

Psymposium

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BOARD NOTES



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

As you are no doubt aware, there has been much discussion about moving to the doctoral standard for use of title as of late, and it remains a hot topic among some Alberta psychologists. After CAP recently voiced its opposition to the doctoral standard for use of title, PAA has had occasion to hear differing reactions from many of you. Thank you for that feedback. We understand that this is a contentious and potentially divisive issue among our membership. Rather than attempting to defend our actions as a board, I will try to convey some of our thoughts and perhaps bring some clarity to our direction.

It is my hope that you will once again allow me to use some obscure but relevant quotes to better articulate the board's thoughts on this issue.

"Courage is not the absence of fear, but rather the judgment that something else is more important than fear."

Ambrose Redmoon

CAP's council has brought up some interesting points about the potential impact of such a change, and we see it as important to acknowledge their concerns without succumbing to the fear that can be elicited by the specter of "demotion" and "confusion" within our ranks. Putting aside for a moment the fact that CAP's role is to regulate Alberta psychologists and the PAA's role to advocate for them (hence the 'split' between CAP and PAA), the PAA board believes that its membership made an informed and historic decision about moving to the doctoral standard.

All of us who do not hold a doctoral degree (a majority of our board) value the work we do, and believe strongly that we have built competencies to do that work. We also agree that having a Ph.D. or Psy. D. does not automatically or in every case make each graduate more prepared to do this important work. Most people understand that there may be such a thing as a great (by certain measures) masters level psychologist and a poor (by some measures) doctoral level psychologist, and vice versa. The PAA and its membership realize, however, that the change to a doctoral standard for use of title is about more than the ability of its psychologists to practice within their area of identified competence without receiving complaints from the public.

PSYCHOLOGISTS'

ASSOCIATION of ALBERTA

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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 Symposium 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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One of the main reasons the doctoral issue continues to arise is the consistent complaint from other jurisdictions that Alberta provides a loophole that allows masters level candidates to register here, and then move to other provinces where regulatory bodies have no choice but to admit them based on the Agreement on Internal Trade. While we admire CAP's commitment to protect the public in Alberta, we are concerned that the long-term impact of being at odds with the vast majority of North American jurisdictions will be to weaken the standing of Alberta psychologists both nationally and internationally. CAP council is concerned that "the proposal would create a bifurcated profession with the risk of making Masters-level members 'second class citizens' within the profession". What the board of PAA is seeing (as can be read in the letters of support from several bodies, including the ASPBB, of which CAP is a member body) is that it is evident to other jurisdictions that a bifurcated profession already exists within Canada, owing in part to Alberta's refusal to follow the national and international direction of the profession.

"Yes sir, the fish was left in place of the crystal ball. It's been bagged and tagged for analysis."

"Great. Now we have another red herring on our hands."
A.F. Stewart, *Fairy Tale Fusion*

The CAP council expressed concern about the "confusion" surrounding the grand-parenting of masters level psychologists, stating that "changing title requirements, with or without grandfathering of Masters-level practitioners, would cause more

confusion rather than less, and not be in the public interest." One of our Canadian jurisdictions, Prince Edward Island, moved to the doctoral standard for use of title quite recently (their act came into effect in 2011). According to their Registrar that change did not lead to the kind of confusion predicted by CAP council. And as for the issue of grand-parenting, we are not aware of any cases where grand-parenting was granted and then revoked. In PEI's case, anyone granted the title psychologist "immediately before the day this Act comes into force...is deemed to be registered in the Register of Psychologists" under the current Act (Item 66, Psychologists Act). Further, the PAA would never advocate for moving to the doctoral standard for use of title without a permanent grand-parenting clause.

"If everyone is moving forward together, then success takes care of itself."

Henry Ford

The board of PAA recognizes that without the support of CAP, we will not be able to move forward with the doctoral standard for use of title in Alberta. It is our hope that CAP will reconsider its position and cooperate in moving this issue forward in a way that is protective of the public, psychologists in the province, and our profession.

We continue to welcome your input, and will keep membership informed about any new developments.

Sincerely,
Everett (E.J.) Vroon, M.A., R. Psych.
Board President

Psymposium Advertising Rates (effective May 2013)

Psymposium is the official newsletter of the Psychologists' Association of Alberta and is published three times a year with the purpose of fostering communication between psychologists and supporting the goals of the Association and the profession of psychology. The newsletter is sent to all members of the PAA, as well as to public subscribers and selected individuals and organizations with interests in the practice of psychology.

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.

Several recent surveys in the U.S. have indicated that over 50% of U.S. College students have diagnosable anxiety or depression, and somewhere between 5 and 10% have seriously contemplated suicide. Among the myriad of analyses of this trend have been suggestions that, despite parents' high hopes and positive intentions for their children, they, and the children themselves, have been "intruded upon". This intrusion is both virtual and real. Smart phones and iPods are only the tip of the iceberg. When parents are pre-occupied with performance and success (their own and their children's) teens are more connected to their second family of peers and pop culture as well as frightening world events that are unmediated by a caring adult's perspective.

In the therapy room I have recently seen both a 35 year old dad who spends 6+ hours a day in "leading" a virtual on-line game and a 9 year old boy whose insomnia was directly connected to the overwhelming world news that he watched on TV before bed.

It is fitting that this issue hi-lights psychological interventions that increase genuine connection between adults, in families and in schools. We know that there is considerable potential to nurture healthier attachment and emotional regulation that is missing among those college students unprepared, at least psychologically, for "higher" education.

Speaking of higher education, Everett J. Vroon, M.A., R. Psych, the PAA Board President, extends the conversation around the appropriate university credentials for the use of title by psychologists, and elaborates on the implications at a national and even a North American level. I have been around long enough to have heard the seeds of this discussion several decades ago while working in the Maritimes, and hearing that Alberta was the only other jurisdiction that I could take my newly received Master's degree to, and get credibility for. Personally, a Ph.D. has been a good investment, if only for that reason. It has given me credibility – mostly outside of the profession.

In our Profiles in Psychology series, Deborah Dobson, Ph.D. interviews Roger Moses on his experiences working with the Medicine Hat School Board as a school psychologist, and as a past president of the Psychologists' Association of Alberta. Mr. Moses comments on the use of title and has gained tons of "street cred" with his Master's. He also discusses the importance of relationships as "the basis of everything we do as psychologists", and the difficulties we must navigate with clients and others.

In this issue, we introduce a new series from the Risk Management Group – a group that was formed to deal with the high-risk interactions for mental health workers who are employed in family law matters, such as custody issues and parental disputes. Joanne Seitz, Ph.D. discusses two court orders that should be kept in mind while working with families in the justice system, and also how risk exposure can be mitigated.

Terry Wilton reviews *The Mindful Therapist* by Dr. Dan Siegel, which demonstrates how therapists can create and tap into deeper connections with their clients, and previews Dr. Siegel's upcoming presentation at our PAA conference in May. More to the point, Brent Macdonald, Ph.D. (R.Psych.); Kelly Dean Schwartz, Ph.D. (R.Psych.); and, Mark Snyder, M.Sc. (R.Psych.), guide us through the school consultation process where multiple interests need to be attended to with a certain degree of finesse and structure to achieve problem solving; social influence; and, support and development. And speaking of finesse, someone who has epitomized this in hospitals and health centres gets a nod from CPA for his achievements – Kerry Mothersill, Ph.D. (R. Psych.), Section Chair, summarizes these achievements of Dr. Jonathan Eustace.

In addition, Deborah A. DiGilio, MPH, Director, APA Office on Aging, brings our attention to the growing demand for competency in working with an aging population (over 65), as well as a range of resources that are available for psychologists to improve their competency in this area.

Finally, Gwen Randall-Young, R.Psych, invites us to park our egos whenever we can and choose surrender and acceptance through good and bad times. Wise words.

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

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THE UNIVERSE WITHIN

by Gwen Randall-Young, R. Psych.

The Illusion of Control

“And whether or not it is clear to you, no doubt the universe is unfolding as it should.”

Max Ehrmann



Sometimes things happen in life and we become frustrated because they are not going the way we want them to. Other times more serious life events may occur, and we wonder, “why me?” People may lose faith, become discouraged, and decide it is a cruel world after all.

This is, of course, the perspective of ego. Ego has it all figured out; knows the way it wants things to be, and how they should be. Ego is happy if things go according to plan, for then there is some sense of having control. Ego is not interested in any larger plan, any unfolding or co-created destiny. Nope, it’s ego’s way or there’s gonna be trouble!

The problem with this plan is that the world and people are unpredictable. There is so much over which we have little, if any control. Further, ego’s frustration may come from the fact that while it thinks it is running the show, there may well be an aeons-old plan created by soul, in concert with other souls that is running on autopilot. This plan would serve our highest good, in terms of soul’s journey, but ego has a hard time with that.

How could a setback in life be in one’s highest good? At the time of crisis ego recoils in pain and resistance. It may be years before it sees that had it not been for the divorce or lay-off at work, it would never have been in the good place it is now.

Life crises and changes may be the catalysts that move us forward in our growth and evolution. We can think of them like the contractions of labor, pushing us out to a broader level of awareness and understanding. If we do not see this movement, then we simply experience the

pain and see no purpose to it.

Some may spend an entire lifetime reacting to life, instead of integrating the experiences, both joyful and painful. Life is an interactive experience, but ego does not want the ‘other player’ to have any turns, unless they are favorable to ego. Ego resists what is, sees little beyond itself, and sure enough, life is a struggle.

There is a better alternative. When we identify more with our souls we transcend the dramas of ego. Yes, the same things may happen, we just respond differently. Soul knows the wisdom of surrender. It knows there is no point resisting what is, and understands that ‘what is’ may be exactly what is supposed to be. Our observer soul may proceed with almost wide-eyed wonder, ready to embrace the next experience.

How can we embrace difficult experiences? When we have embraced life itself, and chosen to be fully conscious, we know that everything that happens is a part of life. We accept that there will be joy/sorrow, pain/pleasure, happiness/disappointment, and birth/death. We cannot just pick out the parts we want and leave the rest.

Struggle comes not so much from what happens to us, but rather from our reaction to it. It makes little sense to get into a power struggle with the universe. When we do, we are like two-year olds who keep trying to get into that locked closet because we want what is in there. We can scream and yell, have a tantrum, even kick the door, but it will not open because that is not where we are supposed to be.

When we choose surrender and acceptance, we can become much more relaxed and peaceful. We do not need to maintain constant vigilance or try to control everything. Instead, we can stay in the present moment enjoying it fully. We know difficult times may come, and we will deal with them when they do. For now, we can just be.

*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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PROFILES IN PSYCHOLOGY

by Deborah Dobson, Ph.D., R. Psych.



Deborah Dobson

Roger Moses completed his Masters degree in Applied Child Psychology at the University of Guelph, and then taught psychology and sociology to Adult Education students at Niagara College prior to his move to Alberta in 1979. For many years, he was a school psychologist in Medicine Hat, dealing with students of all ages, their parents, teachers and school administrators. He worked for the District in numerous other capacities, including as a consultant and member of interdisciplinary Student Services teams. He has retired from the School Board, but has maintained a small private practice, offering assessments of children and adolescents, and working with



Roger Moses

parents going through a divorce. He was a member of the Board of the Psychologists' Association of Alberta for 11 years, including four years as President. He completed his term as President in 2013 and was involved in numerous initiatives while on the Board. He has also been actively involved in community life in Medicine Hat, including as a member of the Board of several different organizations, such as the Medicine Hat Concert Band and Jazz Society. I spoke to Roger shortly after he returned from a sailing trip off the coast of British Columbia in the Great Bear Rain Forest.

I see from your abbreviated Curriculum Vitae that you trained at the University of Guelph in Applied Child Psychology and several years later moved to Alberta to accept a position with the public school system. You worked in the school system over many years. Can you comment on your work within the schools? What are a few of the things that stand out for you from your work as a school psychologist?

I worked in the public school system in Medicine Hat from 1979 until 2007. During those years, I witnessed numerous swings of the educational pendulum and have participated in at least two round table public

consultations initiated by the Alberta Department of Education. Unfortunately, it wasn't readily apparent that these processes yielded significant forward progress or improvements to the system. Too often, decision making seemed to become driven by dollars rather than sound educational philosophy and research. It was often a temptation to adopt the rather cynical perspective of: "plus ça change, plus c'est la même chose", or to ruefully conclude that "those who fail to learn from history are doomed to repeat it". Nevertheless, at the local level, I hope that I was able to convey a psychological perspective to some educators, and help them focus upon the whole child rather than just the child as "learner". Even the best and most experienced teachers can get caught in a narrow focus, but I tried to help them at least consider a broader perspective while realizing that they may not have control or influence over those different environmental factors. I hope that I've shaped a few attitudes and perceptions in a constructive manner. I did have a bit of a reputation for having longer than usual after-school meetings with parents to help them understand assessment results and recommendations. I remember having to "lay down the law" with more than one school principal in terms of use of psychological test materials (one had his own personal Stanford Binet, another volunteered to save me a meeting by interpreting my findings to the parents), but managed to draw the lines without offending or alienating those individuals. As an employee of a public institution, one has multiple and sometimes divided or conflicting loyalties - to the employer, the particular school that one works in, to our profession and to the child. It was necessary to be aware of and to balance our Code of Conduct and professional ethics, the *School Act*, the *Child Welfare Act* and various school board policies. I believed that my primary obligation was to the child, and meeting their needs in whatever manner was most feasible. There are pros and cons to working in any public system. As an employee, one has direct knowledge of many weaknesses and limitations of the system, but is restricted in ability to publicly comment on them, while as a private practitioner or consultant, one is freer to speak out, but is not usually party to the inside information. I generally tried to balance the various perspectives, and to be transparent and open in all my interactions.

You have worked with children with different issues, ranging from learning disabilities, giftedness, bullying to going through family divorce. You have also worked with their parents through the schools and in your private practice. Can you think of memorable

examples of this work? Can you share a few of those reflections with the readers of Psymposium?

I've never been a fan of codes or labels, and I tried to restrict my use of them to situations where they would ensure additional services or resources to a child within the educational system. As a self-identified cognitive behaviourist (of the pragmatic, eclectic variety) I tried to provide a counterbalance to the temptation to immediately diagnose (e.g. Attention Deficit Disorder) and look for a magic pill (both literally and metaphorically) solution rather than exploring alternative, systemic types of interventions. At times, I had to resist expectations from both teachers and parents in order to provide the best services to the child.

I have many memorable recollections from the work that I did. Early in my tenure with the school district, an experienced teacher who had recently moved to Medicine Hat, was faced with a particularly unruly Grade 2 class. She was courageous enough to ask for help and I was able to set up a basic behavioural management system for the entire class. We followed this approach for about a month and much to our mutual delight, it worked like a charm. I'm not sure I ever again contributed to such a dramatic and satisfying outcome; certainly, the teacher told me for years afterwards that I had been instrumental in maintaining her sanity and interest in teaching! I had an equally gratifying experience in one of my first collaborative divorce cases, which involved two little girls whose parents seemed to be at a complete impasse in their parental relationship. The girls were very open with me and I asked them if I could give their message to their parents, which was basically that they loved their Mom and Dad, were "okay" with them divorcing, but just wanted the fighting to stop. Once the parents heard this message, they were able to look past their own needs sufficiently to act in concert for the benefit of their children. I was assured by both parents and their lawyers that I had worked a miracle, but I preferred to think that I had stumbled upon the key to open a door, that the parents were compassionate and brave enough to walk through it.

While Medicine Hat is not a small centre, I imagine that working and living in this community over the years has led to some ethical issues that might not be faced in a larger centre. Can you comment on what this experience has been like for you and some of ways in which you have addressed dilemmas? What were some of the main ethical issues affecting your practice? Do you have some suggestions for practitioners?

Ironically, our District had more extensive psychological and other student support services when I first moved to Medicine Hat than as the years progressed. With progressive cutbacks, I eventually ended up for five or six years being the only psychologist serving a population of approximately 6,300 students. To my mind, an impossible task to perform well, or even adequately. In addition to being swamped by sheer numbers of referrals, it was often difficult to know where to turn for advice or support. The only consolation was that the transit time between even our two most widely separated schools was no more than 15-20 minutes – if you hit the lights wrong! Of course, in a community of 60,000, the odds are much higher of running into people that I've worked with professionally. I can remember a number of situations where the issues of dual roles and boundaries became significant. There was an occasion when I had previously assessed a child who was on a sports team that one of my children played on. I knew why the child was having difficulties grasping and abiding by the rules of the game, while the coach didn't understand. Obviously, I was not able to discuss my professional relationship with the youngster; fortunately, however, I was able to ease the coach's frustration by making a few general observations and comments as a developmental psychologist and assistant official. It was interesting when my own children were in school, particularly when attending Parent Teacher Conferences, and I had to take off my Psychologist's Hat and put on my Parent's one, to receive input from a teacher who might be seeking my advice the following day. My solution was to have my wife do most of the talking!

When I began doing divorce work in private practice, and was still an employee of the School District, I had to set up very stringent criteria for who I would see as clients. For example, I would not see any parents from the school district within which I worked or on school property or within my normal working hours, since they were entitled to access my services without charge as families within the school system. It was only after I retired from the District that I could accept referrals of these clients – and even then, not if I had had previous contact as the school psychologist.

Thank you for your years of service to the *Psychologists' Association of Alberta*, including being President for four years. What were some of the highlights? What advice would you give for future Board members or those who are thinking of getting involved?

I greatly appreciated meeting and interacting with colleagues around the country and in the United States

through a variety of professional and leadership opportunities associated with my time on the PAA Board. Association highlights for me include our steady growth in membership such that PAA is one of the largest voluntary psychological associations in North America, acquiring our own permanent office space; and, witnessing sufficient interest by the members in the vitality and business of our association to attract nominations (rather than acclamations) for Board elections. Those are all signs of a healthy organization. I hope that I assisted in establishing an environment that allowed our Executive Director (Pierre Berube) and the other Association staff members to function effectively and efficiently. I feel that I was reasonably competent at conducting Board meetings with dynamic and enthusiastic colleagues. Other highlights include seeing the School Psychology Committee formulate their position paper on the role of psychologists in education, and its subsequent presentation by PAA to the Alberta government. I don't know that it yielded the hoped-for results from the Department of Education, but it was a solid document produced through the collaboration and dedication of several individuals. During my time on the Board, we also reviewed, updated and modified our by-laws; though hardly qualifying as exciting or creative work, the activity is an essential component of responsible governance of an organization. I encourage my fellow psychologists to maintain their awareness of and involvement in the Association – after all, PAA is US. There are many avenues for participation in PAA in addition to service on the Board, but if the latter option interests you, do not hesitate to contact the office or a past or current Board member to pre-educate yourself about the nature and responsibilities of a position.

There are differences of opinion amongst Alberta psychologists regarding the minimum requirements to practice within Alberta. As a psychologist who practiced for many years with a Master's degree, I notice that you have played a role in developing and promoting PAA's position of aspiring to a Doctoral level. What were some of your reasons in doing so?

I am proud of the work that PAA did to survey and consult the membership and develop its position on the Ph.D. being the entry standard for practice as a psychologist in Alberta. I think that this was a major accomplishment for our Association. My perception is that society continues to move in the direction of establishing increasingly higher formal qualifications of its professionals (or even tradespeople, for that matter). While "paper" qualifications by no means guarantee that a person is a

competent psychologist, they at least establish an easily recognized "common ground". We need to establish and augment credibility with our training. I don't think that two years of graduate training is adequate to acquire the knowledge and competencies needed to practice; it is simply not possible to be exposed to all of the skills, knowledge and applications in that period of time. Despite my personal belief about the "rightness" of this initiative, I was very pleasantly surprised by the interest, participation and eventual support by a majority of the membership of the Association. I am saddened and disappointed that our College has expressed a different opinion – I appreciate that the two arms of our profession have different mandates and perceived obligations, but I still hope that the two positions can be somehow reconciled in the foreseeable future.

You mentioned to me that relationships are absolutely fundamental in order for psychologists to function in their roles. I see that you have provided consultation to teachers, served as a resource person and been a member of interdisciplinary teams where I suspect that relationships were crucial. Could you comment on how and why relationships are so important and how we, as psychologists, can work to improve relationships?

Relationships are the basis of everything we do as psychologists. Our professional effectiveness is directly dependent on the nature of our relationships with clients, their families, colleagues and other professionals. Furthermore, strong positive relationships provide a safety valve if we make a mistake (which we inevitably will); when others like as well as respect us, they will tend to give us a bit of latitude, or be more forgiving of our shortcomings. Positive relationships should permeate and underpin all our work. I think we need to actively strive to make ourselves useful and valuable to others, while maintaining our professional integrity and responsibilities. I also firmly believe that our influence is determined as much by who we are as what we are.

In addition to your professional work in service delivery, consultation and teaching, how do you enjoy spending your time?

I've never been a fan of codes or labels, and I tried to restrict my use of them to situations where they would ensure additional services or resources to a child within the educational system.

At times, I consider myself a wanna-be Renaissance man or “Jack-of-all trades” (the gentle reader can complete the well-known phrase, as they see fit!) dabbling in a range of activities and interests. I like to travel, and encounter and experience other cultures. I especially enjoy “adventure-type” trips with a nature focus, which encourages me to point my camera in all directions. Photography requires different ways of seeing day-to-day objects and scenes, helping me take a new perspective with “fresh eyes”, somewhat like the work of a psychologist. Other hobbies include cross country skiing and playing euphonium in a concert band. With the latter pursuit, I can again see some resonances with my professional vocation, since my instrument is occasionally featured in solo parts, but more often as only one component of a team effort! In the past, I’ve adopted the persona of Barley Fakirson (a distant cousin of the more famous Charlie Farquharson) and performed stand-up routines for various audiences, including a few psychology meetings – it’s amazing what you can get away with saying when you’re not yourself!

What advice do you have for psychologists entering the field in 2014 and the future? What recommendations do you have for new professionals?

I would like to see more psychologists taking on senior

managerial and administrative positions in organizations, institutions and government, even if the role is not overtly psychology related. I believe that, in many instances, our training and competencies could contribute to a unique, psychological perspective and associated decision-making skills. When I came to Alberta in 1979, I recall a number of psychologists in influential positions in the Department of Education, and it strikes me that the reduction in their numbers is an unfortunate loss. I encourage psychologists to bring a systemic and relationship-based perspective to their work. I encourage new psychologists to seek a mentor or trusted advisor. Ensure that you consult with your colleagues. When in doubt, reflect and ask direct questions—don’t try to bluff your way through difficulties! Be skeptical (in a positive sense) and deliberate rather than impulsive, and apply the critical thinking and analytic skills that you learned in graduate school. In particular, be judicious in the adoption and employment of new technology and social media—if texting is the future of communication, I don’t see much promise for counseling (lol). Refer to a colleague if there is any conflict of interest at all and use your PAA Practice Advisors. Be flexible. Be professionally serious in your work, but personally have a “light touch”; after all, if you take yourself too seriously, chances are that others won’t.



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WHAT WE DO...

by Terry Wilton, R. Psych.



What is the grist for your therapeutic mill? Ah, there is an old expression, really old, dating back to medieval times. The grist was the corn or grain that went between the millstones to be ground into flour.

Perhaps your grist is the stories that your client tells you. Narrative therapy looks at the repeating themes of those stories, the role the client plays in them, finds compelling new stories that open the client to new possibilities and hope.

Or maybe your grist is the content and structure of how your clients think about themselves and the world around them. Cognitive therapists are keen to correct distortions in that thought process.

If you are a systems therapist you are grinding away at the dynamics of relationships your client has with important others. You seek to understand how contextual elements give rise to and sustain maladaptive and unsatisfying behavioral patterns.

Looking a bit further afield, a counseling model focuses on the circumstances a client faces, providing guidance and perspective for the client in handling those circumstances. And, our medically based colleagues attend to symptoms, titrating pharmaceuticals to alleviate and control those symptoms.

But are those grist truly what our clients bring us? Yes, there are client stories, and thoughts and relationships, and circumstances, and symptoms. And yet there is something else, something much deeper than these. Our clients bring their subjective experience of distress – their suffering.

Now you might be thinking that dealing with suffering is the purview of a different folk, the clergy perhaps, or family members and friends of the afflicted one.

But, our clients bring their suffering into our sessions. We may distract them away from it with our questions about stories, thoughts, relationships, circumstances or symptoms. But for many of our clients, they are there because they are suffering. That suffering can, and does, seek relationship.

In his book The Mindful Therapist Dan Siegel posits that the foundational role of the therapist is to be present, attuned and resonating with the client. When that happens, we as the therapist no longer disengage from the suffering our client experiences - we experience it ourselves, in our own mind, in the workings of our own brain. The client and our own mind/brain become a “we” that experiences the distress and perplexity that the client had been facing alone. Siegel identifies the “we” is formed by a connecting flow of energy and information between client and therapist.

In reading Siegel’s book one can see this is one part of a larger process. Siegel also provides his clients with understanding of mind and brain processes, and teaches what he calls MindSight to help the client cope with circumstances and distress. Indeed, as psychotherapists in addition to attending to stories, thoughts, relationships, circumstances and symptoms also we are likely being present, attuned and resonant with the subjective experience of our clients. Such might be the common factor that unites us all and gives effectiveness to the broad range of therapies.

Siegel asserts that presence, attunement, resonance - the becoming “we” with the client - is the essential. However, achieving this therapeutic relationship requires a particularly disciplined journey. Siegel proposes that first we must gain a deep and intimate awareness of our own flow of energy and information. This takes diligent work on a personal level as we examine our own personality formation, attachment history and biasing perspectives. Meditation practice is vital in preparing ourselves for this work with our clients. These are aspects of the MindSight skills that Siegel highlights.

Once, thus prepared, the therapist can connect on a deeply personal level with the experience of the client and is able to effectively become that “we” with the client. And then something amazing happens. The client’s suffering is eased, and the client begins to learn how to ease his/her own suffering.

Ordering therapy in this way is a world away from considering it neutral, detached or analytical. The reference point for our work is not in books of theory or intervention techniques. It is in what we experience when we are with our clients; it is our own subjective experience as it mirrors the subjective experience of the client. And if a therapist is afraid of pain this is not the journey to take.

But if a therapist wants to be vital and relational in the therapy session, is willing to do the work of it all, and feel the suffering of it all... but if... Well, reader, I guess you just have to figure out whether that is the grist you wish to grind.

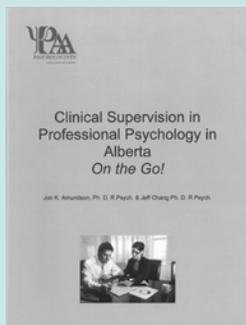
Dr. Dan Siegel, author of The Mindful Therapist and several other books on Interpersonal Neurobiology will be the guest of Alberta Psychologists next May at PAAConnect2015: An inaugural forum of learning, connection and renewal.

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GETTING SCHOOLED

Greetings from the PAA School Psychology committee and welcome to our final article in our series on consultation. In this article, Brent MacDonald, Kelly Schwartz, and Mark Snyder offer several insightful comments and practical advice for the school psychologist providing consultation and working within a collaborative model in schools. Enjoy!



Shawn Crawford, Ph.D. (R.Psych.) on behalf of the School Psychology Committee

Collaboration in School Psychology

School psychology is a profession that, perhaps more than most, thrives on effective consultation. In the following article, we wish to address some of the more salient components of what we view to be effective consultation and how we can best provide effective consultative services.

1) Components of Successful Consultation

Navigating the complex task of entering into the private workspace of a teacher, forming an effective work relationship, and accurately identifying the needs for the classroom involves many components for a successful consultation process. Erchul and Martens (2010) put forward three significant tasks as responsibilities for the school psychologist while working with the teacher. In combination, these tasks support not only the identified issue, but also work to further the success of the consultation team and potentially reduce the effects of a crisis while enhancing the professional practice of the teacher.

The Problem Solving Task is the process of accurately identifying the reason for the consultation. Many times, personal and emotional experiences can create an effect that leads meetings into reactive, even hostile encounters. Most common approaches today utilize, at least in part, a behavioural perspective towards identifying the

issue; that is, every attempt is made to quantify the target behavior and the environment so as to minimize personal bias or emotional effect on the process. In turn, the outcomes are greatest when the teacher is able to most accurately capture his or her concern in objective, actionable terms that support an effective intervention plan (Erchul et al., 2007).

This leads to The Social Influence Task. In many ways, consultation moves beyond collaboration in light of the individuals involved and depends upon the expertise of the professionals invited into the process. Influence, or power, plays a role in the way that information is collected, offered, or exchanged. Message control is a means of describing how much information is elicited from the teacher versus how much information is emitted or offered from the psychologist. In fact, the research indicates that, during the problem identification stage of the consultation, consultants should be attempting to elicit much more information from the teacher than they provide or offer (Erchul et al., 2007). However, once the problem has been identified, outcomes tend to be more positive when the school psychologist takes a stronger role in the actual intervention strategy.

The Support and Development Task is an important aspect of the consultation that is both immediate and ongoing. Many issues that present for the school psychologist can come at a critical time in the school year and may hold aspects of a crisis; most teachers have been working hard to remediate their classroom issue and may finally arrive at a consultation feeling powerless, frustrated, and defeated. They must be emotionally supported and affirmed to see the light at the end of the consultation process. Concurrently, repeated successes and efforts on the part of the team working together create an opportunity for teachers. They learn new ways of looking at behaviour, discover more efficient teaching methods, or appreciate that it cannot be their job to know everything and that they have a consultation partner who will support them.

Collectively, these important tasks influence each other and shape the direction for any consultation; neglecting any one task can lead to a poorly identified problem (and poor outcomes), the optics of an intrusive consultant and lack of trust, or a teacher who is not experiencing professional growth during the consultation. The role of the school psychologist is an important one in the consultation process and is greatly influenced by not

only the expertise that they offer, but by the desire to support and nurture a professional relationship with teachers.

2) Establishing a positive collaborative relationship

Consultation is a social endeavour and as such, all parties need to be actively engaged in the process (Eckert, Russo, & Hier, 2014). Establishing a positive and engaging environment in which all stakeholders can participate (parents, teachers, psychologists, other professionals, and, where appropriate, the students themselves) is a critical part of effective consultation.

We need to remember our principles of social psychology to be effective consultants. Remember the fundamental attribution error (attributing the behaviour of others to dispositional factors as opposed to situational factors – i.e. if they yawn during a meeting, they are being disrespectful or is it because it's a 07:30 meeting)? What about the elaboration likelihood model (people are persuaded by central – cognitive/ logical arguments - or peripheral - mood/ perceived authority - forms of communication)? In general, people who are persuaded by the central route tend to have longer lasting and deeper beliefs than those persuaded by the peripheral route, but the peripheral route tends to be easier. A combination of the routes would likely result in the most effective change (Rucker & Petty, 2006). These, and other basic social psychology principles can – and should – be applied to the consultation role.

We would suggest that school psychologists need to avoid presenting themselves as being “experts” in consultation. Attitude and behaviour change is unlikely when a partner feels like they are being *told* what to do; rather, school psychologists should strive toward being true collaborators who have certain pieces of the puzzle that, when connected to the pieces supplied by other stakeholders, can provide a much more clear picture. Our role should be to ensure that others are comfortable sharing their puzzle pieces and the best way to ensure

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support them.*

that they feel comfortable is to establish a trusting and welcoming environment.

Effective consultation includes not only face-to-face interactions (although certainly, face-to-face interactions are perhaps the best modality to engage with parents and other stakeholders); written communication, including email and reports, needs to be clear and effective in engaging the reader. Jargon is the enemy of good consultation. Perhaps the most important component of good consultation, however, is having good listening skills (Ivey et al., 2010). It may seem that we are stating the obvious, but simply saying “I’m listening” can turn even a very challenging consultation into a positive experience for all parties.

3) School psychologists as “community facilitators”

Effective consultation must also embrace an ecological perspective that involves engaging with other professionals – counselors, social workers, physicians, and other specialists (e.g., SLP, OT/PT) – for the purposes of community facilitation. Our diagnostic and treatment practices must look beyond the individual learner to address systemic factors that will improve school leadership and climate, home-school relationships, and even build bridges with other community resources.

Consultation that includes community facilitation is guided by the assumption that there are other meaningful and powerful resources that have equal status but different roles in the problem-solving process. The ultimate result would be that the school begins to recognize that it has the potential to solve its own problems through the power of networking with other community resources. The key to the success of this facilitator role is seeking active engagement of community participants. This can take months, if not years, to build the rapport and trust of various community professionals and resources.

As noted above, effective interpersonal communication can go a long way to building strong community networks, and this includes having an understanding of the complex political and systemic factors that are at work in the schools and communities in which we serve. This may include awareness of cultural issues pertinent to families, the historical relationship between the school and its community, and the openness of the school to allowing other professional and resources into its classrooms. School psychologists who want to

facilitate community consultation need to be transparent in their efforts to engage with the community for the well-being of the students and their families.

Summary

The role of the school psychologist has continued to evolve and, as is the nature of evolution, we have had to adapt our role to survive. We are increasingly called upon to serve as consultants in the community and effective consultation has superseded some of the more traditional roles in which school psychologists have engaged. Moving toward a more collaborative, community-based approach is the anticipated role in which school psychologists will best serve their clientele in the future.

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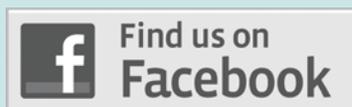
Mark Snyder, M.Sc. (R.Psych.), is a co-founder of the Kin-Dir Education Foundation, a not-for-profit organization that supports children with developmental delays or disabilities. He also works part-time as a therapist for the Early Childhood Mental Health Outreach program, an AHS service in Calgary designed to enhance relationships between parents and their children. Mark sits as Chair for the ECMaP Coalition for NW Calgary, a group that works with Alberta Education to develop community initiatives that support early child development. Most recently, Mark has been appointed as a sessional instructor to the U of C, Werklund School of Education, School & Applied Child Psychology Program where he teaches consultation to graduate students. He lives in Calgary with his wife Jessica and their three amazing kids.

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RISK MANAGEMENT GROUP

Issues to Consider when working with Family Law Matters

By Joanne Seitz, Ph.D., R. Psych.,
Risk Management Group
jseitz@shaw.ca

Both assessment and intervention in child custody/parenting disputes, and parenting coordination with divorced families, can be our most difficult and challenging areas of practice. These files typically involve litigious clients and often come with a high risk of a client lodging a complaint with a governing body such as the College of Alberta Psychologists (CAP).

A number of highly experienced psychologists together with a social worker recently formed a private working group to address the risks and issues that arise in these areas (note that this is not a PAA Committee). The purpose of our group (tentatively named the Risk Management Group) is twofold: first, to raise awareness about risk management issues for psychologists practicing in family law related matters (e.g., minimizing risk exposure, liaising with the College and judiciary, managing the complaint process); and second, to promote first-rate professional practice among all our colleagues working or aspiring to work in this specialized area.

This committee is proposing to share their work in Psymposium through a series of columns intended to present suggestions and guidance based on issues that they have identified. In this issue, we make practical suggestions pertaining, firstly, to court orders, and secondly, regarding guidelines that can inform your work. We then provide some steps you can follow to reduce your risk exposure.

In Alberta almost all work in this area is ordered under

Your work must comply with all applicable guidelines for conducting parenting time assessments or interventions. However, presently in Alberta there are no guidelines from CAP ... leaving practitioners in a somewhat unusual situation.

the Court of Queen's Bench of Alberta Family Law Practice Note 7 (Use of Independent Experts) and Family Law Practice Note 8 (Parenting Time/Parenting Responsibilities Assessments). The orders dictate the parameters of the work and include clauses that provide some information about who is responsible to pay the expert's fees and so forth. One very important clause that may not automatically be included in the order is the following:

“Unless otherwise ordered, no complaint may be made to the professional body governing the practice of the Parenting Expert until the court has rendered its decision in the matter for which the Assessment, or Intervention, has been ordered.”

We suggest it is important for psychologists to review a draft of their Practice Note 7 and 8 Orders to ensure the presence of this particular clause. We understand it has been vetted by CAP and has received its approval. There have been situations in which a litigant has complained during the process with the result that the assessment/intervention has been derailed.

Your work must comply with all applicable guidelines for conducting parenting time assessments or interventions. However, presently in Alberta there are no guidelines from CAP (former guidelines have been withdrawn) leaving practitioners in a somewhat unusual situation. The guidelines published by the Association of Family & Conciliation Courts (AFCC), an international multidisciplinary association which is active in promoting best practices in the field, are excellent and could be used as a proxy. The AFCC has provided guidelines specifically regarding custody evaluation (AFCC, 2006) and regarding parenting coordination (AFCC, 2005). The American Psychological Association Guidelines for Child Custody Evaluations in Family Law Proceedings (2009) are also helpful.

More generally, risk exposure can be reduced when the following points are kept in mind (Pickar, 2007):

- Ensure that communications between you and the parties' legal counsel include both counsel at the same time. This applies to telephone calls and all written documents and is a policy that should be adhered to before, during and after the assessment or intervention.
- Psychologists should use a detailed retainer agreement or disclosure statement, to be signed by both parties at the outset, which

ensures informed consent and describes the evaluation process, limits to confidentiality, fee arrangements and limits to report dissemination. Development of the “perfect” retainer agreement or disclosure statement is not easy and it may be useful to regularly re-examine the document you are using.

- Psychologists should ensure an absence of dual-role conflicts, and be vigilant regarding any other issues that could suggest bias, prior to agreeing to do the work. It is wise to err on the side of caution in this regard.
- Maintain written records of all activities undertaken in the assessment/intervention. This includes not just face-to-face interactions, but all telephone calls and interviews with third parties.
- Written conclusions in a report should be based on multiple sources of information. This may seem self-evident because the basic model of assessment work involves data gathering from multiple sources. Nevertheless, final conclusions sometimes are not clearly derived from the overall data set and the final result might appear unbalanced or biased. Psychologists should work to make the logic of their reports transparent: It should be obvious how the writer incorporated all the information and arrived at his or her conclusion
- Keep in mind that your role is to provide recommendations to the court. Decisions about parenting arrangements are made by the court.

We trust you have found this discussion helpful.

For any comments or suggestions for future issues to cover, contact Dr. Seitz.

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PSYCHOLOGY AND AGING

Resources for an Ever-Growing Population's Needs

by Deborah A. DiGilio, MPH, Director,
APA Office on Aging

There is a growing need for all psychologists to have a basic understanding of the psychology of aging. People 65 years old and older are the fastest growing segment of the U.S. population and by 2030 will account for 20% of our nation's people. As discussed in the *American Psychologist* article, "Aging and Mental Health in the Decade Ahead: What Psychologists Need to Know," the demand for psychologists with a substantial understanding of later life wellness, cultural, and clinical issues will expand in future years as the older population grows and becomes more diverse (Karel, Gatz, & Smyer, 2012). The recently updated *APA Guidelines for Psychological Practice with Older Adults* (2013) note that the demand for psychological services for older adults is expected to rise as Baby Boomers become old, and will continue to increase as cohorts of middle-aged and younger individuals--who are receptive to psychological services--move into old age.

Even if you did not begin practice with the intent of working with older adults, clients do age and their needs often change. Additional issues specific to mid and late life may arise. Also, age-related issues may arise in work with younger clients, e.g., those caring for aging parents, grandchildren being raised by grandparents. Finally, even if you do not work directly with older adults or their families or caregivers, we are *all* aging. Becoming informed of the science of the psychology of aging will prove useful at a personal level--for ourselves and our families.

In terms of psychological practice with older adults, opportunities abound. The number of psychologists who work with older adults is not keeping up with and will not meet the anticipated need. The decade ahead will require an approximate doubling of the current level of psychologists' time with older adults. The need for services is particularly anticipated to grow in primary care, dementia and family caregiving services,

decision making capacity evaluation, and end-of-life care (Karel, Gatz, & Smyer, 2012). However, only 4.2% of respondents of the 2008 APA Survey of Psychology Health Service Providers reported that geropsychology was their current focus and work (APA Center for Workforce Studies, 2010). This workforce shortage is not limited to psychology. The Institute of Medicine report, *The Mental Health and Substance Use Workforce for Older Adults: In Whose Hands* (2012) described the dire need for health providers across professions to address the mental and behavioral health needs of older adults. It found that although the aging population continues to grow in number, diversity, and mental health needs, the geriatric mental health workforce is disconcertingly small and is dwarfed by the pace at which the population is growing.

The APA Office on Aging, and the Committee on Aging and its working groups have developed a wealth of resources that we believe all psychologists will find useful, for the reasons described above, to prepare for the EPPP, and to earn continuing education credit in aging. The main source of information is the Office on Aging website (<http://www.apa.org/pi/aging/index.aspx>). It has resources and tools including: the *APA Family Caregivers Briefcase*; reports and fact sheets that provide guidance on how psychologists can work in interprofessional teams across health settings with older adults; resources on multicultural aging; strategies for promoting healthy aging across the lifespan; handbooks on capacity assessment; and professional practice guidelines for the aforementioned psychological practice with older adults and the *Evaluation of Dementia and Age-related Cognitive Change*. One document of note, *What Mental Health Providers Should Know about Working with Older Adults*, summarizes the guidance offered in the *APA Guidelines for Psychological Practice with Older Adults* and provides links to educational resources for each guideline. There are also consumer education materials and links to other geropsychology websites. Finally, we have developed a fact sheet, *Resources for Psychological Practice with*

If you would like ongoing information about psychology and aging issues, you can also subscribe online to our free, semi-annual e-newsletter, APA Aging Issues Newsletter.

Older Adults and Their Caregivers that provides an overview of these available resources for distribution to your colleagues and students.

The APA Offices on Aging and Continuing Education also offer online continuing education programs including *Assessment of Older Adults with Diminished Capacity: A Handbook for Psychologists* (4 CE credits), *Blueprint for Change: Achieving Integrated Health for an Aging Population* (2 CE credits), and *What Psychologists Should Know About Working with Older Adults* (7 CE credits). APA Publications offers twelve Psychotherapy Training Videos specific to older adult practice issues (search by subject: aging). If you would like ongoing information about psychology and aging issues, you can also subscribe online to our free, semi-annual e-newsletter, *APA Aging Issues Newsletter*.

For practitioners who wish to *specialize* in professional geropsychology, more detailed guidance regarding the “Pikes Peak Attitudes, Knowledge and Skills Competencies for Practice in Professional Geropsychology (Knight, Karel, Hinrichsen, Qualls & Duffy, 2009) and the corresponding competencies assessment tool is available on The Council of Professional Geropsychology Training Programs website (<http://www.copgtp.org/>).

Reprinted with Permission

PAA is active with the American Psychological Association and our members benefit from this international collaboration.

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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.

ALBERTA FAMILY WELLNESS INITIATIVE

<http://www.albertafamilywellness.org>

Check out the link to The Alberta Family Wellness Initiative website, where there are many useful presentations from the Norlien Foundation's symposia on Early Brain and Biological Development, as well as on Addictions.

DR. JONATHAN EUSTACE EXCELLENCE IN HOSPITAL AND HEALTHCARE PSYCHOLOGY AWARD

Psychologists in Hospitals and Health Centres: Section of the Canadian Psychological Association

*By Kerry Mothersill, Ph.D., R. Psych.,
Past Chair of the CPA Section: Psychologists
in Hospitals and Health Centres*



Dr. Eustace was presented with the Section Excellence Award at the 2014 CPA Convention in Vancouver. The following is the citation for the award.

Over his 31-year career, this year's recipient made significant contributions to the development of the profession of psychology in Alberta. As noted in one of the nomination letters, he was a "tireless advocate for promoting psychologists' role in the health care system." He played a major role in the formation

of the Edmonton Consortium Clinical Psychology Residency Program, and as a result "there are increasing numbers of highly skilled Ph.D. psychologists obtaining employment in Edmonton improving patient care, participating in research, supervising and mentoring staff, and teaching." This year's recipient has also served as the director of Clinical Psychology Services at the University of Alberta Hospital and Stollery Children's Hospital. He established working committees in the Edmonton area to enlarge the scope and influence of psychology in hospital settings there.

He is a person of diverse talents and interests, who has acted as psychologist, teacher, administrator, supervisor, mentor, and friend. He has held a number of leadership positions, including with international, national and regional psychological associations, including Assistant Regional Director, Mental Health Services, for Alberta Health; Psychology Practice Advisor for the Psychologists' Association of Alberta; and Professional Practice Manager, Edmonton Zone. He is deeply admired and respected by his colleagues not only for his professional achievements, but for his sincere, genuine interest in the well-being of his clients, students, friends, and colleagues.

For these reasons, it's my honour to present the 2014 Excellence in Hospital and Healthcare Psychology Award to Dr. Jonathan Eustace of the University of Alberta Hospital.



NOTICE OF ANNUAL GENERAL MEETING OF THE MEMBERSHIP OF THE PSYCHOLOGISTS' ASSOCIATION OF ALBERTA

The PAA Board of Directors is hereby providing notice pursuant to PAA Bylaw 6.3, to call an Annual General Meeting of the membership as follows:

Date: Friday, May 29, 2015 Place: Cochrane, Alberta
8:00 a.m. – 9:00 a.m. Cochrane RancheHouse
101 RancheHouse Road, Cochrane, AB T4C 2K8

Full details will be provided in the April, 2015 issue of *Psymposium*.



ADVOCACY UPDATES

Pierre Berube, Executive Director, PAA

PPAA 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. Here is just a brief update of some of our ongoing efforts in this regard.

Psychology in Primary Care

This year we have continued with our concerted advocacy campaign in primary care psychology, focusing primarily on Alberta Health, Alberta Health Services, the Primary Care Networks & the Family Care Clinics. Our main theme being to:

- 1) make psychological services more accessible to members of the public involved in the health system;
- 2) specifically increase the number of psychologists involved in the Primary Care Networks & Family Care Clinics; &
- 3) challenge the concept of generic “mental health therapists” utilized in the Community Mental Health Clinics, & now being replicated in some of the Primary Care Networks.

As your Executive Director, I spent many full days representing psychological/mental health services in an important Alberta Health committee entitled: Primary Health Care Strategy Working Group. There were eleven senior officials & leaders of professional organizations on the Working Group & the task was to develop the strategy for primary health care in Alberta. This includes the Primary Care networks & the Family Care Clinics promised by the Premier. It was a large commitment (about a day per month just for the meeting times for over a year), but it is what we have been advocating for, i.e. to be at the table; have a say; & try to ensure that psychology & psychological services are incorporated into the primary health care system.

This has remained a top priority. On May 1, 2014 Minister Horne invited the PAA Executive Director to a press conference where he announced the release of the committee’s final report along with the names of the next nine Family Care Clinics which were approved for funding. The report can be seen at: <http://www.health.alberta.ca/documents/Primary-Health-Care-Strategy-2014.pdf>

The Calgary Zone has had good involvement for several years with the Primary Care Networks through its Shared Care & Behavioural Health Consultant programs headed by psychologists Drs. Dennis Push & Bob Acton. However in the Central & Northern zones, there were no psychologists engaged in this area until the last 5 or so years. The situation has been improving, and there are now approximately 50 psychologists working directly in primary care positions in the Province.

Continued next page...

Edmonton Child & Family Services (CFSA) Psychological Services Review Committee

The Edmonton CFSA is reviewing their use of psychologists & PAA has been invited to be part of the process. They want to be more judicious in their use of psychological services, & they hope to get more benefit from the psychologists they are using. They are also considering setting an expectation of Progress Monitoring & reporting by psychologists. They are adopting an OBSD (Outcome Based Service Delivery) model whereby they contract out services to agencies (e.g. The Family Centre) for child welfare work, & so we can expect to see some real changes in the future use of psychologists by child welfare in the Edmonton Region.

Legal Aid

As has been reported in the media, legal aid has been in financial difficulty. As part of their cuts they have drastically cut the amount they will pay psychologists for their services & testimony in the future. PAA submitted a letter to them expressing concern about their position & asking them to re-consider.

Generic Mental Health Therapist Position Classification

Approximately 18 months ago, a memo was circulated by Mr. Mark Snaterse (ED, Addiction & Mental Health, Edmonton Zone) stating that all those holding positions of Mental Health Therapists will now be under the same classification & pay grid. This could be interpreted to mean that in the eyes of AHS, a 2-year diploma psychiatric nursing degree is deemed equivalent & of equal financial value to mental health delivery as is a doctoral degree in psychology.

PAA sent a letter of concern about the generic mental health therapist classification to the Minister of Health & to the Chair of the AHS Board. We have also addressed these concerns in discussions, meetings, & presentations with the following:

- Minister Fred Horne
- Mark Snaterse, ED Addiction & Mental Health, Edmonton Zone
- Lana Hawkins, Senior Practice Lead, AHS
- Dr. Chris Eagle, CEO; & Deb Gordon, Senior Vice President, AHS
- The AHS Psychology Professional Practice Council
- Cathy Pryce, Vice President, Addiction & Mental Health Strategic Clinical Network, AHS
- Laurie Beverley, ED, Community Treatment & Support, AHS
- Dr. Michel Trew, Senior Medical Director, Addiction & Mental Health Strategic Clinical Network, AHS
- Three senior staff with HSAA
- Elizabeth Bannerman, President, HSAA
- Marcia Nelson, Deputy Minister, Alberta Health
- David O'Brien & Dr. Richard Lewanczuk, respectively the Director & Medical Director for AHS Primary & Community Care
- Marianne Steward
- Wayne Spychka, Silvia Vajushi, Sarah Parkinson (Addiction & Mental Health Strategy Implementation)
- Mark Brisson, ADM, AH
- Joan Berezanski, Line Porfon & AH Primary Health Care Strategy staff
- Elaine Finseth, ED, Inter-professional Practice, Health Workforce, AHS
- David O'Brien & Barry Andres

Continued next page...

Deb Gordon & David O'Brien both have suggested that managers of the Community Mental Health offices have the authority to not use the mental health therapist classification & to hire psychologists in the psychology classification. However, they also acknowledged that this information may not be getting out to the managers, & the information coming back to us is that to the contrary, the push has been to more & more replace psychology positions by mental health therapist positions.

Deb Gordon also thought that the Labour Relations Board had something to do with this classification. We spoke to the Labour relations Board in December, 2012 & were informed that the Labour Board decision was simply about which union would represent the mental health therapists. It said nothing about classifications or pay grids. We have had several discussions with David O'Brien (since our first meeting about this on December 6, 2012). At our last meeting, May 27, 2014 Barry Andres was also in attendance & he had collected some information through their personnel department in regards to postings & "hireings" of psychologists. We have now agreed to work together at collecting additional information specific to the mental health therapist classification to determine what these employees actually do, whether they are meeting the needs of clients, & what their academic qualifications are. Mr. O'Brien has agreed to bring the matter to the AHS Management Committee if we find that there are matters to be corrected.

Reforming the Family Justice System

Alberta Justice & Solicitor General are undertaking a fairly major project in reforming the family justice system. PAA has been invited to take part in this initiative by participating in a series of full-day consultation forums. Several Alberta psychologists working in the areas of forensics, custody & parenting assessments are also participating in this reform.

Comments? Questions? Contact me directly.

pberube@psychologistsassociation.ab.ca

BECOME INFORMED, BECOME INVOLVED, WE (all members) ARE the PAA



The Psychologists' Association of Alberta would like to invite you to volunteer at the PAA booth during the

Teachers' Convention

**Calgary February 12 & 13, 2015
Edmonton February 26 & 27, 2015**

Please contact Cindy at the PAA office if you are interested

780.424.0294 Edmonton

403.246.8255 Calgary

1.888.424.0297 Toll Free

or paa@psychologistsassociation.ab.ca

Thank you for assisting PAA in promoting the importance of psychological services.



PSYCHOLOGY MONTH

February, 2015 is national **Psychology Month**. This is an opportunity for all of us to let the public know what psychology has to offer. Please consider what you, your firm or agency might do to promote psychology during the month of February.

Also, please be sure to advise the PAA office of any activities you are planning for psychology month and we will post these on our website.

To see a list of events that occurred in Alberta in February, 2014, log on to the PAA website Psychologists Info. - General page.

The following materials can be obtained from the PAA office to assist with your promotional activities during psychology month:

- Psychology Month posters: The posters were produced by the Council of Provincial Associations of Psychology and can be viewed on the Psychology Month web site <http://www.cpa.ca/psychologymonth>. PAA has printed 11x 17 inch copies of the posters and is making them available to members at no cost. The posters are also available to non-members at cost (55cents per copy plus postage).
- Tent cards: Tent cards advertising Psychology Month and “what psychologists do” have been prepared for display in cafeterias and various locations.
- Display boards: We have two professionally developed display boards which can be borrowed for information sessions, trade fairs, public information sessions, or other forums;
- PAA Banner: that banner highlights “What Psychologists Do and PAA’s Referral Service”. The banner can be borrowed for information sessions, trade fairs, public information sessions, or other forums;
- Psychology Works brochures: We have seven CPA produced “psychology works” information brochures (on depression, anxiety disorder, etc.) which we have modified slightly to include the PAA phone and referral numbers.
- Referral Service brochures: The PAA referral service brochure is available for handing out to the public at displays and information sessions;
- School Psychology Service brochures;
- The Value of Choosing a Psychologist brochures;
- A PAA brochure entitled: Psychological Services in Primary Health Care is available for your advocacy efforts with family physicians;
- A PAA brochure entitled: The Psychologically Healthy Workplace is available for your advocacy efforts with businesses; organizations, and employers.
- A Power Point presentation on the Psychologically Healthy Workplace is posted in the ‘Member Area – Welcome Members’ section of our website www.psychologistsassociation.ab.ca . The presentation is available to use in order to promote psychological health in the workplace.
- Book marks: We have PAA book marks available for distribution to the public at information sessions and displays.



A certificate course offered by
**THE UNIVERSITY OF CALGARY,
EDUCATIONAL STUDIES IN
PSYCHOLOGY, & THE PSYCHOLOGISTS'
ASSOCIATION OF ALBERTA**

(CPE 140-011)

February 4 to April 15, 2015

Within the codes and standards which govern the practice of psychology are admonitions to practice only that for which we have received adequate training or preparation (Canadian Psychological Association, 2000). While supervision is deemed one of the most important aspects of professional preparation, supervision as a professional practice seems to fall short of such standard (Howes et al., 1996; Johnson & Stewart, 2000). As entrance requirements to the profession have increased, supervision, an important aspect of professional preparation, has suffered from 'benign neglect' (Bernard & Goodyear, 1998).

With increasing numbers of psychology graduates and corresponding increased demands for post-graduate training and internships, potential professional and even legal liabilities exist regarding supervision. In June 2001, eleven Provinces and Territories in Canada were signatory to a National agreement entitled "Mutual Agreement of the Regulatory Bodies for Professional Psychologists in Canada". This agreement provided for the mobility of Canadian psychologists, allowing them to practice in the other Provinces and Territories in Canada. This agreement identified and listed six core competencies that the Provinces and Territories would have to ensure would be covered in their training curriculums for psychologists. Supervision is listed as one of the six core competencies required.

Supervision of students or interns in professional psychology is becoming a specified area of competence. As such, development of skills specific to competent supervision is required. In this certificate course registered, provisional, associate psychologists and students with graduate degrees in psychology will be exposed to the current state of the supervisory art as reflected in ethics, regulations and policy, and evidence-based best practice standards.

Course Topics and Objectives:

- Introduction to the Concept/Definition/History of Supervision in Professional Psychology
- Duties, Obligations, and Responsibilities of a Supervisor
- The Centrality of the Supervisee to the Process
- Contracting and Accrediting Supervision
- Design and Delivery of Supervision
- Domains of Supervision
- Models of Supervision
- Evaluation in Supervision
- The Concept of "Best Practice Standards" in Supervision
- 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.

Continued next page...

Reading Materials:

A series of readings will be suggested consisting of a required textbook and online articles, as a foundation for the learning process for this course. In addition to the required weekly readings, web-based content will be provided.

Evaluation:

There are 3 assignments or learning tasks. First, students are expected to participate in weekly, asynchronous online discussion forums containing a set of questions for discussion and issues for reflection. Each of the discussions will be related to the weekly readings and online lectures.

The second learning task involves the moderation of weekly discussions. As part of a team, students will be responsible for leading one of the weekly discussion forums by (a) formulating 3 questions related to the topic of the module, and (b) facilitating the weekly online discussions.

The final assignment consists of a personal position paper, in which you will outline your emerging supervision framework that demonstrates your personal way of understanding and describing supervision. This paper will be no longer than 15 pages and will allow you to integrate the course readings and discussions into a document that will guide your current supervisory practice and future professional development in this area.

Each assignment will be graded on a pass/fail basis. Passing all of the assignments will constitute a successful certificate pass.

Course Delivery/Hours:

The course will be delivered on-line. It will consist of approximately 40 hours of study running from February 4 to April 15, 2015. 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; Members of the Psychologists' Association of Alberta (PAA) will be eligible for a rebate of \$175.00 from the PAA. Receipt of the rebate will be dependant upon submission of proof of successful completion of the course, and receipt of a request for the rebate within six weeks of course completion.

Course Materials:**Required Textbook**

Bernard, J.M., & Goodyear, R.K. (2013). *Fundamentals of Clinical Supervision (5th ed.)*. New York: Pearson Education.

Required textbooks can be purchased at the University of Calgary Bookstore. Online ordering is available via the web (www.calgarybookstore.com) or by telephone, at 1-877-220-5937 (toll free) or (403) 220-5937. Please inform the bookstore that it is Continuing Education course number CPE 140-011 when ordering. Additional materials will be accessed directly from within your course at no charge.

Course Pre-requisites:

Registered psychologists, provisional psychologists, and associate psychologists may register for this certificate course.

It is highly recommended that all participants who do not have prior experience with on-line courses also register in the University of Calgary Continuing Education's "Learning Online course".

Continued next page...

For dates, costs, and registration for the Learning Online, go to: <http://conted.ucalgary.ca/search/publicCourseSearchDetails.do?method=load&courseId=66667>

Registration opens October 15, 2014

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

Note that the course may be cancelled if the registration numbers are low.

Course Faculty:

Vivian Lalande, Ph.D., R. Psych. (Alta), RCC (BC)

For further information about the course content, please contact Dr. Michael Zwiers, Chair of Counselling Psychology University of Calgary at mzwiers@ucalgary.ca

PAA CONNECT 2015

FORUM: a place, meeting, or medium where ideas and views on a particular issue can be exchanged

The PAA hosts its inaugural forum in May 2015. It will be a place where ideas can be exchanged. Some of those ideas will come from a pre-eminent thinker of our time – Dr. Dan Siegel as he keynotes our Forum with his ideas on Interpersonal Neurobiology. But we will also be featuring the ideas of prominent Alberta Psychologists who are contributing to our profession here at home.

Ideas will not only be presented, but also exchanged. Our Forum has been carefully constructed to allow both the expert sharing of ideas and to provide opportunity for participants to talk with each other about those ideas. In both formal and informal conversational opportunities we will engage the ideas, applying them to personal and professional experiences, going deeper into exploring how those ideas can influence more effective practice.

In Ancient Greece, the Forum was often held outside. That was Greece, this is Alberta where weather is unpredictable. Yes, we will have a roof over our head and heat or air-conditioning on. But yes too, natural light bathes the space we have selected for PAAConnect 2015. We will be meeting in airy rooms that have a view of our Rocky Mountains at the Cochrane Ranchehouse.

We have subtitled our event “An inaugural forum for learning, connection and renewal”. In the planning of PAAConnect2015 we have taken seriously each of those components. We expect our participants to learn from the high quality presentations. However, more importantly we expect there to be great connections between Alberta Psychologists as those conversations take place. On this basis individual psychologists, and the body of psychologists, will go from Cochrane feeling renewed.

If you haven't already registered your interest in attending it is easy to do so. Google PAAConnect2015 and click on the “Eventbrite” link near the bottom of the page.

See you at the Forum.

HAVE YOU JOINED THE PAA REFERRAL SERVICE?

The referral service is a program established, operated and maintained by the Psychologists' Association of Alberta (PAA). The Referral Service is designed to provide the public with access to the names of registered psychologists who are participating members of the Referral Service.

PAA members who are registered psychologists are welcome to join the referral service at any time during the year. Pro-rates are available after May 1st. The yearly fee of \$180.00/year is easily recovered through one referral call given to you through the service.

The PAA office receives many calls each day requesting names and phone numbers of psychologists through the referral service.

Another option for referral service members is to have their name included on the on-line referral service which is available through the PAA website. The on-line referral service is provided at no additional charge over and above the annual fee for referral service.

Another feature for the on-line referral service is an optional direct link to the referral service member's website. There is an additional cost of \$50.00/year for those members who choose to include a direct web link as this is an extra feature which provides an excellent advertising venue for their practice.

We receive an average of 153 telephone calls for the referral service at the PAA office per month, and over 1105 visits to the online referral search page of our website per month.

If you have not already done so, we would encourage you to join your colleagues on the PAA referral service. We are certain you will find that the service will provide you with an excellent advertising venue in generating business/gaining new clients. The fee for the referral service can also be a tax deduction for advertising your business.

You can download a referral service application on the PAA website at www.psychologistsassociation.ab.ca and go to the Memberships tab – Membership applications. Alternatively, you can contact the PAA office and have a copy of the application emailed, faxed or mailed to you.

780-424-0294 – Edmonton
403-246-8255 – Calgary
1-888-424-0297 – toll free anywhere in Alberta



On behalf of the PAA
Board and Staff we
wish everyone all the
best for the New Year!

2015



UPCOMING MEETINGS & SOCIAL EVENTS

BOARD MEETINGS

January 17, 2015 – Edmonton
March 21, 2015 – Edmonton
May 28, 2015 - Cochrane

ANNUAL GENERAL MEETING

May 29, 2015 - Cochrane

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



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.

For more information, please contact BMS Group:
Phone: 1-855-318-6038 or Email: psy.insurance@bmsgroup.com

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.

TD Travel Insurance is also available at PAA preferred rate for PAA members who has home or auto insurance, please call (toll-free) 1-877-593-8023 for more information.

MERCHANT SERVICES

TD Merchant Services is offering a preferred pricing program for medical market professionals including psychologists. For more information and to apply, contact TD Merchant Services at 587-336-4471 or by email Steve.Kantor@td.com

QUIKCARD SOLUTIONS INC. - Health Benefit Solutions

- Preferred Rate for members of the PAA for Quikcard health benefits for your company employees
- Merchant accounts available for accepting payment from your clients for psychological services if your client is on the Quikcard plan.
- Quikcard Solutions Inc. also offers a wide variety of insurance including life, disability and travel insurance.

For further information contact QUIKCARD at (780) 426-7526 or toll free 1-800-232-1997 or visit their website at www.quikcard.com

Continued next page...

OTHER SERVICES

Login Brothers Canada

PAA members can purchase psychology books through Login Brothers Canada at a 10% discount by contacting Ray Humphrey at 1-888-221-2212 or by email at raymondh@lb.ca

CAR RENTAL

Alamo Rent A Car

Year-round membership discounts available at more than 550 participation locations, unlimited mileage, wide selection of quality vehicles, up to 10% off discount and 24 hours emergency roadside assistance. Please call 1-800-354-2322. Request **Rate Code BY and Assoc. ID 706768** whenever you have a car rental need.

Avis Rent A Car

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



STAFF SHOWCASE

The Psychologists' Association of Alberta would like to introduce you to our newest member of staff:



Tamara Lane

Executive Assistant/Member Services Manager

I joined the association in September 2014 and provide support to the Executive Director and the Director of Education and Communications in the day-to-day operations of the association. In addition I provide services to our members including membership renewals, applications and the referral service.

My experience includes administrative work in non-profit organizations and counselling in private practice. I am currently working on my Masters of Counselling degree which will also be an asset to my role serving our membership and the association.

When I am not studying or working, I enjoy a vast array of interests and hobbies such as knitting and sculpting.



PAA AWARDS

PLEASE CONSIDER NOMINATING FOR THE FOLLOWING AWARDS, AND ALL OF THE OTHER AWARDS ADVERTISED ON THE PAA WEBSITE

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.

DICK PETTIFOR MEMORIAL AWARD

The Psychologists' Association of Alberta (PAA) invites nominations for the Dick Pettifor Memorial Award, to recognize outstanding career achievements in, or contributions to, the field of psychology. This award is given on a biennial basis to a qualifying PAA member to celebrate his or her long-time enduring contribution to the field of Psychology, either within the province of Alberta, or in the broader national and international domains. This award can be used to recognize career achievements or contributions in any of the areas of clinical, research, advocacy, or academic psychological work. A PAA member is required to nominate a fellow PAA member. A letter of support from the nominator (maximum two pages) providing evidence that the nominee meets the above criteria must accompany the nomination. This is not a monetary award.

PSYCHOLOGIST OF THE YEAR AWARD

The Psychologists' Association of Alberta (PAA) invites nominations for the Psychologist of the Year Award. This award is extended to qualifying PAA members on a biennial basis to celebrate excellent work being conducted in the field of psychology. This non-monetary award is designed to acknowledge significant achievement or contributions over the previous two year period. A PAA member can nominate a fellow PAA member in any of the following categories – advocacy, clinical / counselling, school / educational, developmental, social, industrial / organizational, or research.

Continued next page...

EXCELLENCE IN CLINICAL SUPERVISION AWARD

The Psychologists' Association of Alberta (PAA) invites nominations for the Excellence In Clinical Supervision Award. This non-monetary award is intended to be presented on a biennial basis to a registered psychologist whose performance in supervising one or more individuals in any practice area is deemed exemplary during the previous two-year period.

One nominator is required. Nominators may be former/current students or supervisees of the supervisor and/or individuals familiar with the supervisor's practice (e.g., colleagues). Nominators may or may not be PAA members. A letter of support from the nominator (maximum two pages) must accompany the nomination outlining the particular criteria used to select the nominee, the approximate number of hours devoted to supervising and methods of supervision employed.

EXCELLENCE IN TEACHING PSYCHOLOGY AWARD

The Psychologists' Association of Alberta (PAA) invites nominations for the Excellence In Teaching Psychology Award. This non-monetary award will be presented biennially to an individual who demonstrates "outstanding" teaching of psychology in an Alberta Government approved/authorized institution for post-secondary education, using the following criteria as guidelines:

- Deemed "outstanding" teaching as manifested through any combination of educational methodology, enthusiasm, commitment to the subject of psychology, commitment and dedication to the students, and/or teaching innovation, and/or supervision of scholarly research.
- Has taught a minimum of two years immediately preceding the award, one year of which may have been a sabbatical.
- Recipient may be a member or a non-member of PAA.
- The nominator may be: teaching and/or professional colleagues, former or current students, supervisors, other individuals familiar with the nominee's teaching. Additional signatories would strengthen the nomination.

One nominator is required. A letter of support (maximum two pages) from the nominator outlining the particular criteria used to select the nominee, using the guidelines outlined above, must accompany the nomination.

PSYCHOLOGICALLY HEALTHY WORKPLACE AWARD

The Psychologists' Association of Alberta (PAA) is calling for nominations for the Psychologically Healthy Workplace Award. This award is presented every two years to Alberta organizations that make a commitment to programs and policies that foster employee health and well-being. Award winners may be featured in the media, honoured at special award events, recognized by community leaders and nominated for international recognition. The award is presented to organizations that best exemplify current, practical initiatives that are directly related to employee wellness and engagement.

Continued next page...

Examples of various initiatives are:

- implementation of policies to improve work-life balance
- initiation of programs for employee growth and development
- employee recognition programs
- delivery of stress reduction programs
- promotion of health and wellness

Receiving the award can give an organization the recognition it deserves for creating a positive work environment. If you know of an organization that would be interested in applying for this award you can refer them to the following website to apply online: <http://www.phwa.org/applynow/>

DOCTORAL DISSERTATION RESEARCH AWARD

The Psychologists' Association of Alberta (PAA) invites doctoral level students to submit a summary of their dissertation research of five pages or less. This is a monetary award (\$300.00), together with a complimentary ticket to the PAA Awards Banquet.

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

The award is presented to a graduate student whose Doctoral Degree dissertation research submission:

- Is based on the student's dissertation research
- Is based on current research – has been completed and defended during the year immediately preceding the award submission date
- Is of high quality in terms of purpose, approach, methodology, implications, originality and clarity
- Contributes to the field of psychology

Submissions must be accompanied by two letters of support, one from a supervisor and one from a dissertation committee member.

This award is available to all registered student, provisional and full members of PAA. If you are currently not a member of PAA, we would welcome your application for membership.

MASTERS' THESIS RESEARCH AWARD

The Psychologists' Association of Alberta (PAA) invites Masters level students to submit a summary of their thesis research of five pages or less. This is a monetary award (\$300.00), together with a complimentary ticket to the PAA Awards Banquet.

Continued next page...

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

The award is presented to a graduate student whose Masters Degree thesis research submission:

- Has been completed by the student
- Has been completed and defended during the year immediately preceding the award submission date
- Is of high quality in terms of purpose, approach, methodology, implications, originality and clarity
- Contributes to the field of psychology

Submissions must be accompanied by two letters of support, one from a supervisor and one from a thesis committee member.

This award is available to all student members of PAA. If you are currently not a member of PAA, we would welcome your application for membership.

UNDERGRADUATE THESIS RESEARCH AWARD

The Psychologists' Association of Alberta (PAA) invites undergraduate students attending Alberta based Universities to submit a summary of their thesis research of three pages or less. Submissions must be accompanied by a letter of support from the thesis supervisor. This is a monetary award of \$150.00, together with a complimentary ticket to the PAA Awards Banquet.

The PAA Awards Committee will review all nominations and select the recipient for the award based on the following criteria:

- The majority of the work and thought has been completed by the student. The supervising professor must provide a letter to that effect
- The research was completed and evaluated during the year immediately preceding the award submission date
- The research is of high quality in terms of purpose, approach, methodology, implications, originality and clarity for an undergraduate level of endeavor
- The potential contribution of the line of research to the field of psychology

All applications will receive notification of the outcome of their application.

This award is available to all student members of PAA. If you are currently not a member of PAA, we would welcome your application for membership.



SUPERVISORS NEEDED FOR PROVISIONAL PSYCHOLOGISTS

Provisional psychologists or those seeking provisional status frequently contact the PAA office in order to obtain the names of potential supervisors. The PAA office has developed a list of supervisors in order to assist provisional psychologists in their search for a supervisor. If you are willing to supervise a provisional psychologist please contact the PAA office or visit the PAA website for a Supervisor Information form to complete and return for our records.

If your name is already on our list, however, and you are unable to supervise a Provisional Psychologist at this time please let the PAA office know in order that we can keep our list up to date.

Contact the PAA office at:

(780) 424-0294 (Edmonton)

(403) 246-8255 (Calgary)

or toll free 1-888-424-0297 (Anywhere in Alberta)



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.



CALL FOR STUDENT RESEARCH POSTERS

The Psychologists' Association of Alberta (PAA) invites all student members to enter their research contributions to psychology for the **PAA Connect 2015: Our Inaugural Forum for Learning, Connection, & Renewal**.

Rather than a traditional poster, PAA Student Members are asked to showcase their research creatively via video (of less than 3 minutes). All videos submitted will be uploaded to the PAA website for viewing by PAA members and shown at the **PAA Connect 2015** forum.

Criteria: The video should present your research in a highly understandable and compelling manner for psychologists across diverse specializations (think “elevator pitch”). Additional criteria for submitted video posters include:

- You are the principal researcher: The majority of the work has been completed by you, the student.
- Your research makes a notable contribution to the profession of psychology.

Submissions: Videos are to be uploaded to YouTube, using the private settings if desired. The deadline to submit the YouTube viewing link to rose@psychologistsassociation.ab.ca is March 1st, 2015.

Review: The PAA Awards Committee will review all poster presentations on both content (i.e, focus & relevance to the profession of psychology, etc.) and originality of the video before submitting the links to the PAA website, where our members will have the opportunity to vote on the most popular videos.

Student Research Award: Winners will receive a monetary award of \$250.00 and free registration to the PAA Connect 2015 forum. The student who is the primary author of the presentation will receive the monetary award, however, this award can be shared by multiple students, in title.

Check out the website for information & award updates: http://www.psychologistsassociation.ab.ca/site/paa_connect_2015_our_inaugural_forum

IN MEMORIAM

Father Brian Jayawardhana, R.Psych.

The PAA Board would like to express their deepest sympathy in the passing of Father Brian Jayawardhana, who passed away on July 17, 2014.



Psychologists' Association of Alberta presents:
**The Seven Habits of Highly Ethical Psychologists
(And One Good Habit You Don't Want to Practice)**

Date: Friday 12th December 2014
Time: 9:00 a.m. - 4:30 p.m.
Location: University of Alberta – Edmonton

Presented by:

Dr. Derek Truscott Ph.D, R.Psych & Dr. Richard Spellisecy Ph.D, R.Psych

Intended Audience:

Practicing Psychologists and Psychologists-in-Training

Learning Objectives:

- Learn about common ethical trouble spots
- Learn to apply ethical reasoning to difficult situations
- Learn habits of practice that promote ethical behaviour
- Learn how to respond effectively to a complaint of unethical behaviour

Program Format and Schedule:

Psychologists, and this is true of all professionals, rarely get into ethical trouble because they don't know the right thing to do. They get into trouble when they don't know they should be thinking about the right thing to do, lack the fortitude to do the right thing, or want very badly to do something they know is wrong but do it anyway. All of these missteps are best addressed by establishing habits of practice that make behaving ethically second nature. Using case examples, experiential exercises, lecture, and group discussion, you will be presented with ethical conundrums drawn from real life to struggle with and learn from. You will then be shown how to build ethical habits into your practice that will help you deal with ethically troubling situations. Then, just for good measure, we will show you how to respond to a complaint of unethical behaviour in a manner that can improve your reputation and practice.

Rates:

	Early Reg. Received at PAA by Nov 14th	Reg.after Nov 14th
PAA Member	\$ 200.00	\$ 225.00
PAA Student /Provisional Member	\$ 140.00	\$ 165.00
Non-Member	\$ 265.00	\$ 290.00

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Presenters:



Dr. Derek Truscott, PhD, R. Psych (AB) is a Professor of Counselling Psychology in the Department of Educational Psychology at the University of Alberta. He has practiced in hospital, community, group home, rehabilitation, and private settings. He is the author of *Ethics for the Practice of Psychology in Canada*, *Becoming an Effective Psychotherapist*, and *Ethics and Law for Teachers* as well as numerous articles on ethical and professional practice. He has served in a variety of regulatory capacities for the College of Alberta Psychologists, Canadian Psychological Association, and the U of A. Additional information at www.DerekTruscott.com.



Dr. Richard Spelliscy, PhD, R. Psych (AB) is the Complaints Director, Privacy Officer and former Director of Professional Guidance for the College of Alberta Psychologists, and an Adjunct Professor in the Faculty of Education, University of Alberta. He is a registered psychologist in three Canadian jurisdictions and has maintained a private practice offering consultative services to education, health, social service, and public/occupational safety organizations for over two decades, and currently serves on the board of the Legal Assist Society. He has previously occupied a number of volunteer roles for the College providing expert opinions, ethics/practice reviews, and council member for seven years including a term as president.

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

PSYCHOLOGY BROCHURES AVAILABLE

The Canadian Psychological Association (CPA) “*Psychology Works*” brochures are available with the PAA referral service information included on them. The following brochures are available at a cost recovery fee of \$0.15 each (plus postage) from the PAA office:

- *Psychology works for Depression*
- *Psychology works for Eating Disorders*
- *Psychology works for ADHD*
- *Psychology works for Chronic Pain*
- *Psychology works for Generalized Anxiety Disorder*
- *Psychology works for Parenting Challenges*
- *Psychology works for Insomnia*
- *The Psychologically Healthy Workplace*

If you are interested in purchasing brochures for your office, please contact the PAA office at (780) 424-0294 (Edmonton), (403) 246-8255 (Calgary) or toll free 1-888-424-0297 (anywhere in Alberta).



Psychologists' Association of Alberta presents:
Trauma and PTSD in First Responder Populations

Date: Friday, March 13, 2015
Time: 9:00 a.m. - 4:30 p.m.
Location: Hampton Inn by Hilton Calgary Airport North, Calgary

Presented by:
 Dr. Barbara Schmalz & Dr. Megan McElheran

Intended Audience:

This workshop will be most useful for clinicians with a basic understanding of Posttraumatic Stress Disorder. While there will be a brief review of diagnostic criteria, the workshop will address those with an existing knowledge base who are interested in developing greater clinical skill and understanding related to the first responder population.

Learning Objectives:

- To understand the history and development of trauma-related conditions and PTSD in first responders
- To facilitate recognition of empirically-supported, “gold standard” treatment of PTSD, and how principles can be applied in clinical settings
- To provide clarification and awareness regarding contextual, cultural and occupational factors that are unique to first responders
- To present current knowledge regarding pharmacological treatment of PTSD

Program Format and Schedule:

This workshop will use a combination of didactic instruction and case presentation to address the following subject areas:

- A brief review of the changes from DSM-IV to DSM-5 relative to the diagnosis of PTSD
- Clinical considerations when addressing complex trauma and PTSD, including issues related to dissociation and how to manage this clinically
- The importance of assessing and monitoring symptoms of PTSD throughout the treatment process
- Client engagement and how this relates to occupational culture of the first responder
- Occupational issues of the first responder, and how these relate to initial occupational screening and career trajectory
- A review of current pharmacological interventions for the treatment of trauma and PTSD

Rates:

	Early Reg. Received at PAA by Feb 13th, 2015	Reg. after Feb 13th
PAA Member	\$ 200.00	\$ 225.00
PAA Student /Provisional Member	\$ 140.00	\$ 165.00
Non-Member	\$ 265.00	\$ 290.00

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Presenters:



Dr. Barbara Schmalz is a Clinical Psychologist who has practiced in Alberta for thirty years. Approximately half of this time has been focussed on Occupational and Operational Consultation with Police. She is engaged in full time service delivery with RCMP and other police agencies, conducting applicant screenings, Duty Fitness Assessments, Specialized Unit monitoring, Disability management and Critical Incident Debriefings. Dr. Schmalz' clinical experience with occupational resilience, trauma, PTSD and other factors has resulted in the development of a specialized working model that is applicable to addressing trauma and maintaining psychological health in First Responder careers.



Dr. Megan McElheran is a Clinical Psychologist and Co-Owner of WGM Psychology and Associates. Dr. McElheran completed several years training at the National Center for Posttraumatic Stress Disorder in Menlo Park, CA, as well as more recently having developed specialization in application and dissemination of Prolonged Exposure for the treatment of PTSD. WGM Psychology and Associates is a community-based psychology practice that works primarily with first responders, including members of the RCMP, Calgary Police Service, Calgary Firefighters, EMS and Canadian Forces.

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



PAA MEMBER DIRECTORY

The PAA Member Directory is available for all members in our new website. If you are interested in being listed in the PAA Member Directory, please go to the Member Log In area on our website and update your profile by entering contact information in the Member Directory section. If you are listed in the directory, you and other PAA members will have immediate access to your up-to-date contact information.

We encourage you to visit and explore the Member Log In area in our new website where you can register for workshops, access information on member benefits, and more.

Thank you for supporting your Professional Association!



Psychologists' Association of Alberta presents:
Conducting Child Custody Evaluations

Date: Tuesday 21st to Thursday 23rd April, 2015
Time: 9:00 a.m. - 4:30 p.m.
Location: Executive Inn - Leduc

Presented by:
Dr. Stephen Carter Ph.D, R.Psych.

Intended Audience:

This **three day** workshop is intended for psychologists with experience in family assessment to learn how to conduct child custody assessments. While other psychologists/provisional psychologists can attend, conducting child custody assessments is specialized work and requires significant background – simply attending this workshop will not be sufficient.

Learning Objectives:

This workshop will cover all aspects of child custody assessments and provide the participant with training/knowledge pertaining to:

- Ethical issues pertaining to child custody assessment
- Setting up an assessment (retainer agreements)
- Business aspects: costs and billing
- The assessment process: Interview, testing, observation, collateral contacts, document review.
- Report writing
- Developing parenting plans
- Keeping current with the research and current controversies (conflict, relocation, etc.)
- Releasing the report: initial and follow-up conferences
- Court Testimony
- Criticisms and limitations of assessments
- Having your work reviewed by others

Program Format and Schedule:

Information will be presented with ample opportunity for participant questions and interaction. The schedule will be as follows:

Tuesday 21st April A.M.	Overview of Custody Assessment, Ethics and Guidelines
Tuesday 21st April P.M.	Retainer process, Interviewing
Wed 22nd April A.M.	Conducting the assessment: interviews, test selection and observations
Wed 22nd April P.M.	Conducting the assessment: collateral contacts, document review, test interpretation
Thursday 23rd April A.M	Report writing and recommendations, Releasing the Report and Court Testimony.
Thursday 23rd April P.M	Special circumstances – relocation, allegations of abuse, family violence, alienation.

Rates:

	Early Reg. Received at PAA by Mar 20th, 2015	Reg. after Mar 20th
PAA Member	\$ 750.00	\$ 775.00
PAA Student /Provisional Member	\$ 690.00	\$ 715.00
Non-Member	\$ 815.00	\$ 840.00

Presenters:

Dr. Carter has a long history of conducting family assessments dating back to child protection assessments since 1994 and conducting Child Custody Assessments since 1999. As an Adjunct Assistant Professor at the University of Alberta he has taught and supervised assessment students. His background includes counselling with children, adolescents, adults, couples and families. Dr. Carter has worked extensively in the area of interventions with high conflict separation and divorces and has done numerous presentations on topics regarding high conflict divorces to psychologists, lawyers and the judiciary locally, nationally and internationally since 2000. Dr. Carter has appeared in Court as an Expert Witness dating back to 1993 regarding children, parenting, families and assessment.

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

PROMOTE A PSYCHOLOGICALLY HEALTHY WORKPLACE

A Power Point presentation on the Psychologically Healthy Workplace has been developed by the PAA Psychologically Healthy Workplace Committee.

This presentation is posted in the “members only” section of the PAA website.

Psychologists are encouraged to make use of this presentation in order to promote psychological health in the workplace.

Other Resources:

Psychologically healthy workplaces have 28% less employee turnover and enhance organizational performance and productivity. To learn more about the psychological health in the workplace, go to the following website: <http://www.phwa.org/resources>

The PAA office has the following brochure available at a cost recovery fee of \$0.15 each (plus postage)
The Psychologically Healthy Workplace.

If you know of an organization that would be interested in a free presentation, they can contact the following Chairs of the PAA Psychologically Healthy Workplace Committee:

Contacts:

Mr. Don Beeken
 780-423-1896
donbeeken@shaw.ca



ANNUAL PAA MEMBERSHIP RENEWALS

With the launch of our new website, membership renewals have become easier than ever! Visit your profile in the Members Only Section {http://www.psychologistsassociation.ab.ca/site/member_profile}, where you can renew your membership and access other new features such as registration for PAA workshops, information on member benefits, and more.

Membership renewal notices are being sent electronically in January via email. If you do not receive your renewal notice, please contact the PAA Office.

Membership fees are due on April 1, 2015. Avoid the late administration fee which will be charged on all membership dues received after April 30, 2015.

Important:

If your member profile has inaccuracies your access may be impacted. Key areas to check:

- Ensure that the email address you used to register matches the one in your profile. Only use one valid email address.
- Your registration & your profile need to have the same surname. If you have had a name change, ensure we are notified. If you have PAA member discounted insurance, the name you register with the insurance company and with PAA must be the same in order to confirm your membership status.
- Ensure you registered or renewed with the correct Member Number (you can call us to check 1.888.424.0297)

Before creating a new account follow these steps:

1. Try to **Login** to see if your member account is valid
2. Click the “**Forgot Password**” to retrieve your password & username through the email address in member profile
3. Please create a new account only if both of these steps don't work

If you have to create a new account it is imperative that you use the name, email address, & PAA member number in your member profile.

We want to serve you to the best of our abilities. Contact our office for any assistance you may need. paa@psychologistsassociation.ab.ca or 1.888.424.0297



WELCOME TO NEW PAA MEMBERS

(June 19, 2014 – October 17, 2014)

Agaje, Solomon (Provisional)	Hendry, Melissa (Full)
Al-Mosawi, Jassim (Provisional)	House, Cody (Provisional)
Antonucci, Lucia (Student)	Hutchison, Marnie (Student)
Basler, Jennifer (Provisional)	Jokuty, Erin (Provisional)
Black, Alexander (Provisional)	Jose, Rachel (Provisional)
Blake, Jessica (Provisional)	Kane, Melissa (Full)
Boersma, Shelly (Full)	Kees, Jennifer (Student)
Boisvert, Janelle (Provisional)	Laing, John (Provisional)
Bong, Doris (Student)	Laughlin, Andrea (Provisional)
Boudreau, Allison M. (Student)	Lavoie, Adrien (Provisional)
Bradford, Sara (Student)	Lepage, Nadine (Student)
Brown, Lynne (Provisional)	Lesar, Boris (Provisional)
Bruce, Carly (Student)	MacLellan, Gerard (Provisional)
Bucarelli, Bianca (Provisional)	MacPhee, Angela (Full)
Burkinshaw, Jonathan (Student)	Mandel, Gabriel (Student)
Calhoun, Katherine (Student)	McArthur, Brae Anne (Full)
Candie, Miranda (Student)	Mihai, Paula (Provisional)
Craigdallie, Heather (Full)	Miller, Patricia (Provisional)
Crisanti, Diana (Professional Affiliate)	Morin, Emilie (Student)
Daniels, Tanner (Full)	Morozowski, Makrina (Student)
Daugela, Janel (Provisional)	Mushayandebvu, Shungu-Elaine (Provisional)
Deen, Michelle (Provisional)	Palfy, Kelli (Student)
Dodd, Jennifer (Student)	Partlo, Lisa (Full)
Fisher, Nancy (Full)	Rieck, Troy (Full)
Forfylow, Andrea (Full with Referral)	Rodriguez Valencia, Adriana (Student)
Frehlich, Jennifer (Provisional)	Sawatzky, Teresa (Provisional)
Friedel, Jana-Jo (Provisional)	Schmidtke, Dieter (Full)
Friesen, Susan (Provisional)	Sesink, Kimberley (Provisional)
Furlong, Dawn (Full)	Spowart, Jeffrey (Provisional)
Gilroy, Jan (Provisional)	Stelnicki, Andrea (Student)
Gissing, Meigan (Full)	Thiry, Stacy (Provisional)
Godard, MaryLou (Provisional)	Thornton, Aileen (Student)
Grenier, Valerie (Provisional)	Watts, Denise (Full)
Hargreaves, Lisa (Full)	Wolf, Natalie (Student)
Harker, Dason (Full)	Wyper, Katherine (Student)

ALBERTA PSYCHOLOGY IN THE MEDIA

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

DATE	PSYCHOLOGIST	MEDIA OUTLET	TOPIC
July 2014	Dr. Ganz Ferrance	Alberta Primetime – Lifestyle	<ul style="list-style-type: none"> - Disgruntled grads, work-life balance & more - Physicians refusing patients based on beliefs, depression weight gain and more - Men on parental leave, best way to network, and assertiveness vs. jerkiness
	Dr. Linda Hancock	The Medicine Hat News – All Psyched Up (regular column)	<ul style="list-style-type: none"> - Graduation wisdom for all - Serendipity: Family photo project was a total winner - If an argument arises, please fight fairly - Internet marketing and customer service
	Dr. Ganz Ferrance	CTV News Edmonton	How celebrating can make you healthier
	Dr. Linda Hancock	Indian Head Wolsley News – All Psyched Up (regular column)	Graduation wisdom for all! Fight Fairly!
	Dr. Brent Macdonald	Alberta Primetime-Lifestyle	Breastfeeding in public and more
August 2014	Dr. Linda Hancock	The Medicine Hat News – All Psyched Up (regular column)	<ul style="list-style-type: none"> - The many benefits of having a funeral - Lessons I learned as a business owner - Marriage – it’s supposed to be forever - The magic of writing things down - It’s a different world in the workplace
	Dr. Ganz Ferrance	CTV News Edmonton	<ul style="list-style-type: none"> - Talking about spring cleaning - Death of Robin Williams spark conversations about depression and mental illness
	Dr. Kerry Mothersill	Calgary Herald	Help is available
	Dr. Linda Hancock	Indian Head Wolsley News – All Psyched Up (regular column)	<ul style="list-style-type: none"> -The Benefits of Having a Funeral - I’m Heading to England! -The Personality Disorders - Reality Television
	Dr. Ganz Ferrance	P & G everyday online publication	When does your child’s personality develop? Experts weigh in

Continued next page...

ALBERTA PSYCHOLOGY IN THE MEDIA (con`t)

DATE	PSYCHOLOGIST	MEDIA OUTLET	TOPIC
September 2014	Dr. Ganz Ferrance	CTV News Edmonton	Project Heroes
	Dr. Ganz Ferrance	Alberta Primetime-Lifestyle	- No cameras zones around kids and the lingering effects of back to school stress - Health issues with a celebrity endorsement, and more - Surviving as a freelancer, being buddies with the boss, and more
	Dr. Ganz Ferrance	Blogtalkradio (online talk radio)	Feed the Goose: Success from the Inside-Out
	Dr. Janet Miller	Alberta Primetime-Lifestyle	Eating as a family, and Barbies limiting career choices
	Dr. Linda Hancock	Indian Head Wolsley News – All Psyched Up (regular column)	Stumble Forward
	Dr. Linda Hancock	The Medicine Hat News – All Psyched Up (regular column)	- I`m off to England! Where did you come from? - The personality disorders
October 2014	Dr. Linda Hancock	Indian Head Wolsley News – All Psyched Up (regular column)	- Friends are waiting - I`m so thankful
	Dr. Linda Hancock	The Medicine Hat News – All Psyched Up (regular column)	- Friends are waiting - I`m so thankful - Who do you think you are? - Reaction to Loss - Something to ponder: How much do you drink?
	Dr. Ganz Ferrance	Alberta Primetime-Lifestyle	- Sleep deprivation`s larger effects, aspirin to mend a broken heart, and more - `Sexy` Halloween costumes for kids, and relying on ratings
	Dr. Ganz Ferrance	CTV News Edmonton	Dr. Ganz Ferrance and the myth of multitasking
	Dr. Ganz Ferrance	630 CHED radio	How we can prevent ourselves from fearing death and the many threats to our health as we are bombarded with stories of diseases, infections and hazards.
	Dr. Robin Everall	Edmonton Journal	U of A gets \$10,000 grant for mental health

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

July 2014 – November 2014

DATE	PSYCHOLOGIST	VENUE
September 2014	Ms. Sandra Annis and Ms. Heather Ponech	Live Well Showcase in Lethbridge

Continued next page...

ALBERTA PSYCHOLOGY IN THE MEDIA (con`t)

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

July 2014 – November 2014

DATE	PSYCHOLOGIST	VENUE
October 2014	Ms. Lisa Skriver	Clear Water Academy 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.

RECOMMENDED FEE SCHEDULE

As of January 1, 2012 (Based upon a 50 minute session)

Service	Per Session (Based upon a 50 minute session)
Individual Therapy	\$180
Individual Assessment	\$180
Couple/Family Therapy	\$180
Couple/Family Assessment	\$180
Group Therapy (per person)	\$60
Custody & Access	\$300
Legal & Forensic Assessment	\$300
Expert Witness Testimony (half day minimum)	½ day \$1200 Full day \$2400
Consultation & Corporate Services	½ day \$900 Full day \$1800

- Report writing, telephone consultation, letters and form completion is billed at the rate of service being provided. (See list of services above)
- Billing can also occur in 10-minute increments for services done outside the therapy house such as phone call, letters and the like calculated at one-fifth the hourly rate for each 10 minutes. Incremental billings are also appropriate for services provided beyond a 50 minute session.
- Fees for specialized services and treatments not listed on the above schedule may exceed the current recommended guidelines.

This fee schedule is a guideline and reflects a fair fee for service consistent with the qualifications of registered psychologists.

CALL FOR PAA BOARD NOMINATIONS

In accordance with the Bylaws of the Psychologists' Association of Alberta, we hereby call for nominations for the Board for a three year term commencing May, 2015. All nominees shall be eligible voting members* in good standing with the Psychologists' Association of Alberta and shall be nominated by two eligible voting members in good standing with the Psychologists' Association of Alberta. Candidates must agree to accept, uphold, be governed by and support the by-laws and objectives of the Association.

- 4 Director Positions are open for election. The term of office for these positions is three years.

A call for Nominations form can be obtained on our website at www.psychologistsassociation.ab.ca or by calling the PAA office.

A completed "Call for Nominations" form must be received at the PAA office by 4:00 p.m. on Friday March 6, 2015.

*eligible voting members – Full, Life and Out of Province Members

CALENDAR OF EVENTS

December 12, 2014 – The Seven Habits of Highly Ethical Psychologists (And One Good Habit You Don't Want to Practice). Presented by Dr. Derek Truscott & Dr. Richard Spelliscy. Location: University of Alberta, Edmonton. 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

March 13, 2015 - Trauma & PTSD in First Responder Populations. Presented by Dr. Barbara Schmalz & Dr. Megan McElheran. Location: Hampton Inn by Hilton Calgary Airport, 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

April 21 – 23, 2015 – Conducting Child Custody Evaluations. Presented by Dr. Stephen Carter. Location: Executive Royal Hotel, Leduc. 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 website regularly for any newsletter updates and upcoming events. Log onto the website www.psychologistsassociation.ab.ca and click on *Continuing Professional Development/PAA Workshops / PAA Connect2015* or *Classifieds/Non-PAA Training Events Calendar*.

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



PSYCHOLOGISTS'
ASSOCIATION *of* ALBERTA

Proudly Presents

PAA Connect 2015

Cochrane Ranchehouse Conference Centre
Cochrane, Alberta
May 29th, 2015

*Our Inaugural Forum for
Learning, Connection, and Renewal*

Contact PAA:

Edmonton: (780) 424-0294

Calgary: (403) 246-8255

Toll Free: 1-888-424-0297

Fax: (780) 423 4048