

Newsletter of the CPA Section for Students

Issue #20, Fall 2023

CANADIAN
PSYCHOLOGICAL
ASSOCIATION



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Message from the Chair

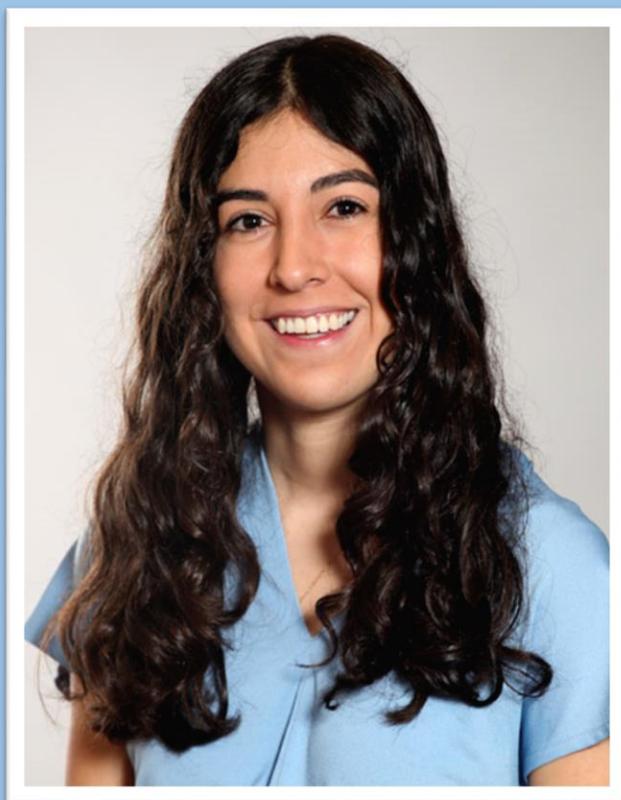
It is my pleasure to be serving as your 2023-2024 Chair. I would like to sincerely thank all the outgoing members of our team: Alejandra Botia (Past Chair), Laura de la Roche (Graduate Student Affairs Executive), Sophie Barrault (Francophone Executive), Emily Winters (JEDI Executive), and Somayya Saleemi (Administrative and Finance Executive). Thank you for your contributions to our team, to the section, and to our efforts to advocate for psychology. Your leadership, dedication, and work will be greatly missed.

As we say goodbye to these students, I am pleased to welcome four new members to our executive team: Anisa Nasserri (Chair-Elect), Tosa Oliogu (JEDI Executive), Malika Desrosiers (Francophone Affairs Executive), Dorothy Chacinski (Graduate Student Affairs Executive), and Joey Frenette (Administrative and Finance Executive). All our new members have enthusiastically started their roles and have brought forth great ideas to our Section and initiatives. I am excited to work with these new members, along with our returning executive team members: Juliana Khoury (Communications Executive) and Nicole Lento (Undergraduate Student Affairs Executive). Our Past Chair, Linnea Kalchos, did an incredible job as our 2022-2023 Chair and has set a high bar for this year. She demonstrated outstanding leadership skills and helped make our Section Programming a success for the 2023 Toronto Convention. She also led our Student Section with enthusiasm, openness, unwavering commitment and hard work. During the 2023 Toronto Convention we were able to host our Annual Business Meeting and award the annual Best Poster Awards to outstanding students. We also had a wonderful talk by Dr. Trevor Hart, our 2023 Keynote Speaker, who presented on “The Effects of Minority Stress on the Sexual and Mental Health Among LGBTQ2+ People”. Our executive team also organized and facilitated multiple workshops and panels for students during the convention about applying to graduate school, publishing research, equity, diversity, and inclusion, leadership, and navigating academia.

As Chair, I aim to build upon the excellent efforts of those who came before me. I intend to provide our student members with a diverse array of programs and initiatives, both fresh and familiar. The Student Section Executive team is dedicated to consistently examining and pushing ourselves to improve our programs, all while emphasizing social justice principles that align with the values of equity, diversity, and inclusion.

In this edition of our newsletter, you'll have the chance to connect with your section executives, stay informed about the upcoming 2024 convention in Ottawa, explore exciting student grant and award opportunities, and delve into various initiatives available for your involvement. These initiatives encompass our Justice, Equity, Diversity, and Inclusion executive team, the Campus Representative Program, opportunities for publication in Mindpad, and the Mentorship Program. This newsletter also features student reflections on JEDI issues, thought-provoking book recommendations from our team, and perspective on how our section's activities can advance the values of justice, equity, diversity, and inclusion. You'll also find a spotlight on the remarkable efforts of our JEDI Committee. Through this issue, our aim is to inspire and stimulate your thinking with innovative ideas and student perspectives that you can apply in your university studies, classrooms, clinical practice, and personal life.

We are always committed to improving our Section. Please do not hesitate to contact me and the executive team to let us know what you would like to see from our Section this year. We welcome any feedback, comments, or suggestions for new initiatives or projects. I wish you all a wonderful and enriching 2023-2024 academic year and am excited for another year of opportunities to use psychology to create a positive impact on the world.



Melissa Lazo, M.A.
Doctoral Student School and Applied Child Psychology
University of British Columbia
chair.cpastudentsection@gmail.com

Meet the Executive



Melissa Lazo
Chair

Melissa Lazo is a second-year PhD student in the School and Applied Child Psychology program at the University of British Columbia in Vancouver, BC. Her doctoral research looks at the factors associated with school success and well-being among students with autism spectrum disorder (ASD). Her Master's thesis investigated the relationship quality between elementary school teachers and female students with ASD, as well as the associated factors. Melissa is currently working as a student clinician conducting psychoeducational and neuropsychological assessments for children, adolescents, and adults with head trauma, learning disorders, intellectual disabilities and other social-emotional difficulties. She is also a practicum student at ABLE Clinic where she provides counselling services and conducts psychoeducational and autism assessments to children and adolescents. In her free time, Melissa enjoys travelling, hiking, dancing, and spending time with her friends and family.

Anisa Nasserri is a second-year master's student in the School and Applied Child Psychology Program at the University of British Columbia in Vancouver, BC. Her research interests broadly revolve around facilitating the growth and development of children and youth to help them reach their fullest potential. She has a specific focus on understanding the experiences of newcomer students and families in Canadian schools. Additionally, Anisa is intrigued by the application of positive psychology in educational settings. For her master's thesis, Anisa is investigating the experiences of immigrant parents during their child's psychoeducational assessment. In terms of practical experience, she has worked as a tutor providing one-on-one instruction for children with learning differences. She has also worked as a behavioural interventionist and a preschool English teacher in China. Anisa has engaged in various community service roles, such as mentoring through Big Brothers Big Sisters, facilitating youth groups, leading English classes for refugees and newcomers, and conducting peer-support sessions. Apart from her academic and community service involvement, Anisa enjoys trying new restaurants, thrifting, reading, and spending time with family and friends.



Anisa Nasserri
Chair-Elect



Linnea Kalchos
Past-Chair

Linnea Kalchos is a second 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, transnational feminism, and arts-based approaches for research with newcomer young women, as well as critical social justice research in psychology. Her Master's thesis focused on newcomer experiences of psychosocial support services in Canadian secondary schools. She also works as a doctoral student clinician conducting psychoeducational assessments for children and adolescents with specific learning disorders, intellectual disabilities and other social-emotional concerns. She previously worked as a research assistant for the Promoting Relationships Eliminating Violence Network of Canada (PREVNet) at Queen's University where she completed her undergraduate degrees. 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.

Meet the Executive



Nicole Lento is finishing up her second-year of master's in Clinical Psychology 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

Dorothy Chacinski is a first-year graduate student of Clinical Psychology at the University of Saskatchewan. Her research interests are on the experiences of long-term care and assisted care residents. During her B.A. (Hons) at the University of Calgary, Dorothy was involved in a number of research projects, including cognition and brain imaging studies in preclinical dementia patients, interventions for families of long-term care residents, and community-engaged research on embodied microaggressions amongst immigrants and employers. In her spare time, Dorothy enjoys lifting, hiking, and spending time with friends and family.

Dorothy Chacinski
Graduate Student Affairs Executive



Joey Frenette
**Administration
and Finance
Executive**

Joey is a fourth-year undergraduate student at Université de Moncton, where he is pursuing a specialized degree in psychology. His academic journey has been marked by a strong focus on understanding and improving parent-adolescent relationships. Within this, Joey is passionate about identifying the most effective strategies for parents to employ when their children break rules, with a goal of promoting healthy child development. In addition to his research in parent-adolescent relationships, Joey's academic interests also extend to medical psychology. He investigates the most effective psychological approaches to prevent falls among seniors living in the community, recognizing the importance of maintaining their well-being. Joey is actively involved in personality psychology, exploring traits such as resilience, work ethic, and leadership. Outside of his academic pursuits, he has assumed various leadership roles, including serving as the president and vice-president of the psychology student association and the faculty student council for numerous years. Additionally, Joey has taken on the role of coordinator at the university's peer help center and has represented his campus for the Canadian Psychological Association (CPA). Beyond academics, Joey plays sports, runs, and values spending time with his friends.

Meet the Executive



Juliana is a first year PhD student in Clinical Psychology at the University of Regina. Her research interests include mental health among public safety personnel, and sexual violence. With her master's thesis, Juliana examined the scope of sexual violence among RCMP officers and potential impacts on their mental health. She hopes to extend this research with her dissertation, by investigating and developing implementable solutions. Juliana completed a Bachelor of Humanities (Hons) at Carleton University and a Bachelor of Arts (Hons) in Psychology with a Special Concentration in Forensic Psychology at St. Francis Xavier University. In her free time, Juliana likes travelling, reading, going for long walks, and board games.

Juliana Khoury
Communications Executive

Malika Desrosiers is a first year student of a specialized postgraduate diploma in risk, resilience and catastrophes at the University of Québec in Montreal. She completed her Psychology bachelor degree as well at UQAM in 2023. She has worked for a year as a research assistant for a lab that studies teenage interactions and development in high school. She studied linguistics for a semester at the Université Libre de Bruxelles in Belgium. Her current fields of studies revolve around ecoanxiety and ecological trauma with the youth. She also participated in the student committee of her program during her bachelor degree. Other than her school occupations, Malika works as a psychosocial worker in a women only homeless shelter. She volunteered as well at a suicide hotline for more than a year. In her free time, Malika enjoys improv, theater and drag performances.



Malika Desrosiers
Francophone Affairs Executive



Etinosa "Tosa" Oliogu is a second-year Master's student in Clinical Psychology at the University of Toronto. Her research focuses on cognitive control and dimensional psychopathology risk factors for highly lethal self-injurious behaviour. She is also dedicated to applying her research knowledge and skills to work being done in the Black community. Outside of her studies, Etinosa enjoys music, learning new languages, and exploring new cultures, especially the food!

Tosa Oliogu
**Justice, Equity, Diversity,
and Inclusion Executive**

Meet the JEDI Executive

As the Executive for Justice, Equity, Diversity, and Inclusion (JEDI), it has been my privilege to assemble a dedicated team of students to serve on the JEDI committee. Each member brings a wealth of insight and expertise to the table, particularly in the realm of JEDI-related topics within the field of psychology. I am eagerly anticipating the innovative and impactful contributions that this dynamic group of driven students will make in the upcoming term. I'd like to extend my heartfelt appreciation to Emily Winters, the outgoing JEDI Executive, for her invaluable assistance in the selection process and her commitment to ensuring a seamless transition. Her dedication has played a pivotal role in this exciting new chapter.

~ Etinosa Oliogu

Hello! My name is Gale (she/her). I recently graduated from the University of British Columbia Okanagan with a major in Psychology, and I am planning to attend graduate school in 2024. I am interested in social cognition, focusing on the role of affect (specifically empathy) in intergroup dynamics. Other side interests of mine include minority health and well-being, computational neuroscience methods, and metascience. My interest in JEDI began in high school, out of dissatisfaction with the lack of diversity in psychological research. However, my commitment to JEDI really solidified in the summer of 2020, at the height of the Black Lives Matter protests. I have since strived to promote JEDI in as much of my research and service activities as possible. To me, joining the JEDI committee is a unique opportunity to help make psychology more inclusive and equitable, and I look forward to the exciting initiatives we have in store for students in psychology!



Jan Wozniak (he/him) is a fourth-year Honours Psychology and Disability Studies student at Toronto Metropolitan University. Prior to this, Jan completed a Certificate in Psychology, a Master of Arts in Philosophy, and an Honours degree in English and Philosophy. He recently finished his thesis on autism and social anxiety at the Anxiety Research and Treatment Lab and an independent research study on ADHD, anxiety, and academic performance. Outside the university, Jan also works as a Program Engagement Co-Facilitator at the Azrieli Adult Neurodevelopmental Centre (CAMH), where he assists with research on mindfulness and acceptance and commitment therapy. Jan is particularly interested in clinical and neurodevelopmental psychology and disability and social justice. In his free time, Jan enjoys film, philosophy, creative writing, athletics, and yoga.

Hymnjyot Kaur Gill is a first-year PhD student in the clinical psychology program at Toronto Metropolitan University (TMU). Her research interests are focused on how to improve attention and learning for students with ADHD symptomatology. Hymnjyot has experience in conducting evidence-based psychological assessments and providing therapy for various mental health concerns such as depression, anxiety, and trauma at St. Michael's Hospital. Hymnjyot also has a profound interest in advocating for historically marginalized groups. In line with this passion, she is a member of the Graduate Student Anti- Racism Initiative and the clinical EDIJ committee at TMU. Hymnjyot's hobbies include baking, swimming, and learning languages.



Meet the JEDI Executive



Naomi Phung completed her Bachelor of Arts in Psychology (Honours) & Sociology from Mount Royal University. Currently, she is a second-year master's student in the Social & Personality Psychology area at York University where her research is currently investigating racial discrimination and coping. Naomi is also involved in research in the Faculty of Social Work at the University of Calgary where she works in interdisciplinary teams researching domestic violence prevention, domestic violence in Black communities, and anti-Black racism.

Ellen Coady is a first-year MA student in Psychology at Carleton University in Ottawa, ON. Her research interests include evaluations of gender-informed correctional programs and the empirical basis for legal policies/practices. Within these areas, Ellen is primarily interested in equity, diversity, and inclusion- focused projects, such as exploring the disparate impacts of correctional practices on individuals of diverse identities. In her Master's thesis, she will model developmental trajectories of offending and whether certain protective factors and diagnosis of psychiatric illness predict a youth's ability to de-escalate their level of criminal conduct over their lifespan. Additionally, she will examine how these trajectories and their associated predictors vary as a function of an individual's gender, race, and a combined gender/race variable. Ellen also obtained her Hons. BSc in Psychology (Concentration in Forensic Psychology) from Carleton University, where her research evaluated the implementation of the risk-need-responsivity model's need principle (via gender-neutral and gender-informed need- to-service matching) in a women's residential re-entry facility. In her free time, Ellen enjoys baking, attending concerts, reading, and going to the gym with friends! She is looking forward to supporting students in advancing justice, equity, diversity, and inclusion.



Amanda is a first-year master's student at York University in the Historical, Theoretical and Critical studies of Psychology program. She developed an interest in mental health at a young age but only recently decided which path she would dedicate her academic career to. Amanda came to Canada with her sister when she was 15 and her academic interests are informed by her own history and identities. This includes: Psychological theory; critical studies of/in Psychology; liberation Psychology; resilience and resistance, from the standpoint of the oppressed; subjectivity, ontologies, knowledge systems and epistemologies; feminist theories and transnational feminisms; activism and resistance as medicine. Amanda is ultimately interested in critically looking at (and contributing to research around) the way we do Psychology, with an emphasis on investigating the possible role(s) of Psychology in social justice and liberation. Amanda is the co-founder of Black Students Mentorship Program, the first student-led mentorship program geared toward Black undergraduate students in the faculty of Health at York University.

Accessibility: A JEDI Perspective by Etinosa Oliogu

Greetings, CPA Student Section!

Welcome to our Fall 2023 Newsletter, where we delve into the theme and concept of "Accessibility." At first glance, the word might appear self-explanatory, but like many good things, its richness becomes apparent when given a more critical look.

In its simplest form, accessibility signifies the quality of being reachable and open to entry. When viewed through the lens of JEDI (Justice, Equity, Diversity, and Inclusion), it takes on a more profound meaning. From this perspective, Accessibility embodies the inclusive design and the provision of equal opportunities for individuals with diverse abilities and backgrounds. The foundational JEDI principles acknowledge that each person possesses unique needs and experiences, and the overarching objective of accessibility is to craft an environment or product that embraces and accommodates these differences.

Delving deeper, accessibility takes on unique meanings within each of these principles:

Justice entails both the right to be treated fairly and the responsibility to treat others with fairness. Accessibility serves as a vigilant advocate for fairness, firmly challenging prejudices. Accessibility aligns with justice as it endeavors to rectify historical and systemic injustices endured by marginalized groups, particularly people with disabilities. It aspires to eliminate disparities by ensuring equal access to resources, opportunities, and services.

Equity revolves around the idea of everyone having access to the specific resources and opportunities necessary for their individual success, as opposed to everyone receiving identical treatment. Accessibility and equity are intertwined, as they provide accommodations and support tailored to individual needs, rejecting the one-size-fits-all approach. This approach recognizes that diverse individuals may require distinct accommodations to attain an equivalent level of access and participation.

Diversity encompasses the acknowledgment and acceptance of the various ways people differ, spanning race, ethnicity, gender, age, nationality, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. Accessibility embraces diversity by guaranteeing that individuals of all backgrounds and abilities can fully engage in society and access products and services.

Inclusion revolves around the intentional and active engagement of individuals or groups that have been historically and systematically excluded from activities, organizations, or structures, thereby redistributing power. Accessibility complements inclusion by creating environments, products, and services that empower everyone to engage actively and equitably. This necessitates the mitigation of physical, technological, and attitudinal barriers that could deter certain individuals from participating.

Accessibility is highly relevant to the work we do in psychology. As aspiring psychologists, we bear the responsibility of ensuring that psychological services, research, and practices are accessible and responsive to the diverse needs of our population. From a JEDI standpoint, accessibility encompasses a broad spectrum of considerations, including physical, digital, cultural, educational, and economic accessibility.

In essence, accessibility from a JEDI perspective entails recognizing the distinct needs and backgrounds of individuals, and it urges us to foster environments, products, and services that embody justice, equity, diversity, and inclusion for all. This is a steadfast commitment to dismantling barriers and fostering an inclusive and accessible world for all individuals.





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

Save the date! The 2024 annual convention will take place from **June 21st – 23rd** in **Ottawa**.

The call for submissions is **OPEN** – deadline **November 30th, 2023**.

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

Looking back:
**Highlights from this
year's convention**



**Thank you to everyone who attended
this year's convention in Toronto!
Please enjoy this look back at the
CPA Section for Students' workshops
and panels.**

WORKSHOPS

Identifying and Addressing Justice, Equity, Diversity, and Inclusion (JEDI) Needs in Our Institutions: A Workshop for Students

Led by the JEDI Student Section Executive, Emily Winters, this workshop focused on providing students with the tools and knowledge to take the initiative in identifying and addressing such gaps in social justice education in their training programs. We spent time reviewing what JEDI work is, allyship, barriers/facilitators to this work, and working with leadership. Group breakout sessions allowed us to share knowledge between institutions across Canada and allow students to explore the nuances of advocating for the advancement of JEDI principles at the institutional level, as well as within the clinical, research, and teaching spheres.

Applying to Graduate School in Psychology: Tips & Tricks to Success

This workshop provided important information on preparing for graduate school applications in psychology-related programs. It covered various psychology streams and program options, the application process, supervisor selection, and strategies to enhance CVs and skills before applying. Participants had the opportunity to discuss their experiences and practice interview questions in groups. Towards the end of the workshop, the presenters shared their personal experiences and engaged in a question-and-answer session. The workshop had a great turnout, and we were incredibly pleased with the thought-provoking questions asked that were beneficial to the entire group!

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How to Navigate Academia as a Psychology Student

This panel discussion focused on common myths among students, imposter syndrome, and perfectionism. Panelists also shared their experiences as graduate students in psychology and applicable self-care techniques. We had a great turnout for this event and received many stimulating questions from participants about how to make the most of their university experience.

In Their Words: Student Leadership, Advocacy, Diversity, and the Future of Psychology in Canada

This year the section for students presented a chair address, led by Linnea Kalchos and joined by a panel of students from across Canada. These students passionately shared their experiences conducting research focused on diverse groups and serving in leadership roles at their universities and in the community to promote equity, diversity, and inclusion in psychology. We cannot thank them enough for sharing their stories and highlighting the important work and contributions made by students across the country to advance equity, diversity, and inclusion in our field.

Looking back:
**Highlights from this year's
convention**

Thank you to the keynote speaker,
Dr. Trevor Hart!



The Section for Students was thrilled to invite Dr. Trevor Hart of Toronto Metropolitan University. Dr. Hart gave us a timely and engaging talk on the effects of minority stress on the sexual and mental health among LGBTQ2+ people. Dr. Hart's talk explored how social context, mental health problems, and sexual health problems such as HIV are intertwined and mutually reinforcing. He also shared the impact of intersecting oppressed identities on these individuals. We were thankful to have his expertise and important research on display for our students, especially during Pride weekend in Toronto. Thank you again, Dr. Hart!

Award Opportunities

Student Research Grants

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 19th, 2023

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 23rd, 2023

Best Student Poster Award

Four awards of \$150 each will be awarded. These awards are intended to encourage high quality submissions to the Section for Students division for the annual CPA conference in June. This award will recognize the most outstanding poster submissions as determined by the executive committee of the Section for Students during the CPA conference in June.

Student Travel Awards

25 awards of \$250 each will be awarded. These awards are intended to support students in undergraduate or graduate programs who are presenting and making contributions at the annual CPA conference in June and are in need of financial support to travel. **Deadline** in May.

Campus Representative Awards of Excellence

Three awards of \$100 each will be awarded. These awards will recognize the most outstanding campus representatives as determined by the executive committee of the Student Section. **Deadline** in May/June.

Mentorship Recognition Awards

Two awards of \$50 each will be awarded. These awards will recognize the most outstanding mentors and mentees in the Student Mentorship Program as determined by the executive committee of the Student Section. **Deadline** in March/April.

S *Food for thought: Accessibility*

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What would an accessible academic field of psychology look like?

An accessible academic field of psychology to me begins with focusing on the academic pathways that allow one to enter and practice in the academic field of psychology in the first place. To me that means continually assessing the measures of entry to graduate programs that could be barriers to folks from marginalized communities. While it is important to maintain standards related to competence and ethics, many of the traditional assessments of entry to psychology graduate school often disproportionately affect marginalized groups-leading to less representation of those groups in the field of psychology generally.

~Kylo Vangool
Undergraduate degree in Psychology
Athabasca University

I believe an accessible field of psychology would promote more awareness of the available scholarships and incorporate more scholarship funding for students from underrepresented communities. It would also provide more mentors and mentorship programs for undergraduate students to instill a sense of passion for applying to a graduate school program in psychology. Lastly, having more formal events that showcase the different areas of psychology and allow for students and academic professionals to network and learn more about what psychology is, would help make the academic field of psychology more accessible.

~Alonzo Lee-Abey
Undergraduate degree in Cognitive Science with a
concentration in Psychology
Carleton University

S *Food for thought: Accessibility*

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In academia, we are constantly interacting with loads of information in various forms. We need to make this easier for invisible disabilities that affect cognition and information processing and related mental processes. Trauma-informed processes are really important as well.

Examples:

Ensure digital information can be read by screen readers.

Ensure information is highly organized and concise (e.g., use bullet points when appropriate).

Ensure navigation across multiple files and folders is not stressful, e.g., having consistent naming systems and predictable patterns.

Make sure language is clear, especially when giving instructions.

Provide visual aids.

Ensure all visual material has an alternative text description for those with visual impairments.

For meetings, ensure you provide information for people to review well in advance.

Provide live captioning.

Provide breaks for long sessions.

Record whenever possible to allow people to go back and review the information.

Provide reminders for when tasks that are time sensitive.

Provide clear deadlines, but provide flexibility whenever possible (trauma-informed).

Be approachable and promote emotional intelligence (EQ).

~ Ben Johnson

Master of Arts in Child & Youth Studies

Brock University

Student and Campus Rep Programs

Undergraduate:

Hi everyone, my name is Nicole Lento! I am thrilled to be continuing in the role of your Undergraduate Student Affairs Executive for the CPA's Student Representative Program. I've seen so many great events and hard work put forward by student representatives and have enjoyed getting to know the representatives over the past year. I look forward to seeing all the ways you promote CPA this year and hope to grow our student representative team!

Current stats:

- 19 campus reps
- 9 undergrad reps

Graduate:

I am excited to get to know the graduate and faculty representatives this year, as I take on the role of Graduate Student Affairs Executive. The student section appreciates all of your hard work and is proud of all you do! This upcoming year, I aim to support you all in whatever ways I can. For those interested in becoming a student representative, please don't hesitate to reach out (gradaffairs.cpastudentsection@gmail.com) - we are always happy to welcome new team members!

Current stats:

- 18 grad reps
- 21 faculty reps

Spotlight!

CPA Campus Representative Feature



Meet Brianna George, a psychology student at Memorial University who has been serving as the CPA campus representative since 2022!

Brianna is completing her master's degree with a concentration in health and wellness. Her current research is examining pre-treatment credibility beliefs and therapeutic outcomes among cancer patients undergoing cognitive behavioral therapy for insomnia. Upon completing her master's, she aims to pursue doctoral studies in clinical psychology. Alongside of her academics, Brianna is dedicated to her campus community and the psychology community at large. In addition to being the CPA campus representative, she is also the Association of Psychology in NL student representative, a student trainee in the Cancer Research Training Program, and a student in the Canadian Behavioral Interventions and Trials Network Scholars Program. Brianna also works part-time as a Canadian Certified Counsellor. Brianna's academic excellence, in combination with her community involvement, has granted her several awards, such as the Canada Graduate Scholarship – Master's (SSHRC), the Indigenous Scholars Supplement (SSHRC), the Dean's Excellence Award, the Graduate Psychology Society Award in Community Excellence, and the Dean of Science MSc Graduate Student Award.

Brianna is thrilled to be the CPA campus representative for another school year at Memorial University. Her favourite part of this role is connecting with other psychology students, collaborating with the psychology department, and offering fun and engaging way to promote the CPA on campus!

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), Joanna Collaton (2019 - 2020), Alejandra Botia (2020 - 2021), Linnea Kalchos (2021- 2022), and Melissa Lazo (2022-2023). The goal of the program is to serve our community of CPA Student Affiliates by facilitating a space for connection and to share experiences and information.

About the Program

The discipline of psychology attracts a wide array of students with vast interests, experiences, and professional goals. The CPA Student Mentorship Program aims to tap into the collective knowledge of our CPA Student Affiliates, who bring with them their individual experiences from studying within different domains of psychology such as clinical, developmental, social, neuropsychology, counselling, forensic, and school psychology. By matching students based on their specific interests, skills, and experiences within the different domains of psychology, we hope to provide a unique opportunity for the transfer of knowledge between students who are at different stages in their training. The program is flexible in allowing each mentor and mentee dyad to take ownership of their experience depending on their goals and needs. This means that dyads decide how often to meet, what medium of communication to use, and what topics to discuss. To participate in the program, visit our website [here](#). Applications will reopen in summer 2024.

Benefits of Joining the Program

Mentees:

- Mentees can have the opportunity to ask questions pertinent to which courses to take, professional opportunities, academic options, graduate school applications, self-care throughout the academic journey, how to ask for reference letters, and many more.
- Mentees also have a unique opportunity to learn from someone else who has an understanding of what is it like to go through these academic processes and the decision-making challenges that can sometimes arise. Having a mentor and knowing that you are not alone during a potentially confusing and overwhelming time can make a significant difference.

Mentors:

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

The 2021 – 2022 Cohort

We have 110 CPA Student Affiliates who are participating in the CPA Student Mentorship Program 2023 - 2024 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, applied and experimental psychology, industrial and organizational psychology, and social psychology programs and specializations. We are also excited to welcome back returning mentors and mentees. Our program continues to grow and flourish thanks to all of the mentors who generously give their time, and the mentees who bring their enthusiasm to the program. We encourage you to join the 2024-2025 cohort! If you are interested in participating in the CPA Student Mentorship Program next year, mark your calendars! The call for applications for the 2023-2024 year will be released in late July 2024. We will announce this on our webpage, social media platforms, and will also be circulating emails to all our CPA Student Affiliates, so keep an eye out! Learn more at the CPA student mentorship webpage: <https://cpa.ca/students/mentorship/>

A Note from the Chair-Elect

It is my great honour to continue the work of previous coordinators as we proudly launch the ninth 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 110 mentors and mentees from 10 provinces. To kick off the program this year, we held our Program Orientation, which provided participants with an opportunity to meet one another and learn 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. Within both academic and professional communities, mentorship is incredibly valuable, and can offer an ongoing source of connection, confidence, and direction.

Students in the field of psychology are dedicated to advancing the profession, and there are several areas that warrant our attention. For instance, the challenges surrounding student mental health and access to support services remains a continuing challenge. Furthermore, while commendable efforts have been made to address issues of social justice and diversity within Canada and within the CPA, there is still much work to be done. I encourage all participants in the mentorship program to not only support one another, but to actively engage in thoughtful conversation around the challenges facing students and the profession of psychology. As Program Coordinator, I am always available to offer support throughout this year. I also encourage past and current program participants to email me with any feedback or suggestions so that we can continually improve and ensure that our program best meets the needs of all CPA student affiliates. I wish you all the best of success in your 2023 - 2024 academic year!



Anisa Nasserri, B.A (Hons)
University of British Columbia
chairelect.cpastudentsection@gmail.com

Mind Pad Update

Mind Pad Now Accepting Student Submissions!

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

What Can I Submit to *Mind Pad*?

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
- Commentaries on new trends in psychology or psychology research
- Commentaries on psychology in the media
- Reports on conferences or workshops attended.

How do I submit to *Mind Pad*?

Mind Pad is accepting submissions now for our next issue! Authors must be CPA members, and submissions must be between 800-2000 words. More information on submitting articles can be found at this link:

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

Meet the *Mind Pad* Editorial Team 2023-2024

Editor in Chief:

Linnea F. Kalchos

University of British Columbia

pastchair.cpastudentsection@gmail.com

Associate Editors

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- Emma Giberson (University of New Brunswick)
- Spencer Arshinoff (York University)
- Mackenzie Thomas (Concordia University of Edmonton)
- Ratanak Ly (University of Prince Edward Island)

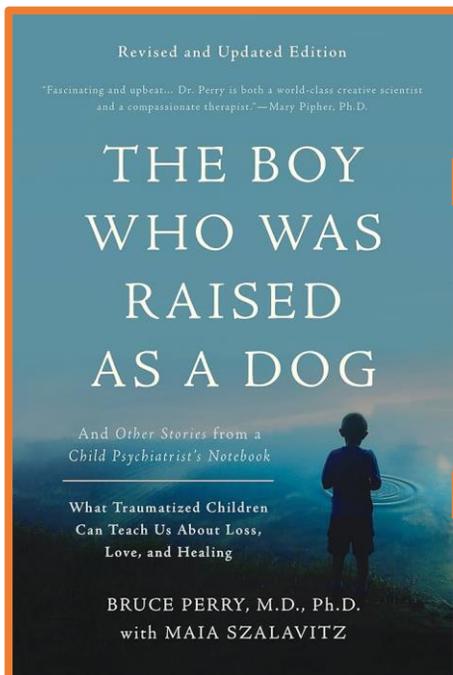
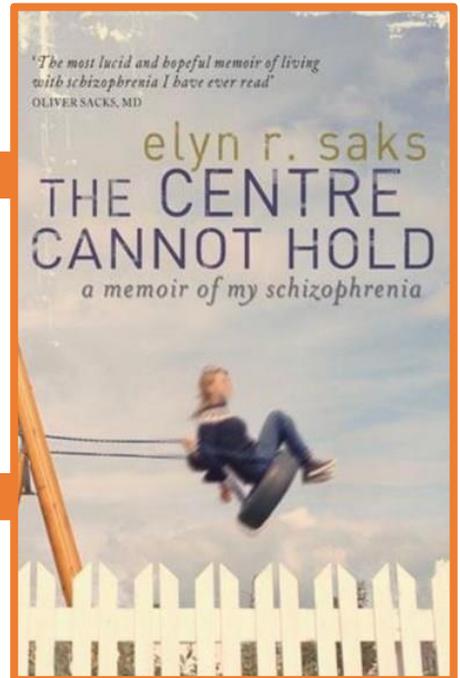
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- Aleah Ross
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- Bethany Nightingale
- Chloé Cateaux
- Corinne Nicol
- Courtney Burnham
- Jocelyn Brown
- Jordan Pumphrey
- Madi Waller
- Maya Atlas
- Taylor Anthony
- Teija Yli-Renko
- Vanessa Correia
- Veronika Fendler-Janssen

Books of the Month

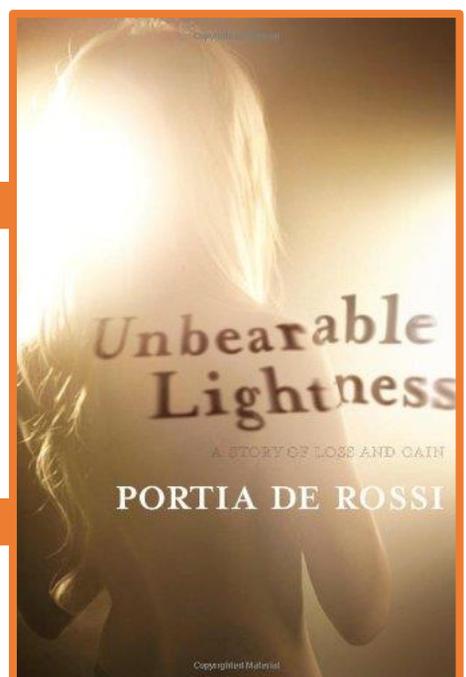
Want to do some psychology reading that isn't schoolwork? Check out these psychological memoir recommendations from the Executive!

The Center Cannot Hold by Elyn R. Saks

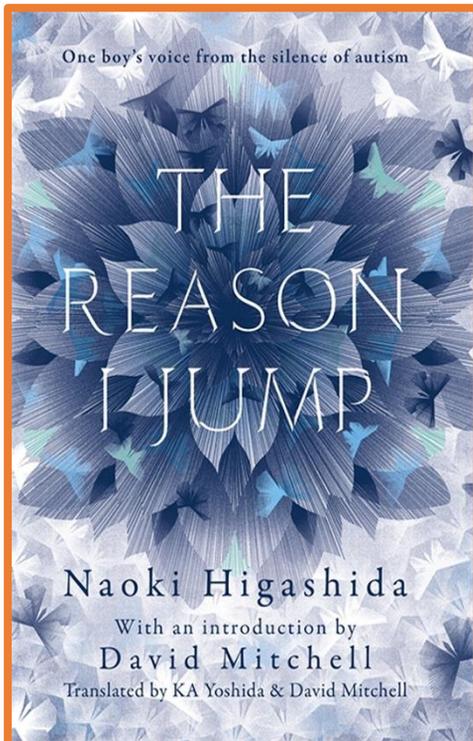
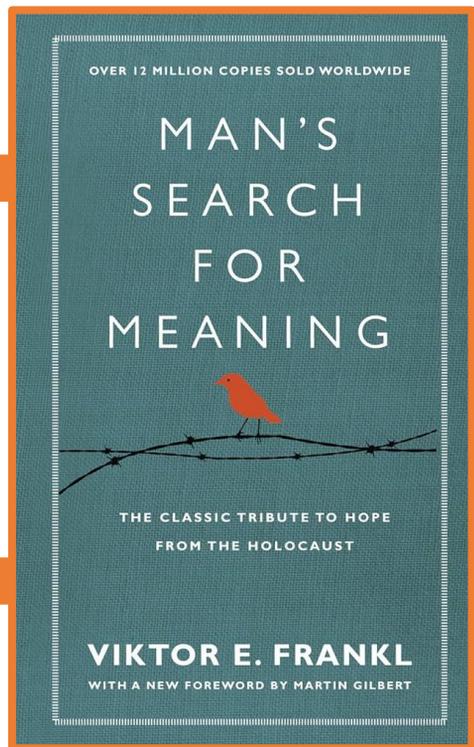


The Boy Who Was Raised as a Dog by Bruce D. Perry

Unbearable lightness: A story of loss and gain by Portia de Rossi



Man's Search for
Meaning by Victor
Frankl



The Reason I Jump: The
Inner Voice of a
Thirteen-Year-Old Boy
with Autism by Naoki
Higashida

Becoming by
Michelle Obama



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