

Psymposium

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BOARD NOTES



*Bonnie
Rude-Weisman,
PAA Board President*

Fellow colleagues, as your new president, I am honoured to take the torch from our very capable past president, E.J. (Everett) Vroon. I must be frank – I had some trepidation in accepting the torch, believing that someone from our urban areas (i.e., Calgary or Edmonton) would serve the association in a more cost-effective manner, and potentially be more accessible on a face-to-face basis for the business of PAA. I hail from Medicine Hat, and while my colleague and fellow ‘Hatter’, Roger Moses, served PAA exceptionally well (on more than one occasion) as president, I was nonetheless concerned about the long-distance nature of my interactions with the executive staff. I was convinced otherwise, however, and I will endeavor to guide the board of PAA as best as I can and facilitate the extremely important work of our paid staff.

Like my fellow board members I am volunteering my time to PAA. While it ‘costs’ me a day of private

practice each time we meet (about four times a year), the benefits I receive are immeasurable (or priceless, if you watch the commercials). I have the opportunity to keep abreast of those issues facing Alberta psychologists no matter where we are at in our respective careers. I also have the opportunity to learn about issues, especially in mental health, affecting the well-being of Albertans, given that the mission of PAA is to not only “advance the science-based profession of psychology”, but also to “promote the well-being and potential of all Albertans”. In addition, I have the opportunity to make sure that semi-urban/rural issues are heard. What is true for Edmonton and Calgary for psychologists and mental health issues is not necessarily our truth in smaller cities and towns. As well, I have the opportunity to pay it forward - Dr. Jean Pettifor was a mentor to me, and I would like to give back to our chosen profession.

Without question, our paid work is

I have the opportunity to keep abreast of those issues facing Alberta psychologists no matter where we are at in our respective careers.

PSYCHOLOGISTS’

ASSOCIATION of ALBERTA

MISSION STATEMENT

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

PAA Symposium [ISSN 1193-2627] is the official newsletter of the Psychologists' Association of Alberta.

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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 *Symposium*, please send them to the PAA office at rose@paa-ab.ca.

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Symposium is submitted to PsycEXTRA, a database set up by the American Psychological Association, which contains newsletters, policy papers, white papers, fact sheets, reports, magazines. PsycEXTRA is a companion to the American Psychological Association's scholarly database PsycINFO.

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PAA Administrative Office and Staff

Unit 103, 1207 – 91 Street SW, Edmonton, Alberta T6X 1E9
Telephone: 780-424-0294 or Toll Free: 1-888-424-0297
Calgary: 403-246-8255
Fax: (780) 423-4048 or Toll-Free: 1-888-423-4048
Email: paa@paa-ab.ca
Website: www.psychologistsassociation.ab.ca

Executive Director: Pierre Berube
Email: pberube@paa-ab.ca

Director, Education and Communications: Dr. Judi Malone
Email: judim@paa-ab.ca

Office/Finance Manager: Joanna Leung
Email: joanna@paa-ab.ca

Executive Assistant/
Member Services Coordinator: position being filled

Continuing Education/
Communications Administrative Assistant: Rose Cooper
Email: rose@paa-ab.ca

Receptionist/
Administrative Assistant: Cindy Kennedy
Email: paa@paa-ab.ca

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incredibly important, whether we are engaged in clinical practice, teaching, research, or consultation. However, volunteering our time to the profession as well as to our fellow Albertans is no less important. Please take the opportunity to be generous with your time. PAA has various roles and committees for which you can volunteer. While the board nominations are closed for the year, watch for the call for nominations next March. Your contribution, no matter from where you hail or where you are in your career, will bring you far more benefits than what it will cost you. Furthermore, the benefits will be felt not only by you but also by the profession, Albertans, and the PAA.

As your president for the year, please do not hesitate to contact me if you have any questions.

Sincerely,

*Bonnie Rude-Wiseman, M.A. R. Psych
Board President*

Email: brudeweisman@shaw.ca

Mental Health Central

www.mentalhealthcentral.ca is a website or "hub," connecting Canadians through a central platform from which they may locate, promote or share mental health-related services, information, resources and research at **no charge**. It is a liaison for professionals, organizations, and individuals searching for or offering various mental health-related services, education, books, and events (whether non-profit or not) to the workplace, community and schools — a one-stop, service and resource centre offering **unlimited listings**.

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Psymposium Advertising Rates (effective January 2016)

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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5% Goods and Services tax to be added to all costs quoted above. A 25% discount on gross billing will be allowed to PAA members placing employment, office space, or professional training workshop advertisements. A 25% discount on gross billing will be allowed to private sector non-profit organizations placing ads.

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Half Page	17.7 x 11.5 cm	Quarter Page	8.6 x 11.5 cm
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EDITOR'S LETTER



Michelle Vandegriend, Ph.D., R. Psych.

"The summer always seems to go by so fast" are comments I often hear when the school supplies begin appearing in September, or when people are returning from holidays and putting their camping gear away. This doesn't have to be the case though. We know that mindfulness, the practice of being present, can help us soak up the therapeutic benefits of summer and slow things down a little bit so we can better rest, recharge, and renew. A recent article I read mentioned the ABC's of mindfulness that I thought was a simple way to remember this as we enjoy the last few weeks of summer: paying *attention* to our surroundings in a purposeful way; *being* with our experience non-judgmentally; and making the *choice* to simply notice rather than react on automatic pilot.

One of my favorite morning routines after breakfast is to take a moment with my cup of java and gaze out the window into the flower garden in my backyard. It is quite mesmerizing to simply observe the smallest, yet most beautifully intricate details of nature that would otherwise go unnoticed, and it feels like a great way to start the day before heading out the door. Simon and Garfunkle said it well, *"Slow down, you move too fast, you've got to make the morning last"*.

So whether you find yourself sitting on your deck, swimming at the beach, or hiking through the tallest mountains, I encourage everyone, as well as myself, to BE present and make the remaining weeks of your summer last just a little bit longer.

In this summer edition of Psymposium, we welcome our new PAA Board President, Bonnie RudeWeismann, R. Psych. Bonnie is a psychologist in private practice in Medicine Hat, and she discusses the opportunities in volunteering her time in this role and the benefits for other psychologists in volunteering for other various roles with the PAA.

Ms. Gwen Randall-Young, R. Psych. describes parental ego and how it can hinder the parent/child relationship as well as create frustration and disappointment when kept

unchecked. She reminds us how important it is to nurture a child's own true path.

Dr. Deborah Dobson, R. Psych. presents an interview with Dr. Caelin White who works as a psychologist in the area of clinical, sport, and performance psychology and who co-pioneered the Canadian Psychological Association's, *Mind Your Mental Health* campaign. He continues to play an active role in raising awareness of mental health through ultra-endurance competitions, and he discusses some of his experiences in training.

Terry Wilton, R. Psych. describes some of his reflections as a supervisor and the *Land of Not-Knowing* with regard to experiences clients describe and embracing the real-time therapeutic relationship with an openness to shifting perspective.

In January of 2016, the University of Calgary and the Psychologists' Association of Alberta conducted their fifth survey to better understand issues faced by psychologists across Alberta and to assist with advocacy. Results are presented from areas such as psychologists' practice settings, work capacity, income, gender, training and career satisfaction.

In the Getting Schooled section, Dr. Shawn Crawford, R. Psych. explains the importance of a foundational mathematical subskill, number sense. He points to the research in this area, key factors, and interventions that school psychologists should consider.

Dr. Jon K. Amundson, R. Psych. shares his reflections on a U.S. Public Health Service research experiment and the Hoffman Report. From these two events, crucial issues are presented with regard to ethics as psychologists.

Sarah Johnson, Catherine Masou, Victoria Purcell, and Melissa Yue present an article in which the *Conscience Clause* is reviewed. Specific codes from the Canadian Psychological Association, Code of Conduct are highlighted, as well as implications with regard to psychologists-in-training, and recommendations with regard to this clause.

I hope you enjoy this edition of Psymposium.
Warm regards,

Michelle Vandegriend, Ph.D., R. Psych.

www.stalbertcounselling.com

Email: mvandegriend@stalbertcounselling.com

NOTES FROM MY DESK



*Dr Judi L Malone
PAA Director, Education &
Communications
Registered Psychologist (AB/AUS)*

Just completing my second full fiscal year with PAA, I wanted to share some of what I enjoy most in my work for you, our members. As this is my first such update in Psymposium, I'll begin with a year-in-review.

My 3-day/week role as your PAA Director of Education and Communications allows me to maintain a part-time rural clinical practice, a balance that also keeps me actively engaged as a practitioner. My director's portfolio includes our education, marketing, continuing education, and communications priorities that add to the success of many PAA initiatives for our members, the profession, and the psychological health and wellness of all Albertans. I want to highlight a few of those areas.

Public Education

There are never enough opportunities to increase public awareness of psychology and its benefits. Your PAA Public Education Committee assists in this profile raising through initiatives to educate the public. The success of Psychology Month 2016 was based on both the foundation of activities promoted by the PAA office and the on-the-ground involvement of you, our members. The PAA School Psychology Committee continues to advocate for meaningful and effective incorporation of psychologists in Alberta school systems and promotes professional practices that support the educational and psychological wellbeing of children in Alberta school systems. And, your PAA Psychologically Healthy Workplace Committee has been actively engaged with our PAA Healthy Workplace presentations, the PAA Psychologically Healthy Workplace Award, and adding to our voice on the Alberta Workplace Wellness Network.

Media is a powerful public education tool for psychology. Many members are active in interviews, regular TV, radio, print, and online media activities,

an area we actively support. Last fall, we offered "Enhancing Media Engagement for Psychologists", a workshop and networking activity designed to enhance public education via our provincial media network. PAA also coordinated or supported eight major career fairs and public speaking engagements in Alberta. Targeted public education initiatives include fun activities like our regular involvement in student science fairs (see Chris Shorrock's article in this edition) and weightier ventures like our most recent Alberta Health Portal Taskforce that made recommendations adopted by Alberta Health specific to public anxiety information and resources.

Continuing Professional Development (CPD)

Curious, as so many of us are, I always anticipate our many continuing professional development opportunities. This year PAA hosted 8 successful, CPA accredited, workshops with registrations linked to membership profiles. We continued our successful U of C partnership in certifying, "Clinical Supervision in Professional Psychology" (now having 196 trained psychologists). We also co-sponsor relevant non-PAA CPD and maintain reciprocity agreements for reduced CPD rates for our members. If anything makes me anxious (not typical of me) it would be technology beyond our capabilities. We have only just begun exploring webinars, piloted online programs for PAA committees, internal training, and even partnered with the APA to participate in a rural practice webinar.

Most personally enjoyable is *PAA Connects*, our biennial forum for learning, connection, and renewal. Our successful inaugural forum was held last May in beautiful Cochrane and planning is well underway for PAA Connects 2017 at Fort Edmonton Park with the PAA Awards Ceremony and our special welcoming for newly registered Alberta psychologists.

Communications

Key to all areas of our work is our communications. Psymposium is now edited by the capable Dr. Michelle Vandegriend and I am grateful for the stewardship of longstanding editor, Dr. Frank McGrath. You have likely already noticed our ongoing technological enhancements. Social media is now a regular PAA feature with Facebook, Twitter, & LinkedIn, in addition to Dr. Jon Amundson's memorable podcasts. In addition to enhancing our web-presence, there are active efforts in creative and ongoing marketing and public education initiatives.

Special Projects

Particularly rewarding is our ability to be the voice of, and for, psychology in Alberta. I want to highlight a few of the many special projects that provide opportunities for advocacy, public education, and to showcase our profession. We have two new MLAs who are PAA members, MLA Debbie Jabbour (Peace River), who is provisionally registered, and MLA Denise Woolard, registered school psychologist. We continue to collaborate with, and support, the Palix Foundation who have trained another cohort of certified sex addiction and trauma therapists, sponsored Fulbright Scholars, and work tirelessly for Alberta families and community development. Media engagement has been ongoing with an upcoming leadership pilot. We made presentations on the Alberta Mental Health review and have been formally invited to participate in their steering committee. We developed targeted member communications and training specific to the Syrian Refugees in Canada, activated our PAA Disaster Response Network, and have been collaborating with the Alberta Paramedic Association on their own mental health initiative. Benefiting from collaboration outside our province, we continue to collaborate actively with other professional associations (CPAP), our national association (CPA), and the APA (I serve you there as your Director of Professional Affairs).

Director's Desk

Your 2015-2016 PAA Annual Report showcases the busy and exciting year enjoyed by our association and members. I encourage you to review that online or by contacting our office for a copy.

Impressed? Your association's productivity rests on a wealth of committed volunteers. If you are a PAA volunteer I sincerely thank you. If you know a PAA volunteer, please do thank these colleagues for their commitment to our profession and to the psychological health and wellness of all Albertans.

I have a great job. I work with a great team here at the PAA. And, I love being a psychologist. As always, I appreciate your insight, questions, and comments.

PAA is our association.

Judi

PROFILES IN PSYCHOLOGY

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



Deborah Dobson



Dr. Caelin White

I've decided in this issue of Psymposium to feature a psychologist near the beginning of his career who has participated in a number of very interesting advocacy and endurance activities. Dr. Caelin White completed his Ph.D. from the University of Manitoba in 2015 and his residency with the Calgary Clinical Residency Program the same year. He is currently working at the *Carewest Operational Stress Injury Clinic* in Calgary as well as starting a practice as a clinical, sport, and performance psychologist. He was a co-pioneer of the Canadian Psychological Association's "Mind Your Mental Health" mental health awareness campaign and has competed internationally in ultra-endurance obstacle races, such as the World's Toughest Mudder.

You've been active in the field of psychology for a number of years now, however, have only recently begun your professional career following the completion of your Ph.D. dissertation and residency. Could you describe your pathway to clinical, sport, and performance psychology and some of the influences that you have had along the way?

Well before pursuing academia, I worked and travelled around the world for several years, and have no doubt those experiences galvanized my fascination with all things psychological – the human condition, as well as its cultural variation and universal features. Eventually, I chose the clinical route in grad school because it combined my passions for science, philosophy, the human mind, and helping others. The sport/performance path emerged later and a bit more organically, after I got more involved in mental health advocacy work. Specifically, I began

competing in progressively more challenging races as a way of raising awareness about mental illness, and began personally applying in those competitions the clinical skills we often teach. At one point, things suddenly clicked. I realized first hand that clinical psychology has so much to offer clients in high performance disciplines. Moreover, performance psychology can, in turn, assist in the treatment of clinical disorders. Given this potential for mutual benefit and cross-fertilization between clinical and performance psychology, I began centering much of my work on that intersection.

Could you describe how you approach performance psychology?

In broad strokes, performance psychology involves working with the client in a way that achieves not just competence in a particular psychological/behavioural domain, but mastery. This work typically focuses on developing the client's capacity to execute with consistency a desired action or sequence of actions while under pressure. This capacity is a core feature that distinguishes average performers from exceptional ones. As one would expect, this capacity doesn't usually arise on its own; it must be rigorously trained.

The performance approach is similar to the clinical one in the sense that it involves identifying and operationalizing goals, assessing relevant deficits in existing knowledge and skills, collaboratively mapping out a training (i.e., treatment) plan for the client to follow, cultivating knowledge and skills, analyzing outcomes, and adjusting training as required. However, the performance approach usually places greater emphasis on the use of imagery and visualization, learning directly from individuals with demonstrated mastery in the domain of difficulty, repetition of skills to the point of automaticity, enhancing support, and only progressing in training when prerequisite skills have been mastered. Because non-performance clientele possess, on average, lower levels of drive and motivation compared to high performance clients, the problem of low motivation sometimes requires greater attention in the former group.

I see from your website that you talk extensively about "mental toughness". What is mental toughness and how is it different than mental health or wellness?

Mental toughness is generally viewed as the capacity to perform adaptively and persist in the face of adversity, particularly over long periods of time. Mental toughness

is somewhat analogous to a psychological immune system since it functions as a buffer or moderator between adversity and mental health. Mental toughness is related to the concept of psychological resilience (i.e., the capacity to recover quickly from adversity) but the concepts are not synonymous because resilience is actually one of several facets of mental toughness. Self-efficacy is yet another facet, that involves a belief that one will succeed in a task given one's current knowledge and skills, as well as a trust in oneself to manage the outcome whatever it happens to be. Mental toughness also involves an orientation, both in attitude and behaviour, towards seeking out and embracing life's challenges rather than simply responding to challenges when they happen to arise. The concept of mental toughness is generally captured by the following two phrases: "What's in the way, is the way" (orientation towards adversity) and "I will overcome and grow from life's challenges" (resilience and benefit from adversity).

I'm quite interested in the connections between client motivation, values clarification, and performance principles. I see that you gave a talk last year on this topic, entitled "True Grit". Could you comment? How can we use these strategies to increase client motivation?

As we know from research, motivation for attending therapy is often low and/or tenuous in clients and has been causally linked to higher rates of treatment dropout and poor homework compliance. In an attempt to address these two problems, I have begun focusing more directly on client values. The inclusion of values work in therapy is not new (both motivational interviewing and acceptance and commitment therapy involve values work), but I place a stronger emphasis on values work and typically use it at the outset of therapy. Specifically, I have many clients identify their core values for homework between the first and second sessions. Then, for the second session, we collaboratively brainstorm a list of concrete behaviours and activities that, from the client's perspective, are consistent with their core values. The client then has a behavioural "blueprint" of a values-driven life and can begin committing to gradual and sustainable behavioural changes that bring their blueprint "to life", so to speak. Treatment then involves equipping the client with whatever knowledge and skills are required to actualize this blueprint without their thoughts and/or feelings getting in the way.

Greater or more balanced behavioural engagement in life is one of those therapeutic objectives our clients often identify, and in my experience doing this values work achieves three effects that are unique, timely, and bring added value to the

pursuit of that objective. First, values work helps clients regain a vision of what their lives are truly about, and this boosts both mood and motivation for therapy. Second, as noted above, this values work provides a behavioural blueprint for clients, so they can clearly see how to live their lives in the most personally meaningful way possible. Making these values-behaviour links also enhances the probability clients will follow through with homework. Third, values work makes explicit the connection between their core values and the act of attending therapy, and this reduces the probability of treatment dropout. Although I don't yet have the data to support this, my observation has been that clients who complete the values work at the outset of therapy (compared to those who don't) return for a second session, more consistently attend treatment, take greater ownership of the therapeutic process, and persist with treatment in the face of setbacks. These clients also "get it", meaning that they emotionally resonate with the values exercises, and understand their relevance to therapy and to personal improvement.

What are some of the key factors that affect high-level athletic performance? In your opinion, which factors are the most important? Why?

For a number of sports, research in genetics, sports medicine, and physiology has uncovered some decent physiological predictors of performance. These include how efficiently an athlete utilizes oxygen (i.e., VO₂ max), indicators of endocrine and vascular function, and unique genetic markers. From a psychological perspective, factors like high intrinsic motivation and drive, strong emotion regulation skills, focus control, and high distress tolerance certainly provide huge advantages to athletes in training and competition. Moreover, personalities with strong perfectionistic features can sometimes be helpful or harmful depending on how "perfection" itself is defined and conceptualized in the athlete's mind. However, the psychological science in this area is young and thus the picture isn't perfectly clear. For example, the psychological profiles of champion athletes can look strikingly different from one another. Moreover, psychological weaknesses in areas that one would intuit to be important can sometimes be overcome by strengths in others. For example, psychological flexibility and "coachability", while generally advantageous, are not necessarily critical to success if the athlete is sufficiently driven and gifted physically/genetically.

You were a co-pioneer of the Canadian Psychological Association's "Mind Your Mental Health" (MYMH)

mental health awareness campaign. Thank you for doing this important work. What do you think remains to be done in this area and what steps can we take to work towards improvements?

Significant advances have been made in recent years with respect to reducing the stigma of mental illness, and that's fantastic, but even more work needs to be done in the area of access to service. Data clearly reflects that Canadians want, but don't have, timely and affordable access to psychological services. This problem of poor access is by far the greatest barrier to the public receiving care for mental illness. Psychologists alone are unlikely to stimulate the public policy changes required to make meaningful changes in this area because we represent such a small (albeit passionate) constituency. This means we need to empower the lay public to do the heavy lifting. This might be accomplished by outlining both the problem and the solution in new and creative ways via traditional media, social media, printed materials, and celebrity endorsements. I know budgets are tight, but psychology advocacy bodies might also consider setting money aside to hire marketing firms to do this work, since these firms can do it more effectively than we could do ourselves. We also need to spell out the solution and make it easy for the public to pursue. This means providing simple and straightforward ways for the public to contact their local political representatives (e.g., websites with completed form letters), like we did with the MYMH website (MYMH.ca). I know I've said a lot here, but the takeaway point is that it's not business as usual. We simply need to be more deliberate and creative when it comes to advocacy.

Another objective we need to pursue as psychologists is gaining professional support for psychology from outside the discipline – from other medical professionals (i.e., physicians, nurses) and mental health professionals (i.e., social workers, occupational therapists, counselors). The public healthcare model is such that psychologists can no longer operate in a silo and still expect to have a seat at the healthcare table. If psychology is to thrive, we need to be less possessive of the mental health domain, more curious about the work of other professionals, knowledgeable about their strengths, and more deliberate in collaborating with them. There is (fortunately and unfortunately) plenty of mental health work to go around, and we need to strike the right balance between aligning and cooperating with other professions whilst asserting and showcasing our unique professional strengths and identity. This dance is a delicate one, and one that many of us (myself included!) need to learn to do better.

You have competed in ultra-endurance obstacle and other international races, one of which you did as a branch of the mental health awareness campaign for CPA. Congratulations on being the 12th out of over 1000 people in the World's Toughest Mudder in 2012 as well as competing in many other ultra-endurance competitions, such as the Canadian Death Race and the Sinister 7. How do you approach a race day?

The elevation, distance, and obstacle profiles of these races are often so different from one another that the training leading up to each race is quite different. But there are certainly trends in how I manage myself on race day, regardless of the race. Typically, on the morning of a race, emotions usually run pretty high, so tempering fear, anxiety, and expectations is critical to not screwing up everything I trained for. Although this isn't an issue for shorter races, being amped up at the start line of an ultra-endurance race is just a colossal waste of valuable calories, so keeping calm but focused is important. I just tell myself over and over statements like "You've done all you can do" and "Trust your training". I also try to focus on and visualize the course itself, plan my movements during technical sections, and remind myself of my fuel and hydration plan. In the minute or two before the start, my mind is usually scrubbed of any complex thoughts. I'm just focused on the sensations of my heart beating, my lungs breathing, and my muscles trembling and rearing to go. During the race, I try my best to focus on each moment and remind myself "the race is won and lost with every step". This keeps me moving and keeps my movements sharp and intentional. But don't get me wrong, I still wipe out now and again. Staying upright while running is overrated!

In addition to your professional and competitive activities, how do you enjoy spending your time?

After all my work and training, there isn't a whole heck of a lot of time left in the day, but I'm at a stage in my life and career where I'm okay with that. I love the outdoors so when I'm not training outdoors, I'm relaxing outdoors...either camping, hiking, reading in the park, or just hanging out with friends somewhere outside. I think we're unbelievably fortunate to be living in Canada, and Alberta in particular, and so I try to experience and appreciate our astounding geography as much as I can. Pizza and Netflix have also been known to happen occasionally. Okay, frequently.

As a recently graduated professional, what advice do you have for people who are now in training and working to become psychologists in the near future?

As we all know, the training path in clinical psychology is extraordinarily long and demanding, so it can be incredibly easy to get bogged down emotionally, physically, spiritually, and to simply lose the big picture amidst all the stress. So the first thing I would say to those in training is "breathe". Remind yourself that life is bigger than psychology, bigger than grad school. Practice a ton of self-compassion, commit to a manageable and sustainable pace, give yourself permission to take breaks and vacations, and remind yourself often that you are accomplishing something incredible. And while I know it's painfully cliché, the second thing I would also say is "stay true to yourself". In practice, this means not ruminating about what your peers are doing, how fast they are going, or what direction they're heading. Your path will (and should) look different, so focus on your unique interests, your game, your personal process, and make the corresponding decisions that fit for you. Doing so will move you forward much faster and get you to where you want and need to be.

Profiles in Psychology - New Writer Needed -

It has been my pleasure to interview and write about a number of prominent and interesting psychologists in Alberta for the past six years—thank you for the opportunity to do this work. The things that we do in our working, volunteer and personal lives are always captivating and I have enjoyed hearing and writing about them from the people that have been featured. This column is an excellent way to profile new and more experienced psychologists in the province.

The time has come for me to step aside and for someone else to step forward. It is not a big time commitment as there are only three issues of Psymposium published per year. After identifying a potential interviewee and obtaining some information about their backgrounds, I have completed interviews in person, on the telephone or by email conversations. It would be helpful to have someone new in the northern, central or rural part of the province in order to broaden the scope of the column. Useful attributes of an interviewer are those that most psychologists already have for their work—curiosity, the ability to ask a diverse array of questions and then summarize, synthesize and write up the information in an engaging way for the readership.

Interested writers can contact the PAA office
Judi Malone judim@paa-ab.ca or Rose Cooper
rose@paa-ab.ca. If anyone has any questions about my
experiences, please feel free to contact me
as well drdebdbobson@shaw.ca

THE UNIVERSE WITHIN

by Gwen Randall-Young, R. Psych.

Ego and Parenting

“You may house their bodies but not their souls,
For their souls dwell in the house of tomorrow, which
you cannot visit, not even in your dreams.”

Kahlil Gibran



There seems to be more awareness now than ever about the ways in which an unchecked ego can create havoc in our lives. When we strive to remain conscious, we can utilize our inner observer to keep ego in check.

There are times, however, when ego's reaction is so strong and so swift that it is like the observer gets knocked out and may not regain consciousness for hours, days or even much longer, regarding that particular situation. This is most likely to happen in our closest relationships.

One area where unconsciousness can show up in an otherwise evolving individual is around parenting. When a child is born, this is a new soul coming into this world to make its own particular journey. Parents, of course, are a very important part of this journey, but it is not as much about them as most parents would like to think!

When parents have a child, or sometimes even when pregnant, they begin to have visions for this child. They picture the child at different stages of life, seeing the child as they would like him or her to be. Early on, they begin to shape the child according to their wishes, images, hopes, dreams or aspirations.

As the child grows, the parent egos become very satisfied to the extent that the child's actual behaviors and being are in alignment with what the parents want for the child. If the child does not live up to parental expectations, there is often dissatisfaction, frustration, disappointment and even anger. If the parent egos are in full swing, they see the child as a reflection of themselves. They redouble their efforts to make the child “look good.” I am reminded of a friend who, years ago, when her five-year old daughter had dressed

herself in a most “creative” ensemble, told the child that no daughter of hers would go out of the house looking like that!

As the child gets older, the involvement of parental egos may intensify. If the dad wants his son to be a hockey star, he can be hard on the child when he does not perform well. If the parents want their child to be an academic star, they may, when presented with a mark of eighty percent, ask why it was not higher.

An unaware ego can be very determined to get its way. It can “know” which career path is best for a child, despite the child's differing interests and protestations. This causes the young person to either surrender and follow the career path that will please the parents, to go her own way and live with guilt and a feeling of letting down her parents, or else to become immobilized and depressed, and do nothing.

Ego can also do serious damage to the parent/child relationship when it has a strong negative reaction to the child's choice of life partner. Once again, the child can be made to feel guilty for following his or her own heart and true path.

To honor the souls of children, parents need to strive to maintain awareness of ego and when it is trying to satisfy itself through the child. It is helpful to think of the child as a plant that begins as a seed, with all of its potential and characteristics already locked inside. It needs only proper care, loving nurturing and attentiveness in order to blossom fully into what it exists here to be.

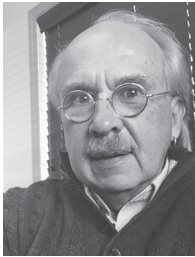
As children grow, I sometimes think it is more important to ask them more than we tell them. Ask them what they think; what they like, what they want to be when they grow up. When older, ask what inspires them, what they are passionate about, what gives their life meaning and for what they would like to be remembered.

As parents our job is to give children good roots, but they must find their own wings, and fly where their spirit leads them.

*Gwen Randall-Young is a psychologist in private practice and author of **Growing Into Soul: The Next Step in Human Evolution**. For more articles, permission to reprint, and information about her books, “**Deep Powerful Change**” personal growth/hypnosis CDs, visit www.gwen.ca and like Gwen on **FaceBook!***

WHAT WE DO...

by Terry Wilton, R. Psych.



Welcome to the Land of Not-Knowing

Most of us who inhabit this place are in denial. We think that we know lots of stuff, probably all that we need to know to make sound professional judgments. We have protocols that convince us of this: the questions to ask to take a history or survey for symptoms. But do we really know what is going on in our client's lives?

Recently I was supervising a psychologist working in a relatively isolated community. She is the only psychologist there. One of her clients had presented her with a particular circumstance. Another client referenced the same circumstance in a very different way. The accounts were irreconcilable but both seemed genuine. We finally came to the conclusion that she needed to work in the context of not knowing for sure what that circumstance actually was to work with both versions of it depending on with who she was speaking.

What a gift of reality this psychologist received! You see, we tend to think that on the basis of client report we know their circumstance. If we don't have the experience of this psychologist we might never fully grasp that we really don't know about the circumstances of our clients, only their perception of and meaning assigned to the external events they experienced.

As a supervisor I had the task of supporting another supervisee with an adverse event perpetrated by a new client after the first session. The supervisee had no inkling of the possible risk. I am confident that the supervisee did a good job in establishing rapport and seeking out information to be the foundation of competent work. I doubt if I could have done better. Still there was a potential risk that was either hidden by the client or outside of the client's conscious awareness. Recently, I learned about a maladaptive pattern of behavior for a client that he was finally willing to share. It was relevant, and now it can be discussed in the therapy room, and much greater progress can be made.

But for a year or so, I didn't know about it.

So how do we live in this land?

One way of coping would be to strive to know more. Let's see. Before we start therapy we could have the client complete pages of intake forms, do a couple of standardized personality tests, maybe even administer the Rorschach to get at those pesky unconscious elements. In the middle of our client's report of circumstances involving others we could ask the client to pause a moment while we call someone who could corroborate the story. Maybe we could run BASC- type rating scales on the new client getting the opinions of partners, members of the adjacent generations in the family, employers, neighbors, and friends!

Can you imagine what it would be like to establish therapeutic alliance after we had developed this firmer level of objective knowing? Would the client feel our relationship to be trusting and safe?

Alternately, we could seek a flow of information that is accurate and readily available. We can listen carefully for the structures of how the client organizes self in the context of reported circumstance. We can observe the flow of affect in real time in the relationship between the client and ourselves. We can pay attention to inklings of our own subconscious responses to the client - our emotions, levels of connection, hunches and fears.

But most of all, we can embrace a flexibility and openness to shifting perspective in work with our client. Assessment cannot be confined to the mental status examination and history taking of the initial session(s) but is a dynamic process, re-iterative and eager for both deepening insight, discoveries and disconfirmations. We also can grow comfortable with the client being different in a second session and a seventeenth session - if we are doing our job well, that will be the case.

So when you come right down to it, the land of Not-Knowing is kind of a neat place to live. Well, it is as long as we don't need to be right.

So when you come right down to it, the land of Not-Knowing is kind of a neat place to live. Well, it is as long as we don't need to be right.

GETTING SCHOOLED



Hello and welcome to this edition of Getting Schooled. In keeping with our theme of interventions in School Psychology, Dr. Michelle Drefs, Ms. Katherine Winters and myself have written an article on math interventions.

We have chosen to focus on the importance of number sense as a foundational process, highlighting its crucial importance in the development of mathematical understanding and skills.

Michelle Drefs (PhD, R.Psych)

Shawn Crawford (PhD, R. Psych.)

Kate Winters (MSc)

On Behalf of the PAA School Psychology Committee

Math Interventions that Make Sense

If the lay public and educators were asked what two academic areas are most important for children to learn to be successful in school, there is little doubt a majority would say reading and mathematics...in that order (Clarke, Baker, & Chard, 2008, p. 453).

Mathematical ability has been shown to have a significant impact on employment opportunities, economic status, and physical and mental well-being (Bynner & Parsons, 2005). Not surprisingly then, math learning difficulties are among the primary reasons students are referred to school psychologists. As such, it is essential that school psychologists understand math learning difficulties and are able to select effective instructional techniques and interventions to support students who struggle with mathematics. The need for such expertise is likely to further increase as schools and educators experiencing success in the delivery of multi-tiered models of instructional supports for reading begin to shift their focus and seek out similar multi-tiered models of support for early mathematics (Clarke, Doabler, & Nelson, 2014).

As outlined in the DSM-5, students who meet criteria for a diagnosis of Specific Learning Disorder with impairment in mathematics experience remarkable difficulty with one or more of the following four subskills: number sense, memorization of arithmetic facts, accurate or fluent calculation, and/or accurate math reasoning (American Psychiatric Association, 2013). Discussing instructional techniques and interventions for each of the four subskills is beyond the scope of this brief article. As such, we decided to focus on number sense – largely based on significant and recent advancements in our understanding of what number sense is and how best to support the development of this foundational subskill. We begin by providing a brief history of the research on the importance of number sense, followed by an overview of key areas to consider in selecting effective interventions for students with underdeveloped number sense.

Research on the Importance of Number Sense

In many respects, number sense is the “new kid on the mathematics block.” This is evidenced, for example, in the notable absence of number sense from some of the earlier and more prominent models of mathematical learning disabilities (for example, see Geary, 2004). Although it is almost twenty years since Gersten and Chard (1999) first proposed that the relationship between number sense and mathematics is analogous to the importance of phonemic awareness for reading, it is only within the last decade or so that interest in number sense among practitioners has peaked. Fuelling this rise is compelling research from the fields of mathematics education, cognitive psychology, and neuroscience supporting number sense as a critical determinant of both early and more advanced mathematics performance. In general, we know that most children have a fundamental sense of quantity and a basic understanding of numbers well before they enter school around 5 years of age (Friso-van den Bos et al., 2015; Geary, 2013). Unfortunately, children who lack or fail to obtain a solid understanding of numbers in the early grades are unlikely to catch up and are at-risk of performing significantly below their peers in mathematics throughout their schooling (Griffin, 2004). Furthermore, there is evidence to suggest that early math skills are even stronger predictors of later academic achievement than reading skills, attention, or behaviour (Duncan et al., 2007).

Interventions for Number Sense: Basic Considerations

While we presently know a great deal about number sense, it is important to keep in mind that considerably less time and study has been given to this area compared to what has been given to deficits in other subskills associated with math learning difficulties (e.g., fluent retrieval of basic arithmetic facts) or to other academic domains (e.g., reading). Accordingly, we are only in the initial stages of understanding how best to intervene in this area.

To fully appreciate the recent literature related to effective number sense interventions, it is helpful to begin with a brief description of what constitutes number sense. This is somewhat challenging however, due to inconsistencies in how number sense is defined and operationalized, both within and across disciplines. In the broadest sense, number sense refers to a “fluidity and flexibility with numbers” (Gersten & Chard, 1999, pg. 19). More specifically, number sense is a developmental process that involves both the innate ability to process discrete and continuous nonsymbolic quantities (e.g., judging which of two collections is larger), as well as basic symbolic number competence (i.e., recognizing Arabic numerals and understanding how numbers relate to one another), acquired through experience and formal schooling (e.g., oral counting; number identification, sequencing, and magnitude comparison; mental calculation). Current research investigating the relative importance of nonsymbolic versus symbolic numerical skills to mathematical outcomes at different developmental periods suggests that while symbolic number skills matter more as children age (Merkley & Ansari, 2016), nonsymbolic numerical skills are associated with mathematics performance in younger children (prior to age 7) and those with persistent math learning difficulties (e.g., Brankaer, Ghesquière, & De Smedt, 2014).

From our perspective, central to a school psychologist’s ability to effectively support students with math learning difficulties is viewing number sense as the process of building an increasingly sophisticated understanding of the relationships between numbers and integrating the various representations of number (e.g., perceptual forms, number symbols) – as opposed to simply a collection of skills (e.g., counting to 20, comparing magnitudes). To illustrate this approach to understanding number sense, we present Kucian and

Kauffman’s (2009) developmental model (Figure 1) depicting how, with age and formal instruction, the overlap between various representations of quantity increases and eventually creates a cohesive abstract representation of number. For instance, a young child may use “three” as a verbal tag within a counting sequence (“1, 2, 3”) without associating it with the quantity it represents. For the student with a well-developed number sense, however, the various number representations are inextricably fused such that “3” is additionally understood as “1” more than “2” and half of “6.” It is this eventual integration of previously isolated skills into a coherent whole that is the quintessential characteristic of number sense and allows children to develop the fluidity and flexibility with numbers that is necessary to become mathematically proficient. Accordingly, interventions targeting number sense need to focus on this integration of representations.

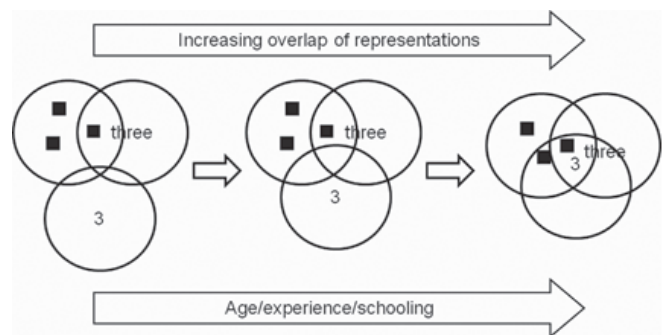


Figure 1. Developmental model of number representation showing increased “overlap of representations across different number notations”. Reprinted from “A developmental model of number representation,” by K. Kucian and L. Kaufmann, 2009, *Behavioral and Brain Sciences*, 32, p. 341. Copyright [2009] by Cambridge University Press.

Given the apparent benefit of being able to fluidly and flexibly interpret various numerical representations and use them to think mathematically, there are several interventions designed to allow students to learn and practice their understanding of numbers. For example, the Number Sense Intervention (NSI; Dyson, Jordan, Beliakoff, & Hassinger-Das, 2015; Dyson, Jordan, & Glutting, 2013) is an evidence-based math program that provides students with instruction in three fundamental whole-number concepts that are important for learning mathematics: number, number relations, and number operations. Students

are taught skills such as subitizing, or “seeing” and labeling quantities represented as groups of counters. Through the use of cardinality charts and number lists, instructors also relate these representations to the symbolic numerals and demonstrate the “plus one” principal by showing students that any number plus one more equals the next number in a series and, similarly, that any number less one equals the previous number. These strategies and tools are used to introduce the cardinality principal, or the idea that the last number counted is the total number of items in a set. It also teaches strategies such as “counting on,” a precursor to basic addition that encourages young students to work from a specific number set by beginning counting from that number to get to a larger number set, instead of starting from 1 to count the entire set of numbers. For example, if a student knows a specific subset of numbers (e.g., the number of fingers on one hand), he or she can hold this quantity in mind and begin counting from there to get to a greater total (Fuchs et al., 2013).

The NSI program also teaches part-whole relationships by introducing the concept of number “partners” (Fuson, Grandau, & Sugiyama, 2001). This concept involves understanding that numbers 2 and greater can be made up of “partners,” or pairs of smaller numbers, that “work together” to create the larger number (e.g., 4 can be made up of 1+3, 2+2, or 3+1). The “partners” are used in flexible ways to solve problems, showing the relationship between the entire set of items, its partner numbers, and the numerals that are associated with it. This begins to introduce basic addition and subtraction operations, using all of the representations related to number sense.

There is evidence to suggest that when low achieving kindergarten students participate in programs such as the NSI, their number sense and math achievement improve (Dyson, Jordan, & Glutting, 2013). The NSI was found to be particularly effective when it was paired with number fact practice (i.e., providing quick answers to addition and subtraction combinations) with long-term gains on measures of number sense, arithmetic fluency, and mathematics achievement (Dyson et al., 2015).

Summary

There are currently a wide number of both commercial and open access interventions available that target

the development of number sense. In addition to attending to best practice guidelines for selecting evidence-based interventions, school psychologists need to consider the potential merits of number sense interventions based on the extent to which they promote the integration of multiple representations of number. Relatedly, school psychologists should also ensure their assessment toolkits include number sense screeners and measures. It is possible, for example, that a student who appears to have poorly developed mathematical reasoning skills may, in fact, be lacking more foundational number sense competencies.

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*A copy of the full reference list is available upon request.

ETHICS – THE IMPOSSIBLE IMPERATIVE

by Jon K. Amundson, Ph.D.

What Hope is There for the Likes of Us? The APA Tuskegee Moment



Between 1932 and 1972 the U.S. Public Health Service conducted an experiment on the natural progression of untreated syphilis. Six-hundred impoverished Afro-American men were enrolled in this study - 2/3 had the disease and 1/3 were controlled at the onset of the experiment. They

presented for medical attention and the infected were not told they had contracted this horrible disease. The researchers knowingly withheld treatment even after the onset of antibiotic drugs which could have been used for effective treatment. Finally, a whistleblower brought this situation to public eye and it was shut down, but not before a lot of the subjects had died of the disease, wives were infected and children born with the congenital effects syphilis brings with it. The principal investigators provided defence and rationale, stating to the end that the data was too important to abort the study nor were medical ethics relevant to persons classified as ‘subjects’ not patients. For the men who died, burial insurance had been put in place as compensation.

Tuskegee led to radical adjustments in clinical research and patient care. The watershed of this horrendous experiment is seen today in such standard practices as informed consent, protection of vulnerable persons, and the necessity to share more information with patients regarding procedures employed in care.

In July of 2015, “The Hoffman Report” was released regarding the role of the American Psychologist’s Association (APA) in aiding, abetting, and facilitating the use of torture by the Department of Defense. Though voices were raised regarding the connection between the APA, the Bush White House, and the Department of Defence, obfuscation had been the rule of the day at many levels of APA bureaucracy. Once however critical mass was reached, the commissioning of an investigation

and the Report was unavoidable. While surely hoping for absolution – even the president of the APA had been loudly stating unequivocal opposition to torture as central to APA standards – the report was utterly damning of some of the most salient administrators and ethical functionaries of the organization. Ex-presidents of the Association, the executive director, assistant directors, and the ethics expert all departed. Previously highly-regarded committee members associated with the ‘torture project’ were discredited as well.

The purpose of this discussion is not to unpack this matter to any large extent; readers can do that with a click of a few buttons by searching out Hoffman Report/ APA or a previous document, “All the Presidents Psychologists”. Simply and succinctly the APA agreed to participate when approached by the Department of Defence to assist in the development of enhanced interrogation techniques, unlike the medical doctors, psychiatrists, and nurses. As they proceeded, ethics were ‘adjusted’ and back-engineered, committees were loaded with enabling personnel, and objectors ‘psych-shamed’, meaning attacked at a personal level regarding their character and mental health. Even when the bodies began to float to the surface, the President of the APA attributed the sin first to just a couple of “rogue psychologists” and then finally to a cabal of people who tricked and mislead them. As with the military and the whistle-blowing on Abu Ghraib prisoner abuse, punishment and censor fall down upon the marginalized few rather than the leadership.

The point in this article pertains less to any schadenfreude we might feel for our early subscription to the winning narrative – see the association podcasts going back to article reviews from 2007 – but rather expresses ethical pessimism. Most censored in the Hoffman Report are two people. The first is the (ex-) ethics director who wrote the column in the Monitor on ethics; a nice and decent man who held a master’s degree in divinity. Second to this individual was a man who had been Association president, wrote a masterful textbook on ethics and was editor of a journal called Ethics and Human Behavior. These two and many other ethically-minded individuals worked on risk management and

They presented for medical attention and the infected were not told they had contracted this horrible disease.

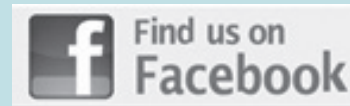
the alignment of codes and standards to be able to assist and co-operate with what they surely felt was important professional practice, and national priority.

The public probity of these individuals is raised to suggest that perhaps even with extra-ordinary effort we are ultimately doomed to the judgment of history. When it comes to critical issues for us (i.e. What ought to be our standards of practice?; Should there be guidelines?; How do we accommodate expanding areas of practice?; etc.) what chance do we have, except to hope we will end up on the right side of history. Staying on the right side of history is simple if risk management and avoidance is most salient. Of course then opportunities to develop redemptive options and offer up visions of what psychology might be about must be abandoned. On the other hand, if we pursue redemptive visions without a keen ear to the cries of the wounded we end up on the same side of the road as the Tuskegee physicians and the APA. Perhaps in the columns to come we can discuss the intellectual and ethical- philosophical ‘navigational’ tools that may guide us between the dead zone of excessive self-protection and the dangers of self-serving justification when it comes to what we want to do.

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Invitation to Participate in the “Characteristics of Counselling Psychology in Canada and Canadian Counselling Psychologists” Survey



Dr. Robinder (Rob) Bedi, principal investigator, and Kesha Pradhan, co-investigator from the University of British Columbia are conducting a survey to gain knowledge about Canadian counselling psychologists’ understanding and practice of counselling psychology in Canada.

Who is eligible? Canadian Counselling psychologists who are not members of the Counselling Psychology Section of the Canadian Psychology Association

How Long will it take? 20 minutes

What’s in it for me? \$20 Tim Horton’s electronic gift card delivered by e-mail.

Please copy or type in the link below for the informed consent and the electronic survey.

<https://survey.ubc.ca/s/2016-Canadian-Counselling-Psychologists-Survey-Informed-Consent/>

If you have any questions or comments, please contact the researchers.

Dr. Bedi may be reached at 604-822-4185, and Kesha Pradhan may be reached at 778-999-3154.

You can also contact the researchers at Bedi.ResearchLab@ubc.ca

THE CONSCIENCE CLAUSE IN FIELD OF PSYCHOLOGY

by Sarah Johnson, Catherine Masou, Victoria Purcell, Melissa Yue School and Applied Child Psychology, Werklund's School of Education University of Calgary

In a clinical setting, tensions rise when a client's beliefs misalign with those of the professional. While society has been increasingly integrating religion into daily practices, the conscience clause is continually influencing professional conduct across many nations (Duvall, 2005). Since the early 1970s, the clause has allowed healthcare professionals to set aside their professional responsibilities for moral beliefs (Swartz, 2002). As such, some groups object to the conscience clause because they believe it conflicts with their rights to access appropriate health care (Duvall, 2005).

Traditionally, the conscience clause has been used to protect doctors when terminating treatment due to moral beliefs, whereas a psychologist facing similar circumstances is ethically obliged to refer their client to another psychologist (CPA, 2000). Among the founding principles, the American Psychological Association (APA) Code of Conduct encompasses various codes outlining the Respects for People's Rights and their Dignity (Erickson, Cornish, Riva, & Smith, 2015). Psychologists are expected to hold respect for every individual and must demonstrate openness to others whose views are different from their own (Truscott & Crook, 2013). Psychologists take pride in their ability to be open, fair, trustworthy, and respectable; however, some may intentionally or unintentionally hold back services to those who are disadvantaged (i.e., minority groups) or do not hold similar cultural values (Truscott & Crook, 2013). Because of these conflicts, understanding how the conscience clause impacts the psychological profession is important on several levels.

In order to help a diverse clientele, psychologists must separate personal judgments and beliefs from their practice; however, this skill is daunting and takes an immense amount of practice, development, and experience. Due to the lack of provincial legislation regarding the conscience clause in Canada, this paper aims to evaluate the appropriate codes outlined in the

Canadian Psychological Association (CPA) Code of Conduct, discuss the implications of the clause on the training of psychologists, and touch on recommendations proposed for the field of psychology with regard to the conscience clause. Furthermore, because of the controversial nature of the conscience clause, it is imperative that the debate is continually evaluated.

Currently, no official legislation regarding the conscience clause exists in Canada. The CPA Code of Ethics (2000) is the sole method used to explicitly handle arguments for and against the conscience clause. When a client's value system or lifestyle clashes with the moral beliefs of the psychologist, there are two relevant passages in the CPA Code of Ethics that direct the psychologist to refer the client. Importantly, these passages do not make arguments for outright refusal of services.

Within Section II.21 the CPA code (2000) states that psychologists are to "strive to provide and/or obtain the best possible service for those needing and seeking psychological service" (p. 17). Psychologists should consider the implications of treating a client who has values that differ from their own (e.g. therapy related to a client's sexuality). With underlying bias, it is unlikely that a psychologist can provide the best possible service. It would be more ethical for the psychologist to seek out the best possible service for their client by seeking assistance or referring their client to a less biased professional (CPA, 2000). This is reinforced by Section II.31 of the ethics code, in which the CPA (2000) states that psychologists unfit to provide equitable service must take measures to secure the needs of the client.

Bias can be introduced to a psychologist's practice for many reasons; differing value systems is a potential source of this bias (CPA, 2000). A psychologist holding a negative bias toward their client might negatively impact the client-practitioner relationship (Kelley, 2015). As such, developing self-awareness is imperative when training psychologists to handle situations where

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service"*

value systems are in conflict. Similarly, Section III. 10 of the CPA code of conduct stresses the importance of remaining impartial and acknowledging biases within practice. The need for self-awareness is reinforced by Section II.10, which indicates that psychologists must be aware of how their beliefs impact their relationships with clients and to minimize harm toward clients (CPA, 2000).

From debate regarding the conscience clause five tenets of psychology were proposed by Wise et al. in 2015 to aid in training psychologists. These tenets include: 1) meeting the need of a diverse client, 2) responding consistently to all trainee beliefs, 3) supervisors making final decisions about the client's needs, 4) supervisors understanding and respecting that trainees develop at different stages, and 5) building competency in with working with diverse clients. Ideally, training programs that follow these five tenets are based on the understanding that competence develops over time, and that all individuals must be respected through their process of attaining competence. The tenets assist programs in training students to respond appropriately to individuals from all backgrounds and ethnicities. Additionally, the tenants highlight the importance of having a supervisor who can oversee the student's assignments and use appropriate clinical judgment when needed. Through using these tenets, training programs aim to equip students with an open mindset when entering the field of psychology.

In the past, psychological organizations have taken a reactive approach to court cases regarding the conscience clause, and have resulted in restraints of professional standards (Bieschke & Mintz, 2012, p. 3). Consequently, the development of the core tenets in psychology training programs allows organizations to take a proactive stance regarding the professional standards of psychologist (Wise, et al., 2015). As trainees are expected to uphold and embody professional standards, clear expectations in this area will further aid in consistently and effectively educating all trainees, thereby negating potential conflicts a trainee may experience regarding personal beliefs. Psychology is a field that is constantly developing and thus it is important to fully address the concerns of psychologists and trainees prior to entering the field. Therefore, the use of these tenets will aid in reducing future conflicts and avoiding complex court cases involving the conscience clause.

When arguing the merit of the conscience clause, it is

important to objectively consider the reasons for and against this clause. Psychologists are asked to govern their practice between the fine line of personal morality and providing the best possible service to clients. It would be unrealistic and practically impossible to expect psychologists to become completely unbiased, hence having the appropriate process in place before issues arise. The Canadian documentation of the conscience clause in its current state is not unified nor explicitly clear. As such, the field of psychology has the opportunity to better define standards of practice in hopes of negating situations where a professional may wish to invoke the conscience clause.

Due to the reality of the world's diverse population and therefore beliefs, it is essential for psychologists to be respectful and open to other's beliefs irrespective of their own personal convictions. In order for a psychologist to effectively help clients, a psychologist must be aware of their personal bias and its impacts on his or her clients. Ideally, the clearer the expectations are made for psychologists, the more prepared psychologists and those educating trainees will become in dealing with the conscience clause dilemma. Overall, these dilemmas can be avoided through the establishment of a respectful and open-minded framework.

*A copy of the full reference list is available upon request.

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PROFESSIONAL PSYCHOLOGY IN ALBERTA

The 2016 Survey of Alberta Psychologists

by Xiaomiao Li¹, Keith Dobson¹, and Pierre Berube²

¹ Department of Psychology, University of Calgary

² Psychologists' Association of Alberta

This article presents the fifth survey sponsored by the Psychologists' Association of Alberta (PAA). Like previous surveys in 2005, 2007, 2010, and 2013, this survey was conducted with the intention to gain a better understanding of the issues faced by Albertan psychologists, and to elucidate where and how psychologists spend most of their time. The results are also used to assist with PAA advocacy. The survey was administered in an online format, and an invitation to complete the survey was e-mailed on Jan 28th, 2016 to all the members of the College of Alberta Psychologists (CAP). Fully 1,125 (34%) of the 3,271 potential respondents completed the survey. This rate is somewhat lower than the rate in 2013 (43%), but higher than those in 2010 (18%) and 2007 (20%), which used a pencil and paper mail-in format.

The current sample was representative of the psychologists registered with the CAP. According to information provided by the CAP, 76% of Registered and Provisional psychologists in Alberta are female; and this was the exact result for respondents to the 2016 PAA survey. The CAP data also showed that 21% of psychologists held a doctoral degree, compared to 35% of the current survey respondents. Finally 84% of the 2016 survey respondents indicated that they were registered psychologists, similar to the 81% with the CAP data. As such, the current survey results seem to reflect the profession well.

On average, the respondents indicated 12 years of practice as a psychologist in any jurisdiction. Forty-nine percent of the respondents had attended a university in Alberta, whereas 24% attended a university in other parts of Canada, and 27% received their degree from a university outside of Canada. Specifically, 12% of the respondents attended an American-based university that either has a Canadian satellite campus or provides online learning programs. Another 12% of the sample attended

an American university, and 3% attended a university in a country other than Canada or the United States.

Practice settings and areas of practice

Respondents were asked to indicate the various settings they worked in, what clients they worked with, and the geographical location of their work settings. The most common work setting was private practice (34%), followed by schools (15%), hospitals (12%), community mental health clinics (11%), non-profit organizations (9%), and post-secondary institutions (8%). The rest of the settings (primary health care, corrections, government, and business or corporate settings) were reported as the primary work setting for 10% of the psychologists, while a number of respondents reported that they worked in an "other" setting (3%).

Any area in which a psychologist spent 50% or more of his/ her time was considered to be a specialty area. The dominant specialty area was Counselling Psychology (37%), followed by Clinical Psychology (27%) and School Psychology (16%). The next highest category was a mixed specialty (8%), which was defined as working in two or more areas but spending less than 50% in each of the areas. The remaining specialties (Health Psychology, Neuropsychology, Industrial/Organizational Psychology, Forensic Psychology, Research, Teaching, Management and Administration, and Rehabilitation Psychology) each accounted for less than 5%. In addition, 13% of psychologists (18% of males; 12% of females) considered their position to be supervisory or managerial. The percentage of psychologists in managerial positions is similar to previous surveys (i.e., 10% in 2007, 7% in 2010, and 13% in 2013). Twenty-four percent of respondents indicated that their training exceeded the demands for their career, 51% said that they felt their training was sufficient for their career, and 25% indicated training gaps or the need for upgrading.

Adults were the most common client group (55%), followed by children (14%), adolescents (10%), and families (3%). The other client groups consisted of older adults, groups/ organizations, as well as "other" (e.g., currently only doing research or teaching, but not seeing clients), although each of these groups accounted for less than 3% of the psychologists' time. Further, 13.6% of psychologists reported working with clients from several categories, defined as spending less than 50% time with any one client group.

Urban settings were predominant in the geographical locations of respondents: 43% practiced in the greater Calgary area, 33% in the greater Edmonton area, and approximately 3% of psychologists practiced in either the greater Red Deer or Lethbridge areas. Other reported settings included northwest Alberta (4%), central Alberta (4%), northeast Alberta (2%), southern Alberta (2%), and Medicine Hat (<1%). Approximately 4% of Albertan psychologists practiced in the rest of Canada and 1% practiced internationally.

Work Capacity

Psychologists reported an average of 37 hours of work per week, a decrease of 4 hours per week since 2013. Master’s level psychologists reported working 5 hours less per week than doctoral level psychologists. Females reported working 5 hours less per week than males. There was a significant difference among different specialty areas (see Figure 1). Psychologists who worked in research reported the longest work week (50 hours/week) whereas those who chose the specialty area “other” (e.g. supervision and consultation) worked the fewer hours (26 hours/week). There was also a significant difference among different work settings (see Figure 2). Psychologists who worked in post-secondary institutions worked the most hours/week (44) whereas those who worked in private practice reported the least (32 hours/week).

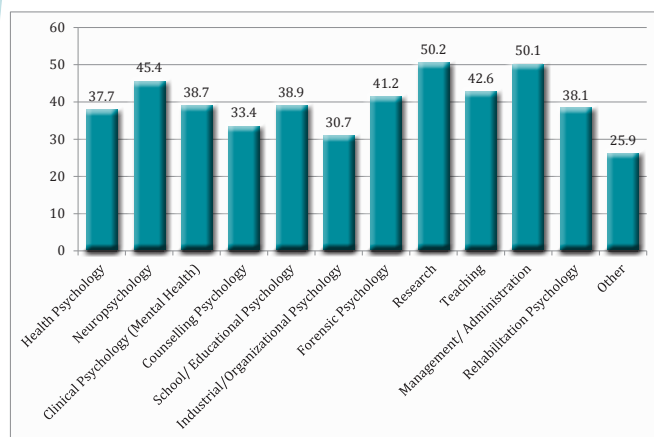


Figure 1. Mean weekly working hours in different specialty areas.

Private practitioner respondents rated their satisfaction with how much they worked, or whether they would like to work more or less. In total, 57% of respondents were satisfied with how much they worked, 13% said they would prefer to work more, and 28% would like to work

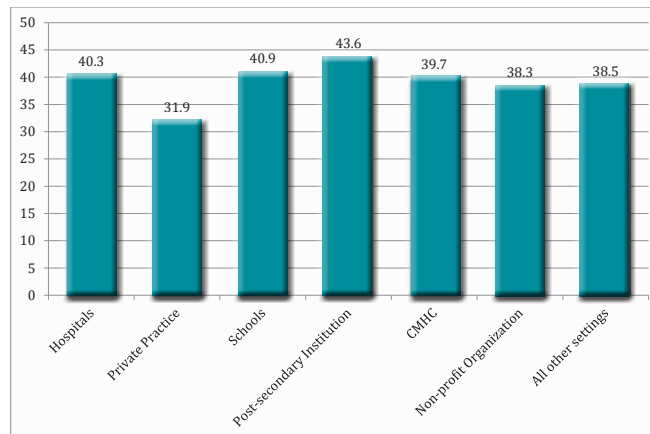


Figure 2. Mean weekly working hours in different work settings.

less. Male and female psychologists presented similarly in workload satisfaction, as 27% of the males said they would like to work less, compared to 29% of the females. Thirteen percent of female psychologists preferred more work, compared to 14% of male psychologists. Of the psychologists who indicated that they would prefer more work, males said they would prefer to work 13 more hours per week, whereas females wanted 17 more hours per week.

Rural private practitioners were compared to urban private practitioners (psychologists who spent more than 50% of their time in the greater Calgary, Edmonton, Red Deer and Lethbridge areas) with respect to their workload satisfaction. Twenty-two percent of urban practitioners indicated that they would like to work the same number of hours per week, compared to 38% of rural practitioners. Fourteen percent of urban practitioners wanted to work fewer hours, whereas 8% of rural practitioners preferred to work less. Finally, only 1% of rural practitioners preferred more work, compared to 8% of urban practitioners.

Income Issues

Psychologists reported personal net taxable income ranging from \$0 to \$568,000, with an average of \$92,329 (CAD). In 2013, the average reported personal net taxable income was \$90,012 (for average income analysis, the lower limit was set as \$10,000). The 2016 amount represented a 3% (or \$2,317) increase since the 2013 survey, which is slightly larger than the increase of consumer price index in Alberta (see <http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/econ09j-eng.htm>).

Income was earned primarily through salary (58%), direct fee for service (24%), contract work (14%), and other sources (3%), such as pension and employment insurance. The percentages are similar to the 2013 survey. For private practice, the average reported hourly fees were: \$170 per hour for individual therapy/assessment (range of \$40 to \$500), \$169 per hour for couples/ family therapy/ assessment (range of \$25 to \$340), \$67 per hour per person for group therapy (range of \$10 to \$200), \$270 per hour for custody and access/ legal/ forensic assessment (range of \$80 to \$900), \$310 per hour for expert eye-witness testimony (range of \$105 to \$800), and \$215 per hour for consultation/ corporate services (range of \$50 to \$900). Slightly more than a third (36%) of the psychologists charged at least the PAA recommended fee of \$180 for individual therapy/assessment.

Gender Differences in Income

As in previous surveys, a large difference in income was observed between genders. Men reported a mean income of \$112,425, whereas women reported a mean income of \$85,845. The difference (\$26,580) was significant even after controlling for how many hours were worked per week (men reported working more than women), and for years of practice (men reported practicing for longer than women).

Personal annual income differed significantly as a function of gender as well as education level, even when number of hours worked per week and years of practice were controlled for (see Figure 3). Doctoral-

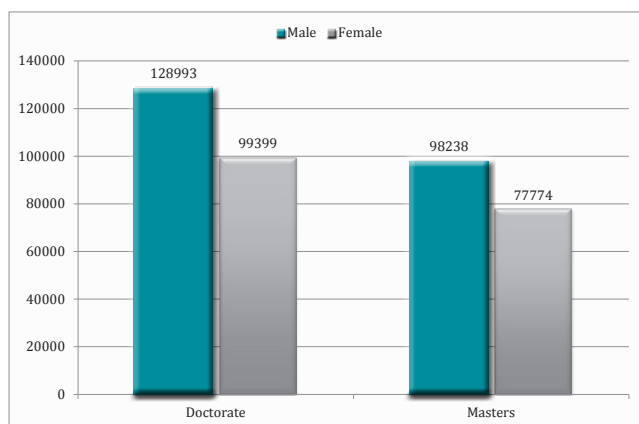


Figure 3. Mean annual personal taxable income (CAD), as a function of degree and gender (adjusted for number of hours worked per week and number of years of practice).

level male psychologists reported an average net income of \$128,993, whereas doctoral-level females reported

an average income of \$99,399. Master's level male and female psychologists reported net mean incomes of \$98,238 and \$77,774 respectively. The difference in annual taxable income between male and female doctoral-level psychologists has decreased by \$8,785 since 2013; however, the disparity between male and female master's level psychologists increased by \$4,362.

Training and Career Satisfaction

A majority of psychologists (52%) reported that their graduate training program prepared them for the demands of their career. Among the other psychologists, 2% of them reported that their training was inadequate, 22% reported that their training had gaps or needed upgrading, 18% reported that their training was more than what they needed for their career, and 6% reported that their training far exceeded the demands of their career. For those respondents who had a doctoral degree, 20% reported that their training was inadequate or needed upgrading, 53% reported that their training was about what they needed for career, 27% reported that their training was more than or far exceeded the demands for their career. For master's level psychologists, 26% reported inadequate or needed upgrading of their training, 51% reported training that met their needs, 23% of them reported that their training was more than or far exceeded their career demands (see Figure 4).

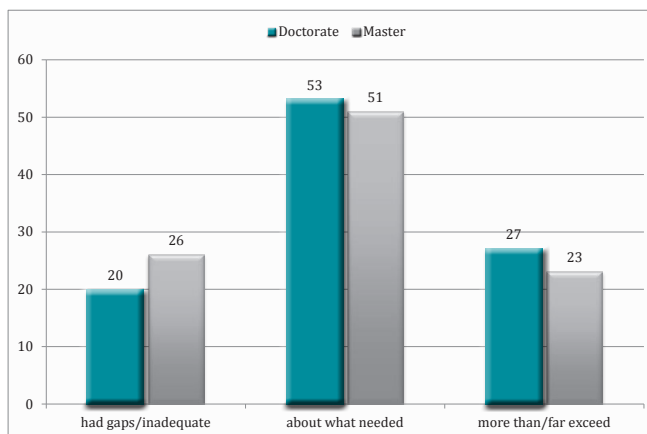


Figure 4. Percentage of psychologists reporting whether training meets career demands.

As to overall career satisfaction, 0.5% of psychologists reported not at all satisfied, 5% reported somewhat satisfied, 9% reported moderately satisfied, 43% reported mostly satisfied, and 43% reported completely satisfied. A comparable percentage of doctoral level (85%) and master level (86%) psychologists reported that they were

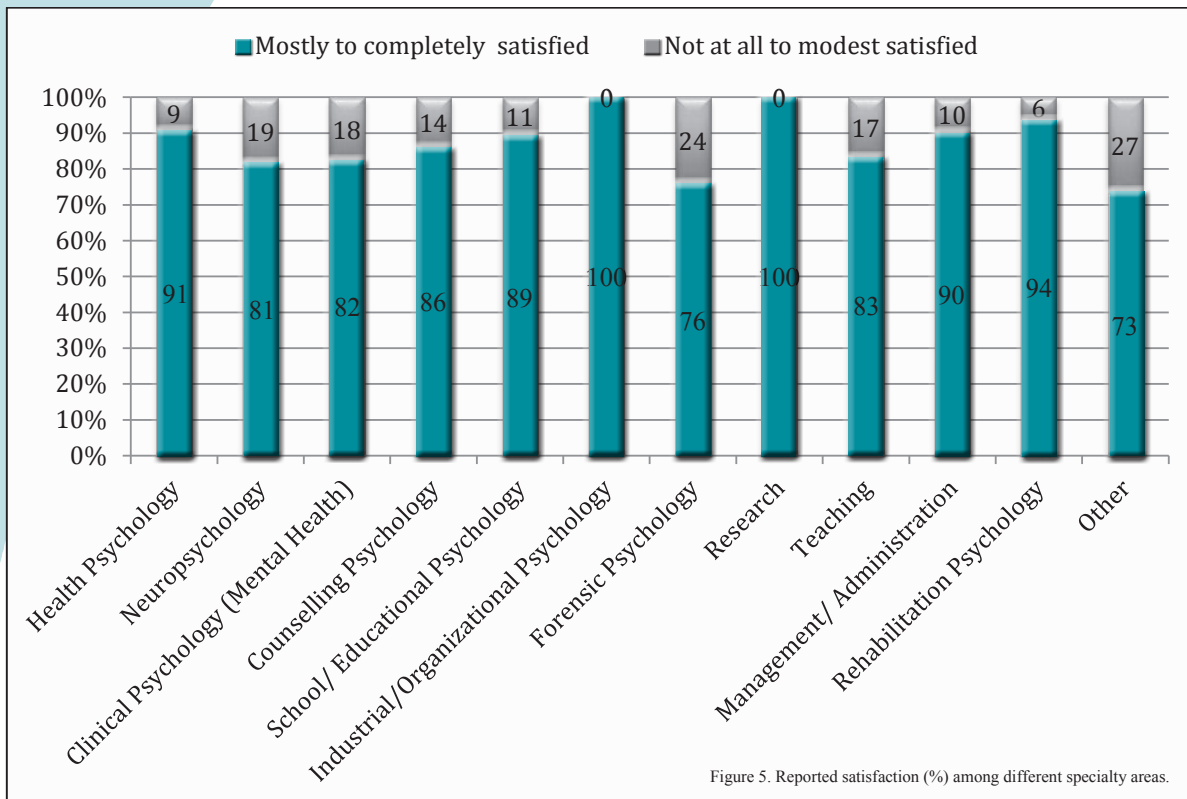


Figure 5. Reported satisfaction (%) among different specialty areas.

mostly satisfied or completely satisfied with their career. For psychologists who were younger than 35 years old, who were 36 to 49 years old, and who were more than 50 years old, the percentages who reported being mostly satisfied or completely satisfied with their career were 86%, 83%, and 88%, respectively. There was a significant difference among specialty areas (see Figure 5). A higher percentage of psychologists who work in the research or industrial/organizational psychology field reported mostly or completely satisfied with their career while those who work in “other” fields and forensic psychology have the lowest percentage of people who reported being mostly satisfied or completely satisfied with their career.

Conclusions

The 2016 Psychologists’ Association of Alberta survey yielded important information regarding psychologists’ specialties, work settings, and geographical locations. Similar to previous years, Alberta psychologists practiced primarily in urban settings, most often in private practice, were mostly and increasingly (see Figure 6) female, and predominantly held a Master’s degree. As in previous surveys, there was an income disparity between men and women, regardless of the years of practice and

number of hours worked. Indeed, the income disparity was reportedly higher than in the 2013 survey for master’s level psychologists. Most psychologists reported that they were satisfied with how much they worked and were satisfied with their career choice. The response rate to the 2016 survey was lower than that of the 2013 survey, but the results were generally consistent with the past survey data. This survey helped to provide a better understanding of the trends that shape the profession of psychology in Alberta.

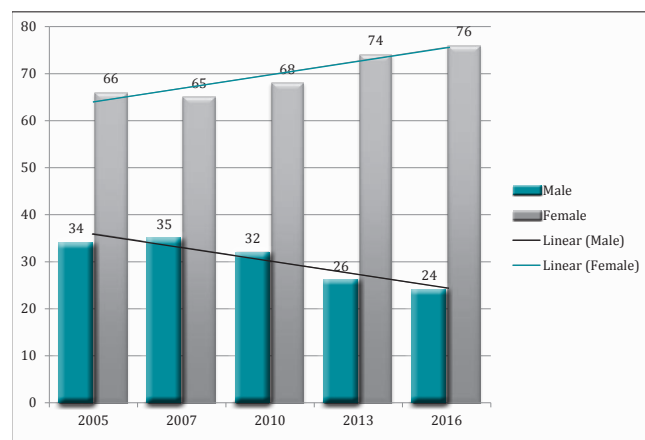


Figure 6. Percentage of male and female psychologists as a function of survey year.

PSYCHOLOGY IN THE WORKPLACE:

How might this relate to you as a psychologist?

by Don Beeken (M.Ed. / R.Psych.)

PAA Psychologically Healthy Workplace Committee, and Representative to the APA Psychology in the Workplace Network



Where we work, and what it's like to work there, has a huge impact on our lives. So is where we go to school, where we raise our families, and where we relax, recreate and renew ourselves. But for most adults, the quality of our work lives can be the most profound variable in how happy and mentally healthy we feel overall.

Our psychological health is affected by many things that we experience in the workplace, and in turn, our contributions – quality and quantity – depend on our capability and willingness to be productive. We bring energy to work, and we get energy from it. How much of our life's energy work absorbs or supplies, is a crucial variable in our wellness profile. So is the balance that is left for everything else we want to do.

Work-Life Balance, Communication, a sense of Involvement, opportunity for Growth and Development, and Health & Safety supports are widely recognized as essential pillars of what can be called a psychologically healthy workplace. Another dimension is freedom from unreasonable demands, discrimination, harassment or abuse. Also crucial, can be the accommodation by an organization when one experiences psychological distress, whether or not the distress originates from working conditions.

This is becoming a highly charged contemporary issue in psychology. Optimizing productivity and wellness with progressive programs is important, but mental health safety and protection, and the rights of people with compromised mental health to be accommodated at work, are creating new imperatives for organizations. Ignoring these requirements can have serious consequences.

PAA shares in recognizing the vital importance of these workplace qualities, by offering Alberta awards that acknowledge enterprises which build such foundations, and show initiative and success in achieving psychological health and wellness goals. These awards have been in place since 2003, and they are now carefully chosen through a formal assessment process, where nominees are evaluated according to measures developed and implemented by the American Psychological Association. (Center for Organizational Excellence, Psychology in the Workplace Network.)

Our PAA has created a *Psychologically Healthy Workplace Committee* who, among its other goals, conducts the awards process and adjudicates Alberta's winners.

Applying for this award includes five steps:

- An organization registers on-line. An award category is established: small, medium or large, in one of three sectors – profit, not-for-profit, or government-military-education.
- An initial application is completed on-line. This is scored by our committee.
- The applicant completes an organizational practices questionnaire on-line. We score it.
- The organization distributes an on-line employee questionnaire. This is a link sent via email. The results are compiled and we receive the scores.
- The last application step is a site visit. This is done only for those nominees deemed by our committee to be likely candidates for an award.

Our committee considers this information, and selects deserving winners. These are approved by the PAA Awards Committee and awards are presented at a significant event – a PAA annual gathering or another event significant in the calendar of the winner. Alberta award winners may also be considered for international recognition by the APA.

This is a meaningful and respected award. Winners appreciate being able to celebrate their success in internal communications and in external publicity. Our PAA is happy to have advanced the cause of psychological health in the workplace through sound practices that promote the well-being of people, and the well-being of a successful organization.

The Psychologically Healthy Workplace Committee enjoys more than the awards experience. We also promote the cause of wellness at work through presentations, and other contact. We are part of and help sustain a network with other groups who share an interest in mental health and wellness in the workplace. We advance the professional profile of psychologists who actively practice in this field.

Article from Page 23 continued...

Maybe you are a psychologist who is interested in what makes workplaces psychologically healthy, and how this happens. Maybe you work with people who struggle with problems that are workplace related. Perhaps you are concerned with how organizations can, and must, accommodate psychological conditions that affect anyone's capacity to fit in or perform at work.

If any of these matters intrigue or inspire you, our committee is a great place to share, and contribute. Some members work in the areas of organizational effectiveness or leadership development; some are therapists, counsellors or coaches. We meet by phone every second month, and assist intermittently with the awards and other projects. Just call your PAA to join us.



**Some things
only a Psychologist
can believe...**

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REPRESENTING THE BEST IN ALBERTA PSYCHOLOGY:

A Brief Look Back at Last Year's Four PAA Award Recipients Representing the Best in Alberta Psychology: A Brief Look Back at Last Year's Four PAA Award Recipients



*by Dr. Jessica Van Vliet
PAA Awards Adjudications Committee Member*

With planning well underway for the next PAA Connect Forum and Awards Banquet scheduled for Spring 2017, we look back at the award recipients who helped make our last Forum such a success. We hope that this recap inspires you to nominate other individuals for their outstanding contributions to psychology. Full details of upcoming awards can be found online at https://www.psychologistsassociation.ab.ca/site/paa_awards. It is never too early to send in your nominations!

Dr. Michael Zwiers, recipient of **Psychologist of the Year Award** which is presented to a psychologist in recognition of outstanding achievements and contributions to psychology over the previous two-year period.

Dr. Zwiers has dedicated much of his career to improving the lives of children and their families through the practice and promotion of counselling, clinical, and school psychology. A former elementary school teacher, he has extensive experience as a registered psychologist in a variety of health sector, community, and educational settings. Dr. Zwiers was a co-founder of the School Psychology Committee of the PAA and since 2013 served as committee co-chair (and later chair). In this leadership role, he was instrumental in championing school psychology as a vital service in the Alberta school system. Through his involvement in advocacy efforts, public education, and development of training workshops for school psychologists, he tirelessly promoted best practices in the field and an expanded scope of practice. In addition, he contributed his time and expertise to his professional colleagues through volunteering as a practice advisor for the PAA and delivering workshops on diagnostic assessment. Dr. Zwiers is currently an assistant professor and Chair of the Counselling Psychology program in the Werklund School of Education at the University of Calgary, where he has provided expert instruction and mentorship to numerous graduate students.





Dr. Brent Macdonald, recipient of the **John G. Paterson Media Award** which honours a psychologist or non-psychologist who, over the previous two-year period, has made an exceptional contribution to the public's knowledge and understanding of psychology through the media.

Most viewers of *Alberta Primetime* will be no stranger to his many contributions to raising the public's awareness of the role of psychology in their lives. Between 2013 and 2015, he appeared 15 times on the show, informing the public on a wide range of issues, from the detrimental effects of bullying on mental health, to ways of discussing end-of-life care. Among his other public education activities, he has appeared on Shaw Television's *Calgary Now* segment and has represented the PAA at public education booths at the University of Calgary's Health and Public Services Career Fair (2013), Calgary Teacher's Convention (2014), and University of Calgary's Career Expo (2015). Dr. Macdonald has been a member of the PAA Public Education Committee since 2007 and chaired the Committee for several years. In addition, he served for two years as a PAA representative on the American Psychological Association (APA) Publication Education Committee and also helped inform the APA Committee for the Advancement of Professional Practice through his PAA Public Education Coordinator representation on the Committee of State Leaders for the APA. Based on his extensive work with the media, he was invited as presenter for PAA's Media Training Workshop.

Dr. Jim Eliuk, recipient of the **Excellence in Clinical Supervision Award** which recognizes the exemplary supervision provided by a registered psychologist during the previous two-year period.

Registered as a psychologist in Alberta since 1987, Dr. Eliuk has brought decades of clinical practice to his supervision of graduate students and provisional psychologists. His supervisees have benefited from his extensive experience working with diverse populations in inpatient and outpatient settings, as well as in private practice. As someone who regularly engages in advanced training and professional development, he models to his supervisees the importance of lifelong learning and continuing competence. Dr. Eliuk recently retired as a clinical supervisor at Education Clinical Services at the University of Alberta. In that capacity, he supervised up to 15 master's and doctoral students each year. Since then, he has supervised several provisional psychologists who are working in a range of agencies and settings in the Edmonton community. Dr. Eliuk uses a variety of supervision modalities, informed by his advanced training in best supervision practices. One of his many appreciative supervisees described him as open, genuine, approachable, accessible, and sensitive to his supervisees' developmental needs. Dr. Eliuk continues to keep in touch with his former supervisees and takes an active interest in their professional careers.





Dr. Paul Jerry, recipient of the **Excellence in Teaching Psychology Award**, which is presented to an individual who has demonstrated outstanding teaching of psychology in a post-secondary institution accredited/approved by the government of Alberta.

Dr. Jerry is a registered psychologist, professor, program director, and chair of the Graduate Centre for Applied Psychology (GCAP) at Athabasca University in Alberta. To his teaching of psychology, he brings extensive experience in clinical practice and research. Dr. Jerry has been described as highly adept and innovative in teaching online for GCAP's graduate programs in counselling and counselling psychology. In his multiple roles as instructor, researcher, and administrator, he has given generously of his time and expertise to his students. One of his former students noted Dr. Jerry's ability to synthesize and present material in ways that are highly practical and engaging. She also remarked on how Dr. Jerry showed patience, interest, and respect in all of his interactions with students. Furthermore, Dr. Jerry has helped train and empower the next generation of counselling psychology instructors, through the guidance and encouragement that he provides to his teaching assistants.

Dr. Jessica Van Vliet is a member of the Awards Adjudicating Committee of the PAA. She is an Associate Professor of Counselling Psychology in the Department of Educational Psychology at the University of Alberta and also has a small private practice as a Registered Psychologist in Edmonton.

PAA AWARDS



Please consider nominating for the following awards, and all the other awards advertised on the PAA website:
http://www.psychologistsassociation.ab.ca/site/paa_awards

We are accepting nominations for PAA Awards on an ongoing basis throughout the year, which will enable you to nominate someone for an award at any time rather than waiting for a specific call for nominations. The deadline date for submission of the next award nominations is
February 27, 2017.

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 2017 PAA Awards are to be submitted to the PAA office no later than February 27, 2017.



JEAN & DICK PETTIFOR MEMORIAL AWARD

PAA invites nominations for the Jean & Dick Pettifor Memorial Award, to recognize outstanding career achievements in, or contributions to, the field of psychology.

The PAA Awards Committee will review all nominations and select the recipient for the award based on the following criteria (not necessarily exhaustive):

- Career achievements or contributions are in the areas of clinical, research, advocacy, or academic psychological work
- Long-time enduring contributions to the field of psychology that have been completed within the province Alberta, or in the broader national and international domains

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

PAA invites nominations for the Psychologist of the Year Award. This non-monetary award is presented to an individual to acknowledge significant achievement or contribution in the field of psychology during the previous two-year period.

The PAA Awards Committee will review all nominations and select the recipient for the award based on the following criteria (not necessarily exhaustive):

- Excellence in the practice of psychology (e.g. clinical/service delivery, advocacy, research, etc.)
- Active promotion of the ethical principals of psychologists
- Active involvement and membership within local, provincial and/or national psychology organizations
- Advocates for the enhancement of the professional practice of psychology
- Contributes to public welfare, and the awareness of psychology and mental health issues
- Demonstrates professional responsibility, growth and leadership within the profession
- Has received local, provincial and/or national recognition

A PAA member is required to nominate a fellow PAA member for this award.

Nominations may be in the following categories: advocacy, clinical/counselling, school/educational, developmental, social, industrial/organizational, or research. Nominations must be accompanied by a letter of support from the nominator (maximum two pages), outlining the particular criteria used to select the nominee.

JUANITA CHAMBERS EXCELLENCE IN COMMUNITY SERVICE AWARD

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

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

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

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

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

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

UNDERGRADUATE THESIS RESEARCH AWARD

PAA invites undergraduate level students attending Alberta based universities to submit a summary of their thesis research of five pages or less. This is a monetary award (\$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 (not necessarily exhaustive):

- The majority of the work and thought has been completed by the student. The supervising professor provide a letter to that effect
- The thesis is based on current research: has been completed and evaluated during the two years immediately preceding the award submission date
- The submission is of high quality in terms of purpose, approach, methodology, implications, originality clarity

- Has the potential to contribute to research in the field of psychology

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. Please visit our website for more information and to apply if you are interested in joining our professional association.

Submissions must be accompanied by a letter of support the thesis supervisor. All applications will receive notification of the outcome of their submission.

PSYCHOLOGICALLY HEALTHY WORKPLACE INITIATIVE AWARD

This award is presented 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.

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 your organization the recognition it deserves for creating a positive work environment. We are now calling for nominations for the 2017 award program.

NOMINATIONS

To nominate an organization for this award
or for more information contact:

Mr. Don Beeken
Email: donbeeken@shaw.ca



CHAMPIONS OF CHANGE Join us to Embrace a New Era of Accountability in Psychology

Vanessa Foley, on behalf of the PAA Forum Committee

The Psychologist Association of Alberta is honored to invite our members to attend our annual forum for learning, connection, & renewal on May 25 and 26, 2017. We are thrilled to announce Dr. Scott Miller will be our keynote speaker, among many other outstanding members of our field. Dr. Miller is a co-founder of the International Center for Clinical Excellence, a world-renowned author, and an expert trainer in the science of outcome informed practice. Dr. Miller and others will highlight the changes that we've encountered as a profession and the ways in which we continue to be champions of change in the field of psychology.

We invite our members to celebrate our association and the great accomplishments our members have made to the field of psychology. While moving forward and embracing new traditions and practices we want to honour the important practice of networking. This year's psymposium is a great opportunity to mingle with your peers, those you've met before and those you are yet to discover. Our future is defined by the passing of knowledge from one generation to the next; this is your opportunity to impart your knowledge to the next group of up and coming psychologists. Also, for those that are new to our association this is an excellent opportunity to meet those who have undoubtedly inspired and shaped you.

Lastly, an important reason to attend this conference is because it is for YOU. The PAA is a professional association that has been organized to serve the best interest of our members. We believe that change is happening and we want to ensure that our members are prepared. Outcome informed therapy, we believe, is the future of our profession, differentiating us from other professions, and as such we want to ensure that our members have the opportunity to become more acquainted with the practice.

We have watched our members become champions of change and as such we expect that this will continue. Whether it is outcome informed therapy or one of the many other messages that our speakers will convey, we know it will serve you well.

DISASTER RESPONSE NETWORK

(PAA DRN)

A NOTE OF THANKS!

The Psychologists' Association of Alberta has promoted a Disaster Response Network for the past 12 years. With the recent fires in the Fort McMurray area we have been active in organizing to provide services for those affected by the overwhelming events.

The PAA DNR targets the mental health needs of disaster victims and responders with a particular focus on serving those who have suffered trauma as a result of a disaster. We provide psychological services primarily during the recovery phase of the disaster. Our DRN volunteers are all registered member psychologists and/or provisional psychologists who have agreed to provide pro-bono short term (2 – 3 sessions) trauma counselling services upon referrals from the PAA office. The psychologists who have signed-up for the DRN are not generally called upon to attend at the site of the disaster.

Victims of disasters and responders can access this service by calling the PAA office. The office provides the caller two or three names from the PAA DRN volunteer list and the psychologist hears directly from the client or a referring agency who has called the PAA on behalf of the client.

We are pleased to let you know that our membership has supported this program and the number of volunteers have doubled since the fires in Fort McMurray. The Psychologists' Association has been in contact with Emergency Social Services Networks throughout Alberta including the City of Edmonton, City of Calgary, 211 (Crisis Response), Edmonton Emergency Relief Services Society, CBC News, Alberta Health Services, and Alberta Health. We are hopeful to continue to build our relationships with these organizations in order to assist those who are affected by manmade and/or natural disasters.

Our process is working! We have received 15 calls to date and made 42 referrals to our members. We would like to thank those of you who have offered pro-bono services and we would like to encourage our members who have experience working in the area of trauma to consider joining our team. If you wish to join or you are interested in receiving more information, please call the PAA at:

**780.424.0294 or visit our website:
www.psychologistsassociation.ab.ca.**

On another note, we would like to thank those of you who have donated office space to our colleagues in Fort McMurray who find themselves with no space to see their clients. Psychologists from surrounding areas have generously donated space so our Fort McMurray members can see their clients during this time of need. We are grateful for the donations of time and space that our members have provided.

Dr. Judy Moench has taken the role of Coordinator of the Disaster Response Network. Judy is a Registered Psychologist in Edmonton working in private practice and is an Adjunct Professor at the University of Alberta. She provides consultation to other therapists for treating trauma across age ranges. Judy has worked with not-for-profit agencies and extensively with schools. She is currently the President of EMDR Canada. Judy hosts and facilitates trauma trainings for psychologists and social workers in the Edmonton area. She has been to the Middle East and Europe to assist in the facilitation of trainings for working with trauma.



UNDERSTANDING PEOPLE, WORKING TOGETHER

15 March 2016 • Lakeland College Wellness fair • Lloydminster, AB



Representing PAA, are Lloydminster psychologists
(left-right) *Michelle Hamilton, Elayne Harris-Lorenz and Jennifer Beattie.*

CORRECTION NOTICE

In the April 2016 issue of *Psymposium*, PAA incorrectly reported the date of the passing of Weslyn Mather as 22 November 2016 rather than 22 November 2015 and we apologize for this oversight.

PAA SPRING 2016 WORKSHOPS HELD

Mental Health and 'New Canadians': Psychosocial and Cross-Cultural Considerations When Working With Refugees

- Presented by Ms. Dalal Shaheen R.Psych & Jon Amundson Ph.D
- March 04, 2016 - Calgary
- There were 21 participants



Play-Based & Expressive Therapies: Developmentally Sensitive Ways to Work with Children

- Presented by Dr. Lorri Yasenik
- April 06, 2016 - Calgary
- There were 23 participants



BASC 3

- Presented by Dr. Randy Kamp
- April 22, 2016 - Edmonton
- There were 38 participants



Uppers, Downers and All-rounders: Knowing the Drugs your Clients are Abusing

- Presented by Dr. Robert Julien
- May 20, 2016 - Edmonton
- There were 20 participants



STUDENT BOARD MEMBER REPRESENTATIVE

Ms. Erin Buhr



During my undergraduate degree, I had a placement with violent offenders at a federal penitentiary in Corrections Service Canada. After graduating, I pursued work with youth who had developmental and behavioural disorders as a rehabilitation worker. Inspired by the relationships I developed with my clients and colleagues, I went on to pursue a master's degree in counselling psychology. During this time, I explored many types of counselling, which included practice with couples, individuals, and groups with vulnerable children. I also became involved with workshops, conferences, and was trained in a resiliency-based program called "Strong, not Tough." I am in the process of my PhD in Counselling Psychology at the University of Alberta. My research specialty is client motivation, and in the future I hope to work with adults who have anxiety disorders, mood disorders, relationship problems, and some trauma history. My hobbies include camping, going for coffee with friends, and more recently, learning to paint (...walls, rather than art work). I also have acquired the new hobby of recruiting participants for my research study, which I hope to end this fall. I am very much looking forward to serving as the student member with the PAA Board of Directors because I believe in the importance of being involved with current issues and supporting the profession.

BENEFITS OF JOINING THE PAA VOLUNTEER POOL

By Christopher Shorrock, R. Psych, CSAT (Candidate)



When the opportunity arose to be a judge for the Edmonton Regional Science Fair (ERSF), I assumed that this role would quickly be filled by a school psychologist; someone with experience working with adolescents and familiar with the Edmonton school system. It is because this was an area so vastly different from my focus (clinical psychotherapy for adults, specializing in concurrent, addictive disorders) that it appealed to me to try stepping far from my “comfort zone”. The result? The ERSF was easily one of the most inspiring and rewarding experiences volunteering I have had. The excitement, energy, and thoughtfulness of each of the Grade 9 students I visited was deeply moving. I could not believe the work that some of these students put into their projects. Some collected close to a hundred data points, some created amazing, colourful displays with pictures and even videos, and all demonstrated enthusiasm and confidence in their presentations. This is an experience I will not forget.

The most rewarding part of this volunteering experience for me was a renewed hope and excitement about the next generation in Alberta and beyond. I could see the seeds sprouting: scientists, researchers, CEOs, innovators, experimenters, entrepreneurs, practitioners and students. One project in particular had an especially profound effect on me, and it was not the scientific rigor or the colourful display that was most impressive. Instead it was the deeply empathic care behind the idea of investigating ways to help people smile. This 13-year-old boy had, from his own story of loss in his family, an awareness of things that might impact someone’s responsiveness and ability to smile. I wanted to hug the kid (but thought this might seem unprofessional, or at least biased from a judge).

I am hopeful that many of you reading this article (thank you for staying with me) will find the moving personal experiences I am sharing reason enough to sign up as a volunteer with PAA right away. It is with no shame at all that I am also happy to share with you another recent volunteer experience which actually led to real, albeit unintended, financial gain. Yet another reason to sign up.

When the opportunity to volunteer at the AHS Continuing Care and Community Living Expo I again initially thought a psychologist within Alberta Health Services (AHS) would be more suited, and more likely to volunteer for this event. Regardless, due to the incredible experience at the ERSF, I decided to connect with Cindy at PAA and volunteer. This was yet another opportunity to step outside my usual client groups and referral bases. This expo allowed me to speak directly with aging citizens of Alberta, along with their family, care-givers, and friends. I surprised myself in the energy and vigor with which I answered questions such as “what does a psychologist do?” I easily spoke with passion about the importance of professional psychology in Alberta to numerous people and in doing so, found a level of enthusiasm and love for my profession of being a psychologist in Alberta similar to my provisional year.

When speaking about this expo, I would be remiss to not speak to the fact that right next door to all of our booths, hundreds of people were calling Northlands their temporary home, after being displaced from Fort McMurray. This did have an effect on the expo, causing attendance to be much lower than expected. Despite this fact, I did end up speaking to many people about PAA and the profession of psychology in Alberta; I spoke directly with 10 different potential client leads. Anyone in private practice that is familiar with the costs of marketing, the importance of referral networks, and the value of a “warm lead” will immediately recognize that this is not a small thing. If we do the math, even at a 50% retention between lead to initial appointment, this works out to a \$950 benefit from first sessions (5 x \$190), let alone all the others that hopefully become long-term clients. Not bad for an 8 hour unpaid “work” day!

When taking a break, it was surreal to walk through hundreds of displaced people, most of them closely watching the large TV set up with the news of the ongoing fires sweeping across Fort McMurray, destroying their homes and businesses and belongings. I was greeted at one point by a resident walking through the large crowd with his huge dog; he spoke briefly with me, saying he was simply there to “lift the mood”, welcoming various people to come greet the friendly animal. I was again moved by the resilience and care of a fellow Albertan.

There are probably many of you that are reading this article and thinking to yourself that you simply do not have time for volunteering. I can empathize. There are times when I also find myself overwhelmed, and times when I feel underpaid in offering reduced fees to low-income clients, or fulfilling third party contracts at a fraction of the recommended fee schedule. There are times, rarely, that being a psychologist feels like a job.



It has regularly been stated that one of the easiest ways to immediately lose the love and passion you have for an activity is to start getting paid for it. I believe this phenomenon is best explained by the concept of cognitive dissonance. If anyone else cares to dust off their introductory psychology text book, you will find cognitive dissonance was explored by Leon Festinger in 1957, defined as “a perceived discrepancy between an attitude and a behavior or between an attitude and a new piece of information” (Westen, 2002, p. 600). So, when we try to remind ourselves “I practice psychology because I love it”, this is to an extent possibly contradicted by “I am paid to practice psychology”. In the case of doing something that we love, initially of course the motivation is intrinsic and deeply rewarding, however when we start earning an income, this can shift the attribution to extrinsic. With cognitive dissonance-induced anxiety creating a need to: (i) incorporate new information, (ii) change the behaviour, or (iii) change the attitude, I find volunteering offers me the opportunity to remind myself that “I practice psychology because I love it, and I am paid for practicing psychology”. When this shift happens for me, I find myself excited to get to work, grateful that I am paid as well as I am, and touched with a meaning in helping other people that is so significant, it comprises spirituality to me.

I wish all of these things for all of you reading this article, and thank you for the effort and time, given freely no less, to read this all. I welcome all comments and feedback,

Reference

Westen, D. (2002). *Psychology: Brain, Behavior & Culture, 3rd Edition*. Copyright by: John Wiley & Sons Inc.



Psychologists' Association of Alberta Presents:
Emerging Technologies and Professional Psychology Practice

Date: Friday, September 16, 2016 Time: 9:00 a.m. – 4:30 p.m. Location: Calgary

Presented by:

Christine Korol Ph.D, R Psych

Intended Audience:

Psychologists working in a variety of settings (e.g., private practice, institutions, community) concerned about the security and safety of the technology they are using at home or at work.

Learning Objectives:

- Review of basic safety and security issues in using email, video chat, social media and electronic health records and other health related technologies.
Understand the process of evaluating the security risks and ethical issues when considering adopting a new technology.
Learn how to enhance your practice through the successful integration of technology into your work with your clients.
Participants will become familiar with various apps, online programs and wearable technology for the collection of behavioural data that they can use to track client progress.

Rates:

Table with 3 columns: Member Type, Early Reg. Received at PAA by August 19, and Reg. after August 19. Rows include PAA Member, PAA Student /Provisional Member, and Non-Member.



Christine Korol, Ph.D., R.Psych., is a psychologist and project lead for the Keltly Online Therapy Service at Vancouver Coastal Health – an innovative program that will allow people to access therapy services from their own home. In addition to creating content for the online courses, Dr. Korol trains and supervises new online therapists at VCH, evaluates the program and develops policies and procedures for the use of technology with VCH patients using online therapy services. She is also a regular contributor/cartoonist for TILT Magazine, a publication for therapists with an interest in technology.

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



Psychologists' Association of Alberta Presents:
Starting and Operating an Independent Professional Practice in Psychology

Date: Friday, September 30, 2016 **Time:** 9:00 a.m. – 4:30 p.m. **Location:** Calgary

Presented by:
 Dr. Stephen Carter

Intended Audience:
 This workshop is intended for psychologists, provisional psychologists, and graduate students in psychology.

- Learning Objectives:**
 Upon successful completion of this course, participants should be able to:
- understand the personal skills and characteristics desirable for success in a private practice setting;
 - gain awareness of the multitude of practical (office rental and set-up, security, etc.) and business (marketing, partnership, financial, insurance, etc.);
 - increase knowledge of ethical and record keeping issues related to private practice;
 - enhance awareness of self-care issues related to private practice;
 - develop practical forms for use in private practice based upon samples.

Rates:	Early Reg.	Reg. after September 4
	Received at PAA by September 4	
PAA Member	\$ 200.00	\$ 225.00
PAA Student /Provisional Member	\$ 140.00	\$ 165.00
Non-Member	\$ 265.00	\$ 290.00



Dr. Stephen Carter has been in private practice since 1992 and is a partner in the firm Carter Haave Vandersteen Bateman Vroon in Edmonton. He has presented on the topic of private practice many times over the past 15 years and developed an on-line private practice course for the Canadian Psychological Association. Dr. Carter is also an adjunct assistant professor at the University of Alberta in the department of Educational Psychology and is known for the practical nature of his presentations.

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



Psychologists' Association of Alberta Presents:
Between Emergencies – A Look at Mental Health in EMS

Date: Friday, November 18, 2016 **Time:** 9:00 a.m. – 10:00 a.m. **Location:** Edmonton
(1 Hour Presentation)

Presented by:
Greg Gorecki, CD, EMT-P

Rate: \$25.00

Intended Audience:

This presentation is intended for Psychologists or Physicians interested in applying for the Alberta Paramedic Association's Trauma Therapist Registry (First Stop, Right Stop), those interested in learning about the initiative, or for those interested in learning more about psychological health considerations for Emergency Medical Service practitioners.

Learning Objectives:

- Introduction to the First Stop, Right Stop EMS Initiative
- EMS Environment and Culture
- Existing Mental Integrity Support
- Political EMS Considerations
- Practitioners' Testimonials

Please see the advertisement on page 39 for information about the Alberta Paramedic Association's Trauma Therapist Registry (First Stop, Right Stop)

Program Format and Schedule

This 1-hour presentation will introduce attendees to the First Stop, Right Stop initiative, which was created by the Alberta Paramedic Association to ensure EMS practitioners receive the appropriate treatment for mental-health concerns and work related trauma. The intent of this presentation is to provide a front-line practitioners' perspective on day-to-day EMS operations. The topics will be explored through a Power Point presentation, which will highlight the considerations present when dealing with EMS staff. Attendance at this presentation will meet one of four requirements to qualify for registration on the First Stop, Right Stop approved provider list.



Greg Gorecki is an Alberta Paramedic that has worked in EMS for 10 years. He has experienced many perspectives of the occupation, in environments ranging from the isolated dry Arctic, to the humid heat of post-hurricane Katrina, Baton Rouge, LA. Greg is also a serving member of 18 years in the Canadian Reserve as a Combat Engineer, with front-line deployments to Bosnia and Afghanistan.

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

The Alberta Paramedics Association Trauma Therapist Registry: (First Stop Right Stop)

DanSun Photo Art



**Be prepared – Attend the first live 1 hour training session
“Between Emergencies - A Look at Mental Health in EMS”
18 November 2016, Lister Centre, Edmonton**

**Followed by the Psychologists’ Association of
Alberta’s presentation:**

“Trauma & PTSD in First Responder Populations”

details at:

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

**First Stop Right Stop
Registration open by
Jan 2017**



The APA Trauma Therapist Registry Requirements:

- Registration with the College of Alberta Psychologists or the Alberta College of Physicians & Surgeons
- Demonstrated experience & training in at least one of the following therapies: Prolonged Exposure (PE) Therapy, Eye Movement Desensitization & Reprocessing (EMDR), Cognitive Processing Therapy (CPT), Stress Inoculation Training, Present Centered Therapy.
- Participation in this training event or similar (as approved by the APA)
- Completion of an APA subject matter expertise screening exam



Psychologists' Association of Alberta Presents:
Trauma & PTSD in First Responder Populations

Date: Friday, November 18, 2016 **Time:** 10:00 a.m. – 4:30 p.m. **Location:** Edmonton
(5 Hour Presentation)

Presented by
Dr. Megan McElheran

Intended Audience

This workshop will be most useful for clinicians with a basic understanding of Post-traumatic 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 identify issues related to the impact of first responder mental health problems on family systems

Rates	Early Reg. Received at PAA by Oct 21	Reg. after Oct 21
PAA Member	\$ 200.00	\$ 225.00
PAA Student /Provisional Member	\$ 140.00	\$ 165.00
Non-Member	\$ 265.00	\$ 290.00



Dr. Megan McElheran R.Psych. is a Clinical Psychologist and Managing Director of WGM Psychological Services Ltd.. Dr. McElheran completed several years training at the National Center for Post-traumatic 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 Psychological Services Ltd. 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

PSYCHOLOGISTS WITH TRAUMA SPECIALIZATION

The Alberta Paramedic Association First Stop: Right Stop

The PAA acknowledges the wisdom and insight of the Alberta Paramedic Association (APA) in formally recognizing psychologists as premier professional providers of trauma treatment. In their First Stop, Right Stop report, the Alberta Paramedic Association sets standards for therapists to be on their specialized registry for their members, Alberta paramedics. They have limited that registry to APA approved Physicians or Registered Psychologists.

We commend this workplace/professional mental health initiative to assist Alberta paramedics in dealing with stressors and trauma (particularly relevant in their profession). The APA First Stop, Right Stop Registry will facilitate access to appropriately trained psychologists who have met their criteria and screening process and completed their brief competency assessment based on an APA awareness session. Interested members are encouraged to attend the first live information session, "Between Emergencies - A Look at Mental Health in EMS". This one-hour seminar, facilitated by the PAA 18 November 2016, will provide the core information for the APA competency assessment for registration (which they will later make available online). See their advertisement in this edition of *Psymposium* or check out our Continuing Professional Development opportunities online for more information.

The PAA has endorsed the Alberta Paramedic Association Paramedic Therapist Registry Standards and applauds this initiative. Psychologically healthy workplaces benefit all Albertans.



Advanced Clinical Supervision in Psychology

A certificate course offered by

**The University of Calgary, Educational Studies in Psychology, and the Psychologists' Association of Alberta
(CPE 140-013)**

September 15 to November 25, 2016

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

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.

Certificate:

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

Course Delivery/Hours:

The course will be delivered on-line. It will consist of approximately 40 hours of study running from September 15 to November 25, 2016. 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:

\$1,212.00

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 140-013 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".

Registration:

Registrations may be completed on-line at:

<http://conted.ucalgary.ca/search/publicCourseSearch.do?method=searchPAOnly&programAreaId=19247000> 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:

Dr. Jeff Chang is Associate Professor in the Graduate Centre for Applied Psychology, Athabasca University, a clinical supervisor at Calgary Family Therapy Centre, and a psychologist in private practice. He has been a Registered Psychologist in Alberta since 1987, and is a Clinical Fellow and Approved Supervisor in the American Association for Marriage and Family Therapy. Jeff has supervised approximately 30 Provisional Registered Psychologists over the last 20 years. His experience as a supervisor in a variety of settings (children's mental health, employee assistance programs, private practice) and as a clinical training coordinator in a university program, inspired him to develop the Contextual-Functional Meta-Framework – a heuristic for developing one's personalized approach to supervision. Jeff also publishes in the areas of high conflict divorce, child and family therapy, and school-based counselling, and is the editor of the *Canadian School Counselling Review*. His private practice focuses on supervision and high-conflict divorce.



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



A PAA WORKSHOP REVIEW

“Behaviour Assessment Screening for Children Third Edition (BASC 3)”

By Dr. Randy Kamphaus, Friday, April 22, 2016. Edmonton, Alberta

I recently had the pleasure to attend Dr. Randy Kamphaus' presentation in Edmonton. Dr. Randy Kamphaus, Professor and Dean of the College of Education at the University of Oregon is co-author of the BASC 3 with Cecil R Reynolds, Emeritus Professor and distinguished research scholar Texas A & M University. The last time I saw Dr. Kamphaus was when he visited Edmonton October 3, 2008 and provided a workshop about “Assessment of Behavioral and Emotional Problems in Schools: From Universal Screening to Individual Diagnosis.” It was a pleasure to have Dr. Kamphaus return and provide an update about revisions to the BASC 3 and component materials.

The BASC 3 is used widely as a multi-dimensional comprehensive measure of behavioural and emotional status of a child from three perspectives: self, teacher and parent. Furthermore the BASC 3 allows clinicians to gather important background information useful when making educational classifications or clinical diagnosis. Workshop participants were able to gain first-hand knowledge from Dr. Kamphaus regarding the goals for revising the BASC and were provided an overview about additional BASC 3 materials. Dr. Kamphaus indicated that the BASC 3 revision provides clinicians with enhanced flexibility of administration as components can be used individually or in any combination as part of an integrated behavioral system.

The Behavior and Emotional Screening System (BESS) continues to be available for efficient and systematic screening of classrooms or large groups of students at risk for developing behavioral or emotional problems. The BESS is the only instrument of this type that can be used for universal screening.

For targeted assessment and diagnosis the TRS, PRS and SRS scales as well as the Structured Developmental History, Parent Relationship Questionnaire and Student Observation System (SOS) are complimentary components. The Parent Relationship Questionnaire is available for preschool, child and adolescents (ages 6 through 18) and provides a snapshot of a parent's perspective of the parent-child relationship. Clinicians can gain information regarding attachment and involvement as well as parenting style, parenting confidence, stress, and satisfaction with the child's school. The PQRS is an instrument that I was not familiar with and would consider using in the future. The SOS is available in paper and digital formats. I have used this in paper format and it is now available in Digital administration through Q-global using a tablet or desktop/laptop.

The Behavior Intervention Guide (BIG) has been revised and provides comprehensive practical information on targeted interventions and increases the fidelity of implementation for behavior and emotional issues. BIG components include the Behavior Intervention Guide (paper and digital), Parent Tip Sheets, Documentation Checklist and Intervention Summary software reports for TRS, PRS, and SRP. Dr. Kamphaus indicated that the design has been streamlined to enhance ease of usability however having said this the digital version does not allow users to electronically copy and paste portions of the document for personal use.

New to the BASC 3 family are the following components:

- The Behavior and Emotional Skill Building Guide, is a group based skill training program for use by school counsellors, psychologists and other professionals at the tier two level.
- The Flex Monitor is a new addition and Dr. Kamphaus described this instrument as a “first of its kind” progress monitoring tool that allows practitioners to create their own monitoring form. Once completed the Flex Monitor should fill a gap as it will assist in keeping track of changes in a child's behavior over a period of time. Clinicians will be able to develop a behavior item bank.
- The Comprehensive Continuous Performance Test (CCPT) is new and was developed to help understand the behaviors and emotions of children and adolescents. More information regarding CCPT will be available in the future.

- The Self-report of Personality-interview edition was added and it is a qualitative assessment that takes about five minutes to administer and 30 seconds to score.

One of the goals of the revision is to improve item content, scale reliability, and score inference validity and this was accomplished. Specifically Dr. Kamphaus discussed changes at the construct and item level as the BASC 3 TRS and PRS forms includes 32% new items and each content scale includes items that are unique to that scale. These changes have been made without lengthening the rating scales significantly. Furthermore, 4 new subscales were added at the school age level those being: Problem Solving, Attention Control, Behavioral Control and Emotional Control. In response to feedback the BASC 3 contains a significant addition of items about Executive Function and Developmental Social Disorder (items are more closely linked to accepted symptoms associated with Autism Spectrum Disorder). New Clinical Indexes, ADHD Probability, Emotional Behavior Disorder Probability, Functional Impairment and Clinical Probability were added to help clinicians differentiate those with and without behavioral concern or emotional functioning or diagnosis or, classification or disorder versus impairment.

Dr. Kamphaus indicated that in this revision the number of BASC forms was simplified and are available in paper and digital format. Scanning of forms is no longer available. Use of the paper option remains the same and this involves using paper record forms and manually entering responses.

One of the biggest changes to the BASC 3 is the digital application as it requires no record forms and entails computer administration of the BASC 3 components, scoring and reporting using Q-Global. Administration of the TRS, PRS, and the SDH can be done remotely by sending an email to the respondent containing a web link needed to complete the form (Internet access is required to complete the forms). When completed remotely, the person sending the email to the rater will receive an email indicating the form is complete. (For the unfamiliar, Q-global is a secure, online, web-based system used to administer and score the TRS, PRS, SRP, SDH, and SOS forms.) The option of providing paperless administration to clients via internet provides psychologists with time saving, immediate scoring and dispenses with the need for keeping hard copies.

A hybrid option for scoring was introduced and involves paper administration and requires hand scoring and Q-Global report generation. Notably users can subscribe for unlimited scoring and reporting licenses that are available in single or multi-year plans or users may opt for per use licensing. Scoring programs downloaded to the computer are no longer available.

Dr. Kamphaus indicated reports on Q-Global are also being revised and redeveloped and there will be several options. He stated a multi-rater report will be available and it will allow results to be compared from any of the BASC 3 components in the context of any other case information including the developmental history, interviews, academic records, observation and other qualitative and quantitative sources. The new integrated summary report combines results from individual components and provides recommendations based on all information will also be available.

Overall, participants were provided with a well-paced overview about the BASC 3 and components by Dr. Kamphaus. Participants appreciated Dr. Kamphaus taking time to answer questions during the presentation and during breaks. It would be great to have Dr. Kamphaus return to present on the new components that are in the process of being developed.

A detailed biography about Dr. Kamphaus can be found at:
<http://www.pearsonclinical.com/authors/kamphaus-randy.html>

If you were unable to attend the presentation or would like a review Pearson Canada provides webinars that are available free of charge about the BASC 3 and complimentary components that can be accessed at:
<https://www.pearsonclinical.ca/en/webinars/2016/05/basc-3-overview.html>

Respectfully submitted,

Beverley Harnaha
R.Pysch



Mark your Calendar!

PAA Connects 2017

Our Biennial Forum for Learning, Connection, & Renewal

Past, Present, & Future → A Profession of Change

Featuring Dr. Scott Miller on “The Future of the Field: Surviving & Thriving in the Era of Accountability”

Fort Edmonton Park
Edmonton, Alberta
25 & 26 May 2017

Registration opens Winter 2016.

2015-2016 ANNUAL REPORT

The 2015-2016 Annual Report was presented at the 2016 Annual General Meeting on 28 May 2016.

A copy of the 2015-2016 Annual Report is available on the PAA website at www.psychologistsassociation.ab.ca. The Auditors Report (2015-2016 Financial Statements) are available for review in the Member Resources area.

Highlights include:

- Progress in collaborations with the College of Alberta Psychologists (CAP), the Canadian Psychological Association (CPA) and the Council of Associations in Psychology (CPAP)
- Membership Update
- Key Advocacy initiatives specific to a PsyD program, Primary Care, Alberta Alliance on Mental Illness and Mental Health, and the Doctoral Standard for Use of Title
- Psychological Services Fund update
- Our professional support services
- Efforts to increase public awareness
- The work of PAA committees
- Special projects in support of psychological health and wellness in Alberta



WELCOME TO NEW PAA MEMBERS

(February 25, 2016 – June 09, 2016)

Angus, Takia (Provisional)	Hammond, Natasha (Student)	Matheson, Andrea (Full with Referral)
Aucoin, Jillian (Provisional)	Hawryliw, Stephanie (Student)	Medland, Amanda (Student)
Bemister, Taryn (Full)	Hotson, Gary (Full)	Neva, Taryn (Provisional)
Birchall, Lindsay (Student)	Huj, Hilda (Provisional)	Pala, Magdalena (Student)
Botterill, Erin (Student)	Irvine, Angela (Provisional)	Potestio, Loredana (Student)
Boyd, Katherine (Full)	Jawed, Naheed (Full)	Quaale, Rebecca (Full)
Brown, Chris (Full)	Johnston, Julie (Student)	Richards, Victoria (Provisional)
Brown, Crystal (Provisional)	Kaldenbach, Lisa (Provisional)	Rochefort, Stephen (Provisional)
Brulotte, Natalie (Full)	Kieran, Deborah (Full with Referral)	Sainsbury, Arthur (Provisional)
Callaway, Nicole (Full with Referral)	Kumaria, Cozy (Student)	Sande, Ryan (Student)
Chan, Ellis (Provisional)	Larcombe, Susan (Full)	Sauve, Thea (Full)
Chantler, Jana (Provisional)	Lee, Andrea (Provisional)	Schlaak, Deborah (Provisional)
Cleland, Crystal (Provisional)	Lefebvre, Chris (Student)	Schoepp, Chris (Provisional)
Crawford-Buggins, Michelle (Full)	Los, Tannia (Provisional)	Shaw, Ashley (Student)
D'Andrea, Laura (Student)	Luk, Jeremy (Provisional)	Stillar, Amanda (Student)
Dayal, Helena (Student)	Lyons, Meghan (Provisional)	Thompson, Carmen (Provisional)
Elia, Julien (Provisional)	Marcil, Valerie (Student)	Toth, Jane (Full)
Fillion, Doris (Full)	Marcoccia, Annunziata (Full)	Vandenberg, Natalie (Provisional)
Funamoto, Allyson (Provisional)	Martin, Erin (Provisional)	Vassell, Melanie (Provisional)
Groom, Janet (Provisional)	Martin, Melissa (Student)	Wakulchyk, Karlynn (Provisional)
Gust, Lisa (Provisional)	Martin, Nicole (Provisional)	Zimmer, Chelcie (Full)

YOUR 2016-2017 PAA BOARD OF DIRECTORS

Join us in welcoming Ms. Erin Buhr to the PAA Board of Directors as the Student Board Representative and in thanking Mr. Mitchell Colp for his contributions as the Student Board Representative.

Your PAA Board of Directors for 2016-2017 are as follows:

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

ALBERTA PSYCHOLOGY IN THE MEDIA

Psychology in the Media generated through the PAA office: *March 2016 – July 2016*

DATE	PSYCHOLOGIST	MEDIA OUTLET	TOPIC
May 2016	Dr. Neil Mulholland	CBC Edmonton News at 6	Fort McMurray Wildfire; the impact and resources available for evacuees
	Dr. Judi Malone	630 CHED Afternoon news	Alberta Wildfires –mental health support and PAA's Disaster Response Network
	Dr. Judi Malone	Epoch Times newspaper	Fort McMurray Wildfire victims might suffer PTSD, Psychologist says
	Dr. Judi Malone	Edmonton Journal	Moodiness, headaches, nausea: These are normal ways to feel after disaster, Fort McMurray evacuees told
	Dr. Judi Malone	The Free Press weekly newspaper	Effects of Fort McMurray fires go beyond jobs and possessions
June 2016	Dr. Stephen Carter Dr. Judi Malone	Edmonton Catholic School Partners with Parents - Wellness and Safety information series	Stress Hardiness and Resilience

Psychology in the Media not generated through the PAA office: *March 2016 – July 2016*

DATE	PSYCHOLOGIST	MEDIA OUTLET	TOPIC
March/April issue	Dr. Ganz Ferrance	YEGFITNESS magazine	Spring - Clean Your Head
March 2016	Dr. Linda Hancock	The Medicine Hat News – All Psyched Up (regular column)	- The challenge of immigration and how you can help. - Don't wait for things to change - Expectations, consistency and other parenting issues
	Dr. Brent Macdonald	Alberta Primetime	- Where are the jobs in Alberta? - Should companies be trying to ban social media at work?
	Dr. Ganz Ferrance	Alberta Primetime	- Rage Yogo is gaining popularity - Subverting the swimsuit model trend.
	Dr. Susan MacDonald	Alberta Primetime	- When capable children say 'I can't' - The importance of risky play for children
	Dr. Ganz Ferrance	CTV News Edmonton	Postpartum Depression
	Dr. Ganz Ferrance	630 CHED radio (afternoon show)	Postpartum Depression
	Dr. Linda Hancock	Indian Head –Wolseley News All Psyched Up (regular column)	- Parenting Problems - What do you have to give? - The challenge of immigration
April 2016	Dr. Linda Hancock	The Medicine Hat News – All Psyched Up (regular column)	- The challenge of immigration - Enriching the lives of others, and your own - Help exists to deal with Post Traumatic Stress Disorder - It only takes one minute - Sewing is like living

ALBERTA PSYCHOLOGY IN THE MEDIA (con't)

DATE	PSYCHOLOGIST	MEDIA OUTLET	TOPIC
April 2016 (con't)	Dr. Christina Rinaldi	Global Edmonton News	How to spot an overscheduled child
	Dr. Brent Macdonald Dr. Ganz Ferrance	Alberta Primetime	- Mental health program focuses on trades and agriculture - Good news for night owls
	Dr. Linda Hancock	Indian Head-Wolseley News – All Psyched Up (regular column)	- Post Traumatic Stress Disorder - In one minute - Sewing is like living
	Dr. Linda Hancock	The Medicine Hat News	Tragedy a learning experience for the city
	Dr. Ganz Ferrance	CTV News Edmonton	Communication between couples
	Dr. Janet Miller Dr. Ganz Ferrance	Alberta Primetime - Lifestyle and Health news	- Layoff survivor's guilt - Calls to help prevent aboriginal youth suicides
May 2016	Dr. Linda Hancock	Indian Head-Wolseley News – All Psyched Up (regular column)	- Mother's Day - Forgiveness - Retirement
	Dr. Linda Hancock	The Medicine Hat News – All Psyched Up (regular column)	- Reflecting on Mother's Day - Forgiveness is about letting go and moving on - Retirement means different things to different people - Return to work
	Dr. Brent Macdonald	Alberta Primetime – Lifestyle	- Calling for 'me-ternity' leave - The collective opens in St. Albert
	Dr. Ganz Ferrance	CTV Morning Live	Dealing with the stress caused by evacuating your community
	Dr. Ganz Ferrance	630 CHED radio (afternoon show)	Strategies to help you become more productive not destructive when communicating through a crisis
	Dr. Ganz Ferrance	CTV News Edmonton	Communicating through a crisis
	Mr. Cory Hrushka	630 CHED radio (Ryan Jespersen show)	Rehabilitation, Recidivism & Justice
	Dr. Susan MacDonald	Alberta Primetime	Limiting parents' social media use
June 2016	Dr. Linda Hancock	The Medicine Hat News – All Psyched Up (regular column)	Knowing your priorities - Happiness is a choice - Proud Canadians
	Dr. Ganz Ferrance Dr. Susan MacDonald	Albert Primetime	- Hitting the gym to battle depression - Social circles begin to shrink at age 25
	Dr. Ganz Ferrance	CTV News Edmonton	- Dealing with Violence and Stress - Practicing love and meeting hate head-on hate

Continued next page...

ALBERTA PSYCHOLOGY IN THE MEDIA (con't)

DATE	PSYCHOLOGIST	MEDIA OUTLET	TOPIC
June 2016 (con't)	Dr. Ganz Ferrance	Psychology Today magazine	So you think you can be famous?
	Dr. Ganz Ferrance	Alberta Primetime	- Are new sleep guidelines waking up parents? - Is the 'cry-it-out' method a safe option?
July 2016	Dr. Ganz Ferrance	630 CHED radio (afternoon show)	- (Part 1) Hate, Love, Prejudice and Acceptance - (Part 2) Sexuality Discussion
	Dr. Janet Miller Dr. Ganz Ferrance	Albert Primetime	- Online support for young hospital patients - Wildfire first responders still coping with stress
	Dr. Ganz Ferrance	CBC News Edmonton and The National	How Pokémon Go can help mental illness
	Dr. Ganz Ferrance	Edmonton AM	Pokémon Go and its potential help or harm metal health

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

March 2016 – July 2016

DATE	PSYCHOLOGIST	VENUE
March 2016	Mr. Michael Stolte Ms. Kristi-Anna Steiestol	PAA & Centre of Autism exhibit display booths at the Mental Health Awareness Day, U. of A.
	Ms. Michelle Hamilton Ms. Elayne Harris-Lorenz Ms. Jennifer Beattie	Promoted the field of psychology at Lakeland College Wellness Fair
April 2016	Corpus Christi Elementary	PAA materials were displayed at Corpus Christi Elementary School Health Fair in Calgary by staff.
May 2016	Mr. Colin Auschrat	PAA's exhibit booth was displayed at Victoria School of Arts 4th Annual Mental Health Agency & Resource Fair.
	Mr. Hein Swanepoel	Provided a variety of PAA materials to staff of the Calgary Catholic School District during their Mental Health Awareness week, May 2 – 6th.
	Mr. Chris Shorrock	PAA's exhibit booth was displayed at AHS Continuing Care and Community Living Expo 2016.
	Dr. Jennifer Jette Ms. Marina Agafonov	Provided presentations to Notre Dame High School Psychology 20 classes and spoke about various psychologist careers and teen brain development and how it links to anxiety.
June 2016	Ms. Rosemarie Nardella	Provided a presentation to Crescent Point Energy Corp. staff on resiliency and the workplace, providing information on how to work towards being more resilient.

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.

PAA PRACTICE ADVISORS' ACTIVITIES

April 1, 2015 - March 31, 2016

PAA's award winning Practice Advisor Program provides our Full and Life members with free, confidential advice regarding professional practice and/or ethical issues. These experienced experts voluntarily provided information and guidance by responding to a total of 171 questions and issues this year. Topics included:

Assessment/Treatment Issues: 4 Questions

- Regarding team report and recommendations
- Regarding timeliness of reports

Competence: 2 Questions

- Competence in new areas
- Competence to perform requested tasks

Confidentiality: 4 Questions

- Dealing with insurance companies
- Requests from lawyers for file documents
- Confidentiality regarding therapist who has never seen the client

Professional Boundaries/Dual Roles/Conflicts of Interest: 13 Questions

- Hiring a divorce lawyer who has received treatment from a past significant other
- Supervising a student who was formerly a client
- Boundary issues
- Participating in a cross country fundraiser with a client

File Management/Storage: 6 Questions

- File maintenance
- File retention when psychologists leave joint practice
- Retention of files upon retirement

General Ethical/Legal: 46 Questions

- Providing out of province services to an at risk client
- Transferring client files to another psychologist
- Response to subpoenas
- Guidance regarding a workplace wrongful dismissal lawsuit

Informed Consent: 12 Questions

- Consent for assessment of child in process of adoption
- Consent for treatment of child given by one parent in divorced family
- Mature minor consent to treatment

Miscellaneous: 24 Questions

- Contractual & payment issues
- General billing questions
- Transfer or retention of clients when a psychologist passes away
- Refusing to see a difficult client

Private Practice: 11 Questions

- Question regarding incorporation
- Maintaining registration after retirement
- Provisional psychologist having issue with a private practice contract understandings
- Question regarding supervision

Release of Information: 30 Questions

- Consent to release information
- Refusal of teenager to release treatment information to separated parent
- Release of information regarding deceased ex client in another province
- Releases to custody assessment

Reporting/Child Welfare & Child Protection: 19 Questions

- Child welfare & duty to report to Child Protective Services
- Duty to warn
- Psychological reports
- Reporting inappropriate relationship between psychologist and client

Members may access this service by calling the PAA office directly to be matched with a Practice Advisor.

We extend our sincere appreciation and thanks to our Practice Advisors for their significant contribution to the Association, our members, and to our profession in Alberta.

2016 PSYMPIOSIUM SCIENCE AWARD RECIPIENTS

Edmonton Regional Science Fair – April 9-10, 2016 - Edmonton 2016 Behavioral Science Award Winners



Dawn Abraham who attends Aurora Charter School, was the 2016 Award recipient for her project entitled “(050701) Sensate Shift”.

Congratulations Dawn Abraham!

Daniel Vovk who attends Aurora Charter School, was the 2016 Honourable Mention recipient for his project entitled “(050509) Is Smiling Contagious?”

Congratulations Daniel Vovk!



Judged and presented by Mr. Chris Shorrock representative of PAA.

Central Alberta Science Fair – March 11 2016 - Red Deer 2016 Behavioral Science Award Winners



*Congratulations Nicole Green, Rachel Land and Ryan Walker-Melton!
Judged and presented by Dr. Yvonne Buchanan-Sedun representative of PAA.*

Ryan Walker-Melton and Rachel Land, Grade 10 students from Olds High School, were 2016 Award recipients for their project “The Power of Senses”.

Nicole Green, Grade 10 student from Olds High School, received PAA member, Dr. Yvonne Buchanan-Sedan’s Award for her project “Gender Imbalance: Women in STEM”. Her project won the Best of Fair for Secondary.

This picture was taken with Dr. Lynne Mulder – representing the City of Red Deer and Mr. Nazim Manji-Branch Manager, Servus Credit Union

Calgary Youth Science Fair – April 15-16 2016 - Calgary 2016 Behavioral Science Award Winners

Vaikunth Cheruvu, student from Webber Academy School was the 2016 award recipient for his project entitled “Aww... That’s Shocking!”

Congratulations Vaikunth Cheruvu!

*Judged by Ms. Lindamarie Gossen
and presented by Dr. Al-Noor Mawani
representatives of PAA.*





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

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).

CONTINUING EDUCATION RECIPROCALITY AGREEMENT

The Psychologists’ Association of Alberta (PAA) has a reciprocal agreement with the British Columbia Psychological Association (BCPA), the Psychological Society of Saskatchewan (PSS) and Idaho Psychological Association offering registration to the three associations’ respective continuing education programs at the same fees that each of these associations charge to their own members.

Members of the PAA who register for workshops and conferences offered either by the B.C. Psychological Association, the Psychological Society of Saskatchewan and Idaho Psychological Association are now able to register to these functions at the respective association’s member rates.

Go to our website www.psychologistsassociation.ab.ca under ‘PAA workshops/conferences’, to find the link to BCPA and PSS.

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)

CALENDAR OF EVENTS

September 16, 2016 – Emerging Technologies and Professional Psychology Practice

Presented by Christine Korol, Ph.D, R.Psych.
Location: Calgary, AB

Sponsored by:
The Psychologists' Association of Alberta

September 30, 2016 - Starting and Operating an Independent Professional Practice in Psychology

Presented by Dr. Stephen Carter.
Location: Calgary, AB

Sponsored by:
The Psychologists' Association of Alberta

November 18, 2016 - Emergencies – A Look at Mental Health in EMS

Presented by Greg Gorecki, CD EMT-P.
Location: Edmonton, AB

Sponsored by:
The Psychologists' Association of Alberta

November 18, 2016 - Trauma & PTSD in First Responder Populations

Presented by Dr. Megan McElheran.
Location: Edmonton, AB

Sponsored by:
The Psychologists' Association of Alberta

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

UPCOMING MEETINGS & SOCIAL EVENTS

BOARD MEETING

September 17, 2016 – Edmonton
December 10, 2016 - Edmonton

ANNUAL GENERAL MEETING

May 26, 2017 - Edmonton

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

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 Education/PAA Workshops or PAA Workshops/Non-PAA Training Events.*

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

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PAA Connects 2017

Edmonton, Alberta
May 25th & 26th, 2017

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