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PSYNOPSIS

CANADA'S PSYCHOLOGY MAGAZINE

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AN ENTREPRENEUR

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LISA VOTTA-BLEEKER, PH.D
& ADAM SANDFORD, PH.D
Guest Editors



RESPONDING TO CULTURAL-SENSITIVE PRAGMATIC LIMITATIONS IN RESEARCH. PROVIDING A CULTURE-SPECIFIC (EMIC) APPROACH TO UNDERSTANDING THE UNIVERSAL (ETIC) DEFINITION OF TRAUMA AND RESILIENCE DRIVEN BY TARGETED DIVERSE POPULATION.

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MESSAGE FROM THE GUEST EDITORS

Welcome to this special issue of *Psynopsis on Psychology Careers!*

When we think of career paths for psychology graduates, typically the focus is on academia and/or health services delivery. However, that’s not where all individuals with a graduate degree in psychology end up. The career options for a psychology graduate, again outside of academia and health services, are numerous and can include: administration, advertising and marketing, career counselling and human resources, consultant, entrepreneur, fund raiser, program evaluator, authors, video game development, research analyst/coordinator/director, program coordinator, public health analyst, public opinion interviewer, toy evaluator, conference organization, technical writer, and public relations – just to name a few. In these capacities, you’ll find individuals with a psychology graduate degree working at research institutes, NGOs and not-for-profits, associations, insurance companies, government, private industry, foundations, banks, funding agencies, emergency services, public service, correctional facilities, public health organizations, statistics agencies, toy development companies – again, just to name a few.

I, Lisa Votta-Bleeker, am one of those individuals. Both my Master’s and PhD degrees are in Experimental Psychology; however, my research for both degrees had a clinical focus. I loved clinically-focussed research, but wasn’t interested in pursuing a clinical degree or career as a health provider. I enjoyed teaching, but it wasn’t a passion. I wanted to do research that would influence programs and policies; that meant being creative in my studies and my employment choices. Throughout graduate school, I supplemented my studies with hands-on training in program evaluation, project management, qualitative analyses, focus group moderation, and systematic reviews – areas for which there weren’t courses for me to take at the time. Since graduating in 2001, I’ve taught courses as a contract instructor, while holding full-time positions at various places, including a community health research unit, a research institute, a national health information institute, and here at the CPA. In none of the courses I took was I specifically trained for these positions, but the skills I acquired from my training – analyses, research design, project/budget/team management, working with advisory groups, program evaluation, critical thinking, literature reviews, writing succinctly and for different stakeholders, speaking with the media and decision-makers – provided me with so many skills that set me up beautifully for a multitude of career options.

I, Adam Sandford, am not quite one of the individuals described above. I completed my Postgraduate Diploma in Research Methods and Ph.D in Psychology at the University of Aberdeen where I

focused on researching face recognition. While for much of my graduate studies I had intended to pursue a faculty position, life took me in a different direction after meeting my wife. Since 2016, I have been an academic-administrator and now head a Psychology department. While much of my work has been in administration, I also teach and conduct research. Hence, I believe I have followed a mostly traditional path to where I am now, with a detour to completing a Bachelor of Education before joining my current employer. At the CPA, I am Chair of the EduTrac Working Group reporting to the Education and Training Committee, Co-Chair of the Climate Change Working Group reporting to the Human Rights and Social Justice Committee (with Dr. Kerri Ritchie), and Past-Chair of the Brain and Cognitive Sciences Section. I was honored by Lisa's invitation to guest co-edit this special issue because of our shared passion to ensure that Psychology in Canada is responsive to the needs of employers and trainees for holders of Psychology degrees and my work with the EduTrac Working Group. Much of our work has been driven by data that suggests around 35% of 4,441 holders of master's or doctorate degrees in Psychology are employed in non-academic and non-clinical settings (e.g., Government, private sector, not-for-profit) while 65% are in academic or health service delivery (e.g., hospital, private practice) jobs (Canadian Psychological Association Psychology Graduate Survey, 2016).

So why this special issue of *Psynopsis*? The CPA is committed to showcasing the breadth and depth of psychology training across all our subject matter areas as relates to career development. We've heard that faculty positions aren't always available. Concurrently, we're hearing faculty say that they don't know how to guide their students to these types of careers – as they say, "I went to school when I was 3 and never left". We also heard it at a Summit we hosted in 2019 with the Canadian Consortium for Research (CCR) – promote the skills that graduate training, particularly doctoral training, provides; highlight the career options; create career resources; be a go to hub for this information (<https://doi.org/10.1037/cap0000193>). The CPA heard and has been responding.

- In 2015-16, we undertook a survey on the career paths of psychology graduates (<https://doi.org/10.1037/cap0000059> and https://cpa.ca/docs/File/Publications/PGS_Final_Report_7Dec2016_ENFinal.pdf)
- In 2020, our Psychology Month campaign focussed on individuals who had pursued these career paths (<https://cpa.ca/accordions/what-are-the-benefits-of-becoming-a-cpa-member-or-affiliate-3-7-2/>)
- In November 2020 and again in November 2021, we collaborated with the Canadian Society for Brain, Behaviour and Cognitive Science (CSBBCS) to host virtual Career Fairs where we heard from individuals/mentors who had a PhD in psychology and pursued careers outside of academia and health services (<https://cpa.ca/careerfair>)
- At the 2021 Career Fair, we launched our Career Hub (<https://cpa.ca/careers/career-hub/>) on the CPA's website – a go to place for career-related information, including job postings,

resources, videos – it's updated regularly so be sure to visit it often

- In May 2021, we hosted three career webinars led by members of the CPA's I/O Section – preparing your CV, preparing for an interview, negotiating a contract
- In February 2022, we hosted a Job Fair involving over 40 employers with vacant positions
- In May 2022, we supported the delivery of a webinar on Research Pathways, which again featured psychology graduates and their different career paths at a host of companies including but not limited to IBM and Spotify
- EduTrac has developed two surveys to better understand the existing training experiences of students, training gaps as reported by students and employers, and the myriad career paths pursued by holders of Psychology degrees.
- We've done surveys of career services information at universities and training paths of psychology graduates
- We launched a new Section for the CPA focussed on being a place for individuals that have pursued these various careers and allowing them to serve as mentors for those in our membership interested in these types of careers (<https://cpa.ca/sections/psychologycareers/>).

This issue highlights the different careers that one can pursue with a psychology degree, as well as the different contributions of a psychology career. We end this issue with a commentary on the merits of identifying opportunities for career development and encouraging trainees to at least consider pursuing to develop transferable skills that are useful during program of study and in subsequent years regardless of specific career trajectories (Sinche et al., 2017).

Traditionally, the discipline of psychology has followed an apprentice-only model that is common to sciences (Sinche, 2016; Sinche et al., 2017) whereby trainees are trained as apprentices for the career (or closely related career) of the supervisor. In this issue, we have taken a broader training approach to addressing training and career preparedness of students and trainees in Psychology by balancing articles contributed by academics and practitioners on the one hand and pursuers of non-academic, non-practitioner careers. As you read this issue, we encourage you to consider the Business Council of Canada's (2018) top five skills sought after by employers for entry level jobs: Collaboration and Interpersonal Skills; Communication Skills; Problem-Solving Skills; Analytical Capabilities; and Resiliency. These skills overlap with three of APA's five expectations for specific skills and learning outcomes for undergraduate psychology students (APA, 2013): Scientific inquiry and critical thinking including reasoning, informational literacy, problem solving, and research; communication including effective writing and presentation skills; and professional development including applying psychological content to career goals, self-efficacy, project management, teamwork, and meaningful professional direction for life after graduation. ■



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Psynopsis is the official magazine of the Canadian Psychological Association. Its purpose is to bring the practice, study and science of psychology to bear upon topics of concern and interest to the Canadian public. Each issue is themed and most often guest edited by a psychologist member of CPA with expertise in the issue's theme. The magazine's goal isn't so much the transfer of knowledge from one psychologist to another, but the mobilization of psychological knowledge to partners, stakeholders, funders, decision-makers and the public at large, all of whom have interest in the topical focus of the issue. Psychology is the study, practice and science of how people think, feel and behave. Be it human rights, health care innovation, climate change, or medical assistance in dying, how people think, feel and behave is directly relevant to almost any issue, policy, funding decision, or regulation facing individuals, families, workplaces and society. Through *Psynopsis*, our hope is to inform discussion, decisions and policies that affect the people of Canada. Each issue is shared openly with the public and specifically with government departments, funders, partners and decision-makers whose work and interests, in a particular issue's focus, might be informed by psychologists' work. CPA's organizational vision is a society where understanding of diverse human needs, behaviours and aspirations drive legislation, policies and programs for individuals, organizations and communities. *Psynopsis* is one important way that the CPA endeavours to realize this vision.

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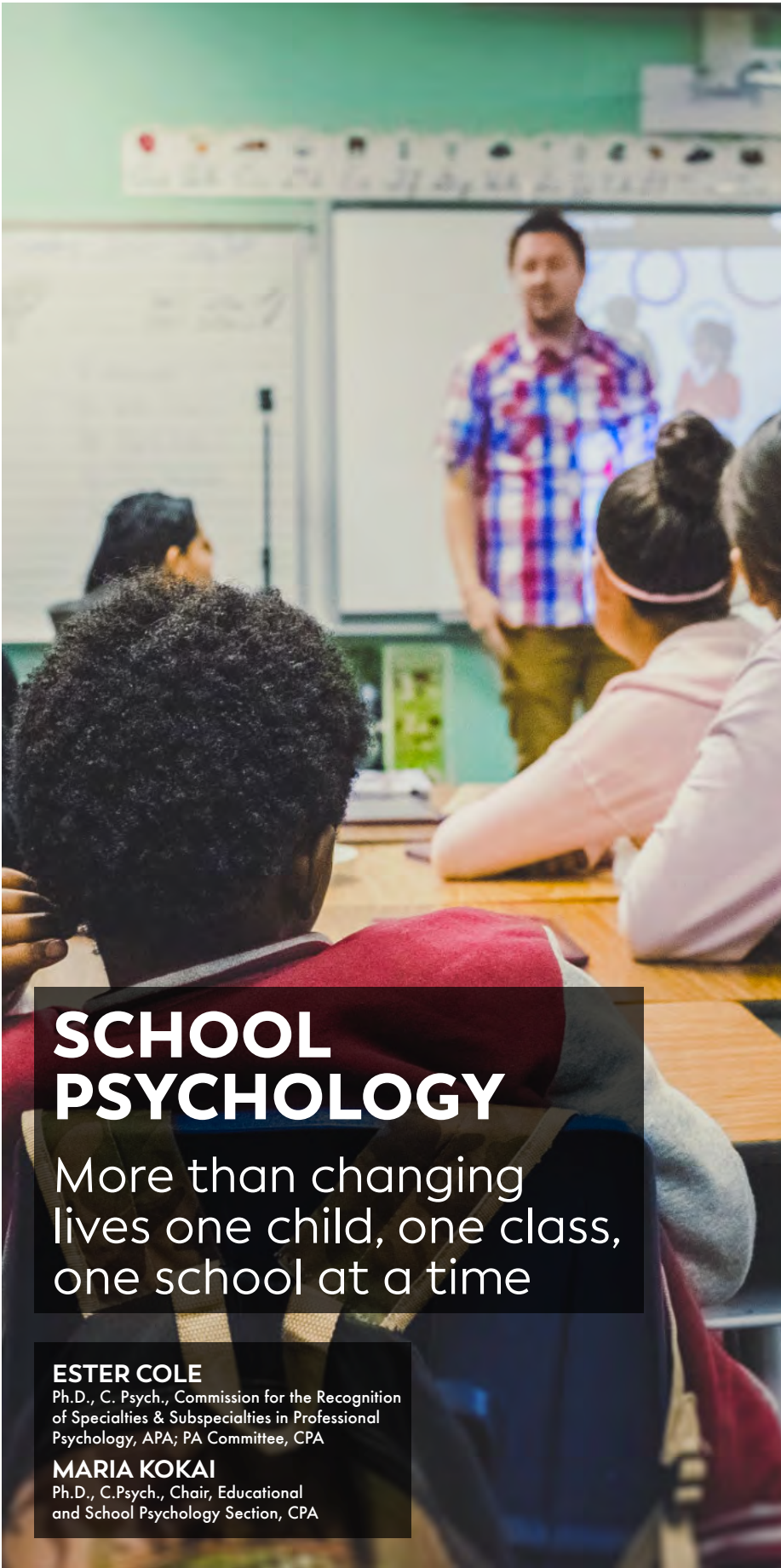
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FROM THE PRESIDENT'S DESK

ADA L. SINACORE, Ph.D. (CPA Past President, 2021-2022)

Promoting career development across the lifespan is central to psychological health and wellbeing. I taught the career psychology course at McGill University for over 20 years. Although the nature of work has changed and the types of careers available to people keep evolving with new specializations and areas of expertise ever emerging, the importance of career as a psychological concept has not changed. Career serves an essential purpose in many peoples lives and having a career that is meaningful and fulfilling, regardless of the type of work, matters. In fact, if you truly think about it, we rely on people from many different types of careers to make our lives better and by so doing we make their lives better. Think about all the different people you rely upon, hairstylists, electricians, plumbers, accountants, etc. – who are all doing meaningful work that matters. Thus, career and career psychology are fundamental to health, well being and human development. As a profession we are uniquely positioned to understand the importance of career development and how it impacts those outside of the discipline of psychology. Equally, we have a fundamental responsibility to ensure that members of our discipline have access to meaningful and fulfilling careers. In this issue of Psynopsis, the focus is on the diversity of careers that someone can have within the discipline of psychology that is outside the scope of health services and academia. In the welcome message the editors provide a list of careers open to many of you. It is well documented

in the career psychology literature that universities and colleges train people for careers that do not currently exist. That is, due to advances in technology, social media and other influences new career opportunities are emerging everyday. Transferable knowledge and skills are vital to career development across the discipline. As such, throughout this issue of Psynopsis, a range of career paths are highlighted and presented in order to provide you with the necessary information to participate in comprehensive career exploration - an essential component of career development. You can participate in exploration by going to the career fair, reviewing the CPA Career Hub, or reading the edition of Canadian Psychology, highlighting the results of the graduate career survey. In addition, career exploration includes networking and talking to people who have pursued careers outside of health service and academia. This edition provides important accounts of the career development of psychological scientists who have practiced these types of careers. You will benefit from hearing their stories. The discipline of psychology is diverse and far reaching, members of the discipline can have a profound influence on the betterment of the word through applying the skills and knowledge gleaned from understanding human behavior and development from varied perspectives, frameworks and world views. I hope you enjoy reading this issue of Psynopsis and that it opens up a world of career opportunities for you to consider.



SCHOOL PSYCHOLOGY

More than changing lives one child, one class, one school at a time

ESTER COLE

Ph.D., C. Psych., Commission for the Recognition of Specialties & Subsidiaries in Professional Psychology, APA; PA Committee, CPA

MARIA KOKAI

Ph.D., C. Psych., Chair, Educational and School Psychology Section, CPA

We are both newcomers to Canada, and bring complementary competencies and life experiences to Psychology. By choice, we have built homes in school psychology and are proud advocates of its contribution to equity, diversity and inclusion in school communities, and in the profession at large. Why are we passionate about school psychology? Because, among its other merits, it is a vehicle that can provide opportunities for equal and universal access to psychological services for all students, regardless of their geographic location, their ethnicity, their community and their socioeconomic status. Psychologists in educational settings have the unique privilege of improving children’s lives not only by working directly with them, but by reaching out to make an impact on their most important environments: their family, their school and their community.

Many decision-makers in education still tend to employ school psychology services in narrow ways, underutilizing the comprehensive body of knowledge and skills that scientist-practitioners can bring in order to address community needs. Vast challenges within a cycle of the academic year, which have been negatively highlighted by the pandemic, call for coordinated models that can be applied in order to both provide direct supports, as well as indirect/mediated services (APA, 2020; Brown, et al., 2021; NASP, 2021; Vaillancourt, et al., 2021). Each trusted school environment has its unique culture, where school psychologists can foster a continuum of mental health services for all students, focusing on promotion, prevention, and intervention. In their daily roles, school psychologists are able to conduct assessments in response to presenting problems; budget time for individual and or group counselling; respond to crisis situations; support parents and teachers; consult with multidisciplinary teams; monitor interventions; share evidence-based resources; plan for transitions across settings, contribute to district level planning, and provide professional development to educators.

In this article, we would like to describe a comprehensive model for the provision of school psychology services, originally developed by Cole & Siegel (1990), updated over the years, most recently by Cole & Kokai (2021). It evolved from practice needs in diverse community schools, and has been designed to advocate for integrated psychological consultation services with educators, students, parents, and mental health professionals in multidisciplinary teams. This 3x4 service model applies evidence-based Justice, Equity, Diversity and Inclusion principles to school priorities, aiming to support mental health and academic achievement, social-emotional learning and school safety. Its two-dimensional framework delineates service goals on a continuum, as well as the 4 levels of service recipients in educational systems. The model presented in Table 1 includes 12 cells. Its organizational structure allows for setting goals and activities by psychologists that incorporate both traditional roles, such as assessment and counselling, as well as more indirect and systems-oriented interventions.

Training Gaps and Challenges

The current situation in Canada is characterized by insufficient capacity and number of CPA accredited graduate training programs and internship/residency programs in school psychology, contributing to a significant shortage of qualified school psychologists across the country. The shortage and the resulting higher workload for practicing school psychologists further contributes to fewer practitioners offering formal supervision and/or informal mentorship.

Moving Forward

- Although societal demands on education systems are subject to budgetary constraints, educational reform continues to require not only strategic planning goals, but also clear *evaluation frameworks, ongoing consultation*, and coordinated educational and mental health services. Psychology organizations, academics, and leadership service providers have promoted best practices in school psychology which

include *consultation* (Hatzichristou & Rosenfield, 2017; NASP, 2020b).

- Effective consultation in school psychology should be shaped in concert with *evidence-based research findings*, in addition to more traditional service roles expected by education systems (Newman & Rosenfield, 2019).
- *Multidisciplinary teamwork* by service providers in education settings can offer an effective vehicle for collaborative and timely services (Bell, et al., 2018). Becoming appraised of *system's policies and educational standards* can promote pathways for collaboration in the form of school-level or system-level consultation and intervention.
- School psychologists need to continually adapt and strengthen their evolving knowledge base and skills (through pre-service and in-service), in order to promote trust, facilitate collaboration, and foster *knowledge translation* among those they serve.
- Above all, *advocacy* for the utilization of comprehensive psychological service delivery models that are clear, easy to follow and apply in education, will continue to promote inclusion, fostering students' positive mental health and enhance their academic growth (NASP, 2020a). All of the advocacy in this model is consistent with CPA's Strategic Plan and its mission (2020), that is "advancing research, knowledge and the application of psychology in the service of society through advocacy support and collaboration". *Advocacy resources developed by the CPA Educational and School Psychology Section can be found at <https://cpa.ca/sections/educational/advocacy-and-outreach-resources/>*

Table 1. Examples of utilizing the comprehensive model

	Prevention/Intervention		
Recipients of Service	Primary Identify resources, provide and analyze information; Program for all students	Secondary Program for students "at risk"	Tertiary Program for students whose problems significantly interfere with adaptation
The Organization School System or School	Consulting: policies/ procedures on Trauma Informed Care; school climate; Disaster Response	Selecting, evaluating system wide screening of students at risk	Liaising with community multilingual resources
School Staff Teachers or Administrators	School level PD on Social-Emotional Learning (SEL); resiliency building strategies	Consulting re: specific concerns (e.g., language skills, trauma, gifted under-achievers)	Consulting with educators re: students at risk/patters of maladjustment
Students/ Parents (Mediated)	Consulting with individual teachers re Sub-groups class needs	Supporting teachers in engaging their families	Providing consultation to educators/families in crises
Students/ Parents (Direct) Group and Individual Counseling Assessment Consultation	Delivering or co-delivering primary intervention in the classroom (conflict mediation, supporting academic achievement)	Delivering small group intervention (e.g., social skills, test anxiety, self-regulation)	Individual comprehensive assessment, counselling, therapy with students

In summary, in addition to the traditional areas, pre-service and ongoing in-service training in school psychology requires the intentional and systematic inclusion of skills and competencies in collaborative consultation and work in interdisciplinary teams; understanding the education system; effective knowledge translation; evidence-based progress monitoring and evaluation; and advocacy; all in the framework of equity, diversity and inclusion.

FOR A COMPLETE LIST OF REFERENCES, PLEASE GO TO CPA.CA/PSYNOPSIS



THE JOURNEY OF BECOMING AN ENTREPRENEUR

SHAHNAZ WEINER
Ph.D. (Naza Nalani) Vibrant Minds and Chair,
CPA's Psychology Careers and Professionals
Section, Mentor, CPA-CSBBCS Career Fair
(November 2020)

started with a BA in Honours Psych with a minor in Biology. I went on to earn a master's degree in Behavioural Neuroscience and then a PhD in Cognitive Neuroscience.

The day I received my PhD, from the University of Waterloo, and after 10 years of education, was one of the top three days of my life, other than marrying my husband and starting my own business.

When I was at the University of Waterloo my supervisor was Dr. Myra Fernandes, who encouraged us not only to learn about the academic path in psychology but to explore other fields - bringing in speakers from many other industries, those who became entrepreneurs, did research for the government. Through this, I was inspired to see what inspired me to fill my soul with passion and be really motivated in my career.

After I graduated, I moved to Kurdistan, in Iraq, where my family is traditionally from. When I originally moved there, I had no intention of following the traditional academic path; I wanted to expand my horizons and see what was out there.

What happened was I speak Kurdish but not fluently enough to use it in a profession. So, the jobs I was looking for were in English, one was at a private university and I became a psychology instructor there and I loved it.

What was unique about this position was that I was just focused on teaching, with no research. This is one option graduates have. I was in Kurdistan when ISIS invaded, and I was encouraged to move as a young single female. I returned to Canada, Vancouver, and found a job part time as a psychology instructor. I quickly moved up the ranks, becoming Assistant Dean and then eventually Dean of Social Sciences; at age 31 I became the youngest acting Dean at the institution.

I share this information with you with the hopes of breaking the stereotype, the belief that certain types of positions need to be filled by certain types of individuals. There are so many possibilities out there and it's just about what you're passionate about and how you want to apply your unique set of skills and abilities.

After many years of serving as Dean, I felt a big desire to pursue a new path and I made a huge pivot in my career. One thing I found when I was teaching was that there was one specific area I loved the most. When I was with my students and teaching them about the brain and how it works, what I loved was teaching them how they can apply what we were learning about the brain together and use it in their own lives to make their lives better:

- How to set goals that they'll actually achieve
- How to reduce procrastination
- How to study and use memory mnemonics to get higher grades.

This application process was so fun that I decided to package it into a program that I now teach through my business.

This entire process was very scary; at the beginning I had no funds. It's ok to try something else and start over again; you have unlimited time. Keep following your interests and it will guide you to what really fits you as a person in terms of how you can serve your community and society and give back in a way using the knowledge that you're gaining right now through your education.

My business is called Vibrant Minds, through it I help growth mindset individuals all over the world to tap into their ability to achieve their goals and dreams. I've created the Intentional Dreamer's Program, through this program we go through week-by-week modules, and I use my teaching skills as well as my psychology background, my cognitive neuroscience background and I even have an entire module about how to procrastinate on purpose. I also have a module and an entire week spent on how to create goals that are manageable and achievable and help get us moving towards the things we want most in our lives.

How has my background helped me? There are many; I'll highlight just a couple:

- Knowledge Translation - I have developed this amazing ability to take academic research and share it and explain it in a very understandable way
 - o I also have authority in my field

- o Because of this, one of the things you want to do when starting a business is get the word out there.

- o I have the privilege of being invited on over 20 podcasts in the past six months because people know I am an expert in my field because of my credentials, but also because of my ability to translate this knowledge and explain academic research to people in a way that they can apply it in their own lives.

- Learn quickly and efficiently and how to Fail Fast - why is this a useful skill? As an entrepreneur you must wear many hats. Managing staff, accounting, sales and marketing, public speaking - all skills I have not had to use before but because of my background I am always able to pick things up quickly. I also always have a scientist mindset, which I encourage you to take with you moving forward.

- Keep your scientist mindset and never be afraid to fail. When I was in grad school one of the hardest lessons I had to learn was the feeling of failure. If you look at worldwide statistics, there are so few people who pursue higher education. You are amazing and you are here because you are unique and special. Your scientist mindset will allow you to try things, fail, regroup, redirect, and apply that knowledge to many things you do.

- Find a topic you are extremely passionate about.

- Work with a mentor- when it comes to trying anything in life, it is so much more efficient to learn from someone who has already succeeded at what it is you want to do.

In wrapping up, I want to leave you with this message...anything is possible. You are on this amazing journey; try as many things as possible. You never know until you try. I didn't know I would love teaching until I tried it. I didn't know I would love being an entrepreneur until I tried it. There are also things in my life that I tried and didn't like as well.

The path is never direct. The path is always twisting and turning and that's the fun of it.



THE INVESTIGATIVE PSYCHOLOGIST

ELEANOR GITTENS

Ph.D., Professor at Georgian College in
Community Safety and Human Services

I consider my current career path to be non-traditional. I am a professor in the Police Studies Degree program offered at Georgian College in Ontario. Getting here has been a journey. I actually started my undergraduate studies in business at McMaster University. I came to psychology having failed to meet the requirements for progression to second year in business. I really enjoyed my introduction to psychology course and decided this was my best option. My favourite courses were abnormal psychology and motivation and emotion. Upon graduation, I had no idea what my speciality would be but these courses should have been an indicator. Luckily, the part-time work I did during my degree afforded me the opportunity of a lifetime. I landed a job as a computer consultant in Japan. On the long flight over, I watched a documentary that showcased Professor David Canter and the field of Investigative Psychology. Right there and then I decided that would be my speciality.

Investigative psychology is a branch of applied psychology that centres on understanding and profiling criminals with the view of using the principles and theories of psychology to assist criminal and other investigations. There was only one university offering such a program, the University of Liverpool. I applied as soon as I could, which turned out to be a few years later after many life events. I was ecstatic when accepted. My young daughter and I made the trek from my native country of Barbados to England. The Masters in Investigative Psychology was a 12 month long intensive program that I absolutely enjoyed. So much so that I quickly decided to complete my PhD there as well. While completing my PhD, I immigrated to Canada as future job prospects seemed dim in Barbados.

I saw Canada as the land of opportunity and promise. Little did I know! Finding a job in my field as a new immigrant with international qualifications, a young mother and no contacts was exceedingly difficult. I arrived optimistic and excited with a Masters degree under my belt. I was also half way through my PhD and could not get a job to support my small family. I eventually worked in retail while I completed my PhD. Being employed full time and working towards completing my PhD work was very intense. I had taken all required course work previously and had completed the data collection process. Therefore, data analysis and the final write up were the last steps.

I actually stopped working to focus on the write-up in order to meet my deadline. The University of Liverpool was quite flexible in how students progressed through their doctoral program which aided in my overall success. My thesis supervisor was fantastic as he helped me to create clear and manageable deadlines with staged submissions. He also responded relatively quickly with comprehensive feedback.

I dreamt of being a profiler or a behavioural investigative analyst. In Canada, the path to such a role is not an easy one. My preliminary exploration suggested the best route to that type of job was to become a police officer which I actively considered for a while. I was constantly on the prowl for new job opportunities both part-time and full-time; academic and laboratory. I reached out to and met with a few well-placed individuals who made time to see a stranger trying to find her way. I explored seasonal teaching opportunities. Those were very competitive and I could never land one especially as I had no college or university teaching experience to date. I eventually embraced an opportunity to teach online for a Masters in Forensic Psychology at my alma mater. This gave me the much needed teaching experience that many jobs required. The distance learning experience in my doctoral studies was exceedingly useful in this role.

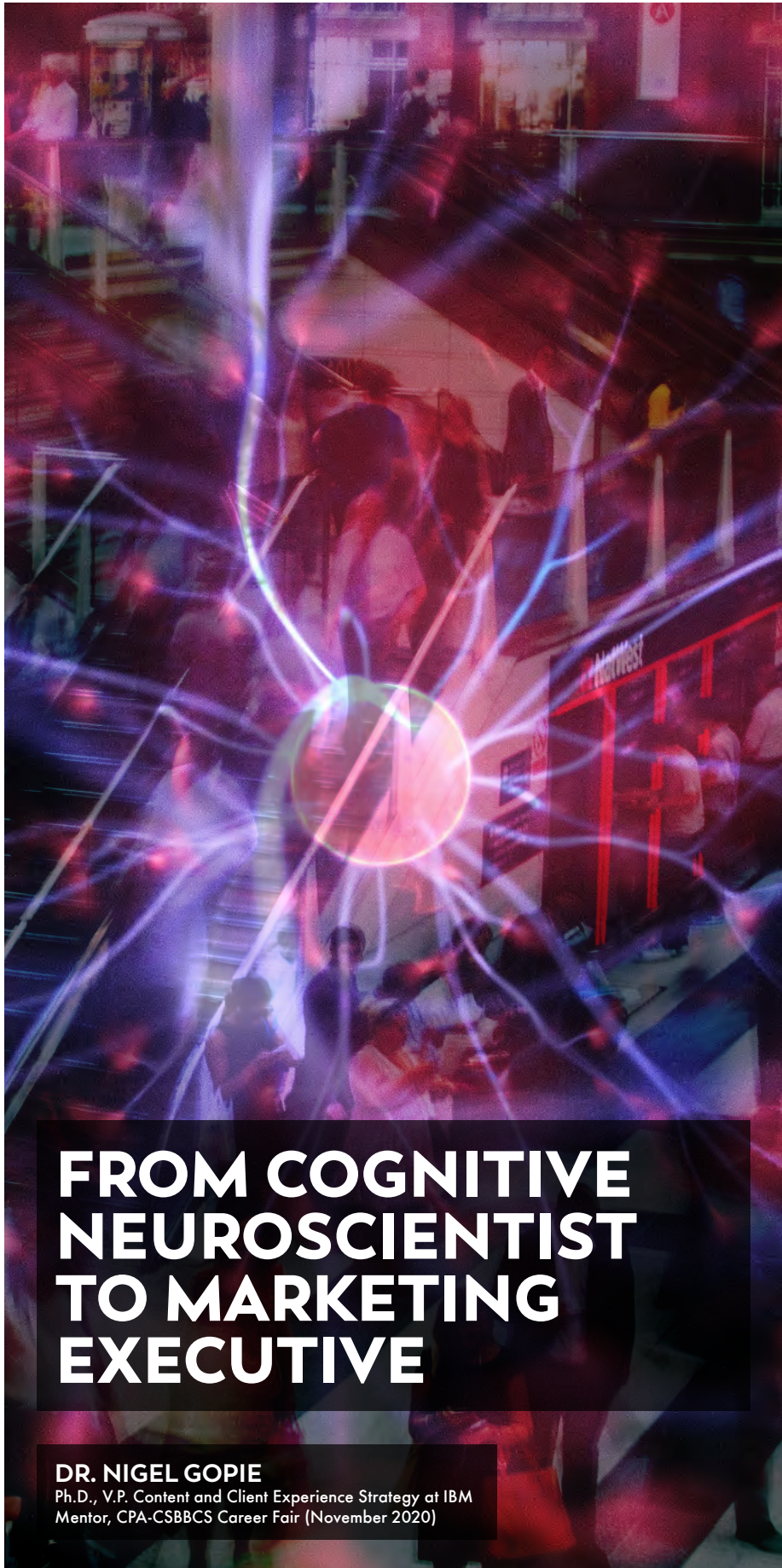
My attempt to find full-time work was the equivalent of throwing all of my balls in the air and hoping to catch one. Eventually, I did. I applied for a job whose deadline had passed and as luck would have it, landed it. Here I am in full-time academia. I love my job and the small community of friends that I have made but I still dream of my first love and hope I can find my way there eventually. Through all of these challenges, there were great successes. My job created an avenue for me to make community connections with the OPP next door to our campus resulting in a number of small research projects. While generally my courses do not fall within the realm of psychology, the foundational knowledge and research training provided by my education has been useful in many areas. This occurs even in the most unlikely of courses like cybercrime where psychology is actually at the heart of social engineering, a cyber attack technique.

During this time, I also explored the registration process with the College of Psy-

chologists of Ontario. The process seemed daunting, and I had no contacts that could assist with the navigation - especially as my interests are so unique. I believe I gave up before I truly got started, especially as I looked at the long list of possible supervisors - none of whom seemed to be the right fit. I recognized however the importance of building a network. I chose to join the CPA in an effort to do so. It was hard at first not knowing anyone else and being slightly introverted. However, I decided to be bold and join the executive of the Criminal Justice section. My section executive has been extremely welcoming and supportive. Through them I have been presented with a number of amazing opportunities within the CPA e.g. Education and Training Committee, Human Rights and Social Justice in Psychology Committee.

Since completing my initial qualification, that degree has transitioned to an MSc in Investigative and Forensic Psychology, and a PhD in Psychology with a focus on Forensic and Investigative Psychology. These changes are key for helping institutions outside of the UK understand where Investigative Psychology is housed. In fact, courses in Investigative Psychology have started to creep into Forensic Psychology degrees across the country. There is scope for mentorship and internship opportunities for those early in their careers looking to gain some experience and exposure. It is particularly challenging for internationally trained, immigrants, and international professionals to find the right fit for this qualification. This requires further exploration.

I am very passionate about my speciality and am still navigating my career path but I am hopeful. It always fascinates others when brought up in conversation however it is also very niche. Within the field of psychology here in Canada, it is not well understood and at times disregarded or trivialized. I don't quite fit anywhere when looking at registration specialties and CPA sections. I believe the Criminal Justice section is my best fit and I am happy to be involved. With the exposure that I have received as a member of the CPA, I am slowly building my network. I have been approached by other educational institutions and organizations with the prospect of involvement in a number of projects. This would not have been possible without the CPA.



FROM COGNITIVE NEUROSCIENTIST TO MARKETING EXECUTIVE

DR. NIGEL GOPIE
 Ph.D., V.P. Content and Client Experience Strategy at IBM
 Mentor, CPA-CSBBCS Career Fair (November 2020)

I am going to talk about two of my careers. I have had three careers now and I anticipate having some more, so I'm really excited that we're taking the time to explore some of the different paths we can take, and I have enjoyed the conversations thus far on learning how our degree lends itself well to the particular professions.

I began my journey as a cognitive neuroscientist, I was doing my fellowship at Baycrest and did my PhD at the University of Waterloo, I focussed on cognitive psychology and had a lot of experience in clinical psychology as well .

After that I went into management and consulting, business strategy in NYC, which was scary as it felt like I didn't know what I was doing. One of the exciting parts though was that I learned I actually did know what I was doing because I was really well armed with a degree which was a PhD in Psychology which focuses on hypothesis testing, being comfortable with unknowns and asking really good questions.

I was a management consultant for several years and eventually became an associate partner in the practice, focussed on all sorts of interesting different digital strategies. I am currently an executive for an IT company, IBM, I do marketing with blockchain and AI applications.

I'm going to focus on a few key areas, within each of my career stages, that I think I would have been interested in knowing more about when I was a student.

COGNITIVE NEUROSCIENTIST

Specialty

- Cognitive neuroscientist- memory and aging, post doc fellow

Growth (lots of opportunities for growth)

- Intellectual curiosity
- Hypothesis testing
 - One thing not often thought of is the ability to generate hypotheses.
 - Looking at data and thinking of interesting questions is something that has served me well for every single career I have had. This is something that you see often from those with PhDs- really good hypothesis generation.

- Analytics
 - This is not only about the quantity but also about the way of thinking and way of structuring thoughts in a way that helps frame a problem which is really important and something I gained during my fellowship.
- Communication

Highs

- Advancing humankind's knowledge
 - Full time dedication to your pursuit, publications and being in science,
- Sharing learnings with students, peers, and media

Lows

- Uncertainty and lack of benefits
- For me the uncertainty with life direction was challenging
- No benefits and financial stability in my situation were difficult

Compensation

- Grants, Awards, Stipends, Teaching
 - Also side hustles- I did a lot of neuro-psych evaluations
- No benefits

MANAGEMENT CONSULTANT

I entered management consulting because I saw how the hospital system worked and I really wanted to be an administrator. I wanted to become a director of research, and run the university network, to be making decisions for where the direction and vision of where the program was going. At the time we hired consultants. I realized, I would need to get an MBA to do the things I wanted to do, and I didn't want to go to school again, and it would be costly. I thought the next best thing was to go into business, and learn the skillsets while working. I was really open to different career options and started reading different books about career options. An email came into my inbox one day about consulting practice looking for PhD and non-traditional MBA candidates.

A few weeks later I interviewed for the job. That was an awesome and humbling experience; I learned about corporations, the different roles and people there. I realized I had a warped view of the world that the smart people were in academia, I realized quite quickly how differently people thought outside of academia and in ways that really challenged my conventional thinking about the world.

And I realized they were well rounded, not focused on one particular thing. I realized that people had really well rounded lives outside of academia and I really enjoyed it.

Specialty

- Digital innovation and analytics- associate partner
 - I was put into situations I had no background in, for two years I did not work with analytics.

Growth

- Making sense of ambiguous situations
 - There were a lot of ambiguous situations. I learned how to make sense out of ambiguity and learned to be comfortable being uncomfortable.
- Business strategy
 - I had to unlearn some of the things I learned as a graduate student. We are very cautious about our interpretations and often try to get to an answer of truth. In business I learned you get an answer that's good enough and then you move on. You don't have time to be too theoretical about things. It's an interesting way of framing problems to find best approaches not necessarily the right approach
- Thought leadership
 - I learned a lot about executive presence, how to converse with executives across the world, many fortune 500 companies.
- Executive presence
 - What is consulting? Working often with some of the toughest problems organizations have and working with teams to solve them.

Highs

- Addressing toughest of corporate challenges
 - e.g., Watson- IBM's AI Character- when it was created, it was created from a research perspective but we did not think about commercialization opportunities- how to use the technology to benefit humanity but also make money
 - Questions we got to answer which helped the company think about the direction they wanted to go into such as: which markets to enter, opportunities, growth, how, go-to market strategy.
 - Another opportunity I worked on looking at huge organizations and creating an entire operating model for mar-

keting, thinking about roles and how to market across 270 countries.

- Constant pipeline of new projects
- Partnering with diverse teams

Lows

- Recommendations vs decision making
 - As a consultant you're constantly coming up with opportunities but ultimately, it's up to the client to choose which path they wanted to take. Sometimes it was difficult if I didn't agree.
 - I wanted to have more control over choosing the path

Compensation

- Salary and bonuses
- Excellent benefits

MARKETING EXECUTIVE

Specialty

- Digital innovations
 - For example – technology and social media, problem- solving. Business leaders in the field posting questions on social media or responding to discussions on social media.
 - How can we reach/interact and engage before they reach a web page

Growth

- Lots of opportunities for growth and taking on projects

Highs

- Currently – Marketing Director of AI and block-chain marketing - a lot of that is around story telling, diplomacy, leadership development, uniting art and science

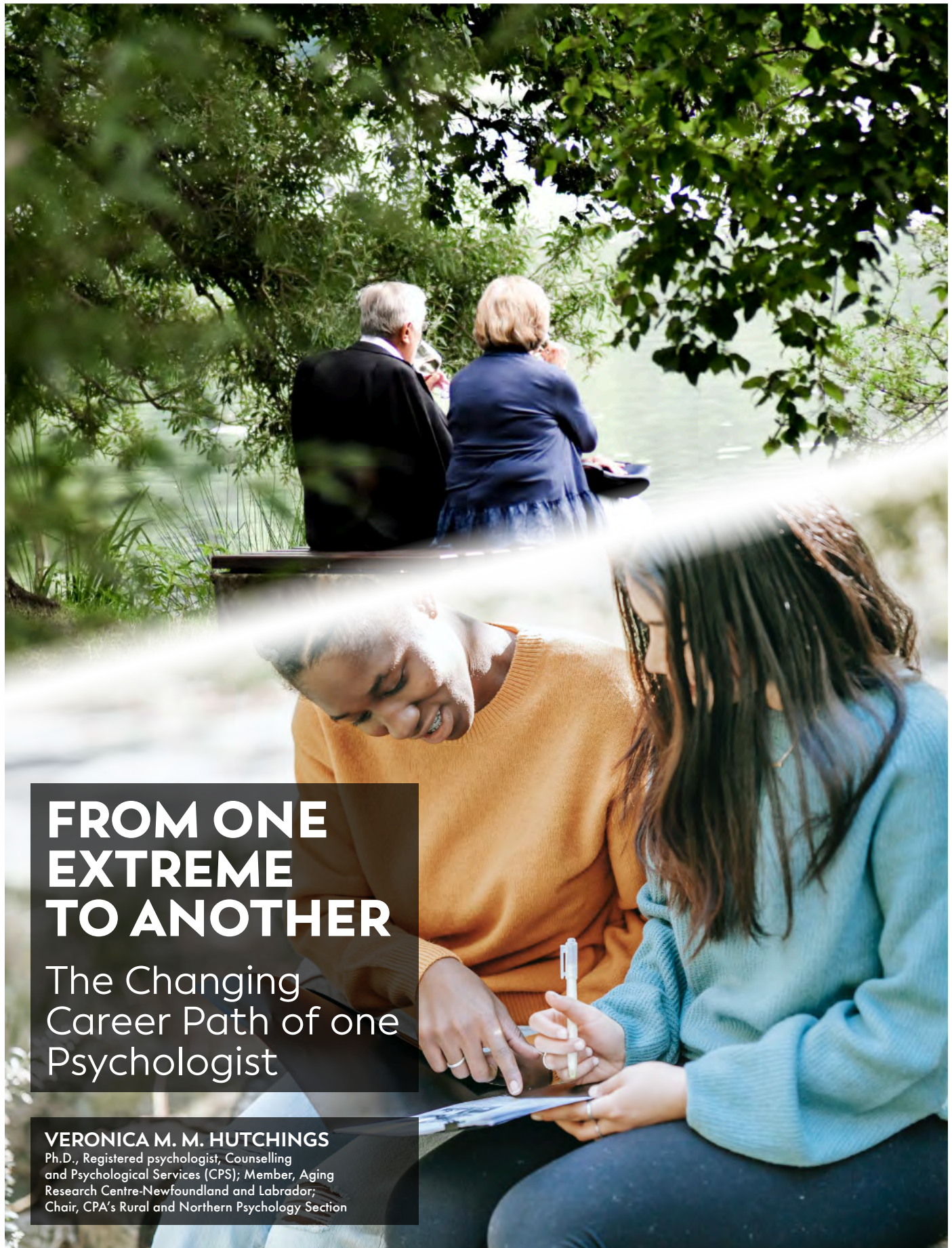
Lows

- A lot of meetings

Compensation

- Stock options is a big part of executive compensation which is a large part of the difference with being an executive

This is the way I see my career and the things I've learned along the way in terms of growth. Obviously having the background as a psychologist has helped in terms of hypothesis generation and communication; in terms of understanding data, people present things all the time and you're able to ask some really good questions with a background in psychology.



FROM ONE EXTREME TO ANOTHER

The Changing
Career Path of one
Psychologist

VERONICA M. M. HUTCHINGS

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and Psychological Services (CPS); Member, Aging
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Chair, CPA's Rural and Northern Psychology Section

My early life volunteer experiences working with persons living with dementia drew me to the field of psychology. I began my graduate training with the intention to work with persons living with dementia and their families. As a result, I chose mostly health psychology placements and was thrilled when I matched to a large hospital in Atlantic Canada where I completed two major rotations in geriatrics. Post-residency, I accepted a year-long contract working at the same hospital. This was followed by a permanent position that was split between two other programs while I waited for an opening in geriatrics. During that time, I took a part-time position at a university counselling centre. I was thrilled when I was offered a position in geriatric psychology. At that point, I thought I would remain happily in geriatrics until I was ready to semi-retire and leave the hospital system for part time private practice work until I was ready to retire completely.

There were many benefits to my plan. By accepting a position where I completed residency, I was familiar with the hospital's policies, procedures, physical layout and employees, as well as the city itself. My supervisors became my colleagues meaning I knew who to consult with for any issue that could arise; an important factor for a newly minted psychologist. Working in various other positions before geriatrics broadened my expertise, which I thought would be helpful for when I eventually started my own small private practice. Of course, like any position, there were downsides. Staying in the same place meant some, not all, colleagues still treated me as a student. I shared an administrative

assistant with 5 other psychologists, meaning I spent almost as much time doing administrative work for my groups as the clinical work. The more my group programs grew, the bigger the administrative demand was. In addition, there were virtually no funds for continuing education. On the personal side, I was commuting 2+ hours every day.

These challenges lead to increased frustration. As a result, when a friend of mine who was working at Grenfell Campus, Memorial University (located in my home town of Corner Brook, NL) reached out and encouraged me to apply for the position of psychologist in their counselling services I was open to change. When I was offered the position, it came with a fund for professional development and travel, more vacation time than I was receiving after 10 years in public health care, research start-up funds, and the coveted academic freedom. I could set my own schedule and not have to justify why I stayed late one day so I could go to an appointment on another day. In addition to the benefits that came with the job, I was moving from a city with a population of 500k to one of roughly 20k; my new commute was 10 minutes. While there was an initial pay cut, there was significantly greater earning potential in academia long term than at the hospital.

That is how I went from being a health psychologist working with seniors in an urban public health setting, to a general mental health psychologist working with young adults in academia in a more rural setting. Now almost 7 years later, I am keenly aware that practicing psychology as a generalist in a rural area is a specialty

unto itself. It is arrogant to think psychologists can provide high quality, evidence-based care for the wide variety of issues generalists in rural settings are expected to see without specialized training. For example, in one week I had students presenting with grief, autism spectrum disorder, test/presentation anxiety, and self-harm just to name a few. Without consultation, such a varied caseload could have easily left me feeling like I had some type of whiplash. A search of the Association of Psychology Postdoctoral and Internship Centres' (APPIC) directory in May 2022 showed 35 Canadian internship programs offered "rural" training opportunities, which is helpful for trainees who choose this career path ("generalist" was not listed as a searchable training opportunity). However, not all rotations are available every year. Additionally, because of the high demand and limited resources typical of rural settings, it can be challenging to find qualified supervisors who have the time to supervise trainees in rural placements that are not a part of a formal training program. Not to mention, what happens if you change paths mid-career? This need to connect with other psychologists dealing with similar issues and demands is what lead me to join the Rural and Northern Section of CPA. Practicing in rural locations means a smaller chance of having local professional development opportunities and local colleagues who are able to mentor and provide consultation to experienced psychologists changing their scope of practice. Given that travel typically costs more from rural than urban areas, the importance of adequate funding for continuing education opportunities is even more apparent.



OH! THE PLACES YOU'LL GO....

The paths from psychology to management consulting

ERICA NACCARATO
M.A.Sc.

KELLY MCSHANE
Ph.D., CPsych, CE

Erica: If anyone has ever “cold-called” professors to look for research positions after having a not so good first year of university, you can appreciate the added weight of the first email I sent to Kelly on March 1, 2014. All we really knew about each other was there were overlapping research interests in mental health and a desire to produce some research outputs; to support my application for grad school, and Kelly’s tenure dossier application. We bonded instantly, recognizing each other’s strong work ethic, but also relishing in each other’s quirky and blunt personalities. From that initial meeting, Kelly tasked me with resurrecting a project that was stuck in

publishing purgatory on behavior change and motivational interviewing for adolescents. As a ripe third-year undergraduate student, you can imagine the level of confidence I needed to take this on, but thankfully, I had Kelly's optimism and boldness to propel me forward. After a summer working in Kelly's lab, I ended up presenting a research poster of work at the North American Primary Care Research Group Conference in New York. And as it turned out, unbeknownst to both of us, poster presentations at this conference are the *must-attend events*, and I was actually visited by the "grandfather" of the realist methodology (Dr. Geoff Wong). Talk about a true "learning by doing" moment!

Good news followed for both of us after the project was completed. As a competitive volleyball player and varsity athlete for Ryerson University, I went on to complete an honours thesis centered on measuring resilience and resourcefulness in student athletes. Although I had always thought sports psychology was my next step, both Kelly and my thesis supervisor at the time introduced me to the field of Industrial/Organizational Psychology, and I ended up completing a Master's of Applied Science (in I/O Psychology) at the University of Waterloo. Being keen to focus on practitioner-relevant topics and experiences wasn't always easy for me within a highly academic and positivist (aka quantitative) environment. Drawing on my persistence and self-starter attitude, my Master's thesis involved a qualitative study of the cognitive mental models of entrepreneurs. This really triggered my analytical interests in *understanding how business leaders think and feel* (more later!).

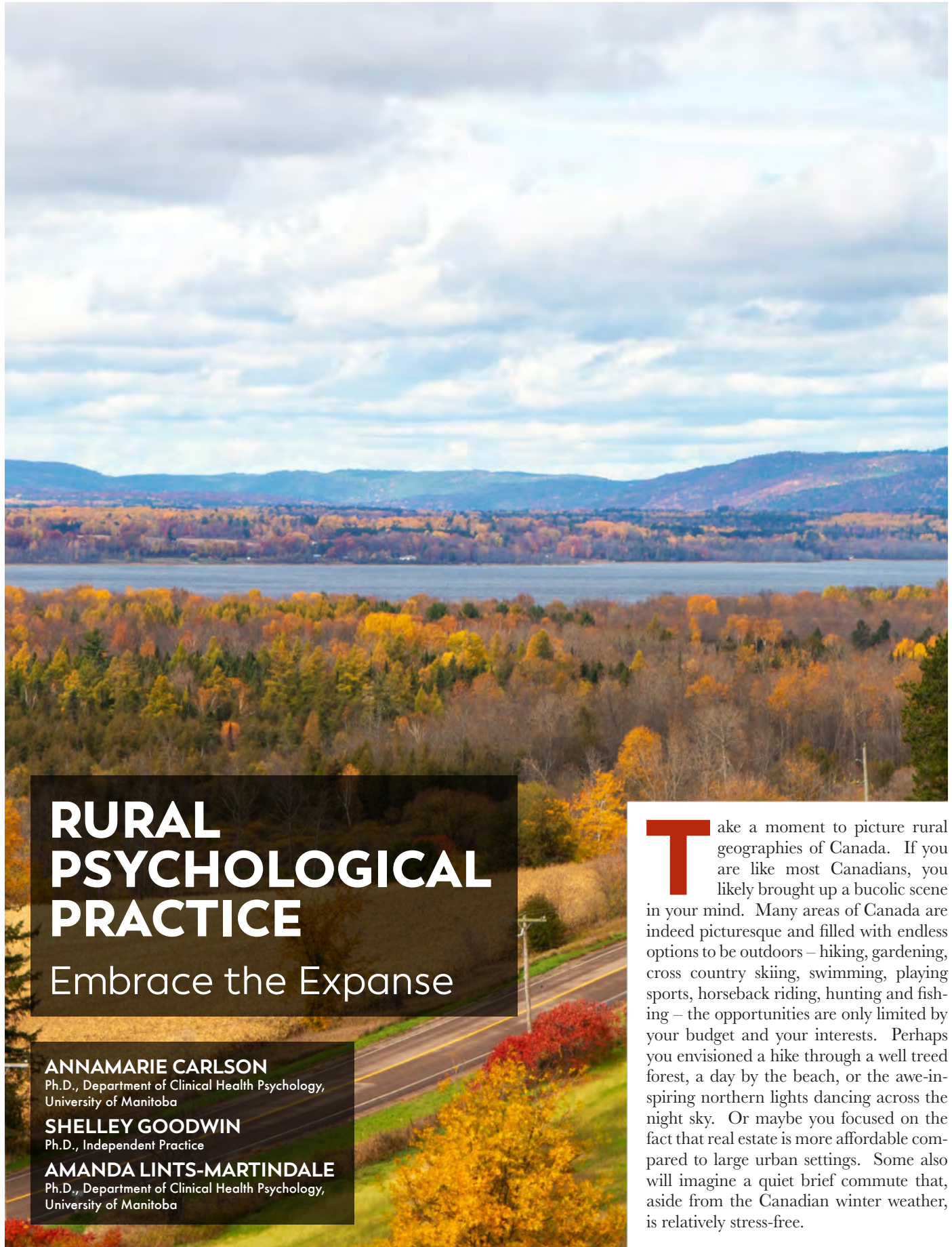
Kelly: You can imagine that when Erica reached out to me that summer, as a new faculty member determined to complete a stellar tenure application, it was an honour to have a new student express interest in your work. The timing was serendipitous for me, as I was busy working away at publications in order to submit my tenure portfolio. I was awarded tenure in 2016 and planned a sabbatical to expand my clinical license to include industrial/organizational psychology. I took on a formal retraining with the College of Psychologists of Ontario, involving two undergraduate courses and supervision from two experienced I/O psychologists. This

training plan was relatively straightforward, training to be a consultant was a bit less clear for me. There is definitely a gap in training for faculty as entrepreneurs and consultants. I harnessed my network of staff at TMU and began spending time working with social innovators at the Social Ventures Zone at Toronto Metropolitan University (thanks to Alex Gill!). This was a huge turning point for me, and I was able to gain the knowledge, skills, and confidence to think outside the box of academic careers and gained skills in design thinking, user experience, start-ups, and coaching young entrepreneurs. Finally, in 2018, I transferred to the Ted Rogers School of Management and began carving out a career in workplace wellness, employee development, and change management.

We often laugh at how we both started in the same-yet-different field, and then followed each other into this new area of management consulting. The initial research project on how and why behavior change strategies work is still featured in the work we both do. We both have gone on to take Change Management certifications, and I am now teaching this in the coming academic year. I focus primarily on organizational change, in which I complete assessments and interventions aimed at uncovering and addressing the unspoken default settings that prevent employee health. With this knowledge in hand, I am then able to incorporate relevant psychological theories and behavioral change strategies to create new organizational settings that foster employee wellness. I have since completed a one-year secondment at Ryerson University focused on faculty incivility and harassment. This has spurred my research interests in the area, and I regularly collaborate with faculty researchers on interventions to address workplace harassment and bullying. In addition, I have a consulting practise where I support leaders and organizations through employee coaching and organizational interventions. For the time being, I am an Associate Professor in Human Resource Management and Organizational Behavior, at Ryerson University. I have embarked on a new set of projects related to the psychosocial workplace of health care providers through emerging collaborations with the *Institute for Work and Health* and *COPSOQ Network*.

Erica: Meanwhile, I leverage both change management fundamentals and psychological perspectives when working with leaders of all kinds to hone in on the key motivators of their personalities to engage in mindset shifts, which ultimately lead to behavioral shifts to drive successful outcomes for both themselves and the organizations they lead. Nowadays, Kelly and I keep in touch regularly to discuss volleyball (as Kelly's daughter plays competitively now!), in addition to exchanging insights from our work. I am now currently a Managing Consultant at *MacPhie* for a boutique organizational development firm in Toronto, leading various team and leadership development engagements for both corporate and non-profit clients, including a province-wide leadership training program for children's mental health practitioners. I am notorious in my firm for "getting deep" when talking with my clients. I have a tendency to resort to asking qualifying questions to try to understand the client's thought processes, natural tendencies, and sometimes, their deepest insecurities. In terms of my practical and academic training, my Master's degree in I/O Psychology facilitated a great entrance into the field of management consulting; particularly, entering the consulting world through psychometric assessments proved to be very effective. I was able to pick up on the methodology and science behind the assessments easily due to my psychological background, in which the biggest learning curve after school was client service. I had built-in credibility due to my academic background, however, what my degree failed to do was value and encourage your typical "people skills"; I had absolutely no idea how to manage a project, or work with clients. I relied solely on my own intuition and social awareness to help me navigate these new professional relationships and unfamiliar norms. Therefore, I built strong mentor relationships with senior colleagues at the firm I worked at right out of school, in which I learned the "do's and don't's" of the business world.

We hope that this reflection encourages other psychology graduates to consider different career paths. As well, we want to highlight the benefits of training and mentorship across your career, as well as the value of authentic connections! We wish you the best in your path, in work and life more broadly.



RURAL PSYCHOLOGICAL PRACTICE

Embrace the Expanse

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University of Manitoba

SHELLEY GOODWIN
Ph.D., Independent Practice

AMANDA LINTS-MARTINDALE
Ph.D., Department of Clinical Health Psychology,
University of Manitoba

Take a moment to picture rural geographies of Canada. If you are like most Canadians, you likely brought up a bucolic scene in your mind. Many areas of Canada are indeed picturesque and filled with endless options to be outdoors – hiking, gardening, cross country skiing, swimming, playing sports, horseback riding, hunting and fishing – the opportunities are only limited by your budget and your interests. Perhaps you envisioned a hike through a well treed forest, a day by the beach, or the awe-inspiring northern lights dancing across the night sky. Or maybe you focused on the fact that real estate is more affordable compared to large urban settings. Some also will imagine a quiet brief commute that, aside from the Canadian winter weather, is relatively stress-free.

These scenes would all be true – we are fortunate to live in a country that affords its citizens all of these opportunities in our rural landscape. However, most individuals do not immediately envision a satisfying career as a psychologist when within rural Canada, although these careers can be very rewarding. Unfortunately, those interested in rural careers often face challenges in finding training opportunities, supervisors in rural practice, and mentors who can offer wisdom and advice. We strongly encourage those who are practicing rurally to consider engaging in training placements for psychology students so that those who want a career in rural psychology have the opportunity. Indeed, the three of us work in rural settings, and can speak to the potential that exists. Within this brief column, we hope to share with you some of the opportunities that exist for psychologists who are interested in practicing outside of urban settings. A job within rural and northern psychological practice could involve a publicly-funded position, a private practice position, a position in health psychology, or a position related to educational and counselling psychology.

While there is greater likelihood that you may use generalist skills while practicing in rural psychology, there is also the potential for increased flexibility in your practice – something that is not always made widely known within graduate training centres. For example, you might prefer a generalized practice using a model that resembles family medicine; working with individuals across the lifespan while recognizing areas of competency and establishing referral networks to specialists. Careers can be related to specialized populations (e.g., school-aged children, geriatrics, first responders) that involves development of expertise in a particular area – if you build it, they will come! Rural practice may come with lower business overhead costs (i.e., rent), and the ability to collaborate (and share office space) with other disciplines. The opportunity to find a work life balance is financially viable.

Many rural and northern psychologists also partake in advocacy opportunities, becoming involved in local, provincial, national, and international organizations to advance the profession and make professional connections. For example, we met through the Rural and Northern Section of CPA. We work in very different settings, in different areas of the country, but col-

laborate together on projects related to academic writing, advancing the profession of psychology, and providing mentorship and consultation. Our interest in rural psychology brings us together, despite our varied clinical practices. With the advancement of virtual psychological service provision, professional isolation that could challenge a rural and northern practitioner becomes much less daunting.

A rurally-based psychologist may find that they are able to use the wide range of skills taught in their doctoral program. Are you interested in research, program development, implementation, and evaluation? These opportunities certainly exist within rural communities. We have found that colleagues who are excited about program development and enacting positive change are often very satisfied with the ability to actively engage in these plans within smaller systems, working with communities towards psychological wellness. The pace of change can be faster within smaller systems that can be more flexible compared to large urban-based systems. With fewer psychologists in the community, leadership opportunities emerge for psychologists at all stages of their career, if they choose to follow that path. The “living in a fishbowl” phenomenon that is often assumed about rural practice can be extremely beneficial for those interested in advocacy and leadership. However, this positive aspect of visibility is often not highlighted within graduate training programs wherein an urban-centric model is often assumed.

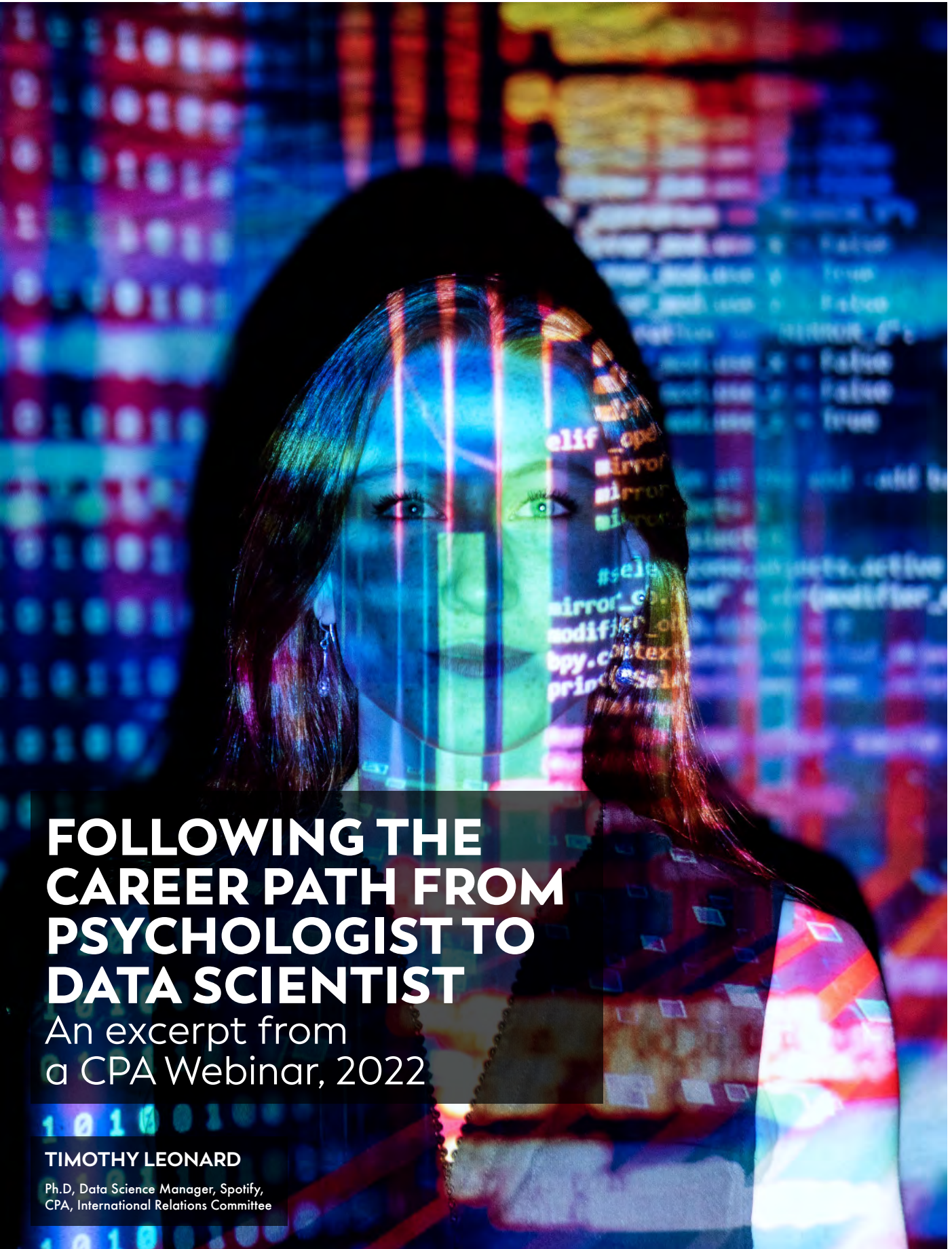
Another benefit of working in a smaller center is the ability to be “generalist specialist”. Health psychology is often an overlooked service in rural practice, and in urban centers health psychology is often divided into subspecialty practice such as pain psychology or cardiac rehabilitation. A benefit of a smaller center is that many services are housed in close proximity. For example, a psychologist who is intentionally embedded in the same physical location as many chronic disease management programs can increase collaborative multi-disciplinary care. In smaller communities, the psychologist has an opportunity to follow patients through their health care journey.

Having a flexible psychology practice allows a small center health psychologist to accept individual referrals for traditional

health concerns such as pain, adjustment, behavioral health, and trauma linked to medical event. A variety of group-based interventions can be developed based on the needs of the respective chronic disease programs that may incorporate other disciplines. For example, multi-disciplinary teams can provide group-based weight loss intervention and pain management services for those on procedure wait lists. Single session psychoeducation and/or ACT workshops can also be employed and adapted to include local culture references. Consultations can also be made to inpatient medical units and to other practitioners.

While rural work can provide opportunities for a varied practice as just described, many psychologists do not have access to practical experience that provides this breadth of training (i.e., inpatient and outpatient, interdisciplinary consultation, group and individual, child and adult etc). Each of us had the privilege of training in generalist streams, and have reflected on the value of having more generalist training institutions and internship programs, hospital (i.e., medical ward) and primary-care training placements, as well as reaching out to rural and/or generalist providers in the area to provide practica or other training experiences. It has been incredibly helpful to be connected with other rural practicing psychologists for mentorship. Beyond generalist training, having education or a practica experience in an independent practice setting would provide much needed exposure to developing and managing referral sources, wait list management and ethical issues related to being in business in a rural area.

The opportunities that exist for a psychologist within rural Canada are truly endless, and provide practitioners with a thoroughly satisfying career tailored to specific interests, training, expertise, and sense of adventure.



FOLLOWING THE CAREER PATH FROM PSYCHOLOGIST TO DATA SCIENTIST

An excerpt from
a CPA Webinar, 2022

TIMOTHY LEONARD

Ph.D, Data Science Manager, Spotify,
CPA, International Relations Committee

Q. Can you tell a bit more about the transition from when you finished your PhD to where you are today and how you were able to take that leap and find your feet in an environment where you're taking those skills and having success.

Definitely... none of this happens for free; you need to have threads and interests to act as things for you to build upon

- There are meta skills, like for example, learning about learning, or practicing solving difficult problems.
- When you're doing graduate school, your learning is invaluable.
- When you enter industry, not everybody has developed the skill of how to address problems, you can't Google and then come up with a solution, right? I learned how to do that in grad school and a lot of people haven't learned how to do that in industry, so you can very quickly ramp up.
- But for me I already had a deep interest in a lot of these things, especially technical things. Things like stats and machine learning I was able to integrate into my grad schoolwork already. So, I was sort of in the right place.
- As I was transitioning, I also spent a lot of time on extra curricular activities. My graduate supervisor was also supportive. We found ways that I was able to pursue extra interests on the side, like learning deeper programming skills, going to data science meetups, and hackathons, as much as possible meeting as many new people as possible. Even if I felt like an outsider, I had to get out there every week and talk to people, immersing myself in the world of industry. As a result, I was able to build up a bit of an updated data science portfolio
- Later, I was able to apply to a data science, incubator, boot camp. It was a transition type of company, and I spent

the summer with 20 other PhDs all transitioning and figuring it out together as part of the boot camp. That helped open some doors later to employers who I wouldn't have otherwise had access to. I attribute this to my being able to get a job at Viacom, a major cable conglomerate in the United States, this really got my career started in data science

Q. Would you say these bridging programs like business boot camps or incubators, are how most folks transition from a PhD to industry?

The paradox of these programs is that they're only going to admit the people that are already employable because they make money by you getting a job. They're not going to let people in if they don't think they can already get a job which is kind of a paradox.

You may wonder what's the value of going into these things. I definitely had these questions before I made the decision to do it.

A big part of it is that you get access to a huge network of people that you wouldn't usually have access to. It's like a summer camp, but for jobs, so that's really helpful.

It's also an intensive way for you to develop the polish that you need to communicate in industry, because communicating in academia is very different than how you communicate in industry.

You do not need these programs, but if you find the right one in the right place and it's the right time, it can speed things up a bit, and you can get a bit of a network from it too. I'm deeply appreciative of what I did at that time, and the help that it gave me.

One thing to keep in mind is to do your research, because not everyone has the same experience. Doing this on your own would take effort and time, and this experience gives you a bit of a stamp of approval.

A lot of it is who you know. Your PhD doesn't necessarily buy entry into a lot of meetings; it's more about what you've done and how you've done it.

Q. If I could ask you a final question Tim for those in the early stages of a PhD...what can they do right now, if they want to follow in your footsteps in a data-science career? What are some things they can do to make themselves ready, and more competitive?

Go find your stats department and become friends with everybody. I cannot exaggerate the importance of deeply learning and enjoying and finding a passion for statistics. I wouldn't be here today if I didn't have that, and I wouldn't have had that if I didn't get it from the stats program at York, the faculty, and the people in the group. I really inherited the passion for it from them, and that's been invaluable to this day.

I still use stuff that I remember sitting in that chair learning and taking notes, which is amazing, because I work with 30 other data scientists and I'm like "How did you not learn this?" "Did you not learn any of this?" And it was like, no, they didn't, so it really is like a superpower, how they teach statistics in university.

And psychology is the closest thing to the version of statistics you'll use in industry because it's all the same types of testing. The way stats is taught in some other programs doesn't teach the level of applied statistics, which is really quite valuable

So, this is from my narrow view of how I did it but there are two big things I would suggest:

1. Figure out what you're interested in/what you love. Keep doing it
2. Find other people, other grads, who are doing it and just build up that sort of network, and that experience set.



INTERNATIONAL PROFESSIONAL DEVELOPMENT AND CAREER OPPORTUNITIES FOR CANADIAN PSYCHOLOGISTS

SHELLEY GOODWIN

Ph.D., R. Psych, CPA Board Liaison to the International Relations Committee

LINDSAY MCCUNN

Ph.D., Member, International Relations Committee

NAOMI KOERNER

Ph.D., C. Psych., Member, International Relations Committee

CPA members sometimes ask the International Relations Committee how to become involved in international psychology. This article provides examples of opportunities for Canadian psychologists and trainees, and possible developmental career pathways that include international psychology—no matter the career stage. Even for psychologists in established careers, it is never too late to be engaged internationally.

Academic

Academics Without Borders/Universitaires sans frontières (www.awb-usf.org) provides academics with opportunities to co-design and co-implement capacity-building projects with partnering institutions in low- and middle-income countries. Currently, there are over 25 Canadian colleges and universities in this network. Calls for proposals relevant to teaching, research, and support/administration are issued throughout the year.

EduCanada – Government of Canada maintains a comprehensive list of international scholarships, fellowships, and awards for Canadian trainees, professors, and researchers (www.educanada.ca/scholarships-bourses/can/index.aspx?lang=eng). The site also includes a list of scholarships for Canadian academic institutions to sponsor and host non-Canadian visiting scholars. Consult with your institution's international or research office to learn more about how to submit applications.

Several Canadian universities also have training programs in global health or global mental health. International distance education courses and degrees are available to professionals interested in augmenting their education and credentials through a certificate or diploma without having to put their career on hold. For example, the London School of Hygiene & Tropical Medicine offers programs in Public Health, Global Health Policy, and Epidemiology with students across 150 countries, including Canada (www.lshtm.ac.uk/study/courses/ways-study/distance-learning).

Free online courses and webinars allow one to learn about a specific topic without having to commit to a program of study. The World Health Organization (openwho.org/) and edX (www.edx.org/) have courses on topics relevant to the interests of psychologists (e.g., humanitarian response during conflict and disaster).

The American Psychological Association (APA) International Learning Partner Program (ILPP) has programs in Colombia, Tanzania, and Portugal in 2022. This program offers insight into how each country is growing, providing, and engaging in psychological services and practice. Participants engage with other psychologists and with non-governmental organizations (NGOs)

collaborating in the area. (<https://www.apa.org/international/programs/learning-partner>)

Collaboration, Partnership and Governance

The CPA and 60 other psychology associations make up the *Global Psychology Alliance* (GPA; www.apa.org/international/networks/global-psychology-alliance). Its aim is to raise psychological science to address global problems too large for any single association on its own.

The International Union of Psychological Science (IUPsyS) (<https://www.iupsys.net>) promotes the development and advancement of psychology as a basic and applied science around the world. The CPA partners with the National Research Council of Canada to maintain Canada's membership in the IUPsyS. Within the CPA, this is administered by the Canadian National Panel for IUPsyS, a body of the International Relations Committee.

In addition to being a member of CPA, joining an international psychology association can offer opportunities to build international relationships that can lead to research collaborations, practice opportunities, and novel applied initiatives at the intersection of psychology and other disciplines, such as engineering, city planning, medicine, climate science, and beyond. CPA members also hold governance roles within international psychology associations as elected Board members, national representatives, members-at-large, task force presidents, or members of international advisory committees. Members have held leadership positions in the IUPsyS, the International Association of Applied Psychology, the International Council of Psychologists, and the Interamerican Society of Psychology.

Advocacy

The Psychology Coalition of NGOs Having Consultative Status with the UN Economic and Social Council (PCUN; psychologycoalitionun.org/) has individual and NGO members globally, including in Canada. Using psychological science, PCUN members collaborate on written statements offering evidence-informed solutions to challenges being addressed through the United Nations' Sustainable Development Goals. The state-

ments are often tied to specific UN events or International Days and Weeks (e.g., World Mental Health Day; International Day for the Eradication of Poverty).

The Global Network of Psychologists for Human Rights (GNPHR; <http://humanrightspychology.org/>) is an international network promoting a human rights-focused psychology. The GNPHR engages in regular dissemination of news, research, and educational resources and holds networking events. Members are invited to write for the GNPHR newsletter and participate on the advisory council.

International Agencies/NGOs

Doctors Without Borders/Médecins Sans Frontières (MSF) Canada (www.doctorswithoutborders.ca/) delivers medical and psychological aid where it is needed around the world. An NGO, it often works inside conflict zones and in countries affected by endemic illnesses. A monthly salary is associated with this affiliation if fieldwork is involved. MSF also recruits psychologists to provide services in Canada, like providing psychotherapy pre- and post-deployment.

The Canadian Red Cross/International Red Cross and Red Crescent Movement (www.redcross.ca/how-we-help/international-programs) is a humanitarian organization that recruits volunteer responders for emergencies and disasters locally and worldwide.

World Health Organization (WHO): The APA and the IUPsyS jointly sponsor a Global Mental Health Fellowship. This is a unique opportunity to work with the WHO in the Department of Mental Health and Substance Abuse. The 12-month fellowship includes a stipend and involves a limited amount of travel (www.apa.org/about/awards/mental-health-fellowship).

Are you a CPA member engaged in international work? Do you have additional ideas for ways Canadian psychologists and trainees can get involved in international teaching, research, governance, advocacy, or humanitarian work? We want to hear from you! The International Relations Committee is compiling an information resource for CPA members. Please write to us at governance@cpa.ca. Visit our page at: cpa.ca/aboutcpa/committees/internationalrelations



SUPPORTING PSYCHOLOGY STUDENTS IN CAREER DEVELOPMENT

JULIA BRAGANZA

BScH, Queens University

MICHELLE DHAR

BScH, Queens University

ZAINAB HASSAN

BScH, Queens University

MOLLY PASCOE

BAH, Queens University

MADDY PROSSERMAN

BAH, Queens University

MEGHAN NORRIS

PhD, Queens University

Despite being students in psychology, some students carry misinformation about the discipline of psychology (e.g., Kitching & Hulme, 2013; Lilienfeld, 2012). It is perhaps therefore unsurprising that students in psychology do not always understand how their training connects with

later work. For example, only 20% to 25% of psychology alumni reported a correspondence between their university degree and career (Borden & Rajecki, 2000). This is surprising: training in psychology builds skills and knowledge in areas most desired by employers, including communication, leadership, and analytic skills (e.g., Norris & Herrenwynen, in press).

There are important gaps when it comes to preparing students in psychology for later careers. For example, there is understandably restricted access to realistic job previews for some careers in psychology, such as Clinical Psychology, where students would be able to experience a day “on the job.” Realistic job previews involve establishing an accurate perception of the positive and negative aspects of prospective careers (Bilal & Bashir, 2016), and offering individuals job previews is important: realistic job previews can lead to greater satisfaction, enhanced motivation, lower turnover rates, and more accurate expectations of the job (e.g., Bilal & Bashir, 2016; Keene, 2021; Phillips, 1998; Premack & Wanous, 1985). Especially for undergraduate students wishing to pursue clinical work where realistic job previews are largely unavailable, the lack of understanding of daily job duties may be consequential: a study examining burnout among professional psychologists found that greater emotional exhaustion was associated with less control over work activities, working more hours, spending more time on administrative tasks and paperwork, seeing more managed care clients and fewer direct pay clients, and having to deal with more negative client behaviors (Rupert & Morgan, 2005). Having detailed insight into common job stressors ahead of time may provide significant benefits for those choosing whether to enter the field, and in what capacity.

Although there are barriers to realistic job previews in some contexts, there are opportunities for undergraduate psychology students to gain some types of job previews through participating in experiential opportunities that facilitate real-world experiences in the field, such as internships and practicums (e.g., Simons et al., 2012). Further, research-based thesis courses and research assistant positions can also provide students with valuable lab-oriented experience, supporting students in the consideration of academic

and research-based job prospects (Lopatto, 2007; Sears et al., 2017). There are still concerns of access, however. Internship and thesis opportunities tend to require rigorous application processes and may thus be restricted to the high-achieving student (e.g., Sears et al., 2017).

To help build an accessible bridge between students and career knowledge, a variety of helpful career-related materials and events have been created. Unfortunately, it has been argued that helpful career-related information may not reach target demographics. For example, in some research, approximately 40% of students reported never connecting with their career centres or using online career resources, and of students accessing academic advising, only 28% of current college students reported academic advisors as being very helpful identifying career options, and only 30% report academic advisors being very helpful identifying graduate options. (Gallup Inc., 2017). Indeed, although certainly necessary, centralized services may not be sufficient to meet career needs. Demonstrating the impact of career information coming at the course and department level, students who reported at least one professor, faculty, or staff member initiating a conversation about career options were more assured of workforce success, had greater confidence in graduating with the skills needed to succeed in both the job market and the workplace, and also were more likely to believe that their major would result in a good job (Gallup Inc., 2017). Thus, although there is good reason to develop new interactive online delivery methods for career information (e.g., Herman, 2010), and content with respect to topics associated with burnout, there is an opportunity to simply get existing tools and information into the hands of those who can benefit from them—by the people who serve them regularly (e.g., instructors and programs). We share here an open-access career-related information sheet, hosted on OSF, that can be easily copy/pasted for inclusion in course syllabi and student-serving websites (Braganza, Dhar, Hassan, Pascoe, Prosserman, & Norris, 2022, accessed via osf.io/9yrde). We hope that this will be a helpful first step at connecting students with career-related information in psychology, especially within Canada.

What are careers in psychology?

Becoming a Psychologist:

cpa.ca/students/career/becomingapsychologist/

Careers and Psychology:

ecampusontario.pressbooks.pub/psychologycommons/chapter/careers-and-psychology-norris-m-2-28-2022/

Geographically, where do people with training in psychology work, and in what fields?

ecampusontario.pressbooks.pub/psychologycommons/chapter/geographically-where-do-people-with-training-in-psychology-work-and-in-what-fields-norris-m-grant-s-2-28-2022/

Non-linear Career Pathways in Psychology

www.apa.org/workforce/publications/psycpathways/non-linear-career.pdf

Planning a Career in Psychology: A Canadian Perspective for University Bound and Beginning University Students:

cpa.ca/cpsite/UserFiles/Documents/Simner%20Career%20Guide%202009_Web.pdf

Profiles of Professionals in Psychology from the Canadian Psychological Association

cpa.ca/careers/psychology-profiles/

The Canadian Handbook for Careers in Psychological Science:

ecampusontario.pressbooks.pub/psychologycareers/

Career Events

Career Fair (Hosted by the Canadian Psychological Association)

cpa.ca/careerfair/

How do I pursue training in psychology?

Given the many pathways available for those interested in psychology, there are many training paths available in psychology. Below provide some insights into training pathways.

Choosing a Graduate Program: How to Narrow Your Search

www.psychologicalscience.org/members/apssc/undergraduate_update/summer-2011/choosing-a-graduate-program

Mitch's Uncensored Advice for Applying to Graduate School in Clinical Psychology

mitch.web.unc.edu/wp-content/uploads/sites/4922/2017/02/MitchGradSchoolAdvice.pdf

"Psychology Works" Resource: Applying to Canadian Graduate Schools

cpa.ca/psychology-works-fact-sheet-applying-to-canadian-graduate-schools/

How do I find a job?

Sometimes it is challenging to know how to start when looking for a job. Below are some resources to support students in getting started in both the job search, and identifying core skills and attributes that are desired by employers.

CPA Career Hub

cpa.ca/careers/career-hub/

Careers and Psychology

ecampusontario.pressbooks.pub/psychologycommons/chapter/careers-and-psychology-norris-m-2-28-2022/
Essential Skills for Psychology PhDs

www.apa.org/workforce/publications/psycpathways/essential-skills.pdf

"Psychology Works" Resource: Preparing for an Interview

cpa.ca/psychology-works-fact-sheet-preparing-for-an-interview/



3 DAYS



19 PROFESSIONAL DEVELOPMENT WORKSHOPS



**CPA'S 2022 ANNUAL NATIONAL CONVENTION:
Calgary, AB
(June 17-19, 2022)**

14
PANEL DISCUSSIONS



1,349
DELEGATES



120
12-MINUTE PRESENTATIONS



12
REVIEW SESSIONS



5 PRE-CONVENTION WORKSHOPS



5 PLENARY ADDRESSES



83RD CPA ANNUAL NATIONAL CONVENTION
83^E CONGRÈS NATIONAL DE LA S.P.



531 POSTERS



19

SECTION FEATURED SPEAKERS



139 SNAPSHOTS



6 SECTION FEATURED SYMPOSIA



32

CONVERSATION SESSION



3

SECTION CHAIR ADDRESSES

45 SYMPOSIA



CPA HIGHLIGHTS

A list of our top activities since the last issue of Psynopsis.

Be sure to contact membership@cpa.ca to sign up for our monthly CPA News e-newsletter to stay abreast of all the things we are doing for you!

1. CPA AND MHCC REPORT ON EMPLOYEE AND EMPLOYER PERSPECTIVES ON ACCESS TO PSYCHOLOGICAL SERVICES

The CPA and Mental Health Commission of Canada collaborated on the research report 'Extended Mental Health Benefits in Canadian Workplaces: Employee and Employer Perspectives' that sought to better understand employee and employer perspectives on access to psychological care. The findings include: 80% of employees felt coverage for psychological care was inadequate; 72% of employees said their mental health improved after receiving psychological care; 60% of employers were confident that mental health coverage provided a good return-on-investment; and 29% of employers increased their mental health coverage during the COVID-19 pandemic.

For the online version:

The full report can be found here: mentalhealthcommission.ca/resource/extended-mental-health-benefits-in-canadian-workplaces-employee-and-employer-perspectives/

2. WELCOME TO THE NEW CPA PRESIDENT AND BOARD MEMBERS

Congratulations to new CPA President Dr. Kerri Ritchie and to all new CPA Board Members - Director at Large Dr. Anita Gupta, Director Representing Education Dr. Eleanor Gittens, Director Representing the Council of Sections Dr. Amir Sepehry, and Dr. Nicolas Roulin as the Director Representing Science. All took their new positions during the 2022 CPA Convention.

3. CONGRATULATIONS TO CPA AWARD WINNERS AND FELLOWS

The CPA is pleased to announce the recipients of our 2022 awards. Thanks for the work you do, and congratulations to the following:

CPA Gold Medal Award for Distinguished Lifetime Contributions to Canadian Psychology:
John W. Berry, Ph.D.

CPA Award for Distinguished Contributions to Psychology as a Profession:
Eric Jackman, Ph.D.

CPA Award for Distinguished Contributions to Public or Community Service:
Katy Kamkar, Ph.D.

CPA John C. Service Member of the Year Award:
Karen L. Blair, Ph.D.

CPA Humanitarian Award:
Egale Canada

CPA President's New Researcher Awards:
Heather Prime, Ph.D.
Hayden J. R. Woodley, Ph.D.

The 2022 Elected Fellows:
Jac J. W. Andrews, Ph.D.
Vina M. Goghari, Ph.D.
Randall K. Jamieson, Ph.D.
Anusha Kassin, Ph.D.
Angela K. Troyer, Ph.D.

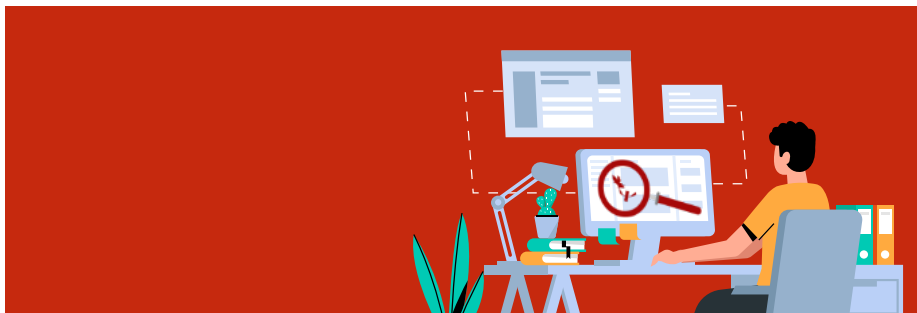
4. CPA'S 83RD ANNUAL CONVENTION

Thanks to everyone who came to Calgary and joined online for the CPA's 2022 Convention! An enormous amount of content covering a wide breadth of topics made this year's convention, the first in-person since 2019, a great success! We kicked it off with an opening ceremony and a powerful keynote address from the CPA's 2021-2022 President, Dr. Ada L. Sinacore, and ending with a closing ceremony led by Indigenous elder Beverly Keeshig-Soonias and the CPA's 2022-2023 President, Dr. Kerri Ritchie. See you in Toronto in 2023!

5. NEW SEASON OF THE CPA PODCAST MIND FULL

The fifth season of the CPA podcast *Mind Full* is now available. This season features the following episodes:

- Art and Every Child Matters with Betty Albert
- Gender diversity, education, and criminal justice with Dr. Ada Sinacore and Dr. Keira Stockdale
- Gender diversity issues, terminology, and human rights with Dr. Jesse Bosse and Aida
- Truth, Reconciliation, Genocide And Psychology With Dr. Stryker Calvez And Dr. David Danto
- How To Choose A Therapist (and What To Do If You Can't Find One) With Dr. Houyuan Luo
- Needle Fear And Needle Pain With Dr. Meghan McMurtry
- Homelessness and a Psychology Project with Dr. Steve Joordens and Zaynab Azeem



CPA CAREER FAIRS

Words from the Mentors

As previously mentioned, the CPA has hosted, in collaboration with the Canadian Society for Brain, Behaviour and Cognitive Science (CSBCCS), two virtual career fairs. For each fair, 5-8 mentors provided a 5-minute overview of their career paths; following those overviews, attendees then had the opportunity to connect with the mentors individually in virtual break out rooms. Below are highlights from some of the mentors – namely, who they are, where they work, and how their psychology training contributes to their work. Full presentations from all the mentors from both Career Fairs can be accessed in the CPA's Members Only Area via the CPA's Career Hub (<https://cpa.ca/careerfair/>).

Meghan Norris, Ph.D. **Chair of Undergraduate Studies,** **Queen's University**

Dr. Norris stumbled into psychology via a volunteer Research Assistant position; on realizing how much she enjoyed it, she applied to graduate school and fell in love with research and teaching. Professionally, she cites the importance of having self-confidence, mentors she trusted, a valuable and supportive Canadian network of professionals that included women in business, consumer science colleagues from whom she learned a great deal, trust in her training to take on and excel at various jobs, opportunities for part-time adjunct teaching.

Determined to help other psychological scientists excel more quickly and higher than she did, she published, with colleagues, "The Canadian Handbook for Careers in Psychological Sciences" (<https://ecamp->

[ontario.pressbooks.pub/psychologycareers/](https://ecamp-ontario.pressbooks.pub/psychologycareers/)) and wrote a paper exploring career paths beyond academia entitled "Psychology PhDs are needed in industry, they are valued in industry, and you can make a meaningful difference with your work."

Advice: One's career path is never a straight line, and it is not uncommon to have multiple career shifts.

Anne-Marie Côté, MA **Online Learning and Team** **Development Coordinator,** **TakingITGlobal**

Anne-Marie's position requires her to coordinate the personal and professional development of staff, coordinate virtual field trips for remote Indigenous schools in Nunavut through the Connected North program, and lead and expand the Francophone counterpart of Connected North.

Psychology training has provided her with expertise in leadership, organizational well-being, and the importance of teaching and education, particularly education which empowers, innovates, and provides culturally relevant and meaningful content.

Advice: Try different things; seek out available resources; take every opportunity presented to you (internships, volunteer, shadow someone with the job you hope to have) including those that seem less conventional; speak up for what you want and highlight your skills; don't limit yourself ("just because you don't find what you're looking for in your job search doesn't mean it's not there").

Sophie Kenny, Ph.D. **Staff Scientist, VPixx Technologies Inc.**

Somewhere in the world, right now, there are researchers using a specialized device manufactured by VPixx Technologies. These researchers might be working in a behavioural laboratory, an MRI or MEG space, or even working with non-human primates. That device might be an eye tracker, a video projector, a sound system or a calibrated visual display. Dr. Kenny works directly with the academic community to not only understand the current needs of researchers, but also to identify research trends and opportunities for growth of the company.

Dr. Kenny also provides consultation services for lab setups. She writes work orders for custom software and hardware development, designs and presents product or technology-oriented workshops, and gives seminar lectures and invited talks. Through attendance at conferences, she interacts with academic clients and partners, and sets up independent and collaborative research projects, such as conducting literature reviews, methods papers, and perceptual/cognitive experimental research.

Advice: if you are effective at what you do, and people know you, you will find that you will be sought out for opportunities. In moving from the research to the technology sector, she has the following advice: look for job openings; follow key contacts on social media; subscribe to specialized mailing lists; bring funding with you; develop skills for the job you want; create evidence of your technical skills publicly (blog, run a technical workshop); network; search early and often; and finally, take a job that may not be perfect for you and grow into the role.

Evangeline Danseco, Ph.D. **Senior Researcher, Ontario Centre of** **Excellence for Child and Youth** **Mental Health**

In addition to her role as Senior Researcher, Dr. Danseco is a Credentialed Evaluator through the Canadian Evaluation Society. She leads various projects relating to evaluation and performance measurement, working with government policymakers and senior leadership in community-based agencies in Ontario. Prior to coming to Canada, she worked on various clinical research projects involving children and

families such as homelessness, developmental disabilities, pre-natal cocaine exposure, and childhood injuries in the U.S., Costa Rica and the Philippines. She obtained her masters degree in developmental psychology at the George Washington University and her doctoral degree in Applied Developmental Psychology at the University of Maryland Baltimore County.

Advice: Know your strengths, know what you really like to do, grow from looking at and addressing your blind spots, and keep focused on what you deem important from your work.

Mamata Pandey, Ph.D.
Research Scientist, Saskatchewan Health Authority

Dr. Pandey employs innovative research techniques to identify evidence-based strategies that can improve the quality of care delivered to patients in the health region and in rural and remote First Nations communities in Saskatchewan. Originally trained as a clinical psychologist in India, she then completed her second Masters and PhD in Experimental and Applied Psychology from University of Regina. Her expertise lies in engaging First Nation communities, refugees and immigrants in health research. Taking a patient centered approach she employs health research as a tool to identify innovative solutions to improve the quality of care delivered to patients.

Dr. Pandey notes that psychology training and skills really prepare one for the skills required to transition between a variety of different roles and take on a variety of different tasks (e.g., designing research projects, grant writing, presenting at conferences, working closely with policy makers and decision-makers). She further notes that training can become available even after graduating and that all the various jobs one holds before landing one's dream job provide transferrable skills and experiences.

Advice: Network in all sectors and volunteer in a variety of sectors.

Jennifer Major, Ph.D.
Senior Improvement Lead, Canadian Foundation for Healthcare Improvement

Dr. Major notes the critical role that psychology training provides in developing the following competencies, which are all

valuable to an employer: managing complex research projects; understanding good scientific methodology; synthesizing information; problem-solving; project management; analytic skills; interpersonal and communication skills; attention to detail and being organized; and self-motivation.

With this skill set, despite having pursued a career outside of academia, she's had opportunities to publish and engage various knowledge translation activities for different audiences.

Advice: Dr. Major notes the importance of developing one's networks, looking for internship and job opportunities in various sectors (non-profit, universities, government, health), not being afraid to reach out to people, and setting high but realistic expectations.

Dafna Kohen, Ph.D.
Assistant Director, Health Analysis Division, Statistics Canada

Trained as a developmental psychologist, uses secondary data (i.e., population-based data sets) for policy relevant research in the areas of child and youth health and well-being as well as social determinants of health particularly for vulnerable populations.

Advice: Don't be too nervous about figuring out what you want to do when you graduate, as there are many amazing opportunities with the background psychology students have. Explore many different opportunities in graduate school to see where there is a good fit.

Kyleigh Schraeder, Ph.D., R.Psych.
Team Lead, Health Services Research and Implementation Science / Institute of Neurosciences, Mental Health and Addiction, Canadian Institutes of Health Research

Dr. Schraeder is both a registered clinical psychologist in Alberta and Team Lead in the Institute of Neurosciences, Mental Health and Addiction at the Canadian Institutes of Health Research. Prior to joining CIHR, she conducted research on key priority areas in youth mental health, such as: access to mental health care, transitions in care, and primary care. I led projects in Ontario and Alberta to better understand how young people use mental health services over time.

Dr. Schraeder notes that she developed many skillsets in her undergraduate and graduate studies which help her in the fast-paced work environment at CIHR. Her training allows her to: understand Canada's academic health research environment; have knowledge of Canada's health and mental health systems, policy/practice and key public health issues; understand the principles, approaches and methods related to health services and knowledge mobilization; able to manage multiple projects/priorities with competing deadlines; strong interpersonal and communication skills, including complex sensitive and confidential issues; professionalism, discretion, courtesy and respect; ability to adjust work schedules to meet multiple demands; ability to work as a team player and work under pressure – skills that are all welcomed by any employer.

Cynthia Tran, M.Sc.
Sr. Insights Project Manager, Rockwell Automation

An accomplished marketing research expert with over 25 years proven experience overseeing high-value projects, programs, and strategic initiatives across large enterprises; encompassing a wide range of methodologies and audiences – B2B and B2C, International and Domestic, supplier and client side. Educated in both Cognitive Psychology and Marketing Research, Dr. Tran says she easily blends this knowledge to provide actionable insights to her business partners, at all levels of an organization, across multiple lines of business.

Advice: Turn “you don't have experience in [xyz]” to “I know how to ask the right question to get you what you need. The category doesn't matter. If I understand the objective, I have the background to get you your insights.” When you hear “you have psychology training not business,” turn it around to tell them why your psychology background puts you ahead of others interviewing for same position. TRUST YOUR KNOWLEDGE – Psychology is power! Use that power!

Ester Moher, Ph.D.
VP, Research and Community Insight, United Jewish Appeal of Greater Toronto (UJA)

Throughout her career, Ester has been able to follow what interested her, partic-

ularly applied psychology, and the gap between how people think they should behave and how they actually behave. Graduate school provided her with many interesting real-world applications for work and what interventions could help to reduce this gap.

Through graduate school, she learned the importance of very rigorous approaches to research and having a thick skin when giving a presentation. She recognized that there was not a big appetite for the research she was interested in nor were there many available positions.

Realizing that she wasn't a great fit for a traditional academic role in psychology, she pursued post-doc in a computer lab. She eventually worked for the lab and the company building the algorithms the lab was testing. She worked in many start-ups, which she notes are very different from the lab or corporate environments, before shifting to consulting work. Consulting proved to have a very vigorous schedule; seeking work-life balance, she changed to her current role as Vice President, Research at UJA, where there is a lot of focus on who they are serving, the needs of who they are serving, interventions, program evaluation and impact – all skill sets she acquired through her psychology training.

Helen Ofosu, Ph.D.
Founder, I/O Advisory Services Inc.

Dr. Helen Ofosu completed her studies at McMaster University and the University of Windsor. In addition to Career & Executive Coaching, her specialties include the assessment and development of leadership skills, inclusive recruitment and selection of staff and executives, and navigating the complex issues of workplace bullying, harassment, diversity, equity, and inclusion.

Prior to starting her consulting practice, I/O Advisory Services in 2012, Dr. Ofosu worked for the federal government at the Department of Foreign Affairs and International Trade (now Global Affairs Canada), the Department of National Defence, and the Public Service Commission. She has developed online screening tests, structured interviews, role-plays and simulations, etc. for evaluating job applicants' skills and behaviours as part of the hiring and promotion process.



WHAT IS THE CANADIAN PSYCHOLOGICAL ASSOCIATION (CPA) DOING REGARDING CAREERS?

LISA VOTTA-BLEEKER
Ph.D., Deputy CEO,
Canadian Psychological Association

ADAM SANDFORD
Ph.D., Interim head of psychology,
University of Guelph-Humber

In 2017, the federal government commissioned a review of Canada's fundamental science and research ecosystem. The results of this, the Fundamental Science Review (also known as the Naylor report) called upon the government to act on several recommendations that aimed to improve fundamental research in Canada. The review

was met with great support from scientists across the country. As chair of the Fundamental Science Review Committee, Dr. David Naylor spoke to many audiences about the recommendations – one of those audiences were those gathered at a Summit co-hosted by the CPA and the Canadian Consortium for Research (CCR) in May 2019. At the Summit, Dr. Naylor spoke of a broadening sentiment among graduate students away from academia and the importance of highlighting how PhDs can and are using their skills in their jobs. Noting that only approximately 20% of PhDs will pursue a tenure track position, Dr. Naylor noted the need for mandatory professional training

as part of one's doctoral training, earlier awareness of career paths and opportunities, and a greater need for work-integrated learning (i.e., practical experience, learning the language, networking) throughout one's doctoral training.

To address some of the recommendations made both in the Fundamental Science Review and heard at the Summit, the Canadian Psychological Association created the Career Hub (cpa.ca/careers/career-hub/). This Hub is public-facing and provides a home for career ad and job postings, career and job fair information, career profiles, career resources, and information for practicing psychology and early career psychologists. While some of this content may appear to speak to an apprentice-only model whereby trainees pursue traditional academic or practitioner career paths, the CPA is mindful of a need to broaden its scope for potential careers that are pursued by psychology students and trainees. A broader scope involves:

1. profiling psychology degree holders who have pursued career paths outside of psychological practice or academia (see this issue of *Psychopsis*)
2. providing realistic previews of potential career paths outside of psychological practice or academia (see Career Fair Mentor Videos, Job Fair Employer Listings, and the Psychology Careers and Professionals Section information on the Career Hub)
3. considering ways of integrating more opportunities for professional training and work-integrated learning across all levels of education in Psychology. This is something that the Canadian Psychological Association might consider in the future.

CPA's 2015 Psychology Graduate Survey: Highlights of Career Results

In 2015, the CPA undertook the first discipline-led, nation-wide survey of individuals holding a terminal master's or doctoral degree in psychology. The final sample of 4,441 respondents included 1,785 terminal master's graduates and 2,656 doctoral graduates, providing invaluable data pertaining to the needs, supply, and demand of psychology graduates in (and from) Canada. Initial results from

the survey have been published in *Canadian Psychology* (doi.org/10.1037/cap0000059) and a final report posted on the CPA's website (cpa.ca/docs/File/Publications/PGS_Final_Report_7Dec2016_EN-Final.pdf)

Responses came from psychology graduates working in all 10 provinces and three territories, as well as those working in the U.S. or internationally; over 50% of respondents were neither current nor past members of either the CPA or a provincial, territorial, or state psychological association. Respondents came from various institutions (in Canada or elsewhere; online or in-person), focused their studies on a broad range of topics within (or relevant to) psychology, and ended up with several diverse types of degrees (e.g., Ph.D.; M.A.; Ed.D.; M.Ps.).

A key component of the survey that is of relevance to this special issue is a question at the end of the survey that asked respondents if they would change anything about their education, training, or career. Nearly half of all respondents (1,220 doctoral and 907 master's graduates) commented on changes they would like to have made. Over one-third of those who commented indicated the need for additional courses/experiences, with respondents typically wanting more supervised clinical experiences/internships, assessment training, mentorship, education/training on setting up a business, research/statistics training, miscellaneous courses/workshops, and more applied skills such as leadership, advocacy, and public policy. In addition, 1/3 of those who commented indicated a desire to have focused on a different area of psychology or taken a different path in their psychology training (e.g., Psy.D. vs. Ph.D.).

Further, 244 master's graduates and 150 doctoral graduates commented on a desire to have pursued a different degree; among master's graduates, this was accounted for by those who wished they had pursued a doctorate, with few doctoral graduates indicating a desire not to have pursued a doctorate. An additional 172 respondents indicated that they would have pursued another field entirely (typically another health-related field).

Respondents also noted the need for more support and mentoring post-

graduation as related to taking various practitioner-related exams (e.g., EPPP), post-graduate internships, post-doctoral training opportunities, project management, business aspects of science, and finding a job – all items consistent with what the CPA has been hearing in recent years and has been endeavoring to address with our various webinars, fairs, and other career-related resources.

What Could You Do to Explore Career Paths?

As we bring this special issue to a close, our advice to you is to think outside of the box and supplement your studies with experiences in program evaluation, public policy, project management, talking to the media, and meeting with government officials and other decision-makers. Psychology PhDs graduate with a skill set that has value in so many settings and for which there can be numerous job opportunities – seek out and apply for positions based on your skills rather than a position's title.

Connect with your career services and explore career counselling or mentoring at your institution or conferences. These counsellors or mentors can provide excellent tips for broadening your career search, identifying your career interests, matching your skills to potential careers, refining your CV or resume and interviewing skills for the career of your choice, and providing feedback on your applications. For more information go to the CPA's Career Hub.

Be considerate of the skills you are currently developing in your program of studies. You might not yet know how your valuable transferable and critical analytical skills could be meaningfully applied in many careers outside of psychological practice and academia. Reflect on the various communication, teamwork, critical analysis, problem-solving, and project management skills you are probably already developing.

The CPA is committed to highlighting the breadth and depth of psychology training across all our subject matter areas as it relates to career development. We want to hear from you about what you need and/or what you would find helpful; feel free to be in touch with us at any point by emailing us at science@cpa.ca.

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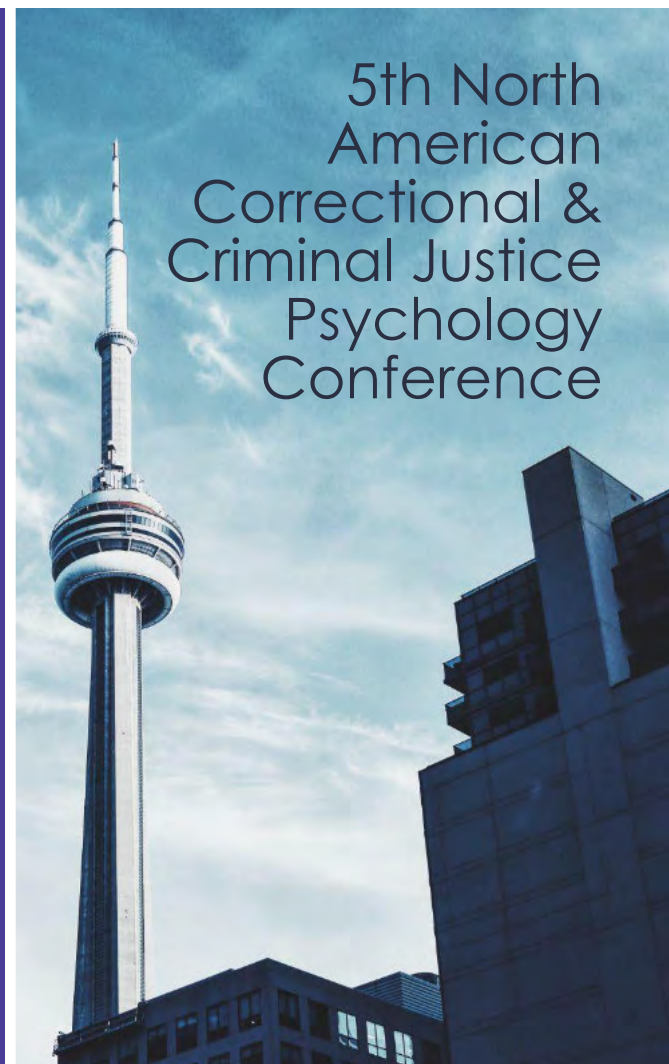
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