

# Newsletter of the CPA Section for Students

Issue #17, Fall 2022

CANADIAN  
PSYCHOLOGICAL  
ASSOCIATION



SOCIÉTÉ  
CANADIENNE  
DE PSYCHOLOGIE

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# JEDI 101

Written by Emily Winters

*“It is imperative during these uncertain times that we have leadership that is informed by Human Rights and Social Justice. Goal five of CPA’s Strategic Plan explicitly states: ‘To be an association that promotes and models equity, diversity and inclusion (EDI) in all we do.’”*

Past President of CPA, Dr. Ada Sincore (2021)

Hello, CPA Student Section Members! The theme of our Fall 2022 Newsletter is Justice, Equity, Diversity, and Inclusion, aka JEDI. We thought it was important to start out with an introduction to this theme and with an explanation of why JEDI is so important to all of us on the Student Section Executive.



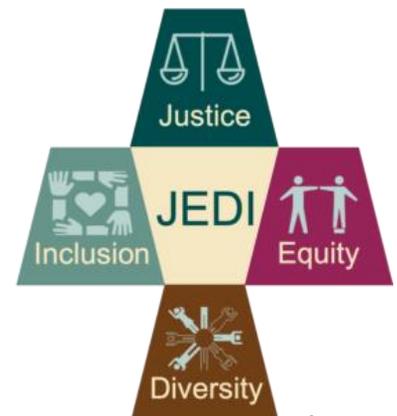
Let's start with some definitions:

**Justice**: In this context, justice refers to the right to be treated and the responsibility to treat others with fairness and equity. It is also the duty to advocate for fairness and equity and to challenge prejudice.

**Equity**: To ensure a fair and just society, everyone must be given access to the resources and opportunities they need to succeed. Equity differs from *equality* – *equality* means everyone is treated the same, whereas equity “levels the playing field” by eliminating intentional and unintentional barriers arising from systematic oppression.

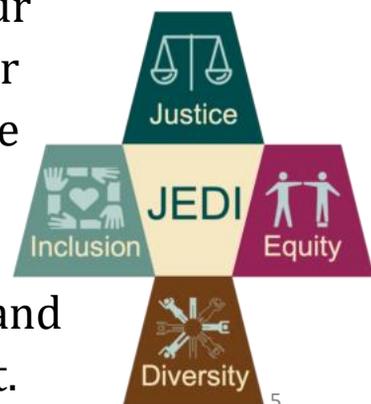
**Diversity**: Acknowledgement and acceptance of all the ways in which people differ. A broad definition includes not only race, ethnicity, and gender—the groups that most often come to mind—but also age, gender, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values.

**Inclusion**: Actively engaging people into activities, organizations, or structures where they have long been excluded or marginalized, in a way that shares power.



These concepts are highly relevant to our work in psychology. Since its emergence as a field, psychology has undoubtedly caused harm to marginalized groups, including Indigenous people, racialized individuals, individuals with marginalized sexual and gender identities, and individuals with disabilities. Further, studying and working in psychology has not always been a supportive place for individuals with marginalized identities. We all share the responsibility to work to repair the harms that have been done. Further, we have an ethical duty to foster relationships with and support those who have been excluded and harmed by our field. For instance, in CPA's response to the Truth and Reconciliation Commission of Canada's Report, psychologists are explicitly called to " openly identify themselves as allies and to stand as advocates for those that have been oppressed by colonial systems."

If you take one thing away from this newsletter, I personally would like it to be that JEDI is not something that any of us can "check off" our to-do lists or finish, so to speak. Being an advocate and doing social justice work does not start and end with a singular workshop, book, or by reading this newsletter. There is nothing simple or singular about this work, but rather it is an iterative process of unlearning, re-learning, challenging assumptions, and often feeling uncomfortable with everything we do not know or understand. We know that our work in psychology, be that research, teaching, or clinical practice, is always improved when people with varied backgrounds and perspectives are afforded seats at the table. We hope that this newsletter encourages you to engage with JEDI and that it helps you understand where you can start.



## Message from the Chair

It is my pleasure to be serving as your 2022-2023 Chair. Student voices have never been more important in the CPA, and this is reflected in our large membership of passionate, engaged students. I would like to thank the outgoing members of our team: Joanna Collaton (Past Chair), Nicole Boles (Undergraduate Student Affairs Executive), Jolie Ho (Administration and Finance Executive), and Alanna Chu (Communications Executive). Thank you for your dedication, leadership, and contributions during the tenure of your positions.

As we say goodbye to these students, I'm pleased to welcome the new members of our executive team: Melissa Lazo (Chair-Elect), Nicole Lento (Undergraduate Student Affairs Executive), Somayya Saleemi (Administration and Finance Executive), and Juliana Khoury (Communications Executive). These new executives have brought energy and enthusiasm and will be a welcome addition alongside our returning executives.

Our Past Chair, Alejandra Botia, leaves big shoes to fill. Her dedication to the students of CPA and her leadership within the section have set an exemplary example for our work this year. Under Alejandra's leadership, we began developing a partnership with an international group of psychology students and continued to improve our practices of justice, equity, diversity, and inclusion (JEDI) with a new executive position dedicated to promoting these values in the work of our section. This year our 2022 Keynote Speaker was Dr. Elisa Lacerda-Vandenborn who inspired us with stories of resilience, community engagement, social justice, and the power of one small action to make a difference in the world around us. Together, we celebrated the return to an in-person annual CPA Convention.

I am pleased to present this newsletter as an exciting step towards more visibility for social justice issues in psychology, particularly from a student perspective. I, along with Juliana, Emily, and the rest of the team chose this theme because we believe Canadian students have passion, drive, and unique social locations and identities that they are using to make psychology a more socially-just field.

Through this issue, we hope to inspire and challenge you with new ideas and student voices. We also present to you the ongoing work of our section on the topic of social justice, and hope this encourages you to get involved. The Student Section's executive team stands alongside students and activists who continue to condemn systemic racism and discrimination, and work towards the goals of Truth and Reconciliation. In my tenure as Chair, I hope to further the important work that has already been done by our section, and to continue to prioritize JEDI initiatives, anti-oppressive work, and diverse student voices. This newsletter also features new content – we are including student reflections on JEDI issues, topical book recommendations from our team, and looking ahead to how the activities of our section can promote the values of justice, equity, diversity, and inclusion. Finally, the outstanding work of our JEDI Committee is also featured. We hope you will be challenged and inspired to take the social justice theme presented here into your universities, classrooms, practicums, and workplaces.

We are always committed to improving our Section. As an executive team, we welcome any feedback, comments, or suggestions for new initiatives or projects. I hope to connect with you soon! Here's to another academic year of chasing our passions and using psychology to make the world a better place.



Linnea F. Kalchos, M.A., B.Ed.

Étudiante au doctorat

School and Applied Child Psychology, University of British Columbia  
chair.cpastudentsection@gmail.com

# Meet the Executive



**Linnea Kalchos**  
**Chair**

Linnea Kalchos is a first year PhD student in the School and Applied Child Psychology program at the University of British Columbia in Vancouver, BC. Her research interests include school integration, school-based support services for newcomer youth and critical social justice research in psychology. Her Master's thesis seeks to capture newcomer experiences of psychosocial support services in Canadian secondary schools. She also works as a student clinician conducting psychoeducational assessments for children and adolescents with specific learning disorders, intellectual disabilities and other social-emotional concerns. She is also a graduate student ambassador, and an international education recruitment specialist. She previously worked as a research assistant for the Promoting Relationships Eliminating Violence Network of Canada (PREVNet) at Queen's University. Prior to her graduate studies, Linnea was a full-time teacher in Melbourne, Australia. She enjoys travelling, baking, yoga, and is learning to play acoustic guitar.

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.



**Alejandra Botia**  
**Past-Chair**



**Mélissa Lazo**  
**Chair-Elect**

Melissa Lazo is a first-year PhD student in the School and Applied Child Psychology program at the University of British Columbia in Vancouver, BC. Her research interests include the factors associated with school success among students with autism spectrum disorder (ASD) and the sex-related differences in ASD. Her master's thesis investigated teachers' perspectives on the student-teacher relationship with female students with ASD. She is currently working as a psychometrist at the North Shore Stress & Anxiety Clinic. In the past, she has worked as a graduate student ambassador and school psychology program student representative, as well as a one-on-one instructor for students with specific learning disabilities. Prior to her graduate studies, Melissa worked as a full-time behavioural therapist for young children with ASD. In her free time, Melissa enjoys travelling, hiking, dancing, and spending time with her friends and family.



Nicole Lento is a second-year master's student in the Clinical Psychology program at the University of Regina in Regina, SK. She completed her BA Honours at Lakehead University. Nicole's research interests focus on the field of child psychology and parenting styles. Her current master's thesis seeks to evaluate an online therapy program for children with anxiety. Outside of academics, Nicole enjoys spending time with friends and family and walking her pup.

## **Nicole Lento** **Undergraduate Student Affairs Executive**

Laura de la Roche is a third-year PhD student in the developmental psychology program at Queen's University in Kingston, Ontario. She completed her MSc at Trent University and BA Honors at Saint Francis Xavier University. Her research focuses on interventions for autism spectrum disorder (ASD). Specifically, she is interested in the efficacy of parent-mediated telehealth interventions and their influence on symptomatology trajectory in recently diagnosed children with autism. Outside of academics, Laura enjoys going for hikes with her bullmastiffs, working with her horses and road trips/travelling.



## **Laura de la Roche** **Directrice des affaires de deuxième et de troisième cycle**



Somayya Saleemi (she/her) is a Doctoral student at the University of Ottawa in the Clinical Psychology program. Her research is focused on the effects of bilingualism on cognition and aging. Other areas of interest include child psychology, clinical neuropsychology, and research ethics. She completed her Hons. BSc. in Psychology from York University in Toronto, followed by an Ontario Post Graduate Certificate in Clinical Research from Humber College. Currently, she is serving as a clinical program representative on UOttawa's Graduate Association of Students in Psychology, and is passionate about advocacy related to diversity, equity, and inclusion. In her spare time, she enjoys hiking, swimming, and spending time with her three cats named Potter, Weasley, and Hermione.

## **Somayya Saleemi** **Administration and Finance Executive**



Juliana completed a Bachelor of Humanities (Hons) at Carleton University in 2019, and a Bachelor of Arts (Hons) in Psychology with a Special Concentration in Forensic Psychology at St. Francis Xavier University in 2021. She is now in the second year of her master's in clinical psychology at the University of Regina. With her thesis, she is examining the prevalence and impacts of sexual victimization among RCMP officers. She is excited to have the opportunity to work on a project that focuses on her two primary areas of interest: mental health among public safety personnel, and sexual victimization. In her free time, Juliana likes travelling, going for long walks, board games, and politics.

## **Juliana Khoury** **Communications Executive**

Sophie Barriault is a second-year master's student in the Psychology program at the Université de Moncton. She completed her Honours BA in Psychology at the University of Ottawa in 2019. Her master's thesis investigates relationship satisfaction and psychological wellbeing in men having experienced an acute coronary syndrome. Sophie is also interested in research focusing on the prevention of radicalization and has been involved in a project involving right-wing extremists in the province of Quebec. She has previously worked as a community advisor for university students and was also a reviewer for Mind Pad, the CPA's student psychology newsletter. She also participated in the CPA's Student Mentorship Program, both as a mentee and as a mentor. In her spare time, Sophie enjoys working out, trying new restaurants, and going for walks with her schnauzer.



## **Sophie Barriault** **Francophone Affairs Executive**



Emily Winters is a second-year Doctoral student in Clinical Psychology at the University of Regina. She is an Inuk-Settler woman from Newfoundland and Labrador. Emily completed a Master of Science in Experimental Psychology from Memorial University of Newfoundland in 2019. Her research interests include attitudes and perceptions towards substance use, particularly within the context of vulnerable and under-served populations. Her SSHRC-funded master's research examined the stigma surrounding substance use disorders and how the intersections of Indigeneity and treatment-seeking intention amplify that stigma. Her doctoral research aims to better understand the circumstances, prevalence, and attitudes towards medical and recreational cannabis use in long-term care facilities in Saskatchewan. Outside of her studies, Emily enjoys music, reading, and spending quality time with friends.

## **Emily Winters** **Justice, Equity, Diversity, and Inclusion Executive**

## Meet the JEDI Committee

As part of my role of Justice, Equity, Diversity, and Inclusion (JEDI) Executive, it has been my pleasure to recruit and work alongside a JEDI Committee. The work that has been done in collecting resources for the CPA Student Section website and much of the content from the JEDI Workshop held at the 2022 CPA Convention is thanks to these motivated and inspiring individuals. It has been such a pleasure working with these folks, I am so grateful to have space to highlight them in the newsletter! ~Emily Winters (she/her)



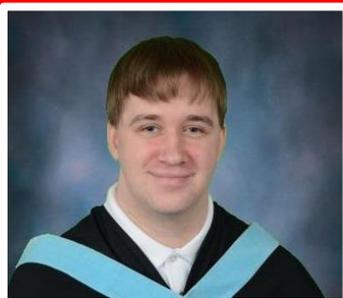
### Sommer Knight (she/her)

Sommer Knight is a doctoral student in the Clinical Psychology program at the University of Ottawa. She previously completed her MSc in the Division of Social and Transcultural Psychiatry at McGill University. Her research interests include culture, youth, diversity, and social determinants of health. As a Black queer woman, she aims to catalyze conversations on intersectionality in the field of psychology and implement meaningful change within our institutions and everyday lives.



### Danielle Lefebvre (she/her)

Danielle Lefebvre is currently in the third year of her PhD in Counselling Psychology at the University of Calgary where she also completed her Master's of Science in Counselling Psychology in 2020. Her areas of interest are body image, gender, societal expectations, and weight bias, and how she can extend this interest into advocacy work. Danielle's Master's thesis research explored the experiences of transgender women with body image, and specifically how their relationship with their body was and is impacted by a cis-heteronormative society and misogynistic standards for women. In her PhD dissertation, Danielle hopes to explore the experiences of gender euphoria for transgender and nonbinary individuals. In her free time, she enjoys reading, hiking, and spending time with animals.



### Chris Hinbest (he/him)

Chris Hinbest is a graduate student in the Master of Arts in Education program at Ontario Tech University. His current research explores pre-service teachers' perceptions of implementing trauma-informed practices in online classrooms. Chris holds a Bachelor of Arts in Psychology from Athabasca University.



### **Alanna Chu (she/her)**

Alanna Chu is a third-year doctoral student in Clinical Psychology at the University of Ottawa. She is supervised by Dr. Sophie Lebel and is investigating the unmet supportive care needs and psychological experience of fear of cancer progression of individuals with advanced and metastatic lung cancer receiving immunotherapy and targeted therapy. She is passionate about issues of equity and diversity in research and clinical care. She completed the microprogram in Evaluation of Health and Social Programs and Policies at the University of Ottawa as well as a Master of Public Health in Epidemiology, with a specialization in addiction studies at the Dalla Lana School of Public Health, University of Toronto. Alanna has also served as the Communications Executive (2020-2022) and peer mentor at the Student Section of the CPA.



### **Angela Jagnyziak (she/her)**

Angela Jagnyziak is currently in her final year of study in the Advanced Psychology program at the University of Manitoba. Angela's research interests include the usage of mental health services among BIPOC populations, family and child wellness, and women's health. As a student leader, Angela has held executive positions for both Justice for Women and the University of Manitoba's Undergraduate Psychology Student's Association. Angela is passionate about embracing intersectionality within the field of psychology. Through her endeavours, Angela works to amplify the voices of community members using a narrative of radical love.

### **Outgoing Member**

We would like to send a special thank you to outgoing JEDI Committee member, Roxy Merkand! Dr. Merkand has recently completed her PhD and is moving on to do some incredible work, which you can read about below. Congratulations, Roxy!

### **Roxy Merkand (she/her)**

Roxy Merkand recently completed her PhD in Industrial/Organizational Psychology at the University of Waterloo. She is committed to disability advocacy in her research and work. For her dissertation, Roxy researched the disclosure of invisible disabilities during job search and at work, and currently works as a Senior Research Science Analyst at the McKinsey Health Institute—a non-profit generating entity helping employers improve the mental health and well-being of their workers. Roxy is an active weight-lifter and long-time vegan, with an active interest in sustainable food practices and overall health. Roxy has two dogs—Frankie and Myra—and on the weekends she loves to take them to plant stores to pick out new plants that she tries her best not to kill!



## Looking back:

### *Highlights from this year's convention*

**Applying to Graduate School:** This workshop focused on providing guidelines and managing expectations for tackling the application process. Numerous relevant topics were covered including the logistical process of applying (e.g., costs, GRE, letter of intent), funding (e.g., institutional vs. provincial vs. federal), and other factors that are often overlooked (e.g., supervisor and their style, lab). We also talked through various programs under the umbrella of psychology - how they differed, how they were similar, and what to consider when deciding which program may be the right choice for you. Finally, we opened up a very interactive discussion highlighting key barriers people had faced or struggles within the application process. The workshop had a great turnout, and we were incredibly pleased with the thought-provoking questions asked that were beneficial to the entire group!

**Building and Maintaining Professional Relationships as a Psychology Student:** This panel discussion focused on on different ways to build and maintain professional relationships. Panelists drew on their personal experiences navigating relationships with peers, colleagues, supervisors, faculty and organizational partners, as well as mentoring and volunteer relationships. Through audience questions, we also explored the importance of relationships that promote equity, diversity and inclusion as well as ethical issues in professional relationships. We had a great turnout for this event and received many thought-provoking and stimulating questions from our student peers.

**Effective Research Dissemination Skills for Students:** This workshop focused on introducing strategies for effectively communicating one's research and increasing the accessibility for a wider audience. Skills covered included constructing a lay abstract, creating research and outreach opportunities, and highlighting the important components of a research proposal. The workshop had a great turnout!

## Looking back:

### *Highlights from this year's convention*



The fourth and final workshop held as part of the CPA Student Section's programming at the 2022 Convention was titled: **Justice, Equity, Diversity, and Inclusion: A Workshop for Students**. The workshop began with a video land acknowledgement that explained why land acknowledgements are important (<https://www.youtube.com/watch?v=7re1r0FY-4Y>). The workshop covered language, a brief description of how psychology as a field has harmed marginalized communities, a summary of some progress that has been made, and a discussion of future directions. The workshop utilized the Head (who, what) Heart (why, why now?) Hand (how, where?) Model to provide attendees with a tool to assess where they are in their journey of JEDI work and how they can continue contributing in a way that is meaningful to them and marginalized communities. Reflection exercises and group discussions were used throughout the workshop to engage attendees and encourage critical reflection on culture, psychology's role in perpetrating harm, and how attendees intend to apply what they have learned in their research, clinical work, and/or daily life.

## Looking back:

### *Highlights from this year's convention*

Thank you to the Keynote Speaker, Dr. Lacerda-Vandenborn!



This year's keynote speaker was Dr. Elisa Lacerda-Vandenborn from the University of Calgary whose remarkable presentation was entitled "Daring to hope: What a hummingbird's story can tell psychologists about community wellness and social justice." Dr. Lacerda-Vandenborn's talk was exceptional! She spoke about social justice and the importance of communal perspectives in psychology through sharing her own research and stories about her life as it related to the topic, making it such an inspiring and unique talk. Thank you again, Dr. Lacerda-Vandenborn!

**Looking forward:**  
***Sneak peek at the  
upcoming convention***

Save the date! The 2023 annual convention will take place from **June 23<sup>rd</sup>-25<sup>th</sup>** at the **Sheraton Hotel in Toronto, Ontario.**

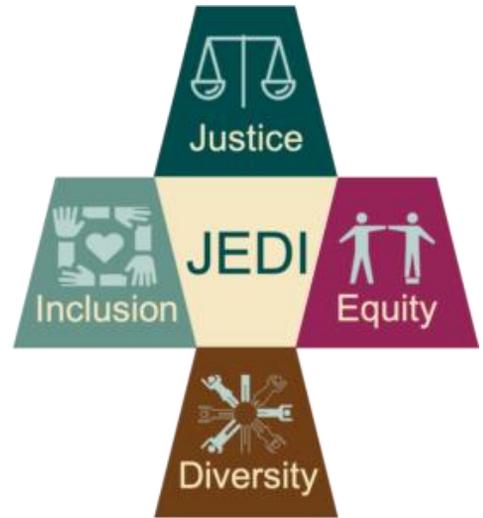
**The call for submissions is OPEN –  
deadline December 14, 2022.**

We encourage students to submit their research to the Section for Students, and be eligible to win our poster contest!



## **Food for thought:**

### ***A conversation about JEDI in psychology***



We wanted to initiate a conversation about JEDI in psychology by hearing from YOU. Check out these thoughtful responses from your fellow students! It is our hope that these responses, and your own consideration of these questions, can be a conversation starter.

## ***Why do you think that JEDI is important in the field of psychology?***

JEDI is ultimately important in the field of psychology because it has a long history of discriminating against BIPOC communities in the name of research or science. In the capacity of research or clinical practice, there is always a power dynamic between either the researcher and the participant, or the clinician and the client that we need to be mindful of. These power dynamics are also intersectional, which means that the relationships of power between identities can get complex. Thus, looking inward and examining one's positionality becomes necessary when considering which parts of your identity have power in your situation.

Harris Wong, B.A.

PhD Student in School and Applied Child Psychology  
University of British Columbia,

JEDI challenges each one of us to confront our own biases in an ongoing process of progress and healing. This paradigm informs and emboldens us to level inequity, to see the unseen, and to bring light to the borderlands. It leads us to deeper understandings of the infinite diversity of humanity, through which each of us may likewise come to fully embrace our own humanity. Truly, only when psychology is just, equitable, diverse, and inclusive, does it achieve its true potential of knowledge and healing.

Kevin Prada

Undergraduate Student in Psychology (Honours)  
University of Manitoba

The principles of JEDI are important when conducting research with consideration to the demographics of study participants and researchers. These individuals are often from a default normative population and the data collected is then generalized to those including members of marginalized populations. This can create dangers such as insensitive therapies from overgeneralization or assumed bias when members of non-normative populations conduct research with members of their cultural background.

Erin Thomsen

Master's student in Experimental and Applied Psychology  
University of Regina

## *What does JEDI mean to you?*

JEDI in psychology includes research that is beneficial for everyone. We know from the replication crisis, that most research in psychology is not useful. Too often, research findings are built on studies using urban, Caucasian, and university samples. Unsurprisingly, classroom interventions often do not work on minority students because there was a lack of diversity in the study sample. Thus, researchers need to consider how to include JEDI in their methodology for research to be practical for everyone.

Sierra Pecs, M.Ed.  
PhD in School/Applied Child Psychology  
McGill University

When I think of the word diversity, I immediately think of the multicultural richness of the Canadian population. Being myself a person of Maghrebian origin who grew up in Quebec, I was raised in a bath of Eastern and Quebec cultures and traditions. This mixture has considerably contributed to building my personality and it is part of my person and my personal background today.

Ghizlène Sehabi  
Undergraduate student

JEDI to me means being an ally. It means listening and educating myself. It means being humble, proactive, and engaged. JEDI means acknowledging my privilege. It means speaking up and uplifting other voices.

Liz Dromer, MSc.  
PhD Student in Clinical Psychology  
University of Ottawa

## *What would a just, equitable, diverse, and inclusive psychology field look like?*

With modern advancements, we can forget decades of discrimination and misrepresentation of marginalized communities, leading to “intergenerational trauma”. A term coined by late Canadian Psychiatrist, Dr. Vivian Rakoff, MD in 1966. In psychology, JEDI would highlight variations in research findings due to demographic differences. If we truly want to move towards improving reliability and credibility of the field, there needs to be a precise methodology to factor JEDI into research findings’ generalizability and/or reproducibility across all marginalized communities.

Haley Matthews, MBA, BSc, CCRP CET.

Master of Liberal Arts in Psychology and Specialization Certificate in Human Behavior, Pre-degree (Prospie) Student  
Harvard University, Extension School.

The road to Justice, Equity, Diversity and Inclusion (JEDI) is long, the distance we have come is remarkable, the distance that remains is unclear. This shouldn’t be daunting, though, it should be rather encouraging. While I believe many efforts have been focused on increasing JEDI for those employed in the field, I feel JEDI also extends to those we work with and research. To strive for JEDI, research populations need to be less WEIRD (Western, Educated, Industrialized, Rich, and Democratic).

Jordan MacDonald, BA.

MSc. In Experimental Psychology Student  
Trent University

## **AWARD OPPORTUNITIES**

*The following grants will be available this fall*

### **Student Research Grant**

Six grants of \$500 each will be awarded. These grants are intended to support students in undergraduate or graduate programs in any domain or discipline within psychology who are actively engaged in research.

**Deadline:** January 19<sup>th</sup>, 2023

### **Campus Initiative Grants**

Two grants of \$750 each will be awarded. These grants are intended 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.

**Deadline:** February 19<sup>th</sup>, 2023

## **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), Joanna Collaton (2019- 2020) Alejandra Botia (2020 – 2021), and Linnea Kalchos (2021-2022). The goal of the program is to serve our community of CPA Student Affiliates by facilitating a space for connection and the sharing of experiences and information.

### **About the Program CPA Student Mentorship 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. The program is flexible in allowing each mentor and mentee dyad to take ownership of their experience depending on their goals and needs. This means that dyads decide how often to meet, what medium of communication to use, and what topics to discuss. To participate in the program, visit our website 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 more. Mentees also have a unique opportunity to learn from someone else who has an understanding of what it is 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.

## **Benefits of Joining the Program: 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 graduate students to offer the guidance and support they wish they had received. 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.

## **The 2022 - 2023 Cohort**

We have 87 CPA Student Affiliates who are participating in the CPA Student Mentorship Program 2022 - 2023 cohort. This year's group of mentors consists of exceptional graduate students from Master's, Ph.D., and Post-Doctoral programs in clinical psychology, counselling psychology, school and educational psychology, forensic psychology, developmental psychology, neuropsychology, applied and experimental psychology, and industrial and organizational psychology programs and specializations. We are also excited to welcome back returning mentors and mentees. Our program continues to grow each year thanks to all of the mentors who generously give their time, and the mentees who bring their enthusiasm to the program.

## **Join the 2022-2023 Cohort!**

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

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

## **Mentorship program**

### ***A note from the Chair-Elect***

It is an honour to continue the work of previous coordinators as we proudly launch the eighth edition of the CPA Student Mentorship Program. This program continues to be one of the most anticipated offerings of the CPA Student Section and provides our Student Affiliates with an important opportunity to connect with other students and share their experiences. This year we excitedly welcome 87 mentors and mentees from 8 provinces across the country. To kick off the program this year, we introduced Program Orientation which provided participants with an opportunity to meet one another and develop strategies for success in the program.

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. Student mental health and access to support services remains a continuing challenge. Important attention has also been given to issues of social justice and diversity in Canada and in the Canadian Psychological Association, but there is still much work to be done. I encourage all participants in the mentorship program to not only support one another, but to thoughtfully engage in conversation around these issues facing students and the profession of psychology.

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 2022 – 2023 academic year!

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

## Student and Campus Rep Programs

Hello Everyone and welcome back to another year with the CPA Student section! My name is Laura de la Roche and I am thrilled to be continuing as your graduate student affairs executive for the CPA's student representative program through to 2023. Over the past couple years, the student representatives have done a fantastic job facilitating events and promoting the CPA student section throughout the difficulties of COVID-19. The entire student section executive team has been so impressed and proud to see the effort put forward by the representatives – great work! We are very excited to be able to finally see the return of some in-person opportunities to promote CPA this coming year and the continuation of the built online presence at your institutions. It is my pleasure to welcome out new Undergraduate Affairs Executive – Nicole Lento - who has settled into the role seamlessly over the past few months!

### Program Updates

- 56 representatives total
- 7 Undergraduate Student Reps
- 12 Graduate Student Reps
- 19 Campus Reps
- 18 Faculty reps

Hi everyone, my name is Nicole Lento! I am very excited to begin the role of your Undergraduate student affairs executive for CPA's student representative program. I've heard such great things about the effort put forward by student representatives and have enjoyed talking to many representatives already. Now that many campuses have re-opened for in-person learning, I look forward to seeing all the ways you promote CPA!

***Please email us if you have any questions about how to apply for a representative position, or if you have questions about the program in general.***

## Spotlight!

*Meet Ximena Cayo, the psychology student taking on the role of undergraduate student representative for UBCO.*

Ximena is an international student from Peru and is currently in her third year of psychology at the Faculty of Arts at UBCO. She is also pursuing a minor in cultural studies and aspires to obtain a master's degree in counselling. In addition to being the new undergraduate representative, Ximena fulfills the role of Marketing & Social Media Manager for the UBCO RESPECT Magazine as well as the role of Events Coordinator for the UBCO Psychology Course Union. Through these, she seeks to encourage students to raise awareness regarding EDI issues and help them connect with each other to build a more empathetic and engaged community. Ximena is thrilled to contribute to introducing many more psychology students to the CPA.



# Mind Pad Update

Dear students,

My name is Alejandra Botia and I am gladly serving as the Editor-in-Chief of *Mind Pad* for the 2022-2023 academic year.

*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 from the points of view of both the submitter and the reviewer/editor.

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; and 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. 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*!

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

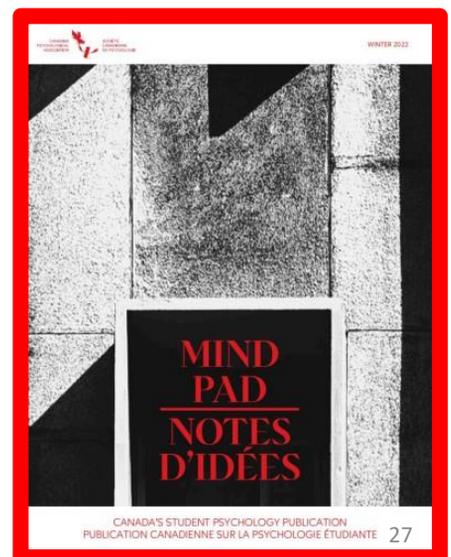
In addition, you can view the most recent edition of *Mind Pad* here:

[https://cpa.ca/docs/File/Students/MindPad/MindPad\\_Winter2022.pdf](https://cpa.ca/docs/File/Students/MindPad/MindPad_Winter2022.pdf)

I look forward to receiving your submissions!

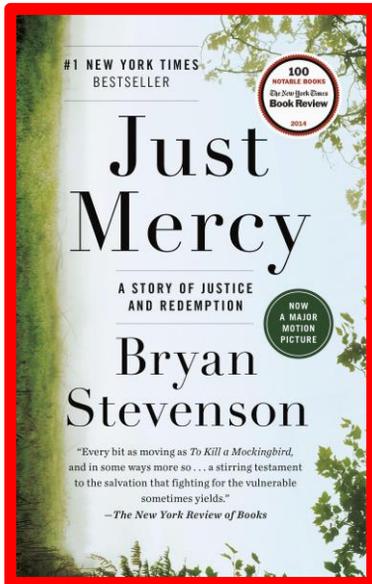
Kindly,

Alejandra Botia  
PhD Student, Counselling Psychology  
University of British Columbia  
Editor-in-Chief, *Mind Pad*  
Past Chair, Section for Students in Psychology



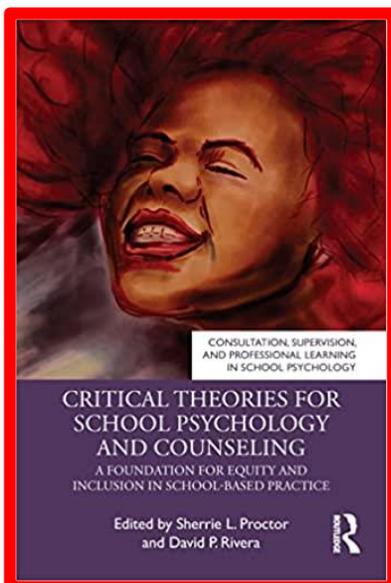
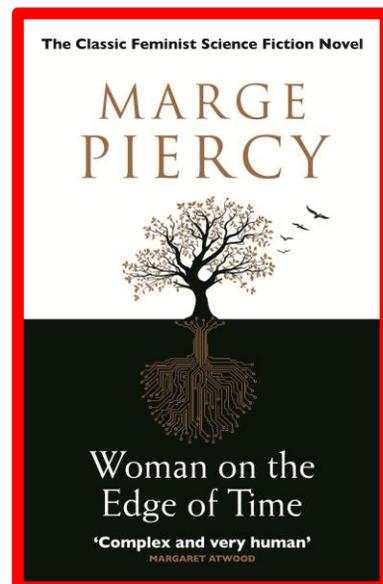
# Books of the Month

Want to keep engaging with issues pertaining to JEDI in psychology? Looking for somewhere to start? Check out this reading list curated by the executive!



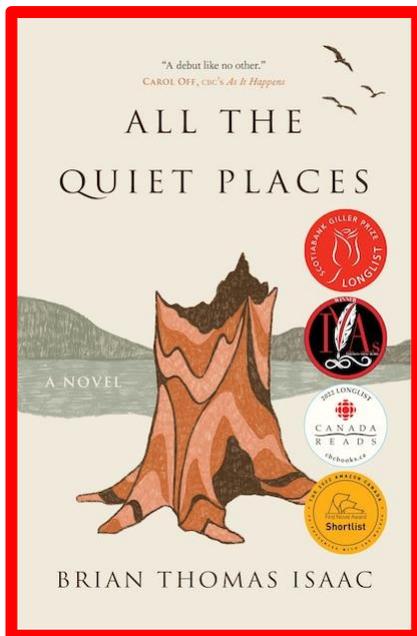
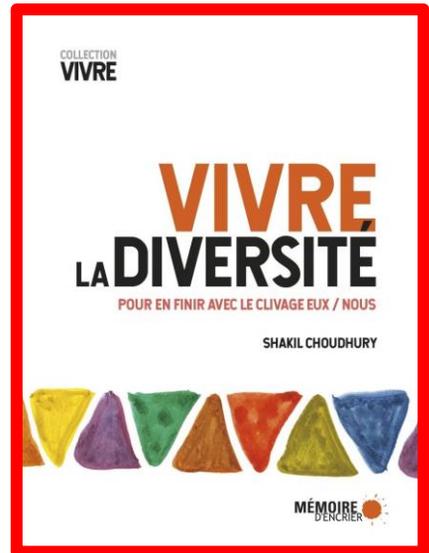
Just Mercy by Bryan Stevenson

Woman on the Edge of Time  
by Marge Piercy



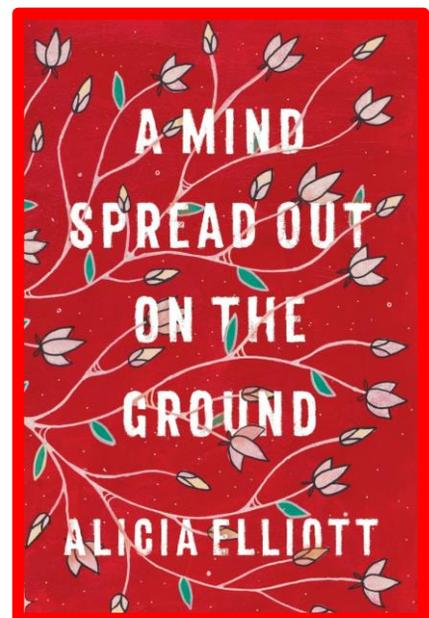
Critical Theories for School Psychology and Counseling: A Foundation for Equity and Inclusion in School-Based Practice. Edited by Sherrie L. Proctor and David P. Rivera.

Vivre la diversité : pour en finir  
Avec Le Clivage Eux/Nous  
by Shakil Choudhury



All the Quiet Places  
by Brian Thomas Isaac

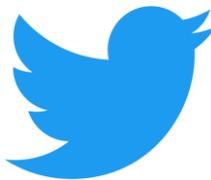
A Mind Spread Out On the  
Ground by Alicia Elliott



# Stay in touch: Follow us on social media!



<https://cpa.ca/students>



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