

# Newsletter of the CPA Section for Students

Issue #13, Fall 2020





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# Message from the Chair

It is my pleasure to be serving as your 2020-2021 Chair of the Section for Students in Psychology. I would like to sincerely thank several outgoing members of our team: Chelsea Moran (Past-Chair), Alisia Palermo (Communications Officer), Kaitlin Wilson (Finance Officer), Jeremie Richard (Graduate Affairs Officer), and Baénie La Fleur (Undergraduate Affairs Officer). Their contributions to our team were innumerable and their leadership will be greatly missed. As we say goodbye to these students, I'm pleased to welcome five new members to our executive team: Alejandra Botia (Chair-Elect), Alanna Chu (Communications Executive), Jolie Ho (Administration and Finance Executive), Melissa Mueller (Graduate Student Affairs Executive), and Nicole Boles (Undergraduate Student Affairs Executive). All of our new members have jumped right into their roles and have already contributed some great ideas on ways to improve our Section this year. I look forward to working with these new members, along with Andréanne Angehrn, our returning Francophone Affairs Executive.

Our Past Chair, Alexandra Richard, worked very hard at planning our Section's programming and activities for the 2020 Convention in Montreal, QC. Due to the COVID-19 pandemic, the convention was moved to an online format. Despite these extraordinary circumstances, Alexandra demonstrated incredible leadership taking us through the difficult transition to online programming. We were able to host our Annual Business Meeting and award the annual Best Poster Awards to two outstanding students, Lara-Kim Huynh and Andréanne Fortin. We also had a wonderful talk by Erin Barker who presented her research on stress, coping, and well-being among university students.

In my tenure as Chair, I hope to continue the great work of my predecessors by offering a broad range of programming and initiatives, both new and old, for our student members. In light of the tragic events of this past summer, including several prominent murders of Black and Indigenous people at the hands of the police, the student section executive has been discussing ways to improve our practices of justice, equity, diversity, and inclusion. As the executive, we condemn police brutality and systemic racism and understand that these are public and mental health crises. Psychology, as a field, has not made enough strides in this domain. As the future of the field, the student section executive commits to doing better to listen and act in solidarity with students and activists whose work has long-been ignored. As such, we began our year by eliminating the title "officer" from our roles and will soon be recruiting for a new position on our team whose portfolio will focus on inclusion and diversity-related initiatives. Beyond this individual position, we are re-evaluating each of our roles to ensure that we are acting in a way that is consistent with anti-oppressive practices.

In this edition of our newsletter, you can meet your Section Executive (p. X), read about the upcoming 2021 convention, read a few feature pieces on the role of psychology in the COVID-19 pandemic (p. X) as well as racism in psychology (p. X), hear about student grant opportunities (p. X), as well as read about some of the different initiatives we offer (e.g., the Campus Representative Program (p. X), publishing in Mindpad (p. X), student grants (p. X), and the Mentorship Program, (p. X)).

We are always committed to improving our Section. Please do not hesitate to contact me and let me know what you would like to see from our Section this year. I welcome any feedback, comments, or suggestions for new initiatives or projects. I wish you all a wonderful and safe 2020-2021 academic year.

**Joanna Collaton MPH, MA**

Doctoral Student, Clinical Psychology, University of Guelph  
Chair, Section for Students in Psychology



# Meet the 2020-2021 Executive Team

## Joanna Collaton

*Chair, 2020-2021*



Joanna is a first-year PhD student in the Clinical Child and Adolescent Psychology program at the University of Guelph. She completed a Master of Public Health from the University of Toronto in 2018 as well as a Master of Arts from the University of Guelph in 2020. She has received clinical training at the UofG Centre for Psychological Services, with a Toronto school board, as well as a community psychological service. Her SSHRC-funded doctoral research aims to better understand trauma narrative synthesis as a form of healing and recovery after an experience of sexual violence. In her spare time, she enjoys volunteering in her community, listening to live music, and hanging out with her cats.

## Alexandra Richard

*Past Chair, 2020-2021*



Alexandra Richard is a fourth-year PhD student in the Clinical Psychology program at McGill University in Montreal, Quebec. Her research focuses on investigating the mechanisms by which perfectionism acts as a cognitive-personality vulnerability factor that places individuals at greater risk for decreased well-being, anxiety, and depression. Her clinical training has focused on working with adults with mood, anxiety, and eating disorders. In her spare time, Alexandra enjoys listening to country music and spending time with family, friends, and her two dogs. Alexandra joined the CPA Student Executive as Chair-Elect in 2018, was the Section Chair for the 2019-2020 year, and will be wrapping up her three-year term as Past Chair for the 2020-2021 year.

## Alejandra Botia

*Chair Elect, 2020-2021*



Alejandra Botia is a second-year PhD student in the Counselling Psychology program at the University of British Columbia in Vancouver, BC. Her research interests include the role of positive psychology in eating disorders and body image. Her master's thesis investigated the role of self-compassion in the relationship between positive body image and personal growth initiative in varsity athletes. She is also interested in the career decision-making experiences of women in relation to their well-being. She is currently completing a practicum with the Vancouver Coastal Health Kelty's Key program, working with adults experiencing anxiety, depression, and other mental health challenges. Alejandra enjoys being by the ocean, dancing salsa, travelling, and spending time with family and friends.



### **Andréanne Angehrn**

*Francophone Affairs Executive, 2020-2022*

Andréanne is a PhD student in Clinical Psychology at the Université du Québec à Trois-Rivières (UQTR). She recently completed her Master's degree in Clinical Psychology at the University of Regina. Her CIHR-funded master's thesis examined the gendered nature of police work and the disparities in the mental health of men and women police officers. Her PhD research aims to examine resiliency factors in gendered occupations. In her spare time, Andréanne enjoys reading books, being outdoors, and going for afternoon tea.



### **Alanna Chu**

*Communication Executive, 2020-2022*

Alanna is in her first year of the MA-PhD in Clinical Psychology program at the University of Ottawa. She completed her Master of Public Health in Epidemiology at the University of Toronto in 2019. Her academic interests are in psychosocial oncology, and her MA-PhD work will focus on fear of cancer progression in patient with advanced cancer and their caregivers. In her spare time, Alanna enjoys trying new recipes, exploring the city, and trail running.



### **Jolie Ho**

*Administration and Finance Executive, 2020-2022*

Jolie Ho is a M.A. student in clinical psychology at the University of Waterloo. Her research focuses on potential ways for socially anxious individuals to seek close connections with others and experience feelings of social pleasure and enjoyment. She is also studying the impact of the COVID-19 pandemic on those with anxiety symptoms. Jolie holds a M.S. in Applied Health Behavior Research from Washington University in St. Louis, where she investigated racial and ethnic health disparities in the efficacy of smoking cessation interventions. Outside of psychology, she enjoys making chamber music, playwriting, and running. She looks forward to connecting with students across Canada and serving the Student Section in her role as Administration & Finance Officer.



### **Melissa Mueller**

*Graduate Student Affairs Executive, 2020-2022*

Melissa is a second-second year PhD student in the School and Applied Child Psychology program at the University of Calgary in Calgary, Alberta. Her research focuses on investigating the relationship between screen time and child development in a time of increasing dependence on technology. In her free time outside of school, Melissa enjoys regularly attending boxing classes, hiking in the Rocky Mountains, and travelling.



### **Nicole Boles**

*Undergraduate Student Affairs Executive, 2020-2022*

Nicole Boles is a 5th year undergraduate student in the Bachelor of Arts Honours Psychology program at the University of Calgary. Her honours thesis focuses on the correlation between children's home literacy environments and their later language outcomes. In addition, she currently volunteers for University of Toronto's multilingual development laboratory. In her spare time, Nicole enjoys hiking in Alberta, traveling and spending time with her family and friends.



The 2021 CPA Convention will be held virtually over the month of June!

Pre-convention workshops will take place on June 3, 2021.

Visit the [CPA convention website](#) for more information

**Contact information:**

CPA Convention Department

613-237-2144 ext. 330

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convention@cpa.ca





EMERGENCY

Coronavirus  
disease (COVID-  
19) outbreak

# Student Submissions: COVID-19 and Psychology

The COVID-19 Pandemic has a profound impact on all aspects of the field of psychology, including clinical work, research, academics, and student life. We are pleased to feature selected submissions to the CPA Student Fall Newsletter 2020.

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CANADIENNE  
DE PSYCHOLOGIE



# What if age and media exposure had an impact on our mental health during COVID-19?

Justine Fortin, BSc, MSc student in Psychology, Université de Montréal

Marjolaine Rivest-Beauregard, BA, MSc student in Psychiatry, McGill University

The world is currently devastated by the coronavirus (COVID-19), a deadly pandemic that presents as serious of a threat to our physical health than to our mental health. Some of the most reported psychological consequences include depressive, anxiety-related and traumatic stress symptoms in alarming rates across the general population and health care workers (Fitzpatrick, Harris, & Drawve, 2020). In March 2020, in response to the COVID-19 outbreak, students from The Research Laboratory on Psychological Trauma from the Douglas Mental Health University Institute (PI: Alain Brunet, PhD) initiated and developed an online-based survey study. The main objective of this international survey was to longitudinally evaluate the severity of traumatic stress symptoms resulting from the pandemic. A sample of 5 590 adults from Italy, Canada, the United States (US), France, and beyond completed various stress and COVID-related measures. We will report in this brief communiqué our results from the impact of 1) media use, and 2) age on traumatic stress symptoms.

Firstly, during the COVID-19 pandemic, many individuals are turning to (social and traditional) media as a primary source of information and social connectiveness. However, our results suggest that higher use of media, whether to seek COVID-related information or support, was associated with higher levels of stress symptoms. Considering current national and international guidelines urging the population to stay connected and informed through the media, there is a need to address how the use of social and traditional media impacts mental health, and how its use should be moderated in consequence. Secondly, we aimed to better understand the experience of peritraumatic distress among different age groups during our participants' worst COVID-related events. Peritraumatic distress is the emotional and physiological distress that occurs during and immediately after the experience of a traumatic or stressful life event and is predictive of the severity of stress-related responses.

Our preliminary results show that younger people (18y to 39y) experienced more peritraumatic distress than older people (50y and older) during their worst COVID-related event. These results will help clinicians and futures studies to target the populations who are at higher risk of suffering traumatic stress symptoms during the COVID-19 outbreak. Stay tuned, our Laboratory will publish interesting material about our large study results soon!





# How couples can keep their spark alive, even during lockdown

Sophie Goss, Bachelor of Arts, Honours Psychology Student, York University, [sgoss90@my.yorku.ca](mailto:sgoss90@my.yorku.ca)

Maintaining high quality romantic relationships is vital to our health and well-being (e.g. Pietromonaco & Beck, 2019), yet even at the best of times, it can be a challenging task (Hirschberger et al., 2009). Initial research on the impact of COVID-19 on romantic relationships indicates that couples may be struggling to maintain happy relationships during this stressful period. People who reported greater COVID-related stressors (social isolation, financial strain and stress) also reported lower relationship satisfaction and more conflict with their partner (Balzarini et al., 2020) and anecdotal evidence from China indicate that divorce rates have spiked since the end of the nation's lockdown (Deese, 2020).

One way that couples can foster both relationship satisfaction and sexual desire is by engaging in self-expanding activities, activities that are novel, challenging or exciting and expand one's sense of self and the world (Muisse et al., 2018). Prior research indicates that self-expanding activities do not need to be physically arousing or even positive experiences to exert their influence (Muisse et al., 2018). By watching a movie or successfully resolving conflict, couples can experience both novelty and growth without leaving the house. So while stressful, the pandemic offers couples an opportunity to expand by rising to the challenge of their new reality.

In a 1-month weekly diary study involving 184 couples isolating together in the US and Canada, we found that couples are indeed adapting to COVID-19 (Goss et al., in prep). Couples describe engaging in self-expanding activities such as completing home renovations, exploring their neighbourhood, and sending care packages to family and friends. And those people who reported greater self-expansion also reported greater desire and relationship satisfaction. Our work illustrate that couples are resourceful and can take advantage of growth opportunities, even during challenging times, to maintain happy and healthy relationships.

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# COVID-19 and students: Understanding the impact of pandemic-related interventions on undergraduate learning experiences

Lydia Hicks, MA, PhD in Cognitive Neuroscience Student, University of Waterloo

Hi there! My name is Lydia Hicks (MA) and I am currently pursuing my PhD in cognitive neuroscience at the University of Waterloo (UW). When COVID-19 arrived in Waterloo and our university began implementing interventions to prevent spreading of the virus (e.g., transitioning courses online, halting data collection, etc.), I realized that the undergraduate learning experience was going to change dramatically.

Acting quickly, my supervisor (Dr. Daniel Smilek), my labmate (Emilie Caron, MA), and I implemented a survey in a second year psychology course at UW to better understand these changes. We found that students perceived significant and drastic decreases in their motivation, abilities to focus, tendencies to experience flow (i.e., deep, effortless concentration), and abilities to track time and day. We also found significant and drastic perceived increases in students' external distractions, mindless technology use, mind wandering and school-related anxiety. Because we had access to trait measures for some students that were collected just prior to UW's transition to online learning, we were able to compare these to our measure of perceived change; we found that as trait-level attentional control and self-control decreased, students reported greater decreases (across pre- and post- covid intervention) in their abilities to track time. Unexpectedly, we found that none of our trait indicators of mental-wellbeing (i.e., the DASS-21) correlated with our change measures, leading us to conclude that all students in our sample experienced drastic changes, regardless of their pre-existing levels of affective disfunction.

In our manuscript that is currently under review at Scholarship of Teaching and Learning in Psychology we provide suggestions for methods that can improve motivation, attentional engagement, and time perception, as well as methods that can reduce school-related anxiety. I would be happy to answer any questions that CPA readers may have about our work via email ([l3hicks@uwaterloo.ca](mailto:l3hicks@uwaterloo.ca))!

# Demographic and psychological correlates of SARS-CoV-2 vaccination intentions in a sample of Canadian families

Megan D. Scanlan, Mount Saint Vincent University

*Dr. Christine Lackner & Huaichun Wang*

As we face a current wave of COVID-19, vaccination is the most probable way of reaching herd immunity status, thereby curbing future waves. In the current study, lead by Dr. Christine Lackner and supported by research assistant Megan Scanlan, both from Mount Saint Vincent University, along with Huaichun Wang from Dalhousie University, we sought to investigate the demographic, experiential and psychological factors that contribute to the anticipated likelihood and speed of SARS-CoV-2 vaccination in Canadian children. Tentative thresholds to reach herd immunity range between 56% and 82% of the global population. Vaccine hesitancy is a compelling public health challenge, even among a system that promotes relatively easy access and free vaccination administration. Considering Canada's current demographics, vaccination of children will play a critical role in reaching herd immunity once a successful vaccine is developed. It is, therefore, crucial to understand the characteristics of families who intend vs. who do not intend to have their children vaccinated.

Current publications have focussed, mostly, on the likelihood to vaccinate, rather than speed, reinforcing the importance of the present study. Preliminary results show higher levels of both avoidance and state anxiety being associated with increased likelihood and the speed to which people intend to vaccinate their children against COVID-19, a novel finding, as these variables have not been examined in a pandemic context. Interestingly, socioeconomic status and perceived COVID-19 risk, variables that have yielded significant results in past vaccination research, were not prominent predictors of likelihood or speed. These preliminary results not only validate past research on vaccination intentions but also highlight novel predictors in this regard. By understanding the predictors of vaccination likelihood and speed, we hope to support public health officials and policymakers in disseminating vaccination information to Canadians in an efficient and targeted manner.

# 2021 Student Award Opportunities

## 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 two \$500 awards per year to outstanding project or activity initiatives from student-run groups or individual students.

Due: December 11, 2020

For more information about the awards, please visit: <https://cpa.ca/students/studentawards/>  
or

Email: [adfinance.cpastudentsection@gmail.com](mailto:adfinance.cpastudentsection@gmail.com)

# Letter from the Undergrad and Grad Student Affairs Executives

The CPA student representative program brings together students who share the same goal: To promote and support undergraduate and graduate psychology students on campus through becoming CPA student affiliates and gaining access to valuable resources. To achieve this, students volunteer as representatives to oversee and manage the CPA program at their institution. One of their responsibilities is to organize a psychology related event throughout the school year. For instance, representatives have hosted webinars that aim to guide students through the graduate school application process. They have also organized career events and have even participated in CPA's annual research convention. In addition, students are given opportunities to work closely with their programs' CPA faculty representative. This allows for a rich mentorship experience as students begin to prepare for their careers in psychology. We understand, however, that this year will look a bit different given the current virtual context. Navigating these new circumstances will bring challenges and uncertainty to our student representatives, but it will also bring new opportunities such as co-facilitated events across institutions, also referred to as the "University Buddy System". The idea is that universities could be paired to work together in organizing virtual events with special guest speakers that can reach a greater audience than at a single institution.

For representatives that are interested, this can potentially increase engagement, and allow for more collaboration. Moreover, universities in close geographic proximity may choose to work together in the current virtual context so that relationships may extend to in-person collaborations when safe to do so in the future. Overall, these experiences will allow psychology students to gain leadership skills and make the most of their postsecondary and postgraduate experiences. There are also many benefits to volunteering as a student representative. For example, all institutions are eligible to partake in the 3-star program; an incentive program that recognizes and awards universities that show exceptional involvement with regards to the Student Representative Program. In addition, we also offer 3 awards (valued at \$100 each) to outstanding campus, graduate, and undergraduate student representatives. We encourage anyone who is interested to inquire and apply for these awards.

We thank all student representatives for helping to make the student program grow and for representing the CPA Section for Students. We look forward to supporting and working closely with all of you this year.

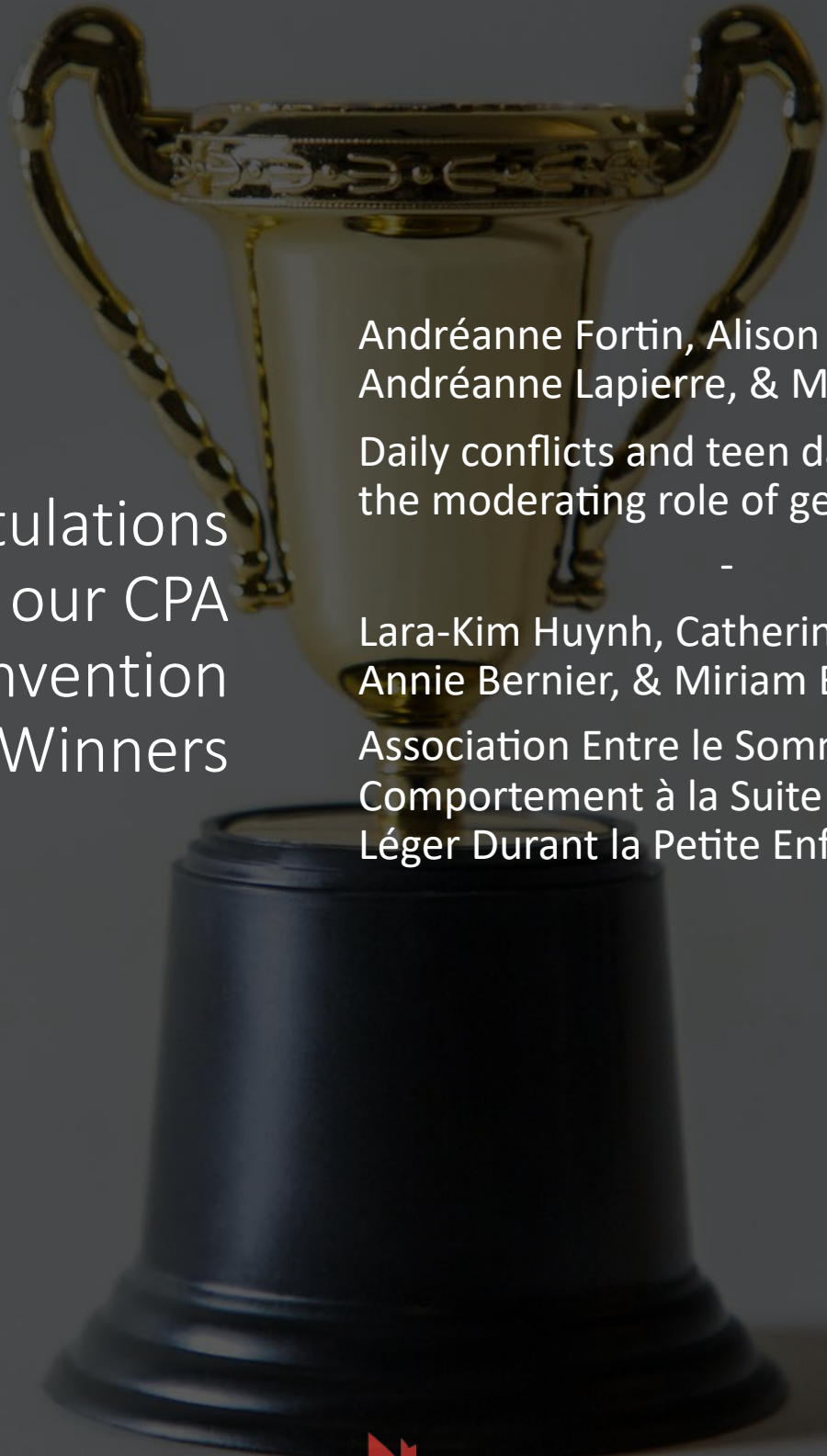
**Nicole Boles**

Honours B.A Spec. in Psychology, University of  
Calgary  
Undergraduate Student Affairs Executive

**Melissa Mueller, MSc**

Doctoral Student in School and Applied Child  
Psychology  
Graduate Student Affairs Executive





Congratulations  
to our CPA  
Convention  
Poster Winners

Andréanne Fortin, Alison Paradis,  
Andréanne Lapierre, & Martine Hébert

Daily conflicts and teen dating violence:  
the moderating role of gender

Lara-Kim Huynh, Catherine Landry-Roy,  
Annie Bernier, & Miriam Beauchamp

Association Entre le Sommeil et le  
Comportement à la Suite d'un TCC  
Léger Durant la Petite Enfance



# Student Submissions: Equity, Diversity and Inclusion

# UBCO's AIDE Committee - Working Towards Change

## Members Contact Information (listed alphabetically by last name)

Myfanwy Bakker, M.A.; Chloe Briggs, M.A.; Alanna Coady, M.Div.; Zakary Draper, M.A.; Kirthana Ganesh, M.Sc.; Rebecca Godard, B.A.; Nina Gregoire, B.Sc.; Kaylee Misener, M.A.; Carley Paterson, B.A.; Maya Pilin, M.A.; Tatiana Sanchez, M.A.; Michelle St. Pierre, M.A.; Anne Tseu, B.A.; and Ian Wellspring, M.A., on behalf of the Action for Inclusion, Diversity, and Equity (AIDE) committee in the Psychology Department of the University of British Columbia- Okanagan campus.

This month, a team of graduate students in the psychology department at the University of British Columbia- Okanagan (UBCO) established the Action for Inclusion, Diversity, and Equity (AIDE) committee to address systemic discrimination at the institutional level and within mental healthcare. This group is comprised of 15 students and faculty members who are working to address two main themes this semester: 1) the creation of graduate-level courses on culturally responsive research and culturally safe clinical practice, and 2) the evaluation of the campus psychology clinic to identify and address barriers to care for Black, Indigenous, and People of Colour (BIPOC) in the Okanagan community, as well as other marginalized groups such as individuals with disabilities, and members of the LGBTQ+ community. In light of the current cultural movement reignited by the murder of George Floyd, we feel it is imperative to carefully and critically examine how our processes and practices in the psychology department are contributing to race-based inequalities. Further, we believe that as future clinical psychologists and psychology researchers, it is our responsibility to actively work against all forms of systemic discrimination. Within our department, we aim to eliminate uncompensated research by undergraduate students that disadvantages students with lower incomes who cannot afford to volunteer as a way to gain research experience. In addition, we aim to expand the opportunity for underrepresented groups to enroll in graduate programs by removing testing barriers such as the GRE, increasing funding to offset application costs, and creating a panel event in our interview day offerings that discusses the experience of BIPOC students at UBCO. If you are interested in collaborating with us, starting a similar group at your own institution, or if you have resources that may be useful in working towards our goals please email us at [diversityinpsychology.ubc@gmail.com](mailto:diversityinpsychology.ubc@gmail.com).



# #GREExit: Increasing Justice, Equity, Diversity and Inclusion in Psychology

**Karen Tang, BA (Hons.), Clinical Psychology PhD Student at Dalhousie University**

I have been actively advocating for the removal of the Graduate Record Exam (GRE) from program admissions as it remains a systemic barrier for underrepresented groups, including those from low socioeconomic class (SES), disability, and ethnic/racial minorities. I believe that removing the GRE as an admission requirement is paramount in advancing Justice, Equity, Diversity, and Inclusion in psychology. By collaborating with colleagues across North America, I have been actively spearheading the #GREExit movement in Counselling and Clinical Psychology in Canada and the USA. I took the initiative to create and co-run the widely shared living document of Clinical/Counselling Psychology programs across Canada/USA that have removed the GRE requirement. As a direct result of my advocacy, 28/29 Canadian accredited Clinical programs have removed the GRE as an admissions requirement at the time of writing. The #GREExit living document can be found here: <https://bit.ly/3g7G2yR>. If you would like access to literature highlighting the GRE as a systemic barrier or alternative approaches to assessing applicants, I can be contacted at [karen.tang@dal.ca](mailto:karen.tang@dal.ca)



# Taking the initiative to learn: Students form a reading group on workplace diversity

**Midori Nishioka, BA, MA, PhD candidate in Industrial-Organizational Psychology**

Team members (alphabetical order):

Canaan Legault, BA, MA in Industrial-Organizational Psychology

Frank Mu, BA, MA, PhD in Industrial-Organizational Psychology

Igor Mitrovic, BA, MASc candidate in Industrial-Organizational Psychology

Roxy Merkhand, BSc, MASc, PhD candidate in Industrial-Organizational Psychology

Vincent Phan, BA, MA, PhD candidate in Industrial-Organizational Psychology

Affiliation: University of Waterloo

We continue to see diversity, equity, and inclusion (DEI) issues in organizations (e.g., police force and racism, #MeToo, impact of COVID-19 on disadvantaged groups). As current and former students in Industrial-Organizational Psychology, we have been disturbed by on-going discrimination and inequities that have tremendous impact on individuals' work and personal lives. We are motivated to learn about DEI in the workplace, but a formal graduate-level course on this topic is currently not available in our program. Thus, I started a student-led reading group in September 2020.

The goals of the reading group are to create a structure that facilitates our learning and critical thinking around diverse perspectives, evidence, and practical significance of DEI issues; to openly discuss our thoughts and reactions to these topics within a safe environment; to begin informing ourselves on these topics to advance our research, practice, and advocacy work.

With the help of the members of the group and publicly available course information (e.g., Thomas Sasso's course at the University of Guelph), I created a syllabus covering a range of topics including race, gender, sexual orientation, and disability. Each week, we read two articles on one topic and discuss the readings via video conference. We take turns taking the role of the discussion leader, who facilitates the discussion and poses stimulating questions.

So far, we learned about the challenges and gaps in DEI, such as underappreciation of DEI topics in top-tier journals, comparatively limited work on diversity dimensions beyond race and gender, and mixed evidence for organizational practices. Many of us were intrigued by the complexities and limitations of the literature and the ambiguous implications for practice. We look forward to continuing our discussion this term and recommend other students to also organize DEI reading groups, particularly if a formal course is unavailable at their program.

# *Ne Kwin Dist Ggan* (The Light is Lit Again): Healing Trauma in the Wet'suwet'en Nation with Indigenous Focusing Oriented Therapy

Sarah Panofsky, MA Educational and Counselling Psychology and Special Education, University of British Columbia

I carried out my MA research in collaboration with the Office of the Wet'suwet'en in Smithers, BC. Drawing on Indigenous and decolonizing methodologies, we explored how Indigenous Focusing Oriented Therapy (IFOT; Turcotte & Schiffer, 2014) is shaped by Wet'suwet'en ways of knowing and being and mobilized at the level of individuals, families, house groups, and the Nation. Contemporary Indigenous mental health research is beginning to address colonization, contextualizing Indigenous health within a history of colonial relationships and inadequate mental health responses (Nelson & Wilson, 2017). In practice, however, dominant counselling models for mental health in Canada have neglected the Indigenous perspective and there is a paucity of research regarding interventions that address psychological trauma with Indigenous populations (Adelson, 2005). The Wet'suwet'en hereditary chiefs recognize the profound impacts that historical trauma has on Wet'suwet'en people and are utilizing IFOT, a trauma therapy model that is collective, land-based, and intergenerational, to help their Nation heal. 11 Wet'suwet'en members and IFOT practitioners participated in our study that utilized a sharing circle process privileging storytelling for data collection and interpretation. The findings demonstrated that IFOT helped to heal trauma so that Wet'suwet'en people could experience greater connection with Wet'suwet'en yintah (land), and c'idede' (teachings and stories from long ago). The Wet'suwet'en application of IFOT provides a unique example of an Indigenous trauma therapy approach rooted in culture and community, that promoted the healing of trauma through the development of intergenerational resilience. The field of counselling with Indigenous populations may learn from the various aspects of IFOTs' effectiveness with the Wet'suwet'en Nation to support approaches that are inherently aligned with, and adapted to local contexts; honor interconnection through relationship to land; support collective belonging; cultivate Indigenous identities; are enlivening for practitioners, and are decolonizing by their promotion of Indigenous conceptions of wellbeing.

## References

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# 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 [here](#).

## 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. Knowing that you are not alone during a time that can feel confusing and overwhelming can already 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.
- 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.

## Structure of the Program

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 (following COVID-19 safety regulations), and what topics to discuss. COVID-19 has made it more challenging to have in-person classes and opportunities for meaningful interactions with peers. I think more than ever, having spaces such as the Student Mentorship Program, that feel like our own and that allow us to reflect on our academic and professional journeys with a supportive peer is crucial.

## 2020-2021 Cohort

We have 100 CPA Student Affiliates who are participating in the CPA Student Mentorship Program 2020-2021 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. This year, we were able to match all applicants and are also excited to have returning mentors and mentees.

## Join the 2021-2022 Cohort

If you are interested in participating in the CPA Student Mentorship Program next year, mark your calendars! The call for applications for the 2021 – 2022 academic year will be released in June/July 2021. We will announce this on our [webpage](#) 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 honour to continue the work of previous coordinators as we proudly launch the sixth edition of the CPA Student Mentorship Program. I hope that participating in the program can alleviate some of the disorientation, uncertainty, and confusion that can arise at times during our academic journeys. I strongly believe that the meaningful connections that we form throughout our academic journeys can have a long-lasting and powerful impact on our lives.

I am fortunate to have met incredible mentors throughout my academic career. I am honoured to say that the founder of this program, Zarina Giannone, is one of those mentors who has had an immense positive influence in my life. I first met Zarina when I applied to the position of CPA Campus Representative during my undergraduate years at the University of British Columbia. Since then, Zarina has been a source of encouragement, support, motivation, and inspiration. For seven years, she has been an admirable mentor in my life and a supportive peer. Connecting through our professional interests and aspirations is what brought us together, and since then we have built a meaningful and long-lasting friendship. The CPA Student Mentorship Program provides mentors and mentees with opportunities to expand their networks, gain new perspectives on professional opportunities inside and outside of psychology, and build a unique relationship that supports academic and professional endeavours, and that can also become a source of peer support and friendship.

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](mailto: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. I wish you the best of success in your 2020 – 2021 academic year!

Alejandra Botia, M.A.

University of British Columbia

## 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.

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.

You can view  
the most recent  
editions of  
Mind Pad [here](#)

## What Can I Submit to MindPad?

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;
- Opinion articles on a psychology-related topic;
- Reflections on new trends in psychology or psychology research;
- Reflections on psychology in the media;
- Reports on conferences or workshops attended.

## Mind Pad Open Science Badges

As of May 30, 2020, 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 of the article presented. We are very excited that our past Editor-in-Chief, Chelsea Moran, put this system in place to encourage and recognize students who engage in open science practices when submitting to Mind Pad!



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