

Psymposium

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IN THIS ISSUE

Editor's Letter	4
The Universe Within	5
Profiles In Psychology	6
What We Do	10
Getting Schooled	12
Risk Management Group	15
PAA Connect 2015	17
PAA Welcome to the Profession & PAA Awards Banquet	19
PAA Awards	20
2015 <i>Psymposium</i> Science Awards Recipients	22
PAA Practice Advisors' Activities	24
PAA Member Benefits	26
2015 Board of Directors	28
Workshop: Starting and Operating an Independent Professional Practice in Psychology	32
Alberta Psychology in the Media	34
Calendar of Events	39



BOARD NOTES



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

In case you missed it, PAA held its Forum in Cochrane at the end of May. It was gratifying to have so many people attend our Annual General Meeting, held the morning of the conference, and to have many also attend the Welcome to the Profession Banquet in the evening. As with many events, there are likely many different “takes” on this activity, which included a departure from its usual format and location, increased interaction between participants, and some technical glitches. Please allow me to describe some of my own reflections on the event, as both a psychologist and as a member of the PAA Board.

Daniel Siegel, a renowned author and speaker among his other talents, mentioned during his keynote address that all of the disorders in the DSM-V can be boiled down to two key factors: rigidity and chaos. It is not difficult to imagine how rigidity can create problems as manifested in anxiety disorders, personality

disorders, and disorders such as Autism Spectrum Disorder. It is also not difficult to imagine how chaos can create difficulties in such disorders as schizophrenia, bipolar disorder, and dementias. Our job as psychologists is to help individuals develop a measure of flexibility in disorders of rigidity, and a measure of order and stability in disorders of chaos.

This helpful way of understanding problems of the “mind” provided me with a useful framework with which to understand my own feelings and reactions throughout the rest of the day. As any of the attendees can attest, there were a number of technical issues during Daniel Siegel’s keynote address that elicited my own internal rigidity related to how things were not as they should be, how that is bad, and how it results in certain unpleasant feelings. Daniel’s mention of mindfulness as a tool for assisting clients with rigidity allowed me to notice my own rigidity, notice my natural inclination to judge events as they occur, and allow those insights and feelings to wash over me without needing to act upon them or avow them as right or true, or as wrong or false.

The En-Lightning speakers (a play on words that highlights both cutting edge knowledge as well as the relative quickness of their

PSYCHOLOGISTS’

ASSOCIATION of ALBERTA

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presentations) challenged my preconceived notion that workshops need to be a certain length and breadth in order to successfully impart information. The Alberta Café pushed me out of my own comfort zone by challenging me to utilize skills I teach to clients every day in order to engage in cooperative work with other psychologists to achieve a clearly stated outcome.

I noticed that a survey was sent out in the week following the Forum which allowed participants an opportunity to provide feedback about their experiences. I found myself thinking that there will be some participants who may respond unfavorably to the new format or technical glitches, experiencing that as chaos. While that would be understandable, I wondered whether that might be a missed opportunity for noticing the courage it took to do something different, the beauty and simplicity of Daniel Siegel's presentation, and the wisdom and promise of the exemplars of our profession.

My hope is that we as the PAA do not stop trying new things (i.e. succumb to rigidity), nor that we fail to learn from glitches and errors along the way (i.e. succumb to chaos), but that we hold the need for order and the need for flexibility in tension so as to innovate and improve the conference experience for all of our membership.

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

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EDITOR'S LETTER



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

35 degrees one day, 15 the next, blue skies making way for thunderheads and drought resolved by floods. The enigmatic Alberta weather patterns mirror our work with our clients. We are often facing life altering drama and strive to be prepared for all conditions.

I have the privilege of working primarily with first responders who often present as overwhelmed and isolated. Through flood and drought they have been there for everyone in need but in times of their own troubles find it difficult to let anyone be there for them. It is a challenge to help and to seek help. The therapeutic challenge is, not only to get them to attend to their own emotions, but also to find ways to acknowledge their distress and accept help from others. This is doubly treacherous when they face more than their share of life's turmoil in the first place.

Psychologists are much the same in terms of being there for others, witnessing significant levels of trauma and often not prioritizing their own self-care. Of course, in the face of turmoil, getting our own emotions in order within ourselves and with family and friends are called for. Another way to do this is to collaborate with peers as we did in May. By all accounts the PAA Connect 2015 Forum was a great success in terms of self-care networking and re-visioning how we do psychology. In this issue of *Psymposium* Mr. Everett Vroon, R. Psych, and Mr. Terry Wilton, R. Psych, share their experiences and thoughts about the Forum and discuss some of what Dr. Dan Siegel addressed at the Forum.

In the spirit of collaboration, Dr. Deborah Dobson, R. Psych, highlights the philanthropic work of Dr. Diane Kipnes, and shares her work with the arts and likens psychology to the opera.

In *Getting Schooled*, Mr. Mitchell Colp, R. Provisional Psych, and Dr. Charlene Barva, R. Psych, provide School

Psychologists a novel way of conducting assessments in their work. Ms. Gwen Randall Young, R. Psych, talks about love and how ego twists its manifestation. Dr. Joanne Seitz, R. Psych, with the *Risk Management Group*, discusses some challenges around providing expert witness testimony in family custody disputes. And finally, in *Who We Are*, Mr. Terry Wilton, R. Psych, comments on the idea that there is paradigm shift on its way in our field, where our linear model of practicing psychology is being confronted by complexity theory.

So hopefully you get some time this summer with your feet up to read what your peers are doing and thinking about. And if this is on the patio, I hope that enough "work" has been done that you can enjoy both the beauty and changeability of your surroundings.

Frank W. McGrath, Ph.D. R. Psych.
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THE UNIVERSE WITHIN

by Gwen Randall-Young, R. Psych.

Ego's Distortion of Love

Love begins at home, and it is not how much we do...but how much love we put in that action.

Mother Teresa



Love is a very pure form of energy, but when filtered through the prism of ego it can become distorted and even contaminated. Great harm has been done in the name of love, but it does not come from love.

Love is the ultimate energy of the universe. It is like a sun that always shines, and we can choose to bask in it, or go inward to a place of darkness and shadows. When ego chooses darkness, it blames others for lack of love. That is like going into a windowless basement on a sunny day, and complaining of the lack of light.

In relationships, what we call love might well be lust, neediness, or dependency coupled with affection, rather than a high form of unconditional love, characterized by acceptance, compassion, forgiveness and a sense of the eternal.

Love, for ego, is very different than the love soul knows. Ego gives itself broad powers when it loves. These include unlimited expectations, a need to control, manipulation, and withdrawal of love when its needs are not met.

What this looks like in practical terms is the partner who holds the other responsible for his/her happiness. He really wants to play golf, and rather than wanting to see him happy, she pouts, gives him the silent treatment, or otherwise makes him feel guilty. He either stays home miserable and resentful, or goes anyway, carrying guilt along with his clubs. Neither one is happy.

She signs up for a yoga class because she needs to de-stress, and the time to herself will feel good. Rather than encouraging her to tune into her needs and validating the

importance of self-care, he is resentful because he thinks she should be home with him in the evenings. She goes to class, but cannot really relax because she keeps thinking of the grumpy greeting she will get back home.

Ego often twists and distorts love in the realm of parenting. If ego gets caught up in feeling the child is a reflection of the parent, then the child is not free to be his or her natural self. Ego sees a child as a blank canvas into which it can create the image it would like to see. What emerges is a constant power struggle between ego's will to shape the child, and the child's tendency towards individuation and creative evolution. Sadly, often the child gives up the fight, because the child's ego cannot tolerate withdrawal of love, and lives a life that is not his or her own.

Another compulsion of ego is to have the child meet its emotional needs. This can manifest as hurt feelings when the toddler wants Mommy to read the story, not Daddy. Later it shows up as resentment when the teen would rather go out with friends than spend time with Mom. Regardless of age, the child feels the parent's displeasure, and feels guilt for not pleasing. This is the beginning of the pattern of living life according to what others think, rather than expressing one's authentic self.

Clearly, love for ego is as much (if not more) about meeting ego's needs as it is about fulfilling the needs of the other. Ego will go so far as to say, "If you loved me, you would do things my way."

When we connect with our higher soul selves, and see the souls of others, the quality and experience of love becomes quite different. To love another is to want what is in their highest good. It is to treasure the fact that our two souls have connected in this lifetime, and to honor that connection. It is to realize the primacy of that connection, and to see that the particular roles we play, husband/wife, child/parent are secondary. We must not get so caught up in the ego drama that we forget each soul has its own journey, which we are blessed to share, support and respect.

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

PROFILES IN PSYCHOLOGY

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



Deborah Dobson

Dr. Dianne Kipnes completed her Masters in Social Work at McGill University and then went to complete her Masters of Arts and Ph.D. degrees in Clinical Psychology at Fielding University. She worked at the University of Alberta Hospital and then in private practice in Edmonton until 2014. To say that she has been involved in her community is a huge understatement. She has served in various capacities (including Chair, Vice-Chair and Co-Chair) on many different boards within Edmonton and the province of Alberta, including the Alberta Cancer Foundation, the Edmonton Opera Association, the Mayor's Arts Visioning Committee,



Dr. Dianne Kipnes

the National Arts Centre and the Edmonton-Academic and Cultural Centre. She has been the recipient of the Alberta Centennial Medal (2006), an Honorary LLD from the University of Alberta (2009) and the Queen Elizabeth II Jubilee Diamond Medal (2012). With her partner and fellow philanthropist, Irving Kipnes, she is the Co-Founder of The Dianne and Irving Kipnes Charitable Foundation. Thank you, Dr. Kipnes for agreeing to be interviewed for Psymposium.

I see from your biography and press coverage that you have been heavily involved in philanthropy in Edmonton and the Co-Founder of 'the Dianne and Irving Kipnes Foundation'. Can you talk about the development and start of the foundation?

When I married my husband in 1988, he had already established a charitable foundation although it was not heavily funded. Philanthropy was very much a part of his life. I had also been involved in helping people, but more as a part of my everyday work life than philanthropically. During the first few years of

our marriage and as our financial situation improved, we became focused on how and why we could help. It seemed like an integration of both of our passions: whether the help was individual or systemic, the goal was the same – we wanted to impact the lives of other people in a positive way.

After several years of spontaneous giving, we hired an expert to do an analysis of our pattern and interests in giving. After much discussion, we narrowed our interests to four main categories: education, health, arts and culture and community services. We wanted to enable people to help themselves. We preferred innovative ideas and unpopular causes. For example, we were one of the early funders of iHuman, a program for helping street kids through the arts. Another funding project was Kids in the Hall, a popular restaurant in Edmonton within City Hall. It is a training program for kids that teaches life and work skills. Our first major gift was to the Dianne and Irving Kipnes Centre for Veterans, which came about because I was chair of the Capital Care foundation and visited the former residence for veterans, the Mewburn Centre. My memory of it was that it was small, dark and cramped, with only shared rooms available. It was not a fitting place for our veterans in their declining years, to whom we owe so much.

Tell me about your dream for the Galleria in Downtown Edmonton. What is the Galleria and what will be included in it? How did this dream come to be and how did you become involved in this project? It sounds enormously ambitious. How did you know where to start?

The idea for the Galleria began in 2011 when I was asked, along with Brian Webb, to co-chair the Mayor's Task Force on the Arts which focused on the future of the arts in Edmonton. He wanted us to look at the next 40 years and dream about possibilities as well as survey and assess the needs of the arts community. I had had some experience with the difficulties of the arts world because I chaired Edmonton Opera Board for several years and became aware of how difficult it was for the various arts groups in the city to survive. Much of their efforts were spent on fundraising for which they had little time or expertise. Every year was one of survival.

Given my skills (psychology) and Irv's skills (development) and the knowledge of the needs identified by the arts community, we wanted, not only a sustainable funding model, but also to address the lack of theatre, rehearsal and exhibition space. While we were working on this plan, the University of Alberta asked if they could be part of the project. They desperately needed new facilities for the school of art and design and the school of music, which they knew was not possible on campus due to other University commitments. This would give both schools needed teaching facilities, two theatres and access to audiences greater than those on campus. It would also help to revitalize downtown.

Irv came up with the idea of a P4 funding model which would include limited public money (city, provincial and federal funds) and philanthropic dollars. The development, simply speaking, builds needed arts space and commercial development. The cash flow from the real estate development operates and maintains the onsite theatres and the excess goes to a cultural trust, which is run by the community. The beneficiaries of the new theatre space and cultural trust would be the arts groups.

This is a rather brief overview of what is, as you say, an extremely ambitious project. For those who want more detailed information, our website is: www.edacc.ca

As psychologists, I suspect many of us would like to be able to be involved in philanthropy. Could you describe the bridge from your work as a psychologist to big community projects?

Often a project for me began with an unrelated decision. After my PhD, I resumed piano lessons, which I had not done for 40 years. With the encouragement of my teacher, I began to play with other musicians. Because of my interest in classical music, I was asked to sit on the board of the opera. That led to greater knowledge of the arts community and a desire to help with fundraising. It was not a predetermined decision to sit on a community board: it was more of one small step that led to greater involvement.

Congratulations on your many awards and recognitions. You have made tremendous contributions through your career, volunteer work and your charitable foundation. I am interested in hearing

both about your cultural work, such as being chair of the Edmonton Opera Association and your work with organizations such as the Alberta Cancer Foundation. Have you made choices about where to focus your energies and involvement? Could you tell us about some of this past work and how it has been meaningful for you?

I have made choices about where I want my involvement to be. It may have been a passion (music), a personal issue (cancer for both Irv and I, lymphedema for me), a project spoken about by a friend, a need in a community or a newspaper article about an issue. And of course, many people speak to us about their projects. Sometimes we are able to help, sometimes not. That is the worst time – to say 'no' to a project someone cares passionately about.

Our Foundation embodies everything that is meaningful to me. Our gift to the Cross Cancer Institute was to enable the researchers to diagnose quickly and accurately. Most cancers act fast; being able to decide how effective a treatment is, early on, saves lives. My involvement with lymphedema and its treatment was because I developed lymphedema five years after my successful cancer surgery. I discovered there was little knowledge about diagnosis and treatment and few practitioners. Irv and I, along with my lymphedema therapist, established a clinic that offers lymphatic treatment. We also made a major gift to lymphedema research at the Snyder Institute at the University of Calgary.

Our involvement in the arts is because of our belief that the arts are an essential part of our lives. Researchers have just begun to explore the healing effects of music and the arts; the cohesion resulting from participating in the cultural expression of others; and, the psychological release of trauma through theatre, visual arts, and dance. The power of storytelling as a way of connection with others.

There are so many ways to make a difference. It does

There are so many ways to make a difference. It does not only involve large financial gifts but gifts of your time, energy and creativity. And the most meaningful part of it all is not the accolades or the awards. It comes from the small incidences.

not only involve large financial gifts but gifts of your time, energy and creativity. And the most meaningful part of it all is not the accolades or the awards. It comes from the small incidences. One day I was having lunch at a local restaurant. Our waiter, a young student, asked me if I was Dianne Kipnes. I said 'yes'. His reply was: "my grandfather is a resident at the Kipnes Centre. He is so happy there – it has made his last days meaningful and comfortable. Lunch is on me. Thank you". There is no bigger thank you than that.

If one of the readers is interested in participating as a volunteer on a nonprofit board, what advice would you give them? How could they become involved in their community in some of the ways that you have?

Find something you care about. Pick an area that is struggling. Tag along with a friend who is involved. Listen to yourself deal with a frustration or obstacle and think about how your intervention might help. Read the papers. Attend any theatre – watch the production. Read the list of donors – find someone you know on the list and call them. I don't recommend that you get a disease as a way of finding some way to help but think about how you might help a friend or colleague.

Like many parents and grandparents, we struggle to give gifts to the children in our lives. We decided to give gifts of philanthropy. An Apopo Hero Rat is an amazing gift for an older school age child or a gift of a Kiva card. From some of the enormously creative projects children have developed to help others, I think they are ready to understand the needs of the larger community and the world.

You went on from a career in social work to obtaining your Ph.D. in Clinical Psychology. What led you to pursue psychology? Could you describe your areas of training and practice in clinical psychology?

My education has persisted over my life time. After high school graduation, I obtained a BA in Psychology and English. My first job was in Kamloops, B.C. for the Department of Welfare. Then for Children's Aid in Toronto. After a move to Montreal, I enrolled in the Department of Social Work for a BSW and an MSW. Fortunately, I had a yearlong internship with Habib Davanloo learning short term psychodynamic

psychotherapy. I later moved to Edmonton and worked at the Walk in Clinic (as it was then known) at the University of Alberta and had the privilege of working with an amazing group of clinicians as well as several analysts: Dr. Sol Levin, Dr. Julius Guild, Dr. Hassan Azim and a well-known researcher, Dr. Bill Piper. The opportunity to learn, to participate in research and to treat patients was an idyllic dream for me. I also underwent my own analysis at the time. Adding an MA and PhD to those years was both stressful and exhilarating.

I was interested in psychodynamic psychotherapy. There was no program that specialized in this area in Edmonton so I enrolled at one of the first online institutions, The Fielding Institute, a graduate school for professionals in mid-life. It was by far the most difficult of all the things I could have done. There was no internet in Alberta at the time (1988) and the Institute was not as well set-up to do this then as it is now. I travelled a lot to attend courses and seminars. There were no Canadian colleagues to commiserate with, and really, no colleagues in proximity. The nearest cohort was in Minneapolis, where I flew frequently.

Some people said to me that I was too old and it was too late to continue my education (I was then 45). As I write this now, I can't believe 45 was old and today I think that idea has changed. It is more common for people to move jobs or careers over their lifetime. And I would never agree with the premise that education is age limited. Education is a life time process.

A friend, who has long been involved in community development, said that I continued my education through my philanthropy. Irv and I were never content just to write a cheque but became very much a part of the major projects we endowed. And the benefits and knowledge gained from those experiences is overwhelming.

In addition to all of your work on Boards and Foundations as well as pursuing the project that you have described, how do you enjoy spending your time?

We love our involvement in philanthropy. We spend a lot of time going to events, whether they are breakfasts, lunches or dinners (a lot of this activity involves food!). Not only do we help, but we meet the most amazing people – people in our community that you never

hear about but contribute greatly to all our lives. It is intellectually stimulating and humbling. And what we do seems miniscule by comparison.

There is not much time left over. But on my downtime, my husband and I hang out together or spend time with friends. I read a lot (I love British mysteries). We travel to visit children and grandchildren. We also like to go to Phoenix to completely relax. I wish I could say I still play the piano, but so far have not been able to resume that.

What advice do you have for psychologists entering the field in 2015 and the future? What recommendations do you have for new professionals?

Firstly, get the best education you can. Secondly, cherish the advice from mentors and colleagues, even if you don't like it. The most valuable lessons in my life

came from the people with whom I worked. Listen to those you admire in your field. Watch them. Understand their reasoning. Thirdly, do your own work. Never underestimate the courage it takes to sit across the desk from a professional and talk about yourself.

The future: it seems to be changing so quickly that it is hard to predict. The study of the brain, with our ability to map and understand brain functioning, will be paramount to psychology. I was listening to an interview on the radio today about a new book that has looked at the neuroscience of the "Eureka" phenomena. Mental health, drug addiction, and issues of attachment, loss, relationships will continue to be of concern.

Psychology practice may be different in the future, but, perhaps, psychology will be more like opera than I thought: the themes revolve endlessly around love, jealousy, loss, rage or envy – human behaviour.

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

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

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

WHAT WE DO...

by Terry Wilton, R. Psych.



What would be the sound of the paradigm shifting beneath our feet? How many of us would hear it?

For many years the institutions of my profession have held to linear models of causality. We do “this” to “that” to get a specific “result”. As a clinical psychologist it goes like this:

we gather the data of symptoms and history, we make a diagnosis of disorder or deficit, based on the diagnosis we provide the best known treatment, and finally we evaluate if treatment has been successful.

But this linear process is not as definitive as we presume. The “diagnosis” part is plagued with reliability issues. Then, when it comes to treatment, the methods used based on theoretical models and specific intervention maneuvers contribute less to the outcome than do other factors such as therapeutic alliance, therapist characteristics and client characteristics.

But this linear model is our paradigm. It has driven research methods, agency policies and even ethical considerations of competence.

If we are to provide full information to obtain informed consent for a particular treatment for a particular individual it might sound something like this:

“We are going to give you a form of therapy that has been scientifically proven to be significantly better than other treatments for what you have. That is the good news. Let me inform you, however, what we mean by scientifically proven. First of all, therapy research chooses to average out individual differences so that the therapy we choose doesn’t take into consideration what is unique about you. We do know that what is unique about you, the individual differences you have compared to others, has a powerful impact on your response to treatment – it is just that the science we have now doesn’t take that into account in helping us to choose your treatment. And secondly, “significantly

better” here doesn’t refer to significance in your life, it just means that on the average, when we reduce what you feel to numbers, the statistics are significantly better for this therapy over another therapy or no therapy at all. One final thought: this treatment is provided for the condition we believe that you have, but you have to keep in mind that the accuracy with which we make a diagnosis of what you have is somewhat questionable. Can I have your permission to proceed?”

Many of us doing psychotherapy recognize that this linear causality model is problematic. But still we carry on knowing that the research shows that psychotherapy leads to positive outcomes. We recognize that what we are doing is much more complex than our linear model would suggest.

When we think of linear cause and effect systems we might envision a pool table. Force is applied to balls to move them to a particular pocket. If I extend this analogy to psychotherapy then I might set up the game like this. The pool table surface is animated with randomly undulating mini-hills (life circumstance changes) and all the pool balls are prone to change in size and are weighted off-center in varying degrees (subjective perceptions, emotions and relationship dynamics) so they produce irregular spins and curving paths. Go ahead, try to get that ball into that pocket! An interesting game we play, eh?

So what can we do about the complexity? Can we still be scientifically sound?

Science does have a branch of theory with supporting data on complexity. The underlying assumptions and predictions of complexity theory are alike to what we observe in terms of human emotion, personality and behavioural adaptation. Complex systems are self-organizing and produce emergent properties (can we think of health, personality, and adaptation to the environment as emergent properties?) and often those properties can change in dramatic ways secondary to even small inputs (can we think “psychotherapy” here?).

Complexity theory is another scientific way of looking at things. Just as quantum mechanics accounts for different physical phenomena than does classical physics, so also does complexity theory account for different phenomena than does cause and effect linearity. To be scientific we don’t need to rely on only clinical trials based on a linear

notion of causality, examining effectiveness of specific treatments for specific diagnoses. We have an alternative.

The old paradigm encourages us to treat diagnoses rather than people. The old paradigm encourages us to be psycho-technicians who can diagnose according to symptom criterion lists and apply treatments according to manuals. Many of us are discontent with this. It doesn't work well and it doesn't honor our experience, knowledge, training, and skills. It presumes we set aside our intellect to do a rote thing.

Old paradigms get replaced when they fail to sufficiently explain or functionally relate to known reality. Isn't it about time for us? Isn't it about time that we reclaim science as practitioners rather than just being the recipients of a limited science provided to us to support particular practices? As scientist practitioners we can be encouraged to be curious about reality and good observers of what is in front of us. As scientist practitioners we can be good at critical thinking skills as we evaluate and engage courses of action considering the whole complexity of data in front of us.

At the start of this column I queried whether there is a paradigm shift already underway. I sensed it in Cochrane Alberta last May and have read it in the work of Dan Siegel. In elucidating interpersonal neurobiology, Siegel works from a confluence of different scientific disciplines (including the application of complexity theory). I also sense it when I talk to private practice psychologists who must function effectively with individual clients to be able to stay in business.

I believe that we are hearing the sound of a paradigm shift. I am sure that not all of us hear it yet, or believe it, or even welcome it. But some of us do.

OPPORTUNITY TO HAVE YOUR BOOK REVIEW PUBLISHED...

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

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

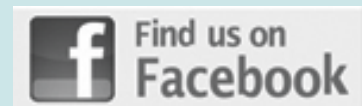
At times, the PAA also receives great books available for review. For more information about these titles you can contact the PAA at: 780-424-0294

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

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

PAA IS NOW ON FACEBOOK

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



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

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

GETTING SCHOOLED

Welcome to the first article in our new series, focusing on the school psychologist's role in providing intervention services in schools. *The National Association of School Psychologists (NASP; School Psychology: A Blueprint for Training and Practice III, 2006)* defines data-based decision making and accountability as a functional competency and a key component of school psychology practice. In their article, Dr. Barva (Registered Psychologist) and Mr. Colp (Provisional Registered Psychologist) discuss this area as critical to providing enhanced services to schools and cultivating new roles for school psychologists within Alberta. Enjoy!



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

Article by: Mitchell Colp, M.Sc., Provisional Registered Psychologist and Charlene J. Barva, Ph.D. R. Psych.

School Psychologists as Leaders Who Use Data to Cultivate New Roles within Inclusive Education

The practice of school psychology emerged in the early 20th century and was composed predominately of clinical or general psychologists who had little training in the field of school psychology. These professionals were based out of mental hygiene clinics and their work focused specifically on the identification and placement of students with learning and/or behavioural challenges. Specialized graduate programs of school psychology emerged in the 1970s, and school psychologist training had a clear presence in Canada by the early 1990s (Saklofske et al., 2007). Similar to other graduate programs in applied psychology, school psychology programs predominantly followed the scientist-practitioner model of training, and offered degrees at both the Master and Doctoral levels.

The scientist-practitioner model of training for psychologists, as it is commonly understood, emphasizes the equal blend of practice and research, in that psy-

chologists must be able to apply scientific knowledge obtained from their own research or the research of others, to help inform their practice with clients. Indeed, as a practitioner, the ability to take a step back and explore client responses and behaviours from a scientific viewpoint is invaluable. From a program perspective, many school psychologists receive coursework in the areas of assessment, psychopathology, consultation, intervention, supervision, research methods and statistics. Recognizing the breadth and depth of training, it is not surprising that the role of school psychologists in education settings includes activities such as student assessment, staff consultation, therapeutic intervention services, parent training, and program development and evaluation, among others (Cole & Siegel, 2003; Fagan & Wise, 2007; Saklofske et al., 2007).

Given the broad scope of practice available to school psychologists, one would assume that most school psychologists would be satisfied with the duties they undertake. Unfortunately, this is not the case. School psychologists across Canada have highlighted that their ability to engage in roles beyond assessment have generally been limited by perceptions within the education system (Jordan, Hindes, & Saklofske, 2009). School psychologists are currently seen by school administrators as being vital to identifying underlying student challenges and needs through their work as assessors (Fagan & Wise, 2007). While flattering, this zeitgeist has cornered school psychologists into the role of assessment and, because of the strong demand for this service, allows limited time and resources to engage in tasks that demonstrate their other skillsets and expertise. By not being able to showcase additional skills, school psychologists may be viewed as “non-essential” school personnel by educational organizations in times when education budgets are reduced (e.g., APA, 2012).

Recently, the Alberta Government released its’ 2015-2016 budget which outlined a five billion dollar deficit. This financial obstacle has led to an overall reduction in funding to the education sector, which will undoubtedly impact the academic achievement and mental health of students across Alberta. The Alberta Government stated in their budget release that the financial burdens experienced by local school jurisdictions should not be felt in the classroom, specifically through the elimination of teaching staff (Alberta Government, 2015). This stipulation has put significant pressure on educational groups to manage with limited financial

assistance and an ever-increasing student population. It is logical to assume that school psychologists will be one group, among others, who will be scrutinized for their contribution to the positive functioning of schools and districts in general. With this looming spectre, school psychologists must think critically about how to diversify their roles and move outside of the individual assessment box, improve their job satisfaction and improve their job security for the future. One avenue can involve redefining what “assessment” means and how it is incorporated into school psychology practice.

School psychology “assessment” within educational systems has traditionally referred to the procedure by which school psychologists perform individual student evaluations using a variety of norm-referenced and/or curriculum-referenced instruments (Fagan & Wise, 2007; Saklofske et al., 2007). Practicing school psychologists recognize that this conceptualization of assessment is narrow, and one that precludes other avenues of assistance that these professionals can provide. According to the National Association of School Psychologists, assessment can be defined as the process of gathering data or information to guide educationally relevant decisions (NASP, 2009). The process and products of assessments performed by school psychologists are intended to contribute to defining problems, accelerating learning, identifying student needs, and evaluating program outcomes (Ysseldyke et al., 2007). In gathering this data, school psychologists collect data from multiple sources (e.g., individual, classroom, family, school, and community characteristics) to inform decisions at various levels (e.g., individual, classroom, school, district, province, and national) in multiple settings (e.g., general and special education), using multiple methods (e.g., surveys, universal screening, observations, curriculum-based assessments, standardized testing; NASP, 2009).

While many school psychologists recognize the importance of implementing data-based decision making into their practice as scientist-practitioners, governments are resonating with this ideology in regards to how education is provided in their respective provinces. As an example, Alberta Education has expressed the need for school jurisdictions to utilize data to inform educational programs and policies to improve the welfare of their student bodies (e.g., Alberta Education, 2009). To move in this direction, some school jurisdictions have encouraged or required their local schools to begin recording various

academic, behavioral, and social-emotional indicators (e.g., grades, provincial achievement testing, suspensions, mental health referrals, attendance, drop-out rates, etc.) and upload this information into electronic student information systems that will be used to inform practice (NASP, 2009).

Given their training and experience, the current climate of data-based decision making and educational accountability offers a unique opportunity for school psychologists to support schools and jurisdictions in collecting and utilizing data effectively. Within this broader realm of “gathering information”, school psychologists are poised at the forefront to become data-based leaders of preventative and evidence-based intervention programming that occurs, not only at an individual school level, but also within district and at provincial levels. To be effective and indispensable in school systems, school psychologists must utilize their skills beyond the individual child level and engage in dialogue in this larger forum – a conversation to which school psychologists have not always been invited. School personnel will need assistance in gathering and understanding the data they collect because, without proper guidance and training, these professionals can fall victim to overgeneralizations that can inadvertently negatively impact student outcomes (McLeod & Ysseldyke, 2008). While all school psychologists can foster and encourage data-based best practices in schools, a number of school psychologists also have specialized statistical expertise that will prove invaluable as school jurisdictions embark on data-informed practice and decision-making.

School psychologists have an opportunity to explore new roles and redefine what it means to be a psychologist within an educational setting. They have the potential to break the casted mold that has held them within a confined definition of assessment for the purpose of special education coding. As stated by Rosenfield and Nelson (2005), “there are few others with training, experience, and expertise in assessment, data-collection, and evidence-based practice comparable to that of

While many school psychologists recognize the importance of implementing data-based decision making into their practice as scientist-practitioners, governments are resonating with this ideology in regards to how education is provided in their respective provinces.

school psychologists” (p.2), and they should be able to utilize these skills in collaboration with their educational colleagues to promote the positive success and welfare of all students.

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JOINING THE PAA REFERRAL SERVICE

The PAA Referral Service is designed to provide the public with the contact information of participating registered psychologists who are a match for their region / area of need.

PAA members can join the Referral Service throughout the year, provided they are registered psychologists. The yearly fee of \$180.00 plus GST (prorated after 01 May) is economical marketing, with the PAA Referral Service averaging 153 telephone requests monthly & over 1100 monthly online referral searches.

Participating psychologists are listed in our online directory, and their contact information is also provided to prospective clients through the PAA Referral Service telephone line.

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With excellent value for your marketing dollar investment, the PAA Referral Service is an ideal advertising strategy for those in private practice.

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RISK MANAGEMENT GROUP

The Risk Management Group is a private group of professionals dedicated to examining risk management issues in private practice.

Expert Witness Responsibilities

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

The majority of psychologists probably view the possibility of appearing in court as an expert witness as one of the least desirable aspects of their work. In most graduate schools, education about the role of an expert witness is both minimal and daunting. We have visions of movie-style cross-examinations and wonder how we would perform under such verbal assaults. Of course, the reality tends to be much drier and expert witness testimony is simply based on the work and reporting done on the case in the first place.

In a recent trial decision regarding a custody/parenting time matter the Justice wrote a detailed explanation of why, in this case, the psychologist's report and testimony was not helpful to the Court. The Justice began by pointing out that the ultimate weight that can be given to an expert's opinion depends on the proof of the expert's underlying facts and assumptions through admissible evidence. In this case, the psychologist's opinion appeared to be grounded on inadmissible evidence: hearsay evidence, illegally obtained evidence and inadmissible lay opinion evidence. While these terms are not part of our normal jargon, it is useful to consider the points made, in part because when an expert is unable to provide useful information to the court, sometimes it is a result of, or related to, practices that could be cause for a formal complaint against the psychologist.

The hearsay evidence the psychologist discussed in their assessment report was information received from the mother's ex-boyfriend. It is defined as 'hearsay' because it was not given under oath, nor was it challenged under cross examination. From a professional psychology perspective, it was problematic for two reasons: 1) The ex-boyfriend approached the psychologist, wanting to

give information about the mother. The psychologist seems to have taken this information and repeated it in the report without having obtained consent from the mother to speak with him about her. 2) The ex-boyfriend's information was interpreted as lending credence to the father's assertions about the mother. Overall, the inclusion of the ex-boyfriend's information, particularly without the mother's consent, caused a question of bias to arise and suggests inappropriate process (as per the Association of Family & Conciliation Courts' Model Standards of Practice for Child Custody Evaluations).

The illegally obtained evidence was the product of spyware the father had installed on the mother's computer. In family law work it is not uncommon to be presented with such "evidence", which can include audio recordings of telephone calls or conversations. A problem with such data is that it can be impossible to determine if it has been altered or taken out of context, so it is difficult to conclude that it represents anything significant. As well, if we include a description of the data in a report, even with the caution that it may not be reliable, it serves to colour the reader's perceptions and can contribute to bias. Further, there is a problem with lack of consent, as noted above.

Canadian courts have taken varying positions regarding illegally obtained evidence, in some cases allowing it to be admitted if it is interpreted as significant and reliable (e.g. in supporting the best interests of the children in a parental alienation case). In one example, a mother ultimately faced criminal charges for surreptitiously audio recording the father and child, but the justice decided the criminal proceedings did not preclude the tapes from being used in evidence in the family law matter. The Justice determined that the criminal concerns did not override the ultimate goal of determining the best interests of the child (Toope v. Toope, 2000). In many other cases, however, illegally obtained evidence has been disallowed because it is interpreted as having significant prejudicial effect, it is "an odious practice", and because "... There is already enough conflict and mistrust in family law cases, without the parties' worrying about whether the other

Canadian courts have taken varying positions regarding illegally obtained evidence, in some cases allowing it to be admitted if it is interpreted as significant and reliable (e.g. in supporting the best interests of the children in a parental alienation case).

is secretly taping them” (Hammed v Hameed, 2006, para 11). One recent decision suggested there is an underlying principle guiding process currently, which is that if a Court determines that the “... probative value outweighs the policy considerations against [illegally obtained evidence] then the court will admit them into evidence” (Scarlett v. Farrell, 2014, para 31).

In the context of psychology, the specific issue of illegally obtained data is not addressed in codes of conduct; however, it seems obvious that the principles outlined in the Code of Ethics for Canadian Psychologists (“the Code”; CPA, 2000) would argue against it and that using such data *could* be interpreted as counter to three of the four basic principles around which the Code is based. On the other hand, if a vulnerable person was at risk, it could be argued that illegally obtained data should not be ignored.

The inadmissible lay opinion evidence was a journal kept by the husband that the Justice described as a “tome” (over 600 pages) which contained inflammatory and negative commentary about the mother, together with self-promoting comments about himself. Because the information did not provide a more accurate understanding of the facts around the case, it was not considered admissible evidence. Again, the psychologist’s emphasis on the father’s journal, without discussing its inherent bias, is a source of concern and could indicate a lack of balance in the assessment.

Suggestions from the Bench

In conclusion to the commentary reviewed above, the Justice noted that Practice Note 8 Parenting Time/Responsibilities Assessments were intended to be based on guidelines provided by the College of Alberta Psychologists, however, those guidelines have been withdrawn, leaving a “procedural vacuum”. Under the circumstances, the Justice offered points for consideration regarding Practice Note 8 Parenting Time/Responsibilities Assessments including the following:

- *Trial dates should be set down at the time the assessment is ordered, and the trial should be held within 6 to 9 months of the assessment completion.* If this were implemented it would have a strong impact on many psychologists’ work schedules, as often assessments are protracted undertakings.
- *Experts should not be provided with affidavits that have been filed in the action due to their large number (adding to the assessment cost – reviewing those*

takes time) and due to their content, which usually is conflicting and replete with hearsay. Sorting through hearsay puts the psychologist/expert in the position of having to assess credibility, which the Justice feels is not the expert’s role. This point is informative regarding the judiciary’s view of what we do, given that assessing credibility, on various levels, is part and parcel of the assessment process. It clarifies that the role of the court is to hear all the evidence and make judgements, and the role of the psychologist/expert is to provide information, education, and clarity regarding risks and benefits. Some authors (e.g. Fidler, Birnbaum & Kavassalis, 2008) have suggested that psychologists should avoid making recommendations, and if they choose to do so, recommendations should be couched in the language of probabilities.

- *All documents reviewed and considered by the expert should be entered into evidence.* This point is helpful in terms of information that might be dismissed but could be helpful (e.g. If a psychologist writes about and gives weight to the content of a letter which subsequently is not entered into evidence, the information is considered hearsay and cannot be given weight by the Court), but it is not under a psychologist’s control.
- *The expert should not receive or review materials brought in by the parties, in particular inadmissible evidence such as audio recordings or illegally gained data.*
- *The expert should, on request, provide legal counsel with a complete copy of their file, not including test data.*

One of the Risk Management Group’s stated goals is to liaise with the College and the judiciary. Based on the suggestions cited above, it appears that ongoing and increased communication with both bodies will be helpful for psychologists and other professionals who work in the family law area.

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PAA CONNECT 2015

*By Terry Wilton,
Chair of Continuing Education Committee*

There could have been sunlight pouring into the generous supply of eye-level windows that surrounded our space. But it was cloudy on the day and the distant mountains were not visible in the misty air.

And the keynote address by Dan Siegel could have started on time, but alas technical difficulties delayed it for 13 awkward minutes. Had the technology worked well, the image on the screen could have been clear and sharp, and the sound crisp and nuanced. But we needed to strain to see his animated images and hear his insightful words.

Yup, the day could have started off better.

But the most enduring memories of PAA Connect 2015 were the active engagements of participants with one another, over 100 psychologists and our allies together. Later that morning the innovative and integrative work of Dan Siegel was discussed around tables with red-checked tablecloths. There was intense listening and responding, and sharing of individual insights. Dan Siegel's teaching

provides a revolutionary way to look at mental health from the perspective of integration within the mind of our client and the relationship we have with our client. Individually and collectively at those red-checked tables we became better integrated.

That was the morning.

In the afternoon six speakers took us on a fascinating journey with stopping off places including Madagascar and the stormy waters between the Hawaiian Islands. We learned about the daunting challenge of providing services to so many with mental health needs, what it means to be responsible and helpful to other psychologists in a mentoring relationship, what evolutionary advantages have been contained within the mental health disorders, how to rise to the impossible imperative in our ethical reasoning, how hand gestures in a speaker lead to more integrated processing of information in a listener, and, how to help another survive suicidality. We laughed together and we were also tearful together that afternoon. But most importantly, we were together.

PAA Connect 2015 in Cochrane might very well be considered a sea change for coming together as a profession in this province. Courage and openness to change underscored the departure from traditionally structured professional development. To those of us open to this new model, our experiences that day were ripe and full of things to learn, which connected us with each other and renewed us as psychologists.

REFERRAL SERVICE ADVERTISING

The PAA Referral Service is being advertised on a regular basis through a reciprocal advertising arrangement between *moods* magazine (magazine published in Ontario) and *Psymposium*.

We have also negotiated a marketing agreement with Apple Magazine to have featured writers on psychology topics in exchange for a PAA Referral Service advertisement. Apple Magazine has a reach of over 500 000 Albertans.

In addition, the referral service is advertised in the yellow pages of the Edmonton and Calgary telephone books, as well as white pages of other Alberta telephone directories.

We also provide referral service brochures to various agencies upon request and we provide referral service brochures through the PAA display booth at various times throughout the year such as the annual teacher's conventions, career fairs, Family Physicians annual conference and other events.

We continue to search for marketing opportunities for the PAA Referral service through various advertising opportunities that present themselves throughout the year. If you have not already done so, please consider joining the PAA Referral Service. Please refer to the article in this issue of *Psymposium*.



PAA CONNECT 2015

Cochrane 29 May 2015

150 attendees participated in our Inaugural Forum for Learning, Connection, & Renewal at the Cochrane Ranchehouse this spring – a sell out for this pilot event

Dr. Dan Siegel worked impressively with technological glitches weaving those masterfully into his online presentation “Interpersonal Neurobiology – Personal & Professional Implications for the Practice of Psychology”.



Dr. Daniel Siegel

The Alberta Café was a collective opportunity to explore these ideas within the context of our practice in this province & the room was abuzz with the energy.



Engaged Alberta Café Participants

The En-Lightening Speakers series was a resounding success as all participants enjoyed 6 quick, reflexive explorations of interpersonal experiences of the applications of psychology in our lives & for the profession in the province.



Dr. Jon Amundson



Dr. Deborah Dobson



Jaleh Shahin



Dr. Terry Pezzot-Pearce



Lisa Smithson



Terry Wilton

Continued next page...

There was no rush to leave as many participants stayed for the discussion pub, deep in conversation with the presenters & one another. Laughter & music accompanied much socializing & networking as we naturally shifted into the Member Appreciation Event with noteworthy door prizes.



Terry Wilton & Roger Moses



PAA WELCOME TO THE PROFESSION & PAA AWARDS BANQUET

The annual Welcome to the Profession & PAA Awards Banquet was an exciting way to cap off our day, held that evening with over 80 attendees. We thank BMS for their sponsorship & all participants who joined in the fun & celebration. In that beautiful venue, the Honorable Cameron Westhead, MLA for Cochrane-Banff, opened the Banquet with official greetings from our new government & spoke to health care & the role of psychologists in health in Alberta.



*Honorable Cameron Westhead,
MLA for Cochrane-Banff*

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



*Dr. Richard Spelliscy,
Director with the College of Alberta Psychologists*

Continued next page...

Quick, insightful, & reflective thoughts were shared by our award winners as we shared in recognizing the role of these exemplars in shaping our profession. From there we all enjoyed learning more about each of our newly registered psychologist in our formal Welcome to the Profession part of the banquet; they will shape the future.



Psychologists who gained registration April 2013 – February 2015



PAA AWARDS 2015

PAA PSYCHOLOGIST OF THE YEAR 2015

Dr. Michael Zwiers

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

Congratulations **Michael Zwiers** awarded the 2015 PAA Psychologist of the Year Award.



Dr. Michael Zwiers

Continued next page...

EXCELLENCE IN TEACHING PSYCHOLOGY AWARD 2015

Mr. Paul Jerry

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

Congratulations **Paul Jerry** awarded the 2015 Excellence in Teaching Psychology Award.

Mr. Paul Jerry



EXCELLENCE IN CLINICAL SUPERVISION AWARD 2015

Dr. Jim Eliuk

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.

Congratulations **Jim Eliuk** on receiving the 2015 Excellence in Clinical Supervision Award.

Tamara Lane receiving the award on behalf of Dr. Jim Eliuk



JOHN G. PATERSON MEDIA AWARD 2015

Dr. Brent MacDonald

This award is presented to a psychologist or non-psychologist for their exceptional contribution to portraying psychological knowledge to the public through the media of radio, television, print or electronic communications.

Congratulations **Brent MacDonald** awarded the 2015 John G. Paterson Media Award.

Dr. Brent MacDonald



We very much appreciate all the participation in PAA Connect 2015 Forum – professional associations support members to learn & connect. WE (all members) are the PAA.

2015 PSYMPIOSIUM SCIENCE AWARD RECIPIENTS

EDMONTON REGIONAL SCIENCE FAIR

Dimple Mazumdar who attends W. P. Wagner School, was the 2015 Award recipient for her project entitled “(SLS04) Trauma’s Gone, Move On”. She was last year’s 2014 Honourable Mention recipient.



Congratulations Dimple Mazumdar

Raeann Au who attends Parkview School, was the 2015 Honourable Mention recipient for her project entitled “(SPB02) Is it for Marks”.



Congratulations Raeann Au

Presented by Ms. Michelle Buckle and Judged by Ms. Tamara Lane representatives of PAA.

CENTRAL ALBERTA SCIENCE FAIR - RED DEER

Catriona McIntosh, Grade 5 student from Argyll Homeschool, was the Elementary 2015 award recipient for her project “Who has the Best Short Term Memory”. Her project won the Best of Fair for Elementary.

Nicole Green, Grade 9 student from Sundre High School, was the Secondary 2015 award recipient for her project “Pressure Cooker”. Her project won the Best of Fair for Secondary. Nicole Green was last year’s 2014 award recipient.



Congratulations Catriona McIntosh and Nicole Green

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

CALGARY YOUTH SCIENCE FAIR - RED DEER

Crystal Radinski, student from Webber Academy School was the 2015 award recipient for her project entitled “Secrets of the Mind”.



Congratulations Crystal Radinski

Presented by Ms. Lindamarie Gossen representative of PAA

2014-2015 ANNUAL REPORT

The 2014-2015 Annual Report was presented at the 2015 Annual General Meeting on 29 May 2015.

A copy of the 2014-2015 Annual Report is available on the PAA website at www.psychologistsassociation.ab.ca. The Auditors Report (2014-2015 Financial Statements) are available for review in the Members Only area. Highlights include:

- Progress in collaborations with the College of Alberta Psychologists (CAP), the Canadian Psychological Association (CPA) and the Council of Professional Associations of Psychology (CPAP)
- Appointment of the 2015-2016 Auditor
- Membership Update
- Key Advocacy initiatives specific to a PsyD program, Primary Care, Alberta Health, and the Doctoral Standard for Use of Title
- Psychological Services Fund update
- Our professional support services
- Efforts to increase public awareness
- The work of PAA committees
- Special projects in support of psychological health and wellness in Alberta

CALL FOR PSYMPIOSIUM EDITOR

Dr. Frank McGrath wrote his first article as Psymposium Editor in 2009 with the intention of completing his role in one year. Now, after 6 successful years, the PAA thanks Dr. Frank McGrath for his excellent stewardship of our professional newsletter. Please join us in thanking him for this contribution to our professional association.

Looking for a flexible way to contribute your volunteer skills in a meaningful way?

PAA is accepting expressions of interest for a new Editor for Psymposium. Experience is not required for this prestigious volunteer role & mentorship is available.

Contact Dr Judi L Malone, Director of Education & Communications
judim@psychologistsassociation.ab.ca or Dr McGrath himself.

PAA MEMBER DIRECTORY

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

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

Thank you for supporting your Professional Association!



PAA PRACTICE ADVISORS' ACTIVITIES

1 April 1 2014 - 31 March 2015

PAA's award winning Practice Advisor Program provides our Full and Life members with free, confidential advice regarding professional practice and/or ethical issues. These experienced experts voluntarily provided information and guidance by responding to a total of 144 questions and issues this year. Topics included:

Assessment/Treatment Issues: 8 Questions

- Informed consent with mature minors
- Mature minors in divorced families
- Seeing children without both parent's consent
- Treatment consent
- Treatment consent for children with separated parents

Competence: 9 Questions

- Competence in new areas
- Competence to perform requested tasks
- Dealing with personal bias

Confidentiality: 31 Questions

- Complex confidentiality upon death of a client
- Confidentiality after couples & individual counselling where individual later wants records
- Confidentiality with mature minors
- Dealing with insurance companies
- Requests from lawyers for file documents
- Third party reporting

Professional Boundaries/Dual Roles/Conflicts of Interest: 26 Questions

- Acceptance of gifts from clients
- Attention to boundary issues when clients transfer from other therapists
- Boundary issues
- Seeing relatives of clients
- Limits to communications from clients

File Management/Storage: 7 Questions

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

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General Ethical/Legal: 11 Questions

- Court testimony that is not part of employment contract
- Inter-professional agreements and legal relationships
- Response to subpoenas
- Testifying in court, staying within bounds of expertise when testifying, giving evidence

Miscellaneous: 16 Questions

- Billing for services of provisional psychologists & insurance issues
- Client complaints or disagreements
- Contractual & payment issues
- General billing questions
- Jurisdictional issues & online therapy
- Managing clients with romantic feelings for psychologist
- Transfer or retention of clients when a psychologist leaves a joint practice
- Transgender clients who undergo sex reassignment surgery

Private Practice: 3 Questions

- Intake forms & setting up a private practice
- Referral Fees

- Third party payments in private practice

Release of Information: 23 Questions

- Consent to release information
- File access & confidentiality in School Psychology
- Insurance companies requests' for attendance information
- Release of information in custody assessment
- Releases to obtain information
- Parental requests post separation
- Requests for legal use in employment litigation

Reporting: 10 Questions

- Child welfare & duty to report to Child Protective Services
- Duty to warn
- Psychological reports
- Requests to edit reports with new gender pronouns
- Sharing information with child protection personnel

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

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

EARLY MEMBERSHIP RENEWAL DRAW

PAA congratulates Myrene Glass, Monica Das and Stamatina Nikolaou as winners of the 2015-2016 Early Membership Renewal draw.

All winners of the 2015-2016 Early Membership Renewal Draw will receive a \$50.00 credit towards any PAA Continuing Education Event in the 2015-2016 Membership year.

UPCOMING MEETINGS & SOCIAL EVENTS

BOARD MEETING

September 18, 2015 – Edmonton
December 5, 2015 – Edmonton

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



PAA MEMBER BENEFITS

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

INSURANCE

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

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

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

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

MERCHANT SERVICES

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

QUIKCARD SOLUTIONS INC. - Health Benefit Solutions

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

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

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OTHER SERVICES

Login Brothers Canada

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

CAR RENTAL

Alamo Rent A Car

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

Avis Rent A Car

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

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

YOUR 2015-2016 PAA BOARD OF DIRECTORS

Join us in welcoming Dr. Jonathan Eustace to the PAA Board of Directors

And in thanking Dr. Charlene Barva who completed her term on the board and as Treasurer of the PAA Board of Directors.

Your PAA Board of Directors for 2015-2016 are as follows:

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



PAA 2015-2016 BOARD OF DIRECTORS



MS. AMRITA BHAR – Board Member

Amrita is a registered psychologist in private practice, where one of her primary areas of specialization is couples and family therapy. Previously she worked for Alberta Health Services in a rural community mental health clinic. She completed her Masters in Counselling Psychology at the University of Alberta in 2009, after returning to school as a “mature student” with three teenaged children. Amrita values community involvement. Her volunteering has included work with the Pilgrim’s Hospice of Edmonton; the Support Network; the Parents, Friends and Families of Lesbians and Gays (PFLAG) with the Institute for Sexual Minority Studies and Service (ISMSS); and the Edmonton Region Immigrant Employment Council (ERIEC).

Amrita is honoured to serve on the Board of Directors with the PAA. A few of her areas of special interest are:

- 1) better accessibility to mental health services for all people, regardless of socioeconomic status or cultural background;
- 2) the collaboration of all professionals working in the area of mental health services; and
- 3) networking of psychologists, so all feel supported and connected within our profession.



MR. MITCHELL COLP – Student Board Member Representative

Mitchell is a provisionally registered psychologist and seasoned methodological consultant with experience in the fields of education and medicine. Over the past eight years, he has gained extensive knowledge of univariate and multivariate analysis, scale development and validation, and advanced modeling techniques for cross-sectional and longitudinal applications. Embracing his love of instruction, Mitchell has taught coursework pertaining to statistics, measurement, research method, education and psychology to over 300 undergraduate and graduate students. He is currently pursuing a Doctor of Philosophy in School and Applied Child Psychology from the University of Calgary and is focusing his research on building a comprehensive model of academic resilience. In his spare time, Mitch enjoys curling, playing guitar and counselling individuals who are scared of statistics.

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DR. JONATHAN EUSTACE – Board Member

Dr. Jonathan (Jo) Eustace has been a registered psychologist and a PAA member for 32 years. He has recently retired from the University of Alberta Hospital where he held a number of roles including management of the Division of Clinical Psychology, Psychology Professional Practice Leader for the Edmonton Zone Mental Health Program, and Clinical Professor in the University of Alberta Department of Psychiatry.

Dr. Eustace has been a promoter of and an advocate for psychology in the mental health government services for many years. He has enjoyed supervising numerous psychology residents and practicum students and served as a PAA practice advisor. He indicates that, despite a number of initiatives involving some very dedicated psychologists, his one unfulfilled career goal is the failure to develop a training program for clinical psychology in Northern Alberta. He hopes that his involvement on the PAA will contribute to enhancing professional development and professional practice for Alberta psychologists.



MS. STEPHANIE LAUE – Treasurer

My history of entering the field of psychology is full of starts and stops. I started my postsecondary education in 1992/93 but withdrew a few years later after the birth of my daughter. Six years later when my daughter started grade one I too began school and returned to the University of Alberta to finish my Bachelor of Arts degree. In 2005 I graduated with distinction and continued working for two wonderful professors within the department of psychology. I completed my Masters in 2008 and thoroughly enjoyed my last summer of freedom before beginning work as a Mental Health Therapist in Westlock Alberta. During my time in Westlock I finished my 1600 hours of supervised practice, wrote the EPPP, and passed the oral exam. I then took a job in Fort Saskatchewan with the Alberta Heartland Primary Care Network (PCN). Because the PCN was a new facility I created and implemented their mental health program, and prior to leaving the PCN we had hired two more psychologists.

During my Master's program, I had done my practicum placement at Edmonton Area Parole office and I had always looked towards returning to the field of forensics. Because of this, in 2012 I took a job at Edmonton Institution a maximum-security prison for men. Since then I have done a significant amount of training and supervision to become proficient in forensics and quite enjoy writing risk assessments for violence, general, and sexual recidivism. In, addition to my work at the institution I have delved into private practice with a colleague and am working towards building a practice with a focus on forensics. My foray into forensic psychology has not been linear with stops and the odd diversion; however after many years I am excited about the direction of my psychological career.

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DR. JUDI MALONE – Director of Education & Communications

I have been a dedicated PAA member since 1995 having held various volunteer roles for our professional association before becoming your Director in 2013. I get to build on my experience and enthusiasm serving you, our members, our profession, and Albertans for psychological health and wellness.

My portfolio includes Public Education and Marketing, Communications, & Continuing Education. I facilitate the work of many of our essential volunteers, collaborate to strengthen the role and profile of psychology in Alberta, and explore options for members continuing professional development. I love people and networking and collaborating with you gives me the greatest insight into the profession and our association.

I alternate between a rural acreage in Northeastern Alberta and downtown Edmonton enjoying our North Saskatchewan River from very different settings. I maintain a private practice and an active outdoor lifestyle with my family and friends.



MS. BONNIE RUDE-WEISMAN – Vice-President

Ms. Bonnie Rude-Weisman has been a registered psychologist for 30 years. She currently has a private practice, providing assessment and therapy services, primarily to children, teens and their families. Ms. Rude-Weisman was a member of the College of Alberta Psychologists Council from 2000 – 2008 including one year as the President of CAP.

Ms. Rude-Weisman indicates that she enjoys serving on the PAA Board of Directors to give back to the profession that she truly holds in high esteem. As psychologists in the current climate (socio-political-economic), she feels that the profession can position itself to be major contributors and participants in the future direction of mental health and wellness generally. She is a strong believer in collaboration amongst ourselves as well as with other professions.



MS. NADA TALIANI – Board Member

I am a Registered Psychologist currently employed with Alberta Health Services. My experience includes working with children, adolescents, adults, and seniors. I have worked in both the public and private sectors in schools, clinics and hospital settings in both urban and rural areas. My interest in being actively involved in efforts that advance our practice as psychologists lead me to establish and facilitate the Fort McMurray Psychologists' Association. Other involvements include the Alberta Clinician Council, the Psychology Professional Practice Committee, an Ethics Committee, and a Domestic Violence and Bullying Committee. I am honoured to be involved with the PAA Board of Directors and participating in efforts that support our profession.

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DR. JAKE TREMBLAY – Board Member

Dr. Jake Tremblay is a Registered Psychologist who works both as the Director of Counselling & Clinical Services at the University of Alberta, and as a private practitioner. His background includes primary health care psychology in an interdisciplinary community clinic of physicians, nurses, and psychiatrists; personal and workplace psychology in an employee and family assistance program, and management of counselling services, psychological fitness assessment, and addiction assessment programs, and organizational change initiatives. He has been qualified as a Substance Abuse Professional through the Canadian Addiction Counsellors Certification Board, is currently a Cognitive Processing Therapy provider, and trained in Prolonged Exposure therapy. Previously, he worked behavioural treatment centres, and in the personnel recruitment field. He has been an invited speaker at national and provincial conferences, and for corporations in the areas of anger management, conflict resolution, and best practices for addressing mental health issues in the workplace. His doctorate and master's degrees were earned in counselling psychology at the University of Alberta, and his bachelor's in psychology was completed at UNB. Currently, he serves on the Board of Directors of the Psychologists' Association of Alberta, and chairs the Joint Task Force between PAA and CAP for defining advocacy roles and problem resolution. He is passionate about making psychologists more accessible to the public through better integration of the profession within interdisciplinary frameworks and settings.

WEBINAR FOR RURAL HEALTH PRACTITIONERS

Save the Date!
October 9, 2015

PAA has partnered with the APA for the
7th Annual Rural Behavioral Health Practice Conference

Theme: "Innovation in Rural Behavioral Health"

Presentations on ethical issues in integrated care, working with indigenous people, disaster mental health in rural communities, and developing school mental health programs

More details at <http://www.mnpsych.org/3786-2>



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

Date: Friday 11th September, 2015 Time: 9:00 am. – 4:30 pm Location: Edmonton
 Presented by Dr. Stephen Carter Ph.D, R.Psych

Intended Audience:

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

Learning Objectives:

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

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

Program Format and Schedule:

This course will use a lecture and discussion format to cover the following topics:

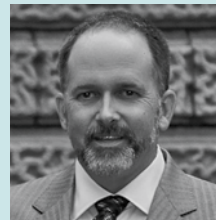
- self-evaluation for professional and personal readiness for private practice;
- advantages and disadvantages of an independent practice;
- establishing a referral network and building a client base;
- setting up your office;
- business considerations;
- confidentiality and clinical issues;
- insurance;
- self-care.

Rate:

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

Presenter:

Dr. Stephen Carter has been in private practice since 1992 and is a partner in the firm Carter Haave Vandersteen Bateman Vroon in Edmonton. He has presented on the topic of private practice many times over the past 10 years and developed an on-line private practice course for the Canadian Psychological Association. Dr. Carter is also an adjunct assistant professor at the University of Alberta in the department of Educational Psychology and is known for the practical nature of his presentations.



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



VETERANS AFFAIRS CANADA (VAC)

PROGRAM OF CHOICE (POC) 12 – RELATED HEALTH SERVICES PSYCHOLOGISTS – ALBERTA

March 2015

Effective January 15, 2015, the dollar limit for the following benefit codes increased to **\$195 per hour** in the province of Alberta:

Benefit Code	Description
240300*	Rehabilitation Program – Psychologist Initial Assessment (includes report of findings and recommendations)
240302*	Rehabilitation Program – Psychologist – Progress Report
240303*	Rehabilitation Program – Psychologist Visit – Pain Management
240304*	Rehabilitation Program – Psychologist Visit – Sleep Disorders
240305*	Rehabilitation Program – Psychologist Visit – Addictions Counselling
240306*	Rehabilitation Program – Psychologist Visit – Individual Counselling for Spouse / Dependant
240307*	Rehabilitation Program – Psychologist Visit – Family/Couples Counselling
240320*	Rehabilitation Program – Psychologist Visit – Individual Counselling for Client
249040*	Psychologist – Individual Visit
249053	Psychologist – Couple or Family Visit
249054	Psychologist – Progress Report
249056	Psychologist – End of Treatment Summary
249059	Psychologist – Assessment Report

Please note: Effective March 1, 2015, in addition to benefit code 249049 – Rehabilitation Program – Psychological Counselling – Group Therapy, the benefit codes bolded and starred (*) in the table above, no longer require a prescription.

You will be reimbursed your usual and customary charges up to the maximum dollar limit indicated above. You must not charge VAC clients more than other residents of the province receiving the same treatments or services.

If you have any questions, please contact the Blue Cross Provider Inquiry Line toll free at 1-888-261-4033.

Thank you for the ongoing care and service you provide to our Veterans.

ALBERTA PSYCHOLOGY IN THE MEDIA

Psychology in the Media generated through the PAA office: March 2015 – July 2015

DATE	PSYCHOLOGIST	MEDIA OUTLET	TOPIC
April 2015	Dr. Patrick Keelan and Mr. Sheldon Walker	660 News/Calgary's All News Radio	Flames fever good for the brain

Psychology in the Media - not generated through the PAA office: March 2015 – July 2015

DATE	PSYCHOLOGIST	MEDIA OUTLET	TOPIC
March 2015	Dr. Ganz Ferrance	CTV Edmonton News	Shared tips for ways to talk about finances with your partner
	Dr. Linda Hancock	Indian Head- Wolseley News – All Psyched Up (regular column)	What are you thankful for?
	Dr. Linda Hancock	The Medicine Hat News – All Psyched Up (regular column)	- Consider what you have to be thankful for - Just say 'no' - Our beliefs and choices, from A to C - Dealing with sexual addiction
	Dr. Ganz Ferrance	Alberta Primetime	Unique challenges of raising a 'gifted' child & Kids' birthday costs getting out of control
	Dr. Ganz Ferrance	Wellness Alberta Magazine	The Anatomy of A Good Apology
	Dr. Janet Miller	Alberta Primetime	Breaking up playground troublemaking & Teaching children about 'stranger danger'
	Ms. Kyla Sorel	Global News Edmonton	Discussing the Angelina Effect
April 2015	Dr. Brent Macdonald and Dr. Janet Miller	Alberta Primetime	Keeping children from playing violent video games & Security and comfort items for kids
	Dr. Ganz Ferrance	CTV News Edmonton	Sleep apnea
	Ms. Claire Wilde	Global Morning News	Alberta budget cuts to financial aid for special-needs children
	Dr. Linda Hancock	The Medicine Hat News – All Psyched Up (regular column)	- The three Cs – Change, Control and Choice - Why choose a psychologist? - Where are you?
	Dr. Ganz Ferrance	630 CHED radio	The effects of sleep apnea
	Mr. Michael Barrett	Global News	Calgary program helps young adults with autism make friends
	Dr. Linda Hancock	Indian Head- Wolseley News – All Psyched Up (regular column)	- The Three "C"s - Why A Psychologist?

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ALBERTA PSYCHOLOGY IN THE MEDIA (con`t)

DATE	PSYCHOLOGIST	MEDIA OUTLET	TOPIC
May 2015	Dr. Linda Hancock	The Medicine Hat News – All Psyched Up (regular column)	- Everyone wins with Izzy Doll project - A new princess – Victoria Day weekend: Time for transition – Be wise and compassionate when it comes to suicide - Text messaging can ruin a relationship
	Dr. Ganz Ferrance	Alberta Primetime	The rise of ‘on-demand’ employees & Is LinkedIn actually important to your career?
	Dr. Ganz Ferrance	CTV News Edmonton	Spring cleaning your mind
	Mr. Jason Jones	Edmonton Journal	Weighing surgery dangers
	Dr. Patrick Baillee	Global News	No word on public inquest to Janzen family deaths
	Dr. Janet Miller and Dr. Ganz Ferrance	Alberta Primetime	Spending time together: quality over quantity & Managing sibling rivalry
	Dr. Linda Hancock	Indian Head- Wolseley News – All Psyched Up (regular column)	A Day Off!
	Dr. Ganz Ferrance	630 CHED radio	Spring cleaning your head
June 2015	Dr. Ganz Ferrance	Area H (men’s magazine in Brazil)	Paranoia and how to deal with it.
	Dr. Ganz Ferrance	CTV News Edmonton	What you need to know about men and relationships
	Dr. Ganz Ferrance	Alberta Primetime	- Is it time to move away from stat holidays? & How your out-of-work behaviour can impact your job - The Edmonton school bus incident & How young is too young for extreme sports?
	Dr. Linda Hancock	The Medicine Hat News – All Psyched Up (regular column)	New Trends
	Mr. Kevin Ruddell	Global News	Life after Loss Part 1: ‘No end to grief’
	Dr. Kristin von Ranson	Global News	Mom prepares for 300-km run to help daughter battle anorexia

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ALBERTA PSYCHOLOGY IN THE MEDIA (con`t)

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

March 2015 – July 2015

DATE	PSYCHOLOGIST	VENUE
March 2015	Ms. Erin Buhr	2015 Mental Health Awareness Week, Faculty of Medicine, University of Alberta promoting awareness around mental health.
May 2015	Ms. Raimona Ullah	Victor School of Arts 3rd Annual Mental Health Agency and Resource Fair.
	Ms. Amrita Bhar	Psychology 20 class at Strathcona Composite High School on careers in psychology. The presentation also included a mindfulness exercise, a strategy for managing anxiety and stress.

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

March 2015 – July 2015

DATE	PSYCHOLOGIST	VENUE
May 2015	Dr. Wes Miller, Ms. Janet Caryk and Ms. Novjvot (Joti) Brar-Josan	The Centre for Cognitive Behavioral Therapy spoke to two Sir George Simpson Junior High School student groups during health day on mental health Mood and Anxiety Disorders.

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.

CONTINUING EDUCATION RECIPROCITY AGREEMENT

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

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

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

HOW MUCH DO YOU KNOW ABOUT PROFESSIONAL LIABILITY AND YOUR RIGHTS AND RESPONSIBILITIES AS A PSYCHOLOGIST?

1. You receive a request for a client's chart from a lawyer representing the client. Before you release the chart, what should you do?
 - a) Confirm that they are willing to pay for a copy, then send a copy to the lawyer
 - b) Make sure there is an executed authorization permitting you to release the chart and confirm they will pay for a copy before sending
 - c) Ignore it
 - d) Make a copy and send it to the lawyer, no questions asked
2. You and two other psychologists that you work with at your office are named as defendants in a lawsuit. The office manager wants to have a meeting with the three of you to discuss what happened. How should you respond?
 - a) Decline to attend the meeting until you have received legal advice
 - b) Go to the meeting
 - c) Speak to the other two psychologists to develop a strategy for the meeting and then attend the meeting
 - d) Review the chart and then prepare a summary in writing for your manager to review at your meeting
3. As a psychologist, you are faced with various exposures throughout your daily practice. Some of the areas where legal proceedings may be initiated include:
 - a) Practicing beyond your scope of practice
 - b) Improper record keeping
 - c) Lack of consent
 - d) All of the above
4. You receive a letter from a lawyer who is acting on behalf of a current client of yours. The lawyer then calls you and wants to know your opinion on the effects of the care and treatment previously provided to your client by another psychologist. How do you respond?
 - a) Tell the lawyer why the previous psychologist failed in her/his approach to therapy
 - b) Advise the lawyer to set the questions out in writing in addition to the terms and conditions of this retainer for a psychological opinion
 - c) Respond to the lawyer's telephone request with a written opinion and then bill the client for your opinion
 - d) Ignore it - advise your client that any more calls from his/her lawyer will be grounds for termination of your treating relationship

Answers to Quiz: 1. b, 2. a, 3. d, 4. b

This article is reprinted with permission from BMS Insurance and also appears in RISK The BMS Canada Risk Services Ltd. Risk Management and Liability Magazine for the Canadian Psychological Association and the Council of Professional Associations of Psychologists (Edition 1, 2015). The full magazine is available as a PDF from the PAA office by contacting Dr Judi L Malone judim@psychologistsassociation.ab.ca or Rose Cooper rose@psychologistsassociation.ab.ca

WELCOME TO NEW PAA MEMBERS

(February 18, 2015 – June 30, 2015)

- Auten-Dye, Tammy, (Provisional)
Backman, Selena, (Provisional)
Balsden, Kayla, (Student)
Banga, Amandeep, (Provisional)
Barrie, Deanna, (Provisional)
Bentley, Jaclyn , (Provisional)
Bhanji, Shaheena, (Provisional)
Bianco, Maria, (Provisional)
Bjorge, Anthony, (Full)
Boddington, Meg, (Provisional)
Boss-Bischoff, S.A.M., (Full)
Bowen, Kelly, (Provisional)
Bremner, Dawn, (Provisional)
Brophy, Jarret, (Provisional)
Campbell, Anastasia, (Student)
Chmiliar, Cierra, (Student)
Chow, Eva Yin-wah, (Student)
Cimolai, Christine, (Provisional)
Cowan, Tina, (Provisional)
Derksen, Shari, (Provisional)
Diamond, Dana, (Full)
Doherty, Brittany, (Provisional)
Doyle, Emily, (Provisional)
Dundas, Rachel, (Student)
Exner, Kristina, (Full)
Ferraby, Carolyn, (Student)
fortin, Nicola, (Provisional)
Foster, Anaka, (Provisional)
Foulston, Jeremy , (Full)
Gale, Reagan , (Full)
Gallant, Ashley, (Provisional)
Gowers, Aspen, (Full)
Graham, Oonagh, (Provisional)
Harper, Kate, (Provisional)
Hassanali, Shelina, (Provisional)
Heiner, Ashley, (Full)
Henderson, Kathleen, (Full)
Henning, Silvia, (Student)
Ings, Rebecca, (Full)
Jaskiw, Allison, (Provisional)
Jolin, Kara, (Full)
Josephson, Roy, (Full)
Kassam, Altaf, (Provisional)
Kaur Shergill, Gagandeep, (Provisional)
Kelder, Jacelyn, (Full)
Krishnan, Sudheej, (Provisional)
Lamontagne, Raymond, (Full)
LaPierre, Caroline, (Provisional)
Lewis, Dawn, (Full)
Lewis, Diandra, (Provisional)
Lynch, Shane, (Provisional)
Malyszka, Mary-Jean, (Provisional)
Mann, Sonam, (Provisional)
Marland, James, (Full)
Masson, Andre, (Full)
Matchullis, Ryan, (Provisional)
McTaggart, Breanne, (Full)
Meneghetti, Milena, (Full with Referral)
Molodenski, Dajana, (Student)
Norrbon, Shelly, (Provisional)
O'Shea, Liz, (Full)
Ostlinger, Jennifer, (Full)
Pawluk, Olivia, (Student)
Pearson, Leslie , (Provisional)
Pelletier, Katie , (Provisional)
Perron, Steven, (Full)
Pierce, Derek, (Provisional)
Podetz, Crystal, (Provisional)
Reed, Whitney, (Provisional)
Robertson, Sharon, (Full)
Roubekas, Vicky, (Provisional)
Saraceni, Reana, (Full with Referral)
Schiller, Patrick, (Provisional)
Schmidt, Jayla, (Student)
Schneider, Kate, (Full)
Sebastian, Darly, (Provisional)
Seth, Shipra , (Student)
Sheldon, Lisa, (Full)
Spady, Patricia, (Full)
Steele, Stacey, (Student)
Tone, Danielle, (Provisional)
Urlacher, Jordan, (Full)
Walther, Liana, (Student)
Whalley, Mckenzie, (Full)
Wheeler, Garry, (Full)
Witkowska, Agnieszka , (Provisional)

SUPERVISORS NEEDED FOR PROVISIONAL PSYCHOLOGISTS

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

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

Contact the PAA office at: (780) 424-0294 (Edmonton), (403) 246-8255 (Calgary) or toll free 1-888-424-0297 (Anywhere in Alberta)

CALENDAR OF EVENTS

Please be sure to check the PAA website regularly for any newsletter updates and upcoming events. Log onto the website www.psychologistsassociation.ab.ca and click on *Continuing Professional Development / PAA Workshops / PAA Connect2015* or *Classifieds/Non-PAA Training Events Calendar*.

September 11, 2015 – Starting & Operating an Independent Professional Practice in Psychology

Presented by Dr. Stephen Carter. Location: TBD, Edmonton

More information is available on the PAA website. **Sponsored by the Psychologists' Association of Alberta.**

Contact (780) 424-0294 Edmonton, (403) 246-8255 (Calgary), Toll free (888) 424-0297 anywhere in Alberta or email paa@psychologistsassociation.ab.ca

October 9, 2015 – 7th Annual Rural Behavioural Health Practice Conference: Innovation in Rural Behavioural Health Webinar for Rural Health Practitioners

PAA has partnered with the APA to present this Webinar for Rural Health Practitioners.

More information is available on the website: <http://www.mnpsych.org/3786-2>

October 23, 2015 – Media Training

PAA will deliver a one-day workshop to bring together key collaborators, foster a media engagement network, & to enhance public education in Alberta psychology targeting key media psychologists, active members with potential for media exposure, & interested members.

More information is available on the PAA website. **Sponsored by the Psychologists' Association of Alberta.**

Contact (780) 424-0294 Edmonton, (403) 246-8255 (Calgary), Toll free (888) 424-0297 anywhere in Alberta or email paa@psychologistsassociation.ab.ca

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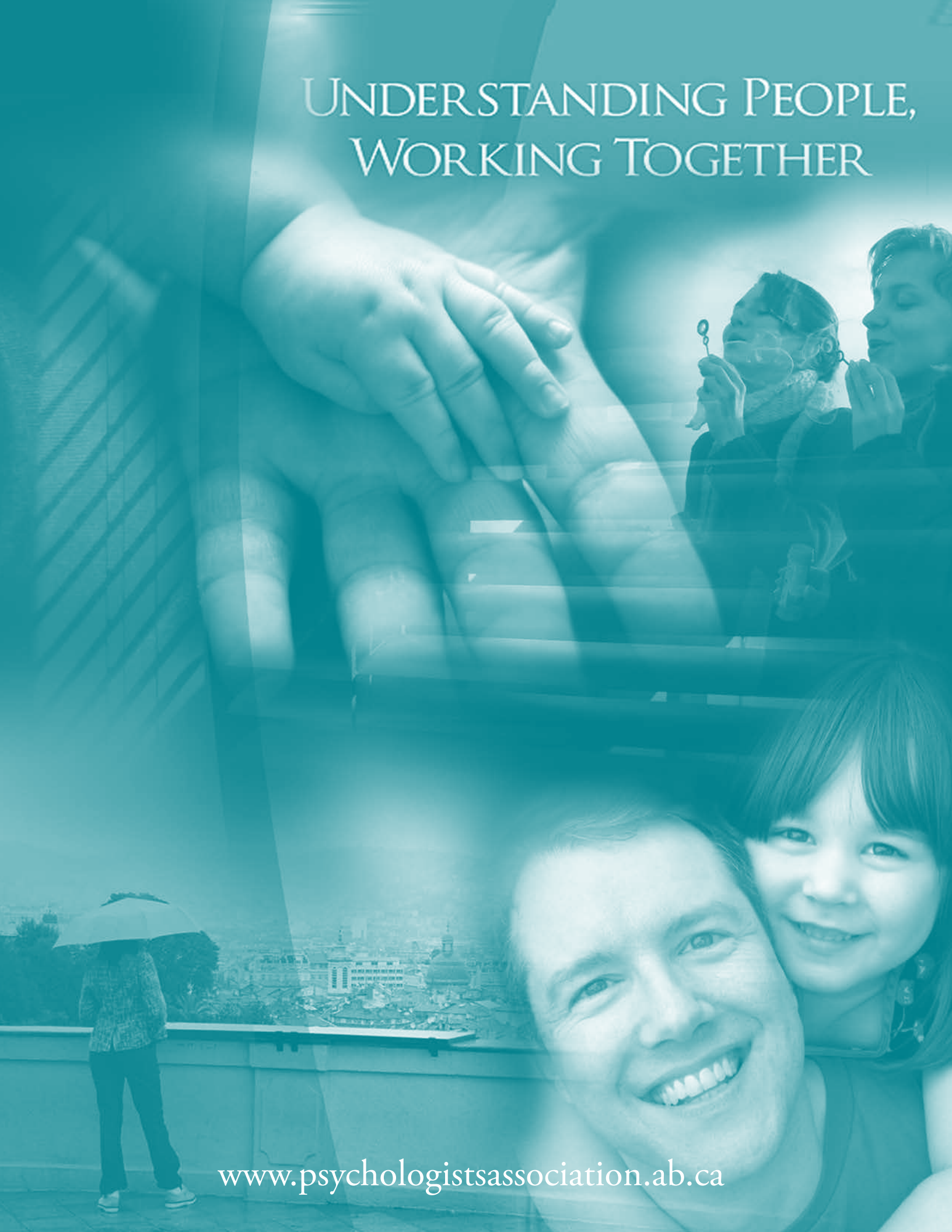
http://www.psychologistsassociation.ab.ca/site/member_profile

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