

MORNING ANNOUNCEMENTS

Education and School Psychology
Section Newsletter



FALL/WINTER
2023 EDITION

AGENDA

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Laurie Ford &
Sara King

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EDITORIAL TEAM
Ivy Debinski &
Paige Walker

Land Acknowledgment

In the spirit of Reconciliation, we would like to acknowledge the Original Nations of Canada: the First Nations, Metis, and Inuit people whose knowledge has existed on this land for thousands of years. We are grateful for the opportunity to live, learn, work, and play on these lands.

CHAIR'S MESSAGE



Greetings

Maria Kokai, Ph.D., C.Psych.

The first three months of the new academic year have flown by, and unbelievably, we are approaching the end of 2023! Undoubtedly, this has been another year with many challenges affecting children, youth, and adults alike. While still feeling the impact of the pandemic (APA calls it collective trauma¹), we have had floods, fires, and hurricanes, financial hardships, conflicts and violent events, both close by and faraway. Additionally, we continue to hear about the mental health crisis for our children and youth persisting or even further deepening, with access to services not keeping up^{2,3}. In my spring message I was wondering how you as “helpers” and “caregivers” were coping. I hope that the summer gave you a chance to recharge, and the new academic year brought with it exciting projects and initiatives, and created new energies, inspirations and rewards. This is what I have been experiencing as chair of the ESP Section, as the Executive and the other Section committee members got back to work with enthusiasm and dedication. I was happy to welcome our new student representatives on the Executive committee: Stephanie Andreasen, Jenny Kang, and Antonia Soldovieri.

By now the June conference and AGM seems like a distant memory, but a pleasant memory nonetheless. It gave us an opportunity to see each other face to face, and to have interesting and stimulating conversations. Of course, we mostly talked about the status of school psychology, about training programs, recruitment, and retention. These conversations reinforced our determination and resolve to continue our advocacy work for better access to school psychology services and to school psychology training programs, for more diversity, and for better visibility. As outlined in my report to the AGM, this school year we continue to focus on these areas, and we do that through various projects, initiatives, and committee work.

One of the most exciting projects is preparing the next issue of the CPA magazine, *Psynopsis*, which will focus entirely on school psychology. As guest editors, the Section Chair and Chair-Elect have received and reviewed many submissions, and 18 articles were finally selected for publication in the February issue. This will certainly increase the visibility of educational and school psychology within and outside our profession, while at the same time providing additional resources for advocacy. (Psychology Month is an ideal opportunity to use these materials to increase visibility and to advocate.)

Another initiative I am excited about is a joint effort with CPA and colleagues who work in the public sector. Our goal is to draw attention to the erosion of psychological services provided through publicly funded institutions and to advocate for better access to such services. Publicly funded psychological services (such as in hospitals, schools, corrections) fulfill an important role and have the potential to provide equitable access, as well as research and training opportunities. We are in the planning stages, so stay tuned for next steps.

Other than these two, additional exciting projects/developments will be reported on in this newsletter. And as we continue to work hard on these initiatives, we are counting on all of you to join us in these efforts. After all, our ultimate goal is universal, equitable, and accessible high quality mental health services for children and youth, and schools are an ideal place to provide them. Let me close with a quote from the World Health Organization⁴:

“Mental health is a basic human right for all people. Everyone, whoever and wherever they are, has a right to the highest attainable standard of mental health. This includes the right to be protected from mental health risks, the right to available, accessible, acceptable, and good quality care, and the right to liberty, independence and inclusion in the community.”

CO-EDITORS MESSAGE



Laurie Ford, Ph.D.



Sara King Ph.D., R.Psych.

Educational and School Psychology Section Members,

Welcome to the fall/winter 2023 edition of the Section newsletter. You'll notice a change in the format thanks to the efforts and creative direction of our wonderful student team members, Ivy Debinski and Paige Walker. We can't thank you enough for all your hard work developing our new look! In addition to Ivy and Paige, we have numerous other contributors who have helped pull this edition together and we are grateful to all of you.

2023 has been a challenging year for many of us. From local events such as fires and floods, to global instability, to the continuing climate crisis, it seems like there wasn't a lot of good news to focus on at times. As psychologists, it can be challenging to help our children and families manage behaviours and emotions associated with such major events when we ourselves might also be struggling. With this in mind, our current newsletter is focused on School Psychology in Challenging Times. We have tried to curate some resources from experts in our section that will give you some ideas about how to talk to children and families about these difficult times, but that will also instill hope. We have included articles related to the ongoing trauma from residential schools, dealing with natural disasters, graduate student wellness in challenging times, and working with children and families to help them better understand the area of sexual orientation and gender identity (SOGI).

In addition to these special articles, you'll see more familiar content, such as the Chair's message, committee updates, Cross Country Check-In (featuring updates from Manitoba, Nova Scotia, and Newfoundland and Labrador), research updates, and a Convention update. Please also take a moment to read our "Four Questions with..." interviews with Dr. Judith Weiner and Dr. Ted Wormeli (with special thanks to student members Antonia Soldovieri and Stephanie Andreasen for completing these).

We hope that as many of you as possible have submitted abstracts to the 2024 Convention in Ottawa. Last year was a banner year at the Convention for the Educational and School Psychology Section and we hope that 2024 will be even better.

As the holiday season approaches, we hope you all take some time to relax, unwind, and practice self-care. We wish you all a very happy holiday and all the best for a happy, healthy, and safe 2024.

Laurie and Sara

MEET & GREET YOUR SECTION EC



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SPECIAL HEADLINES

EDUCATIONAL & SCHOOL PSYCHOLOGY IN CHALLENGING TIMES

Gender Affirming Schools

Ada L. Sinacore

Disaster Response Networks

Ester Cole

Israel-Hamas War

Laurie Ford

Graduate Student Wellness

Ashley Kennedy & Yara Yazbek

Northwest Territories Wild Fires

Merrill Dean

Residential Schools

Melanie Nelson & Alethea Smith



GENDER AFFIRMING SCHOOLS

ADA L. SINACORE, PH.D.

Discussions about gender and sexuality are not new and date back hundreds of years. However, it was not until the 1969 after the Stonewall uprising in New York City and the beginning of the Gay and Trans liberation movements did laws began to change to decriminalize same sex activity. Over the course of the 1970s and well into the 80s these activist groups worked to get anti-discrimination legislation passed. (Striker, 2007). As for the DSM, although “homosexuality” was removed from the DSM in 1974 as a mental illness it remained in the DSM in some form until 2013. Currently, gender dysphoria remains in the DSM. Though the gay and trans liberation movements resulted in a great deal of change in laws and psychology as a discipline has developed a positive orientation to sexual and gender diversity (Bosse, Sinacore, & Stockdale, 2023). there is still much work to be done.

Currently, there is a resurgence of violence toward 2SLGBTQIA+ communities, with EGALÉ reporting over 4000 incidents of hate crimes from January 1 to April 1 2023 (EGALÉ, 2023). As well, over the course of the past few months anti-trans and gender diverse legislation has passed in a number of provinces while others are debating these anti-trans bills. As well, at the Conservative party of Canada’s policy convention 69 percent of delegates voted to ban trans children from receiving gender-affirming care, while 87 percent voted to define “woman” as a “female person”. It is clear, that a good part of the debates and legislation has focused predominantly children and youth.

In addition, there have been wide spread protests across the country denouncing gender affirming education and practices in schools. Research indicates that cis-sexist discrimination (e.g. violence, harassment, bullying) against trans and gender diverse individuals puts them at a high risk for negative mental health outcomes (Johnson, Leblanc, Deardorff & Bockting, 2020). Conversely, gender affirming practices such as parental and social support, reduced exposure to transphobia, having identity documents that reflect one’s authentic gender designation, and access to gender-affirming care serve as protective factors and can mitigate the risks (Mongin, 2018).

Moreover, gender affirming education, provides children with the skills to create an inclusive environment (Bollman, 2022, Bosse, Sinacore, & Stackdale. 2023). As well, it aids children in gender identity exploration, fostering an environment where everyone, regardless of gender, feels valued. To create gender affirming education environment a critical examination of systems and structure that support heteronormativity and cis-gender discrimination is essential (Bollman, 2022).

GENDER AFFIRMING SCHOOLS CONTINUED

School psychologists can be integral in facilitating the creating of gender affirming schools. To begin, school psychologists can become knowledgeable about gender identity development and use that knowledge to educate parents, teacher and school officials about the process of gender identity development which begins prior to three years of age. (Diamond, 2020). They can identify practices within schools that are not gender affirming (such as policing gender) to help combat cis-sexist discrimination and bullying (Mangin, 2018). School psychologists can offer support to gender diverse youth through creating a gender support plan (<http://www.genderspectrum.org>). Gender support plans offer a tool for psychologists to go through a process with students to support them while they embarking on gender exploration. These support plans also offer an opportunity to have conversations with parents about how to support their gender diverse child. Finally, it is very important that school psychologists understand the different ways in which youth affirm their gender identity (<http://www.genderspectrum.org>.) They include:

Social congruence: Changes in social identifiers clothing, hairstyle, gender identity, name and/or pronouns.

Hormonal congruence: Changes in hormonal status such as, using hormone “blockers” or hormone therapy to promote physical, mental, and/or emotional alignment.

Surgical congruence: Surgically changing physical traits.

Legal congruence: Changing identification on legal documents, birth certificate, driver’s license, or passport.

It is important to note that not all Trans and gender diverse people go through these all these congruence processes and they may be done at different ages as students explore and confirm their identity. Typically, social congruence is the first part of gender exploration and one in which school psychologists may have a role in supporting students and parents.

In conclusion, much work needs to be done in order to ensure schools are affirming of students of all genders and sexualities. Gender and sexuality affirming schools serve an extremely important purpose in the health and well-being of all students especially those who are gender diverse. There is a growing body of knowledge and resources available to teachers and psychologists. Educational resources can be found at <http://www.genderspectrum.org> and EGALE’s website.

GENDER AFFIRMING SCHOOLS CONTINUED

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A GROWING NEED FOR DISASTER RESPONSE NETWORK SERVICES IN CANADIAN SCHOOLS

ESTER COLE, PH.D., C. PSYCH.

The large regional high school has a heterogeneous student population from feeder elementary schools, including Newcomers from war torn countries. As staff members were still grappling with students' reintegration post pandemic, wildfires broke out in the area. Last year, floods caused damage to parts of the district. As a relatively new school psychologist with basic DRN training, you are asked to collaborate with your multidisciplinary team and offer crisis intervention services. How can you help with the facilitation of partnerships for coordinated interventions? What types of community collaborations are likely to prove effective in DRN problem-solving? What might be barriers?.

Given the reported and experienced increases in natural and human-made disasters, school psychologists will be called upon to intervene in similar situations throughout the cycle of the academic year (Cole & Kokai, 2021; UN Office for Disaster Risk Reduction, 2020). More traditional primary reliance on central Crisis Intervention Teams no longer seem sufficient in meeting these growing needs. Although assigned school psychologists and other mental health professionals were commonly involved at the school level, these days, systematic coordination of effective Disaster Response Network (DRN) services is paramount. Every school district/board has developed blueprints for interventions in times of need. Stages of operationalization of such action plans require clear mandates about logistics, professional development, resources, and efficient consultation mechanisms. Moreover, culturally informed competencies in service provision to trusted school communities are essential, as are ethical aspects of providing care and practicing self-care of a continuum (APA, 2023; Cole, in press; Cole & Kokai, in press; NASP 2016).

At the school level, collaborative multidisciplinary consultation teams should debrief about their operations with DRN lenses. Coordinated and effective multidisciplinary teams are characterized by five components:

1. Clear goals and roles are understood by all participants (how are those to be applied in crisis response situations?);
2. Leadership support is democratic, allowing for shared knowledge (what are the implications for efficient time-on-task processes?);
3. Regular and efficient meetings are enhanced by advanced preparation (how does the team practice reciprocal communications with stakeholders? Are there new DRN evidence-based resources to be shared? Are there updated protocols posted centrally? Are there parent multilingual fact-sheets, and tools shared by team members? [see APA below]);
4. Composition of team membership is varied based on objectives (who are DRN core members? Who are invited members based on need? Will translators/interpreters play a role during DRN situations? Has there been a linguistic mapping of needs and community service partnerships? Is there a plan to consult with First Responders locally?);
5. Team performance is monitored by core participants for collaborative problem-solving and modifications (is operational debriefing employed? Are there interim debriefings? Is the team planning debriefings about burnout and vicarious trauma situations? Is there proactive planning about coping with stress? Are there new situations and circumstances that call for adjustments and in-service of core competencies?).

A GROWING NEED FOR DISASTER RESPONSE NETWORK SERVICES IN CANADIAN SCHOOLS

CONTINUED

In all these DRN operations of planning direct and mediated services, consideration should be given to the following questions:

- Who is not at the planning solutions table at the school? Why not?
- Who is left behind? Why?
- Who advocates for EDI and equity of outcomes? How?
- Who makes shared decisions about local and central interventions?
- Who makes sure that lessons are learned, and that debriefings are non-negotiable?
- Who impacts future general and DRN goal setting in the cycle of the academic year?

Some self-reflection for a school psychologist through out the process:

- What are your ethical obligations in your DRN role? Do you have plans for self-care?
- What are your dilemmas? Who do you consult with? In person/virtually?
- What are the multicultural / diversity/developmental considerations for you?
- What are the “do’s and don’ts”? Why?
- Can you contribute? How? Who are your school and community partners? Why? Why not?
- Are you self- monitoring your reactions in times of stress? Do you recognize your own symptoms of provider burnout?
- Do you feel ready to collaborate on providing DRN pre-service and or in-service to your inclusive school community? For teachers/ families/ students?

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American Psychological Association (APA) Resouces
www.apa.org/practice/programs/dmhi/index
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TALKING WITH CHILDREN ABOUT THE ISRAEL-HAMAS WAR

LAURIE FORD, PH.D.

As we were exploring topics to include in this special issue of our ESP Newsletter the war between Israel and Hamas was unfolding. The war continues as we move forward with this edition of our newsletter. Antisemitism and Islamophobia are on the rise. While we were not able to locate someone to write a piece specific to this topic for this edition, we believed it important to include information on this topic given the special edition focus on *Educational and School Psychology in Challenging Times*. Parents and educators are faced with difficult and challenging conversations. The conversations are extremely sensitive and personal for many. Conversations on this topic with children and youth are extremely challenging for even the most experienced psychologist. In the absence of a stand alone article on the topic, we are sharing a few recent pieces in the news we believe might be a helpful starting point for those psychologists approached about how to have these conversations. They represent a number of videos and articles in the media in both Canada and the US recommended to me by colleagues who do work in this area.

A few common messages across the pieces remind us of the importance of having conversations at an appropriate developmental level of the students with whom you are talking. If they ask, do not avoid the conversations, even if it is uncomfortable. Focus on empathy and not politics. Many also stressed the importance of being honest and helping them understand we are all learning about war. For those with friends or families in Israel or Palestinian territories it is important to give honest updates but work to not heighten worries and fear if possible. Finally, it is also a good time to continue to monitor the digital and media exposure our children have. A few videos and articles we found helpful include:

From CBC News with our section member Dr. Todd Cunningham

<https://www.youtube.com/watch?v=U1yt3c5XyjY>

From CTV News

<https://www.ctvnews.ca/lifestyle/how-to-talk-to-kids-about-conflicts-like-the-israel-hamas-war-1.6611231>

From the Globe and Mail Newspaper

<https://www.theglobeandmail.com/canada/article-canadian-schools-help-affected-students-parents-cope-with-conflict-in/>

From the Today Show in the US

<https://www.today.com/parents/family/jewish-muslim-kids-bullied-israel-hamas-rcna120906>

From US National Public Radio

<https://www.npr.org/2023/10/11/1205017249/how-to-talk-to-children-violence-israeli-palestinian-gaza-hamas>

From the Boston University Today

<https://www.bu.edu/articles/2023/how-to-talk-to-kids-about-the-israel-hamas-war/>

From the Boston Globe Newspaper

<https://www.bostonglobe.com/2023/10/20/metro/parents-teachers-talk-israel-hamas-war-experts/>

The Kids Help Phone is also a valuable resource for children and youth across Canada. This is a charitable organization that offers free 24/7 online, telephone and text-based mental health support to young people. They can be reached by phone (1-800-668-6868), text (686868 for young people or 741741 for adults) or online at kidshelpphone.com. This is an important resource for children and youth seeking support for other topics discussed in the edition.

PRACTICE WHAT WE PREACH: FINDING WELLNESS AMIDST THE CHALLENGES OF GRADUATE SCHOOL

ASHLEY KENNEDY AND YARA YAZBEK

Graduate school has always been challenging. However, given the current societal context and associated stressors, it can be even more difficult for graduate students to balance their own wellness with the demands of their training. Specifically, pressures of coursework are compounded by issues such as the housing crisis, financial burdens (e.g., food insecurity, lack of affordable housing), and broader issues such as global conflict and the climate crisis. These challenges, alone or in combination, could contribute to graduate students struggling with work-life balance, thereby leaving fewer cognitive resources for learning.

As we find ourselves navigating the complexities of graduate school in these challenging times, we have realized the importance of prioritizing wellbeing, even though it can be difficult to balance the demands of our training programs with other responsibilities. This can be especially challenging for students in terminal master's programs like ours that are attempting to train competent practitioners in a short period of time. This can result in some students feeling overwhelmed when managing coursework, practica, and thesis requirements. The challenge of meeting training demands while managing our personal wellness is real and there are no easy solutions. However, it is important to remember the recommendations we provide to clients when working to support them in making wellness a priority: practice self-care, get regular exercise and enough sleep, and try as much as possible to balance work and leisure time.

As graduate students, we believe it is time to practice what we preach to others and to advocate for a shift in the way we talk about and foster wellness during our training and beyond. Not only would a shift improve the overall wellbeing of graduate students (and practicing psychologists), but it is an ethical obligation in our Code of Ethics. The ethical implications of operating in a state of burnout are undeniable, meaning that it is imperative for us to manage our own mental health and wellness if we are to effectively care for others. Again, there are no easy solutions, especially in the current societal context, but we believe that even small changes can be helpful.

Creating and sticking to new routines in which self-care activities are prioritized could assist in managing stress – activities such as meeting up with friends regularly to socialize (even for a short time), signing up for a regular exercise class or taking the time to cook a favourite meal once or twice a week. It is also important to set good boundaries with yourself and others and to state these in a professional way.

PRACTICE WHAT WE PREACH: FINDING WELLNESS AMIDST THE CHALLENGES OF GRADUATE SCHOOL

CONTINUED

A strategy we have seen people using lately is to limit emailing during evenings and weekends (and letting people know that this is your policy). Graduate students would also benefit from seeking out on-campus wellness support programs specifically geared towards graduate students – if these programs do not currently exist, it might be helpful to advocate for them to be implemented. We also believe that productive conversations between graduate students and faculty could be a useful medium to foster collegiality as well as to brainstorm solutions to the burnout that many graduate students experience, especially at “crunch times.” Suggest a monthly or bi-monthly program “check-in” to discuss concerns and possible solutions, but also to talk about the many positive aspects of training such as publishing a paper, conference/workshop attendance, and interesting new books or resources. Although we acknowledge that everyone’s needs are different and there is no “one size fits all” approach to managing and promoting wellness, working to create a professional culture in which wellness is prioritized could allow graduate students to feel more comfortable setting boundaries and taking time for themselves, thereby reducing burnout and stress, both in graduate school and as early career psychologists.

It is important to remember that we entered a helping profession because we wanted to make a contribution through research and/or practice. Stress and burnout in helping professions such as school psychology have been identified as challenges for many years; however, burning out before we enter the field is not advisable – especially given the current shortage of school psychologists across the country. Graduate school provides us with an opportunity to not only practice our “traditional” professional skills (i.e., assessment, consultation, intervention) but also to learn and practice ways to support our wellness in a demanding professional career so that we can provide effective and ethical services to our clients. Balancing the demands of our profession with the ethical responsibility to maintain our well-being is a necessity. It is up to all of us - faculty, practicing psychologists, and graduate students - to work together to foster an environment where graduate students can thrive in these challenging times.

NORTHWEST TERRITORIES WILD FIRES

MERRILL DEAN, M.ED., R.PSYCH.

The unprecedented numbers of wildfires in the NWT in the spring and summer of 2023 saw over 70% of the territory's residents, representing 25,900ⁱ people, displaced from their homes – many of them for periods exceeding a month.ⁱⁱ Some of the communities faced multiple evacuations; for example, K'at'l'odeeche First Nation was evacuated to Hay River in May and, less than a day later, evacuated again when residents of Hay River were advised to evacuate to Yellowknife or further south into Alberta. On August 12, the population of Fort Smith was evacuated to Hay River, and less than 30 hours later, the communities of Hay River and K'at'l'odeeche, along with the evacuated residents of Fort Smith, were again evacuated to Alberta.

The massive evacuations of both large and small communities in the NWT during the summer of 2023 highlighted problems that, while not entirely unique to the north, are more apparent because of the relative isolation of many communities in the NWT, the difficulty of travel in the north due to limited infrastructure, and the number of northerners who speak Indigenous languages as their first language. Evacuated communities in the north were usually encouraged to seek shelter in the closest larger community within the territory, thus ensuring the availability of at least some cultural and language supports; however, the breadth of evacuations in 2023 sent families south. For families with financial means, their own transportation, and experience with travel, the evacuations, though stressful and frightening, were manageable. For families from smaller communities (or even from Yellowknife) who had limited means and no transportation, evacuations caused bigger hurdles. Families were loaded onto planes to be flown south. Evacuees were permitted to bring only one small backpack per person and sometimes did not even know where they were being flown to. It was reported that at least one flight was rerouted in the air, taking evacuees to Calgary instead of Edmonton. Families from small communities were placed into new environments that assumed an understanding of public transit and support systems that was not present.

The National Association of School Psychologists (NASP; 2017)ⁱⁱⁱ note that wildfires and the subsequent large-scale evacuations upset security and normalcy. Even temporary evacuations and relocations cause trauma, emotional reactions, and difficulty coping. Children and families in the NWT who evacuated by road might have experienced additional stress when driving through fire on either side of the road and experiencing poor air quality and visibility due to smoke. During the summer of 2023, many evacuated families were forced to drive through the community of Enterprise where 90% of the community burnt down, a sight that was – and continues to be – devastating to children and adults alike.

NORTHWEST TERRITORIES WILD FIRES CONTINUED

Returning home following the evacuation exposed families to the sight of considerable changes around their home communities. Homes on the outskirts of communities were destroyed and burn areas often encroached on communities. The landscape surrounding the towns has been significantly altered with huge firebreaks and burns. Wildfires moved underground, and as a result, at the time of writing (November 2023) fires are still smoldering, issuing smoke, and sometimes bursting into flames in the burn areas. While driving the highway between communities where there was significant burn, people still smell smoke and see active fires. While the burns are not currently threatening homes, their very presence causes unease and worry.

Evacuations caused students to experience interrupted schooling through May-June and again in September before they were allowed to go home. Upon returning to their communities, students were witness to vast expanses of burnt land, and active fires still burning or smoldering. Air quality was still poor because of the fires in the regions. These sights made it apparent to children that despite being allowed to return home, the fires were still very real and close by.

Teachers and counsellors were also affected by the evacuation and threat of wildfires and, like their students, are experiencing the aftereffects. Steps to support staff in school to ensure that they can also support their students is important. NASP recommends that school staff be given the opportunity to share their experiences and feelings and to process these so that they can support their students. Staff must be aware of possible trauma responses from their students and be prepared to share that information with parents who might be seeing behaviour changes in their children since the evacuation. (Anecdotally, psychologists working in fire-affected communities are reporting an uptick in parental referrals for children experiencing anxiety and behavioural symptoms that emerged during the evacuation and have not resolved.)

As communities begin to return and rebuild, it is important that the school and counselling/psychological support continue to provide students with the opportunities to explore and process their experiences and to discuss concrete steps that students can take with respect to future problem-solving.

As climate related events cause more upheaval and disruption to large numbers of the population, it is important that schools and systems develop plans to support their staff, but also their students. As our lived experience in the NWT shows, there are stages of response, from the immediacy of the needs of the evacuation, to the longer-term worries, concerns and impact that an extended evacuation cause. School districts are encouraged to ensure they have clear “return to school” plans that include longer-term mental health supports for students and families, as well as supporting students in developing a sense of efficacy that will promote long-term actions to address ongoing concerns regarding climate related crises that are becoming more common throughout the country

NAVIGATING DIFFICULT CONVERSATIONS: SETTING THE STAGE TO TALK TO CHILDREN ABOUT INDIAN RESIDENTIAL SCHOOLS

MELANIE NELSON & ALETHEA SMITH

Many Indigenous communities in Canada (i.e., First Nations, Métis, Inuit) are thriving (Crown-Indigenous Relations and Northern Affairs Canada, 2022), such as the Osoyoos Band in British Columbia, who have successfully developed economically (Moroz et al., 2016). There has been a resurgence of Indigenous knowledges across many communities during the eight years since the Truth and Reconciliation Commission of Canada released their Final Report and Calls to Action (Wildcat et al., 2014). There are many reasons to celebrate Indigenous communities and the dynamic restoration of cultural practices being witnessed in Canada and there are also important considerations in the ever-changing landscape of truth and reconciliation.

In May 2021, the Tk'emlúps te Secwépemc (i.e., previously Kamloops Indian Band) located the unmarked graves of 215 children who did not return home from the Kamloops Indian Residential School (Chalmers, 2022). Many communities began ground searches to locate their own missing children, which has resulted in an increased trauma response in Indian Residential School Survivors (IRSS) and in their family members who are currently students attending schools (Sebwenna-Painter et al., 2023). It is imperative that educators approach the topic of Indian Residential Schools (IRS) with intention and care.

Prior to talking to students about IRS:

1. Learn about the truth regarding the history and ongoing colonization of Indigenous communities from sources such as the Truth and Reconciliation Commission of Canada (Truth & Reconciliation Canada, 2015) or the Legacy of Hope Foundation (Legacy of Hope, n.d.).
2. Review age-appropriate books and resources, which may be helpful to create dialogue around a difficult topic:
 - a. Examples of books often used in schools in BC are *Shi-shi-etko* by Nicola Campbell for primary grades and *A Stranger at Home: A True Story* by Christy Jordan-Fenton and Margaret Pokiak-Fenton for intermediate grades.
 - b. The First Nations Education Steering Committee (FNESC) in BC has a database of books for Grades K-9 that is searchable by reading level and curricular area (First Nations Education Steering Committee, 2023).
 - c. FNESC also has an Indian Residential School and Reconciliation Teacher Resource Guide for Grades 5 and 10-12 (First Nations Education Steering Committee, 2023).
3. Send a letter home to let parents know when IRS will be discussed. Intergenerational trauma continues to influence the perception of current schools for some families who have an IRS Survivor (Elias et al., 2012) such that it can be difficult to be in school spaces. Significantly traumatized families may wish to keep their child home.
4. Let the school counsellor know when you will be talking about IRS and ask that they make themselves available in case any children are triggered. Some children are quite empathetic and get upset at the thought of children not being allowed to go home after the first day of school, for example.
5. Recognize that you may not be aware of who is Indigenous in the classroom.
 - a. Let the class know ahead of time when IRS will be discussed and invite students to see you in private if they want to talk about the day.
 - b. If you know a student is Indigenous because they have self-identified, talk to them in private ahead of time to get a sense of their comfort level and to plan.

NAVIGATING DIFFICULT CONVERSATIONS: SETTING THE STAGE TO TALK TO CHILDREN ABOUT INDIAN RESIDENTIAL SCHOOLS CONTINUED

While working with Indigenous students, families, and colleagues, please consider:

1. Indigenous people are more than their family's history related to IRS and trauma.
2. Indigenous people may not know there is an IRS Survivor in their family, they may not know any stories, and they may not wish to talk about it. Their family's history is private, they do not owe anyone the story, and no one should ask for it.
3. It is important to contextualize that many IRS Survivors "graduated" from school but only had skills for manual labor and cleaning, as students were responsible for building maintenance (Bombay et al., 2014). Many left without learning how to read or write.

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COMMITTEE UPDATES

Advocacy Committee
Maria Kokai, Ph.D., Chair

Awards Committee
Steven Shaw, Ph.D., Chair

**Equity, Diversity, and Inclusion
Committee**
Thomas Schanding, Ph.D. &
Virginia Tze, Ph.D. Co-Chairs

Social Media Committee
Steven Shaw, Ph.D. Chair



ADVOCACY COMMITTEE UPDATES

Maria Kokai, Ph.D., Chair

The goal of the ESP Section Advocacy Committee this year is to continue to work on the dissemination of our existing advocacy and recruitment tools, and to create additional resources. As a reminder, this is where you can find and download these resources:

Position Paper and related tools:

<https://cpa.ca/sections/educational/education-position-papers/>

1. CPA Position Paper on School Psychology (English and French).
2. 2-minute animation explaining the position paper (English and French).
3. Webinar recording: *Universal, accessible, equitable... The role of school psychologists in the mental health care of Canadian children and youth (English and French).*
4. A one-page chart summarizing the recommendations (English).

Outreach resources:

<https://cpa.ca/sections/educational/advocacy-and-outreach-resources/>

1. Two PowerPoint presentations (for undergraduate and high school students) describing the role of school psychologists.
2. A list and description of school psychology training programs across Canada.
3. Two-minute animation about school psychology (available on the website).
4. Webinar recording on the career path to become a school psychologist.

These are excellent tools to be used during the upcoming Psychology Month. You can start planning!



AWARDS COMMITTEE UPDATES

Awards Committee

Steven Shaw, Ph.D., Chair

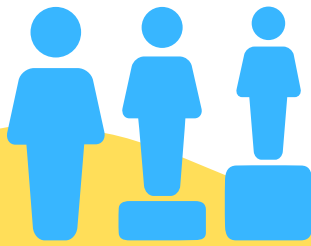
Award season is coming. Keep alert for the formal call for applications. Announcements will come through the ESP List Serv and other section social media avenues. The Educational and School Psychology Section will have four major awards.

Canadian Educational/School Psychologist of the Year: An award recognizing outstanding school psychology service delivery to children, schools, communities, and families.

Contributions to School Psychology: Recognizing professionals who have advanced the profession of school psychology in Canada through clinical work, research, training and teaching, or policy making.

Student Research Grant: 2 awards of \$1,000 to support student research

Student Conference Contribution Awards: three awards to student presenters at the 2024 CPA Convention



EQUITY, DIVERSITY, AND INCLUSION COMMITTEE UPDATES

Thomas Schanding, Ph.D. &
Virginia Tze, Ph.D. Co-Chairs

Welcome to our two new EDI committee members: Dr. Linda Iwenofu and Lila Boulet. Our committee has met twice this year and the goal for us in the upcoming year is to develop some EDI resources for school psychologists to use in their practice. Stay tuned. If you are interested in being part of this committee, let us know.

(Thomas Schanding at thomas.schanding@ubc.ca or Virginia Tze at virginia.tze@umanitoba.ca)



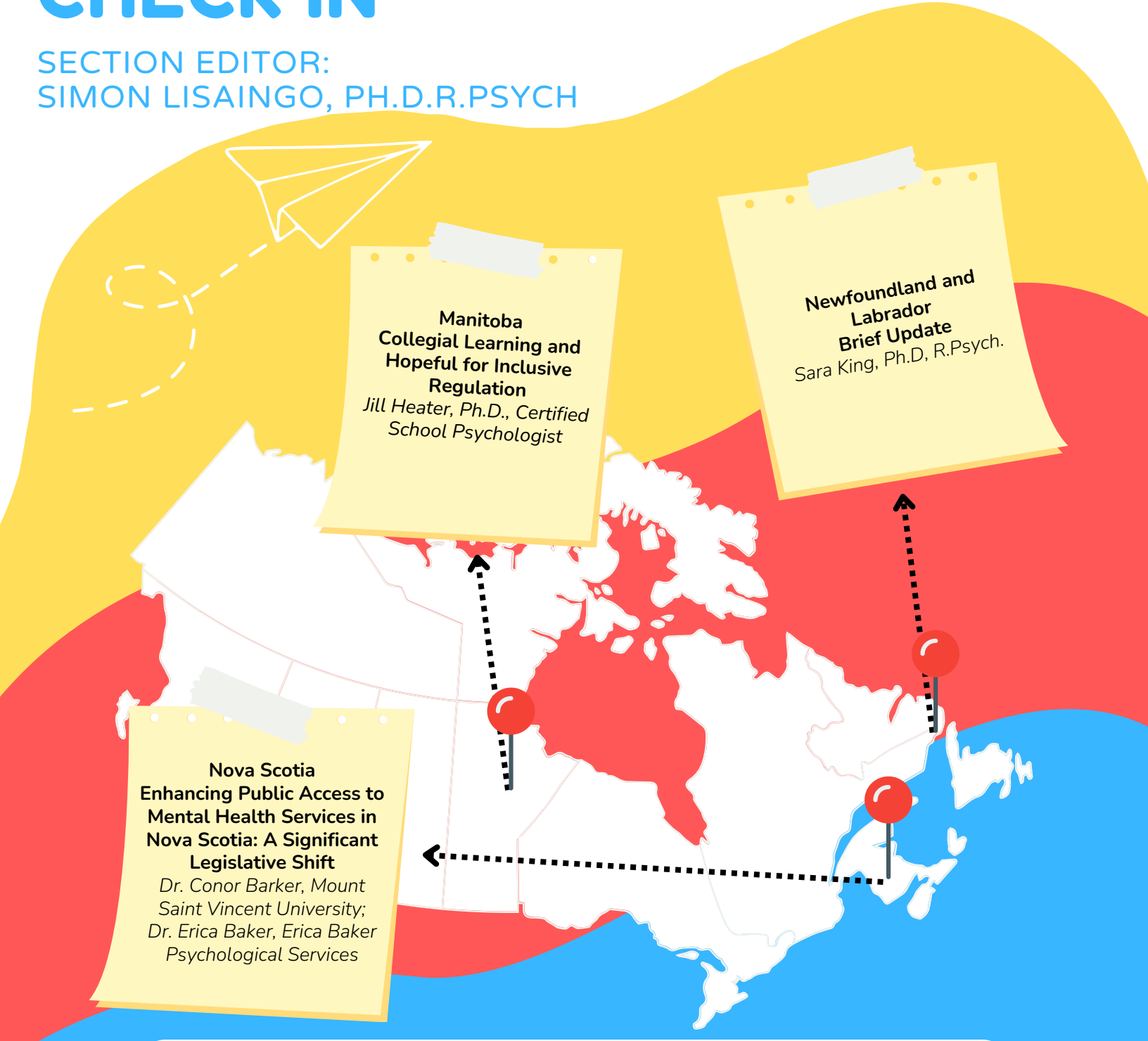
SOCIAL MEDIA COMMITTEE UPDATES

Steven Shaw, Ph.D. Chair

Antonia Soldovi, Yeon Hee (Jenny) Kang, and Steven Shaw serve on the social media team and distribute new information on X, BlueSky, and Facebook group. We are looking to expand our social media reach through multiple forums. If members have information that supports the mission of the Educational and School Psychology section that they would like to distribute or would like to have highlighted, then contact the social media chair at steven.shaw@mcgill.ca

CROSS COUNTRY CHECK IN

SECTION EDITOR:
SIMON LISAINGO, PH.D. R.PSYCH



**Manitoba
Collegial Learning and
Hopeful for Inclusive
Regulation**
*Jill Heater, Ph.D., Certified
School Psychologist*

**Newfoundland and
Labrador
Brief Update**
Sara King, Ph.D, R.Psych.

**Nova Scotia
Enhancing Public Access to
Mental Health Services in
Nova Scotia: A Significant
Legislative Shift**

*Dr. Conor Barker, Mount
Saint Vincent University;
Dr. Erica Baker, Erica Baker
Psychological Services*

Introduction to Cross Country Check In

We introduced the "Cross Country Check Up" in our Spring 2023 newsletter edition. One purpose of this column is to help us better understand what is happening in educational and school psychology practice across the country. Our hope is that we can learn from and support each other with not only our challenges but also share positive developments and successes. We encourage multiple contributions in each edition. If you're interested in learning more, know someone with valuable insights, or wish to contribute, please reach out to our Cross Country Check Up section editor, Simon Lisaingo at simon.lisaingo@ubc.ca.

MANITOBA COLLEGIAL LEARNING AND HOPEFUL FOR INCLUSIVE REGULATION

JILL HEATER, PH.D., CERTIFIED SCHOOL PSYCHOLOGIST

The Manitoba Association of School Psychologists (MASP) is a registered non-profit professional group representing the majority of school psychologists within the province of Manitoba since its incorporation in 1983. Our organization is busy in a variety of ways, from providing professional development opportunities, liaising with training sites, promoting collegiality among the profession, and advocating to be included in a new College of Psychologists. Our membership consists of working school psychologists in different school divisions across Manitoba, retired school psychologists, and graduate students.

Since the pandemic there are many online professional development opportunities available to school psychologists. However, with the lifting of health restrictions it has been great to be able to meet in person and connect with one another for a deeper and authentic learning. On our provincial learning day for educators in October 2023, (MTS day), MASP hosted a professional learning opportunity with a local clinical psychologist and psychiatrist on the topic of *Supporting the Mental Health Needs of Students*. The morning session was on “Pharmacological Interventions with a Twist” with Dr. Kerri Tomy. The afternoon session was on “Teens and Screens after COVID-19: Research Findings and Behavioural Recommendations” with Dr. Michelle Warren. This was a successful day of learning and connecting. For our AGM in April 2023, we were honoured to have two elders join with Manitoba First Nations Education Resource Centre’s clinical team to share their clinical considerations when working with First Nations students. The new Leaf facility at the Assiniboine Park was a beautiful venue for a rich afternoon of learning about how school psychologists can do better at being an inclusive learning community.

Like much of the country, Manitoba is short of mental health services and psychologists for the public. The wait times and need for service is high. We all see this working in the schools and it is regularly communicated in the media. MASP has a research project underway to determine the ratio of school psychologists to students and service delivery models across the province. We anticipate these results by 2024.

MASP issues committee continues to advocate for the regulation of school psychologists. Presently, school psychologists are certified under Manitoba Education, and are able to perform their psychological work under an exemption clause in the Psychology Registration Act. School psychologists are not regulated by a professional college. Regulation is desired to:

1. Protect the public from preventable harm by bringing all qualified psychologists in Manitoba under the governance of an inclusive and democratic College of Psychologists.
2. Preserve the breadth and scope of psychological services currently being performed in the schools.
3. Extend and enhance the availability of psychological services to children, youth, adults, and families living in urban, rural and northern communities of Manitoba.
4. Enhance and align the psychology regulatory structure with the rest of Canada and school clinical positions to ensure ease of mobility.

MASP’s legal council asserts that the Regulated Health Professions Act is under the purview of the Minister of Health (not Education) with the purpose of protecting the public. It is requested that the Minister refer the matter to the Health Professions Advisory Council to investigate and advise the Minister on issues related to the inclusion of school psychologists in a new College of Psychologists and the regulation of the practice of psychology in schools under the RHPA. MASP is hopeful with the new provincial government (October 2023 election) that they will be receptive following this multi-decade debate.

NOVA SCOTIA ENHANCING PUBLIC ACCESS TO MENTAL HEALTH SERVICES IN NOVA SCOTIA: A SIGNIFICANT LEGISLATIVE SHIFT

DR. CONOR BARKER, MOUNT SAINT VINCENT UNIVERSITY;
DR. ERICA BAKER, ERICA BAKER PSYCHOLOGICAL SERVICES

In an effort to expand access to mental health services in Nova Scotia, an amendment to the **Health Services and Insurance Act** has been passed (Bill 334), potentially heralding a considerable shift in the province's approach to mental health and addiction care. The legislation, steered by Minister of Mental Health and Addictions, Brian Comer, intends to allow private mental health professionals to bill for services through the provincial health system, reflecting a move towards the envisioned universal mental health and addictions services for Nova Scotians.

This legislative development aims to enable psychologists, along with other identified mental health professionals, such as social workers and registered counselling therapists, to deliver insured services within the existing public health infrastructure. Currently, such services are often restricted to individuals who hold private insurance or can manage out-of-pocket expenses, hence limiting widespread accessibility.

The Nova Scotia Board of Examiners in Psychology (NSBEP) has engaged with the content of Bill 334, providing nuanced feedback that underscores the importance of maintaining ethical standards and evidence-based practices within the profession. There is a shared concern that while the legislation seeks to enhance service accessibility, it should not lead to a dilution of the quality of care provided. NSBEP's input underscores the imperative of upholding ethical practices as outlined in the Canadian Code of Ethics for Psychologists, particularly the principle of Responsible Caring. This principle emphasizes a psychologist's duty to apply their skills and knowledge in a manner that prioritizes the well-being of clients.

Psychologists' expertise in diagnostics and their ability to deploy evidence-based interventions are essential in providing high-quality mental health care. As Nova Scotia transitions into this new model, the skills of psychologists in program evaluation will be critical in measuring the effectiveness of the legislative changes. NSBEP has advocated for transparency and the establishment of evaluation metrics to monitor the quality of care following the implementation of Bill 334.

NSBEP's commentary signals a broader call to action for psychologists to participate actively in the unfolding changes. This is an Act that has broad implications for all psychologists and for the general public. As the government delineates the scope of services eligible for public funding, it will be crucial for psychological professionals to advocate for their role and the services they provide to ensure that the integration into the public system maintains high standards of practice.

NSBEP has requested ongoing involvement in the regulation development process and emphasizes that psychologists must be acknowledged as primary decision-makers in how mental health services are delivered to the public. It is essential to assure that any third-party influence does not undermine the quality of care or the ethical standards that guide psychological practice.

The amendment to the Health Services and Insurance Act represents a notable step towards more inclusive mental health services in Nova Scotia. The changes propose a model that could significantly affect the delivery of mental health care not only within the province but potentially across Canada.

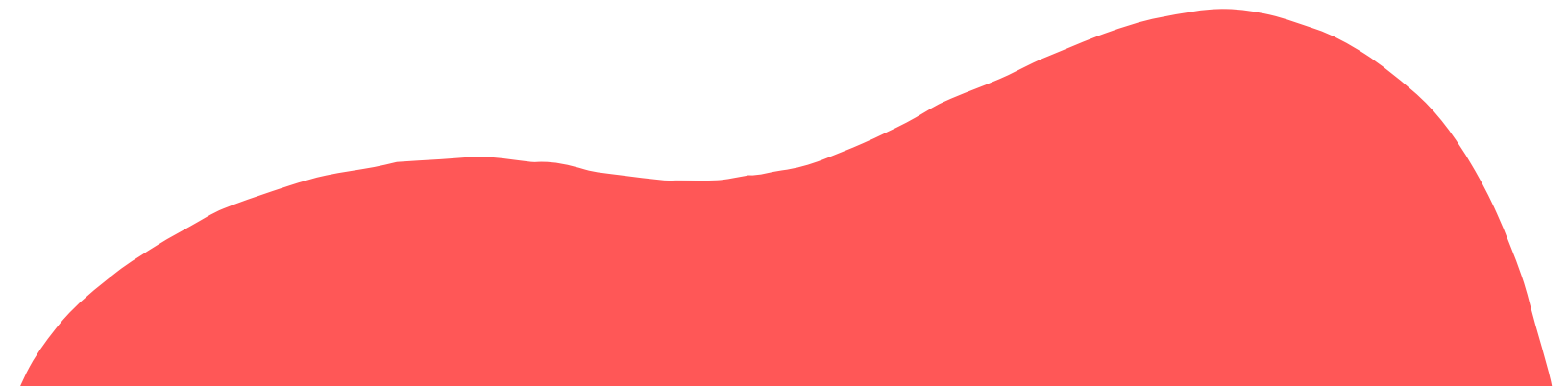
NEWFOUNDLAND AND LABRADOR BRIEF UPDATE

SARA KING, PH.D., R.PSYCH.

At the November Advocacy Committee meeting, we were joined by Darryl Murphy and Peggy Hann, two of our school psychology colleagues in Newfoundland and Labrador. Peggy and Darryl provided us with some exciting updates about the work they are undertaking to advocate for improved school psychology training and services in that province and to have school psychologists be recognized as distinct from school counsellors.

In February of 2022, school psychologists in the province started their own Special Interest Council (SIC) within their teachers union. As co-presidents of the Psychologists in Education (PIE) SIC, Peggy and Darryl are working hard to promote and advocate for school psychology, passing six key resolutions as catalysts for the union to promote and discuss with government. Specifically, these resolutions seek to (1) change the currently used title of “educational psychologist” to school psychologist to be consistent with the rest of the country; (2) resurrect the discontinued graduate program in School Psychology (ideally at the doctoral level) to allow students to train in NL rather than leaving the province; (3) establish a school psychologist to student ratio consistent with NASP guidelines of 1:500 – 1:750; (4) establish psychology as a teachable for teacher certification; (5) review and change the teacher salary scale with levelled options for increasing salary; (6) clearly articulate the role and scope of practice for school psychologists to ensure they are viewed as distinct from school counsellors.

Peggy and Darryl acknowledged that recruitment and retention of school psychologists can be challenging in NL; however, they are enthusiastic about several new initiatives and hope to change this. They discussed recruitment initiatives such as paid internships, assistance with membership and registration fees, implementing annual budgets for professional development, connecting with key stakeholders in government, and promoting the profession of school psychology among undergraduate students. The current enthusiasm for change and renewal among NL school psychologists is exciting and we hope to have a more detailed report from our colleagues in the province as they move forward with these new initiatives.



ADDITIONAL LEARNING



Social-Emotional Learning: Thoughts on How, Why, and What We Need to Know

Robert B. Williams, Ph.D., NCSP
Crandall University

I have recently been recruited to teach a course on the psychology of emotion. Among the participants are those preparing to be teachers. With their goal in mind, I wanted to include material they would find meaningful. As I reflected on the issue, I recalled that social-emotional learning was cited as an educational topic of concern in Psynopsis (Ford and Wong, 2021) along with a citation to a handbook on the topic (Durlack, Domitrovich, Weissberg, & Gullotta 2016) It's important to remember that students bring their emotional learning from within their families and neighborhoods to school. School districts are often not economically or socially comparable to one another. One community may be very sophisticated and economically well off, while another may have few resources, and another may be a jumble of many different regions. Even in these contexts we may have had some knowledge and appreciation of what students were contending with at home and in school. But so much has changed with input via the internet and youngsters' preoccupation with social media. Sorrowfully, national and international events, Covid-19 pandemic, economic uncertainty, climate change, and military conflicts are instigating uncomfortable emotions in school communities.

All of this tends to advocate for including emotional learning as an essential aspect of a curriculum. Emotional learning can be considered among the topics that educators at all levels need to attend to. The significance of emotional learning via education is especially discussed in a section of Daniel Goleman's (1995) Emotional intelligence: Why It can matter more than IQ. Especially the section titled, "Rethinking Schools, Teaching by Being, Communities that Care". Interestingly, emotional learning in school settings has an established history. In 1967, Karen Stone McCown established the Nueva School in Menlo Park California with one aspect of its curriculum focused on social-emotional learning. This was one of the earliest schools where a social emotional curriculum was implemented. Schools with these curricula have been studied and the results have tended to be positive for social-emotional learning, academics and families (Greenberg, 2023; Skoog-Hoffman, Coleman, Nwafor, Fantasy Lozada, Olivo-Castro, & Jagers, 2023). In this regard, the Education Resources Information Center (eric.ed.gov) lists peer reviewed papers on social-emotional learning that include Canada published between 2004 and 2023 that are accessible in pdf format.



SOCIAL-EMOTIONAL LEARNING

CONTINUED

Also, at the present time there is a cluster of programs on the internet that provide resources, ideas, and training for those interested in learning and sharing information about social-emotional learning. Among the cluster are the following:

Collaborative for Academic, Social, and Emotional Learning (CASEL) at <https://casel.org/fundamentals-of-sel/what-does-the-research-say/>

Harmony Academy at <https://harmony-academy.org>,

Momentous Institute at <https://momentousinstitute.org/>

Paths Program at <https://pathsprogram.com/paths-program-pk5>

Social Thinking at <https://www.socialthinking.com/>

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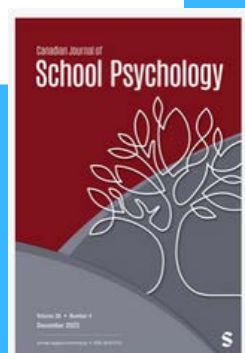
CANADIAN JOURNAL OF SCHOOL PSYCHOLOGY UPDATE



Steven Shaw, Ph.D. Editor

Editing the Canadian Journal of School Psychology for the past five years has been a pleasure. CJSP will have a new editor in 2024. I am looking forward to the formal announcement, but CPA ESP will be extremely pleased with the new team and new direction for the journal.

The state of CJSP is strong. We have received 134 articles for 2023. The acceptance rate for unsolicited articles is 14.8%. The impact factor for the journal sits at 2.2. We have upcoming special issues on how research reform in school psychology will affect practice and innovating classroom interventions. SAGE is an excellent publisher and partner in the dissemination of knowledge for school psychology. Many thanks to my partners in this project: Shannon Stewart, Adam McCrimmon, Damien Cormier, Janine Montgomery, Ian Balisy, and the publication team at SAGE.



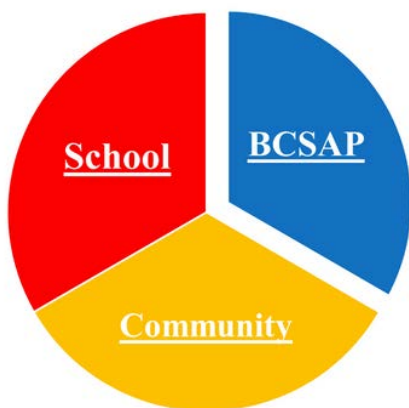
TRAINING UPDATES

British Columbia School and Applied Psychology Residency Consortium Hosted by ABLE Developmental Clinic

Ted Wormeli, Ed.D. Director of Training
<https://Pacificaautismfamily.com/bcsap-ip/>

The British Columbia School and Applied Psychology (BCSAP) Residency Consortium began as a consortium of public and private school placements organized as courses in the department of Educational Psychology and Special Education in the Faculty of Education at the University of British Columbia for both master's level and doctoral level students. Internships were administered by staff at the Psychological Services and Counselling Training Centre (formerly the Psychoeducational Research and Training Centre), located in the Faculty of Education at UBC. The Centre has provided resources and facilities for clinical work for students enrolled in master's and doctoral training programmes in school and counselling psychology for several decades. By 2015, the consortium began to enroll individual doctoral interns. A cohort of doctoral interns enrolled in 2019 and rotations for doctoral interns included ABLE Developmental Clinic, a private multi-site community clinic, the Psychological Services and Counselling Training Centre itself, and the SFU Centre for Accessible Learning and Indigenous Student Centre. As well, the consortium became an APPIC internship programme.

ABLE Developmental Clinic became the host of the internship programme in 2020. While continuing its membership in APPIC, the consortium reconfigured to also include Surrey School District, the largest school district in British Columbia, and Compass Clinic, a private community clinic in East Vancouver. In this School-Community track, residents are placed at Surrey School District for a rotation for half of each work week; concurrently, for the other half of the week, they are placed at ABLE Developmental Clinic or Compass Clinic. This configuration provides residents with broad exposure to the practice of psychology in both a public education institution and a private clinic.



TRAINING UPDATES

CONTINUED

Related to the diversity across and within settings, residents experience a range of supervisory models and a range of clients from pre-school to young adult, with emphasis on school-age clients. Assessment activities are often much the same across rotations. Residents spend about half their time in both their rotations providing supervised assessment of neurodevelopmental conditions and common mental health conditions; however, the context of assessment differs, such as when working with interpreters in schools and with teams within a school system, in distinction to work in a stand-alone clinic setting. Intervention activities, however, differ across rotations: the school rotation interventions include consultation, programme evaluation, and staff training, while in clinics, residents provide individual and group therapy.

Residents are supported by at least two doctoral-prepared supervisors who are registered with the College of Psychologists of British Columbia. Residents meet monthly, with the BCSAP Consortium Director of Training, for a day of didactics and group supervision. Residents also receive two weeks of instruction in diagnosis of Autism Spectrum Disorder and can apply for support for self-directed professional development.

Our configuration is in its third year; we are not yet accredited. We submitted an application for accreditation by CPA last year, and authorization for a visit was received at the end of the 2022-23 year and scheduled for spring 2024. We acknowledge that the results of an accreditation visit are not predictable; however, we pay very close attention to CPA accreditation standards and to the internship standards of the College of Psychologists of British Columbia.

We at the BCSAP Consortium are still building our airplane. We have found that our craft must be strong but also resilient. We support our residents when they face challenges and our supervisors who strive to prepare their residents for independent practice.

BCSAP offered rewarding training across school-districts and clinics, honing my skills in consultation, complex assessments, autism assessments, and therapy. These diverse experiences promoted growth and established a strong foundation in intervention and assessment. Supportive mentors and a close-knit cohort of psychology residents made this journey truly memorable. - Previous Intern

ESP SECTION PEOPLE & PLACES

The faculty in School and Applied Child Psychology at the University of British Columbia are pleased to share that we have three new faculty joining us this year: **Dr. Yuanyuan Jiang, Dr. Simon Lisaingo, and Dr. Melanie Nelson.**

Congratulations to **Dr. Virginia Tze** on her promotion to Associate Professor at the University of Manitoba.

Dr. Maria Rogers is now at Carlton University as the Canadian Research Chair in Child and Youth Mental Health and Well Being

Congratulations to the **School and Child Clinical Program** at Western University on their CPA Accreditation

Dr. Elizabeth Church at Mount Saint Vincent University started her retirement from MSVU in July. Enjoy retirement!

We have a number of new Ph.D. Directors of Training in School Psychology programs. **Dr. Colin King** and **Dr. Deanna Friesen** are the new Training Directors in the newly CPA accredited program in School and Child Clinical Psychology at the Western University. At McGill University Dr. Eve-Marie Quintin is the new graduate program director.

Share Your Updates With Us

We are adding a new section this edition. We would like this to be a place to celebrate good news in an effort to get to know our ESP community better. Do you have a colleague who got a promotion? received an award? started a new position? made a move? Let us know and we will share and celebrate together as an ESP community. Here are few things happening with our ESP section people recently.



2023 CONVENTION

CPA Position Paper on the role of school
psychologists <https://cpa.ca/sections/educational/education-position-papers/>



2023 CONTRIBUTIONS TO EDUCATIONAL AND SCHOOL PSYCHOLOGY AWARD

JUDITH WIENER, PH.D., C.PSYCH.

PROFESSOR EMERITA, OISE/UNIVERSITY OF TORONTO

Each year the ESP section gives the *Contributions to Educational and School Psychology Award* recognizing professionals who have advanced the profession of educational and school psychology in Canada through clinical work, research, training and teaching, or policy making. We were pleased that this year's winner, Dr. Judith (Judy) Wiener was with us in person at our section AGM to accept her award. Here are some excerpts from her nomination package which included letters in support of her nomination from colleagues and former students from around the country.

Dr. Wiener is Professor Emerita at the University of Toronto where she served as a faculty member at the Ontario Institute for Studies in Education from 1983 until her retirement in 2018. With a long and distinguished career in psychology and education, Dr. Wiener has made many significant contributions to psychology in Canada and internationally. With a Ph.D. from the University of Michigan in the combined program in Education and Psychology her contributions to both education and psychology have been evidenced since the beginning of her career. Her record is strong, not only in her research and scholarly contributions, but also her teaching and service to the profession.

Her research career is stellar. She is one of the top scholars in Canada (and North America) in the areas of Attention Deficit Hyperactivity Disorder and children and youth with learning disabilities and their families. She held federal (primarily SSHRC) and foundation funding since the mid 1980's and is only now completing projects several years into her retirement. With an impressive 11 book chapters, 90+ referred journal publications, 120+ referred conference presentations, a significant number of her publications are co-authored with her many graduate students over the years. Her contributions to the professional literature are many. These contributions have led to numerous invited lectures and colloquia, professional presentations, and workshops. Many of her publications have had a significant impact on the field. Her article on report writing (Wiener & Costaris, 2012), according to Research Gate, for the past several years, gets between 300 and 600 "reads" per month - the highest in her department at OISE department for several years. The book co-written with Dr. Ester Geva (Geva and Wiener, 2015), *Psychological Assessment of Culturally and Linguistically Diverse Children and Adolescents: A Practitioner's Guide* is core reading in many child assessment courses. The Canadian content and focus enhance its important contribution to the field.

Without reservation her students sing her praises as a supervisor for not only her warm, caring, and supportive approach to teaching, supervision, and mentorship but also the high standard to which she holds her students. Her former students have gone on to leadership roles in the profession including academic positions, Canadian Research Chairs, Chief Psychologists, and leaders of non-profits. She completed 48 Master's, 6 Ed.D., and 29 Ph.D. students under her supervision. In recognition of her outstanding work in doctoral supervision she received the JJ Berry Smith Award for Excellence in Doctoral Supervision and the David E. Hunt Award for Excellence in Graduate Education at the University of Toronto, In addition to her scholarship

2023 CONTRIBUTIONS TO EDUCATIONAL AND SCHOOL PSYCHOLOGY AWARD

CONTINUED

and teaching, Dr. Wiener also has an outstanding record of service to her university and the larger profession including serving as a Department Head. With CPA she served a Chair, Chair Elect, and Past Chair of the Educational and School Psychology section during a period of growth of the section and also served on the Accreditation Panel. She was Vice President, President, and Past President of the International Academy for Research in Learning Disabilities in addition to her executive positions with other organizations and editorial work.

Dr. Wiener embodies one of the most important qualities of an excellent mentor: she truly cares for each and every one of her students. Dr Wiener takes the time to get to know her students, on both an academic and personal level, and values the diversity and strengths that they each bring to her lab. She recognizes that graduate students go through many life changes throughout the course of a doctoral degree, and she always demonstrates kindness, compassion, and support during these transitions.

– Dr. Maria Rogers, CRC Chair in Child and Youth Mental Health and Well Being,
Carlton University

Dr. Wiener is also simply a wonderful mentor. She led me, and so many others through graduate school with support and kindness, and continues to do so. She is the first person I called when offered my academic position here at the University of Manitoba—in part because I needed my mentor to know, but in part because I knew she would continue to mentor me—in negotiations for the position, as well as in the transition to the academic world (especially as I had been in clinical work immediately before taking this position). She was a wonderful and caring instructor and supervisor, and friend (throwing me a baby shower for my firstborn, sending her teen daughters to help with babysitting when needed, and more). Even now as a mid-career academic, she continues to provide advice, support, and facilitate connections. I know though that my experience with her is not unique, and she has provided this same support to hundreds of students over the years.

– Dr. Jen Theule, University of Manitoba

FOUR QUESTIONS WITH DR. JUDITH WIENER

How have you seen the profession of school psychology change over the years you have worked in the field, and what are major issues influencing the role and function of school psychologists today?

Psychological assessment has been a major part of the role of school psychologists since I completed my master's degree at the University of Alberta in 1971. Working with student mental health difficulties and participating in school-based teams were not part of the role at the time. By the late 1970s, the role expanded to include consultation with teachers individually or in multi-disciplinary team meetings and behavioural and other school-based mental health interventions, but psychologists had to take the initiative to do these activities. When I worked in the Peel District School Board in Ontario one of my colleagues and I decided to speak with the principals of our schools about providing these services in addition to assessment. Most of them not only agreed but enthusiastically supported us in this expansion of our role. Unfortunately, in some school boards, offering more diverse services is still a challenge for school psychologists. Another trend is the increasing diversity in Canadian schools, and school psychologists learning how to work with diverse student populations. This involves research in this area, and developing tools and strategies to address the needs of students and families from various cultural and linguistic groups and LGBTQ2S+ students. The proliferation of technology, including AI, has also had a big impact. It's both a resource and a challenge for school psychologists. While we can communicate virtually and more easily access information, school psychologists still need to use critical thinking skills when working in schools and developing individualized recommendations for students based on their needs.

What do you perceive as the biggest challenges to children and youth in schools today?

The obvious one that comes to mind is technology, such as social media, gaming, etc.. When I started my career, children may have been glued to the television, but they were not likely to be bullied by the television. Advances in technology have introduced new challenges for students including gaming addiction and cyber bullying. Some challenges have stayed the same since I began my career. Students continue to have academic, behavioural and mental health problems. Substance use among adolescents was a major problem when I started my career and continues to be.

What have been the most rewarding aspects of your work in school psychology over the years?

One of the most meaningful aspects of my career was doing thesis supervision with graduate students. The relationship typically continued over a period of six or more years because we worked together on their masters doctoral research. Once they completed their degree, I enjoyed continuing the relationship as a colleague and

mentor. Some students call me after they graduate to seek my opinion on a job or opportunity they have been offered. It is very satisfying to see their growth from first year master's student to a competent clinician and researcher when they complete their Ph.D. It's the most gratifying part of my job.

One thing I'm currently doing that I really enjoy is writing. I'm involved in writing two books at the moment. One is an edited volume on family and peer relationships of children and adolescents with neurodevelopmental disorders. The other is a revision of a book I co-authored on psychological assessment of culturally and linguistically diverse children and adolescents. We intend to add chapters on racism, indigenous issues, and trauma and substantially alter the format.

What advice do you have for future school psychologists in training or those new to the profession?

One of the challenges we're seeing in Ontario is the number of school psychology graduates who don't work in schools. There are advantages to working in schools that I would like to highlight for future school psychologists. Because almost every child goes to school, school psychologists work with students and families who are diverse in terms of culture, language, socio-economic status, sexual orientation, gender identity, disabilities, and mental health challenges. They typically do not have the opportunity to work with such a diverse population in private practice settings. In addition, school psychologists can collect valuable data by talking informally with teachers and observing students' functioning in the classroom. They can collaborate with educators to implement academic and mental health interventions. As I said earlier, if they take the initiative, psychologists who work in schools can do various types of work including assessments, behavioural consultation, and school-based interventions. They also have health benefits, maternity leave, and a pension. Some psychologists work half-time in schools and half-time in private practice or a university or hospital setting to ensure that they work with diverse populations and have the opportunity to do psychotherapy and research. In my view, school psychologists are scientist-practitioners. Due to their training, they have a stronger research background than most of the educators they work with. One of the challenges they have is keeping up to date on the research that should guide their practice. During the time I was involved on the executive of the Educational and School Psychology Section, I advocated for member access to key psychology journals through CPA. Although research is more accessible now because of various artificial intelligence applications and open-access journals, this is still needed. My advice to future school psychologists is to strive to read the current research in the field and to apply it to their practice.

2023 EDUCATIONAL AND SCHOOL PSYCHOLOGIST OF THE YEAR AWARD

TED WORMELI ED,D., R.PSYCH.

DIRECTOR OF TRAINING FOR THE BRITISH COLUMBIA SCHOOL AND APPLIED PSYCHOLOGY RESIDENCY PROGRAM

Each year the ESP section gives the *Educational and School Psychologist of the Year Award* recognizing outstanding school psychology service delivery to children, schools, communities, and families. While he was not with us in person, we were pleased that this year's winner, Dr. Ted Wormeli joined us via zoom at our section AGM to accept his award. Here are some excerpts from his nomination package which included letters in support of his nomination from colleagues and former students.

Dr. Wormeli has served in a variety of positions throughout his long and distinguished career in education and psychology. He has made many significant contributions to education and psychology in British Columbia and Canada. For many of us, Ted has been the "School Psychologist of the Year" for many years. He is currently the Director of Training for the British Columbia School and Applied Psychology Residency Program. With an Ed.D. in Educational Psychology from the University of British Columbia his work in education, special education, and

school psychology began long before he completed his doctoral degree. His record is strong and diverse with public and university teaching, administrative, and clinical work as a school psychologist in addition to a long history of leadership in school psychology in British Columbia.

Those of us in British Columbia know the work Ted has done as an educator and school psychologist for many years. His work as a psychologist in BC spans nearly 40 years. First, as a school psychologist in the public schools after many years as a special education teacher, his work as a regional psychologist with a focus on students with more severe disabilities and their families for over 30 years is significant. He touched the lives of many children and their families with his comprehensive yet sensitive and caring approach. We spoke recently and he guessed that he has completed over 1500 assessments over the years. In addition, he has worked as a school psychologist/registered psychologist in a number of specialized clinics for students with developmental disabilities and other special learning needs including the ABLE Development Clinic, Sunnyhill Hospital for Children (part of BC Children's Hospital), and the Provincial Outreach Program for Autism and Related Disorders. In these settings, in addition to his direct service work, he provided consultation services to educators, support staff, research staff, practicum students, and interns. At a time when many look to retirement, Ted has taken on new roles, expanded his work as a university adjunct instructor, continued to supervise practicum students and doctoral interns/residents, and has most recently assumed leadership as Director of Training for the BC School and Applied Psychology Residency program seeing the program through its reorganization in the community, outside of the university, and leading the program to a submission of a Self-Study for CPA accreditation.

His approach to working with school psychology students at all phases of their training from beginning practicum student to senior intern is a master class in supervision with his developmental approach, gentle guidance and support, and challenge when needed. He loves working with graduate students and mentoring them into the field and does it well. We have had nearly 20 years of practicum students and interns supervised by Ted at UBC (he estimates 20 to 30+ students—I suspect more).

2023 EDUCATIONAL AND SCHOOL PSYCHOLOGIST OF THE YEAR AWARD CONTINUED

His leadership in the province is notable and includes, among other things, service as President of the British Columbia Association of School Psychologists (BCASP) when they pushed to raise the standards in the field by requiring the ETS exam and greater breadth of coursework beyond just assessment to work and become certified as a school psychologist. He has served BCASP in many other capacities over the years. His leadership the last 10 years has moved to his work with the College of Psychologists of BC (CPBC) as a member of the Registration Committee, Registration Committee Chair, and Board Member. It has been invaluable for those of us in school psychology to have Ted in these important leadership roles in our province (especially as we transition to the licensure of school psychologists at the master's level in British Columbia with the CPBC). He also serves as a member of the Advisory Group for Community Living BC Psychologists, charged in part with ensuring best practice in the assessment of youth to determine their continued eligibility for support as they transition from secondary to post-secondary programs. His record of service to his professional community is stellar and a model for us all.

Dr. Wormeli is a strong advocate for inclusion. He has brought forward and made recommendations to make the work of POPARD culturally sensitive, with a particular focus on recognizing the needs of indigenous children and their families. Dr. Wormeli brings his cultural sensitivity and his keen sense of ethics to every professional conversation and meeting, and he stands out among the staff in this regard.

– Dr. Georgina Robinson, District Principal, Provincial Outreach Program for Autism and Related Disorders

Over three decades, I have watched Ted demonstrate the best of his profession in school/educational psychology. He is strongly research-based, highly professional, and always collegial in his approach. He is generous with his time and his wisdom to all his colleagues. I can think of no school psychologist more deserving of this recognition than Ted.

– Dr. Glen Davies, Director, ABLE Developmental Clinic

FOUR QUESTIONS WITH DR. TED WORMELI

How have you seen the field of school psychology kind of change over the years that you have worked in it, and implications for school psychologists? I know one change you're already talked about is change in our governing bodies.

I think that much of this is reflected in the governance changes there might have been with respect to people who work as school psychologists within the school system, especially those who are employed by the school system. For example, in BC, BCASP [British Columbia Association of School Psychologists] initially was an interest group in the BCTF [British Columbia Teacher's Federation]. That was its first appearance as a group but because it was an interest group, there was no way of controlling whatever the membership was doing. So they formed a society in 1990. That allowed them to establish principles or guidelines for membership criteria, qualifications, and so forth. They began to emerge both as an advocacy group as well as a group that could encourage the development of some standards for the profession. It was a society so it had no regulatory authority whatsoever. However, it was able to persuade the Ministry of Education to introduce some changes to criteria. That was all because of the advocacy of a minority of members, but who had the backing of the other members in the society to really professionalize the practice of school psychology in British Columbia. It took a lot of people a lot of time to make a difference and make a dent the Ministry of Education's rather wide open door to the conduct and the practice of school psychology. It wasn't until 1995 or thereabouts that Master's level practitioners, or anyone that wanted to actually, could become a Certified School Psychologist, certified by the society to take the praxis exam in School Psychology.

What advice would you have for future school psychologists that are either in training or entering the profession now?

That's a good question and it's kind of hard to answer because it really depends on individual student goals, what they want to do with their life, how they want to work, where they want to work etc. There are jobs to be had in school districts, there are jobs to be had in private practice. There are many more clients than there are timely services, either publicly or privately. That's a dilemma for the profession at large because if service can't be delivered in a timely fashion, wherever clients are located, then will people continue to value and desire whatever services psychologists or school psychologists offer. Even if it is not the best service. It's not unique to school psychology. There are not enough psychologists in general across the entire province or across Canada to meet the needs.

I'm wondering if you might be able to speak to what you think are some of the biggest challenges that children and youth are facing today?

There are these societal changes in terms of the impact of technology (i.e., smartphones) and the enormous deluge of information, much of it poor quality, which encourages poor decision making on the part of clients, the families of clients, kids themselves. It's the deluge of misinformation that is so large that and it engenders so much anxiety. Quite frankly, there are people who make a living off of purveying anxiety. Anxiety itself as a mental health disorder has just skyrocketed over the last decade. One of the administrators at another post-secondary institution has told me that the number of students on campus who are seeking support for anxiety has just skyrocketed in the last several years. There are all kinds of reasons that might attribute to that and it's not just misinformation. Nevertheless, it's hard to avoid the observation that there is such a flood of information, of bad

information, anxiogenic information that floods the airwaves, that floods your smartphone, etc. It's hard to avoid at least the suspicion that some of this is provocative of and exacerbates at least the proliferation of mental health disorders as well.

Our increasing knowledge makes us more sensitive to conditions that we might easily have ignored 30 years ago. If you look at Ministry of Education figures in British Columbia, especially for kids with autism, and trace the graph from 2000 to the present you see the changes. When I was working as a school psychologist at the turn of the century and the number of school age kids with autism, the prevalence was so low that I thought I'll hardly ever see one and why should I even worry. Why should I even try to study this or become familiar with the issues that they might face because I'm never going to see them. I thought if I do see anyone once in a while, they'll have already been seen by Children's Hospital or specialty clinic. The prevalence was so low at that time that it just wasn't on my radar. Now, of course, we know that the prevalence is so much higher (1 in 100 children). The difference is astounding.

If you could distill your many diverse experiences and skills just to share a bit of what's rewarding about your work in school psychology and perhaps also in clinics now today.

As a clinician, I love sitting across the table from parents and listening to the stories they tell about their children or clients who tell me their own stories without the intervention of their parents. I find it fascinating to witness the tapestry of human diversity and how this contributes to their own personal stories. I really like sitting across the table from clients and administering tests. As many times as I have administered a WISC (and they're in the thousands!), I would still say that there's an item to which I get a different answer than I ever have before. That the diversity in humanity, I find that so intriguing, so exciting, interesting, and thought provoking. I really enjoy that clinical aspect and I take some pleasure when I'm able to assist a client in making sense out of their world and maximizing their opportunity for their own personal growth and development in one way or another. There's some personal satisfaction in that. More lately I've enjoyed the opportunity as the director of this little [internship/residency] consortium and also my role at POPARD [Provincial Outreach Program for Autism and Related Disorders] where I still work part time. Currently I'm on the registration committee of the BC College of Psychologists and I've enjoyed that opportunity. It's been a remarkable professional development opportunity, which has encouraged me to become more familiar with the Code of Conduct and ethical principles of conduct. I value the profession of psychology. The CPA ethical principles are, in my opinion, guidelines for all of us in terms of respecting the rights of individuals and peoples. I think for the larger society, it is a set of principles that merits the attention not only of psychologists but also of others as well. I take a certain amount of satisfaction and pleasure in belonging to a profession that thinks very deeply about the principles of ethical conduct and protection of the public. Even if all of us are replaced by algorithms, I do not believe, at least not in the next millennium, will the importance of adhering to ethical procedures and understanding human relationships pass. I think there will be a need for psychologists. I have in the last year or so, as I said earlier, started to wonder if there will be enough psychologists to actually provide the level of support that this society needs. But that's another issue, of course.

NEWLY ELECTED CPA FELLOWS FROM THE EDUCATIONAL AND SCHOOL PSYCHOLOGY SECTION



We are pleased to recognize three of our ESP section colleagues who were elected as CPA fellows in 2023. Fellows are members of the association who have made a distinguished contribution to the advancement of the science or profession of psychology or who have given exceptional service to their national or provincial associations. We know there are many members of our section deserving of fellow nomination. Nominations are made by current CPA members. The deadline for 2024 fellow nominations is January 31st, 2024. Find out more about the process of nominating a colleague for fellow go to:

<https://cpa.ca/aboutcpa/cpaawards/nominationprocedures/>

2023 Fellows from the ESP Section

Lia Daniels, Ph.D.
University of Alberta

Laurie Ford, Ph.D.
University of British Columbia

Judith Wiener, Ph.D.
OISE/University of Toronto (Emerita)

**EDUCATIONAL AND
SCHOOL PSYCHOLOGY
SECTION
2023 STUDENT AWARD
WINNERS**



Student Research Awards (\$1000 Award)

**Dorna Rahimi, Ph.D. Candidate
University of British Columbia**

Dissertation Title: Emotion Discourse in Feedback Sessions: A Discursive Analysis of Immigrant Families and Psychologists' Intercultural Communication

**Minyeong Cho, M.A. Student
University of British Columbia**

Thesis Title: A Grounded Theory of the Co-parenting Experience in Parents of Children with ADHD

**Student Conference Contribution Awards
1st Prize (\$250)**

Antonia Soldovieri (University of British Columbia)

Presentation Title: Investigating Current Perspectives and Practices of Neurodiversity-affirming Teaching

2nd Prize (\$100)

Lili Boulet (University of Victoria)

Presentation Title: The Influence of Vocabulary and Phonological Processing on Third Grade Post-Pandemic Reading Skills: Comparisons Among Students in English and French Immersion Programs

3rd Prize (\$50)

Sohyun Cho (McGill University)

Presentation Title: University Students' Satisfaction with Online Stress Management: Does Family-Based Stigma Matter?



2023 CONVENTION SNAP SHOTS



UBC at the Awards Session



CPA Board Members: Shelley, Elizabeth, Alejandra



UBC SACP Faculty

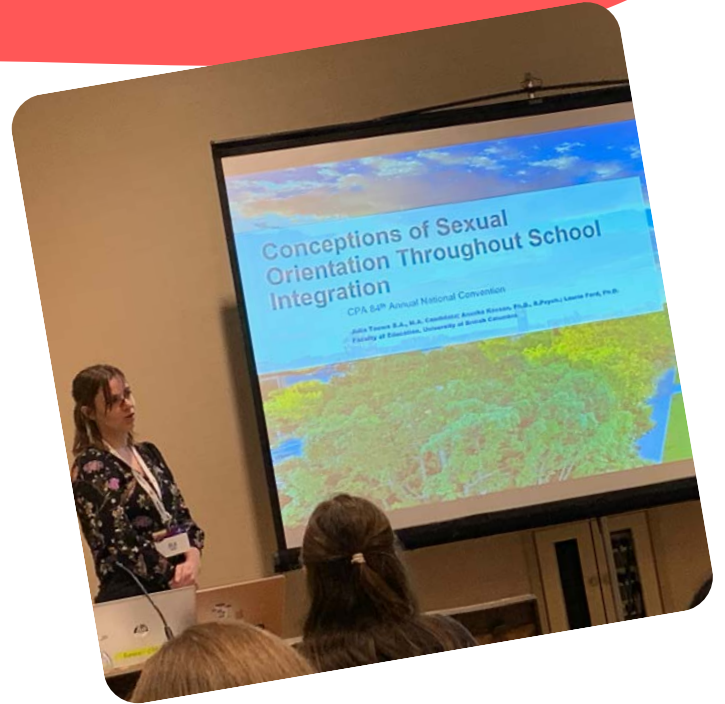


2023 Fellows: Laurie, Lia, Judy

2023 CONVENTION SNAP SHOTS



Invited Session on Disasters
Speakers



ESP Student Paper Session



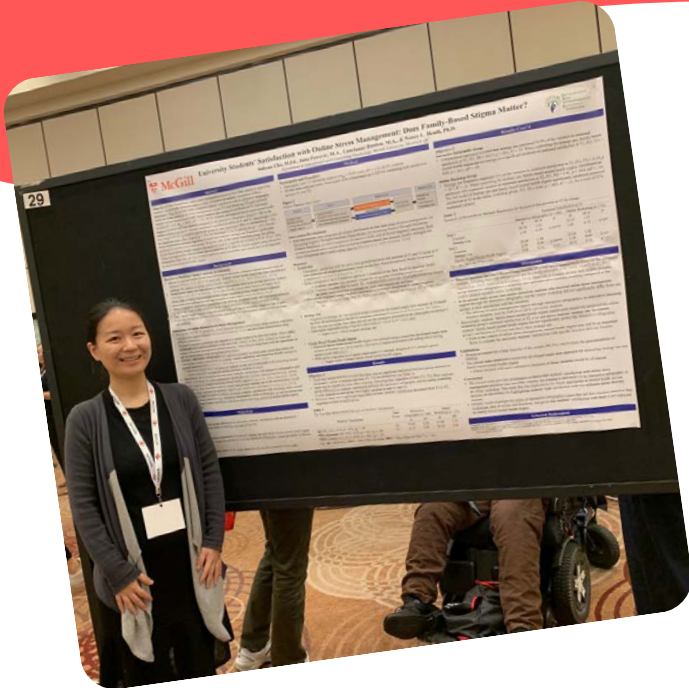
MSVU at CPA



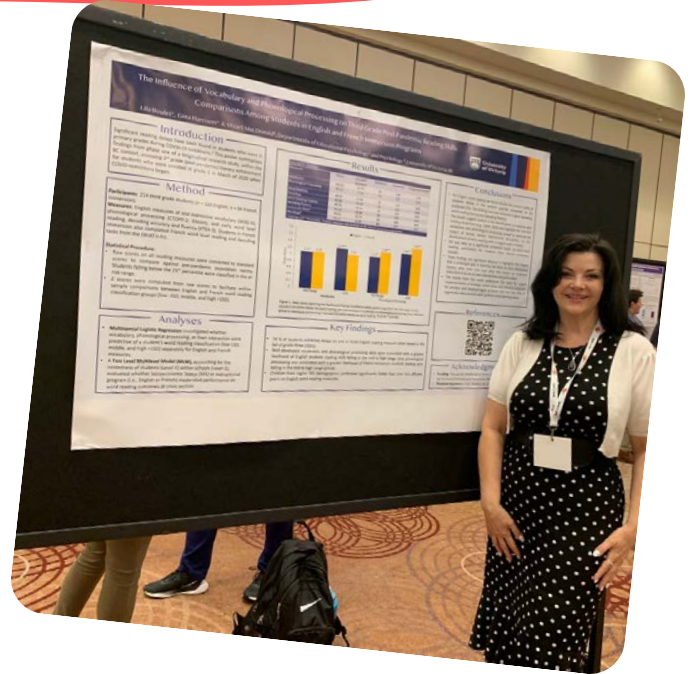
First Time Presenter Ivy
with Thomas



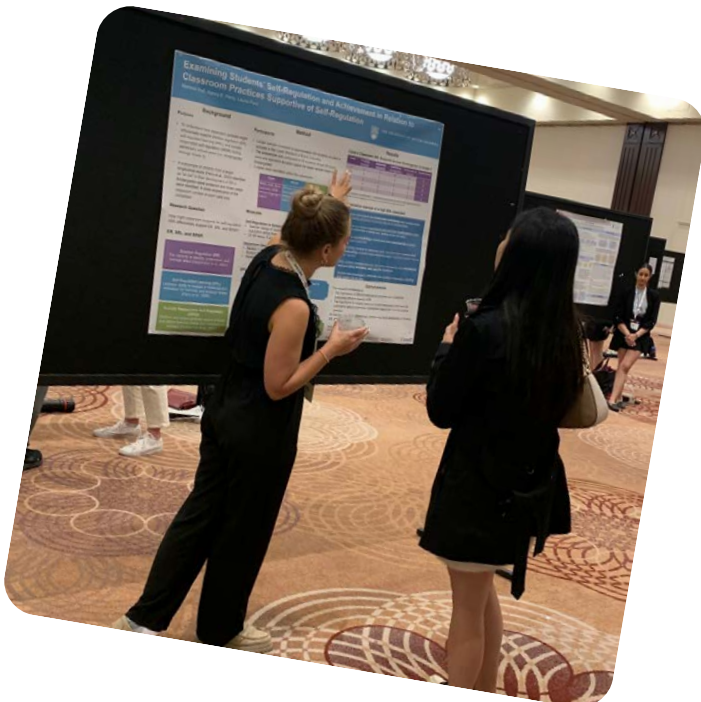
2023 CONVENTION SNAP SHOTS



Student Award Winner Sohyun



Student Award Winner Lila



ESP Section Poster Session



Our Section Chair Maria

2023 CONVENTION SNAP SHOTS



Student Conference Award
Winner Antonia



Student Conference
Award Winners



Student Section
Symposium Panel



“The End” Final Session
of the Conference

2024 CONVENTION PREVIEW

**ERIKA MAKARENKO, PSY.D.
ESP SECTION CONVENTION CHAIR**

We are excited for the upcoming 2024 Annual Convention in Ottawa from June 21-23. This year's convention will be held at The Westin, Ottawa. Here is the link to the conference webpage: <https://convention.cpa.ca> Our section has received 107 submissions this year. The submissions will be reviewed in December and January, and presenters will be notified of acceptance in February.

On June 21, 2024, CPA is honoured to celebrate and acknowledge National Indigenous Peoples Day. We recognize, and encourage all our delegates to celebrate, the history, heritage, resilience and diversity of First Nations, Inuit, and Métis across Canada. In this vein, we are very pleased to share our Educational & School Psychology Section's Featured Keynote address will feature Dr. Melanie Nelson of The University of British Columbia and Dr. Dennis Wendt of McGill University. The Section Keynote address is titled: School Psychology and Truth and Reconciliation: Where Are We At? Where Are We Going? This interactive presentation asks where the field of school psychology within Canada "is at" and where it might be headed, in terms of addressing the Truth and Reconciliation Commission of Canada (TRC) report. First, Dennis Wendt will discuss some broad trends in terms of attempts towards "Indigenization" of Canadian school psychology. He will discuss particular challenges and opportunities facing the field in light of new CPA accreditation standards—in particular, a new foundational competency called "Indigenous interculturalism." Next, Melanie Nelson will discuss ethical, relational, conceptual, and practical considerations in regards to assessment—a core practice of school psychologists that has done considerable harm to Indigenous communities. She will present a decolonizing framework for consideration while participants reflect on where their own practice "is going."

Dr. Melanie Nelson is a proud Samahquam (St'at'imc) woman presently residing and working on the unceded lands of the Musqueam People. As an Assistant Professor in the School and Applied Child Psychology program, her work challenges clinicians and the profession of psychology to adopt a more responsive approach when dealing with Indigenous populations. Dr. Nelson's research focuses on the experiences of Indigenous caregivers within Western systems, including the assessment and diagnosis process, despite the absence of the construct of disability in traditional thought. Additionally, she investigates how Indigenous youth identify and access support for mental health and wellness in schools and their communities.

2024 CONVENTION PREVIEW

CONTINUED



For the past 12 years, Dr. Dennis Wendt has collaborated with Indigenous communities in Canada and the United States in exploring, developing, and evaluating culturally relevant interventions pertaining to mental health, substance use, and community wellness. His current research is funded by the Canadian Institutes of Health Research (CIHR), the U.S. National Institutes of Health (NIH), the Quebec-Atlantic Node of the Canadian Research Initiative in Substance Misuse (CRISM), and the McGill Faculty of Education. He collaborates with researchers from Harvard University, University of Washington, University of New Mexico, Université de Montréal, University of Calgary, Dalhousie University, Concordia University, University of New Brunswick, and Lakehead University, as well as with nine First Nations or Indigenous organizations in Canada and two American Indian Tribes.

We will be hosting a joint reception with the Family Psychology section again this year after our Annual General Meeting. Finally, we would like to acknowledge and thank the members of our Section who reviewed abstract submissions last year for the 2023 Convention:

Brent Macdonald	Shayla Richards
Laurie Ford	Yuan Jiang
Antonio Soldovieri	Susan Graham-Clay
Teija Yli Renko	Judy Wiener
Laine Jackart	Steven Shaw
Conor Barker	Thomas Schanding
Juanita Mureika	Maria Kokai
Shiva Zarezadeh Kheibari	Alana Holmes
Tasmia Hai	Elizabeth-Anne Benedetto
Melanie Nelson	Robert B. Williams
	Chris Hinbest
	Lynda Phillips

Look forward to seeing you in Ottawa in June 2024!



MEMBERSHIP Renewal

Don't Forget! Renew Your Membership.....

.....and remember to join the ESP section when you renew your CPA membership.

The last few years have seen a growth in our membership as a section. As a result we have greater visibility within CPA and the larger profession of psychology in Canada. You can renew your membership at:

<https://cpa.ca/membership/renewal/>

PARLEZ-VOUS FRANÇAIS?

Do You Speak French?

We would like to have a few articles in each newsletter edition translated in to French. We are looking for a few French speaking (and writing) educational and school psychologists to join our editorial team. This is a great opportunity for a graduate student or others looking for some editorial experience. If you are interested reach out to Laurie (laurie.ford@ubc.ca) or Sara (Sara.King@MSVU.CA) or respond to our survey at the link below.

https://ubc.ca1.qualtrics.com/jfe/form/SV_0GjhgDxdB8Ez3RI

Parlez-vous français?

Nous aimerions que quelques articles dans chaque édition du bulletin soient traduits en français. À cette fin, nous recherchons quelques psychologues pédagogiques et scolaires francophones (parlé et écrit) qui seraient intéressés à joindre notre équipe éditoriale. Ceci s'agit d'une excellente opportunité pour un(e) étudiant(e) diplômé(e) ou pour toute personne cherchant une expérience éditoriale. Si vous êtes intéressé, SVP contactez Laurie (laurie.ford@ubc.ca) ou Sara (Sara.King@MSVU.CA) ou répondez à notre sondage en cliquant sur le lien ci-dessous.

https://ubc.ca1.qualtrics.com/jfe/form/SV_0GjhgDxdB8Ez3RI

Merci

JOIN OUR MORNING ANNOUNCEMENTS TEAM!



Laurie Ford, Ph.D.



Sara King PhD, RPsych

We are very excited about the new directions for the ESP Newsletter. We hope you are enjoying the updates and changes. To keep our momentum we need YOU! If you would like to join our editorial team and help put the editions together let us know. We are looking for section members to help support with leadership on reviews (books, media, tests, intervention programs), student column, practice column, training column, recruiting infographics, and people and places. If you have other ideas, let us know. If you cannot commit to the editorial team, then submit a short article or contributions to one of our current columns. This is a great avenue to share ideas and experiences. Faculty, encourage student to submit or join us. Submissions for the Spring/Summer Edition will be due in early May. If you are interested reach out to Laurie (laurie.ford@ubc.ca) or Sara (Sara.King@MSVU.CA) or respond to our survey at this link:

https://ubc.ca1.qualtrics.com/jfe/form/SV_0GjhqDxdB8Ez3RI