

# The View From Here:

## Perspectives on Northern and Rural Psychology

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### Message From the Chair

#### CPA Convention 2010—Winnipeg

I was happy to see such a great turn out at the 2010 convention in my hometown of Winnipeg. The Rural and Northern Psychology Section was well represented in the program and I had the great pleasure of collaborating with the Chairs from the Aboriginal Section (Dana Bova) and the Section of Women and Psychology (Teresa Janz) on a pre-convention workshop entitled “Mental, Spiritual, and Emotional Health of Aboriginal Peoples and Other Diverse Populations: Theory, Research and Practice.” It’s my understanding that this was one of the best attended workshops in CPA history and the feedback we received from participants was extremely positive. During the convention I also met with the outgoing Chair of the Student Section (Philip Johnson) and a small group of members from our section and the student section to begin some preliminary discussions about potential strategies for advocating for student loan repayment plans as potential incentives for working in rural and northern communities. I look forward to our continued discussions on this topic.

Consistent with previous years, we did not reach quorum at our Annual General Meeting (AGM). The three section members who attended the AGM did, however, bring up some excellent points for discussion. Some of the issues discussed included: convention planning, membership update, strategies for encouraging greater member use of the section listserv as a means of enhancing communication between members and the possible addition of a new newsletter column entitled “A Day in the Life of a Rural/Northern Psychologist” (a column intended to showcase the variation and rewards in rural and northern practice). The 3<sup>rd</sup> Annual North Star Student Award was not presented at this meeting, as there were no applicants. Lisa Votta-Bleeker, CPA Associate Executive Director, was also present for a portion of our AGM and requested any feedback the section had to the CPA Board. Thanks to everyone who was able to attend and provide their input. Always nice to meet members in-person!

Please remember that we always welcome member input and that this needn’t occur only during our annual AGM.

#### Executive Committee Update

I am pleased to announce that Judi Malone was elected by acclamation into the position of Secretary/Treasurer. Dr. Malone is a long-standing and active member of the section and is currently serving as our representative on the Professional Affairs Committee. I would like to thank Cindy Hardy for taking on this role well beyond the 2 year term and look forward to our continued collaboration on the editing of the section newsletter. There were no nominations for the other executive positions of Chair, Chair Elect and Student Representative. Laura Armstrong has graciously agreed to

## **Message From the Chair Cont.**

stay on as our Student Representative and I will continue in my role as Chair. We will be accepting nominations for both the Student Representative and Chair positions from now until our June 2011 AGM in Toronto. Please consider nominating yourself or another (with their permission) for one of these positions.

### Implementation of Membership Fees

As we anticipated, our membership declined slightly following the introduction of membership fees (\$10.00 for full members, no charge for student members). However, as of November 17 our membership was an impressive 307. We are hopeful that this new source of revenue will allow us to embark on some new activities and offer some additional benefits to our members.

Karen Dyck, Ph.D., C. Psych.  
Rural and Northern Psychology Section Chair

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## **Rural and Northern Section Member Elected to CPA Board**

Dr. JoAnn Leavey has been elected by acclamation for the Scientist role on the Canadian Psychological Association Board of Directors.



### **Biography: Dr. JoAnn Elizabeth Leavey:**

JoAnn Elizabeth Leavey has served in the Mental Health field for over 20 years as a clinician, clinical research scientist, planner, educator, consultant and senior administrator. She completed her graduate studies at the Universities of Toronto and British Columbia. She is both a Registered Psychologist and Registered Nurse.

During her career, Dr. Leavey has maintained a person-centred focus that includes helping persons with mental health and disabilities re-enter society as part of the recovery process. Her published recovery model ELAR, Emergence, Loss, Adaptation and Recovery is a guide through which persons can move through a non-linear process of healing. This consists of assisting clients to re-establish their sense of self-identity through adaptation and rediscovery of self ability. Dr. Leavey has spoken locally, nationally and internationally in over 9 countries disseminating her clinical research results and developing networks regarding best practices for clients experiencing mental health problems.

Dr. Leavey's participation in the CPA has included being a member of the Northern and Rural Section since its inception. Since 2008, she has been the Section's representative on the CPA Task Force on Prescriptive Authority for Psychologists in Canada. She is looking forward to continuing her work with the CPA in the role of Scientist on the Board of Directors.

## EXCITING OPPORTUNITIES IN RURAL AND NORTHERN PSYCHOLOGY

### **Ph.D. Program in Clinical-Community Psychology Program Directors** **Location: Fairbanks or Anchorage, Alaska**

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#### About the Program:

The *Ph.D. Program in Clinical-Community Psychology* (<http://psyphd.alaska.edu/>), is a new and innovative clinical program jointly administered and delivered by the Departments of Psychology at the University of Alaska Fairbanks (UAF) and University of Alaska Anchorage (UAA). This program is a model for innovative and culturally-contextualized approaches to clinical psychology training that consider individual and community needs. In its 5<sup>th</sup> year, the program is now eligible for and actively moving toward seeking APA accreditation, hoping for a self-study submission in Spring 2011 and a possible site visit in Fall 2011.

The UAF-UAA *Ph.D. Program in Clinical-Community Psychology* is a scientist-practitioner program in clinical psychology that seeks to educate scholars and clinicians who have strong commitments to research, evaluation, clinical practice, and community-based action, solidly grounded in the cultural psychology with a focus on rural, indigenous issues and an applied emphasis on the integration of research and practice. The program is on the forefront of creative and enriching knowledge dissemination that is relevant to rural communities; focused on public service; and concerned with acknowledging, fostering, and celebrating diversity. The program has many unique features that combine to make for a rigorous training experience for students.

Most courses are taught across the two campuses via videoconference and all program components are delivered by faculty at both campuses. Successful PD candidates will draw on resources from both the UAF and the UAA campuses and work closely together for joint governance. All program administration and delivery aspects are done in a collaborative manner between UAF and UAA, and the program is a model for collaborative team work. The program maintains interdisciplinary research collaboration relationships with the UAF Center for Alaska Native Health Research (<http://canhr.uaf.edu/>), which is a NIH Center of Biomedical Research Excellence (COBRE), and the UAA Center for Behavioral Health Research and Services (<http://bhrrs.uaa.alaska.edu/>).

To learn more about Alaska, go to <http://www.alaska.com/about/facts/faq/>

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#### Position Description

The University of Alaska Fairbanks (UAF) and University of Alaska Anchorage (UAA) *Ph.D. Program in Clinical-Community Psychology* seeks qualified individuals for two tenure-track Associate Professor or Full Professor positions, one in Fairbanks (**PCN 200485**) to assume the role of UAF Program Director and one in Anchorage (**PCN 308575**) to assume the role of UAA Program Director. Successful candidates will provide academic leadership, and support the University of Alaska tripartite mission of teaching, research, and service.

## **Ph.D. Program in Clinical-Community Psychology Program Directors Location: Fairbanks or Anchorage, Alaska Cont.**

### **Requirements:**

The candidate must have:

- Ph.D. in Clinical or Clinical-Community Psychology and must have licensure as a psychologist;
- documented experience with academic leadership
- dynamic research program, preferably with a history of or potential for extramural funding
- university-level teaching record, including:
- years of academic experience commensurate with rank
- current minimum academic rank at the level of associate professor (or equivalent)
- an understanding of diversity issues

### **Responsibilities:**

The UAF-UAA Joint Ph.D. Program has a PD on the UAA campus and a PD on the UAF campus. These two PDs equally share responsibility for program administration and management. Each PD has 50% of their workload committed to serving as a program administrator. Each PD is supported by a full-time Program Coordinator, works closely with the Psychology Department chair, and reports directly to the Dean on their respective campus. PDs will have a strong voice in setting the other 50% of their workload, balancing teaching, research, and service.

### **Application Information**

Application materials including a curriculum vitae, statement of teaching and research interests, and contact information for three current references need to be submitted directly to the following links, where more detail is available:

**UAA PCN 308575** – [www.uakjobs.com/applicants/Central?quickFind=70544](http://www.uakjobs.com/applicants/Central?quickFind=70544)

**UAF PCN 200485** – [www.uakjobs.com/applicants/Central?quickFind=70854](http://www.uakjobs.com/applicants/Central?quickFind=70854)

Candidates who wish to apply for both positions must submit separate applications for each position through the online job portal for the University of Alaska (see hyperlinks above). The positions are available immediately; start date can be flexible any time during academic years 2010/2011 or 2011/2012, and is not tied to the academic calendar. Review of applications will continue until the position is filled.

The University of Alaska is an Equal Opportunity Employer, committed to ensuring an equal employment opportunity/affirmative action employer and educational institution. Women and minorities are encouraged to apply.

Public Disclosure: Applications for employment with the University of Alaska are subject to public disclosure under the Alaska Public Records Act.

## Chapter Invitation

### Understanding Health and Wellness within Indigenous Communities: A Strengths Based Approach. (Provisional Title)

#### Invitation to Submit Descriptions for Chapters

##### Background

The inspiration for this book originated with the October 16, 2005 pre-conference day hosted by the Canadian Association for Suicide Prevention and the Native Mental Health Association of Canada. The title for this pre-conference day was “What is Working, What is Hopeful” and it focused on strengths-based approaches to suicide prevention among Indigenous communities. Since that time there has been a growing movement towards strengths based versus deficit based approaches to a wide range of health and social challenges. In addition, there is a growing voice by Indigenous peoples against their pathological characterization by media, academia and governments.

Two things affect mental health; relationships and the “idea” that one’s own sense of wellbeing were “taken away” and the need to “take it back”. People with evident mental health issues always speak of the need to own their own opinions, behaviors, relationships etc. Many Indigenous peoples are taking back ownership of decisions that affect overall wellbeing within their communities. That is how this trend of success stories has emerged, it is mainly because the communities are “taking” the decisions and making them happen. This book can help to add to these voices.

##### Purpose

To develop a framework for strengths based approaches to community health and wellness among Indigenous communities using success stories.

##### Structure

This edited book will focus on the community, the collective, and on action toward health and wellness within Indigenous communities. There will be an introduction, a number of community success stories, and concluding chapters. This book will have two types of chapters. One will be conceptual, providing histories, ideas and challenges to Indigenous health and wellness. This will include the introductory chapter and several concluding chapters reflecting on the community stories in this book and the authors’ ideas about community wellness. The other will be about practice by and about communities, as examples of work and, in many cases, success in reducing significant challenges such as suicide, violence, and substance abuse. These will be the community success stories.

##### Chapter Description

This edited book will examine success stories from Indigenous community about challenges to health and wellness (e.g. suicide, etc.). There is a growing interest in how communities bring about positive change themselves, about how they empower themselves to overcome difficulties and/or maintain wellness among their members. Specifically, each chapter will describe:

- A brief history of the community.
- The challenge(s) the community or organization experienced.
- How the community or organization came together to address this challenge(s).
- What did the community do? What strengths and resources were used?
- What made the difference and what was learned?

**First Nations, Inuit and Metis communities, and community organizations are invited to submit a one-page description for a chapter in this edited book. Note that this is only an invitation to submit a proposal description, not the chapter itself. Upon acceptance, authors will complete and submit the chapter itself. Chapters will be 25 to 30 pages double-spaced. All chapters are reviewed and a final decision to accept will be made. Descriptions can be submitted through email. A full description of this project is found at: [http://web.me.com/dmasecar/Community\\_Success\\_Stories\\_Project/Home.html](http://web.me.com/dmasecar/Community_Success_Stories_Project/Home.html)**

For further information, please contact Dr. Michael Kral – [mkral@illinois.edu](mailto:mkral@illinois.edu), 1 217 244-0951.

## Student Section

Hello to all students!

Welcome to the student column of the Rural and Northern Section Newsletter. Thank you to everyone who wrote in for the anonymous self-care section: selfcare@starchart.ca.

In the future, we will post students' questions and student/professor/researcher replies to our listserv, so that students receive answers to questions faster. Questions that may be of interest to many students will also appear in the next student column of the newsletter.

*Student Representative, Laura Armstrong, Ph.D. Student, Clinical Psychology, University of Ottawa*

### Self-Care

As noted previously, the goals of this section of the student column are: 1) To be a forum for discussing positive coping strategies, and 2) to be a venue for seeking support from others.

It will be written Dear Abby style but you will be the advice-givers for other students. You can either respond to questions posed by students or ask advice for situations that are challenging for you about school, research, clinical work, your future in psychology, or rural and northern issues. Recent graduates or seasoned professionals can also respond to questions posed by current students. As mentioned in the last newsletter, all self-care column postings will remain anonymous.

### Questions from the last newsletter:

#### Question

To whom this may concern,  
I want to carry out thesis research in rural schools. Will it be hard to get into rural schools? Does anyone have suggestions about how to do this?  
Rural Researcher

#### Answer 1

Hello to the students seeking rural internships and dissertation participants. I work in a rural setting and would recommend that you contact a school superintendent in your province. Each provincial Department of Education has a library with a listing of school divisions and the name and contact information for the superintendent. It would be helpful if you had a prospectus outlining your goal and methods and how the results or your intervention could benefit the school division teachers, counselors, parents, or students. Prioritize your contact wish list so that you contact only one person at a time. That way you avoid overextending yourself if more than one person says yes. Allow at least a month for board approval if you have a prospective participant base. Best Regards.

The second part of this message is a request for an online interview of a teacher of post secondary students, who would be willing to answer 5 brief questions for a 2-5 page paper that I am required to do as part of a distance education class. (The tough part of being in a rural setting is having few contacts outside of co-workers with whom I do not want to cross boundaries). Please contact me at youthspportcoach@yahoo.com. No spam or other messages please. Thank you.

#### Answer 2

Dear Rural Researcher,  
I am a clinical psychologist who has been working in rural communities for over 14 years. I have completed one research project in a rural United States school during graduate school and have since completed some rural community based research (not school based). It's been my experience that it is very difficult to complete these types of studies without having some positive pre-existing connections in the community. I think these "connections" can take a variety of forms including being from the community, having done some previous work with that school, or having a supervisor that is well known and held in high regard in the community. In the absence of such



## Student Section Cont.

pre-existing connections it will be extremely important for you to ensure sufficient time for the school to get to know you and for them to feel involved in and able to benefit from the research that you complete. This can take a great deal of time and effort and you should be sure to set a reasonable time line for yourself and have a back-up plan. Having said that, I have found some schools and communities to be more or less open to researchers (due to their past experiences) and it is important to consider the context when trying to determine the feasibility of your project. Ultimately I would strongly recommend you speak with your research advisor and give careful consideration to the feasibility of this type of research in the community of interest. I think the last thing you or your advisor would want is a situation where an extraordinary amount of time and effort is spent developing a brilliant study but to have no participants.

### Answer 3

Dear Rural Researcher,  
Doing research in schools can be challenging because you need to obtain multiple layers of approval and informed consent before gaining access to your research participants. In the following description, I have assumed that your participants will be children and that you want access to more than one school. If your study focuses on teachers or staff, or if you want access to only one school, there will be fewer steps. First you need approval from the school district, particularly if you want to access more than one school in the district. In my experience, the Director of Student Services at the school district is the first person to approach. Your institution's Research Ethics Board will require a letter of approval from that person before they give you approval to begin your study. If the person at the school district approves the project, then she or he can help you identify the particular schools that you will approach and put you in touch with the principals at those schools. The principal at each school then reviews the project and decides whether he or she wants it conducted at their school. If approval is granted by the principal, then the principal will direct you to the relevant classroom teachers. Teachers have the right to consent or refuse the project and

their decision often depends on their priorities in the classroom. Once teachers approve your study, you will then need to contact parents for informed consent purposes, and once you receive parental consent you will need to ask children to assent to participation. If you are studying older youth, you might be able to forego parental consent and go directly to the youth to request consent, but that will depend on your province's regulations in that regard, and also on the content and nature of your study.

I have found it essential to seek the support of classroom teachers in championing your project, as they will help you by reminding children to take consent letters home and return them. If teachers are not interested in your project or if you annoy or irritate them in any way, you might receive very few signed consent forms from parents. The best way to engage school personnel in research is to offer them a project that is interesting and relevant to them and to place few demands on their resources, including classroom time. If you are studying a sensitive topic such as drug use, suicide, or sexuality, you might want to engage school personnel and local parents and youth in a preliminary dialogue about how to approach that topic well before you finalize the plan for your study.

Another lesson I have learned is that rural school personnel might not have much experience with outside researchers asking to do research at their school. You should not assume they will be familiar with the informed consent process. It is good practice to hold a face to face meeting with teachers and the principal to explain how your informed consent process will work and to answer their questions about any role you will be asking them to play in the research process. You might also consider presenting at a parent-focused event so you can talk directly to parents about your project. You should consult with the principal and teachers to find the most effective way to reach parents.

One final piece of advice is to be sensitive to the schools' schedules. You should not expect teachers to do anything for you in September, December, June, and when they are preparing report cards. Similarly, be aware of the impact of events like Halloween, Christmas, or end of the school year on the children – their attention will be elsewhere!

## Student Section Cont.

I hope these comments help you move forward with your project. Good luck!

### Question

Hello,

Sometimes I feel really overwhelmed in my clinical psychology program. Between my research, clinical work, and classes, I don't seem to have time for anything else. I don't even have time to date anyone. Maybe all that will change when I graduate in a few years. If any students have found balance in their clinical work and outside lives, can you let me know what you do? Unbalanced

### Answer

Dear Unbalanced,

This is a problem that many students seem to face. Part of the issue is that students have to learn to protect time for themselves. There are so many opportunities in clinical psychology – interesting courses, exciting clinical work, as well as alluring research or program evaluation opportunities. If you want to have most evenings and weekends for leisure or social pursuits, this involves prioritizing. Although it might be fun to take forensic, rehab, and couples therapy courses one term, perhaps one or more of those courses should be taken another year or not taken at all. Which one or ones best fit with your future career goals? As for clinical work, instead of trying to map your schedule onto your client's schedule, determine a few timeslots that would be most convenient for you and present those times to your client as options. I'm in my sixth year of my program and I've never had to see clients during evening hours. When you go see your doctor, potential timeslots are presented to you, so why does it have to be different for your clients – why not see clients during times that don't interfere with your research or protected leisure/family time? Regarding research or program evaluation, if you can be the brains behind the operation but maximize the use of others (e.g. community members, honours students, etc.) to do the leg work, you can be very efficient. Do you really want to do data entry yourself? By creating a balanced life in such a manner, you'll be surprised that you can perhaps be even more efficient. If you know that you're going to do something fun in the evening and have something

to look forward to, it's easier not to fritter away the day fiddling on the internet or being distracted by television. Protecting leisure time means that you can reward all your small and major accomplishments with fun things. Your own biggest enemy is the attitude, "when I graduate, I'll have more free time." The patterns that you set for yourself in grad school set the patterns for the rest of your career, as you'll have just as many competing demands or more in the future. Life is short – enjoy it.

### Question

Dear Self-Care,

Does anyone have any tips about scholarship applications? I didn't get a scholarship last year or this year. I want to make sure to write successful scholarship applications in the fall.

Wanting Money

### Answer

Dear Wanting Money,

If you can win over the reader in the first paragraph of your scholarship application, you'll have a much better chance of obtaining funding. In that first paragraph, be sure to really highlight why your issue is so important. Also, knowledge dissemination is a hot topic – how do you plan to share the results of your research in non-traditional ways in order to actually reach the people to whom your results apply?

### Question

Hi,

I'm really worried about applying for a psychology internship this coming fall. From those students who got in to an internship program successfully, do you have any tips to make the process run smoothly (particularly the interviews)? What if I want to do work with rural people? I don't have any experience working with rural people clinically. Do I have a shot at getting in to such a setting without this experience? I've done a bit of thesis research with older persons living in such settings.

Potential Intern

### Answer

Dear Potential Intern,

I wanted to respond to the rural component of your question. I have been supervising rural psychology residents in the Rural & Northern Psychology Programme at the University of Manitoba for



## Student Section Cont.

almost 14 years and it is within this context that I am responding to your question. When we review applications for our residency we do look to see if they have had any experience (either personally or professionally) with rural life or rural communities. However, we also recognize that many students with an interest in rural or northern psychology may simply not have had any training opportunities within that context. We also try to assess the applicants' genuine interest in rural/northern psychology and determine if they have the qualities we have found to fit well with this type of training experience. So, while we do look to see if an applicant has had any prior rural/northern experience an absence of such experience would in no way exclude them from consideration. So like most streams we consider the whole application (i.e., clinical experiences, reference letters, interview, etc.) of which rural experience is only one factor. So, bottom line—Yes, applicants without any experience working with rural people definitely “have a shot” (to use your words) at getting into our rural residency.

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### NEW QUESTIONS

Dear Self-Care,  
I'd like to work in a rural setting one day. I worry about being one psychologist for tens of thousands of people. There's such a gap in the mental health system – I can't help all those people. Does anyone have any suggestions regarding how to maximize the clinical reach I can have?

Rural Psychologist-to-Be

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Dear Self-Care,

I'm interested in e-psychology to work with rural clients. Graduate programs seem to lack training in this area. What can I do as a graduate student to influence change in this area?

Cyber Dude

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### PART 2: Diary of a New Mom

Students entering psychology programs, particularly females, often wonder whether it might be feasible to have a baby while in grad school. One of my clinical supervisors encourages starting a family in grad school, as she waited too long to be able to have her own children. Graduate programs and clinical sites are starting to become supportive of students' family needs. Though, residency programs still generally only accept students on a full-time basis, which might contrast with some students' desires to work part time so they don't miss out on spending time with their toddler or infant.

I just returned to school from maternity leave, but I still attend mom-baby activities and go for walks more than once a week with one of my classmates who is also a new mom. I'm thankful that I had already completed the coursework components of my program and that I'm at the editing (post committee pre-read) phase of my dissertation. This way, I only have a couple days of work – clinical and thesis – each week and I'm at home with my little one the rest of the time. I get to see all of her milestones and have so much fun with her. At this point, I can accomplish some school-related things or personal hobbies during the day (like video or photo editing, or simply responding to emails), as my little one naps close to two hours each afternoon. To anyone considering having a little one during grad school, don't assume you'll be able to accomplish anything when the baby is awake, unless there's someone else to watch him or her. Little ones love to be watched or to be played with and they're very busy! Though, it's definitely feasible to have a baby while in grad school. Some things I did were 1) not look at the list of courses available so I wouldn't be tempted to sign up for something fun and 2) get a couple of Honours students to carry out a little research project for which I have funding, to save me time. You'll find what works for you, if you decide to have a baby. It's a wonderful adventure.

## Ethics in the Rural Context

The central dilemma for small community psychologists [is] how to practice at a high ethical level according to ethics codes, and how to also be an engaged member of the small community (Schank & Skovholt, 2006, p.5).

*In this standing feature on ethics in the rural context we collectively share the story of professional ethics in Canadian rural practice through vignettes from our own practices – these demonstrate our challenges, rewards, & ethical dilemmas. The first piece explored boundaries, the second privacy and confidentiality, and the third generalist practice. This 4<sup>th</sup> instalment explores interdisciplinary collaboration.*

## Balancing Collaborations & Confidentiality

**Submitted by Judi Malone**

You might be one of the only psychologists in the region but you don't lack colleagues. Indeed, McDonald et al. (2005) found that many psychologists in rural practice use natural support systems to reduce isolation for themselves and their clients and to provide for more holistic and informed interventions. Consider the following vignette:

You are in a case conference and before the client arrives the professional helpers around the table begin to discuss another case that involves most -- but not all -- of the members present. You are asked for your clinical impression of the situation although that client has never consented for you to share information. The others are sincere in their desire to help and know you are involved.

Interdisciplinary collaborations are useful for addressing complex, multi-faceted problems and goals and are an effective way of providing for an integrated community response (Bock & Campbell, 2005). However, the more casual sharing of information in rural areas may mean that colleagues and co-workers discuss cases openly without consent or expect this of psychologists. Declining to share confidential information, or challenging the behaviour of others may result in alienation (Helbok, 2003).

Although it can be a foreign concept in highly interconnected small communities (Wihak & Merali, 2007), confidentiality is vital in providing psychological services and reducing the stigma around seeking such services. Psychologists should protect confidentiality. The ability to influence agencies or community processes is complex. This means developing the necessary skills to balance ethical standards with prevailing community mores through collaborative relationships (CPA, 2000). This presents a considerable balancing act in rural practice.

Think about the earlier vignette. How would you handle the situation? How do you respectfully set these boundaries? Perhaps you are like other rural practitioners who genuinely enjoy interdisciplinary work (Greenhill et al. 2009).

## Ethics in the Rural Context Cont

### Current Dilemma – What Issues Arise for You?

*I am looking for your ideas, stories, humour, & wisdom on ethics in professional psychological practice in rural Canada for this column. What ethical dilemmas do you experience? I will be editing Ethics in the Rural Context but we will be writing this column together. Give me your ideas or write a column!*

Judi Malone, R. Psych.,

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Please forward all submissions to  
the attention of:  
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The Newsletter is produced by the Rural and Northern Section of the Canadian Psychological Association (CPA) and is distributed to members of the Section. The purpose of the Rural and Northern Section is to support and enhance the practice of rural and northern psychology. The goals of the section are: 1) Establish a network of professionals interested in the areas of rural and northern psychology (this may include individuals currently practicing in rural/northern areas of those with an interest in this area), 2) Enhance professional connectedness by facilitating linkages between rural and northern practitioners, 3) Distribute information relevant to the practice of rural and northern psychology, 4) Provide a forum to discuss practice issues unique to this specialty, and 5) Introduce students and new or interested psychologists to rural and northern practice. An application for membership in the Rural and Northern Section can be obtained from Dr. Karen Dyck, Section Chair, 200-237 Manitoba Ave., Selkirk MB, R1A 0Y4, [dyckkg@ms.umanitoba.ca](mailto:dyckkg@ms.umanitoba.ca).

This issue of the Newsletter was edited by Karen Dyck and Cindy Hardy. Many thanks are extended to Crystal Rollings for her invaluable contributions to design and layout.

The opinions expressed in this newsletter are strictly those of the authors and do not necessarily reflect the opinions of the Canadian Psychological Association, its officers, directors, or employees.  
All submissions are reproduced as submitted by the author(s).

## Call for Submissions

The Newsletter Editors invite submission of articles and items of general interest to rural and northern psychologists. Faculty and students are encouraged to send submissions for the next newsletter to Karen Dyck, [dyckkg@ms.umanitoba.ca](mailto:dyckkg@ms.umanitoba.ca). We also welcome submissions of photos of rural life and settings.