

## ***SHAPING THE FUTURE***

2019 ATSA Conference | Wednesday November 6 | 8:30 AM – 12:00 PM

**A-18**

### **Preparing the NextGen: A Networking and Professional Development Workshop Series Building Foundational Skills**

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Carlton University  
Carisa Collins, MA  
University of Ontario Institute of Technology

The first part of the “Preparing the NextGen” workshop series provides core skills and principles relevant to professional development. Topics covered in the first session will include (1) developing a professional identity, (2) networking and self-promotion, and (3) establishing good self-care.

This is the session to attend if you are feeling new and eager to learn, but uncertain of how to connect with others in the field. We will give students attending the first session opportunities to identify short- and long-term career interests, polish their CVs, and practice being kind to themselves throughout their academic journeys. All students are welcome, but we gear material towards undergraduate students and new graduate students.

#### **Learning Goals:**

- Upon completion of this educational activity, learners should be better able to review important components of a professional identity.
- Upon completion of this educational activity, learners should be better able to analyze effective components of cover letter writing.
- Upon completion of this educational activity, learners should be better able to analyze effective components of grant proposals.
- Upon completion of this educational activity, learners should be better able to explore components of a progressive program of research.
- Upon completion of this educational activity, learners should be better able to consider presentation strategies (with a focus on dissertation defenses).
- Upon completion of this educational activity, learners should be better able to exploring career options other than private practice or postdoctoral fellowships.

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**Andrew E. Brankley, PhD**, is a SSHRC Postdoctoral Fellow at Carleton University, Ottawa, and the current Student Representative on the ATSA Board of Directors. His research examines the psychological constructs measured by risk assessment tools and how best to communicate information from these tools with stakeholders. He is a part of the STABLE-2007 development team and is involved in research and knowledge mobilization activities with the Static-99R, Static-2002R, and ACUTE-2007. Dr. Brankley has received several academic awards and grants, including the prestigious Vanier Canada Graduate Scholarship. He completed his graduate training in clinical psychology at Ryerson University in 2019 and has research and clinical experience in institutional settings such as Public Safety Canada and the Royal Ottawa Mental Health Care Group.

**Carisa Collins** is completing her 4<sup>th</sup> year of a PhD in Forensic Psychology at the University of Ontario Institute of Technology, under the supervision of Dr. Leigh Harkins. She holds a Bachelor of Science, majoring in Psychology, from Memorial University of Newfoundland and Labrador, and a Master of Arts in Forensic Psychology from the John Jay College of Criminal Justice.

Her research experience has been varied, having published manuscripts in two different fields, but her current research interests include sexual offenders and paraphilias. Her dissertation research is largely focused on non-offending pedophiles and the challenges and issues they may face. Her work is adding to a new and growing body of literature supporting the understanding that the terms pedophile and child molester are not synonymous. Carisa has additional research experience volunteering at the Ontario Shores Centre for Mental Health Sciences where she has partaken in research projects examining protective factors for mentally-ill offenders and the influence of the subjective experience of restrictiveness on treatment outcomes.