# Newsletter of the CPA Section for Students Issue #16, Spring 2022





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## Message from the Chair

Dear Student Section members,

It was a pleasure and honour to have served as Chair of the CPA's Section for Students in Psychology for the 2021 - 2022 year. I am so grateful to have worked with the outstanding members of the Student Section's Executive Team. It was also a pleasure to connect with students across the country and to help organize our section's many initiatives. In this issue of the Section's newsletter, you will find information about the upcoming 2022 CPA <u>Convention</u> in Calgary as well as many interesting pieces written by students from our Section on Page 16-19.

We are excited that this year we are able to reconvene in person for the annual CPA Convention and that we will be able to connect with many of you face-to-face. We have planned several engaging and informative events for students attending this year's 2022 CPA Convention, designed to address the training needs of students at various levels of training.

We will present workshops and discussion forums on several topics, including graduate school applications, building and maintaining professional relationships as a psychology student, and effective research dissemination skills for students. Our Section's Social Justice, Equity, Diversity, and Inclusion committee has also organized a workshop focused on Justice, Equity, Diversity, and inclusion in Psychology. If you cannot attend this year's convention but are interested in any of these topics, we will be posting the slides for some of these presentations on our website. We are also thrilled to welcome Dr. Elisa Lacerda-Vandenborn from the University of Calgary as our Section's Keynote Speaker. Dr. Lacerda-Vandenborn's presentation is titled *Daring to hope: What a hummingbird's story can tell psychologists about community wellness and social justice*. This presentation parallels an Indigenous story told in South and North America to the task ahead of disciplinary psychology and those who work within it, to meaningfully embark on the journey towards social justice.

I hope to have the chance to connect with all of you who will be attending this year's convention throughout the weekend of June 17-19, as well as at our Section Annual Business meeting which will be happening on June 18<sup>th</sup> at 4:00 pm MT in the Imperial Ballroom. We will be raffling off registration at next year's convention in Toronto! We also hope to see you at our Annual Student section Social Event, taking place on June 18<sup>th</sup> immediately after the AGM from 5:00-6:00 pm MT in the hotel's Imperial Ballroom. This is a great opportunity to meet other students and enjoy some refreshments while learning more about our Section activities.

The Student Section Executive team is here for you and we will do our best to respond to any questions or concerns you might have. I hope to meet many of you in Calgary throughout the 83<sup>rd</sup> Annual CPA Convention! Until then, stay safe and stay well.

Alejandra Botia, The University of British Columbia, Chair of the Section for Students in Psychology chair.cpastudentsection@gmail.com





#### The 2022 CPA Convention will be held at the Hyatt Regency in Calgary, Alberta on June 17-19, 2022

- Click here for Registration
- Visit the <u>CPA convention website</u> for more information
- Early Bird Student rate (Feb 7- May 15):
  - Non affiliate: \$273.00
  - Affiliate: \$147
- Apply for <u>travel funding</u> through the CPA Student Section





## CPA Student Section at the Convention

Date	Event	Where
Saturday, June 18, 2022, 9:30 – 10:30 MT Dr. Elisa Lacerda- Vandenborn	<i>Keynote Speaker:</i> Daring to hope: What a hummingbird's story can tell psychologists about community wellness and social justice	Imperial Ballroom 8 (3rd Floor)
Sunday, June 19th 2022 13:30–15:00 MT Emily Winters, Linnea, Kalchos, Danielle Lefebvre & Roxy Merkland	<b>85-Minute Workshop:</b> Justice, Equity, Diversity, and Inclusion in Psychology: A Workshop for Students	Stephen Room A (3rd Floor)
Friday, June 17 <sup>th</sup> 2022 9:45-11:15 MT <i>Alanna Chu, Jolie Ho,</i> <i>Alejandra Botia</i>	<b>85-Minute Workshop:</b> Effective Research Dissemination Skills for Students	Imperial Ballroom 2 (3rd Floor)
Sunday, June 19 <sup>th</sup> 2022 11:00-12:30 MT Nicole Boles, Laura de la Roche, Alejandra Botia	85-Minute Workshop: Graduate School Workshop	Stephen Room A (3rd Floor)
Saturday, June 18 <sup>th</sup> 2022 10:30-12:00 MT Alejandra Botia (moderator), Linnea Kalchos, Jolie Ho and Sophie Barriault	<b>85-Minute Workshop:</b> Building and Maintaining Professional Relationships as a Psychology Student	Imperial Ballroom 8 (3rd Floor)
Saturday, June 18 <sup>th</sup> , 2022, 4:00 pm – 5:00 pm MT	Section Annual Meeting	Imperial Ballroom 8 (3 <sup>rd</sup> Floor)
Saturday, June 18 <sup>th</sup> , 2022, 5:00 pm – 6:00 pm MT	Student Social	Imperial Ballroom 8 (3 <sup>rd</sup> Floor)



### Meet Our Keynote Speaker: Dr. Elisa Lacerda-Vandenborn



Dr. Elisa Lacerda-Vandenborn is a theoretical psychologist and Assistant Professor in Counselling Psychology in the Werklund School of Education, University of Calgary. She is also the Director of the *Teaching Across Borders* program, Co-coordinator of the *Community Engagement: An Ethical Practice* program, and the Founding Member of *Apoema: Community Perspectives* research group. Her research focuses on philosophical and theoretical ideas about the self; how these are interpreted and translated into institutional practices and the social justice implications associated with them. She critiques individualistic approaches in favour of communal perspectives in research, teaching, and learning. She leads and is involved in several national and international research projects on the decolonization of mental health and education, communal ethics, community engagement, and relational and participatory qualitative methodologies.

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### Daring to hope: What a hummingbird's story can tell psychologists about community wellness and social justice.

Format: Keynote Speaker When: Saturday, June 18, 2022, 9:30 – 10:30 MT Where: Imperial Ballroom 8 (3rd Floor) Who: Dr. Elisa Lacerda-Vandenborn

Psychology has become integral to how individuals interpret themselves and others as they move through the world. It also holds great power as it furnishes social institutions with the language, knowledge, and tools that help create interventions, programs, and legislation used to govern citizens. By their own admission, psychology governing bodies have acknowledged their complicit role in racism, discrimination, and colonization of minoritized individuals and communities. Task forces, special committees, and statements of intention signal the willingness of the discipline to move forward in more socially responsible ways.

This presentation parallels an Indigenous story told in South and North America to the task ahead of disciplinary psychology and those who work within it, to meaningfully embark on the journey towards social justice. The presentation also discusses the principles, positioning, and intentionality behind *Apoema: Community Perspectives* research group in enacting psychology through a communal lens.

It discusses the centrality of courage and hope to break theoretical and methodological traditions that have placed psychology in the condition of the oppressor and discusses key insights that led to the sketching of a 'communally constituted selfhood theoretical framework'. This framework seeks to offer those working with diverse and intersectional communities with an interdisciplinary structure from which to articulate wellness service provision, education, and research in ways that that attends the aspirations and needs of the communities they serve, operates from the premise of community capacity and wisdom, and works in relationality with and for the benefit of community partners.

The following students have been invited to attend the keynote: Karen Tang, Christopher Hinbest, and Lydia Muyingo





## Justice, Equity, Diversity, and Inclusion in Psychology: A Workshop for Students

Format: 85-minute workshop

When: Sunday, June 19th 2022 from 13:30 MT to 15:00 MT

Where: Stephen Room A (3rd Floor)

Who: Emily Winters, Linnea Kalchos, Danielle Lefebvre & Roxy Merkland

The CPA Code of Ethics (2017) indicates that psychologists have an obligation to "make themselves aware of the current social, economic, and political climate" and to "act to change those aspects of the discipline that detract from just and beneficial societal changes." Ensuring trainees are well-informed of systemic sociopolitical issues is crucial in fulfilling our ethical obligations and creating meaningful change for marginalized individuals/communities. The CPA 2022 Convention is scheduled during National Indigenous History Month, Pride Month, and on Juneteenth (in the USA)—offering educational resources for those seeking to embed equity-related practices in their research and work can help move social and political justice movements forward.

This workshop will provide attendees with knowledge about systemic racism, discrimination against 2SLGBTQ+ communities, and weight bias/fatphobia and the ways these forms of discrimination intersect. Following a didactic educational component, attendees will engage in group discussion and will leave with tools to transition their awareness into action. Although the target audience for this workshop is students, all are welcome to attend. The goal of this workshop is to increase knowledge of systemic sociopolitical issues, how they apply to the field, and what they can do moving forward to foster positive change.





## Graduate School Workshop

Format: 85-minute workshop

When: Sunday, June 19, 2022 - 11:00-12:30 MT

Where: Stephen Room A (3rd Floor)

Who: Nicole Boles, Laura de la Roche, Alejandra Botia

In this workshop, we will present information about how to prepare for the process of applying to graduate school in psychology. Specific topics that will be discussed include typical admission requirements, how to choose a potential supervisor, the advantages, and disadvantages of being a graduate student, and what it takes to survive and thrive in graduate school. Students will be asked to critically evaluate their own portfolios individually or in groups. Further, students will edit and appraise templates of resumes and statements of intent taken from scenario vignettes.

This type of activity would allow for active discussion which could result in many more people forming professional relationships that may continue outside of the conference and promote cross-institutional collaborations. Following this, a panel of psychology graduate students will share their experiences with applying to graduate school and a question-and-answer session will be held at the end of the workshop.





## Effective Research Dissemination Skills for Students

Format: 85-minute workshop

When: 9:45 - 11:15 MT

Where: Imperial Ballroom 2 (3<sup>rd</sup> Floor)

Who: Alanna Chu, Jolie Ho, Alejandra Botia

In addition to conducting empirically sound research, effectively communicating research ideas and findings with others—whether it be fellow researchers or laypeople—is key in psychological science. Developing effective research dissemination skills not only empowers students to make valuable contributions to their fields, but can also open up a variety of unique possibilities, such as productive collaborations, funding opportunities, and community engagement. In particular, the evolving COVID-19 pandemic has shifted a large proportion of research opportunities to a virtual context, and students are in a unique position to adapt to these modalities as they move forward in their education and careers.

The goals of this workshop are to: 1) practice composing an efficient lay summary and improve the accessibility of their research; 2) discuss how to utilize and create research and outreach opportunities, particularly in the current virtual landscape; and 3) learn about the effective components of a research proposal (using the CPA Student Section grant competitions as a practical example). Through the current workshop students will also benefit from an interactive forum in which to apply their skills and engage with each other.





## Building and Maintaining Professional Relationships as a Psychology Student

Format: 85-minute workshop

When: Saturday, June 18, 2022 – 10:30 AM

#### Where:

Who: Alejandra Botia (moderator), Linnea Kalchos, Jolie Ho and Sophie Barriault

Navigating professional relationships has always been a challenge for psychology students, however in recent years it has become even more challenging with programs and meetings increasingly moving online. This means traditional methods of networking have had to be altered. The panel will feature CPA Student Section Executives from across Canada with a wide range of experiences building, developing and maintaining professional relationships as psychology students. Panelists will draw on personal experiences navigating relationships with peers, colleagues, supervisors, faculty and organizational partners, as well as mentoring and volunteer relationships.

The panelists will also explore the importance of building relationships to promote equity, diversity and inclusion in academic and clinical settings. They will also discuss ethical issues and maintaining integrity in professional relationships. Attendees will leave with practical advice for building relationships as a psychology student, as well as advice and reflections from the panelist's wide range of experiences in the areas of mentoring, supervision, research and networking.



## Justice, Equity, Diversity and Inclusion: Anti-Oppressive Book Club

By Emily Winters and Alanna Chu

Hello, Student Section Affiliates! Emily here—your JEDI Executive for the CPA Section for Students. Over the past few months, the JEDI Committee and I have been compiling resources to be made available on the Student Section website. This list of resources includes podcasts, social media accounts, online tools, and books that relate to anti-oppressive education. We hope to continue to add to the list over time so that it can serve as a JEDI hub for students that evolves as we all continue to learn.

We collated this list of resources primarily to serve as a source of learning materials for all of us as psychologists in training. To be competent researchers, clinicians, and teachers in psychology, our work must be anti-oppressive at its core. Below, I have highlighted some of the materials that were curated for the resource list to get us started. So, if you are looking for something to add to your summer reading/watch list, look no further! These three recommendations are not only super interesting, but they are a great way to introduce yourself to these topics.

If you are interested in learning more, here is a link to the Section for Students website where the entire list of resources can be found <u>https://cpa.ca/students/jedi/</u>



**BOOK: The Skin We're In: A Year of Black Resistance and Power** 

Written by: Desmond Cole

In his 2020 book, *The Skin We're In*, Desmond Cole describes his role as an anti-racist activist in Canada throughout the year 2017. Cole makes it clear how, despite what many may assume, anti-Black racism is very prevalent in Canadian society and not just problematic in the United States. The Toronto-based author received the Toronto Book Award and was nominated for the Shaughnessy Cohen Prize for Political Writing for this work. A link to this book can be found <u>here</u>.



#### **MOVIE: The Farewell** Written and Directed by: Lulu Wang

*The Farewell* is a uplifting, heartfelt comedy-drama, following a Chinese-American family dealing with the diagnosis of cancer of the family matriarch. The story touches on relevant themes of culturally defined roles of family, intra-family differences in values and beliefs, and the experience of immigration. The movie stars an all-Asian cast and is a real joy to watch. A link to The Farewell can be found <u>here.</u>

#### **BOOK: All Our Relations** Written by: Tanya Talaga

Tanya Talaga is an investigative journalist who penned the bestselling and award-winning book *Seven Fallen Feathers* and is one of my personal favourite authors. *All Our Relations* describes the rise in suicide among Indigenous youth and explores how this is intimately related to the harm colonization has had worldwide. This work also does a great job highlighting Indigenous resilience, resistance, and strength. A link to this book can be found <u>here</u>.

Be sure to check out the full list of resources here <u>https://cpa.ca/students/jedi/</u>. We encourage you to take this knowledge and share it—have conversations with colleagues, friends and family, and each other. Maybe you can start your own Anti-Oppressive Book/Movie/Podcast Club! You can also always Tweet us and let us know what you think at @cpa\_students!

If you have any resources that you would like to share for the website, or would like to just talk about how you can engage in anti-oppressive work as a student, please do not hesitate to reach out to me at jedi.cpastudentsection@gmail.com\_or the communications officer at com.cpastudentsection@gmail.com

I'd also like to take some space to thank the JEDI Committee (Sommer Knight, Roxy Merkand, Danielle Lefebvre, Chris Hinbest, and Angela Jagnyziak) for helping to curate our list of resources and for spending some of their very limited free time to do this work.

Photo credits in order of appearance: Penguin Random House, IMDB, GoodReads

### **2021 Student Award Opportunities**

The following grants will be available in Fall 2022.

**CPA** Campus Initiative Grant

The Section for Students supports the development of campus projects, programs, initiatives, and events that support the educational, networking, and training objectives of the Section and its members. The Section recognizes that student-run organizations (e.g., psychology student associations) or individual students often have ideas for initiatives or projects held at their college/university campus that would benefit from additional external funding. To that end, the Section has allocated five \$500 awards per year to outstanding project or activity initiatives from student-run groups or individual students.

**CPA Student Research Grant** 

This award is intended to support students in undergraduate or graduate programs in any domain or discipline within psychology who are actively engaged in research. The section has allotted five grant of \$500 each.

#### Student Travel Award

Travel awards will be made available to students at the conference. Students must be at the conference to receive their award. Students will receive their award in the form of a cheque, which may be picked up at the Section's annual business meeting. The number of awards available and the amount of each award will vary from year to year, based on available funding. Amount is variable.

For more information about the awards, please visit: <u>https://cpa.ca/students/studentawards/</u> or Email: adfinance.cpastudentsection@gmail.com

## Congratulations to our Fall 2021 Student Research Award Winners

#### Carrol Taylor, University of Waterloo

Understanding and Mitigating Variability in Leaders' Procedural Fairness

#### Couturier Laura, Memorial University of Newfoundland

The Impact of Weight Stigma (WS) and Weight Bias Internalization (WBI) Among Youth: The Role of Shame, Self-Compassion and Social-Safeness

#### Deslauriers Frédérique, Université du Québec à Montréal

Understanding the social, mental, and health impacts of COVID-19 in Canada: Leveraging and extending data from the iCARE Study

#### Mou Lennox, University of Windsor

Understanding Men's Use of Tactics In Sexual Coercion: A Network Analysis

#### **Oliver Casey, Lakehead University**

Technology-Facilitated Sexual Harassment: A Longitudinal Investigation of Mental Distress in Women





#### **Student Submissions**

In the age of social media and mass information, it has become more and more important that psychology ensure that accurate information is provided to the public. This year's themes addressed science communication, knowledge translation and closing the knowledge to practice gap. We had numerous fantastic student submissions. Thank you to everyone who submitted their work and good luck with your academic endeavours!



## Where does Implementation Science stand in Psychology? McGill's Connection Lab is seeking the answer

#### Author: Erika Infantino University: McGill University, School and Applied Child Psychology

The Connections Lab, led by Dr. Steven R. Shaw, from McGill University is conducting research focusing on changing the culture of clinical research to improve quality, relevance, and usefulness of research. This research focuses on integrating implementation science, social justice, and open science to create a clinically relevant science of psychology. There are significant challenges that have plagued scientific research, such as questionable research practices, and lack of transparency, usefulness, reproducibility. These factors are critical to developing evidence-based profession and implementing research to practice in an equitable manner.

Currently, the lab is evaluating psychology graduate students', teachers', and clinicians' perceptions and use of evidence-based practices, use and understanding of quality research methods, social justice constructs, and open science frameworks. To ensure best practices are being taught and used in research, students are encouraged to use open science practices (such as pre-registration, preprints, and data sharing) to publish their work, ensure no questionable research practices are being used, and to share findings, resources, and data with other researchers, teachers, and clinicians. The goal is to convert the concept of evidence-based practices from a concept with little meaning to improving the quality of clinical service delivery with relevant science.



## UBC B.R.A.I.N. Lab Podcast: A Medium for Knowledge Translation

Authors: Sydney Penner, Tanisse Teale, Suzanne Paddinge, Noor Ramadhan & Anisha Lehal University: University of British Columbia Affiliation: Patient-Oriented Research Team (UBC B.R.A.I.N. Lab)

The UBC B.R.A.I.N Lab's primary area of interest involves concurrent disorder (the diagnosis of both mental and substance use disorders) research within an in-patient population. This demographic has historically been left out of research and knowledge translation due to the varying presentations of mental health and substance use, leading to heterogeneous presentations. This complexity among individuals with concurrent disorders drives a need for individual experience to advance research and knowledge translation in a direction that is beneficial to this population. We have developed a student-led podcast, Improving Psychology Awareness Through Research Translation (IMPART), that provides a platform to discuss the individual experiences of those with lived and living experiences with mental health, substance use, and addiction with the aim of bridging the gap between research and knowledge translation.

When developing a knowledge translation project with a large community, it's important to set an environment of inclusivity and equity. As hosts and developers of the podcast, as individuals who are part of the patient population, and as individuals with our own lived/living experience, we hold ourselves to certain standards - to actively listen to the experiences of podcast guests and to educate ourselves and the broader community. In terms of how we practice sharing research knowledge, we want to prioritize being objective while also providing a platform for individual experiences. At their core, knowledge translation projects should be interdependent. As often as we practice making our knowledge accessible to everyone, we should prioritize the community's perspective on the practices and questions taking place in the world of research right now, and the directions research should move in in the future. Creating this inclusive and barrier-less environment ensures that all of the voices connected to research are heard and integrated.

Laboratory Website here: https://brainlab.med.ubc.ca/



## Planting seeds for effective science communication

Author: Ethan C. Draper University: St. Francis Xavier University Program of Study: Bachelor of Arts with Honours in Forensic Psychology

Scientific communication has the primary goal of disseminating scientific information to the general public in a digestible way- a feat easier said than done. Its secondary goal is to encourage scientific inquiry and consumption. To properly consume scientific media, however, the general public (who are barraged with incessant amounts of it) must have clear tools to assess its quality. Poldrack et al. (2008) created a guide for researchers to report findings in fMRI studies; I posit that, similarly, scientists should include guides in their communication efforts (be it a social media post or podcast episode) so the general public can become more critical consumers of scientific media. This may include an overview of the scientific method, common fallacies or "red flags" to be on the lookout for when reading about scientific discoveries in the news, and similar pertinent information. In the age of the internet, everyone consumes science whether they want to or not; as such, improving scientific literacy skills can be instrumental for translating research into the real world.

In addition to providing tools to assess scientific research, I believe there is another key to inspiring lifelong learning in the general public: patience. Remembering that we are all students of science who are at varying stages of our journey of learning is an integral part of creating a safe space for scientific discourse. As F. Scott Fitzgerald once said, "[w]henever you feel like criticizing anyone...just remember that all the people in this world haven't had the advantages that you've had," (1925, p. 1). Without patience, all other commonly reported best practices of scientific communication (like the use of graphics, avoiding jargon, and including analogies) will be fruitless.

#### References

Fitzgerald, S. F. (1925). The great gatsby. Sahara Publisher Books.

Poldrack, R. A., Fletcher, P. C., Henson, R. N., Worsley, K. J., Brett, M., & Nichols, T. E. (2008b). Guidelines for reporting an fMRI study. NeuroImage, 40(2), 409–414. https://doi.org/10.1016/j.neuroimage.2007.11.048



## Executive Team for the CPA Student Section

It is with sadness that we say goodbye to an important member of the Student Section Executive who will be ending her term shortly. I would like to sincerely thank our Past-Chair, Joanna Collaton, for her strong leadership and outstanding contributions to our section over the past three years. We will miss you, Joanna, and wish you all the best in your future endeavours. I also extend my gratitude to our entire section's executive members, who consistently inspire me.

This year, we are also saying goodbye to Alanna Chu, who served as our Communications Executive for the past two years, Nicole Boles who served as our Undergraduate Affairs Executive for the past two years, and Jolie Ho, who served as our Admin and Finance Executive for the past two years. Alanna, Nicole, and Jolie, thank you for your hard work and for constantly going above-and-beyond to ensure that our section members were being supported.

It is with excitement that we also announce that next year, Linnea Kalchos, will be assuming the role of Chair of the Section for Students. This year we had several outstanding candidates put their name forward to join our executive. Thank you to all those who expressed interest in the positions and to all those who voted during the election period. We are pleased to welcome the following individuals to our team in June 2022:

- Chair Elect: Melissa Lazo
- Communications Executive: Juliana Khoury
- Admin and Finance Executive: Somayya Saleemi
- Undergraduate Affairs Executive: Nicole Lento

We look forward to working with you over the upcoming year!

- Alejandra Botia, Chair





#### What is Mind Pad?

Mind Pad is Canada's student written, edited and published psychology newsletter that is managed by the Canadian Psychological Association's Section for Students in Psychology. The aim of Mind Pad is to provide a professional publication outlet written by and for students who are practicing and studying psychology in Canada. All Mind Pad submissions are peer reviewed by an editorial board composed of undergraduate and graduate students in psychology. As such, a second aim of Mind Pad is to offer psychology students an opportunity to experience the formal submission and publication process, including manuscript submission, the peer-review process, and resubmission from the points of view of both the submitter and the reviewer/editor. Submissions are reviewed on a rolling basis!

For more information about Mind Pad, the process to publish in Mind Pad, and how to join our editorial board, please visit https://cpa.ca/students/mindpad/ for more information.





In line with these aims, Mind Pad publishes a wide range of submission, including but not limited to:

- Original research summaries (clinical or fundamental);
- Review summaries;
- Psychology career-related articles;
- Commentaries on new trends in psychology or psychology research;
- Commentaries on psychology in the media;
- Reports on conferences or workshops attended.



#### Mind Pad Open Science Badges

Articles accepted to Mind Pad are eligible to earn badges that recognize open scientific practices: publicly available data, material, or preregistered research plans. Open science badges (from the Open Science Framework, see https://www.cos.io/initiatives/badges) are incentives to recognize the efforts of authors to engage in open science practices, namely providing open access to data, materials and preregistration of methods. The badges also serve to notify readers when supplementary materials are available and enhance their trust in the article presented.



## **CPA Student Mentorship Program**

#### Background:

The CPA Student Mentorship Program was founded in 2015 by Zarina Giannone, whose vision was to create an opportunity for connection, guidance, and support for students in psychology. Since its initiation, the Mentorship Program has continued to grow under the coordination of Jean-Philippe Gagné (2016 – 2017), Chelsea Moran (2017 – 2018), Alexandra Richard (2018- 2019), and Joanna Collaton (2019-2020). The goal of the program is to serve our community of CPA Student Affiliates by facilitating a space for connection and to share of experiences and information.

#### About the Program

The discipline of psychology attracts a wide array of students with vast interests, experiences, and professional goals. The CPA Student Mentorship Program aims to tap into the collective knowledge of our CPA Student Affiliates, who bring with them their individual experiences from studying within different domains of psychology such as clinical, developmental, neurobiological, counselling, forensic, and school psychology. By matching students based on their specific interests, skills, and experiences within the different domains of psychology, we hope to provide a unique opportunity for the transfer of knowledge between students who are at different stages in their training. To participate in the program, visit our website <u>here</u>.

#### Benefits of Joining the Program

#### Mentees:

Mentees can have the opportunity to ask questions relevant to the pursuit of a graduate degree in psychology. This can include which courses to take, professional opportunities, academic options, graduate school applications, self-care throughout the academic journey, how to ask for reference letters, and many more. Mentees also have a unique opportunity to learn from someone else who has an understanding of what is it like to go through these academic processes and the decision-making challenges that can sometimes arise. Knowing that you are not along during a time that can feel confusing, and overwhelming can make a significant difference.

#### Mentors:

Many mentors have shared with us that they wish they had someone who could have provided guidance and support as they were considering applying to graduate school. Being a mentor allows senior graduate psychology students to offer this guidance and support they wish they had. This is also an opportunity for mentors to gain or enhance their communication and leadership skills. The program provides participants with mentoring manuals and suggested topics for discussion to facilitate the mentoring process.

Learn more at the CPA student mentorship website: https://cpa.ca/students/mentorship/

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#### 2021-2022 Cohort

We have 125 CPA Student Affiliates in 68 dyads who participated in the CPA Student Mentorship Program 2021 - 2022 cohort. This year's group of mentors consists of exceptional graduate students from Master's and Ph.D. programs in clinical psychology, counselling psychology, school and educational psychology, forensic psychology, developmental psychology, neuropsychology, and applied and experimental psychology, and industrial and organizational psychology programs and specializations. We are also excited to welcome back returning mentors and mentees. Our program continues to grow each year thanks to all of the mentors who generously give their time, and the mentees who bring their enthusiasm to the program.

#### Join the 2022-2023 Cohort

If you are interested in participating in the CPA Student Mentorship Program next year, mark your calendars! The call for applications for the 2022 – 2023 academic year will be released in July 2022. We will announce this on our webpage, social media platforms, and will also be circulating emails to all our CPA Student Affiliates, so keep an eye out.

#### A Note from the Chair Elect

It is an honor to continue the work of previous coordinators as we end the seventh edition of the CPA Student Mentorship Program. This program continues to be one of the most anticipated offerings of the CPA Student Section and provides our Student Affiliates with an important opportunity to connect with other students and share their experiences. This year we had 125 mentors and mentees from 10 provinces across the country participate in our program. New to the program this year, we introduced Program Orientation which provided participants with an opportunity to meet one another and develop strategies for success in the program.

We would like to extend our congratulations to our first annual Mentor and Mentee of the Year. These individuals were nominated for their outstanding contributions to the program. Congratulations to our Mentee of the Year, Liran Leidershnaider of York University, nominated by their mentor Kayla Hollett. We would also like to congratulate our Mentor of the Year, Lindsey Snaychuk of Ryerson University, nominated by their mentee Fermin Retnavarathan.

Thank you to everyone who made the program a success this year and we look forward to welcoming may of you back, as well as new members, in the fall.

As Program Coordinator, I am always available to offer support to mentor dyads throughout this year. I also encourage past and current program participants to write me (chairelect.cpastudentsection@gmail.com) with any feedback or suggestions so that we can continuously provide a program that best meets the needs of all CPA Student Affiliates. Have a fantastic summer!

Linnea Kalchos, B.Ed, B.A University of British Columbia

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Ideas?

If you have ideas for our next edition or content you want to share with the student section, email the communications executive, at <u>com.cpastudentsection@gmail.com</u>



https://cpa.ca/students/

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