

Psymposium

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BOARD NOTES



Everett J. Vroon,
M.A., R. Psych.
President

As the governing board for the PAA, it is both our privilege and our solemn responsibility to be the voice of psychologists in Alberta. In order to provide a frame of reference for some of the realities (as we see them) facing psychologists in 2014, please allow me to borrow some thoughts from familiar sources:

It was the best of times, it was the worst of times... (Dickens, A Tale of Two Cities, 1859)

As an association, we have never been healthier. With one exception, membership has increased every year since 2000, and we advocate for a greater percentage of our province's psychologists than any other Canadian jurisdiction, apart from Quebec where membership is mandatory. On the whole, our psychologists are quite busy, with no shortage of work and a scope of practice that allows for an interesting and fulfilling range of work.

Unfortunately, psychologists in Alberta also face some real and significant problems. In our view, one of the most important in terms of our profession is that we are viewed by most other Canadian and American jurisdictions as being complicit in damaging the profession both nationally and internationally. The reason for this perception is Alberta's resistance to adopting the Doctoral standard of entry for use of the term psychologist, which would bring it into line with the vast majority of other Canadian and American jurisdictions.

"Democracy is the worst form of government, except for all those other forms that have been tried from time to time." (Winston Churchill, from a House of Commons speech on Nov. 11, 1947)

In response to this perceived problem, the PAA expended significant energy and resources to survey our membership. As has been reported previously, turnout was quite impressive if one compares it to civic, provincial, or even national democratic elections (46% of the 1646 eligible voters cast their votes), and a majority of our membership endorsed adoption of the Doctoral standard (54.3% in favour).

In our view, this result created a clear mandate for our board to

PSYCHOLOGISTS'

ASSOCIATION of ALBERTA

MISSION STATEMENT

The Mission of the Psychologists' Association of Alberta is to advance the science-based profession of psychology and to promote the well-being and potential of all Albertans.

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PAA Psymposium is published three times a year (April, August and December) for the purpose of fostering communication amongst psychologists and supporting the goals of the Association and the profession of psychology. The newsletter is sent to members of the Psychologists' Association of Alberta as well as to selected individuals and organizations with interests in the practice of psychology. Non-members may subscribe for \$25.00 per year (3 issues).

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If you wish to submit letters to the Editor or submit articles for possible publishing in *Psymposium*, please send them to the PAA office at rose@psychologistsassociation.ab.ca.

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advocate for the Doctoral standard of entry for use of the term psychologist in Alberta. Our decision as a board was to advocate to restrict the title of psychologist to doctoral graduates. Currently practicing psychologists trained at the Masters level would be “grand-parented”, and future master’s graduates could practice and be regulated under an alternate title such as “Psychological Associate”.

*When times get rough
And friends just can't be found,
Like a bridge over troubled water
I will lay me down.
(P. Simon, "Bridge Over Troubled Water", 1969)*

Admittedly, this last quotation may be seen as slightly melancholic and dramatic. It is meant to characterize the challenge that our board has faced thus far in advocating for the Doctoral standard. Since being given this mandate, the PAA board has approached government and our regulatory body, the College of Alberta Psychologists, to engage in dialogue about moving forward with the Doctoral Standard.

In regard to government, meetings were held with, among others, the Minister, Deputy Minister, and Assistant Deputy Ministers of Health; the Director of Health Professions; the Director of Workforce Policy and Planning; and, the Director and Manager of Health Professions. A letter of intent was requested by government officials, and was subsequently submitted. In May of 2013, a letter was received from Minister Horne, stating that “My suggestion is for the Psychologists’ Association of Alberta to reach some consensus on the matter with the College and then resubmit the proposal jointly. I would be pleased to reconsider the proposal at that time.”

In regard to our regulatory body, the College of Alberta Psychologists’ council met with PAA’s executive

committee, but has steadfastly maintained that it cannot support the Doctoral standard of entry, and declined repeated requests from the PAA board to discuss the matter through the formation of a small joint task force. The PAA board recognizes and respects that the College’s mandate is to protect the public, but in our view it also has an obligation as an elected body to be responsive to its membership.

*C-3PO: Sir, the possibility of successfully navigating an asteroid field is approximately 3,720 to 1.
Han Solo: Never tell me the odds.*

Our board recognizes the challenges that are ahead of us in advocating for the Doctoral standard. We also see no choice but to honor our obligation to our membership to continue to advocate for the Doctoral standard. We recognize that bridges will need to be built with our regulating body to engage in further discussion about this important issue. We believe, as others in our profession such as John Service have pointed out, that this is something that will happen in Alberta, and that we must continue to position ourselves for that eventuality.

We would ask that you, as our membership, take time to familiarize yourself with this issue. The letters of support for the Doctoral standard that PAA has received are available for your viewing, and are a great way to review the rationale for the move to a Doctoral standard of entry. Also available for viewing is the chronology of PAA’s efforts to date:

http://psychologistsassociation.ab.ca/site/welcome_members (select the “welcome members” in the left hand column once you have logged in)

Please review these materials and let your CAP Council representatives know your views on the matter.

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All advertisements are invoiced on insertion. All prices quoted are for camera-ready advertisements only. Discount prices for repeat insertions are available. Layout costs for advertisements not camera-ready are indicated below.

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EDITOR'S LETTER



Frank McGrath, Ph.D., R. Psych.

It is early June, as we are editing the summer issue and finally warm days are upon us and the lilacs are opening – albeit a month late. I have already been out to the coast once this year to get an early taste of summer, and to take part in the annual haul-out of our sailboat. It was an uneventful maintenance experience before we set-out for some serious sailing. This “shakedown” cruise always comes with some trepidation as our intention, actually, is to see what we can break. This is complicated further by the fact that there are four Captains aboard! There were several events, including one Captain turning off fuel when he thought he was turning it on, and another Captain leaving up sails when they *should* be down, that resulted in some exciting moments. One of these exciting moments was crashing into a pier while three Captains were “instructing” each other in opposition (i.e. yelling). It seems that when leadership is unclear and plans of action are left unresolved, treachery abounds! There are temptations to allow emotions to hijack “common sense” and aggression to force our opinions on others. So, in the interest of fostering some professional leadership, and our own plans of action, as well as providing further exploration of emotions and aggressive tendencies we bring for your perusal a smorgasbord of issues to chew on.

Everett J. Vroon, M.A., R. Psych, the PAA Board President discusses the PAA’s efforts and the need for continued advocacy for the Doctoral standard in Alberta, and the ongoing opposition between PAA and CAP on this issue.

Brandi Smith, M.A., R. Psych, touches on the importance of the psychologist’s role in educating the public on psychological matters, with a focus on

righting the erroneous image pop culture often paints of our practice. In another area of specialty, Rosemarie Nardella, R. Psych, informs us of how the PAA is promoting psychologically healthy workplaces.

“Getting Schooled” by Gabrielle Wilcox, Psy. D., NCSP, R. Psych and Charlene J. Barva, Ph.D., R. Psych discuss the importance of consultation in school psychology, and discuss the instructional and behavioural consultation models. Among our regular contributors, Terry Wilton, R. Psych, explores the use of reductionism in treating our clients, particularly its influence on the complexity and ambiguity that both practitioner and client bring to therapy; and, finally, Gwen Randall-Young, R. Psych, explores aggression in human nature, and reflects on its devastating impact in our relationships, and reminds us of the choice we have in not allowing our aggressive tendencies to do harm.

I am soon heading out for another ten days at sea, with only one Captain – me! The hierarchy will be clear and the crew well-trained in how *I like to* handle emergencies. Looking forward to it! Although it is tempting to rely completely on navigational aids, helmsmanship, and weather forecasting, the articles above have reminded me of the need for psychological preparedness of Captain and crew. This issue hopefully reminds all of us of the value of leadership, preparedness and planning, both in our professional and personal lives.

As a final thought, I would like to take a moment to acknowledge and thank my first mate in this process. Over the last year, this editorial assignment has been ably assisted by Jenna Young, B.A., Psych, who will be joining our ranks soon as she enters into the Master’s program of School and Applied Child Psychology at the University of Calgary. She has turned this job from a full day chore to a few hours of fun. Good practice for her studies ahead.

Frank W. McGrath, Ph.D. R. Psych.

McGrath & Associates

Calgary, Alberta

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THE UNIVERSE WITHIN

by Gwen Randall-Young, R. Psych.

Human Aggression is Counter-Evolutionary

"Mankind must evolve for all human conflict a method which rejects revenge, aggression, and retaliation. The foundation of such a method is love."

Martin Luther King, Jr



Humans, like all animals, have a built-in potential for aggression. It was there in the beginning so humans could survive: it helped to defend oneself from a life-threatening attack, protect food supplies, and protect the young.

It is a primitive quality needed when it was a struggle to survive. The human situation, particularly in the Western world, has evolved such that each day is not a physical struggle to survive, albeit sometimes emotionally it may feel that way.

The aggressive impulse remains, however, much to our detriment. Whether politically or personally, aggression only begets more aggression. Left to escalate, it can result in death: death of a person, a culture, or a relationship, and most assuredly, of peace.

Aggression does not simply refer to acts of war or physical violence. Politically it can refer to the violation by force of the rights of another state, or an unprovoked offensive attack or invasion. It can refer to any offensive action, attack or encroachment politically or personally. In psychiatric terms it refers to overt or suppressed hostility, which may either be innate, or resulting from continued frustration. It may be directed towards the self or others.

Other than in truly life-threatening situations, interpersonal aggression is the result of ego's machinations. Ego does not get its way, does not feel in control, or has taken offence; therefore it decides it must strike out. Ego may feel jealous, inferior or intimidated by another, and so may launch completely unprovoked

attacks just to try to make itself feel better. It never works, so it must keep on attacking.

The one who vents anger, aggression or otherwise attacks virtually always blames the outside world. The child made the parent frustrated, so it is the child's fault the parent went off the deep end, perhaps even physically or emotionally abusing the child. The employee made a mistake, so it is the employee's fault that the boss had to yell and humiliate the individual in front of the rest of the staff. Another driver cut off the motorist, so it is the driver's fault that the motorist had an episode of road rage.

This process of shifting blame and denying responsibility for one's own unconscious and inappropriate reactions is typical of children. Mother's refusal to give a treat before lunch causes the tantrum, in the mind of the four-year old. Dad's refusal to extend the curfew is the cause of the teen's door slamming and under-the-breath muttering or outright screaming.

Ego is certainly the less evolved, more reactive aspect of our being, and truly does operate from a childlike perspective. It is impulsive and reactive. It does not reflect and consider the best course of action, or think about what would serve the highest good of all. That is the realm of the higher self.

We all have the ability to access our higher selves, that place of wisdom and maturity, but many have not learned how or chosen to do so. Some do it in many areas of life, but have difficulty doing it in family or intimate relationships, for it is much easier for ego reactions to be triggered here.

We used to shake our heads over the conflict in Northern Ireland. We ponder the ongoing difficulties in the Middle East, wondering if the people there will ever choose peace. Yet we, in our own lives, may have been unable to learn to deal with differences from a place of wisdom and compassion, searching for solutions, rather than needing to prove we are right. Both as individuals and as a species, it seems we still have some growing to do.

*Gwen Randall-Young is a psychotherapist in private practice and the author of **Growing Into Soul: The Next Step In Human Evolution**. For articles, and information about her books and "Deep Powerful Change" personal growth/hypnosis CDs, go to www.gwen.ca*

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still?
WATCHING
this space?



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See "Anatomy of a Re-think" in this edition...



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Edmonton: October 15 Calgary: October 17

Critical Incident Group Debriefing (CIGD) is a short-term group intervention process that focuses on an immediate crisis. Participants of this skills based workshop will not only learn how to facilitate a group debriefing, but also have a better understanding of when a group debriefing might not be appropriate.

HELPING CHILDREN - Practical Tools for Engaging and Supporting

Calgary: November 12-13; Edmonton: November 19-20

Participants of this workshop will develop competency in engaging and communicating with children and their natural support systems. Drawing from the expressive arts (play, art, drama) and integrative body-based techniques (mindfulness, sensory, and whole-brain activities); practical skills to incorporate into working with children will be presented.

MINDFULNESS COUNSELLING STRATEGIES

- Activating Compassion and Regulation

Calgary: December 10-11

This workshop is designed to teach participants how to facilitate the development of these skills with their clients, and develop their own capacity for using mindfulness-based strategies in their counselling work. The skills learned in this workshop are relevant and applicable for working with clients of all ages - from children to elders.

WHY ALL PSYCHOLOGISTS SHOULD CARE ABOUT PUBLIC EDUCATION

by Brandi Smith, MA, R.Psych

The public is at the root of the psychology business. This is not just true for those psychologists that work in private practice but also for those within schools, in the health system, and those applying their skills in research. We are in the business of people, whether it is understanding them better, supporting them, or developing products or programs to benefit them. Since people are the foundation of what we do, it is incredibly important to maintain our relationship with them as our profession moves forward.

The general public has an ever growing direct access to information and services via the internet. They read articles or take quizzes through magazines and they are fed unrealistic promises by pop-up ads. There is also a growing database of email forwards that allow people to laugh at psychological myth propagating jokes. These elements, perhaps combined with some old urban myths, become their understanding of the profession of psychology. None of which lends itself to an authentic conversation or understanding of how psychology works and how psychologists can benefit the public's daily life. There needs to be a greater presence of "real psychology" amongst the superficial information maze. We are the voice of "real psychology".

Psychologists engaging in ethical and active public education activities, which include dialogues with the media, community outreach, and online information dissemination can add an accurate and valid voice to the current information available. This greater understanding of the role of psychology by the general public is about more than just increasing referral numbers. An individual needs to know about psychological services and research before they can realise that there continues to be barriers in accessing a psychologist in Alberta. They need to experience this difficulty before they feel the need to voice their concern to their benefits providers, legislators, and doctors. They need to voice their concerns before they start to demand change. Advocacy, use of services, and greater mental health all start with a greater knowledge of the role of psychology in general. Who better than a psychologist to inform the public?

Brandi Smith is the Chair of the PAA Edmonton Public Education Committee & our representative to the APA for Public Education. She welcomes volunteers and queries about public education initiatives. She can be contacted at brandis1@telus.net

PROFILES IN PSYCHOLOGY

Dr. Deborah Dobson was on vacation at the time of the deadline for the August issue of Symposium and unable to do an interview. She would be very interested in suggestions of potential Alberta psychologists for future issues, particularly those from rural areas or outside of the Edmonton and Calgary centres.

Please forward names of your suggestions to
Deborah.Dobson@albertahealthservices.ca

Thanks and have a great August.

Mental Health Central

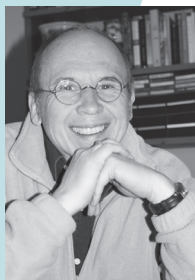
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WHAT WE DO...

by Terry Wilton, R. Psych.



So, let's call him a "he". He comes to me with a set of circumstances and subjective experiences, spilled out into the office with a mixture of emotions and perspectives. I help him get the story out, trying to make sense of what is happening within him.

I not only hear what he says, but pick up multiple cues about the flow of affect in real time within him. I start to develop working hypotheses around his intelligence, his personality, his temperament, and his current levels of resilience and motivation. I consider various risks he presents to himself and others.

As well as establishing a sense of trust, confidence and hope – delicate tasks requiring intention and diligence on my part – I also filter all this information through diagnostic templates and could eventually come up with a label and a five-digit code.

But for just about every "he" and "she" who comes to sit with me I encounter a space of complexity and ambiguity. Of my 50 or so current clients there might be ten who would be considered "clear cut" in terms of how easily the primary diagnosis captures what it is that I am supposed to help. For all the rest, it is a bit of a mess.

What are the pre-requisite skills for working in the realm of complexity and ambiguity? Let's just leave that question rhetorical.

As "he" presents, I have a responsibility to move him toward less distress and improve his adaptation to the stresses of the world in which he lives. There is something

to be said for each one of the myriads of therapies that might be implemented. My task as a psychologist is to choose the optimal therapeutic approach to match not only his diagnosis, but also his personality, the limitations and opportunities his real world has to offer. I seek to choose one that I can implement with competence and conviction.

Indeed, amidst the real-life complexity and ambiguity often diagnosis is amongst the lesser variables in choosing a treatment intervention – what seems to work best in each of those diverse 50 or so cases is what arises uniquely out of the relationship that grows between my client and me. Sometimes it is a bit of this, and some of that. Almost always it is a stumbling around in the dark for a while until a ray of light and hope starts to show the way out.

How do I find in what the client gives me that which can be grasped, grasped and used, and celebrated, moving my client forward to a less distressing, more adapted life? What are the emergent possibilities, sane and healthy possibilities, in the complexity and ambiguity of each unique clinical presentation? Let's leave that question rhetorical too.

As psychologists we are trained to deal with complexity and ambiguity through reductionism. We reduce the functional difficulties and distress of our clients to a diagnosis. We reduce our interventions with the client to therapies with their theoretical orientation and technical maneuvers. We reduce our interpersonal interactions to rules and traditions of professional practice.

It is comforting for us: this reductionism. It brings complexity and ambiguity into something we can handle. But is it the best for our client? Does it create the best outcome?

In taking a reductionist approach, are we losing out on the desirable possibilities in both complexity and ambiguity? While I have only read a little on complexity theory (and it's companion, chaos theory) one of its tenets is that a small change in the inputs to a complex system can result in a major change in the output of that system. Isn't that what we want? Familiarity with

Ericksonian hypnosis reveals that there is enormous power in ambiguity as we nudge the subconscious mind to look at a problem area in a different manner.

Arising out of the complexity and ambiguity are qualities in our clients, qualities never caught by the diagnostic process nor sought in the maneuvers of therapy: qualities such as beauty of soul, courage, generosity of spirit, and grace in the face of adversity. There is also vulnerability there in the mess, and trust.

Sure, I need to be reductionistic at times. But with the reductionism I risk losing the human being in my client, and the companion human being within me. Amongst the complexity that I bring to the session is the ability to let the reductionism run on the back burner while I am open to the complexity and ambiguity of my client. It is in that space, as messy and poorly defined as it might be, that relational healing and emotional health can begin.

The Campuses of the Alberta Psychologists Competence Cooperative grapple with such issues. Membership in the Cooperative is free. If you are interested, check out our Newsletter at www.altapsychcompcoop.com.

The Narrative Project

**Children's stories, children's solutions:
Collaborative counselling with children and
their families with Dr. Jeff Chang
September 12, 2014 - 9:00 to 4:00**

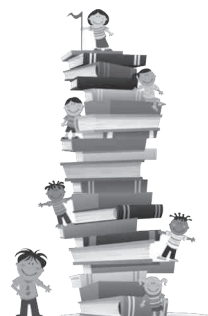
**Narrative Therapy:
Refreshing the spirit of the work with
Maggie Carey from Narrative
Practices Adelaide
October 30 & 31, 2014 - 9:00 to 4:00**

**Workshops at
Stanley Milner Library, Edmonton, AB.**

**Information and brochures at
www.thenarrativeproject.ca**

GETTING SCHOOLED

Welcome to Getting Schooled - our series on the role of consultation in school psychology. Dr. Gabrielle Wilcox and Dr. Charlene Barva have continued our exploration of this area by providing us with a description of two popular consultation models used within schools, as well as highlighting some of the key aspects of consultation, and the importance of consultation services within a comprehensive school psychology services model.



Shawn Crawford, PhD. (R. Psych.)
On Behalf of the PAA School Psychology Committee

Consultation in Schools

*By: Gabrielle Wilcox, PsyD, NCSP, R.Psych.,
University of Calgary, and
Charlene J. Barva, PhD, R.Psych.,
Calgary Board of Education*

The PAA School Psychology Committee has been advocating for an expanded role for School Psychologists to embrace their full Scope of Practice as framed by the CPA (2007). For school psychologists looking to expand their impact in schools, consultation may be a meaningful focus as the role of consultation in educational settings has expanded significantly over the past two decades. Consultation, which involves a mutual problem-solving process, has become an important component in the shift from traditional, assessment-driven practices to a more ecological, problem-solving paradigm of school psychology (Kratochwill & Stoiber, 2000; Sheridan & Gutkin, 2000). The Canadian Psychological Association (CPA) lists consultation as the first step in referring students for psychological services in schools (CPA, 2007). Additionally, the National Association of School Psychologists (NASP) lists consultation and collaborative skills as one of the foundational competencies for practitioners (Ysseldyke et al., 2006). Consultation is important as it broadens school psychologists' positive impact on students and

school systems. Individually delivered services, while necessary for a percentage of the population, are time-intensive; consequently, supporting teachers' skill development to increase their effectiveness in supporting common student problems, allows school psychologists to support a larger proportion of the school population and to devote more time to those students who require more intensive services.

Consultation Components and Skills Across Models

Consultation models generally focus on solving a problem and include three parties: consultant (school psychologist), consultee (teacher), and client (student). While there are a variety of consultation models, there are commonalities. Across consultation models, consultants utilize similar skills including interpersonal, communication, problem-solving, strong knowledge base, and cultural awareness. Alberta Education has supported this framework with its Collaborative Practices model, which has an accompanying demonstration video series that highlights possible roles for school psychologists (<http://towardcollaborativepractice.ca/action-videos/whats-your-role/>).

Effective school-based consultants establish collaborative relationships rather than authoritative or expert ones. Zins and Erchul (2002) highlight the collaborative nature of consultation: "Consultants and consultees work together to solve problems, and it is highly desirable for them to do so in the context of a partnership that emphasizes trust, openness, and cooperation" (p. 625). Thus, consultation is not merely a task that school psychologists complete. It involves relationship-building, a coming alongside teachers, parents, and others that transcends many of the other roles and functions of the psychologist in schools.

Although they may have different names and levels of specificity, most consultation models have four general stages: 1) entry - establishing the consultative relationship; 2) diagnosis - operationalizing the problem, defining goals, and identifying interventions; 3) implementation - implementing the chosen intervention and data collection; and 4) disengagement (Dougherty, 2009; Rosenfield, 2013). This article focuses on two consultation models, which are commonly used in schools: Instructional Consultation and Behavioural Consultation. Both of these consultative models focus on teacher skill acquisition, may provide direct interactions with the student, measure treatment integrity and student

outcome, and promote generalization of teacher skills.

Instructional Consultation (IC)

Instructional Consultation (IC) is based on the assumption that focusing only on student deficits is ineffective as it fails to consider ecological contributors to student challenges. IC, as a result, focuses not only on remediating student deficits but also on addressing potential challenges with task demands and instructional approaches through the collaborative relationship between the consultant and the consultee. One of the primary goals of IC is to build capacity in teachers to implement evidence-based practices and, in turn, to improve student learning. The focus on changing teaching practices requires that the consultant invest time to establish a collaborative relationship, to understand the consultee's definition of the problem and goals for consultation, and to develop a shared language prior to examining potential interventions. Developing a shared language is important because school psychologists and teachers sometimes have different terminology for similar phenomena, increasing the chance of miscommunication. While the labels for the IC stages differ from the general stages (1) entry and contracting, 2) problem identification and analysis, 3) intervention design and planning, 4) intervention implementation and evaluation, and 5) closure), the basic tasks are similar (Rosenfield, 2008).

IC is a team-based, school-level model of consultation in which one member of the IC team provides individual consultation to a teacher. The IC team is comprised of a variety of school personnel including school psychologists. It requires training in IC and includes a systematic evaluation of implementation integrity and effectiveness of the school-level IC team. This systemic evaluation includes examining the extent to which the five stages are implemented, as these are considered critical components of the IC process (McKenna, Rosenfield, & Gravios, 2009).

Behavioural/Conjoint/Direct Behavioural Consultation

Behavioural consultation involves applying the principles and procedures of behaviour modification and social learning theory to the work-related problems of the consultee. Bergen (1977) first described this model and Kratochwill and Bergan (1990) subsequently elaborated on it. Briefly, behavioural consultation is a four-step problem-solving model where a consultant (school

psychologist) helps a consultee (teacher) solve a client (student) related problem (academic, social, emotional, or behavioural). Sheridan and Kratochwill (1992, 2008) developed *conjoint behavioural consultation* in which school psychologists work simultaneously with parents and teachers (co-consultees) to solve student-related problems. In this model, parents and teachers serve as joint consultees (i.e., consultation with parents and teachers occurs together, rather than in a parallel fashion). Thus, conjoint behavioural consultation emphasizes a collaborative home-school relationship, and interactions between home and school systems are focal. Watson and Robinson (1996) described *direct behavioural consultation*, a variation of behavioural consultation, which focuses on teaching *skills* to the teacher via direct interactions with the student throughout the consultation process.

Implications

As schools increasingly implement the Response to Intervention (RtI) service-delivery model to meet the needs of a diverse student population, consultation will increase in importance. Consultation fits within all tiers of a three-tier, school-based service delivery model. For example, if school psychologists implement a school-wide academic or social behavioural program within a RtI model (Tier 1; universal level), they must work with other school personnel through consultation to determine which behaviours to measure and how to measure them, providing support to school personnel to ensure they have the skills to measure it correctly. School psychologists also support the process of analyzing the results and translating them into educational programming. Likewise, at Tier 2 (the targeted level), school psychologists use consultation to assist school personnel in making data-based decisions about student performance in creating and implementing targeted interventions for at-risk students. Through this process, school psychologists consult with teachers to define the problems, to design and implement interventions, and to monitor the treatment integrity and effectiveness of the interventions. Finally, consultation is also applied at Tier 3 (the individualized level) focusing on remediating deficits at the individual student level that remain after the less intensive supports have been attempted at Tiers 1 and 2.

Consultation can be an extremely valuable and satisfying role for the school psychologist and a particularly valuable resource for teachers and other

school personnel, addressing both existing problems and preventing future problems. In spite of the importance of consultation in school psychology, most graduate programs offer limited coursework on consultation, and school psychology faculty often have varied levels of applied experience in providing consultation services. Consultation training must include not only a deep understanding of the process but also skills in working in an interdisciplinary group, working within the unique organization of school systems, developing collaborative relationships, and implementing interventions within classrooms (Rosenfield, 2013). Expanding the use of consultation in schools will require increased pre-service and in-service training, and support, to ensure that school psychologists have the knowledge and skills necessary to effectually provide school-based consultative services.

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For school psychologists looking to expand their impact in schools, consultation may be a meaningful focus as the role of consultation in educational settings has expanded significantly over the past two decades.

PAA PROMOTES PSYCHOLOGICALLY HEALTHY WORKPLACES

by Rosemarie Nardella, PAA PHWC member

A study by the Conference Board of Canada concluded the cost of absenteeism to the Canadian economy to be \$16.6 billion in 2012. This does not cover indirect costs such as replacement costs for absent workers and administrative expenses, which means the real price tag is much higher.

- Mental health problems are responsible for the highest number of disability cases in Canada, amounting to almost 30% of disability claims and 70% of the total costs.
- Over a 5-year period, court awarded settlements due to mental health problems and disorders in Canadian workplaces increased by 700%.
- The good news is that an employer can save between \$5,000-\$10,000 per year (in average wage replacement, sick leave and prescription drug costs) for employees who receive appropriate treatment

for a mental health problem or disorder.

(Manitoba Psychological Society, January, 2013)

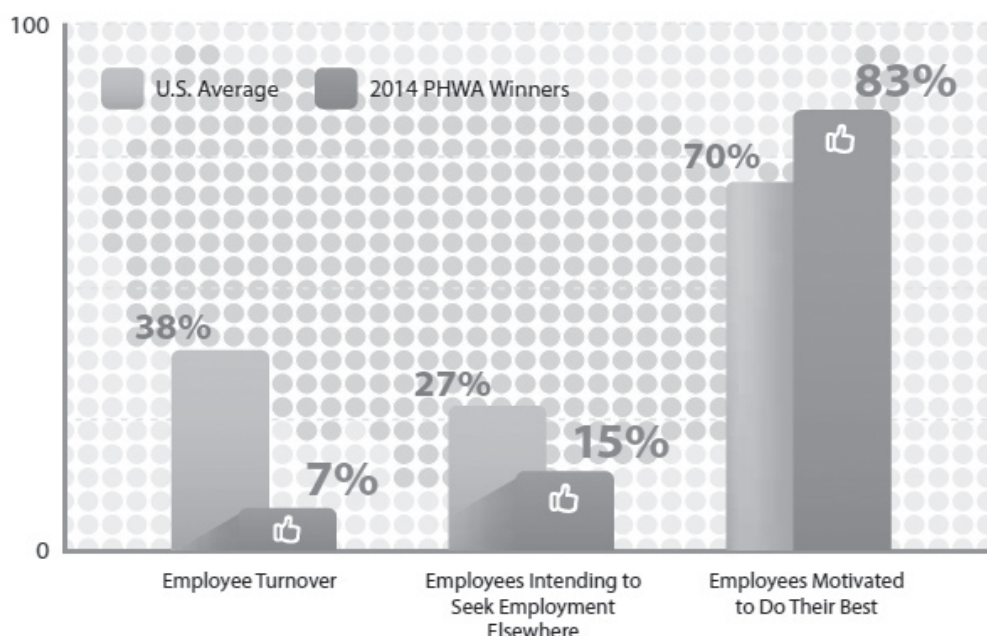
Companies may not fully understand the mental health issues that impact their workforce, and, therefore, do not address them. Psychologists can provide expertise in recognizing and alleviating some of these concerns. This is the foundation of the PAA Psychologically Healthy Workplace Committees (PHWC, Edmonton and Calgary).

The PHWC helps organizations in creating and sustaining psychologically healthy workplaces. We also publicly recognize companies and agencies exemplifying psychologically healthy practices with a bi-annual award that acknowledges their commitment in promoting psychologically healthy practices, policies and programmes. This award, based on American Psychological Association measures, shows clear advantages when comparing the winners to the national average.

Some of the goals of the PAA PHWC include:

- Raising the profile of psychologists and providing opportunities to build ongoing relationships with organizations.
- Attracting greater attention to issues of concern to workers, including the impact of work stress on the

Data Reveal the Benefits of Psychologically Healthy Workplaces



Sources: American Psychological Association (APA), Psychologically Healthy Workplace Program; APA's 2014 Work & Well-Being Survey; U.S. Department of Labor, Bureau of Labor Statistics, 2013 Total Separation (with preliminary data for December).
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worker's families and ultimately how this affects the bottom line.

- Promoting an understanding of how psychologists can help organizations develop programs and policies to enhance both employee and organizational health.

A psychologically healthy work-place has a culture that supports everyone working together and is guided by values of respect, growth and integrity. It requires strong accountability across the organization to intentionally engage in positive working relationships based on open communication and proven practices and policies that promote both productivity and well-being. Leaders are starting to recognize the need to address this in their organizations and psychologists can be there to assist with this important work.

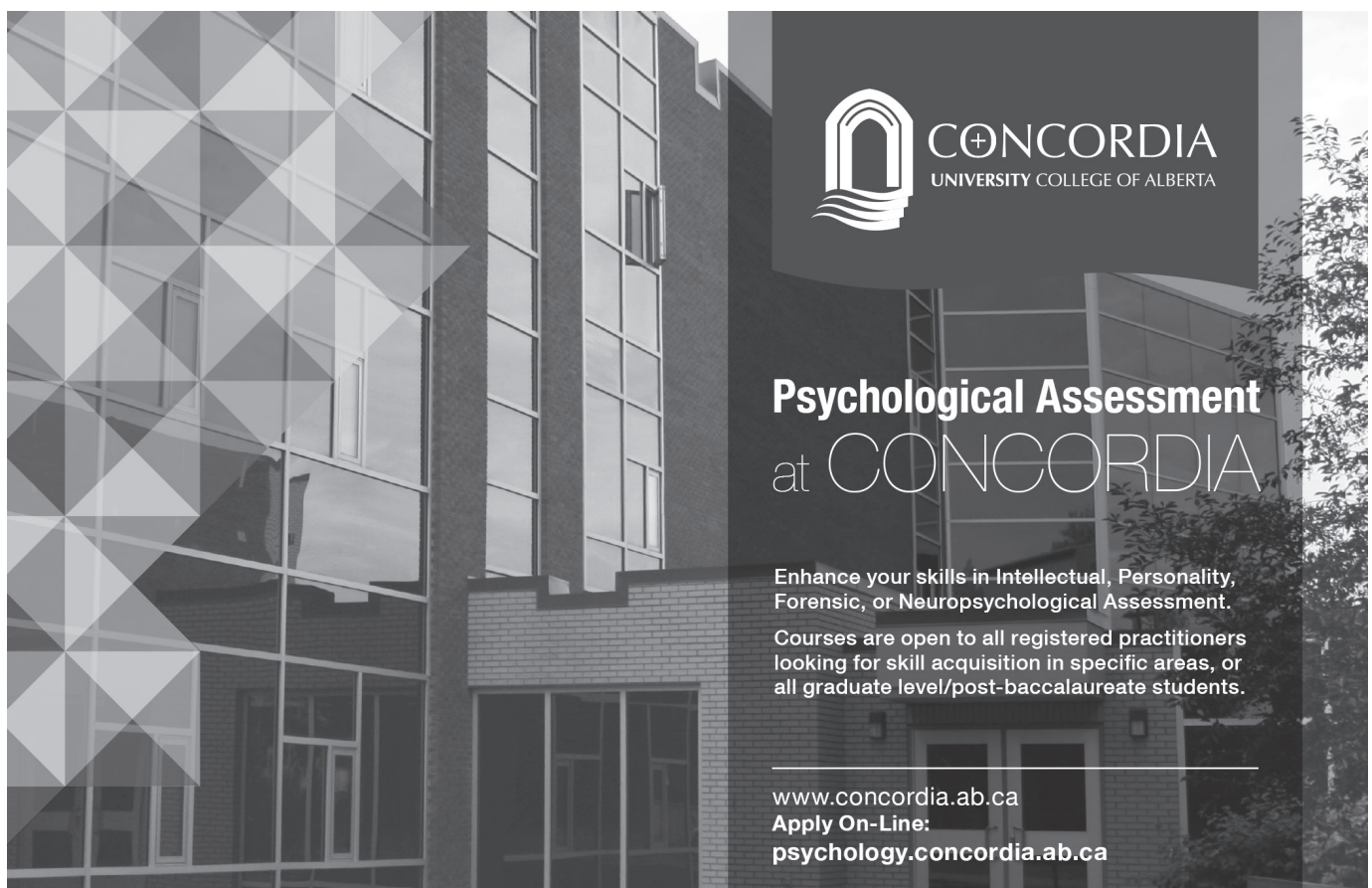
The Edmonton and Calgary PHWCs are continuing to evolve to allow members to share their interest, insight and advice on this subject. An invitation will be sent this summer to attend an autumn inaugural introduction


of what might be called a "Healthy Workplaces Colloquium" in Edmonton. This group will be open to business leaders, HR specialists, and others, as well as psychologists. Consider joining us.

If you might consider joining the PHWC, or if you wish to be informed about the inaugural "Colloquium" this fall, please contact the Edmonton Chair, Don Beeken donbeeken@shaw.ca or Dr. Judi L Malone judim@psychologistassociation.ab.ca.

Rosemarie Nardella, PAA PHWC member

Rosemarie, a practising psychologist in Edmonton provides business consultation and training services in addition to counselling. A special area of interest for her is developing leadership for the Psychologically Healthy Workplace. Other areas include conflict management, career development, leadership and organizational culture. She has worked in these areas within corporate, academic and government settings overseas and in Canada.



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SCHOOL PSYCHOLOGY WORKSHOP

Psychologists Association of Alberta presents:

Assessment for Intervention: Using Data to Decide How to Best Help Students Who Are Struggling with Reading or Math

Date: Friday November 14, 2014
Time: 8:30 a.m. - 4:00 p.m.
Location: University of Calgary
Presented by: Dr. Matthew Burns

Intended Audience:
School Psychologists.

Learning Objectives:
Upon successful completion of this course, participants should be able to:

- Identify if a class-wide intervention is needed and implement an intervention for reading and math.
- Use data to target reading and math interventions for small-groups and individual students
- Differentiate acquisition and fluency interventions
- Implement several interventions for reading and math

Program Format and Schedule:

Many school psychologists are familiar with using data to monitor student progress, but few use data to increase the likelihood that the intervention put in place will be more successful. This interactive session will provide ways to use data that most schools already collect to determine what intervention would be most appropriate for classrooms (tier 1), small groups (tier 2) and individual students (tier 3). School Psychologists will also have an opportunity to discuss challenges and limitations of current assessment and intervention practices, followed by round table discussions regarding ways to address the challenges to improve intervention outcomes.

- 8:00 a.m. to 8:30 a.m.: Registration
- 8:30 a.m. to 9:00 a.m.: Presentation for PAA School Psychology Committee.
- 9:00 a.m. to 10:00 a.m.: Round table discussions: The challenges and limitations of current assessment and intervention practices.
- 10:15 a.m. to 12:00 p.m.: Presentation by Matt Burns
- 12:00 p.m. to 1:00p.m.: Lunch provided at the conference
- 1:00 p.m. to 3:00 p.m.: Presentation continues
- 3:00 p.m. to 4:00 p.m.: Round table discussion to reflect on Burn's presentation and to look towards addressing the current challenges.

Continued next page...

Rate:

	Early Registration Received at PAA by Oct 17th, 2014	Reg. after Oct 17th, 2014
PAA Member	\$ 200.00	\$ 225.00
PAA Student/Provisional Member	\$ 140.00	\$ 165.00
Non-Member	\$ 265.00	\$ 290.00



Matthew K. Burns is a Professor of Educational Psychology, Coordinator of the School Psychology program, and Co-Director of the Minnesota Center for Reading Research at the University of Minnesota. Dr. Burns has published over 150 articles and book chapters in national publications, and has co-authored or co-edited 11 books. He is also the Editor of School Psychology Review and Past Editor of Assessment for Effective Intervention. Dr. Burns is one of the leading researchers regarding the use of assessment data to identify interventions for reading and math, and has published extensively on response to intervention. In addition Dr. Burns was also a practicing school psychologist and special education administrator before becoming an academic

More information and registration is available on the PAA Website:
http://www.psychologistsassociation.ab.ca/site/paa_workshops

MEDIA ACCESS TO PSYCHOLOGICAL REPORTS ANOTHER PAA ADVOCACY SUCCESS

In 2011 the Edmonton Journal petitioned the Privacy Commissioner to receive un-redacted records from Children and Youth Services in regards to children and youth who had died while in care. Many of these files contained reports completed by Alberta psychologists. Legal counsel for Children's Services invited PAA to write an intervener letter opposing this request which would have revealed psychological reports with the names of children and families who had received psychological services. We agreed to do so and the matter has recently been settled when the final report of the Commissioner was submitted. The final decision was that Children's Services had to provide additional information to the Journal (in that they had over-redacted in some instances) but that psychological reports and client names would continue to be protected and not released.

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By Email: psychrec@gmail.com



A PAA WORKSHOP REVIEW

“When Harry and Sally call it quits: Risks, strategies and resources in an emerging field”.

Presented by Dr. Susan Gamache in Calgary, on March 21, 2014.

Dr. Susan Gamache is a Vancouver-based registered psychologist and Marriage and Family Therapist (AAMFT) who is committed to helping parents navigate their way through the divorce journey using a collaborative, rather than combative, approach. She shared her expertise with Alberta psychologists and other helping professionals on March 21, 2014 in Calgary. In spite of challenging weather, participants came from several areas of the province to hear how they too can be more helpful to separating and divorcing parents. I am honoured to synthesize her day-long presentation as best as I can.

While some may regard the proliferation of divorce as an ominous sign for the nuclear family structure, Dr. Gamache's historical review of statistics, highlighted for us that the intact nuclear family is, and always has been, a myth. She provided statistics to demonstrate that the average length of a marriage in the 1700's was 7 years, with death rather than divorce generally proving to be the marriage-ender. Indeed, the average length of marriage in Canada is currently twice that (14.5 years according to the Vanier Institute on the Family, 2011), seemingly in synch with our doubled life expectancy since 1700. Furthermore, divorce is now almost as commonplace as intact marriages. According to the statistics provided by Dr. Gamache via the Vanier Institute on the Family (2011), 41% of Canadian marriages will end in divorce before their 30th wedding anniversary.

According to Dr. Gamache, we have pathologized divorce, in spite of its prevalence. She highlighted however that it doesn't need to be so. She provided statistics to support that the intact nuclear home does not ensure well-being for family members, nor does the end of the intimate relationship guarantee pathology in family members. Dr. Gamache highlighted that what does contribute to wellness in children especially is the quality of the relationships between their parents, whether those parents are intact or apart. Children exposed to intense and frequent conflict with no resolution between their parents fare more poorly than children not exposed to conflict regardless of how their parents reside (together or apart). Dr. Gamache encouraged us to see divorce as a necessity at times, not unlike surgery.

While divorce tears 'asunder' the marriage, Dr. Gamache highlighted how collaborative practice endeavours to ensure that the co-parenting relationship and the relationship between each parent and his/her children is not torn apart as can happen in the adversarial arena of our family court. Education, information and dispute resolution are provided via a team approach of lawyers, divorce coaches, child specialist and financial advisors to help separated families navigate the transition to divorce without tearing all the relationships 'asunder'. With the child development knowledge and information provided by the Child Specialist, the enhanced communication skills facilitated by the Divorce Coaches, combined with the legal and financial pieces, parents are guided towards

Continued next page...

making their own decisions as to what is best for their children. They develop a parenting plans that will be specific to their children's needs and the realities of their situation.

Dr. Gamache provided us with an excellent overview of the collaborative practice model and I invite each of you to give serious consideration to bring this model to your own communities. Children need psychologists to protect and preserve those relationships that are critical to their well-being and development; having two parents peacefully communicate with each other, regardless of whether they are apart or together, is the ideal.

Respectfully submitted,
Bonnie Rude-Weisman, M.A. (Clinical Psychology).
Registered Psychologist (Alberta).

PAA continuing education activities support and enhance the professional development of our members.

ADVOCACY AND COLLABORATION WITH ALBERTA HEALTH SERVICES

PAA is the voice of, and for, psychology in Alberta. We are the voluntary body that advocates for psychology in Alberta, informs the public and the media, and advocates for consumers of psychotherapy, psychological, and mental health services. Alberta Health Services has a mission to provide a patient-focused, quality health system that is accessible and sustainable for all Albertans. It is a natural alignment for us to collaborate and current initiatives have targeted the following areas:

Accuracy in Publically Available Health Information

PAA has a Health Information Task Force. The initial taskforce provided informed feedback and identified issues with public education in relation to depression available to Albertans on the Alberta Health Services Health Portal. Building on success evidenced by changes implemented by Alberta Health Services in the fall of 2013, our current taskforce is targeting Anxiety and further developing our consultative relationship with Alberta Health Services.

Access for Albertans

After tireless advocacy efforts from the PAA, Alberta Health Services has corrected their information on locating a psychologist in Alberta. Alberta Health Services now provides a link to the PAA on their website <https://myhealth.alberta.ca/find-health-care/Practitioners/Pages/Psychologist.aspx> This allows Albertans more direct access to information and, in particular, our referral service.

Mental Health Therapist

Advocacy efforts in relation to the generic use of term "mental health therapist" within community mental health clinics is ongoing. For more information, contact Pierre Berube, your Executive Director at pberube@psychologistsassociation.ab.ca

Understanding People, Working Together



ONLINE IMPROVEMENTS

Our website went through substantive revisions this year. Highlights include the capability of member sharing through detailed member profiles, online registration, tracking PAA Continuing Education credits & activities. We look forward to ongoing enhancements in our online communications & welcome your feedback. Here are some of the highlights:



Online Registration

http://www.psychologistsassociation.ab.ca/site/membership_renewal
Quick & easy membership renewals & registration for PAA workshops & courses. Anytime updates to add the referral service or web links & you can update your referral service checklist at any time.

Member Profiles

http://www.psychologistsassociation.ab.ca/site/site/member_profile
Enhanced Member Profiles lets you keep your membership up to date & will give you access to our online features. Login to check if your profile is accurate. This is also an area where you can access your most recent membership certificate & past receipts.

Member Directory

http://www.psychologistsassociation.ab.ca/site/member_directory
Completing your member profile puts you into the Member Directory with secure access to other PAA members an important step in our member networking capabilities.

My Courses / Workshops

http://www.psychologistsassociation.ab.ca/site/my_courses__workshops
This is an exciting enhancement to help members track their continuing professional development. When you take a PAA workshop or course you are eligible for both CPA accredited continuing education credits and online listing - your participation becomes logged where you can easily access & print off your PAA CE listing & credits.

Easier Searching

We have also included a search bar for easier navigation within PAA websites. And, that is just the beginning... We are gathering information on further enhancements. As you use the site do not hesitate to share your feedback & suggestions judim@psychologistsassociation.ab.ca

As always, contact our office for any assistance you may need.

paa@psychologistsassociation.ab.ca or 1.888.424.0297

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- Problem-solving Issues in Supervision

A certificate of completion will be issued by University of Calgary Continuing Education to those who successfully complete the course.

Course Delivery:

The course will be delivered on-line with approximately 40 hours of study between 17 September and 25 November 2014. Registrants will be able to complete all of the work online in accordance with their personal schedules, however, all students are expected to progress at the same rate through the course, completing each of the weekly modules before moving on to the next one.

Course Fee:

\$1,199.40; PAA Members are eligible for a \$175.00 rebate upon successful course completion.

Course Pre-requisites:

Registration restricted to registered psychologists, provisional psychologists, and associate psychologists.

Registration opens June 1, 2013

Registrations may be completed on-line at: <https://www.ucalgary.ca/cted/business/psychology/> or by telephone at (403) 220-2988, toll free 1-866-220-4992 (requires sufficient registration numbers)

For more information:

Michael Zwiers, University of Calgary, mzwiers@ucalgary.ca or
Judi Malone, PAA, judim@psychologistsassociation.ab.ca



PAA MEMBER BENEFITS

Please login to the members only area of the PAA website to get more information. The following is a summary of member benefits for goods and services:

INSURANCE

BMS Group Inc. offers exclusive professional liability insurance for members of PAA. BMS brings a new member-centric perspective to the design and delivery of the psychology insurance program, including significant immediate and long-term benefits to policy holders.

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TD Insurance Meloche Monnex offers PAA members group home and car insurance. You can benefit from special privileges, such as preferred group rates, enhanced coverage and flexible limits. Request a free, no-obligation online quote and more details, visit www.melochemonnex.com/paa or call (toll-free) 1-866-258-3036.

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PAA members can get daily and weekly discount rate in both Canada and the United States. Please call 1-800-331-1212 and request **AWD Code S017100** for our association rate.

You can access a direct link to Avis and Alamo on the PAA website in the member only area.

Please visit our website www.psychologistsassociation.ab.ca or scan



OPPORTUNITY TO HAVE YOUR BOOK REVIEW PUBLISHED...

New book reviews are always welcome for publication in the “Book Reviews” section of *Psymposium*.

As part of this publication reviews of informative, relatively current, and high quality books that are likely to be of interest to practicing psychologists are accepted. Book review submissions should be approximately 1200 words or less, include the publication information as well as the ISBN number, and follow the format in any recent edition of *Psymposium*.

At times, the PAA also receives great books available for review. For more information about these titles you can contact the PAA at: 780-424-0294

Book reviews can be forwarded to rose@psychologistsassociation.ab.ca

Submissions will be reviewed and edited by Dr. Michelle Vandegriend, R.Psych., *Psymposium* Book Review Editor.



ANATOMY OF A RE-THINK

As Psychologists we are often in the position to witness a radical re-adaptation. We witness clients learning to live their lives in a different way, a way that is a better fit for the environment in which they are living. In this radical re-adaptation we see growth, and a sense of personal wellbeing emerge.

A radical re-adaptation takes courage. It takes vision and it takes commitment. It is this vision, courage and commitment that is being applied to the event that in the past we have called the PAA conference.

May 2015 the PAA will be hosting our inaugural forum that will allow us to learn, to connect, and to renew ourselves as psychologists in this province.

Let me give you a hint how radical a change this is going to be. We are not going to be stuck in windowless hotel ballrooms. The site that we have selected offers daylight and natural beauty. We are inviting our keynote speaker, Dr. Dan Siegel, not only to give an address but also to enter into dialogue with us. We will provide opportunities for collaboration and networking.

But even more radical we are beginning this event long before it occurs. The planning committee seeks to connect with as many Alberta Psychologists as are willing to speak with us. We want to know what the vital questions are you face in your day-to-day practice of our profession. We will provide opportunity to grapple with these questions, and come up with answers that are applicable to you. We want to know the ways of learning that work best for you. We hope to provide learning opportunities that are a fit. Frankly, we want to rethink *with* you, not for you.

So take a look at this list of courageous psychologists in our province, psychologists who have been willing to undertake this project. Please send an email to us letting us know that you want to be a part of that rethink process.

Judi Malone, judim@psychologistsassociation.ab.ca

Harriet Johnston, h.n.johnston@ucalgary.ca

Michelle Drefs, madrefs@ucalgary.ca

Tita Jose, titajose@telus.net

Jewel Swanson, jewel.swanson@oakridgefinancial.ca

Terry Wilton, wiltont@telus.net

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paaconnect2015@psychologistsassociation.ab.ca

PAA Connect 2015
Our Inaugural Forum for Learning, Connection, & Renewal
29 May 2015



PAA DISPLAY/BANNER UNIT

The PAA has two display board units as well as a display banner unit which can be requested for use by PAA members. They can be shipped by courier at PAA's cost to any member who facilitates an activity to promote psychology or can be picked up at PAA office. The display units are useful for events such as conferences, career fairs, public information sessions and/or school presentations.

The two table top display boards provide a variety of panels to choose from on topics such as What Psychologists Do; Referral Service; Careers in Psychology; Stress; Depression; School Psychology; Psychologically Healthy Workplace; Alberta Psychology in the Media. The banner display highlights "What Psychologists Do and PAA's Referral Service".

For more information call the PAA office at (780) 424-0294 or toll free 1-888-424-0297.

PAA ANNUAL REPORT 2013 - 2014

The PAA Annual Report for 2013 – 2014 was presented at the 2014 Annual General Meeting on May 31, 2014.

A copy of the Annual Report is available on the PAA Website at www.psychologistsassociation.ab.ca. The audited financial statements as of March 31, 2014 are available for review in the Members Only Area.

PAA SPRING 2014 WORKSHOPS HELD

When Harry and Sally Call it Quits" Risks. Strategies and Resources in an Emerging Field

March 21st, 2014 - Calgary

Presented by

Dr. Susan Gamache

There were 23 Participants.



DSM 5 Part 1: Changes and Implications for Professional Practice.

April 4th, 2014 – Edmonton

Presented by

Dr. Michael Zwiers

There were 32 Participants



DSM 5 Part 2: Using the DSM-5 in Clinical Practice.

April 5th, 2014 – Edmonton

Presented by Dr. Michael Zwiers

There were 26 Participants

Starting and Operating a Professional Practice in Psychology

April 11th, 2014 – Calgary

Presented by

Dr. Stephen Carter

There were 33 Participants



An Introduction to the MMPI-2-RF

June 20th, 2014 – Calgary

Presented by

Dr. Yossef Ben-Porath

There were 27 Participants





PAA AWARDS

PLEASE CONSIDER NOMINATING FOR THE FOLLOWING AWARDS

We are accepting nominations for PAA Awards on an ongoing basis throughout the year, which will enable you to nominate someone for an award at any time rather than waiting for a specific call for nominations. The deadline date for submission of the next award nominations is March 27, 2015.

All nomination forms are available on the PAA website or you can call the PAA office and request that a nomination form be sent to you. Specific criteria information is provided for each award on the award nomination form.

The PAA Awards Committee will review all nominations and select the recipient for the current year.

Nominations for the 2015 PAA Awards are to be submitted to the PAA office no later than March 27, 2015.

JUANITA CHAMBERS EXCELLENCE IN COMMUNITY SERVICE AWARD

The Psychologists' Association of Alberta invites nominations for the Juanita Chambers Excellence in Community Service Award. This non-monetary award is presented on a biennial basis to an individual, who may or may not be a psychologist, in recognition of important work in advancing psychological health, well-being and quality of life for Albertans through service to the community or advocacy. A PAA member is required to nominate an individual for this award. Nominations must be accompanied by a letter of support from the nominator (maximum of two pages) regarding the nominee's area of outstanding service including specific accomplishments of the individual nominated.

The PAA Awards Committee will review all nominations and select the recipient for the current year.

Nominations for individuals not selected as the recipient of the current year's award may be carried forward for consideration by the committee in subsequent years.

Recipients of this award may be nominated again for this award in the future, however, a period of three (3) years must have passed before they are eligible for re-nomination. Recipients of this award are eligible for nomination for any other of the PAA biennial awards in subsequent years.

Criteria to consider in nominating an individual for this award include the following (not necessarily exhaustive):

- Contributes to the quality of life in the community through volunteer work;
- Advocates for improved quality of life for Albertans;
- Educates the community about the value of psychological health, advocates for those in the community that need support and/or community resources to improve their quality of life;
- Is a positive role model for others;
- Contributes to the psychological health and well being of the community;
- Contributes to enhancing the public perception of psychologists through community service.
- Promotes social justice issues.

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JOHN G. PATERSON MEDIA AWARD

The Psychologists' Association of Alberta (PAA) invites nominations for the John G. Paterson Media Award. This is a non-monetary award presented on a biennial basis to a psychologist or non-psychologist in recognition of:

- Exceptional contribution to portraying psychological knowledge to the public
- Furthering the advancement of the profession of psychology with the public through their contribution
- Conveying psychological knowledge through the media of radio, television, print, or electronic communication
- The media contribution which has taken place within two years immediately preceding the submission date of the nomination

One nominator is required.

The PAA Awards Committee will review all nominations and select the recipient for the current year.

Nominations for individuals not selected as the recipient of the current year's award may be carried forward for consideration by the committee in subsequent years.

Recipients of this award may be nominated again for this award in the future, however, a period of three (3) years must have passed before they are eligible for re-nomination. Recipients of this award are eligible for nomination for any other of the PAA biennial awards in subsequent years.

WELCOME TO NEW PAA MEMBERS

(February 22, 2014 – June 18, 2014)

Borgstrom, Allison (Provisional Member)
Bruyer, Krista (Provisional Member)
Buhr, Erin (Student Member)
Comeau, Deborah (Full Member)
Downey, Naeodi (Full Member)
Fais, Maria (Full Member)
Forand, Krista (Provisional Member)
Gandhi, Reno (Provisional Member)
Gleason, Andrea (Student Member)
Graham, Lorna (Provisional Member)
Holland, Sara (Provisional Member)
Kary, Julia (Student Member)
Kelly, Jenny (Student Member)
Mariet, Margaret (Full Member)
McDougall, Erin (Student Member)
Merritt, Samantha (Provisional Member)

Millard, Lynn (Full Member)
Nagy, Nicole (Full Member)
Nickoriuk, Jaquellunn (Provisional Member)
Oteng-Boateng, Prince (Provisional Member)
Pearson, Tom (Provisional Member)
Pott, Terilyn (Student Member)
Prasad, Ashlyn (Student Member)
Rapacki, Tomasz (Provisional Member)
Reed, Sharon (Full Member)
Richmond, Laurel (Full Member)
Sorathia, Rumina (Student Member)
Thannhauser, Jennifer (Full Member)
Thorlakson, Cath (Provisional Member)
Westin, Dallis (Provisional Member)
Yallop, Lauren (Provisional Member)

2014 PSYMPIOSIUM SCIENCE AWARD RECIPIENTS

EDMONTON REGIONAL SCIENCE FAIR

Jane Mulan Xia and Maria Choi who attend Old Scona School, were the 2014 award recipients for their project entitled “Follow Me”.



Congratulations Jane Mulan Xia and Maria Choi

Dimple Mazumdar who attends W. P. Wagner School, was the 2014 Honourable Mention recipient for her project entitled “(SHS09) Are you Losing Touch with Reality



Presented by Ms. Michelle Buckle representative of PAA.
Congratulations Dimple Mazumdar

CENTRAL ALBERTA SCIENCE FAIR – RED DEER

Nicole Green, Grade 8 Sundre student from River-valley School, was the 2014 award recipient for her project “Follow in My Footsteps: Discovering the Personality Profile of a Conformist”. Her project won her Secondary Best of Fair, and will be one of 6 students representing CARSF at the Canadian Side Science Fair in Windsor in May.



Judged and presented by Dr. Yvonne Buchanan-Sedun representative of PAA.
Congratulations Nicole Green

CALGARY YOUTH SCIENCE FAIR – CALGARY

Athina Spiropoulos and Andrea Vasquez, students from St. Gregory in Calgary were the 2014 award recipients for their project entitled “Teenagers: Worth the Risk”.



Presented by Dr. Al-Noor Mawani representatives of PAA.
Congratulations Athina Spiropoulos and Andrea Vasquez



SUMMARY OF PAA PRACTICE ADVISORS' ACTIVITIES: April 1, 2013- March 31, 2014

The PAA Practice Advisor Program provides our full & life members with free, confidential advice regarding professional practice &/or ethical issues. These experienced experts voluntarily provided information & guidance by responding to a total of 141 questions & issues which this year included:

Informed consent and confidentiality - 21 calls

- Requests from third parties
- Release of confidential information
- Parental consent in relation to separation
- Release of information to a lawyer
- Confidentiality in couple counselling when risk is presented
- Release of historical information

Professional boundaries/dual roles/conflicts of interest - 16 calls

- Potential conflicts of interest
- Dual relationships
- Dealing with client concerns about service rendered
- Leaving Private Practice
- Supervision Questions

General ethical/legal questions - 42 calls

- Ethics & family members
- Responding to legal requests
- Treating children within a family
- Treating an individual within the context of couples counselling
- Court Subpoenas
- Court Witness concerns
- Consent to release confidential information
- Releasing information after a client has died
- Ethics of on-line counselling

Child welfare & child protection issues - 13 calls

- Disclosure of Child Welfare information
- Questions on Abuse Assessment on children.
- Consent for a minor
- Reporting Child Abuse & Child Welfare

File storage & security of records - 12 calls

- Computer storage & computer software protection
- Transporting of Records
- Sharing of files

Miscellaneous issues - 37 calls

- Questions on Shock Therapy
- Liability Insurance when on leave
- Finding a Client
- Suicide risks
- Web-based/Telephone services
- Provisional Supervision
- Session observation (Students)
- Donations &/or gifting

Members wishing to access this service should call the PAA office & the office staff will provide the member with the name & contact information of a practice advisor in their area. The Practice Advisor typically provides advice over the telephone.

We extend our sincere appreciation & thanks to our Practice Advisors for their significant contribution to the Association, our members, & to the profession as a whole.

ALBERTA PSYCHOLOGY IN THE MEDIA

Psychology in the Media generated through the PAA office: March 2014 – July 2014

DATE	PSYCHOLOGIST	MEDIA OUTLET	TOPIC
March 2014	Dr. R. Coranne Johnson	Calgary Journal	Teacher-student relations can leave life-long scars
June 2014	Dr. Wendy Froberg	Calgary Journal	Lost within addiction

Psychology in the Media – not generated through the PAA office: March 2014 – July 2014

DATE	PSYCHOLOGIST	MEDIA OUTLET	TOPIC
March 2014	Dr. Ganz Ferrance	CTV News at Noon	Three secrets to de-stress your relationship
	Dr. Liam Ennis	Alberta Primetime – Primer	Funding for sex offender treatment in question
	Dr. Linda Hancock	The Medicine Hat News - All Psyched Up (regular column)	- What divorce will not do for you - Grandparenting through a divorce - What if the one you love is disappearing?
	Dr. Linda Hancock	Indian Head-Wolseley News - All Psyched Up (regular column)	- Processing Speed - I think I'm Going Craaaaaazy! - Grandparenting through a divorce
	Dr. Ganz Ferrance	FYV Radio, an internet radio program called 'Raise Your Game' with Joel Boggess and Dr. Pei.	Business Development Journey – advice, tips & strategies into business models.
	Dr. Ganz Ferrance	Alberta Primetime – Vocal Point	Brazilian way of curbing obesity, doc on vacation and more
	Dr. Janet Miller, Dr. Brent Macdonald & Dr. Ganz Ferrance	Alberta Primetime – Vocal Point	Alcoholics anonymous, effects of social media & more.
April 2014	Dr. Ganz Ferrance	CTV News at Noon	Epidemic of anxiety, depression and stress that many people go through
	Dr. Ganz Ferrance	630 CHED	Spoke about anxiety, phobias and stress, and offered advice on different strategies
	Dr. Linda Hancock	The Medicine Hat News - All Psyched Up (regular column)	- Adopt the 'no-excuses' approach and keep moving forward - A message of hope, joy and peace - Reaching out to help others can be good therapy
	Dr. Janet Miller	Alberta Primetime – Vocal Point (life style panel)	When are you giving your child too much help?

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ALBERTA PSYCHOLOGY IN THE MEDIA (con't)

DATE	PSYCHOLOGIST	MEDIA OUTLET	TOPIC
April 2014 (con't)	Dr. Ganz Ferrance	Alberta Primetime – Vocal Point (life style panel)	Brain training, toddlers with body image issues, and more
	Ms. Miriam VandenBrink	CTV News	Weather related moods
	Dr. Linda Hancock	Indian Head Wolsley News – All Psyched Up (regular column)	- No Excuses! - Lilium longiflorum - Reach Out!
May 2014	Dr. Linda Hancock	The Medicine Hat News – All Psyched Up (regular column)	-Working ‘smarter’ is often better than working ‘hard’ -Technology addiction causing problems everywhere - Change your life! - Simplify your environment
	Dr. Linda Hancock	Indian Head Wolsley News – All Psyched Up (regular column)	- What if the one you love is disappearing? - Change your life! - The Power of Words
	Dr. Brent Macdonald, Dr. Janet Miller & Dr. Ganz Ferrance	Alberta Primetime – Vocal Point (Mental Health Week)	Cubicle Life, Lingering effects of bullying & flood impact on mental health
	Dr. Ganz Ferrance	CTV News Edmonton	Dealing with delays in speech development
	Dr. Ganz Ferrance	Alberta Primetime – Vocal Point (life style panel)	Paying unhappy employees to leave & more
	Dr. Linda Hancock	The Medicine Hat News	‘Next to Normal’ done in professional fashion
	Ms. Carolina Hall	Alberta Health Services (News & Events website)	Medicine Hat flood victims continue healing process
June 2014	Dr. Janet Miller	Alberta Primetime – Vocal Point (life style panel)	- In vitro fertilization weight guidelines and more - Getting teens talking, domestic dad raising career-driven daughters & more
	Dr. Ganz Ferrance	CTV News Edmonton	Dealing with difficult people
	Dr. Linda Hancock	The Medicine Hat News – All Psyched Up (regular column)	- Ten important things to teach your children - The pre-nuptial agreement - Have fun time as a goal? Crown Jewels make it a mission
	Dr. Linda Hancock	Indian Head Wolsley News – All Psyched Up (regular column)	Simplify your environment
	Dr. Ganz Ferrance	Alberta Primetime – Vocal Point	Are doctors being bogged down with digital distractions?

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ALBERTA PSYCHOLOGY IN THE MEDIA (con't)

In addition to psychology in the media, PAA receives several requests for career fairs and public speaking engagements promoting psychology to the public.

March 2014 – July 2014

DATE	PSYCHOLOGIST	VENUE
March 2014	Ms. Joanna Card	Strathcona-Tweedsmuir School, alumni medical mentoring session for senior students in Okotoks.
	Ms. Brandi Smith	University of Alberta, 3rd Annual Healthcare Symposium and participated on their discussion panel providing health science students a perspective on health care funding.
	Ms. Brandi Smith	U. of A. Mental Health Awareness Fair
	Mr. Mitchell Colp	The Lieutenant Governor's Circle on Mental Health and Addiction presentation "Ashamed: A Conversation about Addiction & Stigma" in Calgary.

Career fairs and public speaking engagements promoting psychology to the public – not generated through the PAA office:

March 2014 – July 2014

DATE	PSYCHOLOGIST	VENUE
June 2014	Dr. Ganz Ferrance	Presented a workshop entitled "Success from the Inside-out" at the 43rd Annual 2014 International Association of Orofacial Myology Convention in Calgary

If you or a colleague are interviewed through any media outlet (newspaper, radio, television), or if you have attended a career fair or public speaking engagement, please contact the PAA office to advise us so that we can include the information in our report.

UPCOMING MEETINGS & SOCIAL EVENTS

BOARD MEETINGS

September 19, 2014 – Edmonton

September 20, 2014 - Edmonton

November 22, 2014 - Edmonton

ANNUAL GENERAL MEETING

May 29, 2015 - Cochrane

****Please advise the PAA office if you are interested in attending any of the above board meetings.**

CALENDAR OF EVENTS

November 14, 2014 – Assessment for Intervention: Using Data to Decide How to Best Help Students Who Are Struggling with Reading or Math.

Presented by Dr. Matthew K. Burns. Location: University of Calgary. More information is available on the PAA website. Sponsored by the Psychologists' Association of Alberta. Contact (780) 424-0294 Edmonton, (403) 246-8255 (Calgary), Toll free (888) 424-0297 anywhere in Alberta or email paa@psychologistsassociation.ab.ca

Please be sure to check the PAA web site regularly for any newsletter updates and upcoming events. Log onto the website at www.psychologistsassociation.ab.ca and click on *PAA Workshops/Conferences and/or Non-PAA Training Events.*

PAA BOARD OF DIRECTORS 2014

The successful nominees who have been elected to the PAA Board of Directors are:

Dr. Neil Muholland Ms. Amrita Bhar Ms. Nada Taliani Ms. Stephanie Laue

We welcome them to the Board of Directors

At this time we would also like to thank Dr. David Piercy, Dr. R. Coranne Johnson, Dr. Wendy Hawkins, Ms. Brandi Smith and Mr. Michael Stolte for their service on the PAA Board of Directors.

Your **PAA Board of Directors for 2014 – 2015** are as follows:

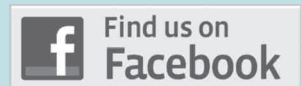
Mr. Everett Vroon	President
Ms. Bonnie Rude-Weisman	Vice-President
Dr. Charlene Barva	Treasurer
Dr. Neil Mulholland-Parliamentarian	Board Director
Ms. Amrita Bhar	Board Director
Ms. Michelle Drefs	Board Director
Ms. Stephanie Laue	Board Director
Ms. Nada Taliani	Board Director
Dr. Jake Tremblay	Board Director
Mr. Mitchell Colp	Student Board Representative (ex-officio)
Pierre Berube	Executive Director (ex-officio)
Dr. Judi Malone	Director, Education & Communications (ex-officio)

PAA IS NOW ON FACEBOOK

Please visit the PAA Facebook Page by typing in the link below into your web browser.
<http://www.facebook.com/pages/Psychologists-Association-of-Alberta/169589246436220>

Or you can visit the PAA website at www.psychologistsassociation.ab.ca and click on the icon shown here.

You do not have to have a Facebook account to view the PAA Facebook page.



Changing Your Address?

You can update your personal details directly through the Members Log In page on our website:

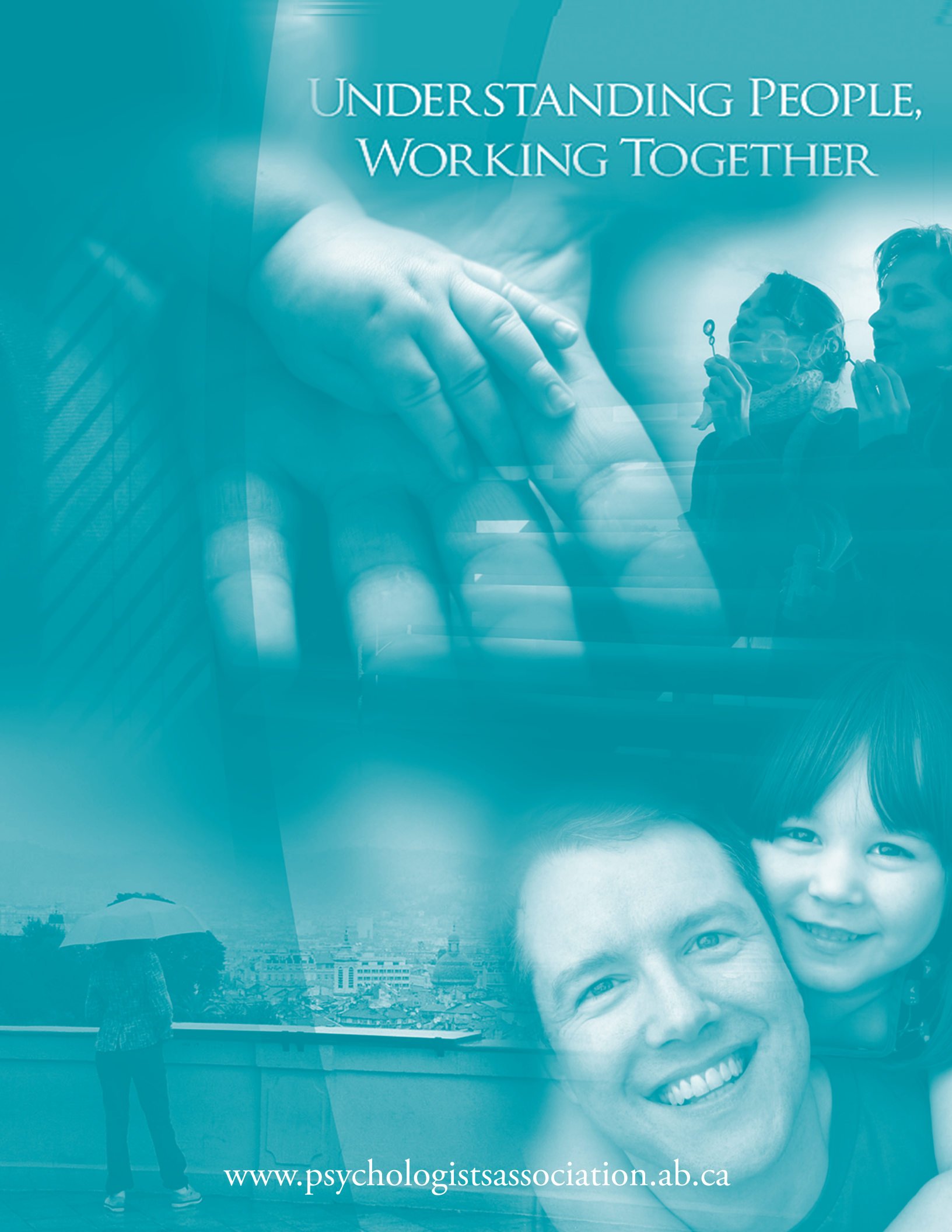
http://www.psychologistsassociation.ab.ca/site/member_profile

or complete your information below and return to PAA with your mailing label.

Name: _____
Street: _____ City: _____
Province: _____ Postal Code: _____
Business Phone: _____ Fax: _____ Home Phone: _____
Effective Date: _____

Mail to: PAA *Psymposium*, Unit 103, 1207 – 91 Street SW, Edmonton, Alberta T6X 1E9

UNDERSTANDING PEOPLE, WORKING TOGETHER



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