



PSYCHOLOGICAL PSYCHOLASTIC



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PRESIDENT'S WELCOME



It is my pleasure on behalf of the 2022-2023 PSA board, to welcome everyone back to campus and to congratulate you on the successes you have had so far this year! As we have moved throughout the last few months with our core values of offering growth, opportunities, and support to our members at the forefront of our minds I am very proud to acknowledge the work

that has been accomplished. Our communications team has worked hard to expand its reach, outreach has continued to offer many opportunities for students in person and virtual, and our peer-to-peer mentoring program has flourished with the return to campus. The results from this first semester continue to inform our path forward into the Winter 2023 semester. I would like to also take a moment to remind and encourage our members to reach out to our board. We are not only here to host amazing events. We are also here to provide support, information, and encouragement. Whether you wish to reach out through our social media, email, or the Slack group we are always available to answer questions, take suggestions or help connect you to other psychology students. Thank you to everyone who has interacted with us in any capacity. We appreciate the engagement that we have received from our members and are excited to continue to expand our reach in the coming months. Best of luck with the remainder of your semester and we look forward to seeing you all in the New Year!

Sarah Nakonechny (she/they)
President, U of R Psychology Students Association



P2P MENTOR AND MENTEE EXPERIENCE

by *Safa Nadeem and Brooklyn Clemett, P2P Members*

The peer-to-peer mentoring program has been a great learning experience for both of us! You would think there would be a learning curve, trying to connect with another person on a mentor-mentee level, but it kind of fell into place for us. You get to sit down and talk with someone else who has similar interests, and talk as casually as you like and the relationship builds pretty naturally. The way P2P is structured as a whole also allows you to connect with one another and other psychology students, which we both found to be very helpful. For example, Brooklyn was able to talk to a professor at the Prof Brunch earlier this semester and found that she was very interested in taking a class with him. When we got the chance to meet in person later in the semester, we had a nice, casual coffee date where we got to bounce ideas off of one another. We got to discussing school and the actual 'mentoring' aspect of the program. We jumped from how we chose psychology as a major, to what profs might work best for your learning style, and what to expect out of different psych classes. Sitting in both the mentor and mentee positions has allowed us to grow and reflect on our academic journeys. You also get the opportunity to gain perspective on what's out there for you, such as volunteering or events, or how to apply your own interests to the way you work through your degree – taking certain electives catered to your interests. You also get to be transparent about what does and doesn't work for you, we got to talking about how in-person meetings over messaging work a lot better for us and are working on a schedule to make that happen! It has been a very cool experience that is constantly evolving and can be suited to your own expectations and needs.

EDITOR/DESIGNER

Sarah Gulash & Julia Gregory

CONTRIBUTORS

Sarah Nakonechny

Safa Nadeem

Brooklyn Clemett

Julia Gregory

Natalia McCollough

Cashtyn Grudner

Shawny Groff

Andreea Ababei

Sarah Sangster

WANT TO CONTRIBUTE?

We accept all submissions, however, we reserve the right to edit for clarity and length.

Send submissions to:
urpsa@uregina.ca



GETTING A HEAD START ON RESEARCH EXPERIENCE: AS A PARTICIPANT AND AS A RESEARCHER



by Cashtyn Grudner, Julia Gregory, Natalia McCullough, Communications Committee Members

The discipline of psychology and its associated research is extensive, and it can often seem intimidating or inaccessible to students unfamiliar with the field. Luckily, the psychology participant pool and two summer research opportunities can help students become better acquainted with psychology and its associated research.

Interested in becoming a participant in a psychological study while earning extra credits?

The psychology participant pool allows students taking 100 and 200 level classes to participate in research in exchange for up to 3% of bonus marks applied on the final grade of each 100 and 200 level psychology class. Ph.D. student and coordinator of the psychology participant pool, Yaren Koca, promotes the participant pool as a way of experiencing psychology research first-hand. Studies are conducted in a relatively low-risk way that adheres to high ethical standards. Because of the variety of research conducted and methods being used, students have the chance to get a holistic perspective on various subfields of psychology and the research methods employed by each subfield. In addition, students are welcome to contact researchers about the study's overall findings that they contributed to. If there are limited study options available during a semester, students have the option to submit a summary of a chosen psychology article to learn about the discipline while still receiving bonus marks.

For more information on the participant pool, please check out the following link:
<https://www.uregina.ca/arts/psychology/research-participants.html>

Interested in becoming a paid student researcher this summer?

Depending on one's research interests and professional goals, psychology undergraduates may be eligible to apply for one of two scholarships: the Natural Sciences and Engineering Research Council Undergraduate Student Research Award (NSERC-USRA) and the Faculty of Graduate Studies and Research Undergraduate Research Award (FGSR-UGRA). These funding sources support students in pursuing research in their area of study. This research project is done within a host lab on a full-time basis throughout the summer. Interested students are encouraged to approach faculty members in the fall semester to discuss their capacity to supervise a summer student and whether their research area is eligible to receive this funding. Applications for both awards are due the second week of January preceding the summer term applicants wish to research during.

For more information on either of these scholarships, please check out the following links:
<https://www.uregina.ca/gradstudies/current-students/scholarships/index.html?id=526>
<https://www.uregina.ca/gradstudies/current-students/scholarships/index.html?id=412>





INTERVIEW WITH PSYC DEPARTMENT ADMIN ASSISTANTS

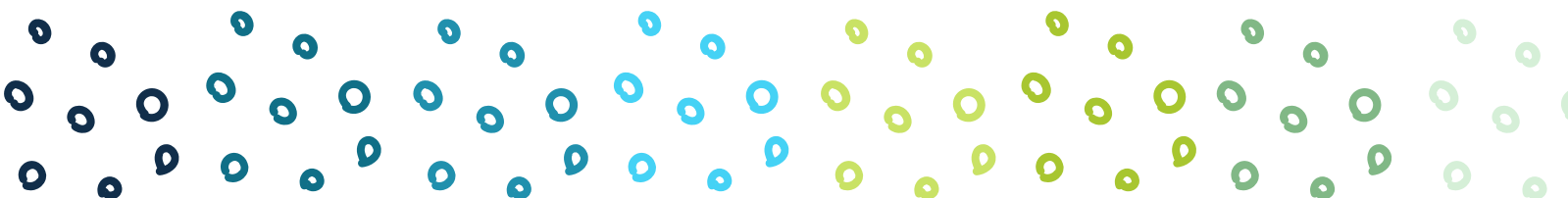
by Shawny Groff, Peer-to-Peer Coordinator

As a second-year student engaged in the PSA, I'm often in the company of more academically senior students in the final years of their undergraduate degrees. My proximity to their common successes and challenges inspired me to ask for insight from the UofR Department of Psychology's Administrative Assistants.

Brenda and Catherine have worked together in the department for over ten years and hold a wealth of information regarding the functions of the department. On October 19, 2022, we sat down to talk about what role they can play in an undergraduate psychology student's academic career, and which successful strategies and qualities they notice repeated over time. From their perspective, the students who complete undergraduate degrees and go on to graduate studies tend to demonstrate excellent organizational skills, responsibility for their learning, and a commitment to themselves and their studies; and they're here to help.

As administrative assistants, Brenda and Catherine handle scheduling, assist the department and its instructors, and provide a point of contact between other units and departments within the university. They help students with a variety of items, including facilitating course overrides or answering questions about future course offerings, and they "don't expect students to come in and know everything, or know where to go for everything." A big part of their job is directly answering questions or referring students to someone who can, and they notice the inquisitive students who find out the information required to be organized. Catherine suggests students "plan what classes to take in the future" and "meet with an academic advisor," while also taking the pressure off by reminding students "to be flexible and adapt; they can change their direction...they aren't locked in." If you have a plan, notes Brenda, "you can see where you're not fulfilling its requirements" and respond with the effective "steps it takes to get from here to where you want to go."

They also have some organizational advice for students finding a limited number of 300 and 400-level PSYC classes to choose from. Brenda suggests students coordinate together to identify in-demand courses and then "let us know;...the more calls we get about a class, the better." It's not lost on either woman that the transition from high school to university is fraught with major changes for students, and they want us to take responsibility and ask for help.



INTERVIEW WITH PSYC DEPARTMENT ADMIN ASSISTANTS CONTINUED...

Brenda and Catherine both understand the pressure students are under to achieve a high GPA and advise students to take responsibility for their grades “right off the bat” by reaching out for support earlier rather than later. They refer and connect students to tutors, academic advisors, the writing centre, the student success centre, and more because they want students to “get familiar with [their] campus and the services that are offered.” Support comes in many forms, including from instructors; Brenda says responsibility means “it’s up to you to do the work, but that’s not to say...that you’re not going to make a mistake. But own that responsibility, contact the instructor, and explain the situation.” Catherine encourages students to “realize that their syllabi are a contract” being agreed to when beginning a course, and urges students to keep them “because they’re going to need them down the road.” Brenda agrees and mentions the numerous “accreditations, associations, transfer credits, and programs that require a syllabi” to be submitted sometime in the future.

In preparing for our interview, both women mentioned the long-term commitment required by students to progress through their degree and overcome the challenges that will inevitably arise, be they financial pressures, mental and physical health issues, or a variety of other factors. Brenda says “the faculty here want to help all the students succeed as much as they can,” and my sense is the same is true for her and Catherine.

Their commitment to the department is an interesting parallel to consider against their own advice; ten years is a relatively long time, and there’s no doubt they’ve earned the knowledge and insights they’ve shared while persevering through their own personal and professional challenges. At the heart of their message are a few simple truths about the importance of working hard, thinking ahead, taking responsibility, asking questions, and reaching out for support from others. These are useful truths not just for academic success, but for living. I think Brenda and Catherine know that and want to keep helping students learn it, too. Just as long as we keep our syllabi.



@ureginapsa

<https://ureginapsa.org>

urpsa@uregina.ca



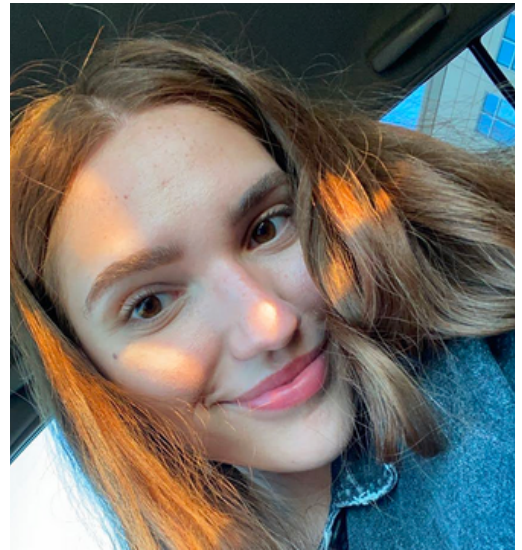
RETROSPECTIVE: BOSTON PIZZA EVENT

by Andreea Ababei, Outreach Coordinator

On Monday, September 19, 2022, the PSA hosted a fundraiser event at Boston Pizza South Regina. All University of Regina students as well as the community at large were welcome to attend this event, and students were encouraged to invite their peers, friends, and family. The meal options were either to create your own pasta or pizza, both of which included a drink and a starter caesar salad. Children were also welcome. Our goal was to host an in-person social event that would allow everyone to get together, enjoy a meal, and celebrate the

return to campus! In the end, we sold a total of 85 tickets and made over \$1100! The money raised during this fundraiser will be going towards supporting all of YOU! It will allow us to purchase snacks for you during our monthly All-Hands meetings and events, say a proper thank you to professors who take the time to present in prof-talks and other workshops for us, fund social and rental fees, and provide access to resources and opportunities that students may not be able to afford otherwise.

I want to give a huge THANK YOU to everyone who purchased tickets for this event and to those involved in the planning process. We truly appreciate everyone's help in making this fundraiser a success!



RETROSPECTIVE: P2P PROF BRUNCH

by Sarah Sangster, Assistant Professor, Department of Psychology

It was a pleasure to join students and faculty for October's peer-to-peer mentoring program brunch. For me, who started a position during the height of the work-from-home period of the pandemic, it was a needed opportunity to learn about my students and feel a sense of community in our department.

During the pandemic, social commentators pointed out that due to physical distancing, we had begun spending less time in [third spaces](#) (click for more information!), social spaces, separate from work and home, where we can casually be together with people who have perspectives different from our own. Places of worship, cafes, pubs, clubs, libraries, and parks are examples. They argued that spending less time in third spaces and our subsequent lack of engagement with people different from ourselves has contributed to increasing ideological polarization and a loss of sense of belonging and community. Conversely, "hanging out" with people from another group [humanizes them](#) (click for more information!) and contributes to meeting our basic belonging needs.

Thanks to the PSA for this opportunity to spend time, human to human, with students and faculty. I look forward to deepening our relationships and building our community at future events!

