

Newsletter of CPA Section for Students

Message from the Chair

Jean-Philippe Gagné, Concordia University

Greetings to all student members! Bonjour à tous les membres étudiants!

It is my pleasure to be serving as your 2017-2018 Chair of the Section for Students in Psychology, and I am very happy to be writing to you in this bi-annual edition of our newsletter. First, I would like to express my sincere gratitude to our outgoing Section member, Zarina Giannone (Chair, 2015-2016). With her leadership and many initiatives—such as the development of the CPA Mentorship Program—Zarina has changed the face of our Section and will assuredly be missed. Second, I would like to welcome our new Chair-Elect, Chelsea Moran, who has already demonstrated outstanding commitment to her role by coordinating and revamping the CPA Mentorship Program. Third, I would like to thank our current Section members who have done and will certainly keep doing remarkable work to improve the academic life and environment of all psychology students from coast to coast. For those of you who attended the 2017 CPA Annual Convention in Toronto, you probably noticed the enormous effort they have put into creating helpful and informative workshops, roundtable discussions, and networking events.

Our Past Chair, Kyrsten Grimes, worked very hard on adjusting our Section programming at the 2017 Annual Convention to ensure it met the needs of students at all levels of training, from undergraduate to post-doctoral trainees. For instance, we offered presentations about graduate school applications for junior students and about publishing for senior students, among other topics like self-care and leadership in psychology. This year, I plan on establishing new initiatives such as online webinars and a greater range of programming and presentations for the 2018 Convention, which will be held in Montreal (my hometown!), as part of the International Congress of Applied Psychology. I also want to expand the number of opportunities offered to our francophone members and encourage student members to further participate in the writing of our newsletter and, in this way, make our Section even more inclusive.

ISSUE 7, FALL 2017



Meet the 2017-2018 Student Executive 2



A Look at the CPA Convention 2017 5



Looking Ahead: ICAP 2018 7



Student Award Recipients 8



CPA Student Mentorship Program 11



Student Grant Opportunities 13



Mind Pad Update 15



Student Submissions & Messages from Student Reps 16

In this edition of our newsletter, you can meet your Section Executive (p. 2-4), learn more about assistive technology by reading the winning poster of the 2017 Best Student Poster Competition (p. 8), learn who won the Undergraduate and Graduate Representatives Awards of Excellence and the 2017 Student Travel Awards (p. 9-10), read about the different initiatives we offer (e.g., publishing in *Mindpad*, student grants, CPA Mentorship Program), among other interesting sections.

We are always looking for ways to improve our Section. We want to make sure you are benefiting from your membership with us as much as possible. Please contact me and let me know what you would want to see as part of our Section. Do you have ideas or suggestions for new initiatives and projects? All comments are welcomed! I wish you a wonderful 2017-2018 academic year full of psychology-related discoveries!



Meet the 2017-2018 Executive

The Section Executive is comprised of eight different positions: Chair, Chair-Elect, Past-Chair, Administration & Finance Officer, Communications Officer, Graduate Student Affairs Officer, Undergraduate Student Affairs Officer and Francophone Affairs Officer. Each position plays an integral role in the functioning of the Section and aims to connect psychology students across Canada.

Jean-Philippe Gagné, *Chair*



Jean-Philippe Gagné completed his Bachelor of Science in Honours Psychology at McGill University (Montreal, QC) in 2015 where he conducted research on interpersonal relationships and developmental psychopathology. During his journey at McGill, he also worked as a research assistant in social psychology laboratories on several projects examining self-control, affiliation, and prosociality. In September 2015, Jean-Philippe began his graduate studies (MA/PhD) in Clinical Psychology at Concordia University (Montreal, QC)

under the supervision of Dr. Adam Radomsky in the Anxiety and Obsessive-Compulsive Disorders Laboratory. His research interests centre upon the role that dysfunctional beliefs play in the development and maintenance of obsessive-compulsive symptoms. In graduate school, he participates in several extracurricular activities and has completed clinical practica at world-renowned sites including McLean Hospital/Harvard Medical School. Furthermore, Jean-Philippe has been the recipient of a number of prestigious academic awards such as a Joseph-Armand Bombardier Canada Graduate Scholarship from the Social Sciences and Humanities Research Council. In June 2017, Jean-Philippe became Chair of the Canadian Psychological Association's Section for Students in Psychology.

Kyrsten Grimes, *Past-Chair*

Kyrsten is currently completing her Ph.D. in Clinical Psychology at the University of Toronto Scarborough. She has a strong interest in the study of psychopathology, treatment outcome, and the ecological validity of assessment measures. Her program of research pertains to the development of psychosis in schizophrenia spectrum disorders. Her dissertation work focuses on examining the efficacy of psychosocial interventions for psychosis and the use of virtual reality in these interventions. Clinically, she is specializing in forensic psychology and clinical neuropsychology, with an emphasis on the intersection between neuropsychology and mental illness. Kyrsten serves as Editor-in-Chief for Mind Pad, a publication distributed by the Section for Students in Psychology. She also serves as Review Editor of Crime Scene, a publication distributed by the Criminal Justice Psychology Section. Additionally, she is one of UTSC's Canadian Student Representatives for the National Academy of Neuropsychology.



Chelsea Moran, *Chair-Elect*



Chelsea Moran is a Masters student in Counselling Psychology at McGill University. She is currently studying the relationship between psychological distress and prevention behaviours among patients with melanoma skin cancer, and has received personal funding from the Canadian Institute for Health Research (CIHR) to pursue this work. Chelsea joined the CPA Student Executive as Chair-Elect in June 2017, and sits on the CPA Board of Directors. In her spare time, she enjoys discovering new music and planning her next sewing project.

Alisia Palermo, *Communications Officer*

Alisia Palermo recently graduated from the Honours B.Sc. Psychology, Neuroscience, and Behaviour program with a minor in French at McMaster University. She is currently in her first year of the Master's of Science in Forensic Psychology program at the University of Ontario Institute of Technology. Her research interests include finding ways to improve mental health care in jails and prisons, particularly with sex offenders. She hopes to complete a Ph.D. in Forensic Psychology to pursue a career in corrections as a jail psychologist, providing treatment to offenders. Alisia is excited to be the Communications Officer for the CPA's Student Section for the 2016-2018 term. Apart from academics, Alisia enjoys reading, writing, volunteering, watching reality T.V., and spending time with family and friends.



Michael Ku, *Undergraduate Student Affairs Officer*



Michael completed his Bachelor of Science in the Honours Psychology, Neuroscience & Behaviour program at McMaster University, with a specialization in mental health. His research interests are in exploring the social determinants of behaviour and how early experiences can shape personality and individual conduct. During his undergraduate career, Michael was fortunate enough to have received undergraduate student research awards from NSERC, which cultivated his passion for psychological research. Outside of school, you may find Michael performing as a jazz pianist, or as a magician, depending on where you go.

Michelle Guzman-Ratko, *Graduate Student Affairs Officer*

Michelle Guzman-Ratko is currently the Graduate Student Affairs Officer of the Canadian Psychological Association's Section for Students and is the Student Representative on the Convention Planning Committee. Michelle holds an Honours Bachelor of Science degree in Psychology, Neuroscience & Behaviour from McMaster University. She is currently working towards her Master of Science in Psychology through the University of Liverpool and completing coursework for becoming a Board Certified Behaviour Analyst (BCBA). Michelle has completed research on the use of IBI and ABA in adults with acquired brain injury (ABI) and the implementation of daily activity schedules in residential group homes with ABI clients. She currently assists in the implementation of behaviour treatment plans to individuals with developmental disabilities. She also holds memberships with the American Psychological Association (APA), Association for Behaviour Analysis International (ABAI), and the Ontario Association for Applied Behaviour Analysis (ONTABA).



Amanda O'Brien, Administration and Finance Affairs Officer

Amanda O'Brien is currently a PhD candidate in Clinical Neuropsychology at the University of Windsor under the supervision of Dr. Joseph Casey. She completed the MA portion of the Neuropsychology program in 2015, and earned her BSc in Psychology and French Immersion from the University of Ottawa in 2013. Her research interests involve the clinical utility of neuropsychological measures in the assessment of neurodevelopmental disorders and sport-related concussion. Her dissertation research will seek to validate a quantitative screening tool for single-word reading strategies in school-aged children. When she is not busy with her duties as a graduate student, Amanda enjoys spending time with her friends and family, walking her dog, playing softball, doing yoga, and catching up on reality TV.



Georden Jones, Francophone Student Affairs Officer



Georden Jones is the Francophone Affairs Officer for CPA's Student Section for the 2017-2019 term. She grew up in rural Québec in the Outaouais region and completed her undergraduate degree at the University of Ottawa. In 2017-2018 she will be completing her 4th year in the MA.-PhD. in clinical psychology still at the University of Ottawa where she gets the opportunity to complete her training in English and in French. Georden's clinical and research interests focus on psychosocial oncology and health psychology. Her favorite activities include travelling, baking, jogging and enjoying delicious food. Georden is happy to represent Canadian psychology students for another term and looks forward to an amazing convention in Montreal! Georden est heureuse de représenter les étudiants en psychologie au Canada pour une autre mandat et au plaisir de vous voir à la conférence de 2018 à Montréal!

Interested in Joining our Team?

If you are interested in getting involved with the Section for Students' Executive, we will be holding elections this winter for the positions of Chair-Elect, Undergraduate Student Affairs Officer, Graduate Student Affairs Officer, Communications Officer and Administration and Finance Officer. Please refer to our website for further information regarding the application process.

A Look at the 2017 CPA Convention

We had another great year at the annual CPA convention in June in Toronto, Ontario! We are already looking forward to next year in Montreal, Quebec! Here's a look at what you missed:



Workshop: Self-Care for Clinicians, Researchers, and Students in Psychology

This workshop discussed the importance of self-care. This workshop addressed practical tips to incorporate self-care into our daily lives, burnout risk factors, and relaxation techniques. This workshop allowed the audience the opportunity to develop a self-care plan they can integrate into their schedules.

Photo: Communications Officer, Alisia Palermo

Workshop: Leadership in Psychology: Harnessing Transferrable Skills to Transform your Career

This workshop focused on the foundational and functional competencies to support effective leadership, the various leadership roles taken on by psychology graduates, and ways to build leadership skills prior to, during, and after graduate school, including a discussion of networking skills. Dr. Andrea Piotrowski concluded this workshop with a question and answer session.



Keynote Address

This year's guest speaker was Dr. Jessica Dere from the University of Toronto Scarborough. His talk on Thinking Culturally about Mental Health welcomed many students. We greatly appreciated having her share her knowledge and passion with us.

Workshop: Publish or Perish: Championing the Inevitable Challenge of Publishing in Psychology

This workshop orientated students to the publishing process, by addressing manuscript preparation, common barriers in the peer-review process, choosing an appropriate journal, and responding to reviewers' comments and decisions. The workshop also welcomed the expertise of an esteemed guest speaker, Kevin Kalloway, who has extensive reviewing experience!

Roundtable Discussion: Graduate School Information

The roundtable discussion offered by the Section offered students advice and addressed students' specific questions related to the process of applying to graduate school.



*The workshops from this year's convention are now available! Check them out: <http://cpa.ca/students/resources/>
Stay tuned for more information regarding opportunities and programming for next year's convention! Have suggestions for workshops for next year's convention? Contact us: <http://www.cpa.ca/students/about>*



Photo: (left to right) Francophone Affairs Officer, Georden Jones, Graduate Affairs Officer, Michelle Guzman-Ratko, and Past-Chair, Kyrsten Grimes

Student Social

This year, the student social was held at the Lone Star Texas Grill! We shared in great food, great drinks, & great company. We had an amazing turnout & we hope more of you come out next year!



Looking Ahead: International Conference of Applied Psychology (ICAP) 2018

The annual CPA national convention will take place on June 26-30, 2018 in Montreal, in conjunction with the International Congress of Applied Psychology (ICAP) Congress 2018. The ICAP Congress is held every four years, and seeks to bring together psychologists from around the world to share research and practice advances in the application of psychology. The 2018 Congress theme is *Psychology: Connecting Science to Solutions*, illustrating the ongoing collaboration needed between the science and practice of psychology to address concerns of individuals and communities worldwide.

In 2018, the CPA 79th National Convention programming will be integrated into ICAP activities. CPA student affiliate members will have the opportunity to share their research with other students and professionals on an international stage. This is a unique opportunity for students to gain international presentation experience, while further expanding their interests and ideas thanks to the breadth of programming on the science and practice of psychology.

What can CPA Student Affiliates expect from ICAP 2018?

- Five days of conference programming
- High quality lectures, addresses, symposia, presentations and posters from well-respected individuals in the psychology community, both from Canada and abroad, that will span over 40 different sub-areas of psychology.
- A scientific program featuring symposia, workshops, a French-language stream, print and digital posters, 5- and 10-minute spoken presentations, town hall sessions, committee business meetings, and more.
- Special programming, such as the CPA Past-President Series and the State of the Art Lecture Series, in addition to presentations by international associations like Cancun Centennial, the International Association of Cross-Cultural Psychology (IACCP) and the International Union of Psychological Science (IUPsys).
- A variety of presentations and social events tailored to Canadian students in psychology and related disciplines organized by the CPA Section for Students.
- And much more!

In sum, ICAP 2018 will provide CPA Student Affiliates the unique opportunity to attend a large, international conference easily and affordably in Montreal. The CPA has generously agreed to subsidize the conference participation of all CPA members and affiliates, including students. **All CPA student affiliates will receive a \$75 reduction in conference registration fees no matter when they register, meaning that they can attend the ICAP for as low as \$175.**

For more information about ICAP2018 and to register for the ICAP2018 email list, go to <http://www.icap2018.com/>.

Registration and call for abstracts opened in **September 2017**. More information can also be found in a FAQ published by the CPA, at <http://www.cpa.ca/icap2018/sections/>.

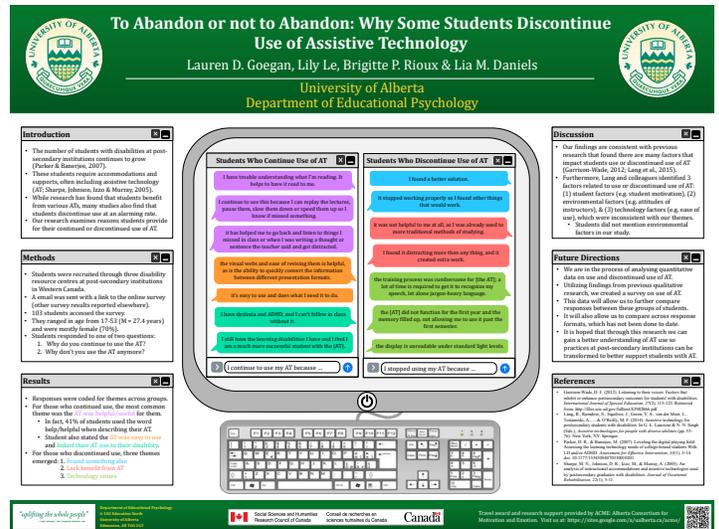


Student Award Recipients

Best Poster Award

Lauren Goegan-University of Alberta

Lauren Goegan is a PhD student at the University of Alberta in the Department of Educational Psychology. Her poster focused on why some students with disabilities continue to use their assistive technology while others do not. Understanding why students make these decisions is important for ensuring that students are provided with necessary supports and resources to be successful in their post-secondary education pursuits. Overall, her PhD research examines student success during post-secondary studies.



The purpose of the Student Section’s Best Student Poster Award is to encourage high quality submissions to the Section for Students division for the annual conference of the CPA. Each year we recognize the student with the best undergraduate and best graduate poster submission to the Section for students. Recipients receive **\$150** from the Section.

Congratulations on your hard work!

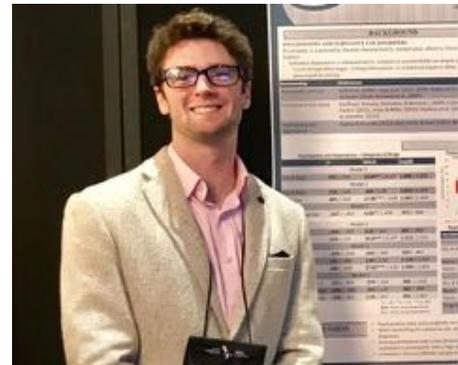
Undergraduate Rep Award of Excellence



Holly Boyne-University of Guelph-Humber

Holly Boyne is a recent graduate from the University of Guelph-Humber BAsC psychology program. In her role as the Undergraduate Campus Representative, Holly ran a step-by-step workshop for students on the procedure for applying as a student affiliate, how to submit an abstract for convention, networking tips, and how to create a poster presentation. Holly also advocated for the opening of a Psi Chi chapter on campus, the International Psychology Honours Society, which is now the 5th chapter to open in Canada. In the future, Holly looks forward to pursuing graduate studies in child clinical psychology.

Graduate Rep Award of Excellence



William Denomme-University of Ontario Institute of Technology

Currently, William is a Masters of Science student at the University of Ontario Institute of Technology in the Forensic Psychology program, where his research focuses on the neural basis of substance use disorders and psychopathic personality disorder using structural and functional magnetic resonance imaging and diffusion tensor imaging. He previously completed his Bachelor's degree at Carleton University in Psychology, he has been a member of the CPA since September 2015. On that note, he has been the campus representative for CPA since October 2016, where in order to promote the CPA, he created a Facebook group that would ease communication between himself and other graduate students in psychology, and posted information about the CPA on such social media mediums as Spotted at UOIT. Furthermore, he and the undergraduate and graduate student representatives held a booth where information about the CPA was distributed to interested students at UOIT. Furthermore, he encouraged faculty and teaching assistants to encourage their students in their classrooms to join the CPA. In the future, he will be holding workshops on campus focusing on the benefits of joining the CPA, as well as helpful tips on writing a successful abstract to submit to the 2018 CPA convention in Montreal.

**Travel Award
Recipients**

At the CPA Convention this year, the Student Section awarded the Travel Award of \$250 to 20 students. Congratulations to the following recipients of this award:

Emily Wood	Prachi	Fédéric St-Onge	Stephanie Gumuchian
Evan Poncelet	Rosemary Beauregard	T-Jay Anderson	Maryam Qureshi
Evanya Musolino	Nigel Mantou Lou	Lindsay Shumay	Erika Portt
Julia Grummisch	Ariel Ko	Bethany Ee	Hannah Stewart
Kirsten Gullickson	Chelsea Moran	Janelle Morhun	Geoffrey Rachor



Some of our Travel Award Recipients at the CPA Convention 2017 in Toronto.

For more information on the Travel Awards and to see if you are eligible, please visit <http://cpa.ca/students/resources/studentawards>.

CPA Student Mentorship Program

This marks the third year of the CPA Student Mentorship Program, first established in 2015. Founder Zarina Giannone and 2016-2017 Program Coordinator Jean-Philippe Gagné, have carefully crafted the program to meet the needs of students in psychology across the Canada. As the Program Coordinator for the 2017-2018 edition of the program, I am very excited to be a part of this important initiative that helps create connections between CPA Student Affiliates.

Psychology is a discipline with an incredible range of diversity in specialties, training programs, research topics and career options. There are therefore countless training and career options for students pursuing studies in psychology and related domains across Canada. This program seeks to tap into the collective knowledge of our CPA Student Affiliates, by creating an opportunity for peer mentorship between students with a diverse range of experiences and who are different stages in their training. More specifically, the program aims to facilitate the exchange of information amongst members, by matching undergraduate students (i.e. mentees) with graduate/post-doc students (i.e. mentors) with similar interests and career goals. Graduate students will provide mentorship in the form of guidance, advice, information, and support to undergraduate students looking for direction within the broad domain of psychology.

There are benefits to peer-mentorship for both mentors and mentees. Undergraduate mentees receive guidance from mentors about area-specific information in psychology (e.g., Clinical vs. Counselling Psychology), learn about the importance of research and knowledge dissemination, gain insights on graduate school admissions and application processes, obtain guidance on funding and scholarship information. Graduate student mentors can gain experience in a leadership role and expand the professional section of their CV. Both mentors and mentees increase their networking opportunities, gain perspectives on career opportunities both inside and outside of psychology, and partake in a professional relationship that may also provide emotional support and friendship.



Mentees and mentors who apply to participate in the program are matched by the Program Coordinator based on career interests, goals, geographic location and communication preferences. Once paired up, the mentorship dyads are provided with an icebreaker activity and a training manual to help guide the mentoring process. The specifics of peer mentoring are then up to each pair to decide on what works best in that mentorship relationship. Mentoring interactions may occur in person, over the phone, by email, on Skype, or through any other modes of communication that are mutually convenient for students. The design of this program is meant to be simple and easy, allowing the process to be individually tailored to the specific needs and concerns of the mentorship pair.

We are very happy to have 25 pairs of motivated students participating in this year's program, from many different universities across Canada. This year's group of mentors consists of exceptional graduate students from Masters and Ph.D. programs in clinical psychology, counselling psychology, educational psychology, child psychology, psychiatry, and applied and experimental psychology programs with specialties in personality, social, health, and industrial/organizational psychology. We were also very fortunate to receive applications from experienced mentors who participated in the program in past years, in addition to mentors who have had mentorship experience in other programs and positions throughout their career. Mentees taking part in this year's program also have a wide range of interests and questions for which they were seeking guidance. This was also the first year that the program was advertised to French-speaking universities, and we hope to continue to adapt the program materials in future editions to make the program completely accessible to both English and French CPA Student Affiliates.

If you are interested in participating in this initiative next year, mark your calendars – the call for applications for the 2018-2019 academic school year will be released at the end of June. In the meantime, check out our [website](#) for more info! We also always welcome feedback from past and current participants to continue to adapt the program to the needs of CPA student affiliates.

Please contact Chelsea for more information:

Chelsea Moran
Program Coordinator
CPA Student Mentorship Program
Chair-Elect, Section for Students in Psychology
Email address: chelsea.moran2@mail.mcgill.ca

Zarina Giannone
Founder & Program Developer
CPA Student Mentorship Program
Email address: zarina.giannone@gmail.com



Student Grant Opportunities

Students, do you need help with funding? Whether it is for research or to hold an activity on campus, the CPA Section for Students has not one but **TWO** new grant opportunities to help you out!



CPA Student Research Grant

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

Deadline: NOVEMBER 19, 2017

Eligibility

To be eligible for this grant, students must meet the following criteria:

1. The applicant must be a current member of the Section for Students of the Canadian Psychological Association
2. The applicant must be the primary investigator and/or first author of the research project
3. The research project for which support is being sought must be relevant to at least one domain or discipline within psychology
4. The research project for which support is being sought must not yet be completed (i.e., does not apply retroactively to completed research projects), and the research and/or data collection must begin within 12 months of the adjudication of this award.

Stay tuned for emails on beginning the application process!



Campus Initiative Grant

The Section for Students supports the development of campus projects, programs, initiatives, and events that support the educational, networking, and training objectives of the Section and its members. The Section recognizes that student-run organizations (e.g., psychology student associations) or individual students often have ideas for initiatives or projects held at their college/university campus that would benefit from additional external funding. To that end, the Section has allocated two \$500 awards per year to outstanding project or activity initiatives from student-run groups or individual students.

Deadline: DECEMBER 17, 2017

Requirements

To be eligible to apply for this grant:

1. Applicants must be a current member of the Section for Students of the Canadian Psychological Association; for student-group applications, the individual applying for the award on behalf of the group must be a member of the Section for Students.
2. Initiatives must be related to the purposes and requirements as detailed in Sections (1) and (2); that is, related to the educational objectives of the Section and relevant for its members.
3. Proposed activities or initiatives must be held at the institution's campus.
4. Initiatives must have received departmental approval prior to being submitted. A letter from the Chair of the relevant department in support of this initiative or event must be submitted.

Stay tuned for emails on beginning the application process!



Mind Pad

MindPad aims to publish material that is of interest to all who are practicing and studying psychology, but with a primary emphasis on articles that are of interest to students of psychology. Mind Pad is published twice a year. Each issue is published one month following the publication of Psynopsis, and is therefore published in the final week of the months August, November, February, and May. Mind Pad is published electronically online, and made available on the CPA website. Content is encouraged that are unique, innovative, and may catalyze discussion and debate among members and affiliates of CPA, as well as within the psychological community.

Check out the Winter 2017 Edition of MindPad here:
<http://cpa.ca/docs/File/Students/MindPad/mindpadwinter2017/>.

Submissions

Mind Pad may publish a range of submissions, including but not limited to:

- Original research summaries
- Research review summaries
- Psychology career-related articles
- Opinion articles on a psychology-related topic
- New trends in psychology or psychology research
- Reports on conferences or workshops attended
- Campus Corner write-ups on psychology programs at Canadian universities
- Reflections on psychology in the media
- Research results
- Press releases

At the discretion of the Editor-in-Chief, issues of Mind Pad may be themed. Mind Pad accepts submissions in English or French.

For a full list of submission guidelines, as well as the submission process, please visit <http://cpa.ca/MindPad/EditorialPolicy>. If you are interested in submitting an article, or have a comment about one you read here, please contact the editor, Kyrsten Grimes (kyrsten.grimes@mail.utoronto.ca).



Student Submissions

Get Out: An up-close experience of Racism Melanie Fuller-Brudersas, Student Section Member



The satirical horror film, *Get Out*, is written and directed by Jordan Peele who is known for his skits involving the portrayal of minority stereotypes with *MADTV* and recent popular comedy series, *KAY and PEELE*. This film contrasts his earlier comedy works with a more serious and terrifying look into the prevalent effects of modern racism.

In an interview with *Fox*, Jordan Peele explicitly states his intention to let his audience know *Get Out* is directed by a black man. He wants his audience to know he intentionally *layered* hidden, subtle messages within the film to address how racism is not a feature of the past, rather, an ever present issue that is constantly skirted. That is, ignorance begets more racism and re-lived mistakes of the past. This is evident in the scene where Chris meets Rose's relatives at the weekend family reunion. Most members remark on how they would vote Obama for a second, third, or fourth term, and how their favourite sports players are black, etcetera. Peele says this scene depicts how most people will use popular and well known people from his race as a way of "extending an olive branch", however, in reality this is objectification, as the premise for such action defies the point that we can all relate on the basis of being human. That is, Peele finds people try to connect with him on a racial basis first, rather than a person-to-person basis, signifying a discomfort with pre-perceived, latent, unidentified racial issues.

The film has its moments of satire and humor between the main character, Chris (Daniel Kaluuya) and his friend (Lil Rel Howery), however, the true nature of the film is horrifying, intense and suspenseful.

The story begins with a young couple named Chris and Rose (Daniel Kaluuya, and Allison Williams) who embark on a trip to visit her parents, Missy and Dean (Catherine Keener and Bradly Whitford) in a suburban town remotely located outside the city. At first, Chris has apprehensions of meeting Rose's parents because he perceives there could be conflicts on the basis of their interracial relationship. Despite Missy and Dean's seemingly warm and accommodating behaviour, as the weekend visit progresses, Chris's initial fears are realised with the progression of increasingly disturbing discoveries of Rose's familial attitudes toward racism.

The first 15 minutes of the film give you a taste for the severity of the racial experience as you view the racial harassment of a young black man in a suburban neighbourhood, the racial profiling of Chris's friend by an older woman, then, at Chris's apartment where Rose meets him and he begins asking her whether her parents are ok with him being black, and their relationship being interracial. The immediate saturation of racial topics and issues in these scenes push to give the viewer a perspective, or taste of what it is like to be apart of the *non-dominant*, or *target minority* within the population. It is my opinion that the consistent topic of race is meant to initiate viewers to question whether this is really the way things are for someone who is black in modern society. During my

second year in the Counselling Psychology program I read this article by Peggy Macintosh titled *White Privilege: Unpacking the Invisible Napsack*. The article revealed how many areas of life can effect a person who either fits or does not fit the prescribed dominant populace, or racial *ideal*. That is, white, male, heterosexual, Christian, able-bodied, Anglo sax, young, and so on. Not fitting the majority of these prescribed dominant ideals, means suffering the loss of privilege within Western society, despite the current paradigmatic push for pro multi-cultural values. Indeed, this is why this film is so big, as it shows the prevalence of racist values counter to the progressive multicultural movement. Racial struggles and loss of privileged rights are depicted in the symbolism used in this film to convey the disabling and complex emotions of helplessness, internal conflict, personal violation, and so on.

Our life experiences can be so powerful at times that we may experience full-on alexithymia (trouble or inability of putting our experiences into words). Indeed, this is why such artistic modes of expression exist; to portray such experiences in ways that words cannot describe. *Get Out* exemplifies the realities of social injustices through the art form; embedded in human nature as a universal healing method that acts as a narrative to reveal subconscious material embedded within the mind (Tan, 2012). The characters involved in this film embody the powerful struggles one may experience in a racist societal context; the white girlfriend, and her professional parents, Missy and Dean; one a neurosurgeon (Dean), the other, a psychiatrist (Missy). Both powerful, both from professions that are historically feared by many as enforcers of societal norms; i.e., if you deviate outside the norm, there is a treatment/prescription for that. Further, such professionals tend to be blind to their privilege as Norcross and Karpiak (2012) state that the percentage of clinical psychologists who identify as part of a racial or ethnic minority group is under 10 percent. This fear of others in higher social positions dictating the criteria for normal, is a fear embodied and realised by several contemporary films like, *One Flew Over the Cuckoo's Nest*, *A Dangerous Method*, *A Therapy*, *Side Effects*, and so on. Considering that the form of art provides meaning making, and the power to express without restriction, or the oppressive refutation of others (Potash, Copland, & Stepney, 2015), I argue that this piece of art provides deep insight into the horror of what it is like to experience racism through symbolic portrayals of helplessness and assigned objectification.

Symbolism of the Deer and Racist Attitudes:

Peele uses deer throughout the film to symbolize helplessness and highlight effects of racism. For example, when Chris hits a deer he feel helpless and tortures himself over it. Conversely, Rose's parents believe the deer being hit as a victory as "Every deer I see dead on the road, I think, it's a start." Chris's care for a living animal contrasts Rose's parents' objectification of the animal as a *thing*. Missy and Dean's house is full of deer decorations and parts (including a mounted head on the wall). They use the deer even though they think the deer is worthless of any subjective value. Thus, the deer represents the objectification of a living being, similar to the banish of privileges obvious behind acts of racism.

The Meaning of that Sinking Feeling and The Surgery

Peele exemplifies how traumatic racism can be in his film by using Missy and Dean as key instigators. Missy, dives into Chris's mind using involuntary hypnosis, making him paralyzed and unable to escape what seems like a dark hole in his mind. Dean elects to perform a brain transplant in an effort to replace Chris's brain with that of a relative's (someone he does not objectify). This is poignant as these acts demonstrate the symbolic stripping of a person's identity and personal autonomy as a human being. They treat Chris and other black people the same way they treat the deer. I never imagined how being recognized as colour-first could be so terrifying. Why? Because I do not know what it is like, since I am privileged and fit the majority of the dominant traits. *Get Out* discloses layers to the experience of being a racial target that cannot be put into words. They must be put into portrayals of experiences on different planes as a means of involving the viewer.

Peele's premise as a black director is to take aim at people's tendencies to internalize racist concepts outside of their conscious awareness (Collins & Arthur, 2010). The content in *Get Out* signals traumatic experiences with the goal to integrate the unsolved into the conscious awareness so that it can be rationalized and resolved (Rosen et al., 2013). This is art, this is communication on a deeper level.



Overall, the film is fantastic, and provides a close-up of racism on a personal level. An essential concept gaining great exposure within our current paradigm.

Difficult experiences may be the anti-thesis to art that draw the present into the darkness (illness), while creating art extracts the darkness (illness) from the person into the present (Rosen, Matic, Mardsen, 2013).

References

- Collins, S. & Arthur, N. (2010). "Culturally sensitive working alliance". In Arthur, N. & Collins, (Eds.), *Culture Infused Counselling* (pp. 103-138). Calgary, Alberta: Counselling Concepts.
- Fox DC 5. (February 17, 2017). GET OUT interviews Jordan Peele, Allison Williams, Daniel Kaluuya. Retrieved from <https://www.youtube.com/watch?v=WnuSQSTHOr8&t=76s>.
- White privilege: Unpacking the invisible knapsack. McIntosh, Peggy Plous, Scott (Ed). (2003). *Understanding prejudice and discrimination* (pp. 191-196). New York, NY, US: McGraw-Hill, xiii, 609 pp.
- Norcross, J. & Karpiack, C. (2012). Clinical psychologists in the 2010s: 50 Years of the APA Division of clinical psychology. *Clinical Psychology*, 19(1).
- Potash J.S., Copland D., Stepney C., Stella A. (2015). Advancing multicultural and diversity competence in art therapy: American art therapy association multicultural committee 1990-2015. *Journal of the American Art Therapy Association*, 32(3), 146-150. Retrieved from <http://0-www.tandfonline.com.aupac.lib.athabascau.ca/doi/abs/10.1080/07421656.2015.1060837#.Vleds3arTIU>.
- Rosen R. M., Matic M., Mardsen E. (2013). Adlerian art therapy with sexual abuse and assault survivors. *The journal of Individual Psychology*, 69(3), 223-244. Retrieved from <http://0-eds.a.ebscohost.com.aupac.lib.athabascau.ca/eds/pdfviewer/pdfviewer?sid=d74a4176-7f9b-6d0-8a2b-8e6a254dae8c%40sessionmgr4003&vid=3&hid=4205>.
- Tan, A. L. (2012). Art therapy with trafficked women. *Therapy Today*, 23(5), 26-31. Retrieved from <http://www.therapytoday.net/article/show/3130/art-therapy-with-trafficked-women/>.



Message from the Teaching of Psychology Section

Have you heard about the Teaching of Psychology section?

We were established in 1980, as the “natural child” of the Interest Group in the Teaching of Psychology formed in 1975. Our primary goal is to provide a forum for the intelligent exchange of information, ideas, and data regarding teaching and learning methods, pedagogies, and innovations, as well as assessments, student behaviours, and evaluations of teaching. Basically, if you are interested in any aspects of teaching in higher education, and teaching psychology, specifically, you should consider joining our section. Our current annual dues are only \$5.00!

We welcome members with and without teaching experience, and are excited to engage in meaningful discussions and professional development with you all.

At the 2017 Convention, we hosted Dr. Rajiv Jhangiani, Psychology Professor at Kwantlen Polytechnic University, as our Featured Speaker. Dr. Jhangiani engaged us in discussion surrounding the importance of open education in our current educational climate. With ever-growing costs of textbooks and other required resources, and the average student graduating with \$29,000 in debt, the need is higher than ever to find low-cost alternatives. With his involvement in several innovative projects related to open education, he was able to give us the tools to learn more about open and online pedagogy, to access open educational resources, and even to build our own. You can learn more about Dr. Jhangiani through his website www.thatpsychprof.com.

Also at the 2017 Convention, we appointed a Social Media Coordinator to help build an online presence and attract interest to our group. Our Twitter handle is [@TeachingofPsych](https://twitter.com/TeachingofPsych). This is a new page, working to share interesting research, resources, anecdotes, and some comic-relief to our growing audience.

To learn more about our section and our bylaws, you can visit <http://www.cpa.ca/aboutcpa/cpasections/teaching>

If you have any questions about our section, you can feel free to email me (oneil8@uwindsor.ca) or our section Chair, Dr. Douglas Murdoch (dmurdoch@mtroyal.ca).

All the best,

Ashlyne O’Neil

Social Media Coordinator, Teaching of Psychology

PhD Candidate, Applied Social Psychology

University of Windsor



Have an idea for our next issue? We would love to hear from you. For any comments, questions, or suggestions, don't hesitate to contact a member of the Student Executive.

Don't forget to visit our website:

<http://www.cpa.ca/students/about/> and join our Facebook page:

<https://www.facebook.com/CPASectionForStudents/?fref=ts>

The opinions expressed in this newsletter are strictly those of the authors and do not necessarily reflect the opinion of the Canadian Psychological Association, its officers, directors, or employees.

