

Newsletter of the CPA Section for Students

Issue #14, Spring 2021





CONTENT

| | |
|--|-------|
| Message from the Chair | 3 |
| CPA Virtual Convention | 4 |
| Keynote Speaker | 5 |
| The Student Section @ the CPA Convention | 6-9 |
| Professional Development Opportunities | 10 |
| Student Award Opportunities | 11 |
| Student Award Recipients | 12 |
| Virtual Panel | 13 |
| Election Results | 14 |
| COVID-19 and Wellbeing | 15-16 |
| MindPad | 17 |
| Student Mentorship Program | 18-19 |

Message from the Chair

Dear Student Section members,

I am extremely grateful to have served as Chair of the CPA's Section for Students in Psychology for the 2020 - 2021 year. Along with the wonderful members of the Student Section's Executive Team, it was my pleasure to connect with students across the country and to help organize our section's many initiatives.

At around this time of year, I would usually have the pleasure of meeting with all of you face to face at the CPA's annual convention, but our in-person convention was cancelled again this year due to the COVID-19 pandemic. This year has been a particularly challenging year for students exacerbated by the pandemic and socio-political unrest. Despite this, I am really proud of our team who has continued to work hard to come up with new ways of informing and staying connected with you all. This year, we have established a new position on our team to ensure that the work we are doing is supporting marginalized students and encouraging all students to grow in the domains of justice, equity, diversity, and inclusion. We have also engaged in advocacy at the Board-level to ensure the voices of students are heard with respect to issues of membership fees and transparency of Board meetings.

Even though we will not be meeting in person this year, the CPA convention will happen virtually through the month of June. We are excited to share that Dr. Jude Mary Cénat from University of Ottawa will be presenting his research on addressing the mental health ramifications of racism in research and clinical practice. Remember to check out the posters submitted to our section as well!

I hope to have the chance to virtually connect with you all on the convention platform over the month of June, as well as at our Section Business Meeting which will be happening online on June 22 at 3:45PM. We will be raffling off registration at next year's convention in Calgary!

It is with great 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 thank our Past-Chair, Alexandra Richard, for her outstanding leadership and many contributions to both the Student Section and the broader CPA organization over the past three years. Ally has made many meaningful contributions to our section over the past three years, and she will greatly be missed! Next year, Alejandra Botia will take on the role of Chair. We will also be welcoming Linnea Kalochos (Chair-Elect), Emily Winters (Justice, Equity, Diversity, and Inclusion Executive), Laura De La Roche (Graduate Student Affairs Executive), and Sophie Barriault (Francophone Executive) to the team.

The Student Section Executive are here for you and will do our best to respond to any questions or concerns you might. I am hopeful that we will have the opportunity to connect in person at convention next year! Until then, stay safe and stay well.

Joanna Collaton, University of Guelph
Chair, Section for Students in Psychology
chair.cpastudentsection@gmail.com





The 2021 CPA Convention will be held virtually from **June 7th – June 25th, 2021.**

Preconference workshops begin May 31st

[Registration](#) is open now!

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

Contact information:

CPA Convention Department

613-237-2144 ext. 330

1-888-472-0657 ext. 330

convention@cpa.ca



Meet Our Keynote Speaker: Dr. Jude Mary Cénat

Biography

Dr. Jude Mary Cénat, Ph.D., is an Assistant Professor in the School of Psychology and is the Director of the Vulnerability, Trauma, Resilience & Culture (V-TRaC) Research Laboratory at the University of Ottawa. His research program explores factors associated with vulnerability, trauma, and resilience, with a particular interest in the role of cultural factors. Dr. Cénat conducts research on racial disparities in mental health and social services, the impact of natural disasters and infectious disease outbreaks on mental health, and interpersonal and non-interpersonal trauma. He conducts research in North America, Europe, Africa, and the Caribbean. Dr. Cénat leads a major project on the mental health of Black communities in Canada that has allowed for the development of an online training (via the bilingual platform <https://santementalpourtous.ca/> / <https://mentalhealthforeveryone.ca/>) which aims to equip mental health professionals with the knowledge to provide culturally appropriate and anti-racist care.



Keynote Abstract

Different forms of racial discrimination are part of the daily lives of people from Black communities in Canada (racial discrimination in employment, unfairly fired, racial discrimination in health care, racial profiling, denied housing, etc.). However, studies on prevalence, intensity and consequences of racial discrimination on physical and mental health remain almost non-existent. Yet, it is recognized that racial discrimination is an important risk factor for the mental health of people from Black communities. In addition, mental health professionals (psychologists, psychiatrists, psychotherapists, etc.) are poorly trained to deal with racial discrimination and address traumas and disorders related to racism. Thus, this presentation has three main objectives: 1) examine the association between everyday racial discrimination, major racial discrimination, racial microaggression, internalized racism, self-esteem, and the symptoms of posttraumatic stress disorder, anxiety, depression, and obsessive-compulsive disorder, using data from the Black Communities Mental Health (BCoMHeal) survey; 2) analyze the impact of different forms of racial discrimination on the use of mental health services among Black communities; 3) present the How to Provide Antiracist Mental Health Care training developed by the Vulnerability, Trauma, Resilience and Culture Laboratory (V-TRaC Lab) at the University of Ottawa, which is accredited by the Canadian Psychological Association; 4) examine the initial results related to changes in clinical practice among mental health professionals who have taken this training.

Keynote speech: Tuesday June 22, 2021 – 14:45 – 15:45



CPA Student Section at the Convention

| Date | Event |
|--|--|
| Tuesday June 22, 2021 13:00 – 14:30 EST | How to do the work: Advocacy skills for psychology students |
| Tuesday June 22, 2021 15:45 – 16:45 EST | Section Meeting |
| Wednesday June 23, 2021 15:00 – 16:30 EST | Equity, Diversity, and Inclusion: A Workshop for Students |
| Friday June 11, 2021 15:15 – 16:45 | Self-Care and Wellness for Students During the COVID-19 Pandemic |
| Friday June 18, 2021 13:00 – 14:30 EST | Effective Research Dissemination Skills for Students |



CPA Student Section at the Convention

How to do the work: Advocacy skills for psychology students

Tuesday June 22, 2021, 13:00 – 14:30 EST

It is increasingly important for students to learn how to lead, initiate, advocate, and facilitate meaningful and innovative change, especially in the context of the Movement for Black Lives and the inequitable impacts of the COVID-19 pandemic that occurred in 2020. Attaining and engaging in advocacy skills enables students to make significant contributions to society and public policy, including the ability to connect, collaborate, inspire, and work with their communities. Developing these skills requires empathy, dependability, and the ability to cultivate positive relationships with a diverse range of people including decision-makers. Students are at a unique stage of development to inform their personal vision through self-reflection and leverage their personal lived experience to promote individual, interpersonal, and institutional change. To this end, this workshop will provide opportunities for students to gain and continually develop skills in the following key areas: leadership, advocacy, and networking. Namely, attendees will learn 1) effective ways to engage in leadership positions at the individual, institutional, and community-level, 2) to use civic engagement, organization, and mobilization for advocacy purposes, and 3) to network, connect, and work well with others to effect change. Personal and practical examples (including the CPA advocacy program, VIP/VIPR) as well as reflective exercises will be offered to assist attendees in creating a personal vision for their advocacy work. We will also discuss potential avenues available to students to tap into their leadership potential and leverage their expertise for advocacy purposes. Guidance for networking and working productively with others, including community groups, will also be addressed.

Annual Student Section Business Meeting

Tuesday June 22, 2021, 15:45 – 16:45 EST

Chaired by Joanna Collaton

Please join us to reflect on the past year, as it allows us to provide new resources to the Section. All students are welcome to attend, and we look forward to hearing your feedback, particularly surrounding new initiatives!

Students in attendance will be entered into a raffle for complementary registration for the 2022 convention!



CPA Student Section at the Convention

Self-Care and Wellness for Students During the COVID-19 Pandemic

Friday June 11, 2021, 15:15 – 16:45 EST

Students have been found to experience heightened distress throughout their studies (Bewick et al., 2010). The COVID-19 pandemic has substantially impacted student life with the abrupt shift to remote learning, which may further increase students' stress, exhaustion, and may even lead to burnout. Indeed, stress among psychology students can negatively impact academic performance and personal well-being (e.g., El-Ghoroury et al., 2012). Research has highlighted the importance of self-care as a way to prevent the negative consequences of stress and promote well-being (e.g., Colman et al., 2016). In this workshop, we will begin by highlighting the current challenges and stressors faced by students, both generally and in light of the COVID-19 pandemic. We will discuss the importance of self-care, research supporting the use and efficacy of self-care, and will outline how to select different self-care strategies and adopt a self-care plan. During this workshop, participants will be invited to discuss and share their own self-care techniques in an open and collaborative environment. We will also foster a conversation on the importance of and barriers to self-care, with a specific focus on the challenges related to remote learning. This workshop's learning objectives are to 1) inform students on the signs and effects of stress, particularly in the context of the COVID-19 pandemic; 2) provide practical self-care strategies; and 3) facilitate an open discussion about students' own self-care strategies and challenges with implementing self-care.

Equity, Diversity, and Inclusion: A Workshop for Students

Wednesday June 23, 2021, 15:00 – 16:30 EST

Systemic racism continues to be prevalent in Canada and the institution of Canadian psychology is not immune to it. Psychology is at the intersection of mental health, wellbeing, and social justice and as such, is well-positioned to make a significant impact in improving the lives of marginalized people and communities in Canada. While psychology training typically equips students with knowledge and tools related to research methods and clinical training, the discipline, at times, falls short with training related to eradicating systemic racism in our society. For this reason, it is imperative to provide psychology students, future researchers, academics, and practitioners, with more training opportunities and tools related to social responsiveness, especially with a focus on equity, diversity, inclusion, and justice. This workshop will provide students with knowledge about critical consciousness and decolonizing psychology, as well as provide participants with tools to engage in cultural humility practices. Specifically, these concepts and tools will be discussed using the Multicultural Orientation Framework (Owen, Tao, Leach, & Rodolfa, 2011; Owen, 2013).





CPA Student Section at the Convention

Effective Research Dissemination Skills for Students

Friday June 18, 2021 13:00 – 14:30 EST

In addition to conducting empirically sound research, clearly communicating research ideas and findings with others—whether it be with 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). The current workshop will also provide students with an interactive forum to practice applying these skills and engage with each other.



Pre-Convention: Professional Development Courses

| Date | Event | Presented By: |
|------------------------------------|--|-------------------------------|
| June 3 10:00 EST + 14:00 EST | Applied Bayesian Statistics | Dr. Milica Miocevic |
| June 1 10:00 EST | Case Reports and Other Psychological Writing about Patients: Ethical and Clinical | Dr. Barbara C. Sieck |
| June 2 10:00 EST | Social Justice conversations: How to have conversations that move from discomfort to action | Dr. Natasha Maynard- Pemba |

More information can be found at the [CPA Pre-Convention Professional Development Workshops Page](#). For more information on these professional development opportunities, please feel welcome to contact us at education@cpa.ca.

2021 Student Award Opportunities

The following grants will be available in Fall 2021.

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.

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: <https://cpa.ca/students/studentawards/>
or

Email: adfinance.cpastudentsection@gmail.com

Congratulations to our Fall 2020 Student Research Award Winners

Karen Tang (Dalhousie University): Does Poor Knowledge about Vaping Contribute to Risky Practices? A Mixed-Methods Study of Vaping Risk Factors

Tiffany Leung (Lakehead University): The Aftermath of Female Sexual Victimization in University: An Examination of Psychological Processes that Promote Growth

Ceilagh MacDonald (McGill University): Compassion Fatigue in Familial Caregivers scale: A new assessment tool

Justine Fortin (Université de Montréal): L'expérience de recevoir un diagnostic ou des traitements pendant la COVID-19 pour les patient.e.s en cancer du sein : Une étude qualitative

Lauren Trafford on behalf of the
Educational Psychology Graduate
Students' Association at the University
of Alberta
Initiative title: 14th Annual G.M.
Dunlop Educational Psychology
Research Conference

Congratulations to our Campus Initiative Winners

Danielle Rice on behalf of McGill
University
Initiative title: A Pilot Initiative to
Improve Well-Being and Provide
Educational Opportunities to
Psychology Students at McGill
University



“

*Change is needed—
drastic, immediate,
systemic change.*

Lynne Groulx, CEO of Native
Women's Association Of Canada

on addressing the disproportionate
impacts of gender inequality
on Indigenous women and girls

CPA SCP
2021
VIRTUAL | VIRTUEL

**Join the leaders of
psychology as they envision
a better future!**

*The Final Report of the National
Inquiry into Missing and Murdered
Indigenous Women and Girls:
Canadian Psychology Responds*

**Virtual Panel at CPA's
2021 Convention**

SAVE THE DATE

MON JUN 21, 2021

2:15 – 4:15pm EST

Register at convention.cpa.ca/registration/

Moderator: Dr. Ada Sinacore, Incoming CPA President

Speakers:

Sandra Byers · Karen Cohen · Tessa Colthoff · David Danto ·
Julie Goldenson · Judi Malone · Lorraine Radtke · Harvey Skinner
and more!

Questions? Email Anita.Shaw@unbc.ca

Election Results

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 2021:

Chair-Elect: Linnea Kalchos

Graduate Student Affairs Executive: Laura De La Roche

Francophone Affairs Executive: Sophie Barriault

Justice, Equity, Diversity and Inclusion (JEDI) Executive: Emily Winters

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



COVID-19 & Well-Being

Changes in well-being tend to have ripple effects: if we're **sleeping** less, we might struggle to **concentrate**, feel **guilty** for being less **productive**, and work instead of seeing friends, which might make us **lonely**.

WHAT ARE THE NUMBERS?

36%
Depression
vs. 17%

43%
Anxiety
vs. 26%

US graduate students before and during the pandemic

Chirikov, I., Soria, K. M., Horgos, B., & Jones-White, D. (2020). Undergraduate and graduate students' mental health during the COVID-19 pandemic. SERU Consortium, University of California - Berkeley and University of Minnesota.

HOW ARE STUDENTS IMPACTED?

ACADEMICS



LOSS OF OPPORTUNITIES



LOSS OF WORKING ENVIRONMENT



DECREASED TIME DUE TO CHANGE IN RESPONSIBILITIES



WORRIES ABOUT PAYING FOR SCHOOL

LIFESTYLE



Changes in routine (e.g., exercise)



Amount & quality of sleep



Limited access to leisure activities

RELATIONSHIPS



Loss of social connection



Challenges to existing relationships



Increase in caretaking responsibilities



Loss of a loved one

CHECK-IN WITH YOURSELF: HOW IS YOUR MENTAL HEALTH?

Our well-being can change depending on our life circumstances. It can be helpful to check in with yourself to determine whether you might be shifting from a place of wellness to an area of concern. The signs and symptoms below are a helpful place to start.

WELLNESS



Ability to feel, express, and manage a range of emotions



Ability to form and maintain good relationships



Ability to cope with and manage changes

STRESS



Changes in concentration



Spending less time with loved ones



Changes in sleeping habits or energy



Short-term changes in eating or appetite



Feeling overwhelmed at times

MENTAL HEALTH DISORDER



Unable to carry out daily activities (e.g., showering)



Persistently anxious or down most of the day, nearly every day



Difficulty coping with daily problems



CONTINUOUS COPING

CHOOSING THE "RIGHT" LEVEL OF COPING

Choose coping skills flexibly based on your current level of well-being and what is (or is not) working for you in the moment. To maintain and/or improve your well-being you will need to use coping skills in an ongoing and active way.

Mental Wellness → Balanced Lifestyle



Find a *sustainable* exercise routine

Consult Canada's food guide



Learn about sleep hygiene



Continue to foster social connection... even if you have to get creative

Stress → Active Coping

Use opposite action – if you feel like avoiding, try approaching



Choose some coping activities that help you to **activate**



And choose other coping activities that help you to **soothe**

Mental Health Disorder → Get Help

Sometimes we need a higher level of support

2) Do you need more consistent (therapy) support?

1) Do you need immediate (crisis) support?

3) Reach out to the mental health resources that meet your needs

ABOUT US



Sydney Waring, Sarena Daljeet, & Aleece Katan are clinical psychology graduate students at the University of Waterloo.



Through the Centre for Mental Health Research and Treatment, we aim to provide accessible mental health services and disseminate research knowledge to the community.



centre for
mental health
research and treatment
PSYCHOLOGICAL SERVICES, TRAINING, & RESEARCH

CANADIAN
PSYCHOLOGICAL
ASSOCIATION



SOCIÉTÉ
CANADIENNE
DE PSYCHOLOGIE

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.

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!



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) 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

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<https://cpa.ca/students/>

If you have ideas for our next edition or content you want to share with the student section, email the communications executive, Alanna Chu, at com.cpastudentsection@gmail.com !

The opinions expressed in this newsletter are strictly those of the authors and do not necessarily reflect the opinions of the Canadian Psychological Association, its officers, directors, or employees

