the format for the 2022 CPA Conference, scheduled to take place in Calgary, is unclear. However, whether in-person, online, or both, the 2022 Conference will be filled with rich and rewarding opportunities to learn and connect.

As our Section's Conference Coordinator, I hope that you will contribute to the success of our annual conference by submitting presentation abstracts. Another way that you can contribute is through volunteering to review conference abstracts for our Section. The review process will begin shortly after the abstract submission deadline, and you will be provided with clear criteria to help guide your review. If you are interested in serving as an abstract reviewer, please email me at jvanvliet@ualberta.ca.

Also stay tuned to our Section's listserv announcements for additional calls for reviewers.

Please note: CPA is now receiving abstracts for the 2022 Convention - All submissions are DUE: **December 3, 2021**

Executive Updates

Janet Miller Awards Coordinator



Greetings everyone! What a pleasure it is to join the CPA Counselling Executive for the 2021/22 term. I am a counselling psychologist based in Calgary, Alberta, which sits on Treay 7 land. The Blackfoot name for this place is Mohkinstsis, where the two rivers meet, and it's a wonderful place to call home. I am privileged to work as a counsellor and professor within the Student Counselling centre of Mount Royal University, and I also have the pleasure of operating a small private practice in the heart of the city. This year, in addition to coordinating the production of the Kaleidoscope newsletter I am also joining the CPA Counselling Section executive board as the Awards Coordinator.

As the fall term comes to a close, and we prepare to bid farewell to a complicated year, it really is a pleasure to allocate some mental resources to celebrating the accomplishments of others. In the pages ahead you'll be introduced to several members who have been recognized for outstanding projects and significant contributions to our field. We have a lot to be collectively proud of, and more ahead to celebrate. New this year, you'll notice that we've added an undergraduate poster award. We intend to make this a standing feature of our awards ceremony and hope you'll encourage more students at the Bachelor's level to get involved with our Section and the CPA Convention. There are many exciting projects happening among our undergraduate scholars, and it is a pleasure to celebrate their work in this way. To be considered for a poster award, students must be accepted to present their poster at the 2022 CPA Convention. The Call for Presenters is open, and all submissions are due by **December 3, 2021**. Please also remind your students that CPA offers several student awards and research grants. Information on those opportunities is available here:

<https://cpa.ca/seeking-nominations-for-grants-and-awards/>

The deadline for nominations is **December 31, 2021**.

There are also many ways to acknowledge the accomplishments of your colleagues. Before the year ends, make it your intention to show appreciation for someone's scholarship, intervention skills, collegiality, or resilience. While you're at it, consider nominating a colleague for our Section's "Distinguished Member Award" (details on next page), or for a CPA Fellow Award. Fellows are awarded by CPA each year to honour distinguished contribution to the profession of psychology, and to acknowl-

edge exceptional service to our national or provincial associations. The nomination deadline for the Fellow Award is **January 31, 2022**, and details can be found here: <https://cpa.ca/aboutcpa/cpaawards/nominationprocedures/>

As an Executive we would like to extend our special thanks to all of the members who volunteered their time last year to be an adjudicator for our awards. We extend our gratitude to:

Houyuan Luo
Danika Overmars
Marvin McDonald
Jessica Van Vliet
José F. Domene
Franziska Kintzel
Ibukunoluwa Adekoya

This process could not happen without your support, time, and expertise. Thank you!

Lastly, in the spirit of gratitude and recognition, I invite you to reflect on the accomplishments that YOU have achieved in the past year. No one goes into the counselling psychology field for the glory, but we all appreciate it when our good work is noticed, and self-appreciation counts! Thank you for all you do for your clients, and for our profession, and thank you for joining us here in Kaleidoscope. If I can support you in coordinating a nomination, please let me know. I can be reached at: jbmillier@mtroyal.ca.

NOMINATIONS ARE OPEN

2022 CPA Counselling Section Awards

The CPA Counselling Executive is pleased to announce that the nomination process for the 2022 Awards cycle is now open. Please consider nominating a colleague or student.

2022 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 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., is it moving the profession forward; how many people have been 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 Dr. Janet Miller

- jbmiller@mtroyal.ca by April 15, 2022.

For information on the nomination procedures for both a general CPA award and the Fellow award, please follow this link:

<https://cpa.ca/aboutcpa/cpaawards/nominationprocedures/>

Student Awards - Best Masters Thesis and Best Doctoral Dissertation

The Best Master's Thesis and Doctoral Dissertation awards are bestowed annually to recognize one masters student and one doctoral student for their outstanding research conducted in a Canadian counselling psychology program. The 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. 10 page summary of the thesis/dissertation, written by the student.
 - a. Double spaced, 12 point font, 1 inch margins.
 - b. Tables and figures must be integrated into the document, not attached as appendices.
 - c. Title page and references do not count against the page limit.
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 The nominator should submit the student's 10 page summary and nomination letter to Dr. Janet Miller, jbmiller@mtroyal.ca by April 15, 2022.

Counselling Psychology Poster Awards

The final category of CPA Counselling Section awards relate to best posters for doctoral, masters, and undergraduate student categories. Winners will be selected from posters presented at the 2022 CPA Convention.

Deadline for submissions is December 3, 2021.

CANADIAN COUNSELLING ACCREDITATION STANDARDS REVIEW

CONSULTATION UPDATE

by: Dr. Houyuan Luo

As many of you know, the CPA is currently revising its Accreditation Standards for Doctoral Academic and Internships Programs in Professional Psychology ("The Standards"). They did a consultation with stakeholders over the summer, including our Section.

Therefore, we formed an Accreditation Standards Committee (ASC) to review The Standards. Thankfully, there were seven volunteers joined the ASC. They are either professors or practitioners, and they have diverse backgrounds (e.g., race, gender, nationality, location, language, theoretical orientation, etc.). The ASC reviewed the draft of the proposed Standards, wrote down feedback, developed a survey based on the feedback and shared the survey to The Section listserv, other sections, some provincial psychological associations (e.g., OPA)'listservs and colleagues through a personal network. The survey included quantitative and qualitative questions. The former was a 6-point Likert scale, and the answers ranged from "Strongly Disagree" to "Strongly Agree." We collected 35 responses and wrote a report. The report was based on both the ASC's feedback and the results of the survey. We took a collaborative approach to make sure the report reflected our memberships' perspectives.

The guiding principle of the report was promoting human rights and social justice, which is also one of Counselling Psychology's core values. The report includes 18 recommendations, which can be grouped



into 5 categories: general recommendations, human rights, improving access and diversity, learning, wording, and other recommendations.

1. Specifically, in General Recommendation category, we commend the accreditation standards committee for including the preamble and articulating the values underlying accreditation. We agree that the inclusion of human rights, social justice and reconciliation represents both our current values and the aspirations for the future of Canadian psychology.

STANDARDS REVIEW CONSULTATION update - continued

2. In Human Rights Recommendations, we recommended CPA to operationalize human rights principles in its Standards and explicitly connect human rights to psychology.

3. In Improving Access and Diversity Recommendations, we recommended CPA to relax on-campus residency requirement, increasing access to psychological programs for Indigenous, rural and northern trainees. Allowing students to work for more than 20 hours per week while studying. Increasing admission rate for BIPOC students and faculty/teaching staff and offering more scholarships and not accrediting programs that do not have racialized groups represented in their group graduate programs.

4. In Learning-based Recommendations, we recommended that assessment and therapy practices courses should include critical perspectives on those practices, particularly from a diversity/inclusion/equity perspective, undergraduate coursework related to diversity and BIPOC knowledge and history should be required for admission to graduate programs, the Standards should give direction to provide learning opportunities for the different professional paths available to psychologists, the definition of “evidence-based competencies” should include not only quantitative meta-analysis and systematic review but also qualitative meta-analysis and qualitative meta-syntheses and allow for co-supervision models in clinics where psychologists are not currently practicing.

5. In Other Recommendations, we recommended that psychology residents should be paid at least that of a first-year medical resident rather than the national average for psychology residents and acknowledge “lived experience” and alternate, atypical learning as valid pre-requisites to diversify your workforce and provide better service to the Community.

Some members from the ASC and the Executives of the Section sat in a meeting with CPA Accreditation Revision Team Representatives. The meeting lasted for 1.5 hours and went well in general. The representatives went through the report item-by-item with us and we had the opportunity to clarify and expand our points. They are receptive to all the feedback and made it clear that they will bring them back to the Accreditation Panel. I want to thank all the volunteers in ASC and those contributed to the survey! If you want to read the report, feel free to contact me at drhouyuan@gmail.com.



The Accreditation Revision Team is currently seeking public consultation until December 31, 2021, I encourage you all to provide your feedback to them. The public consultation details and the proposed revision draft can be found at <https://cpa.ca/accreditation/>.

Sincerely,
Houyuan Luo, Ph.D., C. Psych.

DISTINGUISHED MEMBER AWARDS

Our Distinguished Member Award recognizes individuals who have been active in the profession for at least 10 years, and who have made significant contributions to the field of Counselling Psychology.

This year we had two incredible nomination packages, and after review, the adjudicators decided to award two, equally worthy, submissions with divergent but equally deserving strengths.

DISTINGUISHED MEMBER AWARD - CPA COUNSELLING SECTION

CONGRATULATIONS!

DR. MARVIN McDONALD



Dr. McDonald is an Associate Professor of Counselling Psychology at Trinity Western University. He has been a leader in Counseling and Community Psychology for over 30 years. He served as the program director at Trinity Western from 2001-2017, and is currently the Past-Chair of our Section on Counselling Psychology. In his nomination letter, it was written that Dr. McDonald has a nuanced skill of promoting racial diversity and enhancing cultural sensitivity in Psychology education and within CPA. He has shown his commitment to helping Decolonize Psychology and help promote the new Black Psychology section of CPA.” Of particular note, Dr. McDonald fully supports the academic and wellbeing of students, deeply caring about the personal success of those he is teaching and

mentoring. He is often heard asking the question “How is your family doing?” – embodying the relational values of the discipline. Dr. McDonald has moved research forward in his collaborative research on the trauma treatment technique Observed and Experiential Integration as well as implementation of the FRIENDS anxiety management program, which has been used in schools across Canada. He is active in supporting communities of practice to enhance the wellbeing of children, youth, and families. Congratulations on being honoured by the CPA Counselling Section as a Distinguished Member!

CONGRATULATIONS!

DISTINGUISHED MEMBER AWARD - CPA COUNSELLING SECTION

DR. ANUSHA KASSAN

Dr. Anusha Kassan is an Associate Professor with a High Impact Position in Child and Youth Mental Health at the University of British Columbia. Prior to her position at UBC, she was at the University of Calgary. Dr. Kassan has been extremely active in her role in the Section on Counselling Psychology, fulfilling numerous roles, including the Secretary-Treasurer, Chair of the Ad-hoc Committee for Counselling Psychology Pre-Doctoral, Chair-Elect, Chair, and Past-Chair. She also co-chaired the 2018 Canadian Counselling Psychology Conference in 2018.

Dr. Kassan adopts a unique, overarching social justice orientation, one which centers on inclusive education, collaborative relationships, mentorship, and community outreach. This philosophy permeates Dr. Kassan's teaching, research, and service within the university and at large in the community. This is very evident in her pedagogy, teaching awards, and numerous publications.

Congratulations on being honoured as a Distinguished Member of the CPA Counselling Psychology Section!



CONGRATULATIONS!

Peer Aggression and Teacher-Student Relationship Quality: A Meta-Analytic Investigation

Amanda Krause
University of Ottawa

Master's Thesis Award Winner, 2021

Ms. Krause, from the University of Ottawa, carried out a sophisticated meta-analysis which provided valuable contribution to theory. In her research, Ms. Krause examined how events in one social context (the relationship between student and teacher) influenced events in another (bullying among peers) in the mesosystem. The findings from this study will be useful to psychologists working with children in schools and in community settings, putting them in a better position to understand the influential connections across these social contexts and to devise effective intervention plans for children caught up in destructive bullying relationships.



Dr. Julie Cohen

University of Calgary

Doctoral Disserttion Award Winner, 2021

An Exploration of Canadian Multicultural and Social Justice Training, Centring the Voices of Minoritized Students

In her first manuscript, Dr. Cohen explored the current ways in which Multicultural (MC) and Social Justice (SJ) training are understood and taken up by counselling psychology graduate students. In her second manuscript, she examined how a pluralistic approach that adopts a Feminist Standpoint Theory (FST) epistemology to guide an Interpretative Phenomenological Analysis (IPA) method can provide a meaningful framework to conduct research with minoritized communities, offering suggestions for working through philosophical and methodological considerations that arise from this integration. Lastly, in her third manuscript, she investigated the standpoints of eight culturally non-dominant counselling psychology doctoral students with respect to Multicultural and Social Justice training in Canada. This body of work highlights unique aspects of culturally non-dominant students' experiences, provides meaningful recommendations to advance multicultural and Social justice training, and informs future pedagogical and methodological approaches in the Canadian field of counselling psychology.



CONGRATULATIONS!

POSTER AWARDS 2021

CONGRATULATIONS

A Critical Community Engaged Lens on Help-Seeking Barriers Experienced by LGBTQ2S+ and BIPOC Postsecondary Students



Jasmine Daiyoub

King's University

Bachelors' Poster Award, 2021

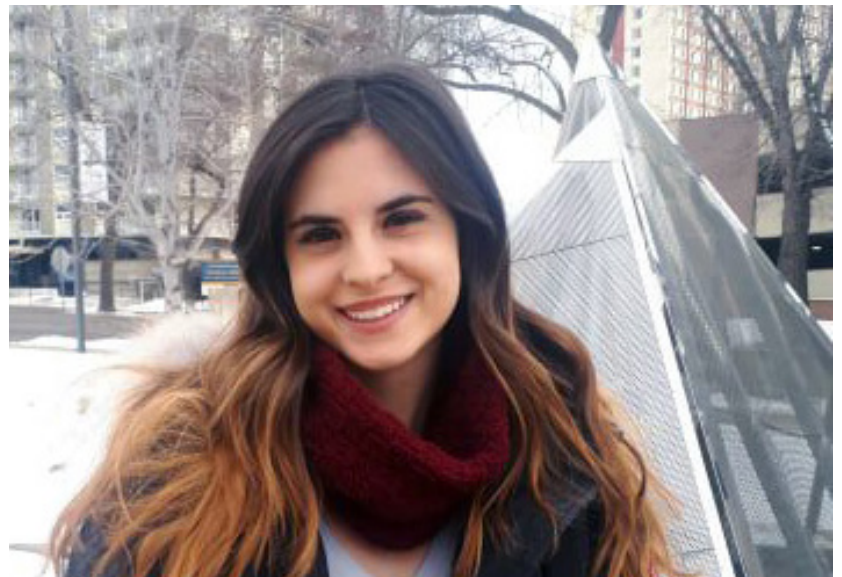
Background: Barriers to help-seeking exist universally on post-secondary campuses, but BiPOC and LGBTQ2S+ students encounter help-seeking barriers at higher rates. This critical community engaged research project sought to elicit student-identified barriers to support services that disproportionately impact BiPOC and LGBTQ2S+ students. Methods: Qualitative data was collected through open-ended questions in an anonymous online survey administered at a small postsecondary university. The researchers analyzed responses from undergraduate students (N=78) and performed a thematic analysis informed by phenomenological theory to explore students' experiences of helpseeking. Results: Five help-seeking barriers were identified: ostracization, representation, stigma, perceived lack of cultural competence and systemic forms of exclusion. Conclusions: BiPOC and LGBTQ2S+ students experience a layered accumulation of barriers to help-seeking that necessitates evaluations of training and reconsiderations of communication and service provision for diverse student populations. Action: Support providers served as research collaborators to contextualize participant responses and the identified barriers. The partnership between support providers and researchers led to plans for the implementation of changes that are congruent with the needs of BiPOC and LGBTQ2S+ students.

The Place of Compassion for Others in Undergraduate Students' Recovery from Suicidality.

Hailey Allegro
University of Alberta

Best Master's Poster Award, 2021

Suicide is the second leading cause of death for undergraduate students (Mortier et al., 2017). Suicidal individuals typically struggle with social isolation, emotional dysregulation, and hopelessness (Law et al., 2015). Given that compassion for others may decrease social isolation, improve emotional regulation, and give meaning to some individuals' lives (Gilbert et al., 2014), it is plausible that compassion toward others may be helpful in recovery from suicidality. However, there is a lack of research on how compassion toward others may facilitate healing among suicidal individuals. This qualitative research study explored the experience and role of compassion toward others, as it relates to undergraduate students' recovery from suicidal ideation and behaviours. Six students participated in individual semistructured interviews in which they were asked to describe the meaning and experience of compassion toward others, in the context of participants' recovery from suicidality. Using procedures from interpretative phenomenological analysis (Smith et al., 2009) and thematic analysis (Braun & Clarke, 2006), we derived themes both within and across cases. In this presentation, we describe common themes across cases and suggest how our findings may help serve as a foundation for counsellors and programs working with young adults who are suicidal.



CONGRATULATIONS!

From Falling Through the Cracks to Thriving: Exploring Posttraumatic Growth in Canadian Veterans

Michelle Redekop
University of Calgary

Best Doctoral Poster Award, 2021



It is estimated that posttraumatic stress disorder (PTSD), one possible outcome of experiencing a traumatizing event, may affect as many as 16% of our Canadian Veterans (VAC, 2017). However, less recognized in the current literature are the potential positive outcomes of experiencing a trauma, termed posttraumatic growth (PTG). Research suggests that as many as 75% of Veterans with PTSD may experience PTG as well (Angel, 2016). In this study, Enhanced Critical Incident Technique (Butterfield et al., 2009) was used in order to determine the critical

incidents that helped or hindered PTG experience in Canadian Veterans. Seven English-speaking Veterans who had been deployed, were diagnosed with PTSD, and could identify with one element of PTG were interviewed about the factors, events, or incidents that helped, hindered, or would have helped, their experience of PTG. A total of 151 critical incidents pertaining to this question were gleaned from the transcripts and sorted into three overarching categories: Support, Societal Attitudes, and Individual Factors. The pressing need for integrated and holistic Veteran transition services is a major conclusion of this study. Other implications and recommendations for clinicians, policy makers, and researchers are also presented.

CONGRATULATIONS!

PreConvention Notes - 2021

Social Justice Conversations

How to have conversations that move from discomfort to action

Dr. Natasha Maynard-Pemba

University of Florida



As counseling psychology practitioners and scholars, we are charged to be social justice advocates within our field. Part of the mission of the CPA is “To improve the health and welfare of all Canadians.” If you find yourself in your work unable, unwilling, or unsure (e.g. feeling constrained by system dynamics, policies, and regulations) about meeting the needs of all who enter your doors, a conversation about social justice may be of great importance in your continued development.

Conversations on social justice are often uncomfortable because they are personal (i.e. representing our intersecting identities, values, histories, defenses, biases, positionality). By acknowledging the inherent complexity (i.e. that it is not just a discussion about race or identity or right and

wrong), we start from a deeper place of compassion that makes these conversations possible.

It was an honour to have Dr. Maynard-Pemba join the CPA Counselling Section last Spring to lead a workshop that took an inclusive and experiential approach to understanding how we can be change agents in impactful ways within the systems in which we work. For more information about Dr. Maynard-Pemba’s work, please visit her website:

<https://counseling.ufl.edu/about/people/maynard-pemba/>

Educational Summit

Optimizing School Integration Among
Newcomer Families: A Summit of
French and English Boards of Education

September 24, 2021
9AM – 5PM MST



POST-EVENT REFLECTION

Overview:

Last month, Dr. Rahat Zaidi and I hosted an educational summit dedicated to the school integration of newcomer students and their families. This bilingual, inter-disciplinary event was intended to bring together key stakeholders in the area of newcomer education from three French and English public boards of education in Calgary, Alberta. It was our hope to help promote scholarly discourse on the school integration of newcomer families and yield innovative models for academic and non-academic collaborations.

Event:

Our virtual event brought together 125 attendees from across the world and included prominent scholars from Educational Psychology as well as Language and Literacy. Specifically, Dr. Marcelle Haddix presented a keynote address in English centred on diversity and representation in pre-service teacher training, and subsequently Dr. Garine Papazian-Zohrabian followed with a French keynote pertaining to action research in schools in Quebec with newcomer youth. The afternoon featured a workshop from Dr. Jan Stewart, based on her many years of experience working with refugee communities. The day wrapped up with

a panel discussion among school board representatives from the Calgary Board of Education, the Calgary Catholic School District, and le Conseil Scolaire FrancoSud.

Take Home Message:

The summit highlighted the need to work from inter-disciplinary perspectives, across key settings (e.g., university, public education, settlement sector) in order to truly understand and attend to the needs to newcomer students and their families. These needs are complex and multi-faceted as the immigration process is arduous and the educational system that receive newcomer students has been built on western, colonial ideologies. Attendees were encouraged to avoid pathologizing the experiences of newcomer students. Rather, they were encouraged to consider them from a strength-based perspective, in the context of a major cultural transition.

As a counselling psychologist who has found an academic home in a School and Applied Child Psychology (SACP) programme, this advice rings very true to me (Anusha)! It was interesting to discuss these ideas with SACP students and graduates who work with newcomer students on regular basis.

Student Reflection:

"I have a new student who arrived to Canada last month and I think they need a psych-ed assessment" – Teacher. The push for a psychoeducational assessment for newcomer students has grown exponentially over the years, and it makes me (Veronica) wonder what we are missing when educators think the 'solution' for helping a newcomer child adjust to school is an assessment. Dr. Jan Stewart (2021) spoke about how teachers "really worry that they're going to make things worse" when a newcomer child has experienced trauma. This may be the reason school psychologists are seeing more referrals for assessments as teachers have shared with me that they "simply do not know what to do."

It resonated with me when Dr. Papazian-Zohrabian (2021) spoke about how we have a tendency to either welcome newcomers by expressing how exciting it is that they have "made it to Canada" or we pathologize them especially if we are made aware that they have experienced trauma. She added that "we can't assume that all newcomers have difficulties," but we need to remember that newcomers have experienced some sort of loss (e.g., losing friends, losing family members, and losing possessions) and sometimes "fall apart ... because they are no longer in survival mode.". This is the normal human process when humans experience great suffering, and this is particularly important for school psychologists to remember when faced with the referral question of "can you please assess this child who just arrived to Canada?"

Rather than contribute to the western way of pathologizing and 'helping' a newcomer student by completing a psychoeducational assessment, we can focus on making a concerted effort to intentionally welcome newcomers. This may look like school psychologists collaborating with school teams to create trauma-sensitive school environments (Stewart, 2021) and continuing to educate ourselves on newcomer pre- and post- migration experiences. In essence, it is critical to think about the ways in which school psychologists can execute their roles in culturally responsive and socially just ways.

To learn more about the educational summit, please visit anushakassan.com or email me directly (anusha.kassan@ubc.ca) for a recording.



Anusha is an Associate Professor with a High Impact position in SACP at the University of British Columbia.



Vernonia graduated from the Med programme in SACP and works as a School Psychologist in the Surrey School District.


ARE YOU A PSYCHOLOGY GRADUATE STUDENT?


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Or maybe you are just interested in learning how historical concepts are relevant to current issues in psychology?


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 **January 3rd to 7th, 2022 from 8:30AM to 12:30PM MST (Zoom Classes)**. Recorded lectures and discussion questions available in November 2021.

 **\$943.32** for domestic students and **\$1967.36** for international students. Fees subject to change.

 **10 bursaries of \$500 each**, provided by the Canadian Psychological Association, are available to CPA Student Affiliates. To learn more about eligibility and the application process contact education@cpa.ca.

 **Course questions - contact Dr. Jim Cresswell** at jim.cresswell@ambrose.edu. Application or registration questions - contact **Janelle McConnell** at jmconne@ucalgary.ca



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Promoting Linguistic Justice in Research, Professional Practice, and Education

Marvin (Mac) McDonald
mcdonald@twu.ca

Increasing proportions of communities, educational and health institutions, and professions are functioning in multilingual and plurilingual ways in Canada and internationally (see e.g., Houle & Corbeil, 2017; Communication of Rights Group, 2016). In accord with CPA's and counselling psychology section's promotion of human rights and social justice, we can identify, adopt, and promote practices that cultivate interlingual respect and competencies while noting that Canadian institutional contexts are shaped by the status of English and French as official, dominant languages. In this note I try to illustrate a few ways we can encourage linguistic diversity. Please consider these few illustrations as an invitation for us all to gather examples, share resources, and promote solidarity in engaging linguistic justice. I invite suggestions and volunteers willing to join in activities through our counselling psychology section. Marvin (Mac) McDonald, mcdonald@twu.ca

Goal: To cultivate respect for diverse languages, oral traditions, and sign language communities in research, in therapy practices, and in knowledge sharing.

We are encouraged to pursue, develop, and recommend plurilingual ways to engage in and to document counselling, to record and analyze research data, to provide professional supervision, to share research results, and to enrich teaching in psychology. A few illustrations are listed here.

- Adapting and extending APA style and professional communication conventions, including welcoming code switching in oral and written communications to enrich dominant language practices: The purpose of improving professional communications can be pursued in many ways.

- Diverse name conventions can be framed and shared for authors, clients, editors, students, research participants, therapists, community members, groups, and other stakeholders to foster respect for diverse forms of cultural heritages and of personal positions on naming and personal identification practices. Both oral and written conventions for naming and identification can be extended.

- Adapting diverse name conventions in publications is welcomed to foster respect for diverse linguistic and cultural communities and to support variations in personal identity markers.

- Writers, therapists, and teachers are encouraged to strengthen and document translation protocols; to add transliterations when helpful in reference lists or case notes, handouts, and public presentations; and to include translation or interpretation comments when oral language activities include code switching.

- When authors, presenters, or therapists have adapted or extended dominant language conventions in practice, notes describing adaptations can accompany documentation activities (e.g., case notes, course assignments, research reports).

Research illustrations

Researchers are encouraged to draw on personal linguistic competencies, colleagues, and key informants in efforts to strengthen linguistic scope and flexibility of a research project. These collaborations are encouraged as plurilingual practices extending beyond specific, focused activities of formal translations.

Promoting Linguistic Justice, continued

- Student research activities can be encouraged to address linguistic justice features of sampling and recruitment of research participants. Descriptions of research participants can include a description of participant language proficiencies even when a project is monolingual in design.
- When research participants and/or research team members have plurilingual background, code switching practices are encouraged to enhance data quality and scope of data analysis. Code switching observations are recommended to be included in research journal documentation and also in thesis reports.
- Sociolinguistic features of research projects and encouraged to be made explicit in the practices and statements of research rigour, especially when linguistic and cultural aspects of a research focus and research programs have been neglected in current literature.

Illustrations in supervision & clinical practice

Monolingual, plurilingual, and multilingual supervisors, therapists, and students can be encouraged and supported to take responsibility for adapting clinical practice for serving multilingual clients (e.g., Costa & Dewaele, 2019).

- Both written and oral forms of code-switching are encouraged as basic skills for enriching dominant language practices in therapy, teaching, and supervision.
- Students, supervisors, and practitioners are encouraged to participate in professional development to strengthen capacities for assessing and engaging the linguistic ecology of clients and their communities, families, and support systems.

Ethical responsibilities to tailor professional practice to respect and address human diversity can be formulated to include linguistic diversity whether or not current documentation explicitly does so. Similarly, intersectional stances can help guide respect for linguistic diversity to include language features of subcultural communities marked by racialization, gender identity, disabilities, and so on.

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We are encouraged to pursue, develop, and recommend plurilingual ways to engage in and to document counselling

ANNOUNCEMENTS

Special Issue in Canadian Psychology

CALL FOR PAPERS

Building a Socially and Culturally Responsive Psychology

Article due date: December 1, 2021

Authors are encouraged to reach out to the editors with an abstract prior to submission.

Special Issue Editors:

Dr. Vina Goghari, Editor

Dr. Anusha Kassan, Editorial Board Member

Canadian Psychology

See here, <https://www.apa.org/pubs/journals/cap/building-socially-culturally-responsive-psychology>, for more information on the special issue and call for papers.

Join Our Google Group

To better promote counselling psychology values, connect like-minded colleagues and facilitate involvement, the Section executives have decided to create a Google Group named “Canadian Counselling Psychology.” There is a listserv feature with the group.

We sincerely invite you to join the group/listserv and actively share your thoughts, opinions, and resources. We will have a closer professional community and more brilliant ideas to advance our field with more communication among members! This group is open to anyone interested in counselling psychology in Canada, including students, researchers and practitioners. You can join the group in two ways:

1. Here is the official guide to find and join a Google group (<https://support.google.com/groups/answer/1067205?hl=en>); you can type Canadian Counselling Psychology to find our group and join.
2. Send an empty email with the title “JOIN COUNSELLING PSYCHOLOGY GROUP” (copy and paste) to drhouyuan@gmail.com, and Houyuan will add you to the group.

Feel free to share this message with your students and colleagues and invite more people to join; we look forward to seeing you there!

COMMUNITY ADVOCACY:

A PSYCHOLOGIST'S TOOLKIT FOR
STATE AND LOCAL ADVOCACY



Developed by Toolkit Taskforce Members:*

**Authors listed in alphabetical order*

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APPS FOR THAT



Whether we see it as a supplement to therapy, or as a light form of entertainment, self-help apps are certainly being well used among today's clientele. Here are some recently used by our members .



Sleep Cycle

This morning alarm tracks movement to estimate your sleep cycle pattern. It then aims to wake the user up during their lightest sleep phase. Sleep studies show that we are less groggy and more likely to be alert upon waking when we rise in line with our natural sleep patterns.



Study Stack

Students who love making flashcards say this app is a good one. Users can access a library of materials related to a subject, and can add new content of their own. In addition to making flashcards for self-testing, the app can create mini games to help consolidate learning.

Alarmy

This app aims to break the multi-snooze-button cycle by requiring the user to perform a few random tasks before the alarm will shut off. The hope is that by the time you've moved the phone, taken a photo of an object, or answered a few math questions, you're awake enough to get out of bed and on with your day.

Office Lens

Use this app to take a photograph of a whiteboard, and convert it to a PDF, Word, or Powerpoint file. Saved information can then be easily filed in a searchable format.

CPA's Social Media Disclaimer:

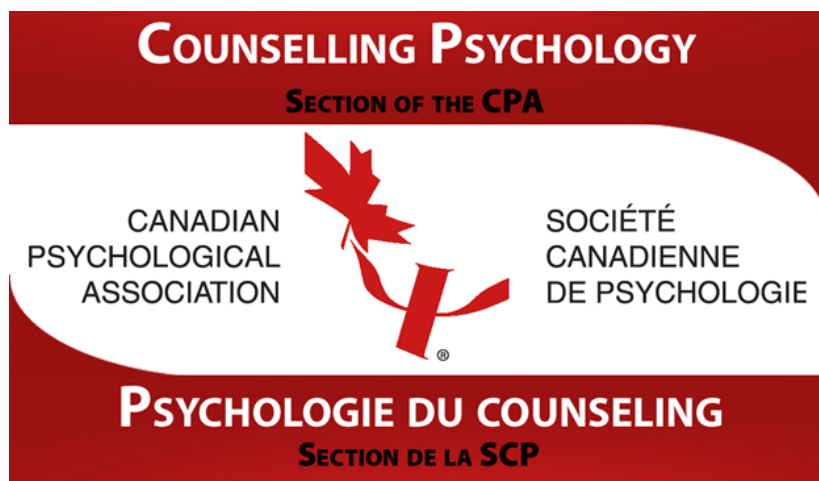
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FROM THE EDITOR

Like many of you, over the past few months my main challenge has been to cope with transition. To name it, support it, and learn from it. Over the past semester I have been transitioning out of my basement home-office and back to my university's campus and to my private practice office. I am working to remember how to structure successful mornings, how to manage my time to allow for travel between places, and how to pack a bag to support me through the day. I have been transitioning from a fully virtual practice into a blended delivery model, where about 33% of my practice remains online and the rest is face-to-face (or mask-to-mask). Most of my university time is spent in my office. Meetings are online and there is less of a reason to walk the hallways. I often feel a longing to either be back at home where I had freedom, privacy, and the comfort of pyjamas, or to be fully in-person and "in" community, without masks and without fear. I am still learning to live well in this place of inbetween, to make peace with what is, rather than long for a reality that is not currently available.

Many of my clients have been coping with these same themes, and the struggle can sometimes be intense. I wonder if you've also seen an increase in anxiety, depression, substance use, and distress? It seems that community supports are needed more than ever, and I find myself being more intentional in helping clients to connect with their natural supports, to strengthen those networks, and then to become natural helpers for others. I'd welcome the opportunity to hear about how things are shifting in your work, and to that end, let me please encourage you to send in an article or reflection piece describing your experience of this inbetween time for inclusion in our next edition of Kaleidoscope. Thank you again for all you do to help people to manage these complicated times. Please know that I am sending you good wishes for the season ahead.

Janet Miller, PhD, R.Psych.
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Please Note: The opinions expressed in this newsletter are strictly those of the authors and do not necessarily reflect the opinions of the Canadian Psychological Association, its officers, directors, or employees. This publication and our blog abide by the CPA's social media disclaimer. Details are available here on the [CPA website](#).

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