

Newsletter of the CPA Section for Students

Issue #22, Spring 2024

CANADIAN
PSYCHOLOGICAL
ASSOCIATION



SOCIÉTÉ
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DE PSYCHOLOGIE

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Message from the Chair

Dear Student Section members,

It was a pleasure and honour to have served as the Chair of the CPA's Section for Students in Psychology for the 2023-2024 year. I am so grateful to have gotten the opportunity to work with the outstanding members of the Student Section's Executive Team. It was also a pleasure to connect with students across the country and to help support and organize our section's many initiatives. In this issue of the Section's newsletter, you will find information about the upcoming 2024 CPA Convention in Ottawa as well as many interesting pieces written by students from our Section.

We are excited that this year we can reconvene in person for the annual CPA Convention and that we will be able to connect with many of you face-to-face. We have planned several engaging and informative events for students attending this year's 2024 CPA Convention, designed to address the training needs of students at various levels of training.

We will present workshops and panels on several topics, including graduate school applications, navigating the challenges of academia as a psychology student, and funding applications for students. Our Section's Social Justice, Equity, Diversity, and Inclusion committee has also organized a workshop focused on Justice, Equity, Diversity, and Inclusion in Psychology.

We are also thrilled to welcome Dr. John Zelenski of Carleton University as our Section's Keynote Speaker. Dr. Zelenski's presentation is titled *Can people improve their well-being by helping the natural environment?* This presentation will focus on the topics of human well-being and environmental health and how treating nature can be a path to human happiness.

Message from the Chair

His presentation will be happening on June 22nd from 4:00pm to 5:00pm EDT.

I hope to have the chance to connect with all of you who will be attending this year's convention throughout the weekend of June 21st to 23rd, as well as at our Section Annual Business Meeting which will be happening right after Dr. Zelenski's presentation on June 22nd from 5:00pm – 6:00pm EDT. We will be raffling off a \$100 gift card for next year's convention. We also hope to see you at our Annual Student Section Social Event, taking place on June 22nd immediately after the AGM from 6:00pm – 7:00pm EDT. This is a great opportunity to meet other students and enjoy some refreshments while learning more about our Section's activities. The Student Section Executive team is here for you and we will do our best to respond to any questions or concerns you might have. I hope to meet many of you in Ottawa throughout the 85th Annual CPA Convention!

Melissa Lazo
The University of British
Columbia
Chair of the Section for
Students in Psychology
[chair.cpastudentsection@
gmail.com](mailto:chair.cpastudentsection@gmail.com)



Update from the JEDI Committee

Hello CPA Student Section!

We're excited to share some updates on the initiatives we've been working on to promote justice, equity, diversity, and inclusion within the field of psychology in Canada.

Revamping our X (Twitter) Account:

We're in the process of revamping our Twitter account to not only share general resources related to psychology and JEDI but also to highlight clinicians and researchers actively engaged in JEDI-related work. Additionally, we'll be sharing grants and funding opportunities targeted toward underrepresented groups to ensure equitable access to resources and support.

Cross-University Initiatives:

We're actively engaged in specific initiatives across universities starting in Ontario, particularly targeting 1st and 4th-year psychology students. Whether they're applying to graduate school, taking a gap year, or entering the workforce, we're working to providing tailored support and guidance to empower these students on their journey.

Website Updates and General Resources:

Our website is undergoing updates to offer more comprehensive resources tailored to specific groups. We believe that providing accessible and relevant information is crucial for fostering inclusivity and empowerment within our community.

Call for Suggestions:

We want to extend our gratitude to everyone who has already submitted suggestions for the JEDI committee's activities. Your input is invaluable, and we're already incorporating many of the ideas into our group programming. We're still accepting suggestions on a rolling basis, so please don't hesitate to share your thoughts with us. Here is the link to submit your suggestions: <https://forms.gle/UbaeEyakDFJFaY2f8>

Update from the JEDI Committee

Welcome to Our New Committee Member:

Lastly, we're thrilled to welcome a new member to our committee. Allow us to introduce Lesly Nzeusseu Kouamou. Lesly Nzeusseu is a current first-year doctoral student at the Université de Montréal, studying Industrial and Organizational Psychology. She is a recent alumna of the University of Ottawa, where she completed a BA in Psychology & Gender Studies. Her research interests revolve around workplace diversity, digital transformation, and health & safety at work. She aspires to combine these interests to foster fair, inclusive, safe, and future-ready workplaces that put workers' well-being at the centre. In her free time, Lesly enjoys baking, attending events, volunteering, and listening to podcasts (feel free to give her recommendations!) while exploring the beautiful city of Montréal. The three words that best characterize her are compassionate, optimistic, and adaptable.



Thank you all for your continued support and dedication to advancing justice, equity, diversity, and inclusion within our field.



@CPAStudentsJEDI

Upcoming Convention Highlights

The 2024 annual convention will take place from **June 21st** to **June 23rd** at the **Westin Hotel** in **Ottawa, Ontario**.

Register here:

<https://convention.cpa.ca/scientific-program/pre-conference-events/>

Meet Our Keynote Speaker: Dr. John Zelenski



Dr. Zelenski is a Professor in the Department of Psychology at Carleton University where he has lived and worked for the last 20 years. As a researcher and director of the Carleton University Happiness Laboratory (CUHL), he studies individual differences in happiness, and how personality manifests itself 'in the moment' as emotional and cognitive processes. His research has long focused on the causes and consequences of extraverted behaviour. Recently, more research has focused on the well-being benefits of interacting with nature, how people form subjective connections with nature, and how these are associated with pro-social and sustainable behaviours. Dr. Zelenski recently published a textbook, *Positive Psychology: The Science of Well-Being*.

CPA Section for Student Convention Events

Event	Date	Time	Location
Friday, June 21 st	Navigating academia: “What I wish I knew”	3:00pm – 3:55pm	Governor General Ballroom III (Fourth Floor)
Saturday, June 22 nd	“Not just clinical”: Introduction to the many possible career paths in psychology	8:00am – 8:55am	Governor General Ballroom II (Fourth Floor)
Saturday, June 22 nd	Applying to graduate school: Steps to success	2:00pm – 3:25pm	Governor General Ballroom III (Fourth Floor)
Saturday, June 22 nd	Navigating Scholarships and Grants: A Workshop on Funding	11:00am – 12:00pm	Governor General Ballroom III (Fourth Floor)
Saturday, June 22 nd	Section Keynote Speaker	4:00pm – 5:00pm	Governor General Ballroom III (Fourth Floor)
Saturday, June 22 nd	Section Annual General Meeting	5:00pm – 6:00pm	Governor General Ballroom III (Fourth Floor)
Saturday, June 22 nd	Section Social Event	6:00pm – 7:00pm	Governor General Ballroom III (Fourth Floor)
Sunday, June 23 rd	Advancing Justice, Equity, Diversity, and Inclusion: A starting point, not an afterthought	11:00am – 11:55am	British Columbia (Second Floor)

See the next pages for details on the panels and workshops!

Workshops

Navigating scholarships and grants: A workshop on funding

This workshop aims to help students understand funding and scholarships better, covering various types of financial support for both undergraduate and graduate students. It explores multiple funding avenues including, federal, provincial, merit-, and need-based funding opportunities. Participants will learn grant and funding application essentials, including eligibility requirements, personal statement writing, and methods for approaching mentors, peers, and external stakeholders for support. Ultimately, the workshop aims to empower students to excel in their studies by helping them access the financial resources they need.

Applying to graduate school: Steps to success

Applying to graduate school can be a daunting and anxiety-inducing experience. This workshop seeks to demystify the application process and equip students with concrete skills and knowledge to aid their application. Facilitated by four executive members of the Students in Psychology Section, the presenters aim to share their experiences and expertise about successfully applying to graduate school in psychology. A presentation about the steps to success will cover relevant topics including finding the right program, obtaining reference letters, building your CV and statement of interest, finding a good supervisor fit, and preparing for interviews. The presentation will be followed by skills-based break-out groups where participants will have the opportunity to gain concrete skills such as engaging in interview practice, analyzing the strengths and weaknesses of example CVs, and formatting letters to potential supervisors. The skill-based portion will be followed by a Q&A period where graduate students from several areas of psychology will be available to answer questions. Undergraduate students planning on applying for graduate school in the coming years are encouraged to attend.

Panels

Navigating academia: “What I wish I knew”

This panel aims to address the challenges of navigating academia, particularly in psychology, by featuring individuals at different career stages, including master's students, doctoral students, postdoctoral fellows, tenured professors, recent professionals, and clinicians. The central question of the discussion will be "What do you wish you knew before embarking on a career in psychology?" Panelists will share their personal insights and lessons learned, covering topics such as applying to and navigating graduate programs, preparing for comprehensive exams, transitioning to faculty positions, sustaining roles in academia, and exploring non-academic career paths. The panel aims to provide attendees with valuable insights to help them navigate their own academic journeys more effectively.

Advancing justice, equity, diversity, and inclusion: A starting point, not an afterthought

In light of the field of psychology's active engagement in advancing justice, equity, diversity, and inclusion (JEDI), the panel will feature 4-6 professionals from diverse subspecialties within psychology, such as disability/neurodiversity, Indigeneity, gender/sexual minorities, and racial minorities. Each panellist will share their clinical and research experiences investigating phenomena in these populations that have historically been neglected or treated inequitably. Attendees will also be able to ask questions about implementing JEDI practices in their work. The panel aims to foster open dialogue and awareness across various career stages and subdisciplines, emphasizing the recognition of identity as a central consideration rather than an afterthought.

“Not just clinical”:

Introduction to the many possible career paths in psychology

Students are often unaware of the numerous paths available to them outside of clinical psychology in the field of psychology. This panel will include graduate students from various subdisciplines of who will share what they are studying and what their career options are. Students will also have the opportunity to ask the panelists questions about their subfield, their academic journey within their subfield, their research, and their career paths.

Student Submissions

This summer I will be running a comedy-based psychosocial intervention that I have developed for teenagers in South Africa. This will take place at SOS Children's Villages, which is an NGO that houses orphaned and abandoned children. My volunteer work there is funded by a scholarship that I won through the Laidlaw Leadership and Research Program. Within this opportunity, Laidlaw Scholars are required to conduct independent, original research in their first summer (i.e., Summer 2023), and then, in their second summer, they must undertake a volunteer initiative to help further develop their leadership skills. During my first summer, I researched the mediating role of self-regulation on the relationship between childhood adversity and aggression. Now, I am excited to take this initial research into a more practical domain by presenting an arts-based intervention that aims to improve self-regulation among youth. Specifically, I will introduce teenagers to the concept of comedic improvisation, which involves acting out a comedic scene without any prepared script. My hope is that this intervention helps them appreciate skills that they did not realize were within them already, such as the ability to embrace uncertainty and remain resilient. This intervention, which will last six weeks, will certainly bring forth some challenges, but I have been meeting with staff from this NGO on a monthly basis to inquire about this community's needs. Due to these consultations, I feel confident that I will be able to positively impact the developmental trajectories of the teenagers that I will meet. I look forward to contributing to their growth, and I am eager to start.

Youness Robert-Tahiri
Undergraduate Student in Psychology
University of Toronto

Crossover youth are a cohort of children and youth who have a history of child protection involvement and have been referred to mental health services for reasons related to the juvenile justice system. They are a particularly vulnerable population because of the unique challenges they face from their interactions with both child welfare and youth justice. The aim of this study was to determine the differences in family and child characteristics, mental health and well-being, and service access and usage between crossover youth who are accessing mental health services and other youth who have been clinically referred. The study sample was comprised of 373 matched pairs of crossover and comparison youth between the ages of 12-18 who were assessed by trained professionals using the interRAI Child and Youth Mental Health (ChYMH) assessment. Assessment data was obtained from 65 mental health agencies across the Province of Ontario, Canada as part of regular clinical practice. The results showed that compared to clinically referred youth, crossover youth experienced higher levels of trauma (e.g., sexual abuse, physical abuse, emotional abuse or domestic violence) and polyvictimization, defined as experiencing two or more types of trauma. Crossover youth also exhibited more relationship problems with family and friends, externalizing behavioural difficulties (e.g., aggression, noncompliance, attention-deficit/hyperactivity disorder), substance use problems, and fewer strengths (e.g., confidence, good school performance, positive outlook) compared to clinically referred youth. The findings from this study showed that crossover youth have unique risk patterns and characteristics pertaining to mental health and well-being, service utilization, and family and child characteristics. Significant gender differences among crossover youth in these same categories also exist.

Seema Hodda
Master's Student in School and Child Applied Psychology
Western University

The incidence of many chronic illnesses, including HIV, is increasing in Canada. Due to colonization and its effects on the social determinants of health, Indigenous peoples experience a higher burden of HIV. However, many Indigenous peoples living with HIV/AIDS report living well. For my honours thesis at the University of Victoria, in the psychology program, I evaluated how helping others, such as being a leader or mentor in the community, facilitates the well-being of Indigenous peoples living with HIV/AIDS. As a graduate student at Lakehead University, I am now conducting a knowledge, translation, and exchange project, funded by the Feast Centre for Indigenous STBBI Research, dedicated to translating our findings. Indigenous communities have indicated a strong preference for KTE activities that draw on Indigenous ways of knowing. Storytelling reflects the oral tradition of sharing knowledge and theory and has been evidenced among Indigenous peoples since immemorial. Using metaphor, stories teach lessons and values in a way that allows for individual interpretation of the meaning. Stories are told and retold throughout the lifespan, and their meanings and interpretations shift with our place in life. This allows stories to remain alive and relevant to an individual's experience. Using stories to share Indigenous knowledge (e.g., research findings) is a powerful act of decolonizing research practices, representing what we have always done as Indigenous peoples to share knowledge across generations. In the current project, I am working with a team of Indigenous and non-Indigenous researchers, community members, and an Anishinaabe storyteller to translate these findings. We hope that this approach ensures that our research is relevant to Indigenous communities across Canada, including Indigenous peoples living with HIV.

Brittany Skov
Master's Student in Clinical Psychology
Lakehead University

Bipolar Disorder (BD) is a highly chronic disorder that causes functional impairment. It has been hugely misdiagnosed early on as depression, which causes poorer prognoses. Two vulnerability factors for the development of BD are heritability and trauma. Though extremely important, little is known about the early developmental signs of this disorder. Consequently, this study aims to look at the impact of trauma on the early developmental signs of BD, in hopes of decreasing its misdiagnoses and providing children at risk with more preventative measures. It was hypothesized that anxiety and mood disorders symptoms will be more frequent in children at risk who have experienced a traumatic experience. The Adolescent Brain Cognitive Development (ABCD) dataset included 626 participants with at least one first-degree relative with BD. The Kiddie Schedule for Affective Disorders and Schizophrenia Lifetime Version (KSADS-PL) assessed manic, depressive, and anxious symptoms. Mann Whitney U and chi-square tests in R Studios compared number of symptoms and number of children who experienced at least one symptom, respectively, between trauma and no trauma groups. No statistically significant differences emerged between trauma and no trauma groups in depression, mania, and anxiety, in symptom count or occurrence. Though this study showed no statistically significant data, more research should be done to understand the specific role that trauma plays in early developmental signs. The study was limited by the small number of children who actually manifested psychopathological symptoms. Furthermore, it must be taken into account that children were still 9-10 years old at baseline. Therefore, it would be interesting for future research to conduct a longitudinal study on the identical cohort once the 10-year follow-up data from the ABCD study is accessible. This would allow for a reassessment to determine whether individuals in the trauma group exhibit heightened early onset indicators of BD.

Christina Ghaleb
Undergraduate Student in Psychology
McGill University

Award Opportunities

Keep an eye out for these award opportunities in the coming year!

Campus Initiative Grant

The Section for Students supports the development of campus projects, programs, initiatives, and events that support the educational, networking, and training objectives of the Section and its members. The Section recognizes that student-run organizations (e.g., psychology student associations) or individual students often have ideas for initiatives or projects held at their college/university campus that would benefit from additional external funding. To that end, the Section has allocated two \$750 awards per year to outstanding project or activity initiatives from student-run groups or individual students. An email detailing the specific qualifications and steps to apply will typically be sent out during the winter semester.

Student Research grant

This award is intended to support students in undergraduate or graduate programs in any domain or discipline within psychology who are actively engaged in research. Given the costs that are associated with conducting research, and the limited funding that is available to students, the Section for Students wishes to recognize and support student research efforts by awarding four research grants, valued at \$500 each, to help alleviate a small portion of the financial burden.

Travel Awards

The purpose of Canadian Psychological Association (CPA) Student Section's Travel Bursaries is to encourage Canadian students to attend the annual conference of the CPA and present their research. This award will recognize high quality students with strong submissions (to any section of the CPA), primarily based on financial need, as determined by the executive of the Section for Students. The applicant's distance from the location of the annual convention will be taken into consideration. The value and procedures to apply will be announced yearly by the student section executive.

Mentorship Program

What is the Student Mentorship Program?

The CPA Student Mentorship Program was founded in 2015 by Zarina Giannone, whose vision was to create an opportunity for connection, guidance, and support for psychology students. The program aims to serve our community of CPA Student Affiliates by facilitating a space for connection and sharing of experiences and information. The mentorship program matches undergraduate student mentees with graduate student mentors. The match is designed to be flexible to suit the needs of the mentorship pair. Matches discuss the mentee's specific goals and take steps to reach those goals throughout the year. Mentors guide, support, and answer their mentees' questions regarding various topics, such as getting involved with research, applying to graduate school, career options in psychology, and funding applications. Applicants are matched based on their specific interests, skills, and experiences within the different domains of psychology, providing an opportunity to share information and knowledge across various stages of training.

What are the benefits of joining the program?

Mentees:

Mentees can have the opportunity to ask questions relevant to the pursuit of a graduate degree in psychology. This can include which courses to take, professional opportunities, academic options, graduate school applications, self-care throughout the academic journey, how to ask for reference letters, and much more. Mentees also have a unique opportunity to learn from someone who understands what it is like to go through these academic processes and the decision-making challenges that can sometimes arise. Knowing that you are not alone during a time that can feel confusing and overwhelming can make a significant difference.

Mentors:

Many mentors have shared with us that they wish they had someone who could have provided guidance and support as they were considering applying to graduate school and navigating their undergraduate degrees. Being a mentor allows senior graduate psychology students to offer the guidance and support they wish they had. It is also an opportunity for mentors to gain or enhance their communication, supervision, and leadership skills. The program provides participants with mentoring manuals and suggested topics for discussion to facilitate the mentoring process.

Learn more at the CPA student mentorship website:

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

Updates from the 2023-2024 Mentorship Cohort

This year, we had 108 participants in the mentorship program. The 2023-2024 cohort of mentors included graduate students from master's and Ph.D. programs in clinical psychology, counselling psychology, school psychology, neuropsychology, forensic psychology, developmental psychology, social psychology, organizational psychology and applied and experimental psychology. It was wonderful to have such a diverse group of students able to offer mentorship to undergraduates. We also welcomed back several returning mentors and mentees.

Congratulations to our award winners of the 2023-2024 cohort of mentees and mentors. **Jane Phillips is our Outstanding Mentor of the Year, and Angèle Jenkins is our Outstanding Mentee of the Year.** Congratulations to them both for their fantastic contributions to the program! Honourable mention goes out to our runners-up: Hailey Alstrom, Katie Lawrence, Maya Amestoy, and Noemie Viens.

Join the Program in Fall 2024.

If you are interested in joining the mentorship program in the fall of 2024, mark your calendars! The call for applications for mentees and mentors will be going out in late July 2024. The call for applications will be announced on our webpage, social media platforms, and through email to Student Affiliates, so keep an eye out!

A note from the 2023-2024 Mentorship Coordinator:

Coordinating the 9th edition of the CPA Student Mentorship Program has been an absolute pleasure. As coordinator, I had the opportunity to read everyone's applications, including their CVs and statement of intent for the program. I was so impressed by all our applicants, and I cannot wait to see what you all accomplish in psychology and beyond. To the mentees: congratulations for embracing a new opportunity and investing your time in your professional goals. To the mentors: thank you for sharing your time, energy, knowledge, and expertise with your mentee. Without each of you, this program would not be possible.

As program coordinator, I am here to support all program participants. I invite past and present program participants to send me feedback or suggestions for improving the mentorship program to better serve all CPA Student Affiliates. Please feel free to email me at chairelect.cpastudentsection@gmail.com.

To the participants in the 2023-2024 CPA Mentorship Program, I sincerely thank you for your time, dedication, and commitment to the program. Mentorship is a precious part of learning and growing within the field of psychology, and you should all be very proud of the hard work you have put in! I hope everyone has a wonderful summer.

Anisa Nasser (she/her), M.A.

The University of British Columbia

Spotlight on Excellence: Conversation with our Mentee of the Year

Congratulations to Angèle Jenkins who was named **Outstanding Mentee for the 2023-2024 year!** Angèle exemplified dedication, hard work, and perseverance throughout her time in the CPA Student Mentorship Program. Below she shares her journey and some words of wisdom to others who are considering joining the mentorship program.

What motivated you to join the CPA Student Mentorship Program?

I have always been someone who utilizes all available resources, and when I discovered the CPA mentorship program, I knew it was a perfect opportunity. I had numerous questions about grad school, research courses, and career paths, and I believed that seeking advice from someone who had previously been in my position would be invaluable.

How has your mentor impacted your personal and professional development?

My mentor has been a constant source of reassurance for my academic concerns. Personally, she has helped me understand the importance of balance and self-care alongside pursuing academic excellence. Her guidance has made a significant difference in how I approach both challenges and opportunities.

Can you share a specific experience or lesson learned through this mentorship that has been particularly valuable to you?

My mentor provided me with detailed lists of how to apply for grad school, taught me to refine my CV, and showed me how to write impactful emails. These skills have boosted my confidence in professional communications. Moreover, she emphasized the importance of taking one's time in education and career paths, encouraging exploration and personal fulfillment as key components of success.

What advice would you give to other students considering joining a mentorship program?

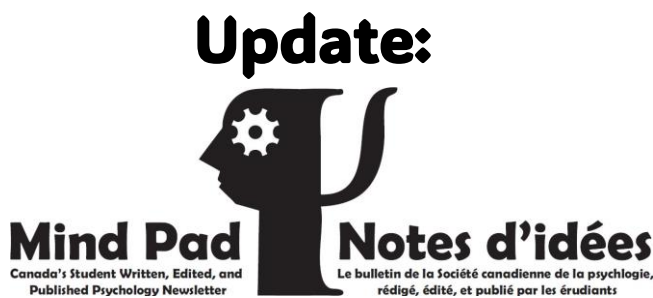
Come prepared for meetings with written questions and an open mind. Engage actively and take initiative in your learning. Remember, your mentor was once pondering the same questions you have now, and their insights can be incredibly enlightening.

How has being a part of this program influenced your career goals or aspirations?

Participation in this program has made me more aware of the various paths I can pursue. It has solidified my aspiration to attend grad school and inspired me to explore diverse interests. This exploration has been transformative, enriching my personal growth and broadening my professional horizons by exposing me to new ideas and possibilities.

A big thank you to my mentor for all the help she has provided, and a heartfelt thank you to the CPA for this amazing opportunity that has impacted my career in the best way possible.

-Angèle Jenkins



Now accepting student submissions!

Thank you to everyone for your hard work so far this year! Mind Pad is undergoing some new updates and restructuring, and we thank everyone for their patience while we get this organized. We are in the process of reviewing articles submitted to us this year and are welcoming new submissions. Our goal is to publish the next issue jointly with the incoming editor-in-chief next year. In the meantime, check out our most recent publication which will be available on the CPA website shortly.

What is Mind Pad?

Mind Pad is Canada's student-written, edited, and published psychology newsletter that is managed by the Canadian Psychological Association's Section for Students in Psychology. The aim of Mind Pad is to provide a professional publication outlet written by and for students who are practicing and studying psychology in Canada. All Mind Pad submissions are peer-reviewed by an editorial board composed of undergraduate and graduate students in psychology. As such, a second aim of Mind Pad is to offer psychology students an opportunity to experience the formal submission and publication process, including manuscript submission, the peer-review process, and resubmission from the points of view of both the submitter and the reviewer/editor. Submissions are reviewed on a rolling basis! For more information about Mind Pad, the process to publish in Mind Pad, and how to join our editorial board, please visit <https://cpa.ca/students/mindpad/> for more information.

You can view the most recent editions of Mind Pad here:

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

What Can I Submit to MindPad?

In line with these aims, Mind Pad publishes a wide range of submission, including but not limited to:

- Original research summaries (clinical or fundamental)
- Review summaries
- Psychology career-related articles
- Commentaries on new trends in psychology or psychology research
- Commentaries on psychology in the media
- Reports on conferences or workshops attended.

How do I submit to Mind Pad?

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

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

Meet the Mind Pad Editorial Team 2023-2024

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Teija Yli-Renko
Vanessa Correia
Veronika Fendler-Janssen





Election Results



Congratulations to our new executives! Please join us in welcoming:

Alzena Ilie

Chair-Elect

Alexandra Brilz

Communications Executive

Chloé McLaughlin

Francophone Affairs Executive

Noemie Viens

Graduate Student Affairs Executive

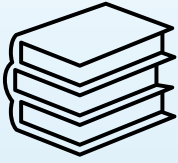
Karla Heisela Cubilla

Undergraduate Affairs Executive

We look forward to working with you!

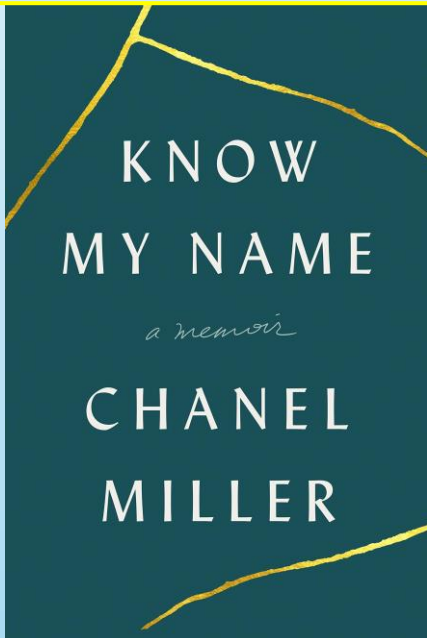
Thank you to our outgoing executives **Linnea Kalchos** (Past-Chair), **Juliana Khoury** (Communications Executive), **Nicole Lento** (Undergraduate and Graduate Student Affairs Executive), & **Malika Desrosiers** (Francophone Affairs Executive) for your incredible service! We will miss you, and we wish you the best of luck in all your future endeavours!





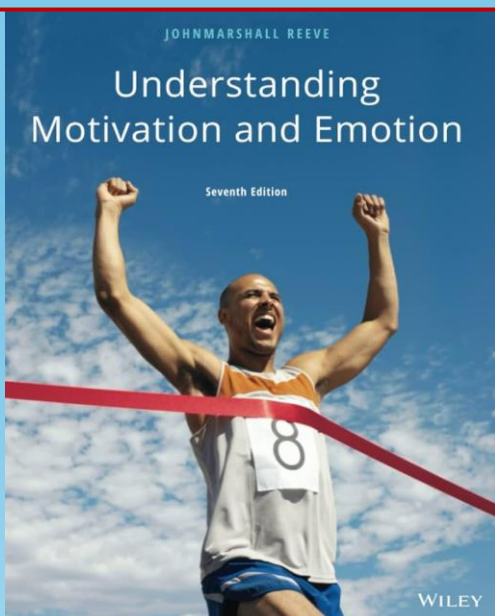
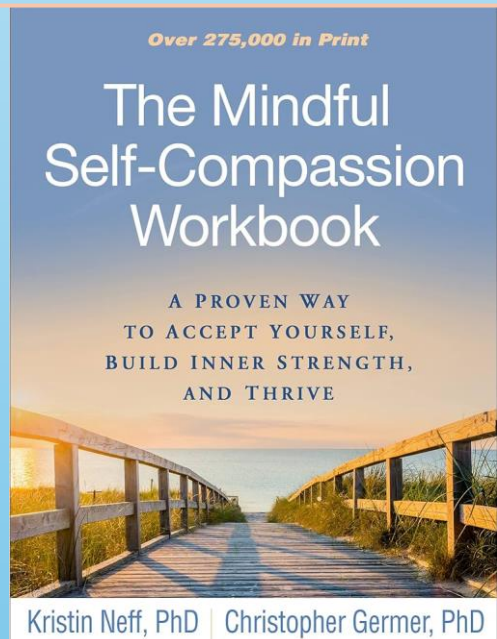
Books of the Month

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



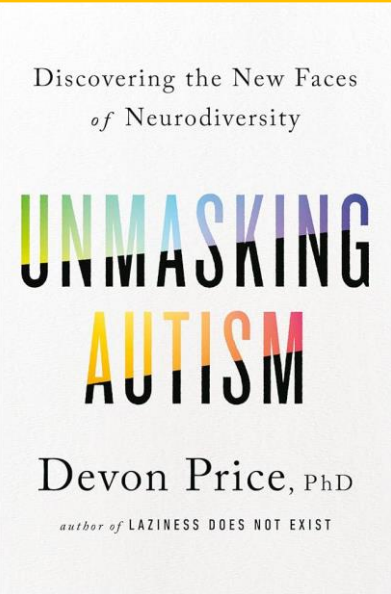
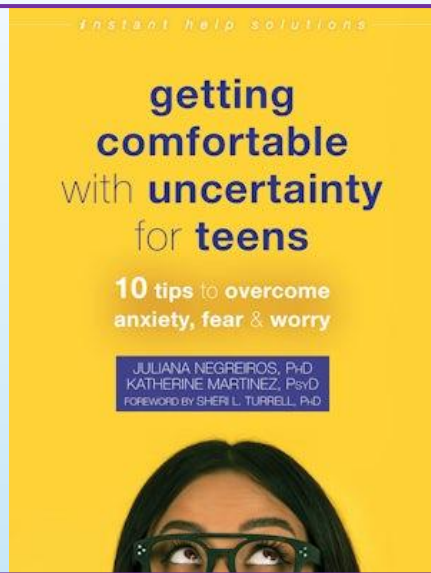
Know my Name by Chanel Miller

The Mindful Self-Compassion Workbook: A Proven Way to Accept Yourself, Build Inner Strength, and Thrive by Kristin Neff & Christopher Germer



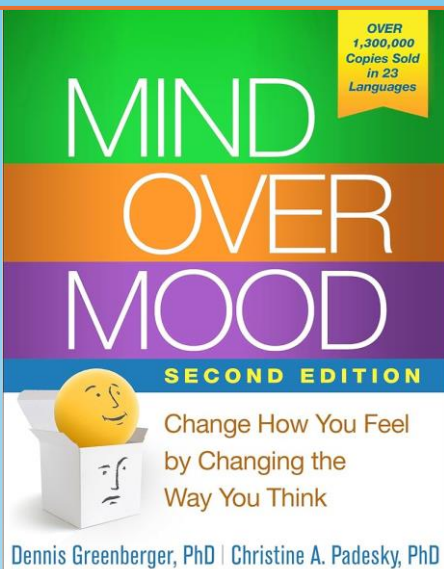
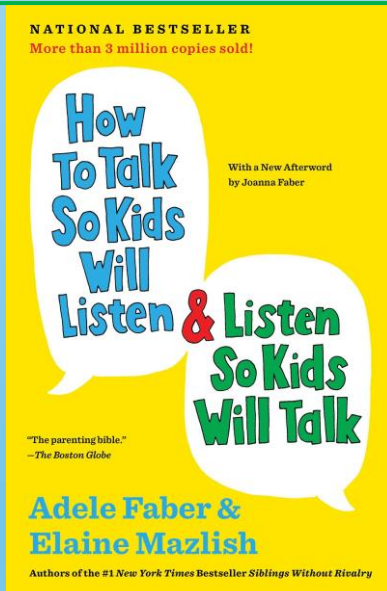
Understanding Motivation and Emotion by Jonmarshall Reeve

Getting Uncomfortable with Uncertainty for Teens by Juliana Negreiros & Katherine Martinez



Unmasking Autism by Devon Price

How to Talk so Kids will Listen & Listen so Kids will Talk by Adele Faber & Elaine Mazlish



Mind Over Mood: Change How You Feel by Changing the Way You Think by Dennis Greenberger and Christine A Padesky

Stay in touch: Follow us on social media!



<https://cpa.ca/students>



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