

Issue no-3

OCTOBER 2018

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 quarterly newsletters and an active new blog site to our membership and hope that you will feel inspired to give us your feedback and become even more involved with our dynamic and diverse community.

www.cpacounselling.wordpress.com

REFLECTIONS from the CHAIR

Anusha Kassan



Hello everyone,

Happy fall everyone – And happy winter to Albertans who are receiving over 10 cm of snow today! Regardless of your current geographic location and climate, I hope your academic year is off to a good start... We are pleased to bring you the fall issue of Kaleidoscope! In this publication, I would like to reflect on last spring's congress and discuss plans for the next convention. Moreover, I am eager to introduce you to our almost brand new executive committee. Finally, I would like to share a few developments about the 2018 Canadian Counselling Psychology Conference (CCPC), which is less than a month away!

It was nice seeing many of you last June in my hometown of Montreal for the International Congress of Applied Psychology (ICAP). A big thank you to those of you who were able to join us for the Section Chair Address and AGM. We had a great turn out! The largest I have seen in the past ten years in fact. Also, thank you to everyone who "crashed" our executive committee dinner. We had a lot of fun! It was a definite highlight for me as the Chair of the Section to see so many people assembled and engaged in critical discussion around the role of advocacy in Canadian counselling psychology, followed by a much needed dose of socializing! To me, bringing people together in this way is extremely important and energizing. I look forward to

more great conversations and laughs at the 2018 CCPC here in Calgary at the end of the month as well as at the Annual CPA Convention in Halifax in May 2019.

I would like to take this opportunity to communicate a few updates that have come out of ICAP. First, I would like to share my deepest appreciation to the outgoing and incoming members of our executive committee. A big thank you to José Domene and Theresa Jubenville Woods who dedicated two years of active service work to the Section. Their efforts have not gone unnoticed and have left a positive mark on the Section's legacy. Also, a big welcome to the new members of our executive: Marvin MacDonald, Kirby Huminuik, Danielle Brosseau, and Payden Spowart. Last but not least, a big dose of gratitude to the remaining member of our executive, Martha Chamodraka, as well as Janet Miller (newsletter editor) and Andrea Rivera (webmaster). I look forward to working with our new group! We are pleased to represent our membership and participate in shaping the future of counselling psychology in Canada.

Second, a big congratulation to all of our award winners: a) Jasmine Nathoo - Best Thesis Award (Investigating the Phenomenon

CHAIR UPDATE, continued

of School Integration: The Experiences of Pre-Service Teachers Working with Newcomer Youth); b) Chelsea Arseneault - Best Doctoral Poster Award (Facing the Future with Hope: Supporting Youths' Transition out of Care); and c) Syler Hayes - Best Master's Poster Award (What Helps or Hinders University Students to Overcome Learned Helplessness in Academic Environments?). Each award winner has written up a piece for our newsletter based on the scholarship for which they were recognized. Please make sure to check out their articles. Relatedly, I would like to thank all of the individuals who volunteered their time to adjudicate these wards: José Domene, Sharalyn Jordan, Denise Larsen, Mary-Ann Saltstone, and Kylie Thygesen. We could not offer these awards without the time and energy of our adjudicators, so thank you!

Third, I would like to extend another warm thank you to Dr. Nancy Arthur who was our Section Featured Speaker at ICAP. For those of you lucky enough to attend her talk on Rethinking Social Justice And Counselling Psychology, you may remember the question that she had for us at the end of her talk – asking us to think about what (small or big) social justice action we would take this year. In continuing with this question, I would like to launch the “social justice corner” within Kaleidoscope, where members could share their so-

cial justice actions – big or small – each quarter. What do you think? I would love to hear your thoughts!

Advocacy will certainly be on agenda at the 2018 CCPC this month. You may recall that the theme of the conference is Advocating for ourselves, advocating for our communities: Canadian counselling psychology into the next decade and beyond. Our exciting program includes close to 50 posters, 75 paper presentations, and 7 working groups. Also, our event is sold out! So, you can expect to interact with multiple stakeholders from across Canada and abroad. Please visit our webpage for more details, including the tentative program: <https://werklund.ucalgary.ca/ccpc>

I look forward to seeing many you at the 2018 CCPC in a few weeks!

Warmly, Anusha

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Details are available here on the [CPA website](#).

Executive Updates

Hi everyone! Salut, tout le monde!

I hope your academic year is well underway with all our juggles of life, work, and community involvement. A lot is happening across the country, and we look forward to hearing and learning from one another in the coming year. It is a great pleasure to join the executive team as president elect, learning the ropes anew and following up on the strong legacies still unfolding from the great work of our colleagues from the last few years.

For those who don't know me, I'm Marvin "Mac" McDonald. I serve as a faculty member in the MA program of Counselling Psychology at Trinity Western University. I want to join my colleagues and settler neighbors in respectfully acknowledging that Trinity Western University is located on traditional ancestral unceded territory of the Kwantlen First Nation, the Katzie First Nation, and Stó:lô First Nations. We have the privilege of living and working amidst vibrant, diverse communities of the lower mainland of British Columbia, joining with indigenous peoples, settlers, and newcomers on multiple paths of reconciliation. Our local connections offer deep opportunities for joining with others across the country in coming months. I look forward to working together and learning from old friends and new friends.

By way of introduction, I'll note a few current collaborations that inspire me as we go forward in the section together. I look forward to connecting with some of us at the Canadian Counseling Psychology Conference (CCPC) in Calgary later this month. There I'll be joining current colleagues and former students in promoting therapeutic assessment and other developments in contextual assessment, a viable professional resource in our advocacy work. In clinical practice and supervision, I'm learning from close collaborations with multilingual colleagues and support services for international students. In research collaborations, we are cultivating innovations in inquiry for service through program evaluation and through honouring dynamics of unfolding multiple identities in diverse settings. Perhaps in our section, we may be able find ways to help nurture together some forms of multilingual practice as we connect over the coming months.

Warmly, Marvin McDonald



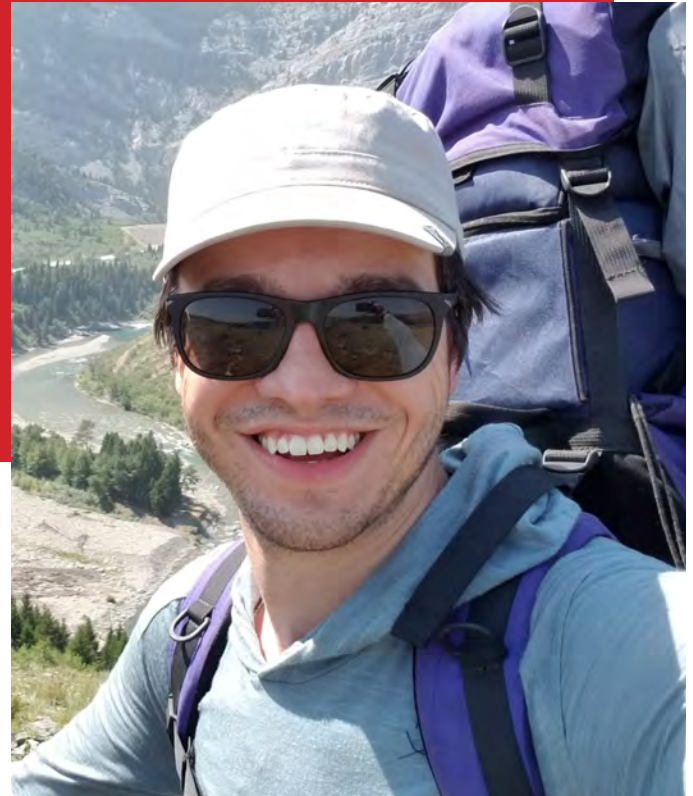
Marv McDonald

President Elect

Executive Updates

Payden Spowart

STUDENT REPRESENTATIVE



Hello everyone, and welcome back!

With the first month of the new school year already gone, I hope that people are settling in. I want to extend a special welcome to the first-year students who have begun this new chapter. It is an exciting time, with many ups and downs. I hope that you, and everyone else, can lean on each other when times are tough, celebrate the good, and try to have a bit of fun each day.

For those who don't know me, I have just started the Student Representative position, and am a third year Ph.D. student in the Counselling Psychology Program at the University of Calgary. I am currently preparing for candidacy exams (I too am grateful for the supports I've been leaning on!) and hope to have them completed by the end of the year.

My research area is focused on clinical supervision, multiculturalism, and social justice, and I have enjoyed how my clinical experiences have influenced my research directions, and vice versa. I have found research can often be a solo adventure – you, the articles, your data, the writing. Guidance from professors and supervisors alike is appreciated and of course provides invaluable direction, re-direction, insights, and support.

One thing that has kept me going through it all was finding a small peer group or mini-research team. While we are all interested in different areas, drawing support from, keeping accountable to, and bouncing ideas off the walls with others has helped keep the motivation going.

With the Canadian Counselling Psychology Conference right around the corner, I'm excited to connect with and learn from all my colleagues, known and unknown. Feel free to come by and say hello! I will be posting updates to our Facebook Page as well, please check it out to keep up to date with our Sections events.

I hope that the semester goes well for everyone. Please feel free to reach out to me at any time, and stay warm out there!

Payden Spowart
pspowart@ucalgary.ca

Executive Updates

Hello fellow Counselling Psychology Section members,

My name is Danielle Brosseau and I would like to introduce myself to you as I have recently joined the Counselling Psychology Executive Committee as your new Secretary-Treasurer.

I recently began my second year as an assistant professor of psychology at The King's University in Edmonton, Alberta. I am also weeks away from submitting my dissertation, the final component needed toward completion of my PhD in Counselling Psychology from McGill University. Throughout my training, I developed a deep passion for research, teaching and practice and am thrilled to be in a position that allows me to engage in each of these dimensions.

I have a clinical and research specialty in psychosocial oncology – a division of cancer care that provides psychological support to cancer patients and their family members. Throughout my training and early career work I encountered psychologists in other training streams that were perplexed that a counselling psychologist has a specialty in health psychology (a domain historically housed in clinical psychology streams). This reaction continues to puzzle me because the whole person approach to psychosocial oncology that concerns itself with enhancing individuals' physical, psychological, social and spiritual well-being aligns very well with my training in counselling psychology. To me, this approach echoes many aspects of our discipline outlined in the very definition of counselling psychology put forth by the section in 2009. Counselling psychologists should continue to carve out a niche within health psychology as I believe that our training provides us with a lot to contribute to this growing field.

The primary responsibilities associated with my day-to-day work are research and teaching. My teaching predominantly focuses on applied courses including abnormal psychology, childhood and adolescent development, health psychology, counselling skills and assessment. My research is centred on the psychosocial factors that influence the stress reactions and coping responses experienced by cancer patients and their intimate partners. This work involves investigating the influence of dyadic factors (e.g., dyadic coping, relationship quality, efficacy) on stress outcomes (e.g., distress, traumatic stress) that are experienced across the illness trajectory. The long-term goal of my program of research is to develop and evaluate psychosocial interventions to assist couples who are faced with the challenge of coping with cancer.

I have also developed a passion for postsecondary student mental health. I am partnering with the student services department at my institution to analyze current mental health



data and conduct follow-up research to determine how best to respond to our students' mental health needs and support their holistic well-being.

The Counselling Psychology Section has provided me with a sense of belonging within the larger CPA body and has been very influential in my understanding of my professional identity as a counselling psychologist. I look forward with excitement and anticipation at the future of counselling psychology in Canada and am thrilled to be able to more actively participate in providing and maintaining a sense of 'home-base' for other counselling psychologists in Canada.

**DANIELLE
BROSSEAU**
TREASURER
& SECRETARY

Executive Updates

Dear Colleagues, Firstly, I am delighted to announce and congratulate the 2018 student award winners: The Best Thesis Award went to Jasmine Nathoo from University of Calgary. Thesis title: Investigating the phenomenon of school integration: The experiences of pre-service teachers working with newcomer youth. The Best Doctoral Poster Award went to Chelsea Arseneault from University of Alberta. Poster title: Facing the future with hope: Supporting youths' transition out of care. The Best Master's Poster Award went to Syler Hayes from Adler University. Poster title: What helps or hinders university students to overcome learned helplessness in academic environments? Later on in this issue, you will have the opportunity to review the abstracts of these students' work. So, please keep reading!

Now, the time has come once again to give the gift of recognition to someone whose work you consider outstanding or inspirational! We kindly invite you to strongly consider nominating a colleague for one of the 2019 CPA awards:

- CPA Gold Medal Award for Distinguished Lifetime Contributions to Canadian Psychology
- CPA John C. Service Member the Year Award
- CPA Donald O. Hebb Award for Distinguished Contributions to Psychology as a Science
- CPA Award for Distinguished Contributions to Education and Training in Psychology
- CPA Award for Distinguished Contributions to Psychology as a Profession
- CPA Award for Distinguished Contributions to the International Advancement of Psychology
- CPA Award for Distinguished Contributions to Public or Community Service
- CPA Distinguished Practitioner Award
- CPA Award for Distinguished Lifetime Service to the Canadian Psychological Association
- CPA Humanitarian Award

For specific descriptions of the awards, please check this link: <http://cpa.ca/aboutcpa/cpaawards/award-descriptions>

CPA Awards DEADLINE: October 15, 2018



Finally, please consider nominating one of our members for a CPA Fellow Award. As described by CPA, Fellows shall be Members of the Association who have made a distinguished contribution to the advancement of the science or profession of psychology, or who have given exceptional service to their national or provincial associations.

Fellow nominations DEADLINE: November 30, 2018

For information on the nomination procedures for both a general CPA award and the Fellow award: <http://cpa.ca/aboutcpa/cpaawards/nominationprocedures>. Thank you for taking the time to nominate a recognition-deserving colleague!

Best regards,
Martha

Martha Chamodraka, PhD. OPQ (Psychologist)
Wellness Consultant - Academic Associate
The WELL Office, Faculty of Medicine, McGill University
martha.chamodraka@mcgill.ca

MARTHA CHAMODRAKA

Awards Coordinator

Executive Updates

As Member-at-Large for the Section of Counseling Psychology at CPA and an early career psychologist, my goal is to become more involved in CPA and to find different ways to engage with our section on issues of diversity, cultural psychology, and human rights.

My primary clinical and research focus has been in the area of refugee mental health, using a human rights and trauma-informed approach. Highlights of my recent work include being contracted by the Province of British Columbia to design a province-wide training program in preparation for the arrival of Syrian refugees, developing a new therapy program for the Vancouver Association for Survivors of Torture, and serving as a member of the American Psychological Association Task Force on Human Rights. Currently, I am a staff psychologist at the Student Health and Counselling Centre at Simon Fraser University and an instructor at the University of British Columbia in the Department of Educational and Counselling Psychology and Special Education. I am also the research lead on a pilot project to evaluate the effectiveness of an ecologically valid model of model of counselling for newly arrived refugees, in collaboration with the Immigrant Services Society of BC and the Vancouver Hospital Cross-cultural Psychiatry program.

My role with our Section will be to coordinate our conference involvement. The submission portal is now open for the next CPA Annual Convention, which will take place in Halifax at the end of May 2019. <https://convention.cpa.ca/>

We hope that you will be attending the convention and submitting a proposal through the Section on Counselling Psychology. Also, please share this information with your colleagues and encourage them to submit and attend as well! Submissions are due by November 15th, 2018.

Relatedly, we are looking for individuals (doctoral students or professionals) to adjudicate proposals. If you are interested and available for a few hours (5 to 10) in December and/or January, please contact me at kirbyhuminuik@gmail.com

thank you.



KIRBY HUMINUIK

Conference Coordinator

ICAP - RECAP



JUNE 26-30
29th International Congress
of Applied Psychology
MONTREAL

Best Doctoral Poster Award



Facing the Future with Hope: Supporting Youths' Transition Out of Care

Youth who have experienced life in out-of-home care face a transition to adulthood that is especially challenging and complex (Arnett, 2007). This population faces distinct transitional barriers and, ultimately, experiences poorer outcomes in virtually all domains of adult life (Colvert et al., 2008; Deutsch et al., 2015; Osgood, Foster, Flanagan, & Ruth, 2005; Representative for Children and Youth, 2014). A robust research corpus on youth in care extensively documents the various challenges experienced by this population, suggesting a significant need for comprehensive intervention. Current research indicates that youth in care face extreme deficits in their experience of hope, which negatively influences their perceptions of and motivation toward the future (Hellman & Gwinn, 2017; Snyder, 1995). Accordingly, research suggests that strategies focused on increasing hope and building personal strengths can supplement current practices and increase resilience as well as positive, active engagement with the future among youth in out-of-home care (Hellman & Gwinn, 2017; McNeal et al., 2006).

Positive psychology and hope theory provide complementary, relevant frameworks for understanding the process of transitioning to adulthood for youth leaving out-of-home care. Positive psychology focuses primarily on drawing on individual strengths and potential to produce positive emotions and, in turn, increase life engagement (Duckworth, Steen, & Seligman, 2005). Hope is a personal strength that is strongly associated with well-being (Park, Peterson, & Seligman, 2004) and is consistently related to beneficial physical, mental, and academic outcomes (Cheavens,

Scott, & Snyder, 2005). For instance, hope is associated with resilience in the face of adversity and is also related to improved educational and employment outcomes throughout the transition into adult life (Lagace-Seguin & d'Entremont, 2012; Schmid et al., 2011). Most succinctly, hope is defined as the ability to imagine a future in which one wishes to participate (Jevne, 1994). However, the capacity to imagine positive possible futures is often compromised among the youth in care population who frequently struggle to achieve their goals (Hellman & Gwinn, 2017; Snyder, 1995). Furthermore, one important area associated with resilience in the face of difficulty is the capacity to engage actively in life and to hope for the future. Evidently, hope is pre-requisite to the capacity to overcome obstacles associated with this transition. Therefore, it is very possible that successful transitions into adult life can in turn be promoted among youth leaving out-of-home care by addressing their barriers to hope and fostering increasingly hopeful orientations (Schmid et al., 2011).

Congratulations!

Chelsea
Arsenault

University of
Alberta

Best Masters Poster Award

Congratulations!

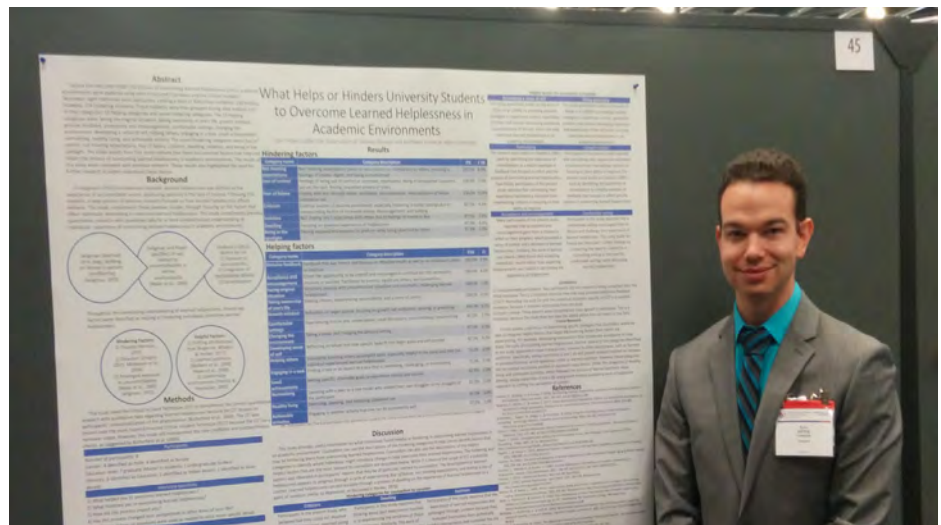
Syler Hayes

Adler University

What Helps or Hinders University Students to Overcome Learned Helplessness in Academic Environments

ABSTRACT

Factors that help and hinder the process of overcoming learned helplessness in academic environments were explored using semi-structured interviews and the Critical Incident Technique. Eight interviews were conducted, yielding a total of 304 critical incidents: 130 helping incidents, 174 hindering incidents. These incidents were then grouped during data analysis into 21 final categories: 14 helping categories and seven hindering categories. The 14 helping categories were: facing the original situation, taking ownership of one's life, growth mindset, genuine feedback, acceptance and encouragement, comfortable settings, changing the environment, developing a sense of self, helping others, engaging in a task, small achievements, normalizing, healthy living, and achievable activity. The seven hindering categories were: loss of control, not meeting expectations, fear of failure, criticism, dwelling, isolation, and being in the spotlight. The initial results from this study indicate that there are concrete factors that help and hinder the process of overcoming learned helplessness in academic environments. The results of this study were consistent with previous research. These results also highlight the need for further research to better understand these factors.

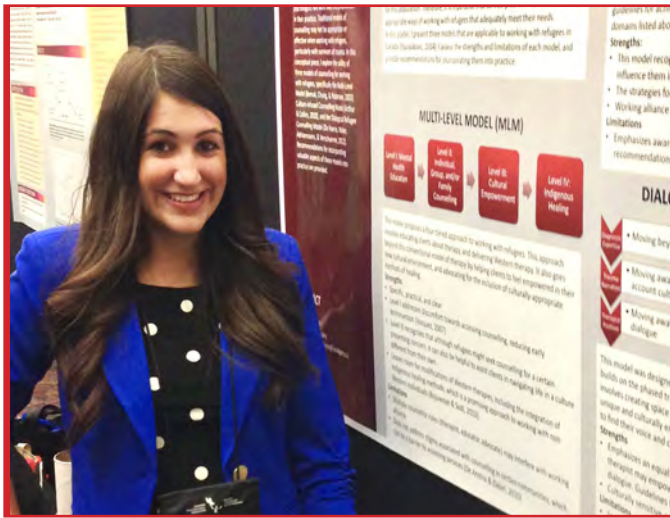


Further information:

Learned helplessness may present an indicator or predictor of depression (Evans & Dinning, 1978; Hooker, 1976). Even in an academic environment, these experiences can initiate a cycle of decreasing motivation and eventually generalize to other areas of individuals' lives (Bodiford, Eisenstadt, Johnson, & Bradlyn, 1988; Firmin et al., 2004; Walling & Martinek, 1995). Further research is needed to understand how these cycles can be interrupted. My study supports past research's focus on the experience of control being a key feature of overcoming learned helplessness. My study also offers specific examples of how individuals have been able to overcome learned helplessness in academic environments. However, further research is needed to determine the generalizability of these findings.

My study offers potential factors for students to overcome their experiences of learned helplessness and offers insights for educators and clinicians on their roles in helping or hindering these students. For example, almost all the participants in this study identified that changing the environment but later facing the original situation were behaviors that they could implement to overcome learned helplessness. Educators and clinicians may also help students in overcoming these experiences by providing opportunities for a growth mindset, acceptance and encouragement, developing a sense of self, and taking ownership of one's life. Hopefully, the lived experiences captured in this study will inform students, educators, and clinicians about hindering factors to avoid and helpful factors to seek out/offer for students to overcome their learned helplessness in academic environments.

Best Masters Thesis Award



Congratulations!
Jasmine Nathoo
 University of Calgary

Investigating the Phenomenon of School Integration: The Experiences of Pre-Service Teachers Working with Newcomer Youth

Schools are often the first point of contact with Canadian society for newcomer youth. When they arrive in Canada, newcomer youth often face academic, cultural, and language barriers as they navigate the school system. These students have identified teachers as their main source of support throughout the process of school integration. However, research has demonstrated that teachers feel unprepared to meet the unique needs of newcomer students. My study explored the phenomenon of school integration, from the perspectives of pre-service teachers. Employing a descriptive phenomenological methodology, interviews were conducted with ten pre-service teachers. The research question addressed was: How do pre-service teachers perceive and describe their experiences of working with newcomers who are integrating into high school in Canada? Data analysis revealed five general structures, (a) understanding culture and background, (b) supporting language transition, (c) adapting/modifying teaching style, (d) teacher preparation, and (e) roles additional to teaching.

The results of this study indicated that pre-service teachers had a nuanced perspective of newcomer school integration, in that they observed both the challenges newcomer students face as well as the unique strengths they bring with them into the classroom. Pre-service teachers noted their key role in facilitating school integration, and described their perceptions of

the numerous roles they play for their students, including support person, cultural broker, and advocate. However, they felt that their training program did not adequately prepare them to carry out these roles, and also recognized systemic barriers that prevented them from supporting newcomers to the fullest extent.

This study has clear implications for teacher training, policy and practice. However, implications extend beyond the teaching profession. Importantly, pre-service teachers reported feeling unequipped to provide the level of support that some of their students required, and were also often unaware of community resources available for newcomer youth. Interestingly, few pre-service teacher participants spoke about school counsellors, cultural brokers, and settlement workers, despite the positive impacts that these service providers can have for newcomer youth. The lack of awareness of services often means that students go without the support that they need. Therefore, schools may be a valuable venue for outreach work, wherein psychologists, counsellors, and support professionals can make connections with newcomer students and their families. From a counselling perspective, it may also be important to address how we can effectively collaborate with school systems to ensure that newcomer youth are adequately supported as they integrate into Canadian schools, thereby setting them up for success in schools and beyond.

SAVE THIS DATE



Call for Proposals - Submission Deadline
November 15th, 2018.

Interested in being a reviewer? We are looking for individuals
to adjudicate proposals. Please contact
kirbyhuminuik@gmail.com

NATIONAL CONFERENCE ON TRAINING IN PSYCHOLOGY

May 7-9, 2019
Montreal, Quebec

By Dr. Sam Mikail

In 2017 the Board of Directors (BoD) of the Canadian Psychological Association (CPA) approved a motion to hold a national conference on the future of professional psychology training in Canada.

Dr. Ian Nicholson first conceived of the idea and brought it to the Professional Affairs Committee of CPA at the time when I was serving as a member of the BoD and chair of Professional Affairs. Dr. Nicholson and I collaborated on formalizing a proposal to the board that now serves as the blueprint for the conference.

The last national conference on training was the Mississauga Conference, held in 1994. That meeting was limited to addressing issues pertinent to clinical psychology training. The 2019 training summit will have an expanded focus that includes all areas of professional psychology. The primary objective is to establish a template for professional psychology training that responds to current and emerging needs of trainees and consumers of professional psychology services.

The landscape in which professional psychologists practice has witnessed substantial changes since 1994. Developments in research methods, statistical analysis, gender composition of trainees and faculty, advances in technology and communication, increased public awareness of matters psychological, inter jurisdictional mobility, and much more have placed increasing pressure on graduate programs to revisit approaches to training.

The specific focus of the conference was determined by reaching out to representative experts from the various areas of professional psychology and asking them to identify poten-

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tial themes for the summit. The master list generated was recirculated to the same group of experts with a request to rate the themes in order of importance.

The top five themes will serve as the focus of the conference. They include:

- (1) Standards and Models of Training for Academic and Internship Programs
- (2) Supervision and Mentorship Throughout Professional Lifespan
- (3) Responding to the Needs of First Nations and Under-Represented Groups
- (4) Technology and Professional Practice
- (5) Interprofessional Education and Collaborative Practice

The event will welcome between 50 and 75 delegates representing educators and practitioners of clinical, counselling, education/school, forensic, I/O, and neuropsychology. Representatives of several consumer groups will also be invited. Every effort will be made to ensure the final cadre of delegates also includes student and early career professionals. The conference is scheduled to take place May 7-9, 2019 at the Bonaventure Hotel in Montreal, Quebec.

In the coming months you can expect to see a series of articles published in *Psynopsis* authored by several leaders in professional psychology training, with each article having as its focus one of the summit themes. The intention of the articles is to stimulate thinking and discussion amongst the professional community prior to the event in order to ensure delegates arrive poised to engage in an informed discussion of the issues.

A final manuscript summarizing the proceedings and recommendations will be produced in the months following the meeting.

The Board of Directors is grateful to the hard work of the members of the conference steering committee. They include:

Dr. Ian Nicholason
(London Health Sciences Centre)

Dr. Karen Cohen
(Canadian Psychological Association)

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Ms. Krysten Grimes
(University of Toronto, Scarborough)

Dr. Mike Teschuk
(Faculty of Health Sciences,
University of Manitoba)

and

Dr. Tina Montreuil
(Department of Education and Counselling
Psychology, McGill University)

A FEW WORDS ABOUT DR. SAM MIKAIL

Dr. Mikail has been in clinical practice for 30 years. He is a member of the College of Psychologists of Ontario and is board certified in clinical psychology with the American Board of Professional Psychology. Dr. Mikail has served on the Board of Directors of several professional associations and service organizations including the Canadian Pain Society, The Canadian Register of Health Service Psychologists, The Council of Professional Psychology Associations and The Blue Hills Child and Family Centre. Currently, Dr. Mikail is president of the Canadian Psychological Association and previously held the post of Chair of Practice on the Board of CPA. He is an adjunct faculty at the University of Waterloo Centre for Mental Health Research and Treatment. As an active research, he has published numerous articles in peer reviewed journals and book chapters on various topics including, coping with chronic pain, empirically validated psychological treatments, disability and depression, treatment of perfectionism, and coping with disability. Dr. Mikail currently holds the position of Senior Consultant, Mental Health with Sun Life Financial and maintains a part-time private practice in Newmarket, ON.

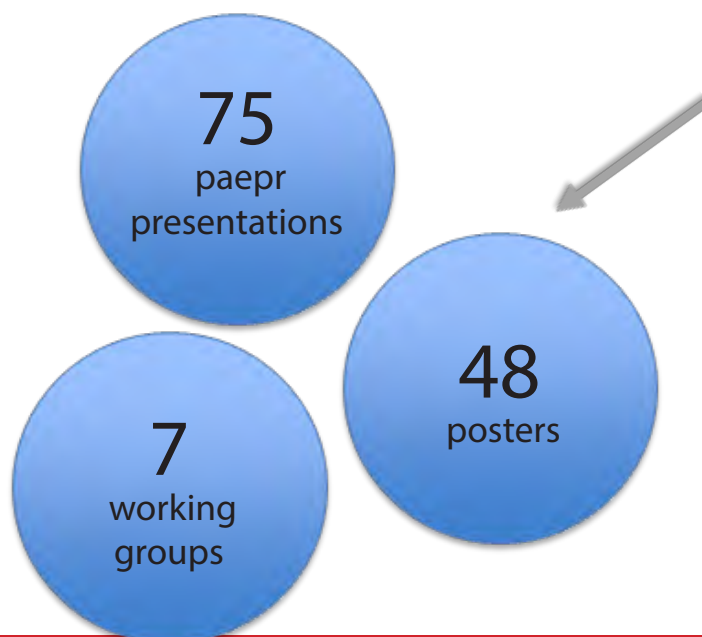


Sam Mikail

TEN THINGS

to look
forward to
at

2018 CCPC



Mingle with over
150 counselling
psychologist students,
practitioners, and
scholars



Experience Indigenous
opening and closing
ceremonies



Get energized by
Dr. Ada Sinacore's
opening keynote
address



Gain cutting-edge
knowledge through
our full program



Get your voices heard
by participating in
one of the seven
working groups

5

Listen to
Dr. Richard Young's
wisdom and
reflection in his
closing keynote address

4

Make best use of your
stay at Hotel Alma –
breakfast and day pass
for the gym is included
with your reservation

3

For symposium
presenters, disseminate
your important work
through the
conference proceed-

2

Enhance your
social media game
by using the hashtag
#2018CCPC

1

Be part of the
history that will
make the future
of our profession.

Canadian Counselling Psychology Conference

October 26-28, 2018
Calgary, AB

Schedule at a Glance

Friday, October 26th, 2018:

Time	Event
3:00pm – 5:00pm	Group Facilitators Meeting (by invitation only)
5:30pm – 7:30pm	Welcome reception, opening ceremony, territory acknowledgement, and honouring founders

Saturday, October 27th, 2018:

Time	Event
8:30am – 9:30am	Territory acknowledgement and Keynote: Ada L. Sinacore
9:30am – 10:00am	Break
10:00am – 11:30am	Working Groups 1
11:30 am – 1:00pm	Lunch
1:00pm – 2:30pm	Working Groups 2
2:30pm – 3:00pm	Break
3:00pm – 4:30pm	Symposia A – G
4:30pm – 4:45pm	Transition Between Sessions
4:45pm – 6:30pm	Poster Presentation

Sunday, October 28th, 2018:

Time	Event
8:30am – 10:00am	Symposia H – N
10:00am – 10:10am	Transition between Sessions
10:10 am – 11:10am	Symposia O – U
11:10am – 11:20pm	Transition Between Sessions
11:20am – 12:50pm	Brunch and Reports from working groups
12:50pm – 2:00pm	Closing Keynote: Richard A. Young & Closing Ceremony

Call for Proposals – Conference Proceedings

2018 Canadian Counselling Psychology Conference

*“Advocating for Ourselves, Advocating for our Community:
Canadian Counselling Psychology into the Next Decade and Beyond”*

October 26th to October 28th, 2018
MacEwan Conference and Event Centre at the University of Calgary

We are pleased to announce that there will be an opportunity for symposium presenters at the 2018 CCPC to submit papers, based on your presentations, to a conference proceedings document that will be published online through the University of Calgary’s PRISM online repository. The proceedings will be open access. Unfortunately, at this time we do not have the capacity to accept poster submissions for the proceedings.

Submissions will have a maximum length of 6000 words, inclusive of abstract, references, and any tables/figures that you may wish to include. Submissions will be peer reviewed and may be accepted, requested to be revised and resubmitted within the required timeline, or rejected if the reviewers conclude that the submission is not of sufficient quality for publication.

Timeline:

January 15th, 2019 – Submission deadline.

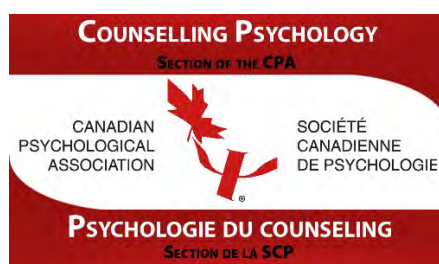
April 15th, 2019 – Submitters provided with feedback and decision from peer review process.

June 15th, 2019 – Final draft due.

As you plan ahead for the conference, please also consider volunteering to serve as a reviewer for the proceedings.

Conference Website: <http://www.werklund.ucalgary.ca/ccpc>

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WERKLUND SCHOOL OF EDUCATION

PRACTITIONER SERIES



This article is part of a series featuring the work of Canadian Counselling Psychologists. This edition, it is our pleasure to introduce you to...

Michael Enman

1. In which settings do you work?

I am a registered psychologist in the province of Alberta, working in the public health system (Outpatient Mental Health Program (OPMH) in Calgary), and in private practice. The OPMH Program serves adults with moderate to severe (and chronic) mental health challenges often overlaid with significant physical health issues. The Program hosts practicums for PhD (Psychology) students (both Counselling and Clinical), Social Work students, Psychiatry Residents, and Psychology Residents (as part of the Calgary Clinical Psychology Residency Program, APPIC).

My Private Practice is kept to one day a week. I have a small case load of in-

dividuals and couples typically experiencing challenges with mood (e.g., Depression, Anxiety) and/or experiencing interpersonal difficulties (e.g., Borderline Personality Disorders; Divorce/separation; infidelities, etc.).

2. What is a typical day like for you in each setting?

For four days of my week, I work at OPMH as one of seven PhD's (psychology) that come together to form the Cognitive Behavioural Therapy (CBT) sub-team. This sub-team provides individual, group, and couple CBT services at OPMH. OPMH has two additional streams (Interpersonal/Psychodynamic and Narrative), which provide modes of psychotherapy similar to the CBT stream, and have as members a mix of Psychology (PhDs), Social Work, and Psychiatry. OPMH staff generally work 8 – 4 pm, with some (including myself) extending one day a week to cover an evening group (e.g., 8am – 7pm) or shifting their day to accommodate group (e.g., 11:00 – 7pm).

I see 3-4 individual clients on my initial work day at OPMH, and I generally use an integrative clinical approach, drawing primarily from CBT and Dialectical Behavioural Therapy (DBT) when working with them. In my couples work, in either the public system or in my private practice, I use a blend of CBT, Integrative Behavioural Couple Therapy (IBCT), and Emotion Focused Couple Therapy (EFCT). For the remaining three work days at the Program, I supervise students and residents, which entails behind-the-mirror observation and pre/post session briefings. My students and I have recently (and successfully) piloted an evidence-based emotion regulation program originally developed in Germany. The students lead/facilitate the group, thus accumulating group clinical hours and program development hours, in addition to individual clinical hours, all of which are applied towards their APPIC requirements. Additionally, the students/residents and I attend weekly CBT sub-team meetings, where we review literature, and present complex and 'stuck' cas-

FEATURE ARTICLE - PRACTIONER SERIES - CONTINUED

es. Students/residents are invited to share their knowledge of relevant literature and we share our experience of implementing the literature. It's a great win-win situation for everyone, as it helps to keep staff (including me) informed and up to date on the literature, and it helps students acquire more understanding of the process involved in translating literature into practice.

My one day a week in private practice is a nice, slower pace. As I have significantly less Admin/paperwork to worry about, I have more time to focus directly on clinical work. I find that my private practice is significantly (positively) informed by all of the collegial/professional support I have at OPMH, and I recommend having a blend of public and private practice, as each informs and supports the growth of the other.

3. How do you see your professional identity intersecting with your work?

My identity as a psychologist is multi-faceted; I'm quite fortunate to be in a position (across two different systems) where I can regularly wear many hats: psychotherapist, supervisor, mentor, resource developer, and an advocate for my clients, for psychology, and for our mental health system. The work that I do is, and the systems I'm in, are generally collaborative and client-centred by nature, which aligns well with my professional and personal values.

4. What advice do you have for counselling psychology practitioners and students who are interested in working in a hospital setting (or splitting their time between a hospital setting and private practice?)

I recommend nurturing curiosity and initiative, as I believe these qualities/practices scaffold important pathways for success. If you are always curious and take the initiative to ask or do, then you're more likely to stay current in your field, to stay connected with others (e.g., professional/collegial networks), to stay balanced (e.g., work/life balance; self-care), to stay an advocate (e.g., for your clients and profession), and to give back when you can (e.g., supervise/teach if the opportunity arises; supporting your local professional college and academic programs).

5. Anything else you'd like to share?

Don't forget to breathe, grow, and have fun!

Michael.Enman@albertahealthservices.ca



RESEARCH ANNOUNCEMENT

Exploring the Perceptions of Multicultural Counselling Competency Education from the Standpoint of Counselling Psychology Doctoral Students who Self-Identify as having Non-Dominant Cultural Identities

JULIE COHEN

My name is Julie Cohen and I am a doctoral candidate in Counselling Psychology at the University of Calgary. I am presently conducting my doctoral research entitled Exploring the Perceptions of Multicultural Counselling Competency Education from the Standpoint of Counselling Psychology Doctoral Students who Self-Identify as having Non-Dominant Cultural Identities. This study has been approved by the University of Calgary Conjoint Faculties Research Ethics Board [REB18-0429]

The purpose of this study is to explore the perceptions of multicultural counselling competencies (MCC) education, inclusive of social justice competency and advocacy, from the perspectives of current and recent doctoral students in counselling psychology who self-identify with non-dominant cultural identities. The latter term is defined as identities that are historically and/or currently socio-culturally marginalized by dominant discourses. Exploring MCC pedagogy from this lens is timely. Although many quantitative and qualitative studies have added substance to our understandings of students' perceptions of their MCC education, they have not yet expanded their focus on non-dominant cultural influences outside of race and ethnicity. As such, researchers have oversimplified the cultural influences that impact experiences (e.g., gender, sexual orientation, (dis)ability, socioeconomic status, and language). Consequently, we are not able to understand

the role that power, privilege, and oppression play within MCC education. Furthermore, without understanding culture inclusively when researching MCC education, we cannot speak to the full effectiveness and impact of the current methods of MCC education. Resultantly, this study aims to understand the non-dominant student standpoint of MCC education within counselling psychology, with specific attention to the role of systems of privilege and oppression that influence these experiences. The present study's focus is significant in that it will position a traditionally underserved population at the core of the research, a standpoint that is currently missing in the literature.

I hope that this study will make a significant contribution to the field of counselling psychology education, ultimately helping to offer new insight into our understanding of MCC education, as well as position new voices at the center of these crucial learning experiences. If you have any questions about this study, please do not hesitate to contact me via email at (mcsjstudy@ucalgary.ca).

Sincerely,

Julie Cohen, MA, PhD Candidate
Counselling Psychology,
Werklund School of Education,
University of Calgary

RESEARCH ANNOUNCEMENT

PARTICIPANTS NEEDED

- Are you a **PhD Student or recent graduate from a CPA** accredited counselling psychology program?
- Have you **completed at least 1 year** of your PhD degree, or **graduated no more than 2 years ago**?
- Do you identify with one or more **non-dominant cultural identities**?
- Are you interested in **multiculturalism and social justice (MCC)**?



I'M LOOKING FOR YOUR VOICE AND EXPERIENCE OF MCC TRAINING WITHIN YOUR PROGRAM!

WHAT WILL I HAVE TO DO?

Complete a brief eligibility screening conversation.

If eligible, participate in an audio-recorded interview (1-2 hours), and receive \$20 gift card.

Provide feedback on preliminary data analysis.

If you consent, be present during the dissemination of the findings.



UNIVERSITY OF CALGARY

TO LEARN MORE CONTACT JULIE COHEN

EMAIL: MCSJSTUDY@UCALGARY.CA

This research has been approved by the University of Calgary Conjoint Faculties Research Ethics Board.



RESEARCH ANNOUNCEMENT

Recruitment Flyer



Are you a **Non-native English speaking international graduate student** enrolled in an applied psychology program in Canada or the USA?

Have you **completed your first clinical practicum** and received **clinical supervision** weekly?

**If you answer YES to these questions...
We invite you to participate in this study!**

The goal of this study is to learn more about the experiences of non-native English speaking international students in clinical supervision over the course of clinical training in Canada or the USA.

You are eligible to participate in this study if:

- You are **not** an English native speaker
- You are an **international graduate student** enrolled in an **applied psychology** program at a university in Canada or the USA on a study permit
- You have completed your first clinical practicum and received clinical supervision

You will be offered a \$25 gift card as a compensation for your time

If you are willing to participate in a 60-90 minute confidential online interview, please contact me at Jennifer.ho3@mail.mcgill.ca for more information.

Jennifer Ho, M.A.
Doctoral Candidate
Department of Educational Counseling and Psychology
McGill University, Montreal, Canada

**This study is conducted under the supervision of Ada Sinacore, Ph.D. (Associate Professor in the Counselling Psychology Program at McGill University, Tel: (514) 398-3446, ada.sinacore@mcgill.ca)*

**This study has been reviewed and approved by the Research Ethics Board II at McGill University (REB File #: 482-0518)*

FROM THE EDITOR

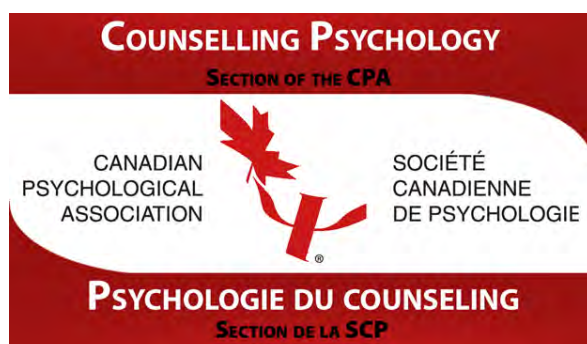
It's exciting to see leaders from across the Counselling Psychology field come together later this month, to share knowledge and resources, and to rally around the theme of advocacy. At its root, advocacy aims to have all voices included, especially the most vulnerable in our society. In preparation for the Canadian Counselling Psychology Conference I've been reflecting on advocacy in my practices - professional and personal. I'm thinking of empowerment, opportunity, equity, accessibility and accountability - and I wonder if you are too. I'm looking forward to sharing space together as we reflect on the future of our profession and

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www.cpacounselling.wordpress.com



2018 - Issue 3

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

October 2018

KALEIDOSCOPE

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



Questions, Comments, Suggestions or Feedback?

Please contact us:

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