

Psymposium

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IN THIS ISSUE

Editor's Letter	4
Notes From My Desk	4
The Universe Within	6
Profiles in Psychology	7
What We Do	9
Getting Schooled	10
Ethics	12
Innovative Practices in Psychology	13
The Generic Mental Health	17
Psychology Month Events	22
Reconnection & Integration	24
PAA Awards	25
PAA Connects	28
Welcome! PAA Board of Directors	32
Continuing Professional Development	36
Alberta Psychology in the Media	52
Calendar of Events	59



BOARD NOTES



*Bonnie Rude-Weisman,
PAA Board President*

Hello
Fellow Colleagues,

Are our fees responsible for a lack of access to psychological services?

Perhaps by default, rather than design, I will once again be your president for the 2017-2018 year. We have 6 new board members: David St. Arnault, Kelly Schwartz, Lisa McIsaac, Nicki Wilson, Sally Maclean and Sandra Gallace, and joining returning board members Amrita Bhar, Jo Eustace, Erin Buhr (student representative), and myself. These new members hold the promise of renewed energy, enthusiasm, and excitement to fulfill the strategic goals established by the previous board.

One of our strategic goals is to “strengthen psychology’s voice in Alberta through improving access, influencing social policy, advocacy, and public education”. While we are fortunate to have one of the highest proportion of psychologists per population, access to psychological assessment and treatment services remains an issue, especially for

children, teens and their families, as well as those outside our major cities. For children, teens and families, and those living in our smaller communities it is difficult to access timely psychological services.

While PAA is deeply committed to improving accessibility to mental health services, our organization was recently challenged by a community member who argued that our recommended fees were a major barrier to access and in her mind, unethical as a result. Her arguments caused me to reflect - are our fees posing a barrier for Albertans to access our services and therefore, inherently contrary to aspects of our mission statement, namely to “promote the well-being and potential of all Albertans”, and the strategic goal to “improve access”. Have we raised our fees to the point that we are neglecting a sizeable portion of those Albertans requiring psychological services?

Upon considerable reflection, I reaffirmed my viewpoint. While our fees may pose an impediment for some to access our services, they are not contrary to our mission statement or strategic goal. Our fees reflect the value of psychological services in promoting the well-being of Albertans. Furthermore, our fees speak to the increasing complexity of the mental health needs of Albertans, which has correspondingly raised the bar for competency. Related to this, PAA

PSYCHOLOGISTS’

ASSOCIATION of ALBERTA

MISSION STATEMENT

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

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

Article deadlines are February 10, June 09 and October 06. For information on submission procedures or current advertising rates contact the PAA office. Advertising deadlines are February 22, June 21 and October 20.

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

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Psymposium 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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has taken the position that only those with a minimum of a master's degree in psychology/counselling can competently provide psychotherapy. We must absolutely resist the push to improve accessibility by devaluing our services or by supporting those who are lowering the bar for competency. Certainly, Alberta Health Services' shift to a generic mental health therapist model would seem contrary to our efforts to place value on the increasing complexity of mental health and the corresponding need for a broader and deeper knowledge basis, perpetual training and supervision, judgment beyond reproach, and constant diligence. Education, training and professional orientation are seemingly ignored, minimized or considered irrelevant, within the generic mental health therapist model. This model harkens back to the day when the public held the view that any 'nice/caring/kind' person could do this job, and if we were truly 'nice/kind/ or caring', we supposedly would be honoured to do this job for little to no remuneration. The Health Professions Act of Alberta further devalues our work by allowing any regulated individual to participate in the restricted activity of psychosocial interventions, whether they have a two year diploma in social work, a degree in occupational therapy, or a doctoral degree in clinical psychology.

To improve accessibility to competent mental health services, let us individually support campaigns such as "Put Your Money Where your Mouth is", spearheaded by Brandi Smith for the Psychological Services Fund.

Furthermore, continue to highlight your areas of competency and impart value into what you provide towards the well-being of Albertans, including your volunteer work or pro bono services. Draw upon PAA's brochure, "The Value of Choosing a Psychologist" to guide you in identifying our professional strengths and competencies in addressing the mental health needs of Albertans.

Being financially successful is not contrary to promoting the well-being of Albertans or improving accessibility, nor do I consider it unethical for us to put value on competent services. Rather than react defensively to any challenges to our fee structure, let us hold our head high, knowing that our fees reflect the level of knowledge, skills, judgment and diligence we bring to the increasingly complex world of mental health.

If you would like to become involved in furthering any aspect of our mission or strategic goals, please consider volunteering in some capacity with PAA.

Feel free to contact me if you have any questions or grievances about my writings.

Respectfully,

*Bonnie Rude-Weisman, M.A. R. Psych
Board President
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Psymposium Advertising Rates (effective January 2017)

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.

Psymposium is published three times a year: April, August and December. Article deadlines are: February 10th, June 9th and October 6th. Advertisements printed in *Psymposium* deadline: February 22nd, June 21st, October 20th. Insert deadline: March 24th, July 21st, November 17th.

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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EDITOR'S LETTER



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

Welcome to the August edition of Psymposium. Perhaps we are returning from a summer vacation, preparing to return back to work, or organizing school supplies for kids in preparation for another year. I am one of those parents who gets excited about kids returning to school, not because I know there will be less fighting between siblings or less complaints about being “bored”, but I get excited about the year ahead for them and how much they are going to learn, grow, and experience. I remember one assignment that my son came home with in his early elementary years. The title of it was, “What is your spark?” – what gets you intrigued and excited to learn more or take action on something? We explored this question together, and we enjoyed this assignment so much that we actually named our puppy “Sparky”.

As professionals in mental health, we know how important that “spark” can be for continuous learning and development both professionally and personally. Our code of ethics emphasizes maintenance of competency, and I believe that most of us fundamentally desire a sense of lifelong learning. Not only is it imperative to keep current with our skills in the field of psychology, but also continuous learning is beneficial for overall health and well-being.

As we launch into September I will encouragingly pose the same question to all readers, “what is your spark?” Maybe it is an experience that evolved from a really good conversation with a colleague, a networking opportunity, or from a thought –provoking presentation, class, or workshop. Perhaps it may blossom and continue to grow from the great articles written in this issue of Psymposium.

Enjoy,

Michelle Vandegriend, Ph.D., R. Psych.
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NOTES FROM THE CEO'S DESK



Dr. Judi L. Malone
PAA CEO
Registered Psychologist (AB/AUS)

Warm summer greetings to all of you, our members. Our May AGM and Biennial Forum was a wonderful opportunity for learning, connection, and renewal. I appreciated the opportunity to speak with many of you there and at the town hall meetings throughout the province that we have been cohosting with CAP. The May 2017 PAA Annual Report is a great review of our many activities with you and on your behalf. Here I want to highlight some of your association's work since our last Psymposium.

First, a thank you to you – our members. A strong majority (over 70%) of Alberta psychologists are members of PAA, making us the strongest voluntary provincial association in all of Canada! Your membership greatly enhances our advocacy efforts and makes us a strong, viable, and credible organization that can truly speak on behalf of the psychologists in Alberta.

Next, a thank you to our volunteers and those who come out to share expertise, experience, comments and questions – together we inform change in this province. Here are a few examples of the latest work of our members and staff:

For Albertans

We work to support a psychologically healthy province. We have been strengthening our collaboration with CMHA-Alberta who also manages our Psychological Services Fund. We participated in the Edmonton community mental health action planning and in Red Deer for the provincial conference. We championed the PAA Psychologically Healthy Workplace Initiative Award at the Alberta Workplace Wellness Network meetings, have collaborated with the Alberta Family Wellness Initiative, and promoted psychology at events for the Alberta Medical Association and the newly reopened Status of Women's office

For Members

We at PAA are committed to offering you unique

continuing professional development activities that allow for learning and networking targeted to our member's needs. Since April, we have had an impressive range of workshops, a well-received biennial forum, many more exceptional member podcasts, and again cosponsored the U of C certification course in Clinical Supervision in Psychology. We also strive to continually enhance our communications with you, our members, through our online and social media presence, and are confident in offering you an impressive liability insurance program.

For the Profession

Advocacy efforts by and for the profession are numerous and ongoing but recent efforts have included support of Concordia University of Edmonton's PsyD program application and exploring implications for regulation of counsellors and psychotherapists in the province. Ongoing advocacy for access has included meetings with Calian Canada, ASEBP, and AH Pharmaceutical and Supplementary benefits.

With our Government

We continue to actively participate in the Valuing Mental Health provincial committee and have made presentations to the legislative reviews on WCB-Alberta and the Office of the Child and Youth Advocate. Current initiatives span topics from Alberta's opioid crisis, to psychological access for disadvantaged Albertans, to implications for legislation of cannabis use.

With our Partner Organizations

We continue to collaborate with the Alberta Alliance for Mental Illness and Mental Health, Canadian Psychological Association Practice Directorate, Council of Canadian Professional Associations of Psychology, AHS Psychology Professional Practice Council, and the American Psychological Association, State and Territorial Provincial Leaders. Projects have included continued support of the Alberta Paramedic Association First Stop initiative and specialty register for psychologists, and ongoing collaboration with the Palix Foundation specific to their preventative work with the Alberta Family Wellness Initiative, including co-sponsoring the Brain Story free online certification course.

With our Regulatory Body

Together with the College of Alberta Psychologists, we have jointly coordinated legislative review presentations, medical assistance in dying responses, ongoing

continuing professional development in professional ethics, and have been meeting regularly to review joint efforts and concerns to streamline consideration for psychologists in the province. CAP's CEO, Dr Richard Spelliscy, and I are committed to joint publications, communications, and promotions to further both member engagement and understanding. As a part of this commitment we will be continuing to host town hall meetings across the province.

Responding to Change

As was highlighted by Dr. Scott Miller, our recent forum keynote speaker, ours is a profession of change. In this spirit we strive to continue to move ahead on projects that are both current and future focused. A few of our more recent projects include:

- Canadian Red Cross funding for psychologist-delivered trauma assessment and treatment specific to the Woodbuffalo Wildfire Crisis
- Collaborating with AHS and the College of Alberta Psychologists planning a second training project for members specific to Medically Assisted Dying

In the Boardroom

Change is the best time to revisit how we serve you, our members. There is a continuing extensive review of our policies and plans to enhance board governance and functioning through leadership training and targeted policy governance. A special thanks to your PAA board members, past and present, as they have and continue to make a significant contribution to the psychological health and wellness of Albertans through their leadership.

At the Office

Changes in how PAA staff work for you have been significant this year with a shift to a holacratic organizational system that sees our staff working on project teams with leadership roles. My title is now CEO, the Director of Education and Communications role was abolished, and new staff roles include: Membership Officer, Finance Officer, Administrative Officer, Governance Officer, and Communications Officer. Together, we strive for "Healthy Us", our internal wellness initiative aimed at ensuring that PAA exceeds criteria for a psychologically healthy workplace and to model extended health benefits for psychological service access.

PAA is the voice of, and for, psychology in Alberta. Our association, board, volunteers, and staff come together

to serve you, our members, our profession, and our province; we are the voluntary body that advocates for psychology in Alberta, informs the public and the media, and advocates for consumers of psychotherapy, psychological, and mental health services.

As always, I appreciate your insight, questions, and comments.

PAA is our association.

Judi

THE UNIVERSE WITHIN

by Gwen Randall-Young, R. Psych.

Follow Your Bliss

“When you follow your bliss... doors will open where you would not have thought there would be doors; and where there wouldn't be a door for anyone else.”

- Joseph Campbell



Is there something you have always dreamed of doing, but it either has not happened, or you do not really think it is possible? Have you wondered about the purpose of life, or if there is more to the one you are living?

If so, you are not alone. As we grow, there may be many limiting beliefs we pick up along the way. We may have limited opportunities or be limited by what our parents believe. From early on we get the sense there is a path we must follow. Go to school, get good marks, get further schooling, choose a career, progress in your job, buy a house, have children and so on. While this may not be true for everyone, it does seem to be the default program expressed by parents, educators, and the media.

In our culture, there is not an emphasis on figuring out who you are and how you want to live in the world, or how you want to spend the time you have been given. There seems to be a division between what is fun and exciting, and what is practical and realistic.

In order for a growing human to discover who he or she is there would seem to be a need to have opportunities to explore different things, and time alone to think and

reflect. It would also be important to have others with whom to discuss ideas in an open-ended way. And of course, it would be wonderful to have encouragement to be open-minded and to trust one's own inner thoughts, feelings, and ideas.

Well, nice, but for most of us this is not the way it was. So, many find themselves perhaps “successful” in their lives, but not necessarily as happy as they would like to be.

There seems to be an epidemic of stressed out people going a million miles an hour at work, and then finding themselves just as busy at home. Of course, technology has speeded things up a lot, but there is also a culture of “busyness” that is assumed to be normal. Perhaps it has crept up on us so that it has become the new normal, but this “normal” is not good. Perhaps it is “normal” for lemmings, every once in a while, to madly throw themselves en masse into the ocean to die, but even the scientists who study them still find it strange.

So, is it any wonder with all of this, that it can be possible to be somewhere in adulthood and wonder firstly, who you really are and secondly, what would you like to be doing with your life? How would one begin to answer these questions? Well, you can read lots of books, take workshops, Google lots of things, and try to use your brain to figure it out. I have seen people do all these things and end up more confused than when they started.

Joseph Campbell has a much better idea. He says, “Follow your bliss.” Do what makes you happy. He says he does not believe people are looking for the meaning of life so much as they are looking for the experience of being alive. When do you feel most alive? What truly makes you happy?

Most of us cannot just chuck the life we have and start a new one. But you can begin doing more of the things you love. You might think there is no time, it's too late in life, you will not be good at it, or wonder what people will think. Well, you can make the time, it is never too late, it does not matter if you are good at it, just that you love it, and who cares what anyone thinks? Take a moment right now to think of your bliss, and plan to take action to bring more of that into your life. Let me know what happens.

*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 **HYPERLINK** “<http://www.gwen.ca>” **www.gwen.ca** and **like** Gwen on **FaceBook** for daily inspiration!*

PROFILES IN PSYCHOLOGY

by Kelly Scott Moroz, R. Psych.



Kelly Scott Moroz, R. Psych.



Adam McCrimmon

In this column for Psymposium I endeavor to interview highly regarded psychologists in their areas of clinical expertise. I aim to determine how they became interested in their particular field, and to garner their current research passions and their opinions on specific issues. This month, I interviewed Calgary psychologist Dr. Adam McCrimmon who specializes in autism spectrum disorder (ASD).

Adam McCrimmon is a registered psychologist and an associate professor in the School and Applied Child Psychology Program at the University of Calgary where he directs the Autism Spectrum Education, Research, and Training (ASERT) lab. His research interests include autism spectrum disorder and cognition, social-emotional development, social skills, and mental health. He is a certified trainer for the Autism Diagnostic Observation Schedule, Second Edition (ADOS-2) and the Autism Diagnostic Interview-Revised (ADI-R) and routinely conducts trainings on both measures to individuals and organizations across Canada and internationally so as to enhance clinical practice for assessment of ASD. Email: awmccrim@ucalgary.ca

How did ASD become the direction you took in the area of psychology?

I did my undergrad at the University of Calgary, and I knew that I wanted to go on to graduate school for clinical psychology. I asked one of my TAs at the time for advice on how to get into graduate school and make my application stand out above others. The advice I received

was that if I wanted to get into a clinical program, the best thing that you can do is to get experience with clinical populations that others might not have. He had a friend who worked with children diagnosed with autism and asked if I might be interested in gaining experience in this area. He gave me the phone number of a clinical supervisor at Autism Partnership, and she connected me with families who required home-based interventions. I worked mainly with one boy in particular – I fell in love with that boy’s uniqueness and his family, and worked within the capacity of conservative Applied Behaviour Analysis (ABA) programming. He was three when I started working with him, and I worked with him for over a year. When the team and I started working with him, he was fairly aggressive towards us, his parents, and himself, he had a lot of echolalia, impulsivity and social unawareness – he was quite substantially effected. The parents used specific aspects of behaviour modification with him and so did the team, and you could see that even within the span of the first two to three months we were working with him, the amount of aggression was dramatically reduced and the amount of learning he did really improved.

By the time I stopped working with him when I moved away to Toronto, he was a completely different child from when I first met him and started working with the family. On a weekly basis, you could look at where he was at developmentally in a number of domains, and he would make incremental growth. It became a motivating factor for me to want to go to work every day. I knew that by going to work, I was going to positively influence this child in a very substantial way, and the family would understand and experience that. It kept me wanting to go back and to contribute to the development of these people. That’s why I still do what I do. In my applications to graduate school, I applied only to professors who did work with autism, and I found the perfect program for me with the perfect supervisor at York University and everything fell into place. My research went from there. All of my research and projects are now focused on ASD; in broad strokes, enhancing developmental outcomes of individuals with ASD.

Dr. Adam McCrimmon was presented with the 2017 PAA Excellence in Teaching Psychology Award. Please join us in congratulating him on this award.

What is your current research interest within the spectrum, and where are your results pointing?

I have projects about bullying of students with ASD and factors related to that, and coping mechanisms that kids with ASD implement within the context of bullying and how effective that coping is. I have done studies on PEERS (Program for the Education and Enrichment of Relationship Skills) social interventions trying to enhance individuals social functioning and their mental health as a result of that (success). My top area of research at present surrounds if and how parents tell their children about the ASD diagnosis. What is the decision-making process the parent goes through – if, how, or when to sit down and have that discussion, how does it work, and what supports are helpful. After I make a diagnosis, one of the important questions I get from parents is whether or not they should tell their child. It is a personal decision and if you do, how might that take place. It is unique to the family dynamic. There was nothing substantial in the research to help me answer this question, which was why it was important for me to pursue this area more. Right now, its an exploratory study. I obtained a grant and started off making an online survey where I asked parents whether or not they had told their child about their diagnosis. If they had, questions included how and when they did this, what went well, what they wished they had done differently, and what supports helped. I asked them what advice they would give to other parents making this decision. If they had not told their child I attempted to find out why they had not told their child – like if they were too young, whether the child had intellectual impairments, or whether they themselves were not ready to share this information with the child but still intended to. I am trying to examine their decision-making process. I started sending these questions out to people and organizations that I knew a couple of years ago. Right now, I have got almost 500 people from around the world completing this survey. It went completely international. The next thing I want to do is interview individuals who are on the spectrum themselves as adults, to pursue how they found out about the diagnosis, who told them, how they were told, and what was positive or negative about the experience. To find out, if they were to give advice to people, what would they say from their own perspective. The intent of this at the very least is to create a document that parents can access when their children are newly diagnosed; stories of people who have actually gone through this experience, what their processes were, and their insights.

Did you have a sway even before conducting this research in regards to sharing this information with ASD individuals, like when or if you should do so?

My personal perspective is that individuals should be told about their diagnosis, which is based exclusively on my experiences working with individuals within the spectrum. There are individuals out there who could put a negative spin on this particular clinical term, but a lot of people that I meet and work with who are somewhere on the spectrum may eventually come to a place where they can self-identify as a person with Asperger's or ASD, and it forms a healthy aspect of their self-identity. It can really become a liberating experience for them to understand their unique skills and abilities. That self-awareness can really help enhance self-esteem.

What are key features of the way you describe ASD in your feedback meetings?

I include that ASD is a unique way of seeing and interacting with the world. I work with some ASD individuals who really want to have friends and social relationships and intimate relationships as they grow up, but they struggle with how to make and maintain these relationships. There are other individuals on the spectrum who enjoy being more isolated and do not seek these same deeper relationships with other people. These are two very different experiences.

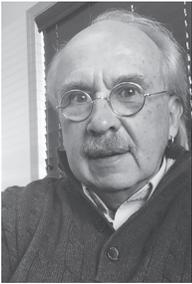
What is the most enjoyable aspect of your PEERS socials skills programming?

The most enjoyable aspect of the program, that the teens and young adults appreciate the most, is all of the role modelling that the coaches and behavioural facilitators do. Instead of just lecturing them, the program shows specific examples of behaviours like which kind of behavioural approaches to social interactions can be more effective than others. Hands down, the most popular aspect of PEERS, from the adult program, is the dating and intimate relationships aspect.

Kelly Moroz has been the Director of the Moroz Child Psychology Group in Calgary, Alberta since 2003. Please do not hesitate to contact our office at (403) 541-1199 or kelly.moroz@morozchildpsychology.com with any questions or comments.

WHAT WE DO...

by Terry Wilton, R. Psych.



Over the last several years I have had the privilege of hosting a book club for psychologists. During that time I have read approximately 30 professional books, primarily books about psychotherapy. The club has exposed me to some of the greatest thinkers, theoreticians and practitioners of the trade, including several books by my heroes: *Irvin Yalom* and *Dan Siegel*.

Truly there has been some insightful and profound material contained in those 30 books. I honor those authors for helping me to understand the human condition and how human change occurs. And yet I am left with one final conclusion at the end of all of this reading.

It is this: it is impossible to convey the essence of psychotherapy in writing.

As professionals we are required to keep current and one of the approaches to do so is to read. This creates a demand for books. Certainly there seems to be sufficient authors and publishers to provide for that need. In producing those books what happens in the psychotherapy office is reduced to words on a page. Comparing what I experience in the therapy room with what I have read two fundamental flaws are apparent in the literature.

The first flaw is one of attribution. In that great library of reading I have done, I am convinced that once extremely effective clinicians establish their success at the venture of psychotherapy they then write books. In those books they attribute the success of client progress to the theoretical perspective and interpersonal manoeuvres that can be objectified, perhaps even reduced to orderly steps. This attribution is the alternative to identifying that the improvement in the client came as a result of the clinician's capacity to develop a unique and constructive human relationship with the client. After all, it seems less egoistic to attribute the good outcomes to something that any diligent person could accomplish than to attribute it to the interpersonal power of the author. I am not convinced that the improvements come as a result of correct theory

and intervention based on that theoretical approach. There is too strong an alternate possibility that they arose out of the relationship the competent therapist established with the client.

The second flaw involves the tendency to reduce psychotherapy to simplistic, linear thinking. At its worst it reads like this: for clients presenting with "these symptoms" the professional performs "this intervention" and can expect "this result". This thinking suggests we have been caught in a time-warp Newtonian thought depicting linear cause and effect in a closed system. I am tired of the endless streams of case studies in which the author depicts how badly off a client was until the clinician applied the theoretically based, fine-tuned intervention that resulted in rapid and durable reduction in symptoms. Maybe I am just really bad at doing therapy, but it never works that way for me.

I believe we must grapple with a very different model of human behaviour, one based on the context in which human perspective, emotion, motivation and behaviour arises and the complexity with which it emerges. I dream that someday our academics and social science researchers will be able to apply different mathematical models that will allow the truer nature of human nature to be explored, models suited to complex systems. At that point they will have something much more relevant to say to psychotherapists.

Now contrary to my provocative opening gambit, I really don't think we should stop writing about psychotherapy. I think we need to develop a strong literature that is not about diagnoses, interventions, and schools of therapy. We need to write about how human behaviour is multiply determined and influenced. We need to write about how clinicians develop good critical thinking skills and intuition in the real time of the therapy conversation, not ahead of time in the process of treatment planning.

As we come to view client behaviour in terms of complexity and context we will need to become more comfortable thinking systemically rather than in terms of illness within the individual. Allow me to loosely borrow from Dan Siegel. We need to write about how we can be a source of coherence and stability when working with individuals who end up in chaotic interactions in their everyday world. We need to write about how we bring flexibility, adaptability and engagement when working with clients who tend to be rigid and disconnected in their day-to-day lives. We need to create a functional

relationship system between our clients and ourselves, one that our clients can learn to generalize to the other aspects of their lives.

We need to write about how we are present with our clients, not what we do to them.

I have been writing this column about psychotherapy for going onto 25 years now. I have written around a hundred such columns. So I have given it my best shot. It is time though for me to bring my efforts to an end. This column is my penultimate. In the next issue I will say my goodbyes. Thanks for bearing with me along this impossible task. I hope someone new will take up the venture for our gracious publication, *Psymposium*.

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GETTING SCHOOLED



Hello and welcome to Getting Schooled. In this edition, Jeff Mah, Lead Psychologist with Calgary Catholic School District, illustrates some of the issues faced by school psychologists with respect to informed consent. In April 2015, the Calgary and area collaborative group of school psychology leads produced a practice guide, Informed Consent for Minors: What does it mean for the work of School Psychologists? In the following article, Mr. Mah discusses some of the important issues addressed in that guide, underscoring some of the complexities school psychologists face when it comes to informed consent.

*Shawn Crawford (Ph.D., R. Psych.) On Behalf of the
School Psychology Committee.*

Informed consent for minors: Not needed if you work in schools?

If the title of this article was alarming to you then you have a sense of how the practice alert ¹(Informed Consent for Minors, May 2014) from the College was received by many school psychologists (SPs), at least in Calgary and area. Truth be known, the title is reflective of the pressure that SPs face on a daily basis to see students that are a concern in school; many might even acknowledge giving in to the pressure in some cases. Kudos to the College, this alert was needed and brought attention to a critical and complex aspect of practice. Within our collaborative group of leads in school psychology (i.e., Calgary Board of Education, Calgary Catholic School District, Golden Hills Schools Division, Rocky View Schools, and the University of Calgary), it was immediately apparent that there were numerous questions and concerns from SPs related particularly to discussions with teachers and reviewing student documentation. What conversations could be had with a teacher? Did reviewing student files require consent? Was consent required before participating in school resource team meetings? Would SPs no longer be able to use student names in conversations? How

would SPs be useful and accessible in their roles if informed consent was required for so many of the daily activities and interactions? These questions demanded an examination of practice and situations which would require informed consent in our respective jurisdictions. At the same time, we sought further clarification of the language, meaning, and terms contained in the alert. What was considered formal vs. general consultation? What is considered a psychological service or falls “within the practice of psychology”? How did the practice alert apply in other settings (e.g., health clinics and hospitals) that psychologists work?

After seeking more guidance from the College on many of these questions and issues, our group felt there was a need to bridge the practice alert and its application for SPs in our respective districts. Over a number of months, we undertook the work of reviewing literature, gathering information, opinions, perspectives, and examples of practice not only from SPs but also psychologists in other settings. The resulting guideline document, *Informed Consent for Minors: What does it mean for the work of School Psychologists* (April 2015), provides important context and understanding of the issues, a framework for thinking about informed consent, addresses specific activities and consent, and makes recommendations for some of the challenges faced by SPs. The full document can be accessed through the link provided at the end of this article. School psychologists have always been faced with the task of balancing professional ethics and practices against sometimes competing legislative, regulatory, and educational policy. There are clear situations in which school psychologists have always obtained informed consent for their services. This includes individual assessment, individual or group counselling, and individual or group psycho-educational intervention. However, SPs also participate in activities such as student file reviews, and attend numerous meetings, discussions, and consultations where the requirement for informed consent is not always straightforward. Furthermore, many school districts often adhere to a less rigorous standard for obtaining informed consent and place less priority on upholding College standards than ensuring expedient services. *To be fair, the responsibility for meeting standards of practice belongs to us and not with our employers.* Determining whether to obtain consent in many situations can be guided by understanding the

nature of information gathering, clarifying whether a consultation is considered general vs. formal, and looking at the significance and impact of an activity.

As employees of school boards, the Freedom of Information and Protection of Privacy Act allows service providers within a public body, including school boards, to share personal information to employees of the same public body. The Children First Act (CFA) further indicates that service providers within a public body, such as a school board, may collect, use, and disclose personal information to facilitate the provision of services to the child if it is in the best interests of the child. SPs gather information on individual, named students during their roles on multi-disciplinary teams and in their service to schools. The activities of information gathering and review are not in themselves a psychological service, are permitted under FOIPP and CFA and do not require informed consent. Information is used to help teachers understand existing information about students and to decide on appropriate services.

Consultations can take place in most any location and may focus on individual students through to the overall system level. Decisions about informed consent are not simply a matter of whether a student is named or not. Rather, it may be more helpful to consider whether the consultation is general or formal. General consultation does not provide sufficient professional knowledge for the psychologist to make student-specific recommendations, and therefore, would not require informed consent. This includes for example, discussion with a teacher about strategies that might assist with a particular behavior problem or sharing disorder specific strategies. Giving advice as part of a resource team that shares and uses existing information or makes plans for service delivery also does not require consent. However, formal consultation which does require consent, can be thought of as not only student-specific but relies on a greater breadth and depth of information about the student in order to develop an opinion or recommendations. Often, formal consultations recruit multiple sources of information and there is a direct observation or interaction with the student.

Whether or not to obtain consent can also be informed by considering the anticipated significance and impact

*“Haste
is the Devil”
- St. Jerome*

of the SP's activity. Activities that are administrative in nature such as determining funding eligibility (e.g., PUF) or educational categorization (e.g., coding) would not require informed consent; typically, this would not result in a new understanding of the student's needs nor a major change in programming intervention and strategies. Similarly, SPs participating on placement teams that consider student information for programming fit would not require informed consent. Activities that SPs undertake which may result in a diagnostic opinion, individualized recommendations, significant programming alterations, and/or require student observations and interactions, are likely to have a marked impact and therefore require informed consent.

Ultimately, it is the responsibility of SPs to determine when they require informed consent, and from whom, for any particular professional activity or service, since failure to do so invites individual and employer consequences or liability. Like many situations SPs encounter, there are not definitive answers that can be applied to all cases. SPs should always aspire to the best and ethical practices, but are also faced with balancing often competing pressures. Arguably, adherence to overly rigid or overly loose practices in dealing with informed consent issues can be highly problematic. However, it is generally wise to err on the side of greater involvement of parent(s)/guardian(s) and obtain their informed consent. SPs should consult with their supervisor, other SPs and/or their professional associations (i.e., CAP, PAA) when faced with requests that are particularly complex or that present dilemmas around ethical practice. When in doubt, err on the side of caution and attempt to obtain informed consent.

“Haste is the Devil” –St. Jerome

This article is based on the work undertaken by the Calgary and area collaborative group of school psychology leads, uses content from Informed Consent for Minors: What does it mean for the work of School Psychologists (April 2015), and provides insights from the author.

¹This document can be found on the PAA website under the PAA School Psychology Resources page: http://psychologistsassociation.ab.ca/ieadmin/files/Joint_Psychology_Informed_Consent_for_Minors.pdf

ETHICS – THE IMPOSSIBLE IMPERATIVE

by Jon K. Amundson, Ph.D.

Foxes, Hedgehogs and the New CPA Code of Ethics



Psynopsis (published by CPA) has just announced the acceptance, by the Board of Directors, of the 4th Edition of the CPA Code of Ethics for Psychologists. In their announcement they highlight the specific changes and the basis for such in the long anticipated release. Continuing in their emphasis upon both deontological (the value of each person) and utilitarian (greatest good for greatest number) principles, the document has expanded in the direction of greater respect for diversity and inclusion. Terms like “collaboration”, “diversity” and broader personal and social responsibility are evident. These changes reflect the evolving social and cultural landscape across which codes, standards and guidelines traverse and seek to accommodate. Accommodation is a two tiered process however: both the discipline having to address the changing social, cultural, and even economic circumstance within which it is embedded, *and* the Codes role to influence that environment through the application of vigilance, virtue and venture of the discipline.

Changes and interpretations of the Code arise from the work of both foxes and hedgehogs. Isaiah Berlin struck this definition in order to differentiate between systems builders (i.e. hedgehogs) and genial skeptics (i.e. foxes). The hedgehog knows much about one thing and the fox a lot about many things. The great system builders seek to establish enduring truths or principles that become essential in nature. Their efforts are successive approximations to some hoped for final product. While they may speak of a Code as a living document, the hedgehog would think of this analogy as living, growing, *and* at some point reaching fully mature status.

Foxes on the other hand, realize a truth asserted by Berkeley, another philosopher, that “out of such crooked timber as man (the good bishop’s word), who would

ever expect a straight cut?” The fox is not a cynic in this regard but feels the best we can hope for is to make the most, or the best, of what we have for this moment and time. The fox is quick to see the limits to even the most sublime and lives with the cost of never relaxing into the comfort of absolutes. Hence it is the fox that nudges the hedgehog into systems building, pointing out limits, or demands, or constraints; not as contrarian nor in rebuttal but as agent of vigilance.

Using ‘vigilance’ as a launch word, I would invite you all to look through the new Code. However to make this more than a pedantic, pedestrian exercise, you might use the following lenses. Essentially the Code asks us to consider intra-personal issues, interpersonal dynamics and extra-personal obligations. When you read, then, classify what is there, into one of these 3 categories. In the intra-personal is admonition to know oneself: all the way from self-assessment/reflection through measuring ones competence for particular tasks and the maintenance of such. Self-care and self-maintenance (i.e. continuing competence) are subsumed under the intra-personal. Inter-personal relates to the obligations to others; the recipients of our services. These obligations relate to things like consent, respect for the value of each individual, upholding autonomy, confidentiality, record-keeping, fidelity to benefit, etc. Finally, the extra-personal is found in the placement of the individual psychologist as representative of, to and for their profession. This involves obligation to address actions, events or situations where psychology is misused, or even where psychology ought go to promote most good. In a particularly foxy sense, so to speak, Carole Sinclair and her colleagues wrote into the earlier Code a no torture position which achieved pre-eminence in the light of the APA scandal. Similarly, in Alberta where in the face of provincial discrimination regarding the legal rights of same sex parents, PAA felt obligated to take a stand, as is directed under the Code.

With these 3 lenses – the intrapersonal, inter-personal and extra-personal – run through the Code, and if ambitious categorize the various portions accordingly and guest publish here! Even better once categorized, initially, place them in a risk management matrix related to “more risk relevant” and “less risk relevant” or denote the various admonitions under the deontological or utilitarian, etc.. Cool projects, eh?

INNOVATIVE PRACTICES IN PSYCHOLOGY

by Naheed Jawed, Ph.D., R. Psych



Naheed Jawed, Ph.D., R. Psych.



Emily Wang, Ph.D., R. Psych.

Neurosequential Model of Therapeutics (NMT), a developmentally and biologically based approach to working with at-risk children. Dr. Emily Wang, one of the two outstanding presenters (in addition to psychologist Nicole Berggren) at this workshop agreed to share her knowledge in this area and she is our featured expert for this issue's Innovative Practices in Psychology column.

Dr. Wang is the Director of Trauma Informed Services and NMT Site Supervisor at Hull Services, a Flagship Site with the ChildTrauma Academy. Hull Services is a non-profit organization that works with children and families in areas of early intervention and prevention, school based services, community services and residential care. Dr. Wang has been responsible for overseeing the implementation of the NMT across all 28 programs at Hull. Her responsibilities include training, program development, clinical consultation and mentoring both within Hull and externally as requested. Dr. Wang is a Fellow with the ChildTrauma Academy (CTA), and is a specialist in Infant Parent Mental Health. Dr. Wang holds a Master's of Science in Educational Psychology, a Master's of Art and a Doctorate of Philosophy in Clinical Psychology. She has been spearheading the training of the Neurosequential Model concepts and implementation for the province of Alberta. Her extensive training in the NMT and the Infant Parent Mental Health Fellowship has had a significant impact on both her professional life as well as her personal life as a mother of two.

I understand you are a Program Director at Hull Services. How did you come to be involved in working with children and their families?

I have always had an interest in children, but I would say that I truly began my journey at the Sonia Shankman Orthogenic School in Chicago, University of Chicago, shortly after the completion of my Master's of Science in Educational Psychology. After nearly two years working with children in long- term residential care, I went on to obtain my PhD in Clinical Psychology hoping to be able to better serve children with complex needs. After approximately 11-years in the United States, I returned to Calgary where I began my work at Hull Services, where I have been for approximately 12 years.

In recent years, the importance of neurological underpinnings in conceptualizing and treating mental health has taken root. In this context, what is the Neurosequential Model of Therapeutics (NMT)?

The Neurosequential Model is a developmentally-informed, biologically-respectful approach to working with at-risk children. The Neurosequential Model is not a specific therapeutic technique or intervention - it is a way to organize a child's history and current functioning. The goal of this approach is to structure assessment of a child, through articulation of the primary problems, identification of key strengths and the application of interventions (educational, enrichment and therapeutic) in a way that will help families, educators, therapists and related professionals best meet the needs of the child. Dr. Bruce Perry's background in neuroscience and psychiatry provides a perspective that integrates these disciplines in a way that is relevant to clinicians, caregivers, educators and other professionals.

What are its core concepts and how is it different from other models or therapies?

The NM teaches principles of developmental traumatology and ways to sequence therapeutic activities based upon knowledge of developmental trauma. It is a proactive rather than reactive way of working with children and families. The NMT allows us to understand the mechanisms underlying current functioning by better understanding the neuro-archeology of the brain. Essentially, we need to understand that healthy

development requires the sequential mastery of functions. One must learn to crawl before walking, and walk before running. Similarly, one must learn words before sentences. Success of the development of the higher parts of the brain depends on the success of the development of the lower parts of the brain. If adverse experiences alter the developing brain, then there will be gaps in an individual's development and the capacity to master higher levels of functioning will be impacted. Interventions must therefore begin with the lowest part of the brain where the "gaps" occurred. This clinical approach helps professionals determine the strengths and vulnerabilities of the child (based on the child's history of adversity and resilience) and create an individualized intervention, enrichment and educational plan matched to his/her unique needs. The goal is to find a set of therapeutic activities that meet the child's current needs in various domains of functioning (i.e., social, emotional, cognitive and physical). An individual demonstrating significant problems in brainstem and diencephalic functions may end up with recommended activities that include music, dance, yoga, drumming, various sports, therapeutic massage to more traditional play therapy, sand tray or other art therapies. Later in the treatment process, after improved brainstem and diencephalic functioning occurs, the treatment recommendations would shift to more insight-oriented, and cognitive-behavioural interventions such as Parent Child Interaction Therapy or Trauma Focused-Cognitive Behavioural Therapy. ***Much of this model involves enhancing our knowledge about how the timing of the intervention plays a significant role in the effectiveness of the intervention and treatment.***

Innovative Practices in Psychology is a regular feature that showcases psychological practice in the province unlike the standing Symposium column Profiles in Psychology that targets a psychologist of note in the province.

This month, learn about Neurosequential Model of Therapeutics (NMT), a developmentally and biologically based approach to working with at-risk children.

At a recent workshop on NMT, you mentioned sequential treatment interventions based on an NMT metric. Can you define an NMT metric, how it is identified, and how is success measured on this metric?

The NMT Metric, which is also referred to as a “brain map”, is a clinical problem-solving tool whose primary goal is to ensure that the clinical team is organizing the client’s treatment in a developmentally sensitive and neuro-biologically informed manner. It is an assessment process that examines both past and current experience and functioning. A review of a child’s history of adverse experiences and relational health factors helps create an estimate of the timing and severity of developmental risk that may have influenced brain development.

The NMT Metric is a Web-based Clinical Practice Tool that helps provide a structured assessment of developmental history of adverse experiences, relational health, and current brain/mediated functioning. These NMT Metrics are designed to complement, not replace, existing assessment tools (e.g., CANS, CAFAS) and psychometrics (e.g., CBCL, IES, WISC, WRAT). They are designed to allow use across multiple systems using multiple assessment packages.

Recommendations are provided for the clinical team and caregivers in a manner that addresses the therapeutic web that surrounds the child, the needs of the family as well as the needs of the child. To measure the child’s progress and “success”, as per your question, follow up NMT Metrics can then provide us with information as to whether the recommendations have been followed as well as whether there is improved functioning in the targeted areas of the brain.

What is the role of diagnoses in NMT? Are all diagnoses responsive to this intervention?

The Neurosequential Model is not a specific program or intervention. It is a capacity building process which introduces important concepts about how the brain works, develops, changes, and is impacted by developmental adversity including trauma. It is widely applicable to a variety of clinical and educational environments and has been integrated into a variety of settings across the full life cycle – infants through adults—including therapeutic preschools, Head Start programs, infant mental health,

ECI programs, residential treatment centers, and in numerous private and outpatient clinical practices working with children, youth and adults. Several large public child protective services and child mental health settings have become certified and routinely use the NMT.

Children who have experienced severe trauma frequently present as impulsive, withdrawn, hypervigilant, hyperactive, depressed or anxious. In addition, they may have sleep difficulties, and they may present as developmentally delayed. As a result of such “issues” these traumatized children will often meet criteria for DSM diagnoses such as ADHD, Anxiety Disorder, NOS, Major Depressive Disorder, Conduct Disorder/Oppositional Defiant Disorder, and Attachment Disorders. Some children have even been diagnosed as meeting criteria to be placed on the Autism Spectrum. However, if we look at their histories, some of the maladaptive behaviours that allow this child to meet criteria to be placed on the Autism Spectrum may be due to disorganized or abnormally organized neural networks in early development, or simply undeveloped networks due to neglect in early years. Along with our psychiatrist we have worked with some children who, due to severe neglect in early years, have come to our program with a diagnosis of Autism, but with a predictable environment and a significant amount of relational interactions and somatosensory dosing, the child no longer presents with some of the symptoms that originally placed him on the autistic spectrum in the first place. When we understand the Neurosequential Model, we are able to target specific areas of the brain to improve that area of functioning in the brain. So in that sense we believe that understanding the significant domains of brain functioning allow us to be more effective in targeting the specific areas of the brain that need to be “worked on” to improve functioning.

What are some challenges with implementation of this model?

In a group care setting or in a classroom setting, we often focus our treatment or educational curriculum on the needs of the majority of the children, but when we work with children in a biologically respectful way, staff need to be developmentally sensitive to the needs of each individual child. This can be challenging with a group with complex needs.

In the past, our staff has followed a traditional behavioural model in which the tendency was for children to lose

their privileges when they misbehaved. For example, in a school setting, a child might miss recess to complete more math problems after they fail a math test, or a child is sent to the office when inappropriately seeking the attention of his peers. In the first situation, when a child misses recess, she misses the opportunity to have rich somatosensory activities that may be the very thing that she needs to help regulate her. In the case where the child is isolated in a time out when he is seeking relational engagement, the child has lost an opportunity for relational engagement in his time of need. This is contradictory to what is biologically respectful and can be a bit confusing to caregivers who are themselves feeling out of control and finding the child's behaviours very challenging and difficult to manage.

What are some issues that might arise with implementation of this model?

There are some systemic issues that can be challenging with implementation of this model. Children start to do better as we begin to provide them with more structure, predictability, and healthy relationships. As they begin to get better and progress in their treatment, we, or the system, begin to decrease some of the supports being provided, and if the child has not fully consolidated the learning, the maladaptive behaviours may begin to increase or re-appear. There was one school that we worked with on a First Nation where graduation from high school required a significant amount of adult support, including one adult driving the child to school every single day, having her teacher meet her at the front door every day, and having a teaching assistant support the child in their work on a daily basis, and the parents continuing to work with the child on her homework and assignments in the evening. If any of these adults was suddenly not available to the student, she would not have made it to graduation, and even with all the relational supports in place, the graduation was still tentative until the final hour. We need to recognize that children require a significant amount of support and a significant amount of transition time in order to be successful, and often our systems do not allow for that.

Can you suggest some further reading for those interested in this model?

Dr. Bruce Perry has co-authored two books with Maia Szalavitz: *The Boy Who was Raised as a Dog* and *Born for Love*. As well, I would suggest going on the childtrauma.

org web site where they have many articles and videos available.

I understand there is an NMT certification process. For those who might be interested, what is NMT certification and how might one find out more information about this?

The NMT certification process involves two phases. The first phase provides you with an opportunity to learn the core concepts and to learn how to use the NMT Metric. The second phase prepares you to be able to teach the concepts to others. In addition to the online learning, there are study groups that are led by individuals who have already been certified. We have also just started an interest group for Alberta, B.C. and Saskatchewan to support learning and implementation as well as to keep up to date with what is happening in the area. There are NMT certified individuals and agencies all over the world, so there are lots of people to learn from and to connect with. It is very rich learning, and for me personally, this certification process has actually changed the way I work with families and has influenced the way I parent my own children.

For more information, visit childtrauma.org.

Finally, given the intensive nature of your work, what do you do for self-care on a daily as well as more extended basis?

Working with maltreated children can be really satisfying and also challenging. When young lives are involved, the work itself goes far beyond the boundaries of the 9 to 5 workday. For me, I find that time to connect with family and friends are the "must haves" for my own self care. I also really like intense workouts, yoga, going for walks, music, theatre, movies, and photography. I also love fiction- it is an awesome escape, but sometimes can't pull myself away from a book after I start, so I tend to leave those for vacations. Self care, like everything else requires a bit of mindful attention, and we try to support that as much as we can with our staff and in our own lives.

As always, if you would like to nominate a colleague to be featured in our Innovative Practices in Psychology column, please send me an email with their name and contact information at dnaheedjawed@shaw.ca

THE GENERIC MENTAL HEALTH THERAPIST CLASSIFICATION

By Pierre Berube, M.Ed., PAA Director, Government Relations - Retired Psychologist (AB)

Psychologists Should No Longer Remain Silent

The Psychologists' Association of Alberta (PAA) has, for a long time, been concerned about the quality of services Albertans are receiving in many of the Alberta Health Services (AHS) Community Mental Health Clinics.

The following Position Statements have been formally adopted by the PAA:

- Mental health counsellors and psychotherapists should be recognized by their professional title. The use of the generic title, "Mental Health Therapist" is a disservice to Albertans.
- Mental health counselling and psychotherapy should only be provided by regulated health professionals with at least a master's degree in psychology, counselling, psychotherapy, social work (in clinical practice), or by psychiatrists.

One might expect AHS to recruit and hire psychologists to practice psychology, nurses to practice nursing, social workers to practice social work, and occupational therapists to practice their trade. However, in the Community Mental Health Clinics the practice has been to advertise and recruit for generic "Mental Health Therapists" and to hire members of any of the above professions who may apply, apparently under the assumption that all are equally qualified to provide psychological/mental health therapies. This situation deteriorated further in July of 2012 when it was decided by AHS and the Health Sciences Association of Alberta (HSAA) that from that time on, all those working under the title of "Mental Health Therapist" would be classified and paid under the same pay grid. Although it may not be the intent, we believe that a consequence of this decision is to effectively remove psychologists (the best trained counsellors and psychotherapists)¹ from involvement with those Albertans who need them the most in community mental health.

It would probably be obvious to most anyone that in the world of medical care, one would never expect a health authority to advertise and recruit under a generic rubric such as "Physical Health Practitioner" or "Medical Care Practitioner" and open the competition equally to any of the health professions who may want to apply including physicians, nurses, physiotherapists, etc. However, that appears to have been the evolution in the field of community mental health.

Psychologists who must spend a minimum of 7 years (masters) to 9 years (doctoral) of specialized university education and internship are now paid and apparently valued at the same level as someone who may have either a bachelor's degree or even a two-year college diploma in a field that is not specific to psychological/mental health treatment. Surely this should be regarded as a serious problem of public welfare for Albertans.

PAA has addressed the above concerns in numerous discussions, meetings, and presentations with senior officials of Alberta Health and AHS, as well as with the HSAA. Since 2012, we have actively worked with representative senior staff of AHS in gathering information and data to bring light upon the problem.

Pierre Berube is on contract with PAA to advocate specifically on this issue. This article is for information but also is a call to action for members. Together we have strength in advocacy.

Information provided by AHS² indicated that:

AHS had 268 FTEs hired as Mental Health Therapists in the Community Mental Health Clinics

- 160 (60%) were social workers
- 57.65 (22%) were nurses (29.6 RNs & 28.05 RPNs)
- 40.75 (15%) were psychologists or provisional psychologists
- 7.05 (2.6%) were OTs

We were told that AHS does not have the ability to obtain information about the academic qualifications of the social workers who make up 60% of the Mental Health Therapists working in the Community Mental Health Clinics. It would appear that in Edmonton and Calgary, almost all social workers in the clinics do have master's degrees, although it is not known if these degrees are in clinical practice. Unfortunately this does not appear to be the case in the other areas outside of Edmonton and Calgary.

Clearly a significant number (perhaps a majority) of mental health therapists in AHS community mental health clinics are not qualified at the master's level training proposed by PAA in its position statement. There continues to be more nurses (RNs and RPNs) than psychologists employed in the clinics, and the evidence suggests that most of them are conducting counselling/psychotherapy. More importantly, AHS continues in its practice of recruiting and hiring unqualified mental health therapists.

Given these figures, and given that some of those listed as psychologists in the AHS community mental health clinics are provisional psychologists, or newly registered psychologists who are likely to leave such a de-valuing system, this paints an extremely bleak scenario in regard to public welfare.

Unfortunately, after many discussions with AHS, we were informed that their senior management was satisfied with their staffing in the Community Mental Health Clinics and accordingly with the Mental Health Therapist classification.

PAA now turns to you, the psychologists who work in the AHS Community Mental Health Clinics, to take action to help both yourselves and your patients. Your union, the HSAA has signed-on to this classification agreement, and when we met with the HSAA officials (including the President) we were told that there were no psychologists at the table when these negotiations took place.

The Edmonton Journal recently reported (06/04/ 2017) that: "for Alberta's NDP government and the province's unions, 2017 will be the year of bargaining. Seventy-four collective bargaining agreements expired March 31 and more than 400 will expire in 2017 in total." Hopefully you, the AHS Community Mental Health psychologists will all contact your union to express concerns about your interests and those of the Alberta mental health population being poorly represented by your union, not only because of the pay grid, but also because of the very existence of the generic Mental Health Therapist classification. You must also make sure that your interests will be represented at the next round of contract negotiations.

Please feel free to contact me as I welcome your comments and suggestions, pberube@paa-ab.ca

¹ A survey of the curricula of the training programs of the above-noted professions clearly shows that the training of psychologists far surpasses that of the other professions for conducting counselling/psychotherapy: Why Psychology/ An Investigation of the Training in Psychological Literacy in Nursing, Medicine, Social Work, Counselling Psychology, and Clinical Psychology. D. Murdoch et.al. Canadian Psychology, February 2015.

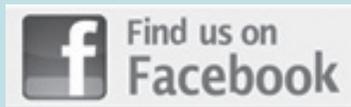
² (Unpublished "Status Update to Statement of Work", AHS, January 13, 2014)

LIKE PAA ON FACEBOOK

Please visit the PAA Facebook Page by typing in the link below into your web browser.

<http://www.facebook.com/Psychologists-Association-of-Alberta-169589246436220/>

Or you can visit the PAA website at <http://www.psychologistsassociation.ab.ca/> and click on the icon shown below.



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

EMDR TRAININGS (Basic & Advanced)

BASIC EMDR TRAINING:

Dr Marshall Wilensky will teach how to implement EMDR safely and effectively within a variety of clinical contexts.

Weekend 1 (October 20, 21, 22, 2017) and
Weekend 2 (evening January 18, full days
January 19, 20, 21, 2018).

Participants attend both weekends to complete the Basic EMDR Training.

ADVANCED TRAININGS:

EMDR Addictions Protocol (DeTUR)
September 15 & 16, 2017 with Dr A.J. Popky.

For Further Information contact Judy Moench
jmoench@telusplanet.net / 780.454.7685

Some things only a psychologist can believe!

Topics in your newest PAA podcast weblogs:

- Classical conditioning of rats in Africa
- Predictive factors of body dysmorphic disorders
- Psychology of Men & Masculinity Journal
- Cognitive upside of aging
- Liberal vs Conservative – J. Haidt
- Who are you in cyber-space & big data ramifications
- Neurological id & nightmares
- Duty to warn
- Junk science
- Hallucinogens
- Rule Violation
- The dark triad & terrorism



Timely -- Topical -- Controversial

MEMORY, FORGETFULNESS, & THE BRAIN

Instructor: R.S. Hullon, M.D., J.D.
6 HOURS CREDIT (Psychologists)

PROGRAM / LECTURE

Conference registration is from 7:45 AM to 8:15 AM. The conference will begin at 8:30 AM. A lunch break (on your own) will take place from approximately 11:30 AM to 12:20 PM. The course will adjourn at 3:30 PM, at which time course completion certificates are distributed.

Registration: 7:45 AM – 8:30 AM

Morning Lecture: 8:30 AM – 10:00 AM

- **Memory and the Brain:** Forming, Storing, and Retrieving Memory.
- **Memory and Behavior:** How Perception, Thinking, and Emotions Influence Memories.
- **Declarative and Procedural Memory:** How We Remember Facts and Movements.
- **Episodic and Semantic Memory:** How Time Affects Memories.
- **Sleep Well and Remember Well:** The Importance of Sleep in Strengthening Memories.

Mid-Morning Lecture: 10:00 AM – 11:30 AM

- **"Flashbulb" "Memories of Emotional Events Like 9/11:** How Accurate Are They? Do These Memories Change Over Time?
- **How Stress Affects Memory and Controversies Around Memory:** False Memories, Eyewitness Testimony, and Recovery of Repressed Childhood Memories. Memory and Survival.
- **What is Confabulation?** Is it a Memory Disturbance or a Deliberate Lie?
- **How We Retrieve Memories:** Free Recall vs. Recognition. Re-Retrieval and Re-Consolidation.
- **Why Do We Forget?** Is Forgetting Necessary? Decay vs Interference.

Lunch: 11:30 AM – 12:20 PM

Afternoon Lecture: 12:20 PM – 2:00 PM

- **When We Cannot Forget:** Memory Savants and PTSD "Flashbacks."
- **The "7 Sins of Memory":** Why Memory Fails Us When We Need It.
- **The Effects of Aging on Memory:** Normal Forgetting, Age-Associated Memory Impairment, and Mild Cognitive Impairment.
- **Do We Know When Memory is Declining?** Are Self-Administered Tests of Memory Reliable?
- **Ways to Improve Memory and Minimize Decline:** Healthy Living and Lifelong Learning.
- **Types of Amnesia:** Psychogenic vs. Organic Amnesia. Dissociative Amnesia (DSM-5) and Multiple Personality (Dissociative Identity Disorder). Anterograde, Retrograde, and Post-Traumatic Amnesia. Transient Global Amnesia.

Mid-Afternoon Lecture: 2:00 PM – 3:20 PM

- **Severe Amnesia Syndromes:** Wernicke- Korsakoff Syndrome and Herpes Simplex Encephalitis.
- **Common Medical Conditions and Memory Loss:** Anemia, Thyroid Disorders, Sleep Apnea, Anxiety & Depression, Heart Disease, Prolonged Anesthesia, and Post-Hospital Syndrome.
- **Medications, Memory Loss, & Reversible Memory Disorders:** The Obvious Culprits: Drugs, Alcohol, Smoking, Chronic Stress, Normal Pressure Hydrocephalus, Sleep Disorders, and Dietary Deficiencies.
- **How Memory Loss Compromises Dental Care:** Treating Patients With Memory Loss And Dementia.
- **Helping Patients and Caregivers Cope.**

Evaluation, Questions, and Answers: 3:20 PM – 3:30 PM

Biomed's Website: www.biomedglobal.com

MEETING TIMES & LOCATIONS

EDMONTON, AB	RED DEER, AB	CALGARY, AB	EDMONTON, AB	RED DEER, AB	CALGARY, AB
Wed., Oct. 18, 2017	Thu., Oct. 19, 2017	Fri., Oct. 20, 2017	Wed., Nov. 1, 2017	Thu., Nov. 2, 2017	Fri., Nov. 3, 2017
8:30 AM to 3:30 PM	8:30 AM to 3:30 PM	8:30 AM to 3:30 PM	8:30 AM to 3:30 PM	8:30 AM to 3:30 PM	8:30 AM to 3:30 PM
Radisson Hotel	Radisson Hotel	Executive Royal Inn	Radisson Hotel	Radisson Hotel	Executive Royal Inn
4520 76th Avenue	6500 67th Street	2828 23rd Street NE	4520 76th Avenue	6500 67th Street	2828 23rd Street NE
Edmonton, AB	Red Deer, AB	Calgary, AB	Edmonton, AB	Red Deer, AB	Calgary, AB

INSTRUCTOR

Dr. R.S. Hullon (M.D., J.D.) is a full-time physician-lecturer for INR-Biomed. Dr. Hullon is a physician and surgeon specializing in trauma and orthopedics. His medical experience includes diagnosis and treatment of infectious diseases, neurological disorders, neurodegenerative diseases (multiple sclerosis, Parkinson's, and Alzheimer's diseases) and psychiatric disorders (personality and mood disorders). His medical experience also includes diagnostic laboratory work, particularly in hematology.

Dr. Hullon has had extensive surgical experience in trauma management and orthopedics and has published papers on head, back, and knee disorders and pain medications. He has also studied bovine spongiform encephalopathy (BSE or mad cow disease) and the medical and legal implications of this disease.

Biomed reserves the right to change instructors without prior notice. Every instructor is either a compensated employee or independent contractor of Biomed.

FEE: CHEQUES: \$109.00 (CANADIAN) per person with pre-registration or \$134.00 (CANADIAN) at the door if space remains. **CREDIT CARDS: Most credit-card charges will be processed in Canadian dollars. Some charges will be in U.S. dollars at the prevailing exchange rate.** The tuition includes all applicable Canadian taxes. At the seminar, participants will receive a complete course syllabus. Tuition payment receipt will also be available at the seminar.

TO REGISTER: Please complete and return the registration form below. Or online at: www.biomedglobal.com. Or register toll-free with Visa, MasterCard, American Express®, or Discover® by calling **1-888-724-6633**. Or fax a copy of your completed registration form—including Visa, MasterCard, American Express®, or Discover® Number—to (925) 687-0860.

ACCREDITATION INFORMATION

Biomed General is approved by the Canadian Psychological Association to offer continuing education for psychologists. Biomed General maintains responsibility for the program.

For all inquiries, please contact **customer service at 1-877-246-6336 or (925) 602-6140.**

Please check course date:

____ Wed., Oct. 18, 2017 (Edmonton, AB)
 ____ Thu., Oct. 19, 2017 (Red Deer, AB)
 ____ Fri., Oct. 20, 2017 (Calgary, AB)

REGISTRATION FORM

(This registration form may be copied.)

____ Wed., Nov. 1, 2017 (Edmonton, AB)
 ____ Thu., Nov. 2, 2017 (Red Deer, AB)
 ____ Fri., Nov. 3, 2017 (Calgary, AB)

Please return form to:
Biomed
Ste. 877 101-1001 W. Broadway
Vancouver, B.C., V6H 4E4
TOLL-FREE: 1-877-246-6336
TEL: (925) 602-6140 • FAX: (925) 687-0860

REGISTRATION INFORMATION

Please register early and arrive before the scheduled start time. Space is limited. Attendees requiring special accommodation must advise Biomed in writing at least 50 days in advance and provide proof of disability. Registrations are subject to cancellation after the scheduled start time. A transfer at no cost can be made from one seminar location to another if space is available. Registrants cancelling up to 72 hours before a seminar will receive a tuition refund less a \$35.00 (CANADIAN) administrative fee or, if requested, a full-value voucher, good for one year, for a future seminar. Other cancellation requests will only be honored with a voucher. Cancellation or voucher requests must be made in writing. If a seminar cannot be held for reasons beyond the control of the sponsor (e.g., acts of God), the registrant will receive free admission to a rescheduled seminar or a full-value voucher, good for one year, for a future seminar. A \$15.00 (CANADIAN) service charge applies to each returned cheque. A \$15.00 fee will be charged for the issuance of a duplicate certificate. Fees are subject change without notice. **The rate of exchange used will be the one prevailing at the time of the transaction.**

Please print:

Name: _____ Profession: _____
 Home Address: _____ Professional License #: _____
 City: _____ State: _____ Zip: _____ Lic. Exp. Date: _____
 Home Phone: (____) _____ Work Phone: (____) _____
 Employer: _____ E-Mail: _____

Please enclose full payment with registration form. Check method of payment. (needed for confirmation & receipt)

____ Cheque for \$109.00 (CANADIAN) (Make payable to **Biomed General**)
 ____ Charge the equivalent of \$109.00 (CANADIAN) to my ____ Visa ____ MasterCard ____ American Express® ____ Discover®
Most credit-card charges will be processed in Canadian dollars. Some charges will be in U.S. dollars at the prevailing exchange rate.

Card Number: _____ (enter all raised numbers) Exp. Date: _____ CVV: _____ (Card Security Code)

Signature: _____
 Please provide an e-mail address above to receive a confirmation and directions to the meeting site.

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PSYCHOLOGICALLY HEALTHY WORKPLACE INITIATIVE AWARD

The Psychologically Healthy Workplace Award is awarded to Alberta organizations that are committed to creating a positive work environment by fostering employee health, well-being and engagement.

The 2017 recipients were **Hallmark Tubulars Ltd of Calgary (Small Employer, For-Profit Company)** and **Alberta School Employee Benefit Plan in Edmonton (Small Employer, Not-For-Profit Company)**.

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

Mr. Don Beeken

Email: donbeeken@shaw.ca

COMING TO VANCOUVER BC OCT 27, 28 & 29/2017



3 DAY ADVANCED TRAINING EMDR with Children and Youth Featuring Ricky Greenwald

Contact: drbarbaraharris@hotmail.com

Or 604-728-4535

<http://drbarbaraharris.com/emdr-for-children-and-youth>

Early registration to Aug. 31/2017 only



The Canadian Association for Child and Play Therapy (CACPT) is proud to present:

Level III Play Therapy Certificate Program
Training in Leduc, Alberta
November 6th -17th, 2017
(daily Monday to Friday 9:00 am- 4:00 pm)

Information on eligibility criteria for the CACPT Play Therapy Certificate Program, and registration can be found on the website (www.cacpt.com).

Individuals who do not wish to attend the full Certificate Program but would like to obtain training in Play Therapy can sign up for limited individual courses (CEU days) within the program.

The cost per day is \$220 for CACPT members and \$250 for non-CACPT members (plus GST).

FEBRUARY 2017 PSYCHOLOGY MONTH EVENTS

PAA's display board and Psychology Month materials were exhibited and displayed at the following Psychology Month Events:

Throughout the month Ms. Michele Meier displayed Psychology Month materials at her office at Medicine Hat Adult Bariatric Specialty Clinic and additional materials were distributed to local psychologists to display in their workplaces to include Medicine Hat Regional Hospital, Medicine Hat College and several private practices.

Throughout the month Ms. Jennifer Strebchuk displayed a variety of PAA promotional materials in her office Reflections Psychological and Support Services in Whitecourt.

Throughout the month Dr. Laura Hambley office Calgary Career Counselling provided information and PAA promotional materials to clients in her waiting room and offices, promote resources on the practice of psychology on her website and social media and discussed on Career Cravings a radio show the psychological aspects of selecting a career.

Throughout the month Ms. Jennifer McCormick displayed PAA promotional materials in her office Healthy by Nature for clients to view in Calgary.

Throughout the month Ms. Michele McKinnon's school-based team with preschool and kindergarten programs shared with families' information and resources on What School Psychologists Do.

Throughout the month Ms. Rosemarie Joy Alonzo-Schulte provided and displayed psychology resource materials to a library, church (new immigrant class), and community associations in Calgary.

Throughout the month Edmonton Public Library – Highland Branch displayed resource materials for the general public. Mr. Chris Shorrock organized this event.

Throughout the month Mr. Robert Hadden displayed a variety of PAA promotional materials in his waiting room at Hadden & Associates Inc. in SW Calgary.

Throughout the month Dr. Veronica Horn and Mr. Lowell Taylor distributed a variety of resource materials and PAA Psychology Month posters were placed at 5 medical clinics in Lethbridge - Bigelow Fowler West, Bigelow Fowler East, Bigelow Fowler South, Campbell Clinic South and Legacy Medical.

A Psychology Peer Meeting via Telehealth was held to discuss 3 journal articles on the use of forgiveness as a therapeutic tool Feb. 13, 2017, attended by 9 psychologists across the South Zone of Alberta Health Services.

Throughout the month Mr. Jonathan Epp displayed and distributed a variety of resource materials in his office and during his classes at Red Deer College.

Throughout the month Edmonton – Main, Castle Downs and St. Albert public libraries displayed information on mental health and psychology. The displays included information about PAA and psychological concerns such as anxiety, depression, ADHD, and parenting.

Clinical Services, U. of A. displayed resource materials in their clinic. Ms. Erin Buhr organized this event.

Throughout the month the psychologists at Creating Solutions ran the “PUT YOUR MONEY WHERE YOUR MOUTH IS” fundraising campaign again this year for February, Psychology Month.

Imagine...needing help and not being able to access it.

You have the opportunity to reach out and help, with a gift to the PAA Psychological Services Fund. The Psychological Services Fund helps people in Alberta who can't afford the service of a psychologist to access the help they need. Last year this campaign raised \$8540.00. Their goal is \$10,000.00 for the Psychological Services Fund.

You can donate at the Canada Help address below:

<https://www.canadahelps.org/en/charities/the-edmonton-community-foundation/put-your-money-where-your-mouth-is/>

01 February – A memorandum was sent by Dr. Lana Hawkins to AHS Psychologists, Colleagues, and Leaders marking the start of Psychology Month and acknowledging the dedication, contributions, and expertise of psychologists within Alberta Health Services.

The Psychologists' Association of Alberta selected the theme “The Value of Choosing a Psychologist”. PAA's brochure of the same title, along with the memo were circulated.

AHS encourage exploring Psychology Works fact sheets published by the Canadian Psychological Association <http://www.cpa.ca/psychologyfactsheets/>

02 February – AHS psychology month Practice Wise webinar was held at noon, where Dr. Angela Grace spoke to “Why Not Weight? AHS role in addressing patients' weight-related issues.

03 – 10 February

PAA materials were displayed within the various Alberta Health Services (AHS) hospitals and clinics. AHS Psychologists were in attendance to distribute information to individuals and families as well as other multidisciplinary staff and answered questions related to psychology service and the profession.

16 – 17 February

2017 Calgary City Teachers' Convention was held at Telus Convention Centre and manned by Dr. Brent Macdonald, Ms. Dee Kay, Ms. Zurada Dada, Dr. Jennifer Jette, Ms. Cinder Smith and Ms. Leona Doig.

23 – 24 February

2017 South Western Alberta Teachers Convention was held at the University of Lethbridge and manned by Ms. Sandra Annis.

24 February

Dr. Judi Malone provided a presentation to 85 –90 Edmonton and area participants on Effective Advocacy for Psychologists in Health Care Systems at the 2017 Psychology Professional Practice Day for Alberta Health Services.

24 February – Dr. Greg Schoepp and Ms. Shandra Taylor provided a presentation to a psychology group of 90 participants at AHS - Edmonton Zone Psychology AGM.

24 February – Dr. Kerry Mothersill provided a presentation to a psychology group of 200 participants at AHS - Calgary Zone Psychology AGM.

27 February – Mr. Lowell Taylor and Ms. Donnie Scott held a Psychologist Social event attended by about 25 psychologists and provisional psychologists in the Lethbridge area, with guest speakers Judi Malone and Bonnie Rude-Weisman.

28 February – Dr. Judi Malone provided a presentation to City University psychology students.

02 - 03 March

2017 Greater Edmonton Teachers' Convention was held at the Shaw Conference Centre and manned by Dr. Jaylene Brinker, Dr. Chris Armstrong and Ms. Hilda Huj.

Thank you to everyone who dedicated their time to promote Psychology.

RECONNECTION & INTEGRATION:

PAA'S WOOD BUFFALO WILDFIRES PSYCHOLOGICAL TRAUMA TREATMENT PROGRAM

01 April 2017 PAA received funding from the Canadian Red Cross for our Reconnection and Integration program under their Alberta Wildfires 2016: Community Organization Partnerships Program enabling access to psychologists for trauma treatment.

The PAA Disaster Response Network (DRN) targets the psychological well-being/mental health needs of disaster victims and responders who are involved in disasters, providing 2-3 pro-bono psychological short-term trauma sessions during the recovery phase of a disaster. DRN referrals go to our PAA members who volunteer with this program.

PAA's Wood Buffalo Wildfires Psychological Trauma Treatment Program expands our volunteer DRN service by funding trauma assessment and therapy for those Albertans whose needs warrant ongoing / more intensive treatment.

The PAA Reconnection & Integration Program is calling for vendors to be included on our approved vendors list. If you are a PAA member psychologist (or provisional) residing in the Wood Buffalo Region, or a member with competency in trauma treatment, you are encouraged to apply.

The PAA Wood Buffalo Wildfires Psychological Trauma Treatment Program Overview can be found on our Members only area of our website, along with the PAA Wildfire Vendor Application form.

All completed forms can be submitted to Dr. Judi Malone CEO at judim@paa-ab.ca.

You must log in to access this information and application form:
http://www.psychologistsassociation.ab.ca/site/2016_wildfire_response

TRAUMA TREATMENT – APPLY NOW

PAA Welcome to the Profession & PAA Awards Banquet

Fort Edmonton Park - 25 May 2017

The 2017 Welcome to the Profession & PAA Awards Banquet was held at the Selkirk Hotel in Fort Edmonton Park with over 80 attendees. We thank BMS for their sponsorship & all participants who joined in the fun & celebration. In that beautiful venue, the Honourable Brandy Payne, Associate Minister of Health, opened the Banquet with official greetings & spoke to the role of psychologists in health in Alberta.



Honourable Brandy Payne, Associate Minister of Health

Quick, insightful, & reflective thoughts were shared by our award winners as we recognized the role of these exemplars in shaping our profession. Award presentations were made by Bonnie Rude-Weisman, PAA Board President & Dr Judi Malone, PAA CEO, along with congratulations from Dr Richard Spelliscy, CAP CEO & Registrar.



(L-R) Laura Flanigan, Dr. Judi Malone, Dr Ceinwen Cumming, Dr. Richard Spelliscy, Dr. Adam McCrimmon, & Dr Jon Amundson (seated).

Dr. Richard Spelliscy, CEO/Registrar with the College of Alberta Psychologists joined us to bring greetings from CAP & formally welcome new registrants to the profession.



Dr. Richard Spelliscy, CEO/Registrar with the College of Alberta Psychologists

These newly registered psychologists will shape the future – we thank each of them that were able to join us this year!



Those newly registered psychologists who joined us



PAA 2017 AWARD RECIPIENTS



Dr. Jon Amundson accepting his award.

PAA PSYCHOLOGIST OF THE YEAR AWARD

This award is extended to qualifying PAA members to celebrate excellent work being conducted in the field of Psychology and to acknowledge significant achievement or contributions over the previous two-year period.

2017 PAA Psychologist of the Year

Dr. Jon Amundson



Dr. Adam McCrimmon receiving his award from Bonnie Rude-Weisman, PAA Board President

EXCELLENCE IN TEACHING PSYCHOLOGY AWARD

This award is present to an individual who demonstrates “outstanding” teaching of psychology in an Alberta Government approved/authorized institution for post-secondary education.

2017 PAA Excellence in Teaching Psychology Award

Dr. Adam McCrimmon



Dr. Ceinwen Cumming receiving her award from Bonnie Rude-Weisman, PAA Board President.

EXCELLENCE IN CLINICAL SUPERVISION AWARD

This award is presented to a registered psychologist whose performance in supervising one or more individuals in any practice area is deemed exemplary during the previous two-year period.

2017 PAA Excellence in Clinical Supervision

Dr. Ceinwen Cumming



Laura Flanigan accepting her award

MASTERS THESIS RESEARCH AWARD

This award is presented to a student member of PAA on submission of their current Thesis, which has the potential to contribute to research in the field of psychology.

2017 PAA Masters Thesis' Research Award

Laura Flanigan Thesis Title – Walk a Mile in my Shoes: School Psychologists' ADHD Knowledge and Stigma Perceptions.

Join us in congratulating your peers!

More information, and nomination forms, for all of the PAA Awards are available on our website, under PAA Awards and Recognition http://psychologistsassociation.ab.ca/site/paa_awards



PAA CONNECTS 2017



Dr. Scott Miller

Fort Edmonton Park - 26 May 2017

80 attendees participated in our Biennial Forum for Learning, Connection, & Renewal this year.

This year's theme was "Past, Present & Future ■► A Profession of Change", with Dr. Scott Miller setting the tone for the day with his keynote speech, "The Future of the Field: Surviving & Thriving in the Era of Accountability".

He followed his keynote with an engaging morning presentation on "Outcome-Informed Psychology".



Enlightening Speakers

The Enlightening Speakers Series was another resounding success as participants enjoyed seven quick, reflexive explorations of interpersonal experiences of the applications of psychology in our lives & for the profession in the province.



Dr. Karen Dushinski
Addressing Systemic Barriers
to Healing for Survivors



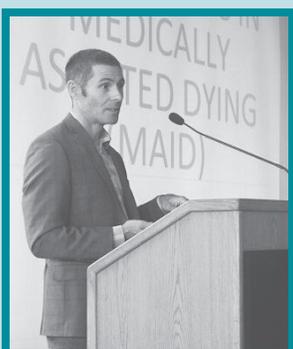
Dr. Lynne Kostiuk
Growing Your Unique
Psychological Business



Theresa Jubenville
Psychotherapy for Adults with
Autism Spectrum Disorder



Dr. Jacqui Linder
The Mental Health Impact of
Human Trafficking



Dr. Arlin Pachet
Capacity Assessment
& MAID



Codie Rouleau
Psychology & Chronic
Medical Illness



Dr. Sophie Yohani
Reflection on Social Justice
& Psychology

Many participants stayed for the Fireside Discussion Pub, deep in conversation with the presenters & one another, followed by the poster presentation awards, and door prizes.

We very much appreciate all the participation in PAA Connects 2017 Forum. Professional associations support members to learn & connect.

WE (all members) are the PAA!

PRACTICE ADVISOR PROGRAM SUMMARY 2016-2017

This program continues to provide a very useful and important service to members. All full and life members have access to the association's practice advisors. These experienced experts voluntarily provided information and guidance by responding to a total of 156 questions and issues this fiscal year. Topics included:

Assessment/Treatment Issues: 7 questions

- Use of an expired assessment tool
- Treatment options for client
- Assessment of victim of violent crime
- Treatment for minors
- Use of interpreter

Confidentiality: 4 questions

- Seeing another psychologist's clients in case of medical emergency
- Details of violent crime case
- Minor with relatives who are not legal guardians

Professional boundaries/Dual Roles/Conflicts of Interest: 15 questions

- Out-of-province clients
- Lawyer and dual roles
- Third party request to terminate sessions with client
- Contact with former client

File Management: 10 questions

- Fees for transfer of files
- Electronic file storage

General Ethical/Legal: 45 questions

- Court order to appear with records
- Providing counselling to police officers
- Information on receipts required by code of ethics or Alberta law?
- Dealing with insurance companies
- Use of mediators
- Marriage counselling general ethics
- Supervision of social workers

Informed Consent: 8 questions

- Contact details required for emergency situations
- Contest/divorce conflict

Release of Information: 24 questions

- Parents of child requesting session notes & drawings to present to lawyer
- Multi-medical team
- To social workers regarding child welfare case
- Adoption information
- Retired psychologist client files
- Third party disclosure of possible abuse

Reporting: 8 questions

- Letter requested from client for lawyer
- Record keeping in hospital setting
- Expert witness in court
- Reporting abuse

Private Practice: 17 questions

- Concerning to work with client who filed previous complaint about ethical issue
- Instructions regarding client files in legal will
- How to establish a private practice

Miscellaneous: 33 questions

- Ownership of client files
- Fees
- Client with trauma as a child at boarding school
- Mature minor status
- Ethical issues with suicidal clients
- Supervising Provisionals
- Telephone counselling

Members may access this service by contacting the PAA office to be matched with a practice advisor.

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

2016-2017 Annual Report

Now available in the member resources section of the website

Log in to your member profile to view

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

Welcome!

PAA BOARD OF DIRECTORS NEW MEMBERS



Lisa McIsaac is a registered psychologist with a small private practice in Southern Alberta. In her practice she works with mature adolescents, and adults in collaboration using integrative therapy models to regain a sense of balance and improve level of functioning in daily life and interpersonal relationships. She has a background in addictions and mental health as well as community programming. She also works in health care as a Quality Consultant. In this role, she works with a multitude of health care teams leading change to improve patient outcomes, access to services, and addressing issues pertaining to team culture. She teaches health care change methodology, mentors, coaches, and supports the work of operations at the zone level. She also leads quality assurance reviews to investigate systems level issues in health care that may contribute to adverse events and work with health care teams, patients, families, and physicians to formulate recommendations to improve service delivery, patient experiences, and outcomes. She enjoys diversity, leadership roles, as well as opportunities to network and engage individuals. She is excited to have this opportunity to be a member of the Psychologists' Association of Alberta board of directors to help advance the work of Alberta Psychologists, to advocate on behalf of patients, and to share and learn with the other members and our collective.



Dr. Kelly Dean Schwartz is Associate Professor, School and Applied Child Psychology, at the University of Calgary. He holds a PhD in Social Psychology (2002) and an MSc in School and Community Psychology (1992) from the University of Calgary. His research and teaching interests include the psychosocial factors contributing to child, adolescent, and family development, particularly how developmental assets contribute to both risk and thriving in individual and social contexts. As a registered psychologist (1993), he began his career with a Calgary school board and worked extensively with children and adolescents who had severe learning and/or social/emotional needs. Prior to his current appointment, Dr. Schwartz was on faculty at Ambrose University College for over 12 years where he served as Program Head of Behavioural Science (an interdisciplinary psychology and sociology undergraduate

degree program). He has served as a member of the College of Alberta Psychologists Hearing Tribunal/Complaint Review Committee and Credentials Review Committee, and he also serves as a director on several local and international non-profit boards. Over the years, Dr. Schwartz has kept a small but active private practice (PsyConsult) and held numerous contracts with local school boards, child and family service agencies, and as a member of ministry-appointed tribunals with Alberta Education. He has recently served as Clinical Director (2008-2015), U of C Applied Psychological and Educational Services (UCAPES), and Director of Internships (2011-2017). Dr. Schwartz has held several national and international grants for his research in positive youth development and psychology of family, and he regularly serves as a reviewer for several academic journals. His work has been published articles and chapters in numerous academic and common publications, and he has presented symposia and invited lectures at over 50 national and international conferences. He is most proudly the husband (Jody) and father of three school-age children (Alanna, Adam, and Lauren). He loves the Riders, the Philadelphia Flyers, 80's rock music, and is constantly on the search for the perfect cup of non-Starbucks coffee.



Mr. David St. Arnault is a Registered Psychologist in private practice, as an associate in the firm Carter Haave Vandersteen Bateman Vroon in Edmonton. He also co-facilitates a weekly drop-in men's support group at Momentum Walk-In Counselling. Mr. St. Arnault has a Masters degree in Counselling Psychology from the University of Western Ontario and is currently completing his Doctorate in Counselling Psychology at the University of Alberta. He has training and experience in providing psychological counselling with school aged children, adolescents, adults, older adults, groups, couples and families. Additionally, Mr. St. Arnault also has training and experience in conducting psychoeducational assessments with children, adolescents and adults; adult capacity assessments; employment selection screening; substance abuse assessments, fitness-to-work assessments, parenting capacity assessments, and formal adult psychological assessments. In addition to Mr. St. Arnault's clinical work, he is also an associate Faculty member of St. Stephen's College, where he teaches courses on professional ethics and systems psychotherapy skills within the Department of Psychotherapy and Spirituality. Mr. St. Arnault has also been a teaching assistant and sessional instructor for several undergraduate and graduate courses at the University of Alberta. Mr. St. Arnault is thrilled to be joining the PAA Board of Directors and is looking forward to working with the other Directors in promoting the profession of psychology in Alberta and advocating for access to psychological services for all Albertans.



Sandra Gallace provides psychological assessments to children, adolescents, and adults who present with learning, emotional & behavioral, and mental health concerns. She has worked in various school divisions in rural and urban communities and provided psychoeducational and behavioral assessments to children and adolescents. Through her work at Children, Youth, & Families, Addictions & Mental Health at the Royal Alexandra Hospital, she has provided complex psychological assessments and consultations of children and adolescents to inform psychiatrists, mental health workers, families, and community professionals of the ongoing treatment plan and strategies to assist in an individual's care. Along with this work, she owns and operates Treestone Psychology Inc. providing assessment and consultation services geared towards supporting effective interventions for children, adolescents, and adults by generating effective intervention approaches informed by the unique needs and strengths of the individual, as well as the environment in which they live and work. Her practice is grounded in three core tenets: all behavior is functional, all individuals can experience success, and solutions are built on strengths.



Nicki Wilson has been a registered psychologist for 11 years. She studied at both the University of Manitoba and the University of Calgary. Nicki currently is the Associate Executive Director of Renfrew Educational Services, a non profit, charitable organization providing a full range of in house and community clinical services to children and families with special needs. Nicki has also provided psychological services in community, educational, hospital, and clinical settings. Nicki is a public speaker experienced in developing and delivering a full range of online and in person presentations, seminars, training and for credit courses. Nicki also provides supervision to students, interns and provisional psychologists in the field.

Nicki indicated that she is very much looking forward to serving on the PAA Board of Directors in order to give back to the profession of Psychology.



Dr. Sally MacLean has been a registered rehabilitation psychologist since 2006, and she has worked in various front line and managerial roles within the human services field for over 25 years. Initially a clinical social worker and government contracts manager, she has extensive experience working within the corrections, government service, non-profit, and health care sectors in both rural and urban environments; a breadth of experience she hopes will serve her well as she undertakes her new role as a board member for PAA.

Currently, Dr. MacLean works as a Clinical Psychologist at the Glenrose Rehabilitation Hospital, providing psychological assessment, pain management, and rehabilitative treatment services to patients suffering from catastrophic injury/illness. She also maintains a small private practice offering treatment and assessment services to persons who have suffered psychological injuries and/or medical injuries/illness.

She looks forward to advocating on behalf of the field of Psychology in the province of Alberta, and providing ideas regarding future directions as directed by our varied, multifaceted membership. She especially hopes to consult with, and ultimately represent all psychologists and neuropsychologists who seek to expand their representation at the board level.



WELCOME PAA'S NEW STAFF MEMBER

Jeremy Block, Communications Officer

I am pleased to join the PAA as Communications Officer. I will be assisting in communications as well as the work of the board committees.

Previously I worked as chief of staff to various provincial cabinet ministers and as a government relations consultant to a number of corporate clients. I have a degree in music, graduate studies in business administration and a certificate in digital media and game design. I am looking forward to using my skills to serve the association.

**SCAM
ALERT**

Psychologists' Association of Alberta has been made aware of a phishing scam targeting psychologists. If you receive an email from a person that you do not recognise who is requesting psychology services for a relative that is visiting from out of province, and is offering to pay for services in advance, please be aware that this may be a scam.

Visit the Government of Canada Anti-Fraud Centre website for more information on how to protect yourself.

Continuing Professional Development Activities

Spring & Summer 2017



Assessment of Children's Behavioural, Clinical, and Social Functioning

Dr. Jerome Sattler
150 participants
28 April 2017 in Calgary, AB

PAA Forum 2017

Dr. Scott Miller
80 participants
26 May 2017 in Edmonton, AB



General Assessments for Psychotherapists: Intake, Suitability, & Informing the Therapy Process

Dr. Jamie Dyce
8 participants
09 June 2017 in Edmonton, AB

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Preparing for Your Oral Exam in Professional Psychology

Dr. Jim Eliuk
8 participants
16 June 2017 in Calgary, AB



BOOKS FOR SALE

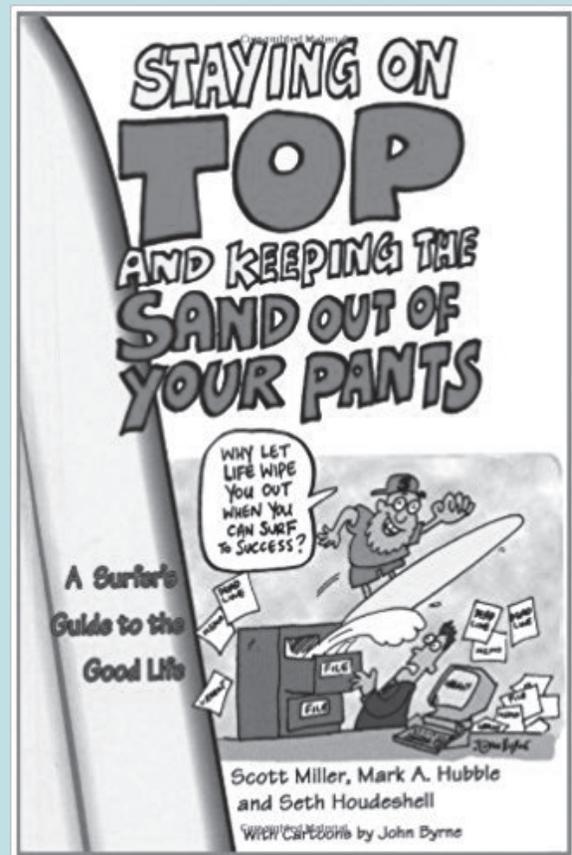
Looking for a fun summer read?

This short, anecdote and cartoon filled book, developed by Scott D. Miller, Mark A. Hubble, and Seth Houdeshell, certainly fits the bill. By the same publisher as the Chicken Soup series, it will lift your spirits and put a smile on your face.

The book illustrates in a humorous and wise way the idea that to live life to the fullest you need to live in the present, but in the same time we should not wait to find “the perfect time” for achieving what we want.

PAA has limited copies available to purchase through our office for \$21 includes shipping & GST.

Please contact the PAA office by phone 780-424-0294 or 1-888-424-0297





UPCOMING WORKSHOPS

Using Neuropsychology to Inform Therapeutic Practice A Lunch Hour Primer

Dr. Virginia Newton

DATE Friday 25 August 2017
TIME 12 noon to 1:00 p.m.
LOCATION Online

INTENDED AUDIENCE

Practicing Psychologists and Psychologists-in-Training

ABSTRACT

Individuals with medical or psychiatric disorders may experience cognitive impairments which limit their ability to participate meaningfully in psychotherapy. This presentation will provide an introduction to neuropsychological concepts and how they can be applied during the therapeutic process to help maximize client outcomes.

LEARNING OBJECTIVES

- Become familiar with the different domains of cognitive functioning and how they are assessed
- Describe the differences between intelligence testing and cognitive testing
- Identify the cognitive impairments that are typically seen in organic and psychiatric disorders
- Discuss strategies for working with neuropsychological challenges in psychotherapy

PROGRAM FORMAT AND SCHEDULE

- 60-minute webinar (45-minute presentation and 15-minute question period)



PRESENTER

Dr. Virginia Newton is a clinical neuropsychologist specializing in serious mental illness. She provides neuropsychological assessment and consultation to psychiatric inpatients affiliated with Alberta Hospital Edmonton and young adults referred to the Edmonton Early Psychosis Intervention Clinic. She holds the position of Associate Clinical Professor in the Department of Psychiatry at the University of Alberta and assists with research conducted through the Bebensee Schizophrenia Research Unit. Through her private clinical practice, Brentwood Psychological Services, Dr. Newton offers professional consultations, psychological assessments, and clinical supervision.

CONTINUING EDUCATION CREDITS

The Psychologists' Association of Alberta (PAA) is approved by the Canadian Psychological Association (CPA) to offer Continuing Education (CE) for psychologists. This workshop is offered for one (1.0) hours of CE Credit. Full attendance at the workshop is required to receive Continuing Education Credits. Partial credit will not be awarded, and late arrivals or early departure will preclude awarding of Continuing Education Credits. PAA maintains responsibility for the program.

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**PAA & CAP Present
Psychotherapy & Medically Assisted Dying**

Dr. Cheryl Nekolaichuk, R. Psych
Lily Nguyen, Associate, Field Law
Dr James Silvius, MD, Alberta Health Services
Dr Richard Spelliscy, College of Alberta Psychologists
Dr Judi L Malone, Psychologists' Association of Alberta

DATE Thursday 14 September 2017
TIME 9:00 A.M. – 4:30 P.M.
LOCATION Calgary, AB

INTENDED AUDIENCE

Registered psychologists with competence & experience in capacity assessments who are interested in capacity assessments as they specifically relate to medical assistance in dying. This presentation is beyond the scope of basic capacity assessments. Participants must be fully registered psychologists already competent in capacity assessments.

LEARNING OBJECTIVES

June 2016 the Canadian federal legislation on Medical Assistance in Dying (MAID, Bill C-14) was passed. The workshop brings together experts from various aspects of practice to discuss key elements & challenges, highlighting ethical & legal concerns surrounding MAID. Specific learning objectives include to:

- Familiarize yourself with MAID legislation & the AHS approach (Dr James Silvius)
- Review the legal history, current law, & key legal considerations for psychologists (Lily Nguyen)
- Evaluate regulatory & professional practice considerations for psychologists (Dr Richard Spelliscy & Dr Judi L Malone)
- Psychotherapy related to Medically Assisted Dying (Dr Cheryl Nekolaichuk)

PROGRAM FORMAT

8:30 Registration; Light continental breakfast
9:00 Welcome & Overview
9:15 MAID legislation & AHS approach -- Dr James Silvius
10:15 Nutrition Break
10:30 Handle with Care: Medical Assistance in Dying & the Provision of Psychological Services -- Lily Nguyen
11:30 Regulatory & Professional Practice Considerations
CAP Practice Alert Dr Richard Spelliscy
Speciality Registers Dr Judi L Malone
12:00 Networking Lunch
1:00 Psychotherapy & Medically Assisted Dying
Dr Cheryl Nekolaichuk
4:00 Supporting Albertans – Additional Considerations for Psychologists
Dr Richard Spelliscy & Dr Judi L Malone

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PRESENTERS



Dr. Cheryl Nekolaichuk, R.Psych., is a registered psychologist with a special interest in psycho-oncology and palliative care. Her clinical and research interests revolve around supporting patients and families through end of life transitions, including understanding the multidimensional aspects of pain, patient-centered symptom assessment, the use of creative arts, and the experience of hope in palliative and end of life care.



Dr. James Silvius

Dr. Silvius is an Associate Professor in the Department of Medicine, Division of Geriatric Medicine, University of Calgary. He has held numerous leadership positions over his career including Division Head, Geriatric Medicine, University of Calgary; Executive Medical Director Southwest Community Portfolio, Calgary Health Region; Medical Director, Pharmacy Services at Alberta Health Services; & most recently a combined role of Medical Director, Seniors Health & Senior Medical Director, Seniors Health Strategic Clinical Network. External to AHS he has served as Chair of the Expert Committee on Drug Evaluation & Therapeutics, Alberta Health; & is the current Vice-Chair of the Canadian Drug Expert Committee, CADTH. He maintains a clinical practice in geriatrics at Rocky View General Hospital. Other interests include being a co-founder of the Canadian Deprescribing Network (CaDEN), participation in TREC & the DementiaNet, & distance health care delivery. He is the Lead for Medical Assistance in Dying Preparedness, Alberta Health Services.



Lily Nguyen, Associate, Field Law

Lily Nguyen has been a member of the Alberta Bar & an associate with Field Law since 2011. She practices mainly in the area of administrative law with a focus on professional regulatory matters, judicial reviews & appeals. She has appeared before professional regulatory tribunals, the Alberta Court of Queen's Bench, the Alberta Court of Appeal, the Federal Court & the Federal Court of Appeal. Prior to joining Field Law, she clerked with the Alberta Court of Queen's Bench.

Lily is a member of Field Law's Professional Regulatory practice group & a regular contributor to Perspectives for the Profession, Field's newsletter on professional regulation. She has worked on the issue of physician-assisted dying since 2015, & has provided legal assistance to health professional bodies in navigating the post-Carter v Canada era. Prior to practicing law, Lily was a journalist, working as a news reporter & editor for The Globe & Mail, The Toronto Star & The Edmonton Journal. She is married to Edmonton Journal writer & blogger David Staples & together they have 5 children (3 his, 2 theirs; 4 boys, 1 girl). In her spare time, she enjoys vegetable gardening, downhill skiing & all things Jane Austen-related.



Dr Richard Spelliscy, College of Alberta Psychologists

Richard Spelliscy, Ph.D., R. Psych., is the incoming Registrar of the College of Alberta Psychologists effective 1 February 2017. Dr. Spelliscy has over two decades of experience as a registered psychologist in a variety of settings including health, education & public protection. He has maintained a longstanding relationship with the College throughout his career, initially providing expert opinions, conducting investigations & ethics/practice reviews. Dr. Spelliscy previously served on College Council for six years including a term as President. Dr. Spelliscy was the College's first Director of Professional Guidance. For the past seven years, he has led the College's complaints department. He has been central to the College's preferred focus on proactive professional education & collaborative complaint resolution processes.

Dr. Spelliscy is currently serving as Chair of the Alberta Federation of Regulated Health Professions. He is also a member of the University of Alberta Collaborative Health Education Group. He is an adjunct professor in the Faculty of Education, University of Alberta & a member of the Dean Selection Committee. Dr. Spelliscy is currently a Director on the Board of Assist – an employee assistance program for members of the Law Society of Alberta.



Dr Judi L Malone, Psychologists' Association of Alberta

Judi L Malone, PhD, R. Psych (AB/AUS) is the Executive Director of the Psychologists' Association of Alberta with extensive experience as a PAA volunteer & for three years as the Director of Education & Communications, collaborating to strengthen the role & profile of psychologist in Alberta. Dr Malone has a wealth of scientist-practitioner experience from clinical practice, academic roles, & in research. She has expertise in working with disadvantaged populations & both national & international perspectives from dual registration in Alberta & Australia. Her clinical expertise is in trauma, the neurobiology of addictions, & professional ethics in rural & small communities.

CONTINUING EDUCATION CREDITS

The Psychologists' Association of Alberta (PAA) is approved by the Canadian Psychological Association (CPA) to offer Continuing Education (CE) for psychologists. This workshop is offered for six (6.0) hours of CE Credit. Full attendance at the workshop is required to receive Continuing Education Credits. Partial credit will not be awarded, & late arrivals or early departure will preclude awarding of Continuing Education Credits. PAA maintains responsibility for the program.

Did you take the Survey?

We are currently undergoing a review of our website and your feedback is important to us! Please take two minutes to fill out the short survey available on Survey Monkey. Just copy and past the link below into your web browser.

<https://www.surveymonkey.com/r/PAAWebsite>



Thank you for helping to ensure we are providing the best service to our members and all Albertans!

Geropsychology Research and Practice: Helping our Clients, Helping Ourselves.

Dr. Candace Konnert

DATE Friday 29 September 2017

TIME 9:00 a.m. – 4:30 p.m.

LOCATION Calgary, AB

INTENDED AUDIENCE

This workshop will have both a professional and personal emphasis. Professionally, it is intended for those who are interested in learning more about working with older clients and their families. Personally, it will explore participants' own planning for future aging and negotiating age-related transitions such as retirement.

LEARNING OBJECTIVES

- To review what the research tells us about aging well.
- To learn more about case conceptualization with older adults using a model that encompasses their unique strengths, challenges, life experiences and contexts.
- To provide information on evidence-based psychological treatments for older adults and their families.
- To encourage participants to reflect on their own preparation for aging well, including how best to think about and plan for transitions.

PROGRAM FORMAT AND SCHEDULE

This workshop will combine didactic instruction, case presentations, and reflective exercises to address the following questions:

What does it mean to age well and what are the implications for clinical practice?

- How is working with older clients different or the same? What specialized knowledge do I need?
- What evidence-based treatments are available for older adults and how can they be modified to meet the unique needs of older clients, for example, those who are physically frail or cognitively impaired?
- How can we help family caregivers?
- What types of ethical issues may be encountered when working with older adults and their family members, including medical assistance in dying?
- How can we take the knowledge we have and use it to prepare for our own aging?



PRESENTER

Candace Konnert, Ph.D. is an Associate Professor of Psychology at the University of Calgary. Dr. Konnert teaches undergraduate and graduate courses in aging and clinical psychology. She has a strong interest in increasing the visibility of gerontological education and training in psychology and was recently awarded a University of Calgary Teaching Excellence Award and the Canadian Council of Professional Psychology Programs Excellence in Training Award. Dr. Konnert regularly presents on the topic of successful aging to community-based audiences. Research in her Healthy Aging Lab is devoted to promoting and supporting healthy aging across the life span within different contexts (e.g., cultural groups) and among older adults that are most vulnerable (e.g., nursing home residents).

Her current research focuses on planning for future age-related life events among adults aged 50+, specifically addressing the facilitators and barriers to planning both individually and within families.

CONTINUING EDUCATION CREDITS

The Psychologists' Association of Alberta (PAA) is approved by the Canadian Psychological Association (CPA) to offer Continuing Education (CE) for psychologists. This workshop is offered for six (6.0) hours of CE Credit. Full attendance at the workshop is required to receive Continuing Education Credits. Partial credit will not be awarded, and late arrivals or early departure will preclude awarding of Continuing Education Credits. PAA maintains responsibility for the program.

Between Emergencies: A Look at Mental Health in EMS

Greg Gorecki, CD, EMT-P

DATE Friday 20 October 2017
TIME 9:00 a.m. - 10:00 a.m.
LOCATION Calgary, AB

**** BUNDLE & SAVE! ****

Those who register for
"Trauma & PTSD in First
Responder Populations"
will receive free registration to
"Between Emergencies -
A Look at Mental
Health in EMS"

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

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.

The APA Trauma Therapist Registry Requirements:

- Registration with the College of Alberta Psychologists or the Alberta College of Physicians and Surgeons
- Demonstrated experience and training in at least one of the following therapies: Prolonged Exposure (PE) Therapy, Eye Movement Desensitization and 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

Interested applicants can submit their CVs to info@albertaparamedics.ca for vetting towards registration as a recognized service provider for Alberta's EMS staff. Approved providers will be posted on an approved provider list by the APA.



PRESENTER

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.

Trauma & PTSD in First Responder Populations

Dr. Megan McElheran

DATE Friday 20 October 2017
TIME 10:30 a.m. – 4:30 p.m.
LOCATION Calgary, AB

INTENDED AUDIENCE

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

LEARNING OBJECTIVES

To understand the history and development of trauma-related conditions and PTSD in first responders

- To facilitate recognition of empirically-supported, “gold standard” treatment of PTSD, and how principles can be applied in clinical settings
- To provide clarification and awareness regarding contextual, cultural and occupational factors that are unique to first responders
- To identify issues related to the impact of first responder mental health problems on family systems

PROGRAM FORMAT AND SCHEDULE

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

- A brief review of the changes from DSM-IV to DSM-5 relative to the diagnosis of PTSD
- Clinical considerations when addressing complex trauma and PTSD, including issues related to dissociation and how to manage this clinically
- The importance of assessing and monitoring symptoms of PTSD throughout the treatment process
- Client engagement and how this relates to occupational culture of the first responder
- Occupational issues of the first responder, and how these relate to initial occupational screening and career trajectory
- A discussion of the impact of first responder careers on the first responding family and how to conceptualize work with the individual in the context of the family



PRESENTER

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 Posttraumatic Stress Disorder in Menlo Park, CA, as well as more recently having developed specialization in application and dissemination of Prolonged Exposure for the treatment of PTSD. WGM 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.

CONTINUING EDUCATION CREDITS

The Psychologists’ Association of Alberta (PAA) is approved by the Canadian Psychological Association (CPA) to offer Continuing Education (CE) for psychologists. This workshop is offered for six (5.0) hours of CE Credit. Full attendance at the workshop is required to receive Continuing Education Credits. Partial credit will not be awarded, and late arrivals or early departure will preclude awarding of Continuing Education Credits. PAA maintains responsibility for the program.

**** BUNDLE & SAVE! ****

Those who register for “Trauma & PTSD in First Responder Populations” will receive free registration to “Between Emergencies - A Look at Mental Health in EMS”

EPPP Prep: Memory Boosting Learning Strategies

Michele Pentyliuk, M.Ed.

DATE Friday 03 November 2017
LOCATION Edmonton, AB

DATE Friday 24 November 2017
LOCATION Calgary, AB



INTENDED AUDIENCE

This half day workshop is designed for Provisional psychologists.

ABSTRACT

With a plethora of study materials available to prepare for the EPPP, one would think that if an individual dedicates sufficient time, the exam should be a breeze. So why is it such a challenge? Simply put, it's a lot of information and most Provisional Psychologists have busy lives. Most individuals should expect to spend approximately 250 hours studying. In addition to utilizing the various commercial exam preparation materials, there are a countless study strategies that boost an individual's retention and mastery of information. This workshop is designed to go beyond the study materials, reviewing and practicing techniques to maximize retention of key concepts using mnemonics, visualization, self-referencing, and a host of elaborate rehearsal strategies. Workshop participants will expand their repertoire of learning strategies, gaining insight into the importance of matching strategy to content format, as well as the value of utilizing humour and creativity to boost memory.

LEARNING OBJECTIVES

- To increase participants' awareness of the principles of learning.
- To demonstrate practical approaches and strategies that increase retention and mastery.
- To engage participants in hands-on learning activities that offers practice of strategies.
- To increase participants' repertoire of strategies along with the understanding of how to match content to the most suitable strategy.

PROGRAM FORMAT AND SCHEDULE

- A review the EPPP exam format and structure will be followed by an overview and demonstration of several strategies.
- Participants will be given the opportunity to work individually and in small groups to practice several techniques.
- Opportunity for networking and collaboration will also be provided during breaks.

PRESENTER

Michele Pentyliuk, M.Ed., a Registered Psychologist and Certified Teacher, works in private practice where she conducts learning assessments and provides strategy instruction for individuals with learning and attention problems. She started her career as a Special Education teacher, then moved into private practice working as an educational consultant before embarking on her graduate program where she focused her studies on assessment and treatment for students with learning disabilities. Michele has presented workshops to parents, professionals, and students throughout Canada and has worked with several post-secondary institutions providing learning strategy instruction to students. In her private practice, she conducts psycho-educational assessments and works with individuals of all ages and educational levels who are experiencing learning challenges. Michele is a past-president of the Learning Disabilities Association of Alberta and is a member of the Psychologists Association of Alberta's School Psychology committee. She is the co-author of NAIT's Strategies for Success handbook, and is co-owner of The Passing Zone Inc., which develops exam preparation materials including the Learner's Licence Prep Kit, Canada's Citizenship Prep Kit, and the Learner's Prep Kit app.

CONTINUING EDUCATION CREDIT

The Psychologists' Association of Alberta (PAA) is approved by the Canadian Psychological Association (CPA) to offer Continuing Education (CE) for psychologists. This workshop is offered for three (3.0) hours of CE Credit. Full attendance at the workshop is required to receive Continuing Education Credits. Partial credit will not be awarded, and late arrivals or early departure will preclude awarding of Continuing Education Credits. PAA maintains responsibility for the program.

**A Day in the Life of a Good Psychologist:
How to Avoid Being in the News**

Dr. Richard Spelliscy & Dr. Derek Truscott



DATE 17 November 2017
TIME 9:00 a.m. - 4:30 p.m.
LOCATION Edmonton, AB

INTENDED AUDIENCE

Practicing Psychologists and Psychologists-in-Training

LEARNING OBJECTIVES

- Identify everyday ethical choice points
- Adopt daily habits of practice that promote ethical behaviour
- Apply ethical reasoning to avoid difficult situations
- Resolve ethical missteps before a complaint of unprofessional conduct is made

PROGRAM FORMAT AND SCHEDULE

Scandalous ethical blunders attract a disproportionate share of our attention. We usually respond by seeking more information so that we might evade such infamy. Yet our ability to avoid notorious ethical situations is not determined by how much we know, but by how we deal with what we don't. A day in the life of an ethical psychologist is so familiar that we think we know it well, like a frequently heard song. This assumption can dull us to the ethical implications of habitual activities and deny us opportunities to maintain, let alone improve, our ethical reasoning skills. Attending to the ethical nuance of ordinary professional activities creates occasions for meaningful learning. We will use case examples, experiential exercises, lecture, and group discussion to highlight ethical choice points often overlooked in daily professional life. We will then show how to cultivate an everyday ethical mindset to help avoid indiscretions that give rise to complaints of unprofessional conduct.



PRESENTERS

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



Richard Spelliscy, PhD, R. Psych (AB) is the Registrar and Chief Executive Officer of the College of Alberta Psychologists, and an Adjunct Professor in the Faculty of Education, University of Alberta. He is a registered psychologist in three Canadian jurisdictions and maintained a private practice offering consultative services to education, health, social service, and public/occupational safety organizations for over two decades. He currently serves on the board of ASSIST, a psychological support service for the legal community. Dr. Spelliscy has maintained a longstanding relationship with the College throughout his career, providing expert opinions, ethics/practice reviews, and serving as a council member for six years including a term as president. He was the College's first Director of Professional Guidance. Prior to his current College role, he served as the Complaints Director and Deputy Registrar.

CONTINUING EDUCATION CREDIT:

The Psychologists' Association of Alberta (PAA) is approved by the Canadian Psychological Association (CPA) to offer Continuing Education (CE) for psychologists. This workshop is offered for six (6.0) hours of CE Credit. Full attendance at the workshop is required to receive Continuing Education Credits. Partial credit will not be awarded, and late arrival or early departure will preclude awarding of Continuing Education Credits. PAA maintains responsibility for the program.

CANADIAN CODE OF ETHICS, FOURTH EDITION

The CPA Committee on Ethics is delighted to report that the Fourth Edition of the Canadian Code of Ethics for Psychologists was approved unanimously by the Canadian Psychological Association (CPA) Board of Directors on January 30, 2017.

For more information read the "Canadian Code of Ethics for Psychologists, Fourth Edition: Completed and Approved" article in CPA's Winter 2017 edition of *Psynopsis*, which can be found on their website:

<http://www.cpa.ca/docs/File/Psynopsis/2017/PsynopsisWinter2017.pdf>

Revisions to the Code of Ethics will be discussed by Dr. Derek Truscott at the PAA workshop "A Day in the Life of a Good Psychologist: How to Avoid Being in the News" being held on 17 November 2017 in Edmonton. More information on this workshop, and all of our other workshops can be found on our website: http://www.psychologistsassociation.ab.ca/site/paa_workshops_forum

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Developing Your Personalized Approach to Clinical Supervision Contextual-Functional Meta-Framework

Dr. Jeff Chang

DATE Friday 26 January 2018
TIME 9:00 a.m. - 4:30 p.m.
LOCATION Edmonton, AB

INTENDED AUDIENCE

Psychologists and other mental health professionals interested in developing or refining their approach to clinical supervision. This workshop is appropriate for both new and experienced supervisors.

ABSTRACT

Clinical supervision has been increasingly recognized as a distinct professional competency for which psychologists and other mental health professionals require specific training. In this workshop, participants will develop their personalized approach to clinical supervision using the Contextual-Functional Meta-Framework (CFM) for clinical supervision. The CFM, comprised of six components and nine relational positions, provides a template to support a supervisor to develop their approach to supervision, and select supervisory interventions and skills to tailor supervision to their setting, interests, and the developmental needs of supervisees.

LEARNING OBJECTIVES

In this workshop, participants will learn:

- The six elements of the Contextual-Functional Meta-Framework (CFM) for counselor supervision
- The nine relational positions of supervision of the CFM and when to use them
- How to use the CFM to develop their personalized approach to supervision



PRESENTER

Dr. Jeff Chang is Associate Professor in the Graduate Centre for Applied Psychology at Athabasca University. He has been a Registered Psychologist in Alberta since 1987, and is a Clinical Fellow and Approved Supervisor of the American Association for Marriage and Family Therapy. In addition to his practice in high-conflict divorce, he provides clinical supervision privately and at Calgary Family Therapy Centre. He publishes on clinical supervision, high conflict divorce, school-based services, and postmodern approaches to therapy.

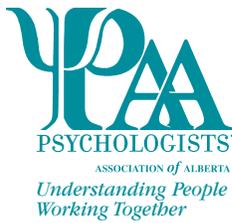
CONTINUING EDUCATION CREDIT

The Psychologists' Association of Alberta (PAA) is approved by the Canadian Psychological Association (CPA) to offer Continuing Education (CE) for psychologists. This workshop is offered for six (6.0) hours of CE Credit. Full attendance at the workshop is required to receive Continuing Education Credits. Partial credit will not be awarded, and late arrivals or early departure will preclude awarding of Continuing Education Credits. PAA maintains responsibility for the program.

Details & registration for all our upcoming workshops are available on
PAA's website under "Continuing Education":

http://psychologistsassociation.ab.ca/site/paa_workshops_forum

Thank you for supporting your professional association!



Psychologists' Association of Alberta
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Toll Free Fax 1-888-423-4048
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PRESS RELEASE

PAA Recognizes Two Alberta Organizations for Healthy Workplace Practice

The Psychologists' Association of Alberta recognizes two employers for their efforts in creating positive work environments that promote employee wellbeing. The 2017 PAA Psychologically Healthy Workplace Initiative Award winners are Alberta School Employee Benefit Plan and Hallmark Tubulars Ltd of Calgary.

The Alberta School Employee Benefit Plan (ASEBP) is a Not-For-Profit health and welfare trust with 151 employees in a mix of full-time, part-time and contract positions. With a primary focus on school employee health and wellness, ASEBP provides comprehensive health benefits and services to the K-12 public education sector in Alberta.

They are proud to support the mental health and wellbeing of their own employees by promoting work-life balance through practices like earned-days-off and paid volunteer days and fostering mental health

literacy by encouraging all staff to attend their two-day, on-site Mental Health First-Aid training. Employees are also encouraged to seek other training and development opportunities that will help them to advance their career.

Hallmark Tubulars Ltd of Calgary are a For-Profit company with 130 full time employees and 2 part-time employees. They are a company who appreciates their staff by valuing diversity and life experiences, recognizing initiative and rewarding talent and loyalty.

Their relationships with customers, staff and suppliers are built on a foundation of respect, integrity and openness.

The PAA Healthy Workplace Initiatives Awards are designed to recognize organizations that are creating workplaces that foster employee health and well-being while enhancing organizational performance. Nominees are evaluated on their workplace practices in the

areas of employee involvement, employee growth and development, work-life balance, employee recognition, and health and safety. Awards are given to for-profit and not-for-profit organizations as well as government and educational institutions. Winners of this prestigious award are also eligible for the international *Psychologically Healthy Workplace Awards*, sponsored by the American Psychological Association.

The PAA Healthy Workplace Initiatives Awards are one of many initiatives of the PAA Psychologically Healthy Workplace Committee. Visit our [website](#) to learn more about this award and how to create a work environment where employees and organizations thrive.

The Psychologists' Association of Alberta is the voice of, and for, psychology in Alberta. This voluntary body advocates for psychology in Alberta, informs the public and the media, and advocates for consumers of psychotherapy, psychological, and mental health services. The mission of the PAA is to advance the science-based profession of psychology and to promote the well-being and potential of all Albertans.

2017 PSYMPIOSIUM SCIENCE AWARD RECIPIENTS

Central Alberta Science Fair – Red Deer

10 – 11 March 2017



Karem Asaad from Evergreen School, was the 2017 Award recipients for his project “*How Do Video Games Affect Kids?*”.

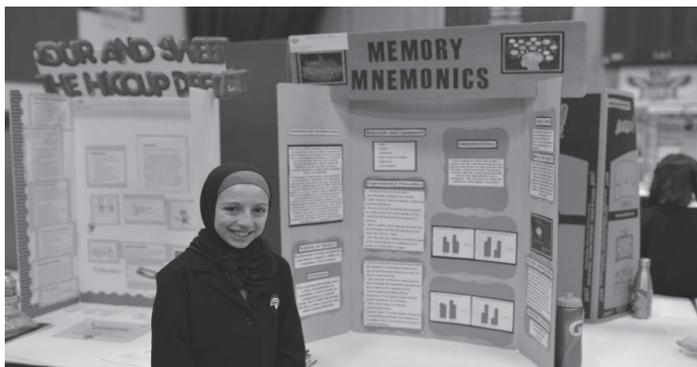
Nicole Green, from Olds High School, received PAA member, Dr. Yvonne Buchanan-Sedun’s Award for her project “*It’s a Small World: the Influence of Culture Shock on International Immigrants*”.

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

Edmonton Regional Science Fair – Edmonton

8 – 9 April 2017

Hannah Abdo who attends Edmonton Islamic Academy, was the 2017 Award recipient for her project entitled “(020216) Memory Mnemonics”.



Congratulations Hannah Abdo!
Judged by Dr. Deena Martin and presented by Ms. Michelle Buckle representatives of PAA.

Edmonton Regional Science Fair – Edmonton

8 – 9 April 2017

Lénárd Grossmann who attends Argyll Home School Centre, was the 2017 Honourable Mention recipient for his project entitled “(050901) Swarm Robotics: How Robots Cooperate



Congratulations Lénárd Grossmann!
Judged by Dr. Deena Martin and presented by Ms. Michelle Buckle representatives of PAA.

Calgary Youth Science Fair – Calgary

21 – 22 April 2017

Catriona McIntosh was the 2017 award recipient for her project entitled “How Attachment Affects Adolescent Risk Taking”. She was part of Team Calgary this year and her project won a Bronze medal at the Canada-Wide Science Fair.

Congratulations Catriona McIntosh!
Judge and presented by Dr. Jennifer Jette representative of PAA.



ALBERTA PSYCHOLOGY IN THE MEDIA

Psychology in the Media generated through the PAA office:

February 2017 – May 2017

DATE	PSYCHOLOGIST	MEDIA OUTLET	TOPIC
Spring issue	Ms. Mallory Becker and Dr. Colleen Cannon	Apple magazine	The emotions of food

Psychology in the Media not generated through the PAA office:

February 2017 – May 2017

DATE	PSYCHOLOGIST	MEDIA OUTLET	TOPIC
February 2017	Dr. Linda Hancock	Indian Head Wolseley News – All Psyched Up (regular column)	- Be a wise communicator - Just a little more
	Dr. Linda Hancock	The Medicine Hat News – All Psyched Up (regular column)	- Love is not enough - Simple ways to make the world a better place - What scares you?
	Dr. Mitchell Colp	Edmonton Journal	Southern Alberta school board crushes chronic absenteeism with personal calls home, catching habit early
	Dr. Susan MacDonald and Dr. Ganz Ferrance	Alberta Primetime	- Are over-the-counter sleep aids safe to use? - Managing stress brought on by social media feeds
	Ms. Sara Jungen	Shaw TV Calgary Now	Seasonal Affective Disorder (S.A.D.)
	Dr. Patrick Baillie	Global News Calgary	Forensic psychologist weighs in on Douglas Garland verdict
	Dr. Ganz Ferrance	CTV News Edmonton	Handling Social Media
March 2017	Dr. Linda Hancock	Indian Head Wolseley News – All Psyched Up (regular column)	- Dealing with Junk Drawer - Addictions & Boredom - Anger Management
	Dr. Ganz Ferrance	CTV News Edmonton	Keeping spring break relaxed
	Dr. Janis Martin and Dr. Ann Marie Dewhurst	CTV News Edmonton	Judge clears Children's Services workers in fatality inquiry report
	Dr. Ganz Ferrance	Alberta Primetime	- Guilt-free coping with the mishaps of childhood - Encouraging a love of reading in pre-schoolers
	Dr. Ganz Ferrance	630 CHED radio (afternoon show)	How to stop yelling at your kids

Continued next page...

ALBERTA PSYCHOLOGY IN THE MEDIA (con't)

DATE	PSYCHOLOGIST	MEDIA OUTLET	TOPIC
March 2017 (con't)	Dr. Linda Hancock	The Medicine Hat News – All Psyched Up (regular column)	Anger Management
April 2017	Dr. Linda Hancock	Indian Head Wolseley News – All Psyched Up (regular column)	- A New Month - Happiness or contentment? - A world of fools
	Dr. Linda Hancock	The Medicine Hat News – All Psyched Up (regular column)	- A New Month - Happiness or contentment? - Don't let yourself get sucked into the world of fools
	Ms. Mallory Becker	CTV News Edmonton	Healthier You: Learning to be mindful
	Dr. Brent Macdonald	Alberta Primetime	- Enforcement of healthy lunch policies in schools - Changing the way you talk to your kids about drugs
	Dr. Ganz Ferrance	630 CHED radio (afternoon show)	Family Relationships
	Dr. Ganz Ferrance	CTV News Edmonton	Dealing with family tension
May 2017	Dr. Janet Miller and Dr. Ganz Ferrance	Alberta Primetime	- Digital detox in the classroom - Mental health after the Fort McMurray Wildfires
	Dr. Linda Hancock	Indian Head Wolseley News – All Psyched Up (regular column)	Identity
	Mr. Naheed Nenshi Calgary Mayor		Proclaimed Wednesday, May 4th, 2017 Children's Mental Health Awareness Day.
	Hull Services Psychologists	- Global News Moring Calgary - CBC Player and CBC News – The Homestretch radio shows -Edmonton Metro - CMHA Calgary Newsletter	Participated in getting the word and awareness out for Children's Mental Health.
	Dr. Linda Hancock	The Medicine Hat News – All Psyched Up (regular column)	- Don't lose sight of your own identity - On Mother's Day, focus on the positives and what you appreciate
	Dr. Susan MacDonald	Alberta Primetime	- One size doesn't fit all - #hereforyou
	Dr. Ganz Ferrance	CTV News Edmonton	Keeping spring break relaxed
	Dr. Ganz Ferrance	630 CHED radio (afternoon show)	Marriage

ALBERTA PSYCHOLOGY IN THE MEDIA (con` t)

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

February 2017 – May 2017

DATE	PSYCHOLOGIST	VENUE
February 2017	Ms. Kirthana Ramani	Presentation on the topic Resilience of Students at Strathcona High School Professional Development Day with a variety of PAA resource materials.
	Dr. Wes Miller	The Centre for Cognitive Behavioral Therapy provided a presentation, CBT in the treatment of children and adolescents to second year master's students at the University of Alberta.
March 2017	Ms. Kirthana Ramani	Presentation to Strathcona High School psychology class on careers in psychology, scope of practice as a psychologist, educational requirements and the challenges and reward of the profession with a variety of PAA resource materials.
	Ms. Michelle Hamilton	Attended Lloydminster Lakeland College "Wellness... It's More Than Just Luck" Wellness Fair with PAA's display booth and a variety of resource materials.
	Ms. Janet Caryk and Dr. Joti Brar-Josan	The Centre for Cognitive Behavioral Therapy provided a presentation, CBT: Anxiety Disorder Treatment, to first year master's students at the University of Alberta.
April 2017	Dr. Judi Malone	Attended RBC Wellness Presentation in Edmonton with PAA's exhibit banner and a variety of resource materials.
	Ms. Janet Caryk	The Centre for Cognitive Behavioral Therapy provided a presentation, Exposure Therapy for Anxiety Related Disorders: Principles and Practice, as a guest speaker for the Grey Nuns Psychiatry Grand Rounds.
May 2017	Ms. Sandra Annis	Attended PAA's exhibit display at +55 Live Well Showcase in Lethbridge with a variety of resource materials.
	Ms. Erin Newman	Attended Jasper Place High School - Mental Health Fair in Edmonton with a variety of PAA resource materials.
	Dr. Judi Malone and Dr. Yvonne Buchanan-Sedun	Attended CMHA 2017 Provincial Conference – Now We Are Strong. PAA's exhibit display with a variety of resource materials were made available for the 250 people in attendance.

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.



LAKELAND COLLEGE WELLNESS FAIR

14 March 2017, Lakeland College Wellness Fair, Lloydminster, AB

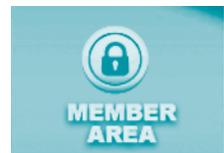


Representing PAA, are Lloydminster psychologists

(left-right) Ms. Michelle Hamilton, Ms. Elayne Harris-Lorenz and Ms. Jennifer Beattie

Don't miss out! Update your details so we can stay in touch

Do we have your current contact details?
Are you missing out on the latest news from PAA?



All information from PAA is now sent out via email. Please update your contact details through your member profile on our website. The link can be accessed on our home page under "Member Area" in the top right corner or by accessing this link http://www.psychologistsassociation.ab.ca/site/member_profile

Alternatively complete the Change of Address form on page 59 and submit to our office.

TOWN HALL MEETINGS

College of Alberta Psychologists (CAP) & Psychologists' Association of Alberta (PAA)

Come hear brief updates from CAP and PAA followed by a time to present ideas, voice your opinions, and ask questions.



07 September 2017	Fort McMurray
07 November 2017	Grande Prairie
January 2018	Edmonton
February 2018	Calgary
June 2018	Edmonton
September 2018	Lethbridge / Medicine Hat
November 2018	Red Deer
January 2019	Edmonton
February 2019	Grande Prairie
April 2019	Fort McMurray

Social Justice Committee

Do you have an interest in **social justice**? PAA has a new committee starting September 2017 that will identify social justice issues that specifically impact Albertans and

- identify related psychological science and practice
- draft fact sheets
- highlight proactive possibilities for public education or advocacy initiatives
- develop ideas for member campaigns

Contact brittany@paa-ab.ca for more information.

Join your Peers!

Volunteers are the foundation of an effective professional association.

Benefits of Volunteering for PAA - Raise the awareness psychology with the public. Contribute to the ongoing development of our profession in Alberta. It's a great opportunity to receive the support and recognition of your peers and have fun!

Specific Volunteer Opportunities

PAA Committees & Task Forces - Assist PAA with various factors of the organization such as awards, public education, and advocacy efforts.

Career Fairs - Promote PAA and careers in psychology and the psychology profession.

School Presentations - Present at various high schools and universities, throughout the year, speaking on a variety of topics including the psychology profession, PAA, careers, and mental health.

Public Presentations - Present to a variety of audiences on various topics, which include mental health awareness, organizational psychology, and psychology disorders.

Teachers' Conventions - Promote PAA and careers in psychology and the psychology profession

Science Fairs - Volunteer duties at science fairs may include presenting or judging various awards.

The volunteer application form can be found in the members area under Volunteer Opportunities
http://www.psychologistsassociation.ab.ca/site/member_profile

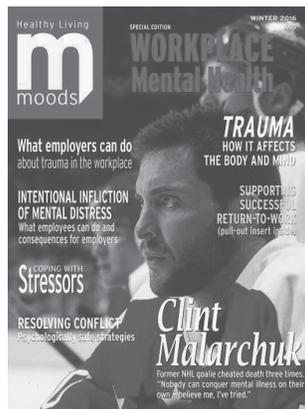
Or contact Cindy at cindy@paa-ab.ca or 780-424-0294 for more details.

moods
MAGAZINE
www.moodsmag.com

Contributions Accepted

Moods, a Canadian publication found on newsstands across the country, is directed at consumers. Moods covers various aspects of mental health, such as addictions, anxiety, bipolar disorder, depression, eating disorders, trauma, PTSD, OCD, relationships, stress, research and more. Each issue also brings you success stories of celebrities and everyday people who have struggled with mental illness.

If you wish to contribute content please contact us at info@moodsmag.com or visit our website for subscription information.



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<https://twitter.com/PAAAlberta>



WELCOME TO NEW PAA MEMBERS (February 24, 2017 – June 27, 2017)

Agnew, Lindsay (Provisional)	Henze, Cal (Provisional)	Ratcliffe, Brittany (Student)
Allan, Angela (Provisional)	Herbert, Bruce (Full)	Richards, Jennifer (Student)
Angelopoulos, Andreana (Provisional)	Higgerty, Laura (Full)	Rooney, Mary Catherine (Full)
Anius, Annella (Provisional)	Hilchey, Kathleen (Provisional)	Rosendorff, Nicole (Provisional)
Arriagada Belmar, Consuelo (Professional Aff.)	Holmen, Dwight (Full)	Salvisberg, Wendy (Student)
Arsenault, Ellie (Provisional)	Huynh, Stephany (Provisional)	Sawchuk, Tyson (Full)
Assoiants, Artem (Student)	Johnston, Cheryl (Provisional)	Schmidt, Tammy (Professional Aff.)
Barnett, Kaitlyn (Provisional)	Kienzle, Nicole (Provisional)	Schumaker, Terrill (Provisional)
Bartz, Erin (Student)	Killen, Emily (Psychological Asst.)	Sehgal, Sonya (Provisional)
Bauld, Susan (Full)	King, Chelsea (Provisional)	Sopcak, Nicolette (Student)
Beatch, Jacqueline (Student)	Klemm, Kirsten (Provisional)	Stern, Carla (Provisional)
Berno, Serena (Provisional)	Kroeker, Tracy (Provisional)	Sutherby, Marie (Student)
Blaik, Salwa (Full)	Lebovic, Jessica (Provisional)	Swan, Jamie (Provisional)
Borkenhagen, Eva (Full)	Lee, Elizabeth (Student)	Symister-Allen, Sheryl (Student)
Byrne, Alison (Full)	Leung, Wing Sze (Student)	Tamana, Sukhpreet (Provisional)
Cavaleri, Amanda (Provisional)	Luc, Amai (Provisional)	Temme, Krister (Student)
Ceh, Tobi (Full)	Makarenko, Erica (Full)	Temme, Susan (Student)
Chinna Swamy, Shalini (Provisional)	Malta, John-David (Provisional)	Thomas, Bena (Full)
Clapper, Louisa (Student)	Mathew, Manju (Full)	Vallentgoed, Kristy (Provisional)
Cole, Wendy (Provisional)	McConnell, Vanessa (Provisional)	Wagner, Angela (Full)
Creighton, Terence (Full)	McIsaac, Sarah-Louise (Professional Aff.)	Wasielewski, Tanya (Provisional)
Derewonko, Michelle (Student)	Medori, Joy (Provisional)	Waters, Amanda (Provisional)
Dykshoorn, Kristy (Provisional)	Mitchell, Kelley (Full)	Weskin, Bernadene (Student)
Edmunds, Alyssa (Provisional)	Morison, Susan (Full)	White, Kirsten (Provisional)
Ee, Clarissa (Full)	Newman, Erin (Provisional)	Wickstrom, Alissa (Student)
Ford, Erica (Provisional)	Ngu, Steven (Provisional)	Willis, Natalie (Provisional)
Forth, Catherine (Student)	Norum, Taylor (Provisional)	Wright, Kristyn (Provisional)
Gunter, Ashley (Student)	Ogden, Roger (Provisional)	Yarnold, Sarah (Provisional)
Hansen, Brittany (Provisional)	Pedraza Cruz, Patricia (Provisional)	Zernicke, Kristin (Full)
Harper, Lori (Full)	Peetoom, Jenny (Provisional)	
Hejazi, Sosan (Provisional)	Qasqas, Mahdi (Full)	

CALENDAR OF EVENTS

25 August 2017 – Using Neuropsychology to Inform Therapeutic Practice

Presented by Dr. Virginia Newton.

Location: On-line

Sponsored by the Psychologists' Association of Alberta

07 September 2017 – Town Hall Meeting

Location: Fort McMurray, AB

Sponsored by the College of Alberta Psychologists' and the Psychologists' Association of Alberta

14 September 2017 - Psychotherapy & Medically Assisted Dying

Dr. Cheryl Nekolaichuk, Lily Nguyen, Dr James Silvius, Dr Richard Spelliscy, & Dr Judi L Malone

Location: Calgary, AB

Sponsored by the College of Alberta Psychologists' and the Psychologists' Association of Alberta

29 September 2017 – Geropsychology Research and Practice: Helping our Clients, Helping Ourselves

Presented by Dr. Candace Konnert

Location: Calgary, AB

Sponsored by the Psychologists' Association of Alberta

20 October 2017 - Trauma & PTSD in First Responder Populations

Presented by Dr. Megan McElheran

Location: Calgary, AB

Sponsored by the Psychologists' Association of Alberta

27 October 2017 - EPPP Prep: Memory Boosting Learning Strategies

Presented by Michele Pentyluk, M.Ed

Location: Edmonton, AB

Sponsored by the Psychologists' Association of Alberta

07 November 2017 – Town Hall Meeting

Location: Grande Prairie, AB

Sponsored by the College of Alberta Psychologists' and the Psychologists' Association of Alberta

17 November 2017 - A Day in the Life of a Good Psychologist: How to Avoid Being in the News

Presented by Derek Truscott & Richard Spelliscy

Location: Edmonton, AB

Sponsored by the Psychologists' Association of Alberta

24 November 2017 - EPPP Prep: Memory Boosting Learning Strategies

Presented by Michele Pentyluk, M.Ed

Location: Calgary, AB

Sponsored by the Psychologists' Association of Alberta

More information and registration on all these workshops is available on the PAA Website:

https://www.psychologistsassociation.ab.ca/site/paa_workshops_forum

UPCOMING MEETINGS & SOCIAL EVENTS

BOARD MEETING

Friday 09 September 2017

Friday 03 November 2017

The PAA Board of Directors meets 4 times yearly, contact the office for an updated schedule

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.

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Street: _____ City: _____

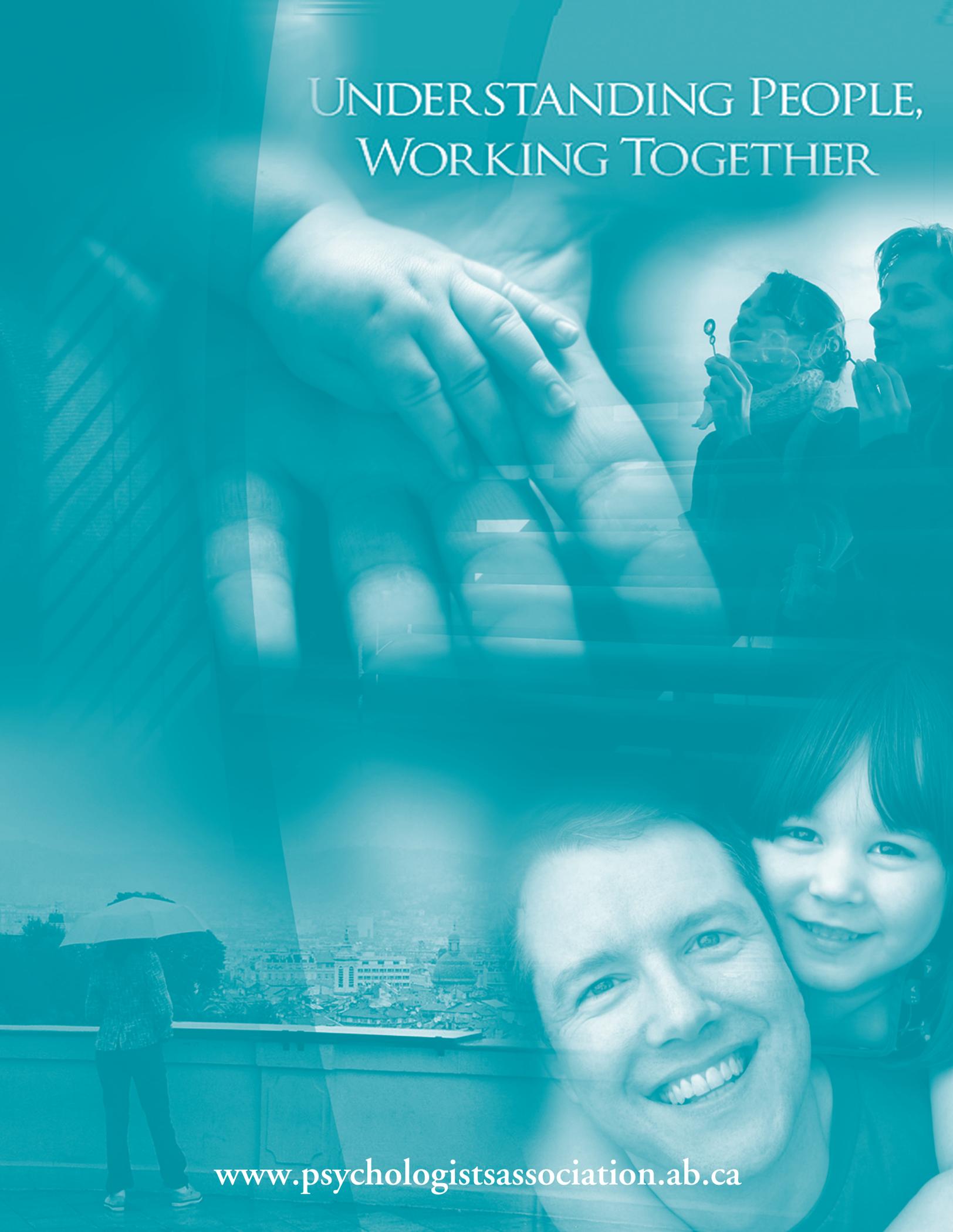
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