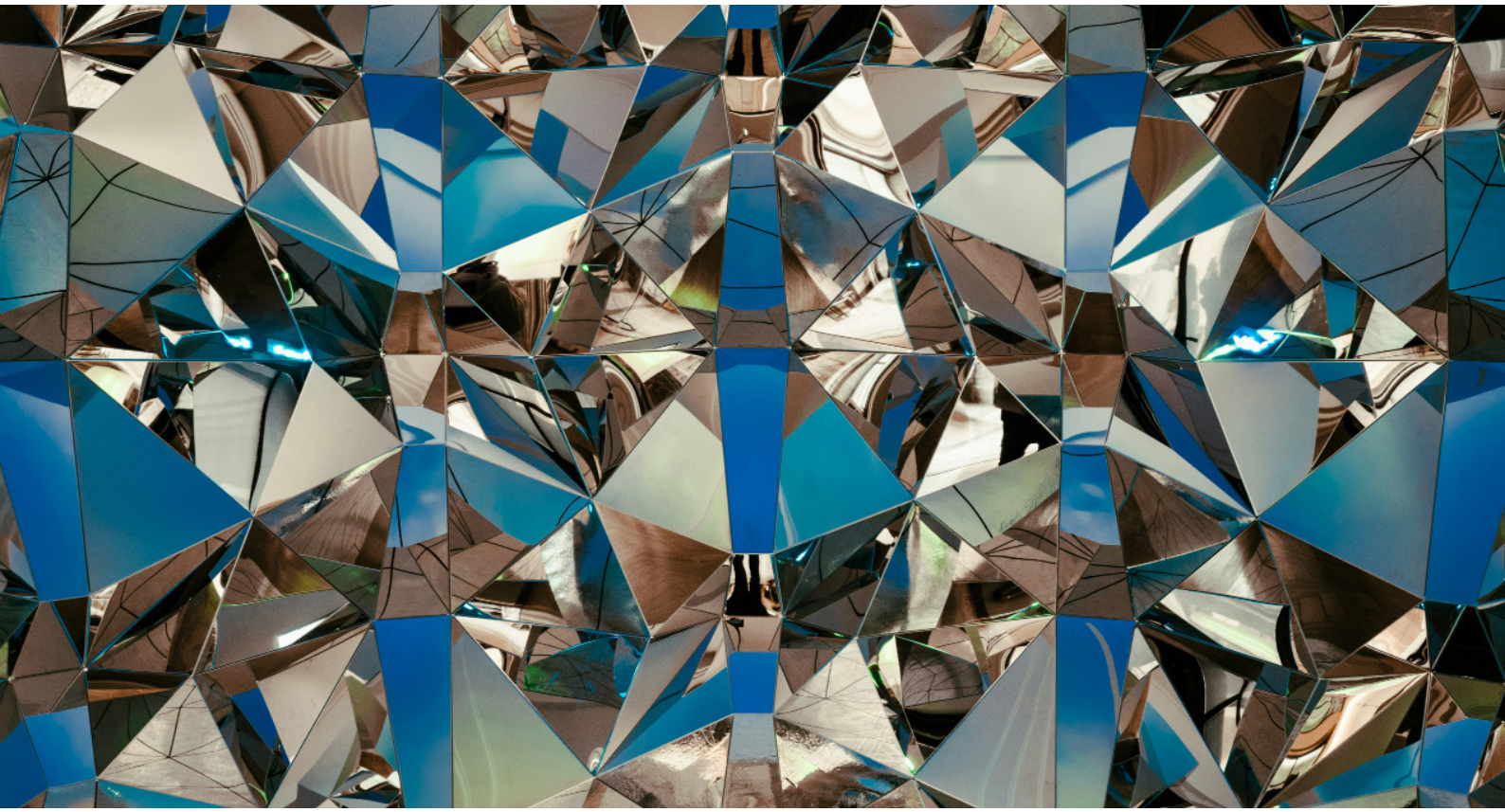
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Issue no-3

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 listserve for our membership. We hope you will feel inspired to give us your feedback and become even more involved with our vibrant community.

CHAIR'S EDITORIAL

DANIKA OVERMARS



Hello Counselling Psychology section!

You may have seen my name in recent emails from our list-serve and I promised a proper introduction, so here it is!

I want to start by acknowledging the First Peoples of these lands and their traditional territories which I have traveled and lived upon. As a settler on these lands, I have tremendous appreciation and respect for the First Nations, Inuit and Métis peoples who have been stewards, caregivers, and protectors of these lands since time immemorial and continue to care for the lands and enrich our communities with their knowledge and contributions. My educational journeys have allowed me to visit and learn on the lands of the xwməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh Úxwumixw (Squamish), səl̓ilw̓ətaʔɬ (Tsleil-Waututh), the Huron-Wendat, the Seneca, and the Mississaugas of the Credit and the Lək̓ʷəŋən (Lekwungen) speaking peoples. At present I am honored to live, work, and play on the traditional, ancestral and unceded territories of the Coast Salish peoples, and in particular, the q̓ʷɑ:n̓ƛ̓ən̓ (Kwantlen), q̓ic̓əy̓ (Katzie), Máthxwi (Matsqui) and Se'mya'me (Semiahmoo) First Nations, and do so with deep gratitude and an ongoing commitment to reconciliation.

Chair Editorial, continued

Additionally, I offer my thanks to Zuraida Dada, for her efforts in supporting our section during her term as Chair elect and her time as Chair.

As I imagine many of you have experienced, providing support and services to individuals experiencing mental health related challenges is a calling. I am and have always been a clinician at heart with over fifteen years of experience in a variety of settings including university counselling centers, community based organizations for individuals who experienced intimate partner violence, in private practice working with first-responders, and in forensic contexts with individuals involved in the criminal justice system. Another area of practice to which I find myself inexorably drawn is in training and supervising clinicians as part of graduate programs and I have done so as a sessional instructor. Recently, I have ventured into the field where leadership and practice intersect, as I have acted as a clinical practice lead for the Pacific Region of the Correctional Service of Canada.

While I have been a member of the counselling psychology section for years, my engagement with the section has varied, as I have moved through different stages of life and career. Recently, I have given more time and energy to my identity as a counselling psychologist. While it had been years since I attended a CPA convention, after seeing what CPA had to offer in St. John's in June 2025, I realized how much I had been missing out on. As it turns out, interest and enthusiasm is well-received in our section, and when I attended the Section Annual General Meeting, I found myself volunteering for consideration for the executive and was acclaimed as the Chair Elect, and now as the Chair. While this was completely unanticipated, it has been rewarding to move from the sidelines to being part of an incredible team. You will hear from these folks in other spots in the newsletter and they all have my ringing endorsement.

As you may know, we have two vacant positions on our Executive – the Chair elect and the Awards Coordinator. If you are curious about the positions or interested in joining the Executive, please contact me at the email listed below, as we would love to have new folks join the team. We can have an informal chat and explore your interests, answer your questions and address any concerns you might have.

The landscape of psychology in Canada is shifting and there are more conversations than ever about what it means to be a psychologist. To that end, in the 2025-2026 year, my goal is to better understand the current priorities, needs, and desires of the members in the counselling psychology section. After all, it is your section and your voices should be guiding where the section is headed. We will be formally soliciting feedback via a survey. In the meantime, if you have ideas or input for our section, please feel free to contact me directly.

I hope to see and connect with many of you at the 2026 CPA Annual convention in Montreal. For those interested in submitting an abstract, the submission portal is open and will close on Thursday December 4, 2025.

I wish you all the best as we move into the last months of 2025.

Warmly,
Danika

Executive Updates

KIRBY HUMINUIK
PAST-CHAIR



Hello!
As I step into my new role of Past Chair, I am delighted to join a lovely and dedicated group of executive committee members and to support Dr. Danika Overmars as she takes on the role of Chair. Thanks to Jon, Sonya and Danielle for their continued service - it is exciting to join you for another year on the section executive committee.

I want to send a huge thank you again to Allison Foskett, who served as Past Chair last year and offered tremendous support and mentorship to me in my year as Chair. Our sincere appreciation goes as well to Katie Bradley who served as the convention coordinator and Zuraida Dada for her service as last year's Chair-elect.

For the next three years I am also serving on the CPA Board of Directors, as the Chair of the Council of Sections. In this role I will serve as liaison between sections and the board, provide updates to the section chairs following board meetings, hold meetings with the Chairs, and assist in the organization and facilitation of the annual section Chairs-Board meeting.

As we look ahead to a new year on the section executive, we are already looking forward to our next convention, which will be held June 4-6 in Montreal. The abstract submission call is now open, and the deadline for submissions is December 4, 2025. As always, our section will have a rich program of individual, panel and poster presentations that address themes of improving and promoting health and promoting human rights and social justice. Registration will open in early February, and note that there is a fee waiver for Indigenous CPA Members and Students. If you are planning to attend the convention, I'd recommend booking as soon as you can because the block bookings tend to sell out quickly! The website has all the details you need to plan an amazing convention experience, and be sure to check out https://convention.cpa.ca/social-activities/ for lots of fun ideas for tours, travel and social events while you're in La Belle Provence.

We will be planning a selection of webinars and other section activities throughout the year, so if you have any ideas for webinars that we can present or a section featured speaker for our convention please let us know.

Last year we were delighted to present our section featured speaker, Dr. Anusha Kassan, associate professor in the School and Applied Child Psychology program at the University of British Columbia. Her talk was entitled The Time is Now: Taking Action to Elevate Critical Social Justice in Psychology and is featured in this newsletter.

And finally – there is still an opening for an awards coordinator to support us on this year's executive committee. For more information on this position, feel free to reach out to Danika, me or any current section members for more information.

Warmly,

Kirby Huminuik PhD, R.Psych
Past Chair

Executive Updates

JON WOODEND

Secretary Treasurer



I am happy to report that our section remains in a stable financial position, with no new updates to share. Thanks to your continued involvement and support, we are able to maintain membership fees at their current rate.

Looking ahead, planning is underway for the upcoming CPA convention in Montreal. Section funds have been earmarked to support several key initiatives, including our annual AGM and networking event, student awards, and a featured keynote speaker. These efforts reflect our ongoing commitment to fostering connection, recognition, and professional development within our counselling psychology community.

We are also continuing to explore ways to expand our webinar offerings, supported by section funds for speaker honorariums, with the goal of providing meaningful learning opportunities and access to continuing education credits for members across Canada.

As the season shifts and we adjust to shorter days and cooler weather, I am sending warm wishes your way.

Cheers,

Jon Woodend, PhD, RPsych (AB)
Assistant Professor, University of Victoria

Territory Acknowledgement

I acknowledge and respect the lək̓ʷəŋən peoples on whose traditional and unceded territory I live and work, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

Executive Updates

DANIEL SHINEBINE

STUDENT REPRESENTATIVE



Hello all!

Another semester is well on its way, and once again, I am amazed by how quickly time flies. As a quick personal update, I am currently working through my first year as a PhD student at the University of Alberta. The experience has been both deeply fulfilling and, unsurprisingly, very busy! hope all of us, regardless of where we are in our academic journeys, are making sure to take time for ourselves. Personally, I'll be heading home to B.C. for the holidays to spend much-needed time with friends and family—and to take a short break from the Alberta snow. I am always happy to connect with my fellow student peers, and if anyone wants to reach out, please feel free to connect with me via email: shinbin1@ualberta.ca

On that note, I am currently developing a needs assessment survey with the section executive. This survey will allow members to share their thoughts on what's working well in the section, what could be improved, and which directions we might take in the future. We are hoping to launch this survey in the new year. As your student representative, I am committed to ensuring that student perspectives and needs are considered in future section planning. As such, I hope you all will be able to take some time to provide very important feedback that can help inform future student initiatives for the section.

Danielle Shinbine
Shinbin1@ualberta.ca

The University of Alberta respectfully acknowledges that we are situated on Treaty 6 territory, traditional lands of First Nations and Métis people.

Students' Facebook Page

Executive Updates

SONYA FLESSATI

Conference Coordinator & Awards Coordinator



A warm hello from Calgary!

I am so fortunate to be a member of the Counselling Section Executive Team. I was first elected to the executive in 2023 and served as your Awards Coordinator for two years. I was re-elected into another 2-year term as Awards Coordinator this past June. With up-and-coming tasks related to the Conference Coordinator position and the position being vacant, our CPA Counselling Section executive team was supportive of me transitioning out of the Awards Coordinator position and into the Conference Coordinator position.

I am happy to take this on, and I am looking forward to the learning that will come with this new position. If you are interested in serving as the Awards Coordinator for our section, please email Section Chair, Danika Overmars (danika@drovermars.com). We welcome additional energy and ideas on the Executive!

I am happy to share a little bit about myself. I currently work as an Associate Professor in Student Counselling Services at Mount Royal University (Calgary). In my role, I primarily work with students doing individual counselling, but I also have opportunities to facilitate peer support groups, present to students in the classroom, and engage in scholarly work. One part of my work that I am currently enjoying is my role as co-facilitator of a peer support group for neurodivergent individuals. It is a new experience for me, and it has been really fulfilling.

CONFERENCE UPDATE

I want to lead words of gratitude for Katie Bradley, our Conference Coordinator for the last 2 years. It is a position that comes with work that is done far in advance of the annual convention. In her role, she coordinated the work of volunteers who reviewed dozens of conference proposals. Thanks so much to the following individuals who volunteered their time, expertise, and knowledge: Hawra al-Khaz'Aly, Cala Annala, Birdie Bezanson, Jose Domene, Sonya Flessati, Allison Foskett, Kirby Huminuik, Chelsea Hobbs, Danni Lei, Angel Leung, Janet Miller, Lynda Phillips, Tricia Sandham, and Kenya Thompson-Leonardelli, Kylie Thygesen, Diba Torjani, and Jon Woodend. Their work helped to create rich programming for the Counselling Section at the Convention.

The work of Katie and the reviewers ensured that our section had representation of solid and in-

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teresting work of scholars and practitioners from across the country. From the 5-minute Snapshots to Symposiums and everything in between, there was huge diversity in the topics presented. A sampling of the topics that participants had a chance to learn about included dating, domestic and intimate partner violence, experiences of LGBTQ+ older adults, gender euphoria, cultural humility in counselling psychologists' practices, provision of culturally safe counselling for Indigenous Peoples in Canada, mental toughness in neurodivergent adults, caring and compassion in career-related conversations and interventions, and practices to support self-advocacy skills in 2SLGBTQIA+ clients. And of course, our section featured Dr. Anusha Kassan who spoke on the elevation of critical social justice in psychology.

As we look ahead to 2026, the CPA convention will be held in Montreal, Quebec from June 4-6, 2026. Our executive hopes that you will be able to attend and be a part of this learning community. While many of us attend the convention as participants, I want to encourage you to submit a proposal to present (**Deadline: December 4, 2025**). There are some important changes to the submission and review criteria, which I anticipate will be more inclusive of our many members who are practicing in the field. There are a variety of presentation formats (poster, 12-minute talk, symposium, snapshot, roundtable conversation, panel discussion, review session), and you will be asked to choose the nature of your submission - either a scientific abstract or a program/policy abstract. Program/policy abstracts are presentations on a program that has been developed/evaluated or a policy that is needed or has been implemented, and the impacts. If you are submitting a poster, 12-minute talk, symposium, or snapshot, your summary will be evaluated on the following: background/rationale, methods, results, conclusions, and impacts. If you are submitting a roundtable conversation, panel discussion, or review session your summary will be evaluated on your description of the topic and how it is novel, contentious, or pertinent for discussion, the purpose of the session, relevance to psychology and risks associated with the topic.

The following link includes detailed submissions instructions: https://cpa.ca/docs/File/Convention/2026/2026_Step_by_step_Instructions_how_to_create_a_Submission_English.pdf

Creating a dynamic conference program not only involves the work of those who submit conference submissions, but also the work of those who review the submissions. As the Conference Coordinator for our section, I would like to extend a warm invitation for members to serve as a volunteer reviewer of submissions for the 2026 CPA Convention. Once the deadline for submissions passes, reviews will occur over the next month. If you are interested in joining this year's team of reviewers and/or would like more information, please email me at sflessati@mtroyal.ca. I welcome your time, efforts, and expertise and I hope to hear from you soon.

AWARDS UPDATE

As mentioned above, I am transitioning out of the Awards Coordinator position and so, this will be the last column that I write as Award Coordinator. I've really enjoyed my work in this executive position. It's been great to promote the awards and celebrate the contributions of our members. To whomever steps into this position, I hope it's as rewarding for you as it has been for me.

This year's Distinguished Member Award was given to Dr. Beth Haverkamp of the University of British Columbia. Her nomination reflected great breadth and depth of her work, contributions to counselling psychology, and it exemplified the highest standards of excellence across all criteria for this award. Dr. Haverkamp's contributions have spanned scholarship, mentorship, service, and leadership - a demonstration of incredible commitment to our field, both nationally and internationally. Her profound service has come through ethics consultations, regulatory advisement, and professional supervision. Nomination letters celebrated Dr. Haverkamp's championing of professional ethics in both psychological research and practice; her

Executive Updates

leadership in the section's development of the definition of counselling psychology in Canada; and her advocacy for counselling psychology as a subdiscipline and professional practice domain within psychology. With respect to mentorship and advocacy, her nomination also reflected Dr. Haverkamp's role in transforming the lives of students and professionals. Alejandra Botia, one of her former mentees, shared her experiences of Dr. Haverkamp's mentorship, stating, "She is outstanding as an educator, and she always made me feel as though I had a mentor who believed in me and encouraged me to pursue my academic and professional goals". Dr. Haverkamp embodies the spirit of the Distinguished Member Award through her scholarship, leadership, and commitment to the field. We are so pleased to be able to celebrate her contributions!

This year, CPA's Counselling Section also recognized five students for their scholarly work in counselling psychology. Profiles of their award-winning work are included in this edition of Kaleidoscope. Evaluating and adjudicating the awards is a result of the work of many. I give gratitude to the members of our executive committee involved in the research award process. I was fortunate to adjudicate this process with executive members Janet Miller and Danielle Shinbine. I also want to thank the team of great people who assisted with the adjudication of the poster awards at CPA. To Allison Foskett, Bill MacMurray, Sarah Nutter, Lynda Phillips, Sasha Sukkhu, Kaori Wada, Jessica Van Vliet, and Jon Woodend - Your work is deeply appreciated and I hope you will consider the option to volunteer at CPA in Montreal.

Upcoming Award Deadlines

Looking forward into 2026, I encourage you to consider nominating a colleague or student for an award - Distinguished Section Member Award and our student research awards. There are so many individuals who have made meaningful contributions through their service, practice and scholarship. It's not too early to start thinking about this.

In January, there will be deadlines for the CPA Fellows. These awards recognize CPA members who have made distinguished contributions to the advancement of the science of the profession of psychology, or who have given exceptional service to their associations. In addition to CPA Fellow nominations, CPA also confers the following awards:

- Gold Medal Award
- President's New Researcher Award
- John C. Service Member of the Year Award
- Donald O. Hebb Award
- Award for Distinguished Contributions to Education and Training in Psychology
- Award for Distinguished Contributions to Psychology as a Profession
- Award for Distinguished Contributions to the International Advancement of Psychology
- Public, Community Service and Human Rights and Social Justice in Psychology Award
- Award for Distinguished Lifetime Service to the Canadian Psychological Association
- Humanitarian Award

The deadline for nominations is January 31, 2026. Information on the President's New Researcher Award can be found here: cpa.ca/aboutcpa/cpaawards/presidentsaward/. For information on Fellow Nominations, please go to: cpa.ca/aboutcpa/cpaawards/nominationprocedures/.

Kind regards,

Sonya Flessati, PhD, RPsych (AB, NL)
sflessati@mtroyal.ca

Territorial Acknowledgment: I wish to express my gratitude for being able to live, work and play on the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (peoples of the Siksika, Kainai, and Piikani First Nations), the Tsuu'tina First Nation, and the Iethka Stony Nakoda (including the people of the Chiniki, Bearspaw, and Goodstoney First Nations), and the peoples of the Metis Nation of Alberta (Districts 5 and 6).

CONGRATULATIONS!

BREEANA HOGMAN

MASTERS THESIS AWARD RECIPIENT, 2025

Move my Heart, Move my Feet:
A Narrative and Arts-Based Inquiry into Settler Counselling Psychologists' Decolonizing Journeys



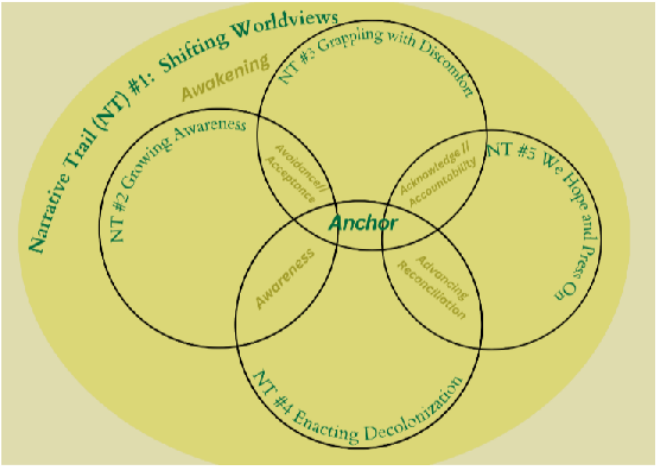
Paper Summary:
In the wake of the Truth and Reconciliation Commission's (TRC) Calls to Action, psychologists and psychotherapists across Turtle Island are being called to transform the field's colonial underpinnings (Fellner et al., 2020; Canadian Psychological Association (CPA) & Psychology Foundation of Canada (PFC)). This transformation includes revising assessment, training, education, and therapeutic practices toward culturally safe and humble approaches. Yet, there remains a significant gap in literature surrounding how White settler counselling psychologists (WCPs) navigate their own decolonizing processes within clinical practice (Bowden et al., 2017). This study addresses that gap, asking: (1) How do White settler counselling psychologists experience and narrate their personal and professional decolonizing journeys? (2) What is a WCP's role in decolonizing their therapeutic practice?

Grounded in a Two-Eyed Seeing framework (Bartlett et al., 2012) that honours both Indigenous and Western ways of knowing, this qualitative study employed arts-based methods through collage-making focus groups, followed by individual interviews with four self-identified WCPs. Narrative analysis (e.g., Kovach, 2021; Riesmann, 2008) was used to construct "narrative trails" that represented shared patterns, tensions, and transformations across participants' stories. Five narrative trails emerged: (1) Awakening to shifting worldviews, wherein participants described moments of disorientation and deepened understanding of settler colonialism, (2) Growing awareness to the decolonization imperative, highlighting internal tensions between inherited psychological frameworks and decolonizing ethics, (3) Grappling with discomfort, underscoring the emotional and psychological labour of confronting complicity in ongoing colonial violence, (4) Enacting decolonization in client work, where participants shared practices such as slowing down the therapeutic process, questioning the imposition of dominant clinical frameworks, and centering cultural humility, and (5) We hope and we press on, a trail that reflected participants' simultaneous commitment to

change and the ongoing nature of their learning. These narrative trails illuminate the deeply personal and relational work involved in decolonizing therapeutic practice. Participants' stories were filled with moments of vulnerability, resistance, and hope. The study demonstrates the importance of engaging in reflexive and unsettling processes (Fullerton, 2021; Jordan, 2021) to critically examine Whiteness, power, and privilege in clinical contexts. Notably, the research methodology itself—using storytelling and art—invited participants into alternative, non-linear ways of meaning-making that resonated with Indigenous epistemologies.

This study contributes to the field of counselling psychology by providing one of the few qualitative inquiries into WCPs' decolonizing journeys. The findings offer a roadmap—through metaphorical "trails"—that other settler clinicians may follow (Appendix A), grounded in critical self-reflection (Jordan, 2021), emotional resilience, and ethical responsibility. For counselling psychology as a discipline, the results call for greater emphasis on cultural humility, settler identity work, and pedagogies such as anti-racism (Kendi, 2019) that invite discomfort, creativity, and relational accountability.

Settler Therapist Decolonizing Journey Trail Map (With Trail Markers)



Note. The narrative trails on therapist decolonizing journeys are marked here by trail markers, tying together the lessons from each trail and connecting to the ways that we all may apply meanings made from participant journeys to our own clinical practice and personal lives.

The study also invites reimagining how training programs can support settler clinicians in deconstructing colonial legacies embedded in clinical practice. It emphasizes the necessity of ongoing education that interrogates Whiteness, centers Indigenous voices, and incorporates relational and land-based understandings of healing. While limited in sample size and contextual diversity of participants, the study offers transferable insights relevant to settler practitioners across clinical, academic, and community-based settings. By amplifying the voices of WCPs working to shift from complicity to accountability, this research contributes to the field's broader movement toward reconciliation and decolonization.

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CONGRATULATIONS!

CASSIDY SMITH

MASTERS THESIS AWARD RECIPIENT, 2025

Bodies of Work: Exploring Anti-Violence Counsellors' Embodied Experiences of Trust



Thesis Summary

Background and Rationale: Community-based anti-violence counsellors play a crucial role in supporting survivors of gender-based violence (Fernandes & Lanthier, 2024). Existing research on this work has predominantly focused on survivors rather than on counsellors, and on deficit-based experiences (e.g., burnout, vicarious trauma), framing these challenges as individual responsibilities (Kim et al., 2021; Reynolds, 2011; Rossiter et al., 2020). Rather than emphasizing deficits, this research examined how counsellors' embodied sense of trust, a known supportive factor, contributed to their ability to remain in their work sustainably and meaningfully.

Research Questions and Methodology: There were two research questions: (1) How is trust experienced in an embodied way by community-based anti-violence counsellors in their working roles? (2) How do these experiences relate to the sustainability of community-based anti-violence counsellors' work? Using a qualitative approach to capture rich, complex lived experiences, five counsellors participated in interviews using an amended version (i.e., adapted to be conducted online) of body mapping: an arts-based method designed to represent embodied experiences visually (Coetzee et al., 2019). Reflexive thematic analysis, as outlined by Braun and Clarke (2022), was utilized to interpret and analyze the data. This research exemplifies methodological quality through its alignment with a postmodern philosophical perspective: integrating phenomenology centers subjective interpretation, body mapping provides an embodied means of understanding those interpretations, and reflexive thematic analysis allows for flexible, nuanced meaning-making of these subjective and embodied experiences (Allen-Collinson, 2016; Braun & Clarke, 2022; de Jager et al., 2016). This

methodology moves beyond deficit models to offer a novel discourse on sustainability in anti-violence counselling.

Findings: Based on participants' experiences, I created four central themes (see Appendix A). In the first theme, Trust, as Connectedness, as Safety, trust was presented as an interactive process rooted in safety and involved the relational connection between the body and mind, the self, and others. The second theme, The Trustworthy Counsellor: Self-Trust and Sustainability through Role Affirmation, highlighted how affirmation of one's working role through one's felt sense of competency and trustworthiness contributes to role sustainability. In Sustainable Trust as Connected Assurance, trustworthiness was explored as being built through knowledge, connection, and aligned intentions between self and others, including colleagues and employers. The final theme, Self-Trust as Reflexive Realism, emphasized the importance of reflexivity, attunement, and relational care in creating sustainability in anti-violence counselling work.

Implications and Future Directions:

Emphasizing a sustainability- and embodied-focused framework, this research provides new insights into how trust manifests in embodied ways to support sustainable working practice for counsellors. Findings indicate a need for a multifaceted approach that incorporates reflexivity (i.e., trust occurs in relationship with the self), relational safety (i.e., trust occurs and is experienced in relationship with others; e.g., clients, colleagues, friends/family), and organizational support (i.e., trust or distrust occurs within organizational settings, requiring organizational involvement). A limitation of this study is its focus on individual experiences. Given the findings that trust operates relationally, future research could expand on collective understandings of embodied trust to explore sustainability at interpersonal, organizational, and systemic levels. Such explorations would provide further insights into how teams and institutions can foster sustainable practices in anti-violence counsellors' work.

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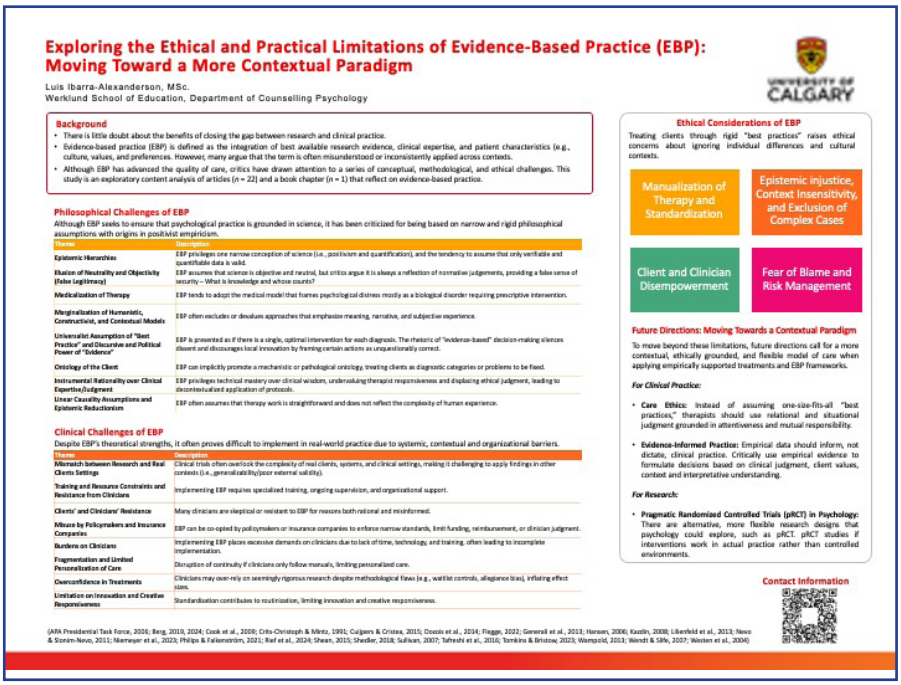
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CONGRATULATIONS!



Exploring the Ethical and Practical Limitations of Evidence-Based Practice (EBP): Moving Toward a More Contextual Paradigm

Luis Ibarra-Alexanderson, MSc.
Werklund School of Education, Department of Counselling Psychology

UNIVERSITY OF CALGARY

Background

- There is little doubt about the benefits of closing the gap between research and clinical practice.
- Evidence-based practice (EBP) is defined as the integration of best available research evidence, clinical expertise, and patient characteristics (e.g., culture, values, and preferences. However, many argue that the term is often misunderstood or inconsistently applied across contexts.
- Although EBP has advanced the quality of care, critics have drawn attention to a series of conceptual, methodological, and ethical challenges. This study is an exploratory content analysis of articles (*n* = 22) and a book chapter (*n* = 1) that reflect on evidence-based practice.

Philosophical Challenges of EBP

Although EBP seeks to ensure that psychological practice is grounded in science, it has been criticized for being based on narrow and rigid philosophical assumptions with origins in positivist empiricism.

Theme	Description
Epistemic Hierarchies	EBP privileges one narrow conception of science (i.e., positivism and quantification), and the tendency to assume that only verifiable and quantifiable data is valid.
Illusion of Neutrality and Objectivity (False Legitimacy)	EBP assumes that science is objective and neutral, but critics argue it is always a reflection of normative judgements, providing a false sense of security – What is knowledge and whose counts?
Medicalization of Therapy	EBP tends to adopt the medical model that frames psychological distress mostly as a biological disorder requiring prescriptive intervention.
Marginalization of Humanistic, Constructivist, and Contextual Models	EBP often excludes or devalues approaches that emphasize meaning, narrative, and subjective experience.
Universalist Assumption of "Best Practice" and Discursive and Political Power of "Evidence"	EBP is presented as if there is a single, optimal intervention for each diagnosis. The rhetoric of "evidence-based" decision-making silences dissent and discourages local innovation by framing certain actions as unquestionably correct.
Ontology of the Client	EBP can implicitly promote a mechanistic or pathological ontology, treating clients as diagnostic categories or problems to be fixed.
Instrumental Rationality over Clinical Expertise/Judgment	EBP privileges technical mastery over clinical wisdom, undervaluing therapist responsiveness and displacing ethical judgment, leading to decontextualized application of protocols.
Linear Causality Assumptions and Epistemic Reductionism	EBP often assumes that therapy work is straightforward and does not reflect the complexity of human experience.

Clinical Challenges of EBP

Despite EBP's theoretical strengths, it often proves difficult to implement in real-world practice due to systemic, contextual and organizational barriers.

Theme	Description
Mismatch between Research and Real Clients Settings	Clinical trials often overlook the complexity of real clients, systems, and clinical settings, making it challenging to apply findings in other contexts (i.e., generalizability/poor external validity).
Training and Resource Constraints and Resistance from Clinicians	Implementing EBP requires specialized training, ongoing supervision, and organizational support.
Clients' and Clinicians' Resistance	Many clinicians are skeptical or resistant to EBP for reasons both rational and misinformed.
Misuse by Policymakers and Insurance Companies	EBP can be co-opted by policymakers or insurance companies to enforce narrow standards, limit funding, reimbursement, or clinician judgment.
Burdens on Clinicians	Implementing EBP places excessive demands on clinicians due to lack of time, technology, and training, often leading to incomplete implementation.
Fragmentation and Limited Personalization of Care	Disruption of continuity if clinicians only follow manuals, limiting personalized care.
Overconfidence in Treatments	Clinicians may over-rely on seemingly rigorous research despite methodological flaws (e.g., waitlist controls, allegiance bias), inflating effect sizes.
Limitation on Innovation and Creative Responsiveness	Standardization contributes to routinization, limiting innovation and creative responsiveness.

(APA Presidential Task Force, 2006; Berg, 2019, 2024; Cook et al., 2009; Crits-Christoph & Mintz, 1991; Culgaers & Cristea, 2015; Dozois et al., 2014; Flegge, 2022; Gerwirtz et al., 2013; Hansen, 2006; Kazdin, 2008; Lilienfeld et al., 2013; Nevo & Slonim-Nevo, 2011; Niemeyer et al., 2023; Philips & Falkenström, 2021; Rief et al., 2024; Shean, 2015; Sheller, 2018; Sullivan, 2007; Tafreshi et al., 2016; Tomkins & Bristow, 2023; Wampold, 2013; Wendt & Sifre, 2007; Winston et al., 2004)

Ethical Considerations of EBP

Treating clients through rigid "best practices" raises ethical concerns about ignoring individual differences and cultural contexts.

- Manualization of Therapy and Standardization
- Epistemic injustice, Context Insensitivity, and Exclusion of Complex Cases
- Client and Clinician Disempowerment
- Fear of Blame and Risk Management

Future Directions: Moving Towards a Contextual Paradigm

To move beyond these limitations, future directions call for a more contextual, ethically grounded, and flexible model of care when applying empirically supported treatments and EBP frameworks.

For Clinical Practice:

- **Care Ethics:** Instead of assuming one-size-fits-all "best practices," therapists should use relational and situational judgment grounded in attentiveness and mutual responsibility.
- **Evidence-Informed Practice:** Empirical data should inform, not dictate, clinical practice. Critically use empirical evidence to formulate decisions based on clinical judgment, client values, context and interpretative understanding.

For Research:

- **Pragmatic Randomized Controlled Trials (pRCT) in Psychology:** There are alternative, more flexible research designs that psychology could explore, such as pRCT. pRCT studies if interventions work in actual practice rather than controlled environments.

Contact Information



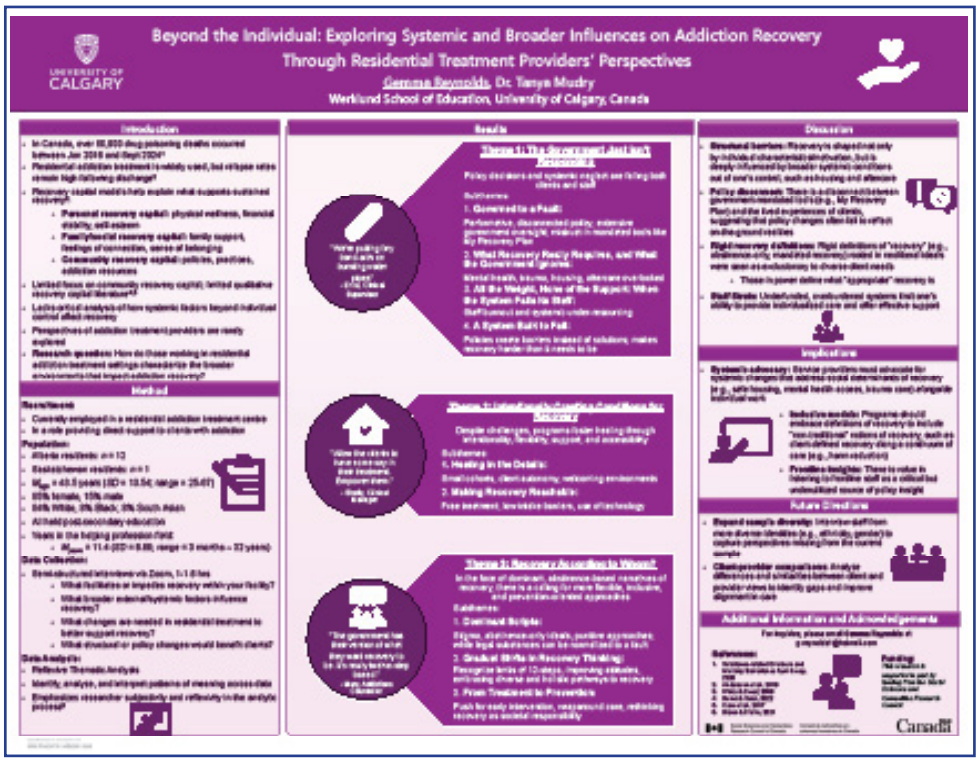
BEST DOCTORAL POSTER AWARD, 2025

LUIS IBARRA

Exploring the Ethical and Practical Limits of Evidence-Based Practice: Moving Toward a More Contextual Paradigm

ABSTRACT: In the past few decades, evidence-based practice (EBP) has been a revolutionary approach to decision-making in healthcare that incorporates empirical research findings, clinical experience and clients' values. EBP has been an aspiration of many practice guidelines, with some clinicians even calling it a "moral imperative" in clinical practice; however, EBP still faces significant challenges that limit its applicability across contexts. In this narrative literature review, I aimed to explore the practical and ethical dimensions of EBP. I consulted the University of Calgary's library and the EBSCO database for relevant literature. I selected a total of 22 articles and one book chapter that critically address issues in EBP's implementation. I identified 16 recurring challenges, including epistemic hierarchies, ontology of the client, burdens placed on clinicians, fragmentation and limited personalization of care, and overconfidence in treatments. These challenges were then grouped into two broad categories: (1) philosophical and (2) clinical challenges. Additionally, I discuss the ethical considerations of EBP from the literature, as well as future.

CONGRATULATIONS!



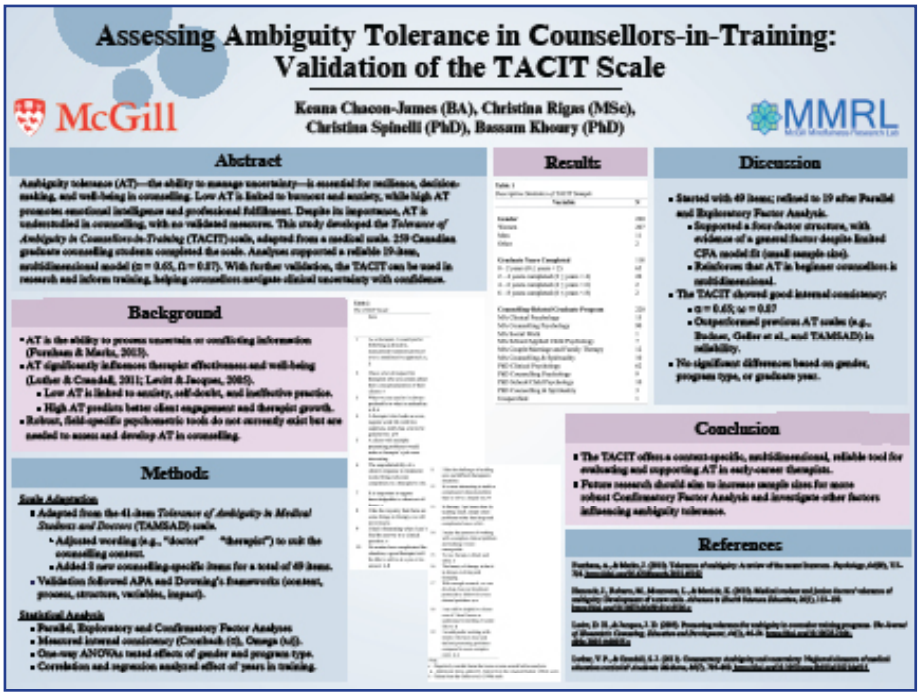


BEST MASTERS POSTER AWARD, 2025

GEMMA REYNOLDS

Abstract: Canada is currently experiencing an escalating drug poisoning crisis, highlighting the need for accessible and effective treatment options for those with addiction concerns. Inpatient addiction treatment is a common intervention, yet relapse rates remain high following discharge. Much of the addiction recovery literature emphasizes individual factors such as personal skills, finances, self-esteem, and social supports as determinants of recovery. This emphasis risks reinforcing narratives of personal responsibility and blame surrounding addiction while overlooking the systemic and structural conditions that shape recovery, which are rarely examined. Additionally, clinicians' perspectives, which are underexplored in the literature, are valuable as they work at the intersection of client needs and institutional systems, offering unique insight into how systemic conditions may impact recovery. This study aimed to address these gaps by exploring how clinicians working in inpatient addiction treatment settings describe the broader factors that impact recovery from addiction. Thirteen semi-structured interviews were conducted with clinicians working in inpatient addiction treatment settings in Alberta or Saskatchewan, and the data was analyzed using Reflexive Thematic Analysis. Three themes were developed: The Government Just Isn't Responding, which explored systemic gaps; Intentionally Creating Conditions for Recovery, which highlighted practices that supported recovery; and Recovery According to Whom, which described dominant and shifting recovery narratives that shape treatment experiences. Findings provide insights to strengthen treatment, inform policy, and guide advocacy. Implications for researchers and clinicians are discussed, along with directions for future research.

CONGRATULATIONS!



Assessing Ambiguity Tolerance in Counsellors-in-Training: Validation of the TACIT Scale

McGill

Keana Chacon-James (BA), Christina Rigas (MSc), Christina Spinelli (PhD), Bassam Khoury (PhD)

MMRL

Abstract

Ambiguity tolerance (AT)—the ability to manage uncertainty—is essential for resilience, decision-making, and well-being in counselling. Low AT is linked to burnout and anxiety, while high AT promotes emotional intelligence and professional fulfillment. Despite its importance, AT is understudied in counselling, with no validated measures. This study developed the *Tolerance of Ambiguity in Counsellors-in-Training* (TACIT) scale, adapted from a medical scale. 259 Canadian graduate counselling students completed the scale. Analyses supported a reliable 19-item, multidimensional model ($\alpha = 0.65$, $\Omega = 0.87$). With further validation, the TACIT can be used in research and inform training, helping counsellors navigate clinical uncertainty with confidence.

Background

- AT is the ability to process uncertain or conflicting information (Furnham & Marks, 2013).
- AT significantly influences therapist effectiveness and well-being (Luther & Crandall, 2011; Levitt & Jacques, 2005).
  - Low AT is linked to anxiety, self-doubt, and ineffective practice.
  - High AT predicts better client engagement and therapist growth.
- Robust, field-specific psychometric tools do not currently exist but are needed to assess and develop AT in counselling.

Methods

Scale Adaptation

- Adapted from the 41-item *Tolerance of Ambiguity in Medical Students and Doctors* (TAMSAD) scale.
  - Adjusted wording (e.g., "doctor" "therapist") to suit the counselling context.
  - Added 5 new counselling-specific items for a total of 69 items.
- Validation followed APA and Downing's frameworks (content, process, structure, variables, impact).

Statistical Analysis

- Parallel, Exploratory and Confirmatory Factor Analyses
- Measured internal consistency (Cronbach (α), Omega (ω)).
- One-way ANOVAs tested effects of gender and program type.
- Correlation and regression analyzed effect of years in training.

Results

Discussion

- Started with 69 items; refined to 19 after Parallel and Exploratory Factor Analysis.
  - Supported a four-factor structure, with evidence of a general factor despite limited CFA model fit (small sample size).
  - Reinforces that AT is beginner counsellors is multidimensional.
- The TACIT showed good internal consistency:
  - $\alpha = 0.65$; $\omega = 0.87$
  - Outperformed previous AT scales (e.g., Budner, Geller et al., and TAMSAD) in reliability.
- No significant differences based on gender, program type, or graduate year.

Conclusion

- The TACIT offers a context-specific, multidimensional, reliable tool for evaluating and supporting AT in early-career therapists.
- Future research should aim to increase sample size for more robust Confirmatory Factor Analysis and investigate other factors influencing ambiguity tolerance.

References



BEST UNDERGRADUATE POSTER AWARD, 2025

KEANA CHACON-JAMES

Abstract: Ambiguity tolerance (AT)—the ability to manage uncertainty—is essential for resilience, decision-making, and well-being in counselling. Low AT is linked to burnout and anxiety, while high AT promotes emotional intelligence and professional fulfillment. Despite its importance, AT is understudied in counselling, with no validated measures. This study developed the Tolerance of Ambiguity in Counsellors-in-Training (TACIT) scale, adapted from a medical scale. 259 Canadian graduate counselling students completed the scale. Analyses supported a reliable 19-item, multidimensional model ($\alpha = 0.65$, $\Omega = 0.87$). With further validation, the TACIT can be used in research and inform training, helping counsellors navigate clinical uncertainty with confidence.

Announcing Our 2025 Distinguished Member Award Recipient

Dr. Beth Haverkamp



It was with deep admiration and gratitude that I presented the Canadian Psychological Association's Counselling Psychology Section Distinguished Member Award to Dr. Beth Haverkamp at our CPA convention section reception this summer in St. John, Newfoundland. I submitted the nomination, and the committee also received letters of support from Dr. Richard Young, Dr. Andrea Kowaz, Dr. Alejandra Botia, and Dr. Sarah Panofsky attesting to Dr. Haverkamp's significant lifetime contribution to the field of counselling psychology in Canada and internationally.

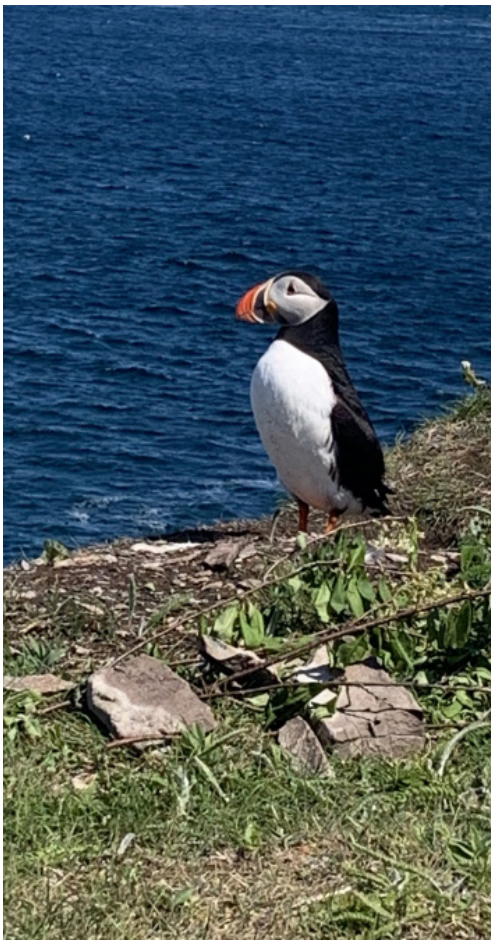
Dr. Haverkamp is Associate Professor Emerita in the Department of Counselling Psychology at the University of British Columbia, a CPA fellow, and has been a member of the Counselling Psychology Section for over two decades. She devoted her career to advancing our profession and her influence spans all the award's areas of distinction—through transformational teaching and mentorship, ground-breaking scholarship, and outstanding professional service contributions. Dr. Haverkamp has consistently championed the importance of professional ethics in both psychological research and practice. Her work on ethical decision-making, scholarly integrity, and therapist reflexivity has made a deep impression on her own students and has made a lasting impact on the field. Another of Dr. Haverkamp's most significant contributions has been to promote the establishment of counselling psychology as an applied specialization within Canadian psychology. Counselling psychology was established a field of specialization within professional psychology in 1987, but it was not until 2009 that a formal definition was adopted by the CPA Board of Directors. Dr. Haverkamp played a leading role in the task force that identified foundational philosophical perspectives and values at the core of the counselling psychology identity. These include a strength's-based perspective, respect for diversity and context, a client-centred approach to assessment, and a unique approach to intervention and research. The task force's definition has given us a clear identity within the mental health field in the years since it was adopted.

Through her roles as Associate Dean of Graduate Programs and Research, Academic Co-Director of UBC's Academic Leadership Development Program, and as a leadership coach for senior faculty, Dr. Haverkamp has also been a tireless advocate for the advancement of women and has opened critical pathways in higher education. Her influence on institutional policy and mentorship of emerging leaders continues to shape the culture of academic leadership at UBC and beyond. Finally, Dr. Haverkamp's long-standing commitment to the development of students and early career professionals has made a profound impact on the field of counselling psychology in Canada. On a personal note- Beth supervised both my master's and doctoral research at the University of British Columbia. As a first-generation university student, I didn't have the family support to pursue graduate studies and could not have envisioned myself pursuing a doctoral degree—or becoming a psychologist—without her guidance and encouragement. Her mentorship has been transformational and steady. She helped me not only find my academic voice, but also cultivated the confidence and ethical clarity that shapes my professional life. I continue to draw on her mentorship in the leadership experiences I face today.

Dr. Haverkamp embodies the very spirit of this award: a scholar, leader, educator and mentor, whose work has deeply enriched Canadian counselling psychology. On behalf of the section of counselling psychology, I offer her our sincere congratulations and thanks.

Kirby Huminuik PhD, R.Psych.

Distinguished Member Award 2025 Winner



My friends and colleagues,

I am very honoured to have been selected for this year's Distinguished Member Award. Thank you to our Section and, in particular, to those of you who wrote letters of support.

My nominators noted that I've worked to promote the development of counselling psychology in Canada…as psychology. Our specialization was first recognized by CPA in 1987 and we had our first accredited PhD programs in 2000, at McGill and UBC. Over these years, it's been tremendously rewarding to see our field grow and have influence within CPA, notably in increasing visibility and support for marginalized groups and for Indigenous ways of knowing. I've been proud to see students and new scholars doing the work that we're uniquely positioned to do: that of conducting rigorous research on the whole range of counselling psych concerns.

Thanks again for your recognition of my contributions. As we old timers pass the torch, I want to encourage our early career members to imagine what you'd like to see counselling psychology become in the next 25-30 years. Then, go make it happen… as counselling psychologists!

Beth Haverkamp, PhD, RPsych



photo credits - Newfoundland Scenes 2025, Sonya Flessati

From the CPA 2025 Convention



The Time is Now

Taking Action to Elevate Critical Social Justice in Psychology

A Post-Convention Summary
by Anusha Kassan, PhD, RPsych

In June 2025, I had the pleasure of delivering the keynote address to the Section on Counselling Psychology at the Canadian Psychological Association (CPA) annual convention in St. John's, Newfoundland. It was great to connect with long-time members, see new Section leadership, and engage with diverse attendees during the presentation and Q&A period. My talk was entitled The Time is Now: Taking Action to Elevate Critical Social Justice in Psychology, and it provided a snapshot of an upcoming publication that will be included in the second edition of Critical Social Justice in Counseling, Psychology, and Psychotherapy: A Case Study Approach.

Context: Conversations of feminism, multiculturalism, social justice, and human rights have been a critical part of counselling psychology's evolving history for well over 50 years. Yet, clients, students, and psychologists from historically, persistently, and systemically marginalized communities have (and continue to) face numerous barriers and challenges when engaging with the discipline. Despite a large body of research that indicates ways in which psychology can be practiced, taught, and researched in more inclusive ways, tradi-

tional approaches prevail, and as such, continue to uphold the status quo.

I spent the past twenty-five years studying and working in different CPA-accredited training programs, frequently focusing on the importance of cultural and social justice responsiveness across all aspects of the curriculum. Further, I was on the CPA Accreditation Panel when the latest Standards were put forth, and much to the dismay of many, I was relentless in pushing for greater change to ensure a clear focus on Indigenous interculturalism as well as individual, social, and cultural diversity. Many of you have heard my endless complaints about how slow change has been to implement within the field of psychology. With this book chapter, I took my years of experience and my complaints, infusing them into a proposed model to enhance equity, diversity, inclusion, decolonization, and accessibility (EDIDA) in psychology training programs.

Proposed Model:

The proposed staged model I developed highlights ways in which change can be enacted within psychology training programs. It is intended to explore the complexity that accompanies the infusion of EDIDA principles and does not reflect adoption in a single program. It is important to consider that there is great variety that exists, not only across psychology training programs, but also within the institutions in which these programs are developed and delivered.

The goal then is to explore how internal (within the field of psychology) and external (within the broader university context) factors can influence necessary shifts across training programs. As outlined in Table 1 below, this process can entail several stages, including but not limited to: (1) assessment, (2) planning, (3) implementation, (4) feedback, and (5) community engagement. These steps, while linear in sequence, should remain cyclical to support ongoing improvements.

Table 1
Infusing EDIDA principles in psychology training programs

1.	Assessment	Reflexivity Activation inclusion toolkit Indigenous self-assessment tool
2.	Planning	Collaborative mission statement Admissions criteria and process Diversification of program Decolonizing training
3.	Implementation	Intentionality and transparency Intersectional aspects of training
4.	Feedback	Students Faculty and staff Other university units
5.	Community Engagement	Key partners: Clinical training Other agencies and organizations Local Indigenous communities

Note: Taken from Kassan & Charania (in press)

During the keynote address, I discussed each of these stages and provided examples of how training programs could come together to re-think and enhance training activities across their curriculum. I will summarize each phase below, but for a more comprehensive overview, I encourage readers to consult Kassan and Charania (in press).

Assessment:

This stage is intended for programs to conduct a self-assessment and establish the foundation needed for important upcoming changes. On an individual level, several guidelines can be useful. For example, the steps proposed in the ADDRESSING framework (Hays, 2008), the political analysis (Morrow & Hawxhurst, 2013), and an exercise centred on economic privilege (Audet et al., 2014). At the group level, specific processes can be followed such as The University of British Columbia's Activating Inclusion Toolkit (University of British Columbia Equity & Inclusion Office, 2025) and its Indigenous Strategic Plan Self-Assessment Tool (University of British Columbia Office of Indigenous Strategic Initiatives, 2020). These reflexive processes are intended to set the stage for change.

Planning:

The need for change is often great in most psychology training programs. That said, careful planning is necessary to avoid possible pitfalls that can occur when the plans and mechanisms for change are not conceptualized well enough. After completing personal and collective reflections, psychology programs can begin transforming training through the development of shared missions and goals aligned with EDIDA principles. This process should include collaborative discussions and environmental scans of other institutions' statements, ensuring responsiveness to evolving sociopolitical contexts and movements.

Admissions criteria are a crucial starting point for reform. That is, programs should question traditional metrics (e.g., GPA, GRE, research output) that privilege those with access and resources, and instead place value on community engagement, lived experience, and social justice perspectives. Beyond diversifying students and faculty, programs must decolonize curricula by critically examining Western dominance in syllabi, amplifying diverse scholarship and embracing multiple ways of knowing. Teaching should emphasize reflexivity, lived experience, and cultural humility while incorporating experiential learning, community-based research, and trauma-informed pedagogy. Ultimately, embedding EDIDA across all courses, practica, and research fosters systemic change and inclusive, socially responsive psychology training.

Implementation:

Implementing EDIDA principles demands intentional, transparent, and innovative action across all program areas. Non-hierarchical leadership, collaboration, and open communication are essential to manage the stress and uncertainty that can accompany change. A comprehensive plan should align EDIDA goals across courses, practicum, and research, ensuring consistency and integration. Tools like concept mapping can help track progress, while ongoing feedback from students, instructors, and supervisors ensures that the program's EDIDA vision effectively translates into meaningful and sustained practice.

Feedback:

As psychology training programs engage in reflection and reform to strengthen EDIDA principles, ongoing consultation with key partakers is vital. Even experts can become too immersed in the process, making external and diverse perspectives essential. Consultation should involve students, faculty, staff, and relevant university units. Students contribute valuable lived experience and should be included through surveys, focus groups, or town halls, while balancing anonymity, honesty, and respectful dialogue. Awareness of existing power dynamics is crucial, as is maintaining ethical, direct communication to prevent misunderstandings. Faculty and staff not directly involved in the EDIDA process should also be consulted, as their insights reflect the program's daily realities. Broader collaboration with other university programs and

offices—such as those focused on EDI, accessibility, or Indigenous initiatives—can enhance alignment, accountability, and integration of EDIDA principles. This inclusive, multi-level approach supports meaningful and sustainable institutional transformation.

Community Engagement:

Institutions of higher education often operate insularly and hence they can be disconnected from community needs. To promote EDIDA change, psychology programs must engage external partners such as practicum sites, referral agencies, and service users, who provide vital community perspectives. Collaboration with NGOs, schools, and settlement agencies enhances advocacy training and relevance. Building authentic relationships with Indigenous communities is also essential, emphasizing respect, reciprocity, and humility. Programs must reject colonial mindsets and truly recognize that there is a reciprocal learning process that can occur when engaging with Indigenous communities in good ways.

Summary:

The time for incremental change has passed—psychology training programs and their respective universities must act with courage, humility, and conviction. Elevating critical social justice requires disrupting comfort, centering diverse voices, and transforming every level of training, practice, and research. The future of our discipline depends on our collective willingness to reimagine psychology as truly equitable, diverse, inclusive, decolonized, and accessible—now.

Acknowledgement:

I would like to thank The Section on Counselling Psychology for the invitation to deliver a keynote address; it was definitely a convention highlight for me! I would also like to thank Farah Charania, MSc for her contribution to this work. It was a pleasure to co-create a book chapter on EDIDA in psychology with you.

About the Author:

I am a second-generation newcomer and settler to Canada. I currently reside on the Treaty 7 Region in Southern Alberta and Métis Nation of Alberta (Districts 5 and 6). I am privileged to work on the traditional, ancestral, unceded territories of the Musqueam people, which has also been influenced by contributions from neighboring Nations, the Squamish and Tsleil-Waututh Peoples. My pronouns are she / her. I am an associate professor with a high-impact position in child and youth mental health in the School and Applied Child Psychology program at The University of British Columbia. Further, I hold the Myrne B. Nevison Professorship in School or Counselling Psychology. I graduated from the Counselling Psychology program at McGill University and completed my Pre-Doctoral Internship in Professional Psychology at the University of California, Irvine Counselling Center.

My program of research is influenced by my own bicultural identity and is informed by an overarching social justice lens. I am presently studying the impact of immigration across different communities. I am also conducting teaching and learning research, investigating cultural and social justice responsiveness in professional psychology. I am a fellow of the CPA and recently received the Association's award for Public, Community Service, and Human Rights and Social Justice in Psychology. I also own a small business, Vividhatà Psychological and Consultation Services, where I work mainly with clients and provisional psychologists from communities who have historically, persistently, or systemically marginalized.

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CPA created a Section Associate category in 2021. The Section Associate category is designed for those who are interested in a particular area, or section, of psychology but are not able, or wanting, to become full CPA members.

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Feature Article

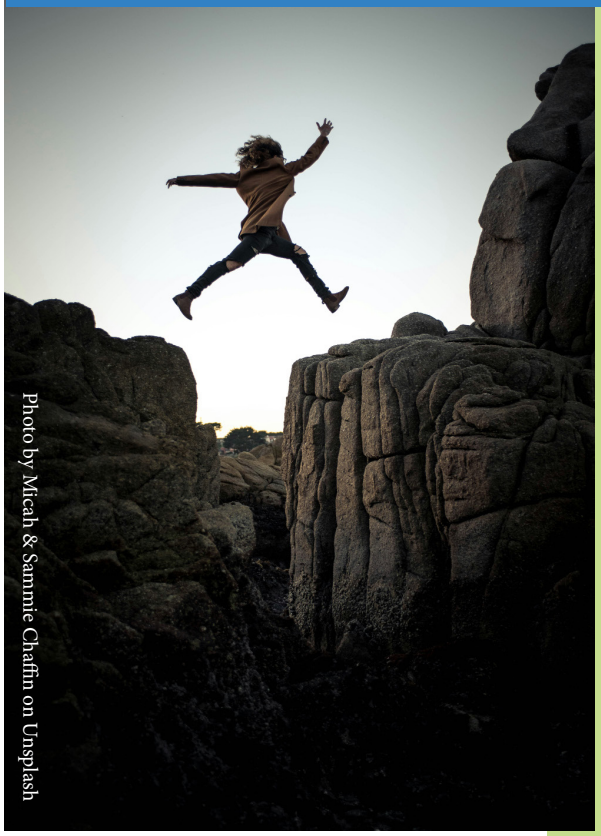


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Mind the Gap:

Counselling Considerations for the Accompanying Partners of International Students

Morgan Begg & Jon Woodend

International students (IS) have been a growing population in Canada, with practice and research focused on supporting their individual academic success and personal well-being. However, not all IS come to Canada as individuals, with many having accompanying (non-student) partners (APIS).

Within considerations for International students, accompanying partners are rarely considered despite their critical role in the success of international students.

The result is that APIS often fall through the gaps in support systems, all while facing similar difficulties as IS, along with unique stressors due to not being students affiliated with a university nor considered immigrants connected with newcomer services.

Gaps in Research Mean Less Informed Service Provision

Although some research on APIS perspectives exists (e.g., Bakhshalizadeh, 2024; Chittooran & Sankar-Gomes, 2007; Cui et al., 2017; Lei et al., 2015; Myers-Wall, 2011; Woodend et al., 2016), we are limited in our understanding of their needs in counselling work. Current research assumes similarities among APIS and other newcomer populations, like the 'trailing' partners of immigrants, despite APIS often experiencing increased financial burdens due to tuition costs and a lack of government benefits. There is also an overwhelming focus on adaptation difficulties, rather than the ways in which APIS overcome these challenges and exhibit resilience. Further, research has focused on APIS who are women accompanying their student-husbands in different countries, and research emphasizes this gender-based experience, with little information on the intersecting identities of partners. There are limited studies on IS and APIS who are also parents, and parenting in a different culture can elicit additional challenges. Without increased research in these foundational areas, APIS will continue to have less informed support in their transitions.

Acknowledging these gaps is a key step to creating effective and tailored counselling and related supports.

A Call for Action

This article is a call for counselling psychology practitioners and researchers to keep these critical gaps in mind, and an invitation to consider innovative research and practices to support APIS.

A primary theme in the literature is that counselling psychology practitioners need to cultivate an approach that recognizes the unique experiences, challenges and resiliencies, and intersecting identities of t his demographic, while advocating for increased research and change on an institutional level.

To reinvigorate this discussion, the following are key recommendations based on what is known so far from the existing studies, taken from a larger scoping review looking at APIS' experiences (Premji, et al., 2025).

Recommendations for Counselling Psychology Practitioners

First, as a guiding framework for working with APIS, counselling practitioners may prioritize a multicultural orientation that understands and relates to the cultural identities of clients. Comprehensive care would keep in mind both the potentially marginalized identities and barriers faced by APIS, as well as their coping and resilience in terms of their well-being and access to services.

Second, counsellors can also be aware of the unique experiences of APIS as newcomers who may be invisible to newcomer support systems. With restrictions on their visa, APIS often struggle with identity loss, decreased self-esteem, and significant mental health concerns due to culture shock and the limited opportunities available to them in Canada. Practitioners can attune their practices to these challenges, perhaps offering services directly related to creating new social identities and increasing self-esteem. Additionally, counsellors can offer practical, information-sharing sessions to APIS to assist in orienting themselves and discovering other beneficial programs. These may include local language supports, volunteer opportunities, childcare services, and information about daily living tasks (e.g., banking, transportation).

Third, APIS often face barriers to services due to language difficulties, financial restraints and lack of childcare services. Counsellors can work to increase accessibility to their services in several ways. For example, using simple English, offering resources in other languages when possible, and offering appointments throughout the day.

Fourth, practitioners working with APIS are a part of an institutional system that can be difficult for newcomers to navigate. Practitioners can advocate for increased recognition of APIS on an institutional level by extending services for IS to APIS, for example creating their own university affiliation. For instance, considering that the adjustment of IS and APIS affect each other in a reciprocal way, it may be beneficial for practitioners to offer APIS access to couples counselling sessions. This adjustment is significant to the psychological and emotional well-being of the couple, as well as the success of the IS. Couple sessions can support both individuals and address their presenting concerns as a unique dyad.

Finally, counsellors can be advocates for increased studies to inform practice. Future research could attend to the potential complex intersections of working professional, partner and/or parent, racialized individual, and immigrant, while using a strengths-based, qualitative approach to highlight how APIS are active agents in shaping their experiences and managing adversities.

Extending the Invitation for Next Steps

These recommendations for practitioners offer potential avenues to support the unique needs of APIS and help mind the gaps in our current counselling practices. The invitation for increased research can inform more competent practice and provide insight into exactly how APIS' experiences are different from those of other newcomer and student populations. Helping to bridge the gap between APIS and the community is an overlooked yet critical part of welcoming IS into Canada, and we have a social justice responsibility to support newcomers not only when it is financially beneficial.

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FROM THE EDITOR

Thank you to all who have made contributions to this edition of Kaleidoscope, and echoing my colleagues on our Executive I'd like to add my special shout-out to all those who participated in this year's CPA Convention. We had a series of outstanding presentations, posters, and discussion panels. Our keynote address was very strong, and our AGM attended by a terrific group of dedicated counselling psychology practitioners, educators, and students. Thank you for all you do, and thank you for showing up to support the growth of others.

As the winter months roll in and the snow falls, I'm curious to know what books you're curling up with. I invite submissions of books reviews for our next edition of this newsletter, and of course I'm open to receiving your articles and ideas throughout the year.

Please be in touch! You can reach me at jbmiller@mtroyal.ca.



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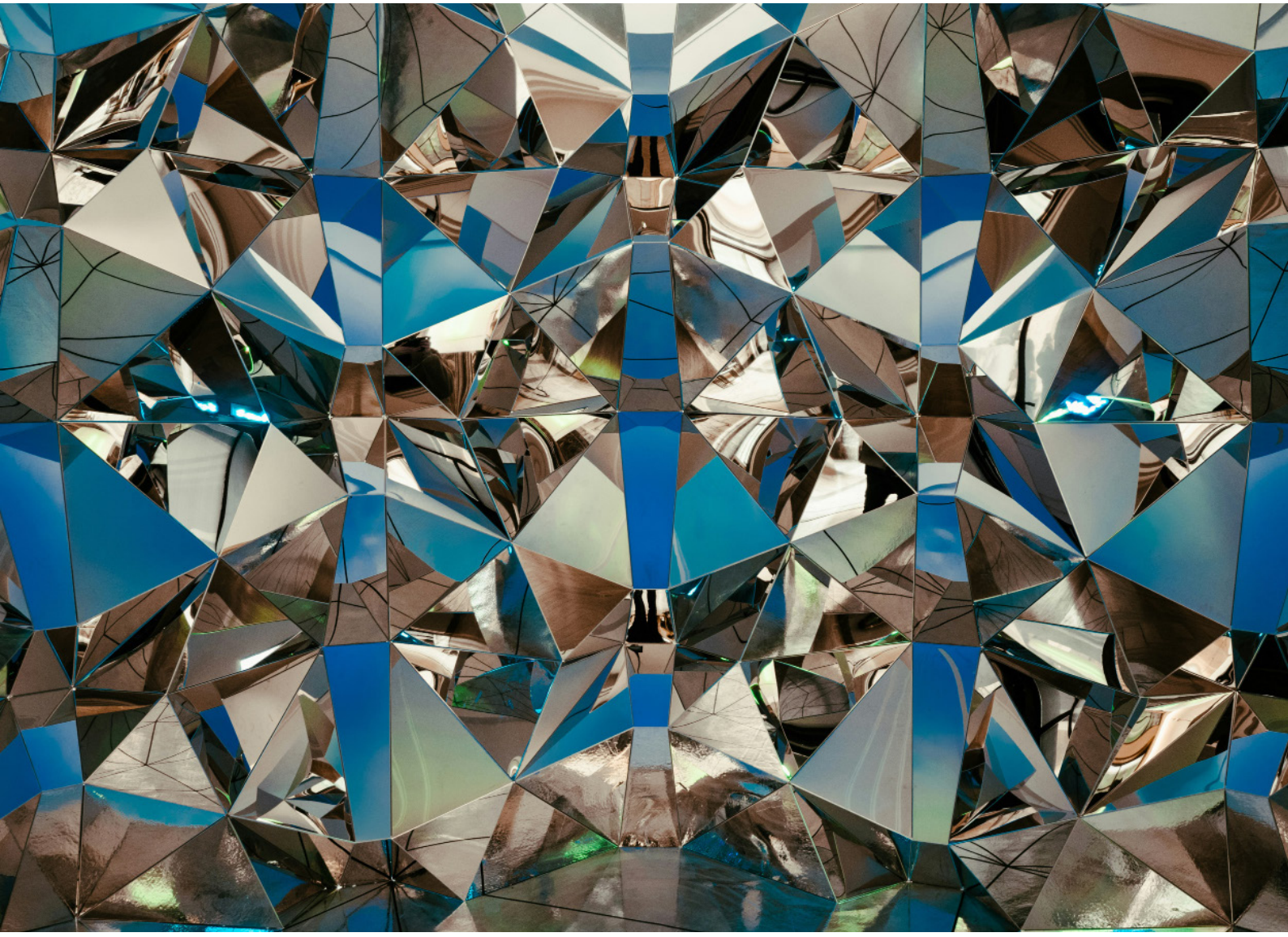


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