

Newsletter of the CPA Section for Students



Issue #11, Fall 2019

STUDENTS IN PSYCHOLOGY
SECTION OF THE CPA

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MESSAGE FROM THE CHAIR

Greetings to all student members! Bonjour à tous les membres étudiants!

It is my pleasure to be serving as your 2019-2020 Chair of the Section for Students in Psychology. First, I would like to take this opportunity to express my sincere gratitude to two outgoing student executive members, Jean-Philippe Gagné (Chair-Elect, 2016-17; Chair, 2017-18; Past Chair, 2018-19) and Georden Jones (Francophone Affairs Officer, 2015-19). Both Jean-Philippe and Georden have made several contributions to our Section's initiatives and conference programming over the last several years and their enthusiasm and leadership will greatly be missed.

As we say goodbye to these students, I'm pleased to welcome two new members to our executive team: Joanna Collaton (Chair-Elect) and Andréanne Angehrn (Francophone Affairs Officer). Both Joanna and Andréanne 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 our returning members: Alisia Palermo (Communications Officer), Kaitlin Wilson (Finance Officer), Baénie La Fleur (Undergraduate Affairs Officer), Jérémie Richard (Graduate Affairs Officer) and Chelsea Moran (Past Chair) to form your 2019 – 2020 Student Executive committee.

Our Past Chair, Chelsea Moran, worked very hard at planning our Section's programming and activities for the 2019 Convention in Halifax, Nova Scotia. Chelsea's leadership allowed our executive team to put together programming that met the needs of students across all levels of training. For instance, we offered presentations about graduate school applications, publishing and peer-review, self-care, networking, and the replication crisis in psychology. Chelsea continues to demonstrate a commitment to providing relevant presentations for our members, as she led the initiative to survey our members' preferences for our Section's 2020 Convention Programming.

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. I plan to develop some new initiatives, such as creating new presentations for the 2020 Convention which will be held in Montreal (my hometown!). I also hope to increase the number of funding and other learning or professional development opportunities offered to our members throughout the academic year. In the development of such new initiatives, my goal is to actively engage and collaborate with our student members by directly soliciting your feedback and ideas. In this way, I hope to make our Section even more inclusive and representative of our members.

In this edition of our newsletter, you can meet your Section Executive (p. 4), learn about factors that go into the decision to pursue post-secondary education by reading the winning poster of the 2019 Best Student Poster Competition (p. 14), learn who won the Undergraduate and Graduate Representatives Awards of Excellence and the 2019 Student Travel Awards (p. 15), as well as read about some of the different initiatives we offer (e.g., publishing in Mindpad, student grants, CPA Mentorship Program).

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 2019-2020 academic year!

Alexandra Richard, McGill University

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MEET THE 2019-2020 EXECUTIVE TEAM

The Section Executive is comprised of eight different positions: Chair, Chair-Elect, Past-Chair, Administration & Finance Officer, Communications Officer, Graduate Student Affairs Officer, Undergraduate Student Affairs Officer and Francophone Affairs Officer. Each position plays an integral role in the functioning of the Section and aims to connect psychology students across Canada.



ALEXANDRA RICHARD
Chair

Alexandra Richard is a third-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. In September 2019, Alexandra began a clinical practicum at Emotional Health CBT Clinic located in Montreal, Quebec, where she will be working with adults with a variety of anxiety and mood disorders. In her spare time, Alexandra enjoys going on spontaneous road trips, listening to country music, and spending time with family, friends, and her two dogs. Alexandra joined the CPA Student Executive as Chair-Elect in June 2018 and became Chair in June 2019.



CHELSEA MORAN
Past Chair

Chelsea is completing a PhD in Clinical Psychology at the University of Calgary. She holds an MA in Counselling Psychology from McGill University. Her research interests involve discovering new ways to facilitate healthy behaviours in patients with chronic illnesses. She is also interested in learning about best-practice research methods and open science initiatives. Chelsea joined the CPA Student Executive as Chair-Elect in June 2017, and became Chair in June 2018. She has represented students on the CPA Board of Directors since 2017. In her spare time, she enjoys catching up with family and friends, discovering new music and planning her next sewing project.



JOANNA COLLATON
Chair-Elect

Joanna is a Masters 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. She has received training at the UofG Centre for Psychological Services and will be completing her Masters practicum with the TCDSB. Her research interests include the role of stigma in online help-seeking, especially for teens who may have experienced sexual violence or engage in non-suicidal self-injury. She is interested in better understanding trauma narrative synthesis as a form of healing and recovery after an experience stemming from sexual violence or NSSI. She enjoys volunteering in her community, listening to live music, and dog-watching at the park.

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BAÉNIE LAFLEUR

Undergraduate Student Affairs Officer

Baénie is currently completing her Bachelors in Arts Honours in Psychology at the University of Manitoba. Her research interests include the operant conditioning of fish focusing on darkness as a reinforcer and participants' confidence identifying a target using Earwitness testimonies. When she is not in the lab, she enjoys spending her time with friends exploring different areas of the city.

JÉRÉMIE RICHARD

Graduate Student Affairs Officer



Jérémie is a PhD Candidate in the Counselling Psychology program at McGill University. He holds an MA in Counselling Psychology from McGill University. His doctoral research focuses on understanding the developmental trajectories to behavioral and substance additions from childhood to early adulthood with an emphasis on internalizing and externalizing problems. Jérémie currently works as a research assistant in the International Centre For Youth Gambling Problems and High-Risk Behaviors at McGill University under the supervision of Dr. Jeffrey Derevensky and Dr. Caroline Temcheff. He is currently completing his clinical practicum at the Allan Memorial Institute of the McGill University Health Centre. In his spare time, Jérémie enjoys reading, listening to LP records, hiking, weight-lifting, playing squash, and regularly practices Vipassana meditation.

KAITLIN WILSON

Administration & Finance Officer



Kate is completing a combined undergraduate honours degree in Psychology and Social and Cultural Anthropology at the University of Calgary. She is currently in her fourth year and plans to pursue graduate training in clinical psychology after successfully completing her honour's theses. During her undergraduate career, Kate has conducted research on health anxiety, and the relationship between weight-based stigmatization and disordered eating behaviors. She is currently conducting a validation study to assess the psychometric properties of a new brief population screening tool for substance and behavioural addictions, as well as a national survey to investigate the student perspective on replication issues and open science practices in psychology. Her future clinical and research interests include adult psychopathology and patterns of comorbidity associated with addictive disorders. Apart from work and academics, Kate enjoys travelling, creative writing, practicing yoga, and spending time with friends and family. She is also a strong advocate for animal rights and volunteers at a local animal rescue outside of Calgary.

MEET THE 2019-2020 EXECUTIVE TEAM

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ALISIA PALERMO

Communications Officer

Alisia recently completed her MSc candidate in Forensic Psychology at Ontario Tech University under the supervision of Dr. Leigh Harkins. Her research interests include campus sexual violence and treatment of sex offenders. Following her Master's degree, she plans on pursuing a PhD in Clinical Psychology in order to eventually practice in a correctional facility. Apart from academics, Alisia enjoys reading anything and everything, volunteering, watching reality T.V., and spending time with family and friends. Alisia is excited for a second term as the Communications Officer of the CPA's Student Section!

ANDRÉANNE ANGEHRN

Francophone Affairs Officer



Andréanne is a master's student in Clinical Psychology at the University of Regina under the supervision of Dr. R. Nicholas Carleton. Her CIHR-funded master's thesis examines the role of gender in the mental health of police officers. Specifically, Andréanne's research focuses on the gendered nature of police work, organizational stress and operational stress can impact the mental health of policewomen and policemen differently. She wishes to promote and support the mental health of police officers by incorporating her results in tailored interventions. Andréanne is originally from Québec and completed her undergraduate degree at Concordia University. She is passionate about bridging the gap between francophone and anglophone academia. In her spare time, Andréanne enjoys reading books, spending time outside, and reminiscing about living in La Belle Province.

Interested in Joining our Team?

If you are interested in getting involved with the Section for Students' Executive, we will be holding elections this spring for the positions of Chair-Elect, Undergraduate and Graduate Student Affairs Officers, Communications Officer, and Administration & Finance Officer. Please refer to our website for further information regarding the application process.

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2019 CPA CONVENTION RECAP

We are already looking forward to next year in Montréal, Québec! Here's a look at what you missed from this year's CPA Convention in Halifax, Nova Scotia:



Discussion Forum - Moving on from the "Replication Crisis"

This discussion forum provided information about the impact of questionable research practices on the reproducibility of empirical evidence and an overview of recommended solutions based on open science principles. Discussion focused on student-driven solutions and their feasibility and potential barriers to implementation of such practices.

Workshop – Self-care and Wellness during Grad School: How to Stay Healthy Under Pressure

This workshop informed and equipped students to recognize the signs of burnout in themselves and others, provided practical strategies to improve and develop a self-care plan, and facilitate an open conversation about self-care.



Workshop - To Publish or not to Publish: Understanding the Process of Publication and Peer-review

This workshop gave an overview of the peer-review and publishing process, provided steps to select a suitable journal, steps to reviewing manuscripts, and effective strategies to respond to reviewers. This workshop featured Jean-Philippe Gagné, the former Editor-in-Chief of *Mind Pad*, and Dr. Martin Drapeau, the former editor of *Canadian Psychology*.

Discussion Forum – Strategies for Networking as a Psychology Student: Navigating the Online & In-Person Waters

This forum identified what networking is and who belongs to our network, and why networking is important, particularly in the field of psychology. We discussed the challenges that students face when networking both virtually and in-person, and strategies to maximize those networking opportunities.

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Workshop - Graduate school in psychology: Navigating the application components with confidence

Attendees gained knowledge on the core components of graduate school applications in psychology, learned about the different graduate programs and career paths within the broad field of psychology, learn concrete and practical skills pertaining to graduate school applications in psychology, and were provided with tips and advice on how to identify and network with potential research supervisors. Key components of and skills required for federal scholarship applications were presented and shared.

This workshop was selected for recording this year and will be permanently accessible online. Check it out:

Keynote Address - Dr. Sherry Stewart

Dr. Stewart discussed her research program designed to advance theoretical understanding of the psychosocial factors contributing to the complex interplay between emotional disorder and substance use disorder symptoms, and to develop, evaluate, and disseminate into practice, effective interventions for these comorbid conditions. She will use her work on the development and evaluation of transdiagnostic treatments for emotional disorders-substance use disorders to illustrate these principles.



Campus Representative Meeting & Social

Thank you to those of you who attended the Campus Representative Meeting & Social! It was a wonderful opportunity to meet other student representatives and discuss initiatives for the future.

Student Social

This year, the student social was held at the Red Stag Tavern! We shared in great food, great drinks, & great company. We had an amazing turnout & we hope more of you come out next year!

The workshops from this year's convention are now available! Check them out:

<http://cpa.ca/students/resources/>

Stay tuned for more information regarding opportunities and programming for next year's convention! Have suggestions for workshops for next year's convention? Contact us: <http://www.cpa.ca/students/about>

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LOOKING AHEAD: The 81st CPA Convention



Montreal2020

CPA  SCP

2020 Convention Theme: Psychology in Action

Where? The Westin Hotel, Montréal

When? May 28 – 30, 2020

What to expect?

- Three days of conference programming
- High quality lectures, addresses, symposia, presentations and posters from individuals in the psychology community across Canada
- A scientific program featuring symposia, workshops, print and digital posters, 5- and 10-minute spoken presentations, Section business meetings, and more
- Learning about developments and issues in psychology including delivery of psychological service, registration and licensure, training standards, and the funding and dissemination of research.
- A variety of presentations and social events tailored to Canadian students in psychology and related disciplines organized by the CPA Section for Students
- And much more!

For more information about the 2020 Convention and travel discounts, go to <https://convention.cpa.ca/>

The Abstract Submission System is now open until December 2nd, 2019!

Visit: <https://events.decorporate.ca/CPA2019/abstract/login.php>

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CPA Student Mentorship Program



I'm happy to announce that the CPA Section for Students in Psychology has successfully launched the fifth edition of the CPA Student Mentorship Program. This program was founded in 2015 by Zarina Giannone and was coordinated in past years by Jean-Philippe Gagné (2016 – 2017), Chelsea Moran (2017 – 2018), and Alexandra Richard (2018-2019). I hope to continue the work of these individuals in taking part of such an important initiative that connects psychology CPA Student Affiliates across Canada and enables the sharing of knowledge and experience between students.

As psychology students, we are fortunate to be part of a discipline that attracts such a wide array of individuals with equally vast interests and career 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, and educational 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.

I have been incredibly fortunate to work with many mentors throughout my undergraduate and graduate training. As mentees, I understand the importance of having someone to ask questions to and to seek guidance with during the challenging years of undergraduate studies. You will face many decisions: what courses to take, what can you do with an undergraduate degree in Psychology, who can you ask for reference letters? Being a mentor allows more senior students to offer advice they wish they would have known before they began their graduate school careers. In addition, mentors will gain communication and leadership skills, important for continued success in future endeavours. The CPA Mentorship program is a unique opportunity to connect with like-minded students with shared interests and an excellent way to learn from others' experiences. Both mentors and mentees increase their networking opportunities, gain perspectives on career opportunities both inside and outside of psychology, and partake in a professional relationship that may also provide emotional support and friendship.

To participate in the program, undergraduate students or post-baccalaureate applicants interested in graduate school (mentees) and graduate students (mentors) are asked to complete an application form and submit their CV. Additionally, mentors are asked to provide a personal statement that outlines their previous mentoring experience and describes how they feel they could assist students in a mentorship role.

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Applications are then matched by the Program Coordinator to create dyads that are compatible based on career goals, interests in specific areas of psychology, geographic location, as well as language and communication preferences. Once paired, mentors and mentees are provided with training manuals to make the mentoring process as smooth as possible. We have also made efforts to ensure students can tailor this experience to suit the specific needs of each mentorship pair. Ultimately, it is up to each dyad to decide what works best for them, such as how often and through what medium (phone, email, videochat, or in person) of communication is mutually convenient for both individuals.

I am very excited to announce that we have the largest cohort of participating students this year with 57 dyads. 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, and applied and experimental psychology programs with specialties in trauma, personality, health, and industrial/organizational psychology. We also had interested applicants who were considering career changes and from mature students interested in graduate school and seeking guidance from current graduate students. I was able to match each student who applied, ensuring that all interested students will benefit from this unique program. We were also very fortunate to receive applications from experienced mentors who participated in the program in past years, in addition to mentors who have had mentorship experience in other programs and positions throughout their career. Mentees taking part in this year's program also have a wide range of interests and questions for which they were seeking guidance.

“Both mentors and mentees increase their networking opportunities, gain perspectives on career opportunities both inside and outside of psychology, and partake in a professional relationship that may also provide emotional support and friendship.”

If you are interested in participating in the CPA Student Mentorship Program next year, mark your calendars! The call for applications for the 2020 – 2021 academic year will be released in June/July 2020. We will announce this on our webpage and will also be circulating emails to all our CPA Student Affiliates, so keep an eye out! In the meantime, please feel free to check out our website for more details about the program, or feel free to email me at joanna.collaton@uoguelph.ca if you have any questions or concerns about the program. 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 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 2019 – 2020 academic year!

Joanna Collaton, MPH

University of Guelph

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MindPad



MindPad aims to publish material that is of interest to all who are practicing and studying psychology, but with a primary emphasis on articles that are of interest to students of psychology. Mind Pad is published twice a year. Each issue is published one month following the publication of Psynopsis, and is therefore published in the final week of the months August, November, February, and May. Mind Pad is published electronically online, and made available on the CPA website. Content is encouraged that are unique, innovative, and may catalyze discussion and debate among members and affiliates of CPA, as well as within the psychological community.

The Fall 2019 Edition of MindPad can be found here:
https://cpa.ca/docs/File/Students/MindPad/MindPad_Fall2019.pdf

SUBMISSIONS

Mind Pad may publish a range of submissions, including but not limited to:

- Original research summaries
- Research review summaries
- Psychology career-related articles
- Opinion articles on a psychology-related topic
- New trends in psychology or psychology research
- Reports on conferences or workshops attended
- Campus Corner write-ups on psychology programs at Canadian universities
- Reflections on psychology in the media
- Research results
- Press releases

At the discretion of the Editor-in-Chief, issues of Mind Pad may be themed. Mind Pad accepts submissions in English or French.

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COMING SOON!

We are excited to announce that the *Mind Pad* editorial team is working on implementing [open science badges](#) into the publishing process. We will also be posting tutorials on how to engage in open science practices like data sharing, open materials and pre-registration! Stay tuned!

Editorial Team

Welcome to our new editorial team for *Mind Pad* – we are so excited about having you all on board!

Associate Editors:

Michael Dubois (University of Toronto)

Enoch Leung (McGill University)

Reviewers:

Leah Chadwick (University of Calgary)

Aiden Mehak (McGill University)

Ryan Cook (Saint Mary's University)

Maya Pilin (University of British Columbia)

Lilach Dahoah Halevi (Ryerson University)

Brady Roberts (University of Waterloo)

Dalainey Drakes (Memorial University)

Lauda de la Roche (Trent University)

Cody Fogg (University of Regina)

Alyssa Saiphoo (Ryerson University)

Caitlyn Gallant (Brock University)

Quinta Seon (McGill University)

Lauren Herman (Ryerson University)

Jackson Smith (University of Waterloo)

Chantal Labonté (University of Alberta)

Yadurshana Sivashankar (University of Waterloo)

Parky Lau (Ryerson University)

Kathleen Walsh (Memorial University)

Ryan Christopher Yeung (University of Waterloo)

For a full list of submission guidelines, as well as the submission process, please visit <http://cpa.ca/MindPad/EditorialPolicy>. If you are interested in submitting an article, or have a comment about one you read here, please contact the Editor-in-Chief, Chelsea Moran (chesea.moran1@ucalgary.ca).

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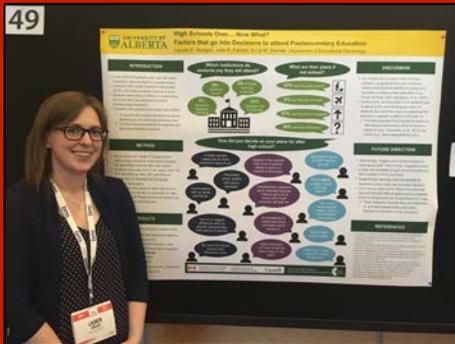
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STUDENT AWARDS RECIPIENTS



BEST POSTER AWARD

Lauren Goegan
University of Alberta

Lauren is a PhD student at the University of Alberta in the Department of Educational Psychology. Her poster focused on how students define academic success and how that compares to definitions utilized in research. Overall, her PhD research examines student success during post-secondary studies.

The purpose of the Student Section's Best Student Poster Award is to encourage high quality submissions to the Section for Students division for the annual conference of the CPA. Each year we recognize the student with the best undergraduate and best graduate poster submission to the Section for students. Recipients receive **\$150** from the Section.

Congratulations on your hard work!

TRAVEL AWARD RECIPIENTS

At the CPA Convention this year, the Student Section awarded the Travel Award of \$250 to 20 students. Congratulations to the following recipients of this award:

Alanna Single
Brooke Dudley
Elena Bilevicius
Geneva Millett
Hangsel Saguino
Tamara Williamson
Julie Gorenko
Katherine Dueck
Tanja Samardzic
Tasmia Hai



Pooja Sohal
Ashley Felske
Ana Ivkov
Bryan Butler
Lauren Goegan
Hugh McCall
Catherine McCuish
Nicolas Brais
Camille Mori
Kyla Brophy

For more information on the Travel Awards and to see if you are eligible, please visit <http://cpa.ca/students/resources/studentawards>.

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STUDENT GRANT OPPORTUNITIES

Students, do you need help with funding? Whether it is for research or to hold an activity on campus, the CPA Section for Students has not one but TWO new grant opportunities to help you out!



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. Given the costs that are associated with conducting research, and the limited funding that is available to students, the Section for Students wishes to recognize and support student research efforts by awarding **two research grants**, valued at **\$500** each, to help alleviate a small portion of the financial burden.

Deadline: November 22, 2019

Eligibility

To be eligible for this grant, students must meet the following criteria:

1. The applicant must be a current member of the Section for Students of the Canadian Psychological Association
2. The applicant must be the primary investigator and/or first author of the research project
3. The research project for which support is being sought must be relevant to at least one domain or discipline within psychology
4. The research project for which support is being sought must not yet be completed (i.e., does not apply retroactively to completed research projects), and the research and/or data collection must begin within 12 months of the adjudication of this award.

Please note that this award is separate from the recently announced CPA Grants for Student Research and Knowledge Dissemination, which is not managed by our section.

Instructions for submission and application materials are available at the following link:

https://www.dropbox.com/sh/yh8hhm4n6qa14w9/AAA7a85mpf5bils_hBZ2Qu7Aa?dl=0

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Campus Initiative Grant



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. Common examples include holding training seminars, talks or colloquia with an invited speaker, networking events, and psychology-related workshops, lectures, or panel discussions. In addition to single-events, longer-term projects or programs that serve to enhance students' experience may also be eligible as initiatives. For example, groups may apply for funds to support the start of a department-wide mentorship program for students. The Student Section will be awarding **two grants**, valued at **\$500** each.

Deadline: December 16, 2019

Eligibility

To be eligible for this grant, students must meet the following criteria:

1. Applicants must be a current member of the Section for Students of the Canadian Psychological Association; for student-group applications, the individual applying for the award on behalf of the group must be a member of the Section for Students.
2. Initiatives must be related to the purposes and requirements as detailed in Sections (1) and (2); that is, related to the educational objectives of the Section and relevant for its members.
3. Proposed activities or initiatives must be held at the institution's campus.
4. Initiatives must have received departmental approval prior to being submitted. A letter from the Chair of the relevant department in support of this initiative or event must be submitted.

Instructions for submission are available at the following link:

<https://www.dropbox.com/sh/8uibiuhykk769qx/AADFB0I5yb3eX1PSvYhQm4-8a?dl=0>

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The Student Corner

Featured Graduate

Haley Bernusky graduated with an Honours Bachelor of Science degree in Psychology from the University of Manitoba in June 2019. She completed her undergraduate thesis research with Dr. Matthew Keough and his Masters student, Karli Rapinda who were both instrumental to her success! She successfully defended her thesis at the beginning of April. At the Department's Honours Celebration dinner, she received all three of the undergraduate student awards given by the Department of Psychology, with one of the awards being the CPA Certificate of Academic Excellence.

Immediately after graduation, Haley moved to Dauphin, MB - a smaller, mid-Manitoba town of approximately 8,000 people - for work. She is working at Michif Child and Family Services as an Ongoing Family Services Worker. She noted that her education has helped her greatly in her role in the social services. Haley plans to continue her education at University of Manitoba in Clinical Psychology program in September 2020.



Congratulations, Haley!

 **Check this out!**

Student Podcast

Western University PhD graduate, now People Research Scientist at Uber, Nicholas Bremner, and current Western University PhD student, Jose Espinoza, host a podcast directed at the general public that covers a variety of workplace issues (e.g., personality in the workplace, engagement, and the 9-to-5 workday). In 20-25 minute episodes, the hosts discuss some of the research findings on a specific topic, attempting to communicate what science knows and the questions that we have yet to answer. Find out more at www.mindyourwork.io, Spotify, or subscribe on any podcast app.

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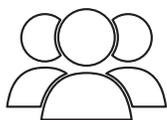


Preparing for the job market

Responses from a 2019 CPA discussion forum

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An important emphasis during graduate training in clinical psychology is on preparing students for pre-doctoral internship (e.g., internship workshop and fair at the CPA annual convention). In contrast, guidance on the transition from intern to early career psychologist is much more limited. Discussions surrounding employment tend to occur “informally among peers or sympathetic faculty members or practicum supervisors” (Plante, 1998, p. 508). Given that graduate students spend a decade in the role of a student and may possess little knowledge about entering the job market, transitioning to an early career psychologist can be overwhelming. Thus, this topic was presented during a discussion forum at the 2019 CPA annual convention to engage trainees and professional leaders in a collegial discussion with the goal of increasing awareness of this gap in training and the broader intention of identifying potential solutions.



In attendance

Students completing graduate-level psychology programs, students completing their pre-doctoral internship, early-career psychologists, practicing psychologists who supervise, directors of internship/residency programs, and other individuals who did not identify themselves.



Discussion format

At the outset, common challenges associated with transitioning from student to a working professional were proposed. Solutions were then solicited from those in attendance.



Job seeking and networking

Challenges

- Identifying personal priorities and what you seek in job
- Identifying value as a professional and developing the confidence to negotiate your worth
- Building professional connections and being aware of job vacancies
- Aligning timing of program completion and job availability

Solutions

- Seek advice from senior students
- Stay in contact with graduated students
- Contact students on internship for advice on navigating these challenges
- Speak to psychologists at conferences to identify non-traditional jobs
- Attend job or internship fairs
- Enquire about job availability at internship sites when applying
- Attend workshops available at your home university
- Gain work experience

Networking job offers

Challenges

- Working within the constraints of union contracts when negotiating salary and benefits in the public domain
- Dealing with managers who are not psychologists
- Negotiating commission rates in private practices

Solutions

- Know how to negotiate job offers
- Develop assertive communication skills
- Be familiar with different employment models (e.g., union compared to private practice)
- Know how saturated the job market is in the geographical region you wish to work
- Be informed of pay ranges, including pay limits within a union job.
- Negotiate in other areas besides pay and vacation time (e.g., time to study for the EPPP and time to complete your dissertation)

Transition from student to professional

Challenges

- Addressing role ambiguity when transitioning from intern to provisional psychologist to registered psychologist
- Working while finishing your dissertation or studying for the EPPP
- Navigating a new environment with varied inter-professional interactions, increased accountability, and evolving professional identity and confidence

Solutions

- Seek out supervision or mentorship during internship to address these challenges
- Attend psychology discipline meetings during internship to understand the healthcare system and challenges that the profession faces.
- Development of formal training opportunities (e.g., workshops, webinars, seminars) and discussions that focus on issues "after internship."

Final thoughts

Overall, limited formal or organized training on the transition from intern to employee was reported by discussants. Further, the informal strategies identified were suggested to be dependent upon suggestions from individual supervisors. Internship and academic programs seem to assume that the other addresses this transition. As such, the topic is not an essential aspect of training at either level which leaves students to find solutions informally and feeling unprepared when entering the job market. Further exploration of distinctive training values, conditions, methods, or experiences that comprise transitioning from intern to early career psychologist is recommended, with the goal of informing both clinical training and internship programs on how to assist students in succeeding when transitioning to the job market.

For more information, please contact Trista Friedrich at trista.friedrich@usask.ca

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Left to right: Alexandra Richard, Alisia Palermo, Georden Jones, Jean-Philippe Gagné, Chelsea Moran, Baénie Lafleur, Kate Wilson, Jérémie Richard.

Thank you to our 2018-2019 Chair, Chelsea Moran, for all of your hard work this year! A special thank you to our members who have moved on from our Executive Team, Jean-Philippe Gagné (Past Chair) and Georden Jones (Francophone Affairs Officer)!

Best of luck in the future!

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