

In the spirit of Reconciliation, we would like to acknowledge the Original Nations of Canada: the First Nation, Metis, and Inuit people whose knowledge has existed on this land for thousands of years. We are grateful for the opportunity to live, learn, work, and play on these lands.

Canadian Psychological Association Educational & School Psychology Section

Newsletter Fall 2022

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Message from the editors:

Welcome to the new (ish) Educational and School Psychology Section newsletter! Although we had hoped to have this sent out to all of you during School Psychology Week, a few curveballs presented themselves and the unveiling was delayed. However, we still have much to celebrate; most notably, the release of the CPA position paper on mental health care for Canadian children and youth and new accredited programs and internships in school psychology in Canada. Congratulations to everyone involved in these huge undertakings!

Given all the exciting developments in our field, the time is right to revive the section newsletter after an almost three-year hiatus. We are calling this our "Transition Edition" as we work to a new a format for May 2023 (and beyond!). The goal of the newsletter is not only to communicate information but to create a community of practice by connecting those working in school and educational psychology from across the country. We have a vision for new elements of the newsletter in hopes of strengthening a strong Educational and School Psychology Community across Canada. The plan is to include sections for students, practicing psychologists, trainers,

and researchers. With information on convention, reviews (books, tests blogs), technology and much more. But first...we need your help to select a name for the newsletter. We have a shortlist, but we are still accepting submissions, so please email us if you have an idea! Prize to the winner! Finally, our goal is to include a "Cross Country Check-in" feature to highlight training, practice, and research issues regionally from coast to coast to coast, so if you'd like to contribute or represent your region or province, let us know, we'd love to hear from you! Our hope is to create a Newsletter Editorial Board/Advisory/Committee. If you want to serve, let us know.

Much of the focus of this newsletter is to highlight the recent activities of our section. The last few years have seen a strong growth in not only membership but also the activities and engagement of the the section. In this issue of the revamped newsletter, we highlight the hard work of the Advocacy committee in preparing a new CPA position paper on the role of school psychologists in delivering comprehensive mental care to children and youth in Canada approved by the CPA Board of Directors in June 2022. This position paper highlights the need for school psychologists – the most highly trained mental health professionals in schools – to play a much larger role in the delivery of mental health services to Canadian youth, especially at a time when need is so great and the effects of the Covid-19 pandemic on mental health and wellbeing are just beginning to be understood. The paper is clear, concise, and provides a series of recommendations to diversify the role of school psychologists in supporting youth struggling with mental health difficulties. We encourage you to carry this document forward in your local and regional advocacy work.

We also feature some highlights of the 83rd CPA Convention in Calgary – the first in-person convention since 2019! The ESP section had a large presence at the convention, presenting several posters, talks, and symposia covering a wide range. We're excited about this revived newsletter, its transitions and hope you are too. We welcome your contributions and look forward to using this format to facilitate communication between school Looking forward to connecting with all of you!

Laurie Ford and Sara King
Co-Editors

From the Section Chair

Greetings!

I am sure that by now, as we are well into late fall, everybody is deep into the myriads of tasks, projects, to-do lists, and commitments that come with every new academic year. And so am I, as the new ESP Section Chair. I am excited about taking over the Chair position for the next two years. I am also inspired by the dedication and passion of our executive and working committee members, and I hope you will be inspired too! I would like to use this opportunity to thank Maria Rogers for her work in the past 2 years as Chair, and Laurie Ford, who has completed six years of commitment: 2 years as Chair-Elect, two as Chair, and two years as Past-Chair - that is a significant contribution that deserves our gratitude. Also, a big thank you to Erica Makarenko for coordinating our Section programming for the CPA convention, and to Laurie Ford and Sara King for editing/producing this wonderful newsletter! It is my pleasure to welcome the new Chair-Elect, Steven Shaw, and a new Member-at-Large, Thomas Shandling.

While I am excited and inspired, I am also humbled by the tasks ahead of us:

supporting practicing educational and school psychologists, academics and students in school psychology training programs; increasing interest in school psychology as a career; educating our “consumers” and policy makers about what school psychology can do.....; and all this, in order to advocate for high quality, evidenced-based, accessible and equitable services to our students, regardless of their geographical location across Canada. And the task is urgent, there is no time to be wasted.... To quote from a paper by Tracy Vaillancourt and Peter Szatmari,

Our collective future depends on the wellbeing of our most vulnerable children and youth. Accordingly we must act now and swiftly. We cannot, in good conscience, continue to ignore the emerging evidence of who has been harmed, nor can we disregard that the needs of children and youth will very likely outlast COVID-19.

In this newsletter, you will find information about several resources and tools you can use, including the new CPA position paper on school psychology. Let me use this opportunity urge us all to reflect on and to consider how each of us can contribute this school year to accomplishing the tasks ahead of us!

We welcome your feedback and ideas, and we would like to hear from you. You can contact me at mariamkokai18@gmail.com. Thank you!

Maria

Dr. Maria Kokai
Chair, ESP Section

Your Section EC

Introducing your 2022-2023 ESP Section Executive Committee. For more information on the EC members and their backgrounds go to:

<https://cpa.ca/sections/educational/executive/>



Chair: Dr. Maria Kokai is a registered psychologist with over 35 years of experience that includes work in school board and private practice settings in Ontario.



Past Chair: Maria Rogers, Ph.D. R.Psych. Canada Research Chair in Child and Youth Mental Health and Well-being, Associate Professor, Carleton University

Ψ



Chair Elect: Steven Shaw, Ph.D. McGill University School and Applied Child Psychology Program, Department of Educational and Counselling Psychology

Ψ



Secretary-Treasurer:

Laurie Ford, Ph.D. University of British Columbia, Director of Training, Ph.D. Program in School and Applied Child Psychology, Director Early Childhood Education



Student Representative: Harris Wong, M.A., Ph.D. Student; University of British Columbia Program, School and Applied Child Psychology Program



Member-at-Large: Debra

Lean, Ph.D. C.Psych.; School and Clinical Psychologist, Private Practice, Ontario



Student Representative: Amanda Krause, M.A.; University of Ottawa, Clinical Psychology Program



Member-at-Large: Virginia

Tze, Ph.D., C. Psych.; Department of Educational Administration, Foundations and Psychology; Faculty of Education, University of Manitoba



Student Representative: Candice Riopel; University of Calgary; M.Ed. Student, School and Applied Child Psychology Program



Member-at-Large: G. Thomas Schanding, Jr., Ph.D., R.Psych.; University of British Columbia; Program Program Director, School and Applied Child Psychology

Get Involved in Section Committees

Convention

We have a review coordinator who works with the section chair on the reviews and pulling together the program each year. Now that we are back in person for conventions, we are looking for your support. Our goal is to learn from our recent experiences and successes and build upon them. We are exploring ways to do more collaborative programming with other sections to enhance our capacity for a strong and diverse program while still maintaining a rich program targeting the needs of education and school psychology in Canada. If you are interested in working with the section Convention Committee on the 2023 ESP Section program at CPA in Toronto, let us know. Contact Erika Makarenko (Erika.makarenko@ucalgary.ca)

Equity, Diversity, and Inclusion Committee

We are looking for members to join this new and exciting committee. If you would like to share your insights and perspectives on how school and educational psychology can move to more equitable, diverse, and inclusive approaches in our profession and practice come join this committee. The committee is co-chaired by Dr. Virginia Tze (virgina.tze@umanitoba.ca) and Dr. Thomas Schanding (thomas.schanding@ubc.ca). They anticipate moving to an initial meeting next term. If you have interest, let them know.

Awards

Our section awards committee expanded from awards to outstanding conference posters and presentations to new awards in 2022. We look forward to continuing to work with and expand these awards in 2023. We also would like to see more CPA Fellows from the ESP section. Upcoming award announcements include: a Student Research Grant, Student Conference Contributions award, Canadian School/Educational Psychologists of the Year; and Contributions to School Psychology award. These awards include awards and cash prizes. It takes a village to organize and review award applications. If you are interested in being a part of this committee, please contact Steven Shaw (steven.shaw@mcgill.ca)

Advocacy

Our advocacy committee has been working hard this year with many achievements highlighted in this newsletter. If you would like to work with this active and engaging committee contact Maria Kokai (mariamkokai18@gmail.com)

Communications

Communications committee has several subcommittees. We would love your talents and support as we re-name, re-format, re-envision, and re-structure our **Section Newsletter**. A goal is to have a team, committee, or advisory/editorial board who support our co-editors and others taking the lead on various sections. If you are interested in working with the newsletter or have great ideas please contact Laurie (laurie.ford@ubc.ca) or Sara (Sara.King@msvu.ca). We also have a number of **Social Media** activities including our website: <https://cpa.ca/sections/Educational/>; Twitter account @SchoolEdPsyc; School and Educational Psychology Practice mailing list: cespract@googlegroups.com. It is a closed group. To join contact To join, simply write to juanita.mkm@gmail.com

Canadian Journal of School Psychology Update



CJSP continues to receive a lot of manuscripts and improve our professional efficiency. We have completed a successful 2022 volume. The first two issues for 2023 will be a series of 13 articles addressing issues involving mental health, education, and psychology issues for Indigenous students and communities. We will also be putting out a call for papers in the first week of December for manuscripts reporting innovation in the professional preparation of school psychologists. Finally, Steven Shaw's term as editor ends in December of 2023. Please contact Steve if you have an interest in serving as editor of CJSP. The plan is to select the best candidate and have several months of easing into the job as an editor-elect to learn the details of this exciting and rewarding leadership position.

Convention Corner



The ESP section was very active at this year's convention in Calgary and it was wonderful to see so many people in person. Tracy Vaillencourt gave the ESP section's featured keynote address on *The Impact of COVID-19 on Child and Youth Mental Health*. Our section also co-sponsored a keynote with the Family Psychology section featuring Karl Tomm, who presented on *Interventive Interviewing and Reflexive Questioning*. Members of the ESP section presented 45 posters, 17 snapshots (previously known as a "Gimme-5"), 13 12-minute talks, 5 conversation sessions, 3 symposia, 1 review session, and 1 panel discussion. Well done to everyone who participated – it was wonderful to see our section so well represented!

2022 Section Award Winners

CPA ESP Conference Presentation Award

Melissa Lazo, University of British Columbia

Presentation Title: Teachers' perspectives on the student-teacher relationship quality in female students with autism spectrum disorder

CPA ESP Student Research Grant

Hannah Bartel, University of Manitoba

Project Title: Exploring Canadian Educators' Understandings of Trauma-Informed Education

CPA ESP Student Research Grant

Erika Infantino, McGill University

Project Title: Barriers, supports, and implementation of evidence-based practices in the development of Individualized Educational Plans (IEP)

Newly Elected CPA Fellows from the ESP Section

Dr. Jac Andrews, University of Calgary

Dr. Anusha Kassa, University of British Columbia

Inaugural Contributions to School Psychology	Inaugural Educational/School Psychologist of the Year
Dr. Ester Cole	Dr. Colin King
<p>The ESP Section's Contributions to School Psychology Award recognizes individuals who have advanced the profession of school psychology through clinical practice, research, teaching, training, supervision, advocacy, policy influencing/policy making, and outreach.</p>	<p>The ESP Section's School/Educational Psychologist of the Year Award is designed to recognize outstanding delivery of school psychology or educational psychology services to children, adolescents, families, and communities.</p>
<p>Throughout her career, Dr. Cole has made significant contributions to the advancement of the profession through all these avenues and professional activities.</p> <p>With training and background as a teacher, and equipped with personal experiences as an immigrant, she started her career in school psychology at the Toronto Board of Education, where she held a position as Senior Psychologist, as well as Multicultural Team Coordinator in the Psychology Department. From the beginning of her career, she has been a passionate advocate for improving psychological services to the most vulnerable in our society, through diversity and inclusion, and equity of access to support.</p> <p>Dr. Cole's is a clinician in private practice, as well as a published author. Her work (that includes four co-edited scholarly books, 20 chapters, and 18 papers in refereed journals) has been widely used by pre-service and practicing school psychologists in Canada and internationally. Her professional activities have also included teaching and supervision, research, lecturing, and many leadership roles that aim to influence and change policies. <u>Here are some highlights:</u></p> <p>Canadian Psychological Association (CPA) Current positions: Professional Affairs Committee, Human Rights & Social Justice Committee, CPA Fellow & Awards Committee, Visiting University Doctoral Accreditation Team member, Canadian Journal of School Psychology (CJSP) Editorial Board member;</p> <p>American Psychological Association (APA)</p>	<p>Dr. Colin King is the Director of the Mary J. Wright Child and Youth Development Clinic at the Faculty of Education, Western University. His work has contributed to the outstanding delivery of graduate student training and professional services in school and educational psychology to students and the greater London community. Since joining the Faculty of Education in the fall of 2017, Dr. King has developed and launched our graduate student training clinic, the Mary J. Wright Child and Youth Development Clinic (MJW-CYDC; www.mjw-cydc.uwo.ca). The clinic provides high-quality experiential training and professional supervision to doctoral graduate students in School and Applied Child Psychology, and evidence-based clinical services, workshops and webinars to children, youth and families.</p> <p>The MJW-CYDC has become a rich hub for student training for 86 students in various professional programs (speech and language pathology; clinical psychology; teacher education; social work) that includes 29 doctoral school and applied child psychology students and 6 psychology residents in school and clinical/applied psychology. The MJW-CYDC is also in the process of forming an internship consortium with the London Family Court Clinic (London Child, Youth, Family and Forensic Psychology Consortium) that will be seeking APPIC/CCPPP accreditation to support continued high-quality internships in school and applied/clinical psychology. Under Dr. King's leadership, the MJW-CYDC has active partnerships and collaborations with local schoolboards, independent private schools, children's mental health agencies, and</p>

Current/recent positions: Council of Representatives (COR), representing OPA, (2 terms, 6 years to December 31, 2021); during this period, she participated in the Civility Working Group; Council Diversity Working Group; Council Effectiveness Working Group; Board of Professional Affairs (3 years to December 31, 2021); this role also included the Equity, Diversity & Inclusion - Collaborative; Police & Citizens Working Group; Commission for the Recognition of Specialties and Subspecialties in Professional Psychology in APA (current member); Disaster Response/Resource Network Advisory Committee (Canadian representative, 2 terms, 6 years).

Ontario Psychological Association (OPA)
Current Positions: Section of Psychology in Education Council, OPA/ Ministry of Education Liaison Committee
Past Positions: President of OPA, Chair of OPA Disaster Response Network (for 13 years), National Emergency Preparedness Advisory Consortium, Section of Psychology in Education President & Newsletter editor.

Congratulations Dr. Ester Cole, and thank you for your tireless work on behalf of the profession!

community organizations that has provided meaningful opportunities to be responsive to the ongoing and emerging learning and mental health needs of children, youth and families in the community.

Dr. King continues to be a champion for expanding the reach of school and applied psychology through the development and evaluation of innovative school and applied models that have the potential to understand the needs of unique learners and support more school-aged children and youth.

Under his leadership, graduate students have received a breadth and depth of supervised training in school and applied child psychology and the clinic has become a model of collaborative clinical work informed by evidence for the community. Additionally, the success of the MJW-CYDC has allowed the School and Applied Child Psychology Program to continue to grow enrollment to support more graduates in school and applied psychology who can become future leaders in our profession and community. His work and contributions are a wonderful representation of the contributions that school psychology can bring to children, youth and families and are deserving of the Canadian School/Educational Psychologist of the Year award. Congratulations Dr. King!



This Year's conference, CPA 2023, will take place at the Sheraton Centre Hotel in Toronto from June 23-25, 2023, and will be held in conjunction with the 5th North American Correctional and Criminal Justice Psychology Conference (NACCJPC). The CPA, in conjunction with N5, is pleased to announce that it is now receiving abstracts for the CPA's 84th Annual National Convention and the 5th North American Correctional and Criminal Justice Psychology Conference. Abstracts can also be submitted for a pre-convention workshop, which will be held on June 22nd. Please click here <https://events.decorporate.ca/CPA2023/abstract/login.php> to submit a submission. Deadline for submissions is December 14th, 2022.

We are also seeking volunteers to help with reviewing the abstracts for our section once the deadline passes and submissions are closed. If you are interested in being a reviewer, we would love to have you! Many hands make light work! Please email Dr. Erica Makarenko, Conference Chair, at Erica.Makarenko@ucalgary.ca if you are interested in being a reviewer for our section.

Advocacy

Breaking News!

Your section Advocacy Committee has been hard at work the last 18 months. In addition to interviews and press releases by our members around the country, a CPA Position Paper on School Psychology is now available. The final copy is now available in English and French.

Mental Health Care for Canadian Children and Youth - The Role of School

Psychologists ([Mental Health Care for Canadian Children and Youth - FINAL EN.pdf \(cpa.ca\)](#)), is a document that was drafted by the ESP Section Advocacy committee, and approved by ESP executive committee and CPA Board of Directors. It is now being rolled out in both official languages.

Content

As a tool for advocating for equitable and universally accessible psychological/mental health services for children and youth in Canada, the position paper has three parts:

1. Description of the needs of children and youth in the area of mental health, and the role of school psychologists in meeting these needs;
2. Systemic challenges in meeting the mental health needs of children and youth in schools;
3. Recommendations for stakeholders to address these challenges and bring about needed change in addressing these needs. The recommendations focus on four groups: policymakers (school boards, governments), graduate training programs in school psychology, psychologists, and provincial/territorial professional organizations in psychology.

Purpose

School psychologists, academics and students can use the position paper to advocate within their respective settings (e.g., school boards, training institutions, governments, professional communities and other settings).

Dissemination

The position paper is being disseminated to federal organizations, provincial and territorial psychological associations, ESP Section and other educational/school psychology listserves, and through other channels. It will also be posted on the ESP Section website.

How can you use it?

Share it with your school board administration, trustees, Ministry of Education, College of Psychologists, training institutions, and other networks. We appreciate your feedback about who you have shared it with, and about your advocacy experiences.

Special thanks to the committee with members from across the country who worked on this document. Anne-Marie Côté, M.A.; Merrill Dean, M.Ed., R. Psych.; Laurie Ford, Ph.D.; Tasmia Hai, Ph.D.; Maria Kokai, Ph.D., C.Psych., Chair; Debra Lean, Ph.D., C.Psych.; Angela R. MacPhee, M.Sc., R.Psych.; Juanita Mureika, M.A., L.Psych.; Janine Newton Montgomery, PhD, C.Psych Cand; Dorna Rahimi, Ph.D. Candidate; Shayla Richards, M.A., R.Psych.; Steven Shaw, Ph.D.; Kerry Spice, M.Ed., R.Psych.; Richelle Wagner, Ph.D. Student; Paige Walker, PhD Student; and Stephanie Wilson, M.A., C.Psych.Assoc.

MORE Advocacy Resources

The Advocacy Committee, Section EC, and other members of the section have been hard at work with additional resources to help support your Canadian School Psychology advocacy work. If you have not already, please check out these wonderful FREE resources.

Webinar	2- Minute Animation
<p>Career Path Navigation: How to Become a School Psychologist. Tips and Tricks from those in the Profession</p> <p>In this webinar a panel of graduate students and school psychology practitioners and academics will provide valuable information on a variety of exciting careers in school psychology, the academic path and requirements, and the promising job prospects in this field.</p> <p>https://cpa.ca/sections/educational/advocacy-and-outreach-resources/</p>	<p>Who are School Psychologists?</p> <p>In this short video what school psychologists are doing is described (and it can be used either together with the PP presentations on the section or separately).</p> <p>https://cpa.ca/sections/educational/advocacy-and-outreach-resources/</p>
Powerpoint Presentation Slide Deck	Powerpoint Presentation Slide Deck
<p>What is School Psychology – A career that makes a difference (for undergraduate students) to be used for undergraduate students to encourage them to consider school psychology as a potential future career.</p> <p style="text-align: center; color: #800080;"><u>PowerPoint PPTX</u> or <u>PDF</u></p>	<p>What is School Psychology – A career that makes a difference (for secondary school students) to be used for high school students to encourage them to consider school psychology as a potential future career.</p> <p style="text-align: center; color: #800080;"><u>PowerPoint PPTX</u> or <u>PDF</u></p>

Who can use the resources?

If you are a school psychologist, or you are teaching or studying in a school psychology graduate program, and have access to undergraduate and/or high school students, or other groups in your community (parents, educators, etc.), you can use these resources to reach out. To help us track outreach efforts, please fill out a quick form online after each presentation at <https://forms.gle/v6CApLnXGaJqbPiMA>

Student Corner

Three years ago we had several, then interns/residents, offer suggestions for school psychology students going through the APPIC match. It is that time of year again and we thought it was a good time to revisit the perspectives of the then interns, in this reprint from the Spring 2019 ESP Newsletter....with a few edits and additions.

Demystifying the APPIC Application Process: What Every School Psychology Student Should Know

In recent years the number of students in Canadian school psychology programs applying for Pre-Doctoral Internships has increased. As programs move to accreditation, more programs are requiring that students at least apply for internship through the APPIC process. Statistics for the Canadian students overall in the APPIC match are very positive. In 2022, 199 applicants from Canadian programs submitted ranks in the match. Of the 90% of those who matched 98% of applicants from Canadian schools matched to programs in Canada. the overall match across Phase I and Phase II for applicants from Canadian schools was 97% with 94% of those applicants matching to Canadian Internship Programs. While specific statistics on students in School Psychology in Canada is not available, feedback from program directors in school psychology programs in Canada is that our students are doing very well in the APPIC match. However, more sites that target students in school psychology are needed. For more information on the statistics from recent years of the match go to www.appic.org

This is piece from May 2019, in the first installment of *Demystifying the APPIC Application Process*. Several, then doctoral candidates who recently participated in the APPIC match and were beginning their internships in fall 2019 were asked to provide a snap shot of the experience and advice from their perspective. Here are some snapshots of what they shared.

Shalini Sivathasan, Then Ph.D. Candidate School/Applied Psychology McGill University; Now Dr. Sivathasan is a Postdoctoral Researcher in the Department of Psychiatry

at the University of Pittsburg School of Medicine

Applying for APPIC internships? Here are three quick tips I've taken away from my experience

APPIC Tips

Start Early

Know Your Profile

Use Resources



Start early! Think about what kinds of sites you might be interested in attending well in advance of your application year (e.g., hospitals, schools), and what kinds of practicum experiences would be helpful to have (to gain experience in the area, and

to know whether or not you would enjoy a similar type of internship). Are you more interested in assessment, therapy, or a mix of both? Children, adolescents, or adults? Seek out a variety of experiences early on, make sure you're tracking your hours right from the start, write multiple drafts of your essays and cover letters, and build and access your support network of peers, supervisors, and mentors, sooner rather than later in the process.

Know your profile. Most sites want you to have some experience in many of the areas of training they offer, so consider where you can get those experiences, as well as how many hours of experience they are looking for you to have at the time of application. Info on what APPIC internship sites are looking for is typically posted on the searchable APPIC Directory website, and their internship brochure is often posted on their website (note: internship offerings change each year, so be mindful when you look at a previous year's brochure that not everything may be available when you apply!). Know what a competitive applicant looks like, from your program and for the internship site. Taking an extra year if needed to get more experience or get further in your research can sometimes

make a huge difference in how competitive you will be (and how much you will enjoy minimal work on your dissertation while on internship).

Use any resources at your disposal. In terms of my go-to resources for the application and interview process, I found using the "Internships in Psychology: The APAGS Workbook for Writing Successful Applications and Finding the Right Fit, 4th Edition" published by the American Psychological Association, to have been extremely helpful, including providing a guide for the step-by-step process and suggested timelines for when to aim to complete specific tasks. There is also a free guide I found incredibly useful called "A Match Made on Earth: A Guide to Navigating the Psychology Internship Application Process, 2nd Edition" you can find here <https://ccppp.ca/resource-documents>. It is written by Canadian professors and provides more specific information on Canadians attending Canadian and American internships. Finally, talk to as many people as you can who have recently gone through the process, and find trusted individuals who would be willing to edit your essays and help you practice interview questions - I'm so grateful to those who helped and supported me through this process, their help has been invaluable.

Shalini completed her Pre-Doctoral Internship with the Marcus Autism Center/Emory University, Atlanta, Georgia, USA

Simon Lisaingo, Then Ph.D. Candidate School and Applied Child Psychology, University of British Columbia, Now Dr. Lisaingo is a Lecturer with the School and Applied Child Psychology Program at UBC and Provincial Outreach Clinician with the Children & Youth with Complex Care Needs

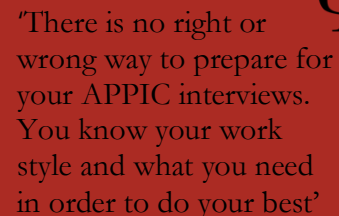
Unit of the Ministry of Children and Family Development.

Applying to APPIC feels like putting your future in the hands of an autonomous vehicle, except that you give it a few destination options and it chooses where you end up. But, firstly, you need to purchase said 'autonomous vehicle' (i.e., all the hard work that you need to put in to even have the opportunity to apply to APPIC and

APPIC sites).

Everything from the years of hard work you've put in to build

your academic and professional profile through publications, presentations, training, and practical hours. Then, there is the confusion associated with choosing the right 'vehicle', where knowing where to look and knowing acronyms will certainly give you a headache (e.g., difference between key websites such as National Match Services, AAPI Online applicant portal, and APPIC online directory). It is a complicated process with many requirements, documents, and deadlines that need to be completed at specific times. Setting yourself a timeline and reading through handbooks to know what is coming next is helpful (e.g., "Match Made on Earth 2nd Edition" and "The APAGS Workbook [...], Third Edition"). Having a cohort of others who are also struggling through this process is invaluable. As a Canadian applicant, when choosing sites to apply to, it is useful to know that not all potential sites are listed in the APPIC directory (e.g., the Directory of Canadian Predoctoral Internships, and Postdoctoral Fellowships in Professional Psychology: ccppp.ca). After applying to



"There is no right or wrong way to prepare for your APPIC interviews. You know your work style and what you need in order to do your best"

sites and getting interviews, the interview process is like going to the car dealerships to test drive your 'vehicle' except that is a nerve-racking process that may see you travel all across North America. If you can, booking your flights during boxing week can save you money, and give yourself permission to take the month of January off. So, you've finally got everything together to enter in your destination (i.e., ranking your sites), this is when it feels like your life is out of your hands and the travel time is several months.

Simon his Pre-Doctoral Internship with the Ottawa-Carlton School District.

Aamena Kapasi, Then a Ph.D. Candidate, School & Clinical Child Psychology University of Alberta. Dr. Kapasi is now a R.Psych in practice with Vancouver Island Psychological Services.

The AAPIC interview process is an exciting, nerve-wracking, and busy time. Take a deep breath. You will get through this experience just as you have gotten through many other applications and evaluation procedures during your graduate school career. Similar to those other experiences, there will be moments of stress, and by this point, I hope you have developed some great self-care and coping strategies - use them! There is no right or wrong way to prepare for your APPIC interviews. You know your work style and what you need in order to do your best, so ultimately, my recommendation is to listen to yourself, and do what works for you.

That being said, I offer a few pieces of advice. First, do not go through the interview preparation process alone. Ask friends, partners, family, peers, faculty, etc. to practice interview questions with you. It is a very different experience to read an interview question and think of an answer than it is to be asked a question and

respond out loud. You want your responses to sound natural, not rehearsed, but also be comprehensive and well-thought out. Practicing with others also gives you the chance to get feedback about your answers, your tone, your pace etc.

APPIC Tips

Practice

Get Feedback

Make Prep Sheets



Another piece of advice is to make a prep sheet for each AAPIC site you are interviewing at. By doing this you create something quick and easy to review before the interview that summarizes information about the site, perhaps including directions to the interview room, the names of your interviewers, rotations of interest, things to emphasize, and questions you have. A final piece of advice is to use your resources when travelling. If you know someone in a city you are travelling to, don't be afraid to ask for a ride from the airport, or to stay with them. In my experience, asking friends and family for help when travelling was a huge cost-savings and provided a reason to visit some people I don't get to see very often.

Overall, I found that writing my AAPIC applications and preparing for interviews provided a wonderful opportunity for self-reflection. The process requires you to acknowledge all the work you have done throughout your graduate school experiences, ponder your future goals, and reflect on who you are as a psychologist. Be proud of what you have achieved! I am very excited to begin my residency and see what the future holds.

Aamena completed her Pre-doctoral internship with the IWK Health Centre in Halifax, NS

Melanie Nelson, Ph.D. Candidate
School & Applied Psychology
University of British Columbia, Now Adjunct
Faculty School and Applied Child
Psychology, UBC

Going through the process of applying for internship through the Association of Psychology Postdoctoral and Internship Centres (APPIC) was challenging, yet offered an opportunity for self-reflection. It was a time to think about what I had accomplished, and what I wanted to experience through my last formal training position as a doctoral student. I reflected on my areas of strength, and thought about

how my skill set might fit in each placement. When meeting supervisors at each location, it was a great opportunity to talk about my interests, and to discuss areas of mutual interest. I enjoyed learning about different programs when visiting sites, and when meeting other graduate students. That being said, the process took longer than I anticipated it would. If I were to go through the process again, I would start earlier, and dedicate more time to my application.

Melanie her Pre-doctoral internship with the British Columbia School and Applied Psychology Internship Program at the

Training Corner

It is wonderful to see an increase in the number of accredited doctoral programs in School Psychology in Canada in recent years. We want to congratulate two newly accredited programs with a focus on training School Psychologists recently accredited at the Fall 2022 Accreditation Panel Meeting. We look forward to sharing more about these (and other) programs with a school psychology focus in future newsletters.

University of Calgary Ph.D. Program in School and Applied Child Psychology Program

Calgary, Alberta

Director of Training: Emma Climie, Ph.D.

<https://werklund.ucalgary.ca/graduate-programs/future-students/programs/doctoral/school-applied-child>

Ottawa-Carlton District School Board Internship Program in School Psychology

Ottawa, Ontario

Director of Training: Gillian Stanley, Ph.D.

https://www.ocdsb.ca/about_us/careers/internship_program_in_school_psychology

We know other programs across the country are working on applications for accreditation. Best of luck on your journey to accreditation. The visibility of School Psychology as a profession in our country continues to grow in part due to the increasing numbers of accredited programs and presence of School Psychology at the national level. More internship programs and residencies with settings and clientele relevant to the training of students in school psychology are becoming APPIC members and others are moving to accreditation. There are currently two members of the

Accreditation Panel with backgrounds in School Psychology and a number of CPA Site Visitors with backgrounds in School Psychology. Serving as a site visitor is great way to serve the profession and learn about school psychology (clinical psychology, counseling psychology, and clinical neuropsychology too!) around the country. You can contact the CPA Accreditation Office for information on becoming a site visitor accreditationoffice@cpa.ca.

To start our training series, we highlight Canadian programs in School Psychology currently accredited. In future newsletter editions we would like to focus more in depth on specific training programs and their models and innovations and eventually share information about all School Psychology training programs in Canada. In addition to the two programs above here is a list of programs currently accredited, their location, training directors, and program websites. Also see <https://cpa.ca/accreditation/>

University of Alberta, Edmonton, AB

School and Clinical Child Psychology

(Also accredited under Clinical)

Department of Educational Psychology

Initial Accreditation: 2015-2016

Next Site Visit: 2023-2024

Director of Training: Dr. Jacqueline Pei

<https://www.ualberta.ca/educational-psychology/graduate-programs/school-and-clinical-child-psychology/doctoral-program>

University of British Columbia, Vancouver, BC

School Psychology

Department of Educational & Counselling Psychology & Special Education

Initial Accreditation: 2012-2013

Next Site Visit: 2024-2025

Director of Training: Dr. Laurie Ford

<http://ecps.educ.ubc.ca/school-psychology/>

OISE- University of Toronto, Toronto, ON

School and Clinical Child Psychology

(Also accredited under Clinical)

Department of Applied Psychology & Human Development

Initial Accreditation: 2008-2009

Next Site Visit: 2025-2026

Director of Clinical Training : Dr. Mary Caravias

https://www.oise.utoronto.ca/aphd/Home/Future_Students/Doctoral_Degrees/PhD_School_Clinical_Child_Psychology/index.html

McGill University, Montreal, QC
School and Applied Child Psychology
Department of Educational & Counselling Psychology
Initial Accreditation: 2014-2015
Next Site Visit: 2024-2024
Director of Training: Dr. Armando Bertone
<https://www.mcgill.ca/edu-ecp/programs/schoolpsych>

Toronto Area Internship Consortium (TAIC), Toronto, ON
(also accredited under Clinical & Counselling)
Initial Accreditation: 2016-2017
Next Site Visit: 2026-2027
Director of Training: Dr. Debby Zweig
https://www.oise.utoronto.ca/aphd/Home/Current_Students/Residency_Consortium/index.html

A list of all universities offering training in school psychology in Canada was developed by the Advocacy Committee. A slide presentation highlighting the programs, their websites, and degrees offered was also developed. The list of universities is provided below with a link to the slide presentation here:

<https://cpa.ca/docs/File/Sections/EDsection/School%20psychology%20Graduate%20Programs.pdf>



< UNDER CONSTRUCTION > Research Corner & Practice Corner

In addition to Training (Education), Research (Science) and Practice are CPA Pillars. We look forward to adding a "Research Corner" and a "Training Corner" to our newsletter in May 2023. Dr. Sterett Mercer (sterett.mercer@ubc.ca) has agreed to take the lead on our Research Corner and we know he looks forward to your support, ideas, and contributions. We are looking for one or more contributors working the field in practice to join our newsletter team for leadership with our Training Corner. If you are interested in joining our Newsletter team, contact Laurie or Sara.

Upcoming Conferences

National Association of School Psychologists (NASP)

February 7-10, 2023

Denver, CO, USA

<https://www.nasponline.org/professional-development/nasp-2023-annual-convention>

International School Psychology Association (ISPA)

July 5-8, 2023

Bologna, Italy

<https://2023.ispaweb.org>

Canadian Psychological Association (CPA)

June 23-25, 2023

Toronto, ON

<https://convention.cpa.ca>

American Psychological Association (APA)

August 8-11, 2019

Chicago, IL, USA

<https://convention.apa.org/>

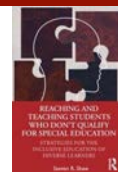
If you have favourite upcoming conferences in 2023-2024 and you would like to highlight them, please forward and we will post them in our next newsletter. We look forward to seeing you at upcoming national, regional, and international conferences.

Books: Just in time for holiday break reading.

We would love to help create a list of book suggestions to help build your professional libraries. If you have suggestions or new books you have enjoyed reading (or want to read) let us know and we will share in the next newsletter. Here are a few suggestions to get us started.

Shaw, S. (2022). Reaching and teaching students who don't qualify for Special education: Strategies for the inclusive education of diverse learners. Routledge.

<https://www.routledge.com/Reaching-and-Teaching-Students-Who-Dont-Qualify-for-Special-Education/Shaw/p/book/9780367677398>



Cole, E & Kokai, M. (Eds.). (2021). Mental health consultation and interventions in school settings: A scientist-practitioner's guide. Hogrefe Publishing GmbH.

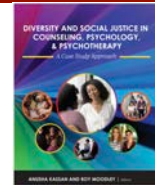
<https://www.hogrefe.com/us/shop/consultation-and-mental-health-interventions-in-school-settings-93630.html>



Consultation and Mental Health Interventions in School Settings
A Scientist-Practitioner's Guide
Hogrefe

Kassan, A. & Moody, R. (Eds.). (2021). Diversity and Social Justice in Counseling, Psychology, and Psychotherapy: A Case Study Approach. Cognella Academic Publishing.

<https://titles.cognella.com/diversity-and-social-justice-in-counseling-psychology-and-psychotherapy-9781516548590>



Awards Committee

As shared in the 2022 Convention Highlights we are pleased to have an active awards committee and the opportunity to recognize the contributions of outstanding school and educational students, academics, researchers, and practitioners. Special thanks to the work of our awards committee members the past year in moving these awards forward. Goldie Millar, Dufferin-Peel Catholic School Board; Meadow Schroeder, University of Calgary; Emma Climie, University of Calgary; Virginia Tze, University of Manitoba; Laura Flanagan, University of Calgary; Sonja Saqui, University of British Columbia; Jen Thuele, University of Manitoba.

The following awards are anticipated in 2023 with call for applications in the spring term and award recipients announced at the CPA convention in Toronto.

Canadian School/Educational Psychologist of the Year

Description

This award is designed to recognize outstanding delivery of school psychology or educational psychology services to children, adolescents, families, and communities.

Criteria

- Notable clinical and professional service to the children, adolescents, families, and communities of Canada /65%
- A notable contribution to the service to Indigenous populations; in service of social justice; and promotion of equity, diversity, and inclusion /25%
- The effectiveness and innovative quality programs or practices as illustrations of

Contributions to School Psychology

Description

This award recognizes individuals who have advanced the profession of school psychology through clinical practice, research, teaching, training, supervision, advocacy, policy influencing or policy making, outreach, and/or some other mechanism. This award represents important, notable, and tangible work toward the development, evolution, and advancement of the profession.

Criteria

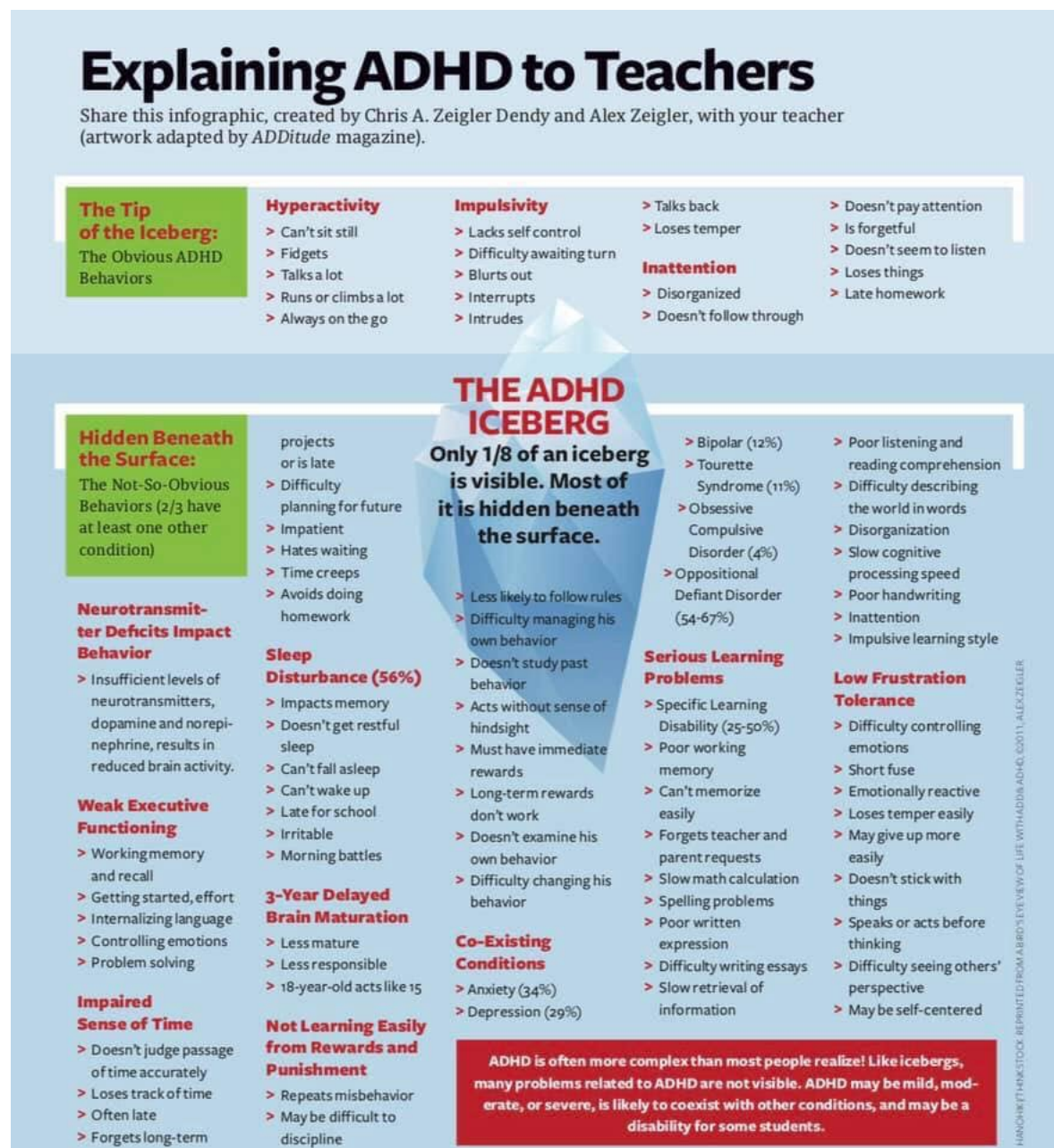
- Evidence of notable contributions to support, advance, or improve the profession of school psychology in Canada over a period of years /75%
- A notable contribution to the service to indigenous populations; in service of social

outstanding practice of the nominee are considered /10%	<ul style="list-style-type: none"> • justice; and promotion of equity, diversity, and inclusion /25%
<p style="text-align: center;">Student Conference Contribution Awards</p> <p><i>Description</i></p> <p>This award is designed to recognize the contributions of student scholars within the ESP section and promote high-quality research endeavors. Three awards will be granted to the most meritorious accepted submissions (as posters, presentations, or other formats with students as first authors) to the ESP Section of the CPA Annual Convention.</p> <p><i>Criteria</i></p> <ul style="list-style-type: none"> • Applicants must be enrolled in a School or Educational Psychology graduate education program in Canada. • Applicants must be a student member of the CPA section in Educational and School Psychology at the time of application. • The applicant must be the first author of an accepted conference submission 	<p style="text-align: center;">Student Research Grant</p> <p><i>Description</i></p> <p>This award is to promote the advancement of the field of school and educational psychology and emerging student scholars in their research pursuits. This award supports masters or doctoral level students in completing high-quality graduate-level research in school/educational psychology. The committee intends to award two (2) \$1000 grants annually.</p> <p><i>Criteria</i></p> <ul style="list-style-type: none"> • Applicants must be enrolled in a School Psychology graduate education program in Canada. • Applicants must be a student member of the CPA section in Educational and School Psychology at the time of application. • The applicant must be the principal investigator and primary author of the project for which funding is sought. • The applicant is to provide a written proposal of their work (not more than 1000 words inclusive) which includes an introduction, summary of the methods, and implications for practice. • The applicant is to provide a letter from their research supervisor in support of the application which includes approval to conduct the study or project.

Knowledge Translation: Infographics

Infographics are great way to translate your research and practice through graphic visual representations of information, data, or knowledge intended to present information quickly and clearly to diverse audiences. They have been shown to improve cognition and the use of graphics enhances our visual system's ability to see patterns and trends. They are more and more popular in translating both our research and practice to audiences who might not sit through a full presentation or read an academic journal. We would love to include some

infographics in future newsletter editions – especially if they feature student research or a practice you are engaged in. Linnea Kalchos, Chair of the CPA Student Section and graduate student in School and Applied Child Psychology has provided one sample from her thesis for this edition of our newsletter. We have also provided a sample of a practice infographic shared with permission from an ADHD magazine. If you and/or your students have infographics you'd like to have included in future editions of the newsletter, please submit them to the editors and we will feature them in an upcoming edition!

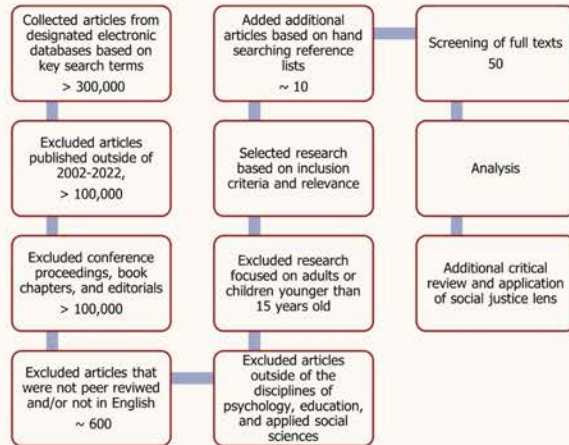


Key Themes from Research

Newcomer Youth's Access to Support Services for School Psychologists

Kalchos, Kassan & Ford, 2022

Critical Narrative Review Search Strategy



What does the research tell us?

Underutilization & Discrimination

Social, cultural, religious, linguistic, geographic, economic, and systemic forms of discrimination limit newcomer youth's access to services in schools and community settings.



Culture Shift

Newcomer youth are navigating Western education systems, their own cultural identities, and the role of family values during school integration, and need culturally responsive services to support their transition.

Transition Planning

Newcomer youth sought out increased support in planning for the transition to post-secondary, and this was an important factor in their school integration process.



Lived Experience

Capturing the lived experiences of newcomer youth themselves is key to improving services, including supporting peer friendships and improving the cultural responsiveness of service providers.



Conference Snapshots: CPA Convention 2022: Calgary

It was great to be together in person again for the Convention in Calgary in June 2022. We conclude our Fall 2022 Newsletter with some snapshots of our time together. We look forward to seeing each other in Toronto in June 2023.



Request for Feedback for our Future Newsletter Planning

We want your input in making this a newsletter that meets YOUR needs. Please take a few minutes (really less than 3 minutes) to offer your suggestions. Thank you.

https://ubc.ca1.qualtrics.com/jfe/form/SV_0GjhqDxdB8Ez3RI