

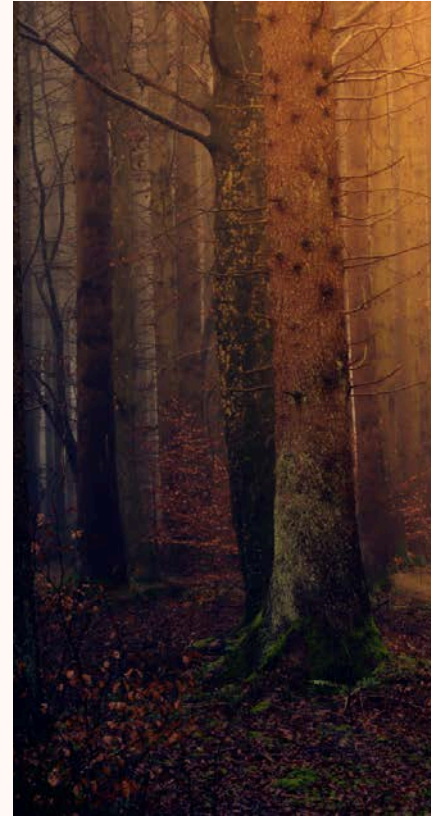
C a n a d i a n   P s y c h o l o g i c a l   A s s o c i a t i o n

# Student Section Newsletter

# Fall 20 24



# *A Message from the Chair*



Welcome to our first newsletter of the year! I hope the beginning of the fall semester has been going well for you. I am honoured and grateful to be serving as your 2024-2025 Chair.

I would like to sincerely thank all the outgoing members of our executive team: Linnea Kalchos (Past Chair), Nicole Lento (Undergraduate and Graduate Student Affairs Executive), Malika Desrosiers (Francophone Executive), Juliana Khoury (Communications Executive), and Joey Frenette (Administrative and Finance Executive). Thank you all for the excellent work you have put into the section over the last two years.

Your leadership, dedication, and service will be missed, and we wish you success in all your future endeavours.

As we say goodbye to these students, I would like to extend a warm welcome to our new executive members Alzena Ilie (Chair Elect), Karla Heisela Cubilla (Undergraduate Student Affairs Executive), Noémie Viens (Graduate Student Affairs Executive), Marie-Pier Mazerolle (Administrative and Finance Executive), Alexandra Brilz (Communications Executive), and Chloé McLaughlin (Francophone Affairs Executive). Each of you brings unique strengths to the table

and I am excited to see all we accomplish alongside our amazing returning executive members: Melissa Lazo (Past-Chair) and Tosa Oliogu (JEDI Executive).

Last year, Melissa did an outstanding job chairing the section and organizing the Student Section's offerings at the convention in Ottawa. Melissa coordinated an engaging and very well-attended keynote address by Dr. John Zelenski who presented on the links between the natural environment and well-being. Melissa also chaired the Annual General Business Meeting (AGM), where she provided an overview of the year to Section members. At the AGM, we received positive feedback on the existing programming for students and suggestions for future developments. Our executive team also organized and facilitated several workshops and panels for students about applying to graduate school, navigating academia, advancing justice, equity, and inclusion, applying for scholarships and grants, and careers in psychology.

This year, our executive team is looking forward to refining our existing programs and processes, as well as looking toward possible new developments for the section. We are also working hard to develop programming for the convention, which will be taking place in St. John's from June 12th-14th, 2025.

In this edition of our newsletter, you will have a chance to connect with your section executives, stay informed about the upcoming 2025 convention, explore exciting student grant and award opportunities, and delve into various initiatives available for your involvement. These

initiatives include our Student Mentorship Program, Justice Equity, Diversity and Inclusion Executive initiatives, the Campus Representative Program, and opportunities for publication in Mind Pad. This edition of the newsletter also features the theme of Technology for Good and offers a space for students to reflect on how technology can be mobilized for the benefit of our society and the field of psychology. In this time of rapid technological advancement, this newsletter provides a space for a thoughtful discussion about how technology can be used positive change rather than contribute to potential harm. I am looking forward to hearing students' perspectives on this nuanced topic.

As a section, we are always looking for ways to continually improve to better serve the needs of psychology students across the country, and in turn, the wider society. Our mission is to help students participate within the CPA, provide a forum from students to learn from one another, and prepare us for our careers in the field. Please do not hesitate to contact me and the executive team to let us know what you would like to see from our section this year. We welcome any feedback, comments, or suggestions for new initiatives or projects. I wish you all a fruitful year of learning and growth.

Sincerely,

Anisa Nasser

PhD Student | School and Applied Child Psychology |  
She/Her/Hers  
The University of British Columbia | Unceded Coast Salish  
Territories  
Chair | Student Section | Canadian Psychological Association  
[chair.cpastudentsection@gmail.com](mailto:chair.cpastudentsection@gmail.com)





*Meet the Executive*

# Chair

Anisa Nasserri is a first-year PhD student in the School and Applied Child Psychology Program at the University of British Columbia in Vancouver, BC. Her research interests broadly revolve around facilitating the growth and development of children and youth to reach their fullest potential. She has a specific focus on understanding the experiences of newcomer students and families in Canadian schools. For her master's thesis, Anisa investigated the experiences of immigrant parents when finding out their child's psychoeducational diagnosis. She currently works as a doctoral student clinician providing psychoeducational assessments and intervention in a school setting. Additionally, she works as a psychologist assistant, tutor, and research assistant. Anisa has engaged in various community service roles, such as mentoring through Big Brothers Big Sisters, facilitating youth groups, leading English classes for refugees and newcomers, and conducting peer-support sessions. In addition to her position as Chair of the Student Section, she serves as the student representative on the CPA Board of Directors. Apart from her academic and community service involvement, Anisa enjoys travelling, trying new restaurants, thrifting, reading, and spending time with family and friends.



# Past-Chair

Melissa Lazo is a third-year PhD student in the School and Applied Child Psychology program at the University of British Columbia in Vancouver, BC. Her doctoral research looks at the factors associated with school success and well-being among students with autism spectrum disorder (ASD). Her Master's thesis investigated the relationship quality between elementary school teachers and female students with ASD, as well as the associated factors. Melissa is currently working as a student clinician providing counselling services and conducting psychoeducational, autism, and ADHD assessments for children, adolescents, and youth. In her free time, Melissa enjoys exploring coffee shops in the city, hiking, dancing, and spending time with her friends and family.





# Chair-Elect



Alzena Ilie is a third-year PhD student in the Clinical Psychology program at Dalhousie University in Halifax, NS. Her doctoral research is focused on creating and testing healthcare provider eLearning programs for training in pediatric insomnia and other sleep disorders. Her other research interests include pediatric sleep in marginalized populations, and sleep in children with neurodevelopmental disorders. Alzena is very involved in student advocacy - she is the graduate student representative for the Psychology and Neuroscience department at Dalhousie University, and is the co-student representative on the Executive Board of the Association of Psychologists of Nova Scotia (APNS). Clinically, Alzena works with children and adolescents, and does psychoeducational assessments, psychodiagnostic assessments, and provides therapy to clients for a variety of disorders. In her free time, Alzena enjoys playing and teaching piano, travelling, hiking, and spending time with friends and family.

## Graduate Student Affairs Executive

Noémie completed a Bachelor's degree with Honors from Bishop's University in applied psychology. Since September 2021, she is completing a graduate degree in clinical psychology (Ph.D.) at the Université du Québec à Trois-Rivières, under the supervision of Mr. Frédéric Langlois and Ms. Marie-Pier Vaillancourt-Morel. Her research interests focus on romantic relationships, sexuality and psychopathology. Her thesis work focuses on the associations between perfectionist tendencies and couples' sexual and relational difficulties.





## Undergraduate Student Affairs Executive

Karla is in her final year of a BA in Psychology at McGill University, specializing in Industrial-Organizational Psychology. Over the past five years, she has held numerous leadership roles, including Vice President of Student Life at the Student Society of McGill University. Karla has consistently advocated for students' rights and worked to make services accessible to all. She is passionate about creating equal opportunities for all students, promoting lifelong learning, and helping students gain critical skills to enter the workforce by encouraging educational engagement beyond the classroom.

## Administration and Finance Executive

Marie-Pier is a first-year graduate student in the D.Psy. (Clinical Psychology) program at the Université de Moncton. Her research and thesis focus on the perception and production of emotional facial expressions, masking expressions, and the authenticity of expressions. Additionally, Marie-Pier is interested in educational psychology, sports psychology, and health psychology. Beyond her academic work, she has held several leadership positions, including vice-president of her psychology student association and co-chair of the National Youth Advisory Council of the Mood Disorders Society of Canada (MDSC). She is currently a member of the MDSC Board of Directors and serves as one of the campus representative for the Canadian Psychological Association (CPA). In her free time, Marie-Pier enjoys traveling, teaching dance, and spending time with friends.







## Communications Executive

Alexandra is a graduate student in the Clinical Psychology program at the University of Saskatchewan, holding a B.Sc. (Hons) in Psychology and a B.Sc. in Mathematics. Her doctoral research centres on physician-patient interactions and developing patient-centred medical training programs. For her honours thesis, she created and tested a conceptual model of physician-patient interactions among youth with dysmenorrhea. Alexandra currently serves as a program coordinator with the Saskatchewan Brain Injury Association and manages studies in the USask Family Health Lab. In her free time, she enjoys going on adventures with her Border Collie, Juniper, and her partner.

## Francophone Affairs Executive

Chloé holds an Honours B.A. in psychology and is beginning her doctorate in clinical psychology (D.Psy) at the Université de Moncton. Her research focuses mainly on parenting practices. Apart from her academic activities, Chloé is extremely involved in university and community life, among other things as coordinator of the peer-helper program for the mental health of students, coordinator of the psycholloque and animator with the Fédération des Jeunes Francophones du Nouveau-Brunswick (FJFNB). Outside of her studies and commitments, Chloé loves to travel, meet new people and spend time with family and friends.







# Justice, Equity, Diversity, and Inclusion Executive

Etinosa "Tosa" Oliogu is a PhD student in Clinical Psychology at the University of Toronto. Her research focuses on neuropsychological risk factors for suicidal behaviour. She is also dedicated to applying her research knowledge and skills to work being done in the Black community. Outside of her studies, Etinosa enjoys music, learning new languages, and exploring new cultures, especially the food!





# *CPA 2024 Ottawa*

The 85th Annual National Convention of the Canadian Psychological Association was a standout event for psychology students and professionals. Held in Ottawa, this year's convention offered a dynamic mix of sessions and activities tailored to different career stages and interests.

The convention kicked off with powerful plenary addresses from members of the CPA community. Dr. Leroy Little Bear delivered an inspiring talk on integrating Indigenous and Western interpretive templates and perspectives to enrich our understanding of psychology. Dr. Eleanor Gittens, CPA's first Black female president, shared her journey, emphasizing the critical need for equity, diversity, and inclusion. The Honourable Jean Augustine highlighted the importance of amplifying Black voices and experiences, while Dr. Jiaying Zhao explored how psychological science can drive sustainability efforts.

Students were at the heart of the convention, with opportunities to connect with professionals, explore career paths, and contribute to the field. Workshops covered topics such as psychological interventions and residency preparation, and a job fair opened doors for career advancement. Poster sessions featured cutting-edge research across psychology, fostering collaboration and networking.

Cultural and social events infused the convention with energy and inclusivity. The Indigenous Peoples' Psychology Section hosted a Round Dance – a vibrant celebration of culture and community. The Section Receptions created a vital space for networking and collaboration within the field.

In all, the 2024 CPA Convention was a vibrant hub of learning, connection, and celebration of diversity. It brought students and professionals together to exchange ideas and push the boundaries of psychology.





*CPA 2025 St. John's*

## Abstract Submissions

It's time to submit your abstracts! The submission system is now open and closes sharply at 23:59 (Eastern Time) **December 3rd, 2024**. To submit your abstract go to <https://convention.cpa.ca/abstract/>, and to learn more about what kinds of submissions are being accepted in 2024, details can be found here: <https://convention.cpa.ca/scientific-program/presentation-types/>.

## BEST STUDENT POSTER AWARD

Amount: Two awards of \$150 each

This award will recognize the most outstanding poster submissions, as determined by the executive committee of the Section for Students.

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## STUDENT TRAVEL AWARD

Amount: 25 awards valued at \$250

Due: April 30, 2025

This award will recognize high quality students with strong submissions (to any section of the CPA), primarily based on financial need, as determined by the executive of the Section for Students. The applicant's distance from the location of the annual convention will be taken into consideration.

Visit [Student Awards](#) for more information on how to apply.

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## STUDENT RESEARCH GRANT

Amount: Six grants of \$500 each

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.

Application Procedure: Visit <https://cpa.ca/funding/> for information on this funding envelope, application requirements, general rules, a list of eligible/ineligible expenses, and links to apply.



## CAMPUS INITIATIVE GRANTS

Amount: Two grants of \$750 each

The purpose of the Campus Initiative Grant is to support events or programs that serve to enhance the educational experience in psychology of students on campus.

More information on this opportunity will be sent in the Winter.

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## CAMPUS REPRESENTATIVE AWARD OF EXCELLENCE

Amount: \$100

This award will recognize the most outstanding campus representative as determined by the executive committee of the Section for Students.

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## MENTORSHIP RECOGNITION AWARDS

Amount: Two awards of \$50 each

These awards will recognize the most outstanding mentors and mentees in the Student Mentorship Program as determined by the executive committee of the Student Section.

# Mentorship Program

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## 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), Joanna Collaton (2019 -2020), Alejandra Botia(2020 -2021), Linnea Kalchos (2021-2022), Melissa Lazo (2022-2023), and Anisa Nasser (2023-2024). The goal of the program is to serve our community of CPA Student Affiliates by facilitating a space for connection and to share 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, social, neuropsychology, 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. The program is flexible in allowing each mentor and mentee dyad to take ownership of their experience depending on their goals and needs. This means that dyads decide how often to meet, what medium of communication to use, and what topics to discuss. To participate in the program, visit our [website](#). Applications will re-open in August 2025.



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# Benefits of Joining the Program



## Mentees

- Mentees can have the opportunity to ask questions pertinent to 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. Having a mentor and knowing that you are not alone during a potentially confusing and overwhelming time can make a significant difference.

## Mentors

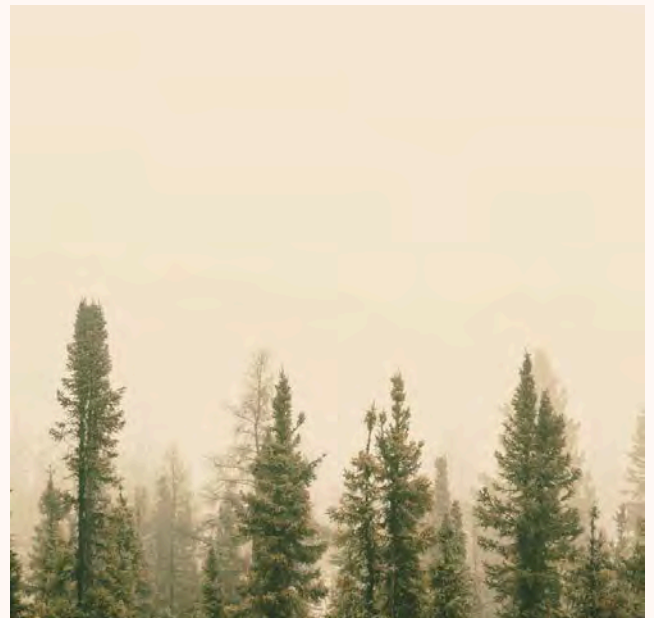
- Many mentors have shared with us that they wish they had someone who could have provided guidance and support as they were considering applying to graduate school. Being a mentor allows senior students to offer this guidance and support they wish they had and offer a service to our community of psychology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



# The 2024-2025 Cohort

We have 110 CPA Student members who are participating in the CPA Student Mentorship Program for the 2024-25 year! 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, applied and experimental psychology, industrial and organizational psychology, and social psychology programs and specializations. We are also excited to welcome back returning mentors and mentees. Our program continues to grow and flourish thanks to all of the mentors who generously give their time, and the mentees who bring their enthusiasm to the program.

If you are interested in participating in the CPA Student Mentorship Program next year, mark your calendars! The call for applications for the 2025-2026 year will be released in late July 2025. 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! Learn more at the CPA student mentorship webpage: <https://cpa.ca/students/mentorship/>





# A Note from the Chair-Elect

I feel so fortunate to be coordinating the 10th edition of the CPA Student Mentorship program! It is amazing that the mentorship program has continued to be one of the most successful programs that the CPA Student Section has offered for the last 10 years. It provides students with the ability to make connections with other students, learn from experienced mentors, and share experiences. This year, we are welcoming 110 mentors and mentees from 7 provinces. To launch the program, we will be holding our Program Orientation in early October, which provides participants to connect and meet one another.

The CPA Student Mentorship Program offers Student Affiliates the opportunity to engage in peer-mentorship relationships with fellow students. Mentorship is a vital aspect of psychology. It provides guidance and support, aids in professional development, offers insights into research opportunities, skill development, and career advancement, and serves as a fantastic networking opportunity. For mentors, it is an excellent way to build leadership, supervisory, and communication skills by sharing your personal and professional experiences with mentees.



This program holds special significance for me, as I participated as a mentor last year. Reflecting on my own experience as an undergraduate psychology student, I recall how challenging it was to navigate the path to graduate school without a mentor. Instead, I reached out to graduate students and professors to ask them questions about psychology, important courses to take, funding, scholarships, and research opportunities.





Once I got into graduate school, I wanted to ensure that other undergraduate psychology students would have more accessible opportunities to learn more about graduate paths in psychology, funding and scholarships, and getting involved in research. I was able to do this last year by mentoring an undergraduate student who was applying to graduate school in psychology. I had a great experience, and was able to assist my mentee by answering questions and sharing my own journey applying to graduate school, offering support, and providing advice. It was very rewarding, and I hope other mentors and mentees find the same value in this program and are able to build new connections with other students in psychology.

If you have any questions about the CPA Mentorship Program or need support as a mentor or mentee, feel free to reach out. We also welcome feedback from past and current participants to continually improve the program and better serve CPA Student Affiliates. Best of luck to all students for the 2024-25 academic year!

Sincerely,

Alzena

Alzena Ilie, BSc (she/her)  
Ph.D. Student | Clinical Psychology  
Dalhousie University | Ancestral and Unceded Mi'kmaq  
Territories  
Chair-Elect of the Student Section | Canadian  
Psychological Association  
[chairelect.cpastudentsection@gmail.com](mailto:chairelect.cpastudentsection@gmail.com)





# Student and Campus Representatives

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The CPA's Campus and Student Representative Program offers psychology students the chance to lead, connect, and make an impact.

## **For Undergraduate Students**

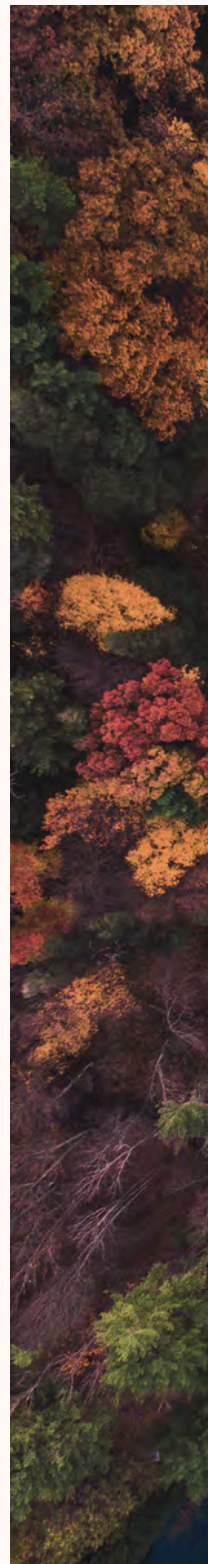
As an Undergraduate Student Representative, you will serve as an ambassador within your undergraduate program, collaborating with the Campus Representative to provide fellow students with information about CPA membership and relevant psychology news. You will help plan and implement an event relevant to psychology students and the CPA, gaining valuable leadership and networking skills.

## **For Graduate Students**

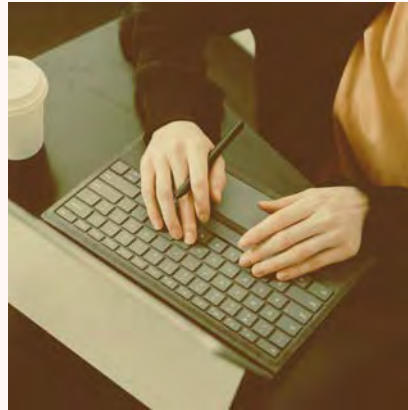
As a Graduate Student Representative, you will play a similar role, focusing on graduate-level initiatives and collaborating with the Campus Representative to engage graduate students with CPA resources. You will also help organize events and share information about CPA membership and psychology-related news. This position offers a great opportunity to build professional networks and contribute to the psychology community.

## **For Campus Representatives**

As a Campus Representative, you will take on a coordinating role, serving as the primary point of contact for the CPA at your university. You will recruit and collaborate with Graduate and Undergraduate Student Representatives to promote CPA programs and services, organize monthly meetings, and prepare emails for psychology students. You will also be responsible for organizing an event relevant to psychology students and the CPA. This leadership role provides a unique opportunity to develop organizational and communication skills



# The Bright Side of Technology: Using Tech for Good in the Psychological Sciences



In today's digital age, technology isn't just a tool – it's reshaping how we connect, learn, and live. While it's easy to get caught up in the potential downsides of technology, it's equally important to highlight its numerous benefits and the positive impact it can have on our well-being.

This section of our newsletter aims to explore the ways in which technology, including social media and artificial intelligence (AI), can be harnessed to improve our lives. From enhancing mental health support through AI-driven therapy tools to fostering global connectivity and community building through social media platforms, technology offers a wealth of opportunities for positive change.

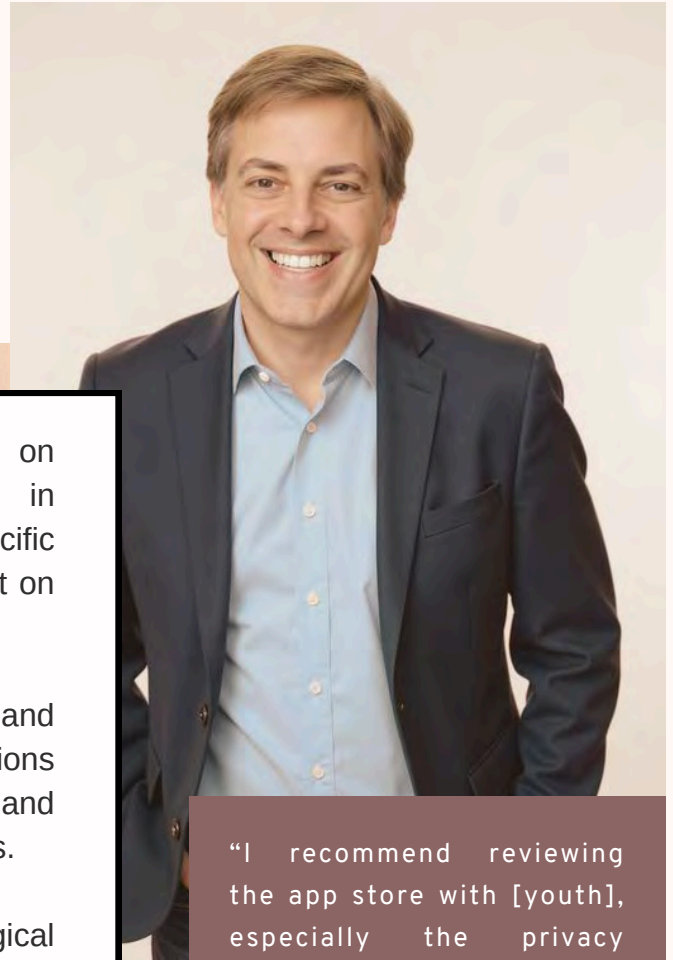
However, as we delve into the benefits of technology, it's crucial to acknowledge the importance of finding a balance between its potentially harmful effects and our overall well-being. This means being mindful of our digital habits, setting boundaries, and practicing self-care to avoid the potential pitfalls of technology use.

In the following submissions, Dr. Mitch Prinstein, Chief Science Officer of the American Psychological Association (APA) and our student contributors will share their insights on how technology can be used responsibly and effectively to enhance our lives.

Through this section, we hope to inspire discussion of technology's role in our lives, encouraging us to think critically about how we can harness technology's potential to improve our own well-being and the world around us.



# DR. MITCH PRINSTEIN



Dr. Prinstein's research primarily focuses on interpersonal models of psychopathology in childhood and adolescence, with a specific emphasis on peer relationships and their impact on mental health.

His research on adolescents' use of technology and development delves into the complex interactions between technology, particularly social media, and the developmental outcomes among adolescents.

Dr. Prinstein highlights that adolescents' biological vulnerability to technology and social media can impact neural development, as the brain adapts to its environmental exposures. He notes that the period from age 10 to 25 is critical for neural development, and intense use of social media during these years could have lasting effects on brain development and function [1,2].

Although there are risks, Dr. Prinstein's research points to positive outcomes of social media use, such as fostering and maintaining online friendships [2,3], offering essential support to youth during challenging times and providing opportunities to connect with a more diverse group of peers.

"I recommend reviewing the app store with [youth], especially the privacy section, so they see that not all apps simply offer what they seem. In fact, many are scraping data from other apps and using it to generate a profit. Allowing youth to understand how this works can make them much wiser consumers of the internet and their devices!"

- Dr. Prinstein

1. doi:10.1001/jamapediatrics.2022.4924

2. <https://www.apa.org/news/press/releases/2023/02/harms-benefits-social-media-kids>

3. DOI: 10.1111/jora.12871

# STUDENT SUBMISSIONS

How can technology (e.g., social media, artificial intelligence) be leveraged to improve our lives and/or mental health?

Lisa  
University of  
Saskatchewan

“Technology can allow us to connect with people conveniently, potentially improving our mood and allowing the opportunity to feel supported or heard.”

“Provide tools to help cope with stress, relax and avoid burnout.”

Carolina  
University of Lethbridge

Sara-Emilie  
University of Ottawa

“Improve clinical writing and efficiency of clinical writing when complying with PHIPA; improve knowledge translation.”

“Technology has its drawbacks, but it has certainly improved our lives. For example, X-rays give you immediate results for quick medical action; some video games provide comfort, education and logic skills. Social media has allowed immigrants to stay in touch with family abroad. And Gen AI can function very effectively as a personal assistant making it easier to plan, schedule and execute. Other AI tools can help with retrieving vast amounts of data which improves our lives, for example in terms of convenience as you can know on the spot which shops are very busy.”

Manal  
University of Ottawa



“Increases creativity, opportunities to learn, and connection to people we otherwise would not connect with.”

Sydney  
University of Victoria

Vanessa  
University of Windsor

“Reduce stigma associated with seeking out mental health support, and ability to provide virtual psychological/neuropsychological services to underserved populations (e.g., individuals in rural communities).”

“Making low-support services and coping strategies more accessible.”

Megan  
Yorkville University

Lindy  
Yorkville University

“Chat groups, general answers using chat bots or ChatGPT, Ai flagging for at-risk and alerts that generates links and ads that connect to safety and self-help.”

“Wellness App; Emotional regulation apps (e.g. EmoScienS).”

Lesly  
University of Montreal

Katica  
Carleton University

“Social media encourages things like Bell Lets Talk Day which makes therapy a lot less of a taboo topic. The more things are spoken about, especially from people who have a big platform like celebrities. When people like that post about it, it can help those who may need it get it. Reducing the taboo associated to the name of therapy can improve the chances of those seeking mental health help get[ting] it.”



“Most stances on this subject are very polarized, technology is either the bane or boon of wellbeing, rarely is it portrayed in a balanced manner. Social media and AI are incredibly powerful tools that, when used correctly, can improve access to mental health resources, improve public education on many important topics, and allow us to maintain valuable social bonds with people who we may not see very often. On the other hand, social media and AI can be incredibly harmful when they promote disinformation, perpetuate negative or harmful stereotypes, or are used in other harmful manners. Like a hammer, social media and AI are very effective at their intended purposes but also stand to be misused by some. Focusing on proper use of these tools should be paramount in their continued development, just how they should be used will require continuous adaptation given their rapidly changing nature.”

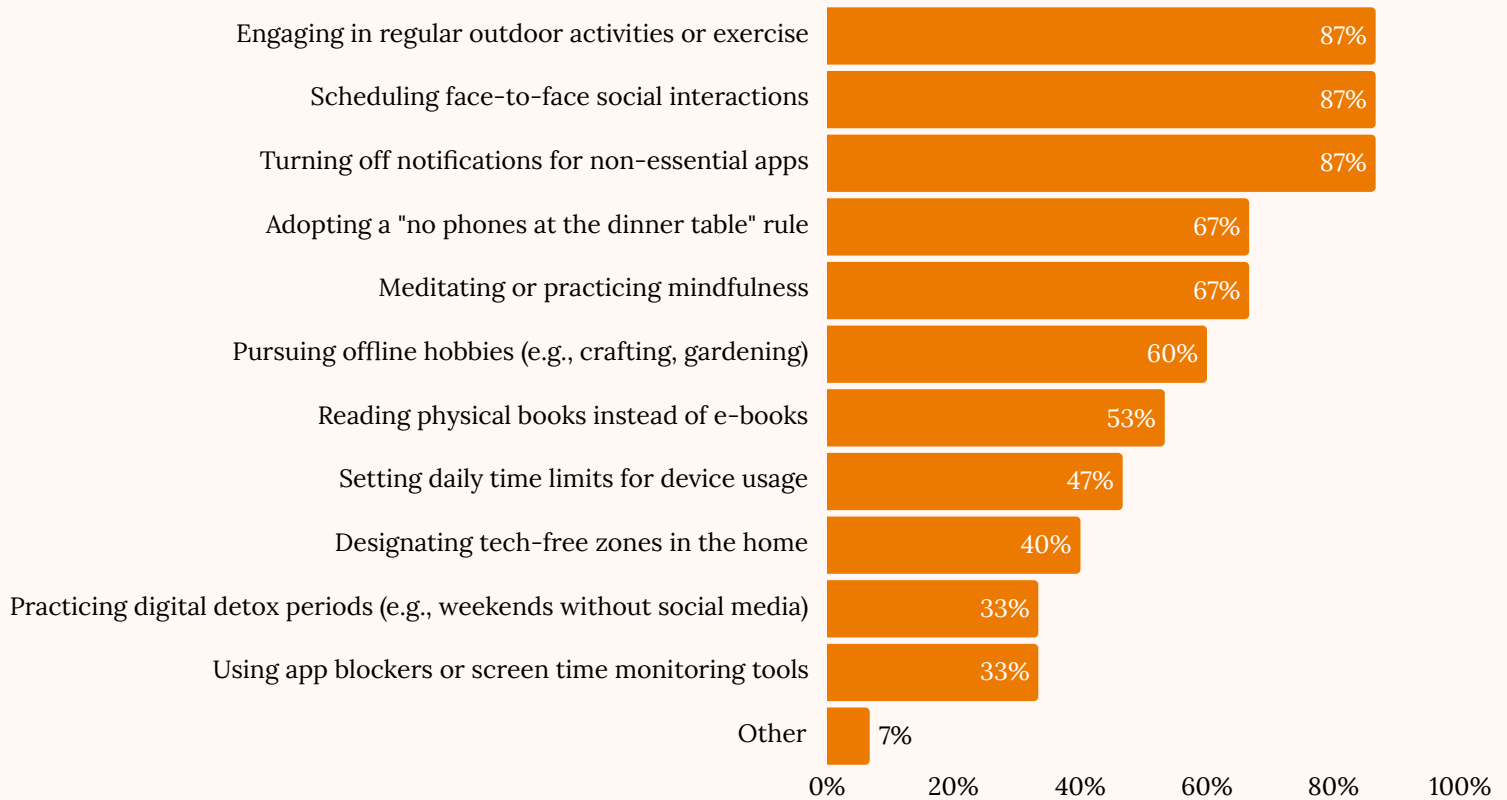
Jordan  
University of New  
Brunswick

Khushi

“I heard somewhere, technology is something that can make us or break us and I couldn't agree more. We are surrounded by it all the time, from the watch we look at to see the time to the apps we use on our phones. It helps us by simplifying our life and making it easier for us to do things that could have taken longer but on the other hand, it also gives rise to negative practices like cheating. Thus, in my opinion, technology is something that can make the world, a place where there might be problems and struggles that we face nowadays but along with that there will also be a solution made with the help of a technological endeavor if used wisely. It could not only reduce the level of distress an individual would have experienced but also help dealing with those negative emotions. Moreover, if we were to simply talk about artificial intelligence, which is called A.I., by [its] abbreviation more commonly has dramatic effects in the well-being of people. We could take the example of the AI mammogram that was in the news last year around this time. It could detect breast cancer, which is one of the most common [diagnoses] among women, years in advance which might even be missed by normal mammogram. A.I. saving lives, I mean there no more explanation needed after that.”



# Which strategies do you primarily use to maintain a healthy balance between technology use and offline activities?



## Additional Reading

[The associations between internet use and well-being](#)

[What psychologists need to know about the evolution of generative AI](#)

[Speaking of Psychology: Smartphones are a problem: Can they be a solution? With Thomas Insel, MD](#)

[Keeping teens safe on social media](#)

[Navigating Your Social Media Presence: Opportunities and Challenges](#)

[Pros and Cons of Social Media](#)

[Speaking of Psychology: How to use AI ethically, with Nathanael Fast, PhD](#)



# 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.

Whether you're interested in sharing your research findings, reflections on practice, or literature reviews, Mind Pad is the perfect platform to showcase your ideas. As a student journal, we welcome submissions that are written by and for students across all areas of psychology.

Mind Pad is now accepting submissions for our next edition! To learn more about the submission process, guidelines, and editorial policies, please visit: <https://cpa.ca/students/mindpad/editorialpolicy/>. You'll find everything you need to prepare your manuscript for review. Submissions are reviewed on a rolling basis.





# Mind Pad Editorial Board

## 2024-2025

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### Editor in Chief

**Melissa Lazo, M.A.**  
**The University of British Columbia**

Melissa is a third-year PhD student in the School and Applied Child Psychology program at the University of British Columbia. She completed a Master of Arts from the University of British Columbia in 2022. Her master's thesis investigated the relationship quality between elementary school teachers and female students on the autism spectrum. Her doctoral research aims to better understand intergenerational autism and the impact that having a parent on the autism spectrum can have on adolescents' mental health, camouflaging behaviours, and autistic identity. As part of the student section, she serves as the Editor-in-Chief of Mind Pad. In her spare time, she enjoys being outdoors, travelling, and looking for new comedy shows to watch.





# Associate Editors

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**Emma Giberson**  
**University of New Brunswick**

Emma Giberson is a second-year PhD student in Clinical Psychology at the University of New Brunswick, where she also completed a Bachelor of Science and Master of Applied Psychology, Research, and Evaluation. Her research aims to increase access to evidence-based mental health interventions for individuals facing barriers to access (e.g., rural populations), specifically through investigating the use and efficacy of e-mental health interventions. Currently, her research is investigating predictors of intention to deliver e-therapy among mental health practitioners. In her spare time, Emma enjoys playing tennis, going biking, rock climbing, watching Harry Potter, and playing board games.



**Ben Johnson**  
**Brock University**

Ben Johnson is an MA student at Brock University in the Department of Child and Youth Studies, participating as a member of the Developmental Neuroscience Lab, Inclusive Education Research Lab, and Lifespan Development Research Institute. Ben received a BA in Psychology at Brock University. He has a variety of research interests, including literacy, neurodiversity/anti-ableism, open pedagogy, executive functions, and higher-order thinking. Ben is also interested in the ways in which research informs policy and practice, especially in the educational context.



**Spencer Arshinoff**  
**York University**

Spencer is a first year PhD student at York University, in the Historical, Theoretical, and Critical Studies of Psychology program, where he completed his MA. Prior to this, he completed his BSc in the Honours Integrated Science program at McMaster University, with a concentration in Psychology, Neuroscience, & Behaviour. His previous research interests include the history of statistical methods in psychology, the spread of mis/dis-information, and language in autism spectrum disorder.



**Ratanak Ly**  
**University of Prince Edward Island**

Ratanak is a Doctoral Clinical Psychology student at the University of Prince Edward Island. He completed a master's thesis at Adler Graduate Professional School (Toronto, Ontario), which explored the relationship between individual and community belonging and well-being in an LGBTQ+ chorus community. His doctoral dissertation examines the different facets of experiences of belonging in racialized LGBTQ+ individuals.

**Yuzhi (Stanford) Yang**  
**University of New Brunswick**

Stanford is a second-year M.A. student in the Experimental Psychology program at the University of New Brunswick. He completed a B.A.(Hons.) in Psychology at the University of New Brunswick. His research interests are in the health impacts of religion, psychology of religion, social psychology, and mental health policies. He specializes in big data analytics using public statistics. Beyond psychology, he also served as a Data Analyst for the Housing, Mobilization, Engagement, and Resilience Lab at the University of New Brunswick, where he performed quantitative analyses for various Tri-Council funded research projects addressing housing and health inequalities in Canada. In his spare time, he enjoys golfing, cooking, and watching movies with his cat.



## Reviewers

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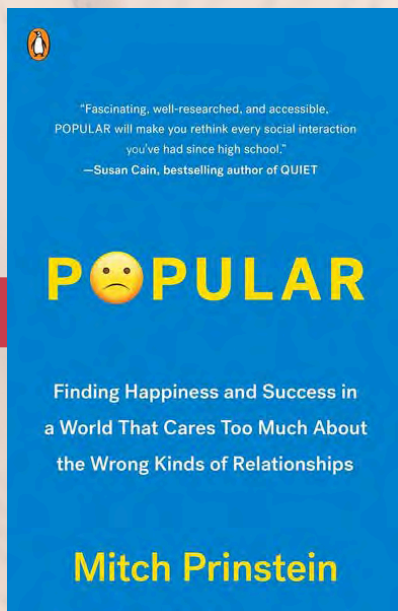
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**Veronika Fendler-Janssen (Brock University)**



# BOOK CLUB

Here, we've gathered a selection of must-read books spanning various subfields of psychology, from research and practice to personal development. Whether you're looking for academic insights or self-care inspiration, we hope these recommendations will support your journey as a psychology student.

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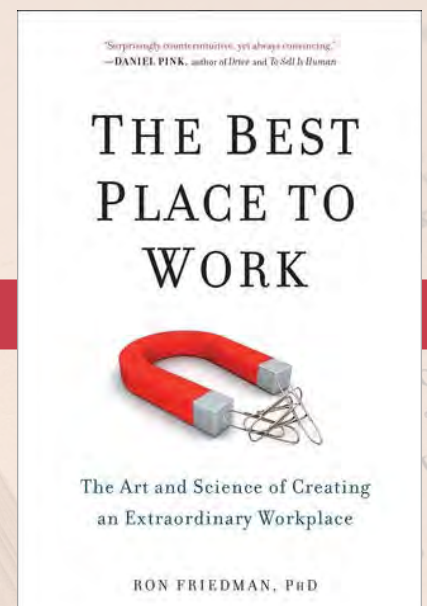


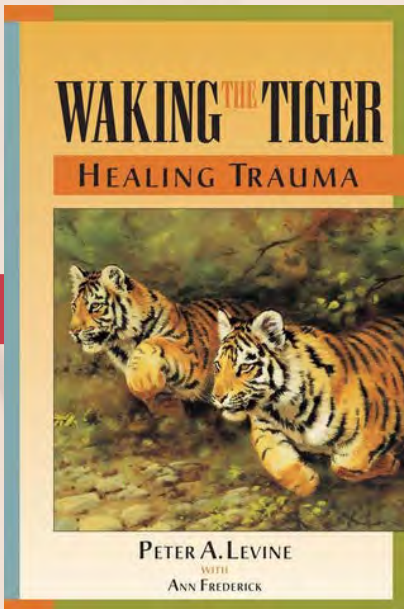
## Popular: Finding Happiness and Success in a World That Cares Too Much About the Wrong Kinds of Relationships

Dr. Mitch Prinstein

## The Best Place to Work: The Art and Science of Creating an Extraordinary Workplace

Dr. Ron Friedman



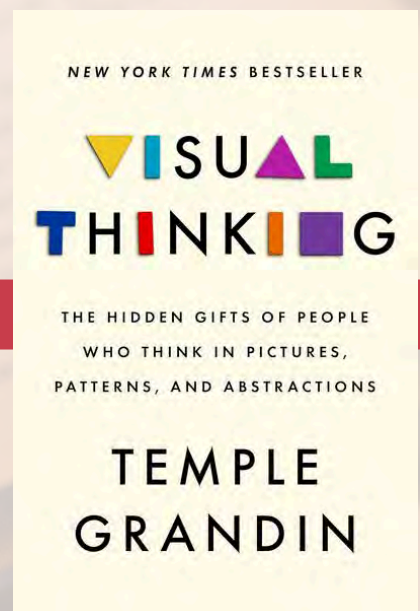


## Waking the Tiger: Healing Trauma

Dr. Peter Levine

## Visual Thinking: The Hidden Gifts of People Who Think in Pictures, Patterns, and Abstractions

Dr. Temple Grandin

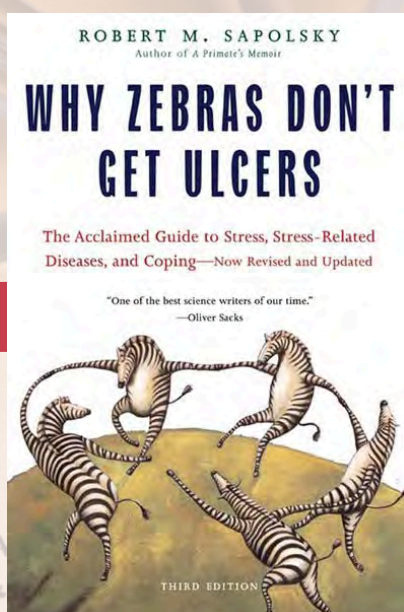


NEW YORK TIMES BESTSELLER

## VISUAL THINKING

THE HIDDEN GIFTS OF PEOPLE  
WHO THINK IN PICTURES,  
PATTERNS, AND ABSTRACTIONS

TEMPLE  
GRANDIN



## Why Zebras Don't Get Ulcers: The Acclaimed Guide to Stress, Stress-Related Diseases, and Coping

Dr. Robert Sapolsky



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