

The View from Here: Rural & Northern Perspectives

Volume 9, Issue 2

Fall, 2014

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Message From the Chair



Submitted by Dr. Cindy Hardy
Cindy.hardy@unbc.ca

Welcome to the Fall 2014 issue of the Rural and Northern Section's newsletter. This issue is packed with exciting news and ideas. Judging by the amount of activity, I'd say rural and northern psychology in Canada has reached a new stage in its development. As you read the newsletter, you will see there is a lot of psychology going on in rural and northern Canada.

As always, the annual meeting brings changes to the section executive. I am pleased to introduce our new executive members.

Chair-Elect: Dr. Shelley Goodwin

Secretary-Treasurer: Dr. Joanne Crandall

Student Representatives: Natalie Frost and Alex Petrescu

Dr. Karen Dyck continues as Past Chair and I continue as Chair for another year. I want to thank those willing to serve on the executive, and all the rest of you who got involved in section activities over the past year, whether it was submitting or reviewing abstracts, contributing to the newsletter, or coming to the business meeting.

There are several items of business arising from the business meeting which I wish to address in this column. One item was the question of student representatives. Students make up almost two-thirds of our section. Members present at the annual business meeting in Vancouver this past June asked me to look into changing our section bylaws so we can have two student representatives. I found that the number of members of the executive can be expanded, but it comes at a cost. The cost is an associated increase in the quorum for the annual business meeting. The quorum formula required by CPA is two times the number of executive members plus one. This means that to vote on motions at the annual business meeting we currently need at least 11 people present (the five executive members plus six section members); adding an executive member would make quorum 13 people. In considering the cost of increased quorum, we need to consider that fact that in the entire time our section has been in existence, we have not once achieved quorum at an annual business meeting. I know the meetings are not really exciting, but we are required to have them in order to function as a nonprofit entity, and we always have a good time. Please consider coming to the section business meeting at next year's convention. Prior to that meeting, I will initiate dialogue about the bylaws over our email list. I hope to get a sense of your ideas and opinions on how to manage the related issues of adequate student representation and meeting quorum. In the meantime, our current student representatives Alex Petrescu and Natalie Frost have agreed to share one student position on the executive for this year.

Another item we discussed at the business meeting was the idea of investing the small surplus in our bank account. CPA has since informed the section chairs that because we are nonprofit entities, the Canada Revenue Agency expects us to spend most of our revenue in a given year unless we are saving money for a specific project.

I hope your fall semester is going well. Please email me if you have ideas or suggestions for the Rural and Northern Section. Enjoy the newsletter!

Rural & Northern Section Business Meeting Minutes, CPA 2014

Present

Chair – Cindy Hardy; Secretary-Treasurer – Shelley Goodwin; Past Chair -- Karen Dyck

Section Members – Sandra Thompson, Tiffany Lippens, Amanda Lints-Martindale, Bob McIlwraith, Simon Lisaingo, Marvin McDonald, Roger John, Judi Malone (arrived 30 minutes after meeting started)

Quorum not established: Information sharing meeting only (Require 11)

2013 Annual Meeting Minutes

Minutes of the 2013 meeting were reviewed.

Business Arising from the Minutes

- The newsletter was discussed and we thanked Amanda for her effort and creativity. She encouraged all members to submit ideas for the next edition.
- Discussed the need for by-law revision for two student representatives. **ACTION:** Cindy advised that she will work on the by-laws relating to the student representative position. There was suggestion from the floor that the two positions be identified as either undergraduate or graduate. Bob suggested, and all supported, that we look at reducing number for quorum, if possible.
- Student representative Simon Lisaingo will be graduating soon and advised us that he would be stepping down from his position. We have appreciated his wonderful contribution to our section over the past year.
- Provincial representation was discussed. **ACTION:** Karen and Cindy agreed to work on this for the next newsletter.

Section Chair Annual Report

Cindy's report included the following:

- The section has 248 members, with 70 being full members. This highlights the significant number of students and their importance to our section.
- She thanked Lorne Meginbir and Michael Decaire for serving as reviewers for the sections annual program at the CPA convention. We had two symposiums and one poster this year.
- Cindy reported she has been working with the CPA staff throughout the year related to planning and support. Administration is increasing its support to the sections as a result of a survey which identified specific needs. CPA has arranged for section bank accounts that will allow for easier transition when treasurers change as a result of executive elections.



Left to Right: Dr. Amanda Lints-Martindale, Dr. Karen Dyck, Simon Lisaingo, Dr. Cindy Hardy, Dr. Shelley Goodwin

- The section was represented by our Secretary/Treasurer Shelley Goodwin at the Need, Supply, & Demand Summit in Ottawa in November.
- Cindy also highlighted the new CPA logo and its appropriate use in communications.

Business meeting minutes continued...

Financial Report

Presented by Shelley. Shelley raised the question of allocating funds each year for investment. Karen indicated that she was aware that other sections do this. It was agreed that this issue would be tabled till next AGM and considered at that time.

Committee Reports

No reports at this time

New Business

- Tyler Stacey-Holmes CPA Media contact has requested that we provide R&N ideas for upcoming Tweets. All are encouraged to submit ideas to executive who will forward to Tyler.
- Shelley provided a report on the Need, Supply & Demand conference. Judi also spoke to her perspective of the Summit. Both agreed it was highly informative summit on the direction of psychology in Canada. It was also important to have a Rural and Northern perspective provided at this National Summit.
- Simon inquired how the section could advocate for distance supervision and having CPA accept this as part of the student or early career psychologist training. Discussion ensued.
- Possible presenters for Ottawa convention were generated. Names put forth included Paul Martin, Cindy Blackstock (Human Rights Tribunal Appellant), and Chris Musquash Lakehead University. Also suggested was a MP who might speak on advocating for more R&N psychologists, **ACTION:** Cindy to check with Karen Cohen on possible names for elected officials who could speak on R&N advocacy and to further explore speaker options. Also discussed the possibility of partnering with the Aboriginal section for this event.
- Simon suggested the idea of Skype for our AGM for those who wish to participate electronically. Roger suggested Spreecast, which is a newer social video platform, might be an option. **ACTION:** Cindy will ask CPA if supports are available for this meeting technology.

Election of new executive

Two students have expressed interest in the Student position and Cindy will hold an election electronically. Shelley Goodwin was acclaimed at Chair elect. Cindy will ask for expressions of interest again for Secretary/Treasurer. Shelley will remain in the position of Secretary/Treasurer until a new one is identified.

North Star Student Award

We have one applicant who will be presenting tomorrow.

Section Gathering Followed

Respectfully Submitted,

Dr. Shelley Goodwin,
Secretary/ Treasurer

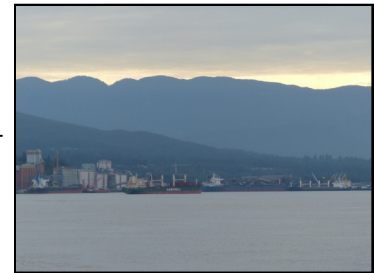


Photo: A view of sunrise over the harbor in Vancouver



Photo: planes in the Vancouver harbor

Message from the Chair-Elect: Dr. Shelley Goodwin

As your chair elect I want to share with you the view from my back door. It is easily described as comical, stunning, and varied. The hens roam freely while putting cats in their place, bees buzz busily, lobster fishing boats bob on the ocean waves, and black horses create amazing silhouettes in the sunset. Not your typical view for a psychologist but quite typical for a rural psychologist who loves to garden, horseback ride, and tinker with farming. As the title of our newsletter suggests the view of a rural and northern psychologist's experience is a little different than those from our urban colleagues and my view is reflective of this.

After my first career in policing, I returned to school to complete my Masters in Counselling Psychology at UBC and my Doctorate in Clinical Psychology at the Fielding Graduate University in Santa Barbara, CA (APA approved). The big city living was fun and enjoyable but my rural roots were calling, and home to NS I went to set up my practice.

My professional day to day experience in NS is like the view from my back door-varied. I keep busy with a general private practice in Yarmouth, NS. While I am currently registered in NS and BC, I only practice in NS at the moment. Being trained to work with children, youth, and adults has allowed me a variety of work opportunities these past 14 years. My clinical interests are broad and include ASD, eating disorder, police and forensic psychology, insomnia, pain, work place issues, and mood disorders. I am currently working with an interprofessional team on a research project that looks at recreation and leisure activities and its impact on functioning for those with a diagnosis of ASD.

The opportunity to teach psychology is a blessing and an opportunity to share something I am passionate about. As a sessional faculty I teach at Acadia University and Dalhousie University at both the graduate and undergraduate level. Recently I was appointed to the NS Criminal Code Review Board.

I have been privileged to be part of the Rural and Northern Section for 10 years and serve as Secretary/Treasurer for the past 2 years. This has been a very rewarding experience.

My goal for the two years of my term will be to increase the section's visibility. One of my tasks will be to maximize Twitter opportunities. So if you have something that is Tweet worthy send it my way. I look forward to serving you.

Warm Regards,

Shelley Goodwin, Ph.D.



Editor's Highlight: North Star Award Recipient Simon Lisaingo provides a summary of his award-winning symposium presented at CPA June, 2014

CPA 2014 RURAL AND NORTHERN SECTION SYMPOSIUM: ENGAGING THE NEXT GENERATION OF PSYCHOLOGISTS

Submitted by Simon Lisaingo

Canada faces unique challenges in providing access to psychological services to rural and northern communities. As the demand for these services increase, what are student-training programs doing to meet this demand? Although the challenges are unique, there are many lessons to be learnt from some of the innovative programs across the country.

At the most recent Canadian Psychological Association 75th Annual Convention held in Vancouver, BC, a symposium was presented which explored the successes and challenges faced by those who are currently promoting rural and northern psychology. Professionals from both academic and professional settings presented their experiences and perspectives on improving access to psychological services.

The discussion began with an overview of the current state of rural and northern psychology in Canada by Dr. Cindy Hardy. She presented the results of a national online survey of 333 registered psychologists. Dr. Hardy highlighted that rural psychologists tend to be younger and differently trained (less likely to hold a PhD, but rather PsyD or Masters). They also tend to be equally satisfied with their positions as those practicing in urban communities. Rural psychologists reported several advantages in working in rural communities: broad variety of clients and issues, ability to maintain work-life balance, and positive lifestyle. Disadvantages identified by rural psychologists included: limited or no access to specialists and support, inadequate financial compensation, limited or no access to professional development, and unmanageable workloads. These findings provided context and grounding for the symposium topic. The identified disadvantages are gaps in support that can be addressed, while the advantages are unique to rural communities that should certainly be promoted.

Next, Dr. Karen Dyck shared her experiences promoting rural and northern practice. Specifically, she highlighted the keys to success of the Rural & Northern Psychology program at the University of Manitoba, initially established in 1996. The realization of the program required the facilitation of multi-level supports from government, academia, local health regions, and the national association of psychologists (CPA). Its continued success has relied upon on-going promotion of the program, its residency training, practicum placements, high school and university presentations, job shadowing opportunities, publications, and CPA convention involvement. Her insights underscored the complex but manageable process in making positive change.

Representing Memorial University of Newfoundland, Dr. Michele Neary, described the more recent development and successes of the Doctor of Psychology (PsyD) program, established in 2009. Dr. Neary highlighted the unique demographic challenges of her province. Their program incorporates unique rural issues in its curriculum: boundaries issues, multiple relationships, complexities of working in smaller communities, technology and telepsychology, and inter-professional practice ethics. A few of the challenges the program has faced include: duration of practicum, costs, availability of registered psy-



Dr. Cindy Hardy presents the North Star Award to Simon Lisaingo

*“Professionals
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their
experiences...”*

North Star Award continued...

chologists to supervise, and student supervision from a distance. This program serves as an additional example of the successes and challenges of developing a unique rural-based program.

Lastly, Dr. Laurie Ford from the University of British Columbia explored the unique aspects relevant to preparing school psychologists to work in rural settings. Dr. Ford noted that the Canadian Council for Learning has identified that rural students are underperforming in almost all academic areas compared to their urban counterparts. She highlighted the need to provide training experiences to graduate students in order to promote and support continued work in rural and remote settings. In addition, the importance of considering the unique challenges of each community through a systems change approach.

A lively discussion was had at the end of the last panel presentation. Audience members commended the efforts of the panelists in their efforts in promoting rural and northern psychology; in particular, the establishment of the rural and northern psychology focused programs. In general, the panelists agreed that rural and northern practice must consider the unique challenges in each province and profession. Unfortunately, the discussions were cut short due to time limitations but we hope that the discussion continues.

The interest and enthusiasm of the panelists and audience members further encourages everyone to continue their pursuits and hopefully foster new ideas for taking on this great challenge.

- “I would like to thank everyone who helped and encouraged me to submit this symposium: Dr. Cindy Hardy, Dr. Judi Malone, Dr. Karen Dyck, Dr. Shelly Goodwin, Dr. Amanda Lints-Martindale, Dr. Laurie Ford, and Dr. Michelle Neary. To anyone interested in the topic or with an innovative idea, I encourage you to bring forward your idea to the CPA Rural and Northern Section as they are one of the most supportive and welcoming executives.”—Simon Lisaingo

Manitoba’s Rural Psychology Residency Program Changing

Submitted by Dr. Bob McIlwraith, C. Psych.

The well-known “Rural & Northern Psychology Residency” program in the Department of Clinical Health Psychology at the University of Manitoba’s College of Medicine is changing to the “Rural Psychology Residency” program. The Department of Clinical Health Psychology and the Northern Regional Health Authority have terminated their long-standing relationship, and in the coming year no residents will be placed for training in the northern communities of Thompson, Flin Flon, or The Pas. Staff Psychologists for these communities will henceforth be hired directly by Northern Health Region, not by the Department of Clinical Health Psychology.

The number of rural residents accepted in the Match will remain unchanged at 3 per year. Rural rotations will continue to be offered in the Interlake –Eastern Health Region, Southern Health Region, and Prairie-Mountain Health Region of Manitoba. A new residency rotation based in Brandon, Manitoba, will be offered in the APPIC Match in 2015. Although Brandon is a city of 46,000, offering a range of tertiary health care services, it also serves a large rural catchment area. Residents will gain experience with a variety of health psychology and mental health services during this rotation.

Reflections on a Rural Residency Program in Clinical Psychology

Submitted by Clinical Psychology Residents of the Department of Clinical Health Psychology, University of Manitoba: Jolene Kinley, M.A., Jennifer Hopton, M.A., & Jeffrey Ansloos, M.A.

We have recently completed our pre-doctoral internship in the rural stream through the University of Manitoba and have been reflecting on this experience as we take the next step in our individual journeys. We began our training in Winnipeg, where we had a variety of experiences with both children and adults to ensure that we had a solid base of skills and experiences to prepare us for the rural settings. For the second six months of training we each went to a different rural community. Jeff was based out of Selkirk, Jen was based in Oakbank, and Jolene's home base was Steinbach. Over the course of the rural rotation we were involved in assessment, treatment, and consultation with other health care professionals. The three of us were also able to meet together with our supervisors for group supervision once a month.

Early on, we all expressed some apprehension about our new roles and what would come once internship was over. But slowly, without even noticing it, we developed confidence, and our view of ourselves as professionals solidified. We developed relationships with psychologists and other health care professionals who respected our opinions; we worked with challenging clients who allowed us to draw from the knowledge and experience that we had gained over many years of grad school; and we had support and encouragement from our fellow interns, who recognized our strengths before we did. When thinking back to our internship year, the highlight of the experience is, hands-down, the people. It was our supervisors and our clients who defined our training and helped us to grow. Our colleagues from other disciplines, who referred clients, consulted, and respected our professional opinions. And it was the other interns who filled the year with laughter, camaraderie, and great food.

There were of course many other highlights specific to our rural experiences. Jolene was thrilled to trade the city commute for the quiet highway drive (us rural folks can speak at length about driving – thanks to the timing of our rural rotation, we had between us but a few treacherous winter driving moments!), and Jen appreciated the aptness of the license plate proclaiming: *"Friendly Manitoba."* We all enjoyed the opportunity to do consultation work with the Community Mental Health Workers, which required new applications of our skills. As a perfect wrap-up to our experiences we three rural interns and our supervisors met for brunch at a charming restaurant down back roads, with only two of us getting lost on the way. We will continue to remember this year fondly and build on the training that we received as we continue on our individual career paths.

"...our view of ourselves as professionals solidified..."



Photo: A turtle spotted on a rural road in Southern Manitoba—Submitted by Dr. Sandra Thompson, C. Psych.



A Day in the Life of a Rural Psychologist

Submitted by Kerry Spice, M.Ed., R. Psych.

I am an Educational Psychologist working for a rural north school division in Saskatchewan. I have been employed with the school division for three years. Currently I have 9 schools on my caseload, located in 7 different communities. The distance I travel ranges from 30 minutes to 2 hours. I enjoy the travel, especially in the fall, however winter can

make for some interesting treks! My husband and I wanted to raise our children in a rural community. Being that both of us grew up in the rural north, our new residence quickly became our home. We enjoy horseback riding, skating, volleyball, baseball, football (go Riders!) and hockey! Community is very important to us and we involve ourselves in the community as much as possible. Some ways we contribute to our community are billeting Junior 'A' hockey players and coaching our children's extra-curricular activities. This makes for a busy life, but we enjoy the company and rewards that come with being supportive community members.

It is an honour and a pleasure for me to share what a day in the life of an Educational Psychologist might look like, at least from my rural, northern working mom perspective...

“Currently I have 9 schools on my caseload, located in 7 different communities.”

6:00... My alarm rings. The temptation to press snooze is stifled by the fact that I know I have already squeezed every minute of sleep out of my night. I step out of bed, and get ready for the day.

6:45... While I eat my breakfast and get the kids to the table to eat theirs, I pull tonight's supper out of the fridge and set the slow cooker to auto cook. Supper will be ready by 4:45, for my family to eat before rushing out the door to hockey practice and skating lessons. I know I will be home late tonight, so I go over the after school plan with the family and show the kids their list of chores.

7:00... I add the final touches to my son's wardrobe (i.e., Where are your socks? Do you have a pair of pants without holes?) and braid my daughter's hair before kissing them good-bye and wishing them a good day. Thankfully my husband can be home to ensure they catch their bus.

7:15... I pull up at my office in town to quickly pick up my assessment materials and student files for the day. I load all my paraphernalia into the division car, which I share with 6 other consultants.

7:30... I hit the highway. I have about an hour drive to the school I will be working at this morning. Without the riveting daily farm progress report (which will not come on the local radio until 4:00) to sustain my attention, the trip quickly turns into an hour of karaoke.

8:30... I arrive at the school where I am greeted by the staff and wait for the Grade 1 student, whom I am there to observe, arrive. I sneak a second cup of coffee while I converse with the teacher and meet the Educational Associate (EA) that works with the student I will be observing.

8:40... The bus arrives and I observe the student as he transitions off the bus, onto the playground and into the school. I follow the student as he participates in the classroom and works independently with the EA. This student is undergoing an Autism assessment through the Health Region, and I will share my observations with the team to inform their assessment.

10:00... I meet informally with the EA to clarify some questions and learn more about how this day would compare to a typical day for this



A Day in the Life of a Rural Psychologist Continued...

student. I provide feedback to help reinforce all the things the school and EA are doing well. I also offer suggestions that might help their work with this student. I dictate my observation into my phone where it will be saved until I have time to write the report.



10:10... I sneak into the Kindergarten class to meet and observe the students as part of my work with the Provincial Early Years Evaluation (EYE). This will be my first observation, of many, to assist the teacher with the EYE assessment. I spend time with the children as they move around the centers and interact with their peers. I converse with the students and observe their behaviour. Before leaving I touch base with the teacher to share my observations and note her areas of concern.

10:50... I collect my materials and go to the janitor's room. The janitor is now gone for the day which means I can transform his storage room back into my assessment room in order to complete an assessment I started two days prior. I quickly rearrange the room, moving desks, finding a chair suitable for the child and hiding items from view that may be distracting. I review the subtests I have yet to complete and head to the Grade 6 room to invite the student to come work with me.

11:00... The student willingly comes to the assessment room and works well to complete the last few subtests for my assessment. I can now score the protocols and write the report for my meeting with the parents and teachers next week. I check my Dayminder to see when my next office day will be...tomorrow! I schedule myself time to write my report and pack up to head for lunch.

11:45... As I am on my way to meet my colleagues for lunch, I check in with the Diversity Education Teacher (DET). I agree to meet with her quickly to discuss a few students on my case load. I am new to this particular school, and need to become acquainted with a few students whom I will be working with this year. We discuss needs for each student and available supports. From this serendipitous meeting I schedule a few opportunities to meet with parents and times for me to observe the students in order to assist with creating optimal interventions.

12:30... Unfortunately I missed having lunch with the other consultants. I always enjoy the opportunity to get to know my colleagues and converse informally over lunch. It is a good team building activity, but not an option today. Knowing I still have a long day ahead of me I find myself behind the high school students in line at Subway to grab a lunch to take to my next meeting.

1:00... I arrive at the high school just in time for a Response to Intervention (RtI) Team meeting, lunch in hand. Each school holds an RtI meeting once a month. These meetings are an opportunity for the school administration, DET, and the classroom teachers to meet with their Student Support Services team (including a Speech Language Pathologist, Occupational Therapist, Counselor, Learning Consultant, Outreach support and myself). Teachers refer students to this team to discuss behavioural and/or academic concerns. Classroom teachers provide data on the strategies and interventions they have tried in an attempt to remediate the concern and as a team we provide further suggestions and offer support. From these discussions, I agree to observe a few students and meet with a Grade 9 student's parents whom we have been discussing for a while with little response to our interventions. The plan is to discuss the option of cognitive and behavioural assessment with the parents, to best



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colleagues ..."*

A Day in the Life of a Rural Psychologist Continued...

understand this student's abilities and needs. Lastly, I contribute to refined interventions for students whom I've worked with in the past, using my assessment information to inform behavioural and academic plans.



- 2:15...** The Occupational Therapist (OT) and I move into a small seminar room where we join a meeting via FaceTime. Last year the OT and I completed a joint assessment of a student. This meeting will be to review the year plan with the family and the new classroom teacher. Seeing as the school is an hour away, attending the meeting in person was impossible. Fortunately we are able to join via technology.
- 3:30...** The parent for my 3:30 meeting cancels. The DET and I work out some dates over the next few weeks to re-schedule our meeting. It looks like I may get home earlier than I thought!
- 3:40...** As I am walking out of the school to start my drive home, I am pulled aside by the Principal to discuss a Grade 12 student who had a very unsuccessful day. Together we go over the events of the student's day and his academic profile. I am familiar with this student through my work on the RtI team, but it was evident that things had escalated quickly. The student's parents are very concerned and wish to meet with the Principal and me tomorrow. I agree to meet in the morning; I will have to work out an office day later in the week to write my reports...
- 4:30...** I head out to my car. As I walk, I check my phone for emails and messages...I have a dozen or more emails to return and I missed a phone call from the pediatrician whom I had been waiting to hear from regarding one of my students. I check the time, 4:35...If I hurry the doctor may still be in the office. I walk quickly to the car and grab my notepad and a pen. I sit in my 'portable office' and make the call. Thankfully, the doctor is still there and we have a brief conversation regarding the student to develop an assessment plan. I will forward my assessment report once completed.
- 5:00...** Before I start my drive home I touch base with my husband to ensure he can drop our daughter off at skating on his way to our son's hockey practice. I will get there just in time for her to start. Hmm, 5:00 and I've missed the farm progress report. Another hour of Karaoke it is!
- 6:00...** I arrive back at the office, drop off my assessment materials and switch cars. I then head over to the rink, just in time to tie my daughter's skates. I watch my daughter skate, and she waves to me grinning from ear to ear!
- 7:00...** We arrive home, where I eat supper while helping my son with his homework.
- 7:45...** I read my kids a bedtime story, trying to damper the temptation to rush through the pages...allowing them to ask questions and share their thoughts is far too important for their learning. We spend time talking about the book and their day before I kiss them good-night.
- 8:30...** I spend some time visiting with our two hockey players while I prepare supper for the following day. They have been studying for the SAT and I help them work through some of the word problems. The topic of our conversation migrates to tomorrow night's game. Home games are a family event, where we will be found cheering the team on along with the rest of the community.
- 9:30...** I take some time to turn on my computer in order to return a few emails and start making a list of to-dos for tomorrow. Unfortunately our internet is down again, which is typical in our area. Thankfully I can use my phone to get a few items checked off my to-do list.



10:00... I open my newest "Essentials" book and prepare to read a bit before calling it a night...when I suddenly remember I am to write an article for the *Rural and Northern Section* Newsletter! I grab a pen and pad of paper and consider: **A day in the life ...**

Welcome to our New Student Representatives!

My name is **Alex Petrescu**, and I am pleased to be writing to you as one of the new student representatives for the section. Currently, I am a Scholar's Electives student at Western University (London, Ontario) in my second year of an Honors Specialization in Neuroscience. Each year, the Scholar's Electives program enrolls approximately 50 students who have demonstrated significant achievements both academically and outside the classroom. This program requires students to participate in a research project – similar to an Honors Thesis project - with a faculty member each year starting in second year. My research is in the area of cognitive psychology, specifically how the brain processes and uses visual information.



My name is **Natalie Frost** and I am excited to be one of the new Rural and Northern student representatives. I am in my second year of a MA/PhD program in Child Clinical Psychology: Child Track at the University of Windsor and am working on my Masters Thesis. I grew up in a rural area near Owen Sound, Ontario so I am familiar with the challenges these committees face. My research looks into the plausibility of creating online screening tools for psychological disorders and building rapport online so that those in rural and northern areas may access psychological services. Knowing that many Canadians live in rural areas but few psychologists offer services to those areas motivates me to continue my research and to provide services to rural areas upon completion of my degree.

New Rural and Northern Psychology Residency in BC

Submitted by Dr. Susan Hackett

The BC PRP provides generalist training to residents who are interested in Urban, Rural and Northern Child and Youth Community Psychology.

The Ministry of Children and Family Development has been hosting psychology interns for many years, providing generalist training to pre-doctoral psychology students in child and youth community mental health. In 2008, the Fraser Child & Youth Community Based Psychology Residency Program (PRP) formalized this training. In the fall of 2010, the program was accredited with the Canadian Psychological Association (CPA) for a 4-year term, from 2009/10-2013/14, becoming (to our knowledge) the first community-based child and youth internship in Canada to attain CPA accreditation. The PRP, based primarily in the Lower Mainland of BC, offered diversity of both clients and supervisors, exposing students to the wide range of diagnoses and treatment options available within an urban setting. When priorities shifted within MCFD, the PRP responded by expanding to include the new challenges involved in providing psychological services to Rural and Northern BC in 2014, and the BC Child and Youth Community Based Psychology Residency Program (BC PRP) was born.

Residents are initially placed in either Prince George (Northern) or in Port Moody/Surrey (Southern) for a 6 month rotation, after which they swap with the resident in the alternate location. Residents learn to work with other community service providers both on the teams and in the local communities that include Aboriginal and multi-cultural populations. As part of the province of BC's Child & Mental Health Services, the BC PRP's emphasis is in the area of child, youth, and family mental health services provided in multi-disciplinary, community-based contexts. Residents are supervised by Registered Psychologists from both locations and maintain contact with each other via phone and email and participate in weekly seminars and case conferences via videoconferencing. The BC PRP provides residents with a wide scope of training opportunities, assessment, treatment planning, intervention, community consultation and prevention skills with diverse populations. For more information contact Dr. Susan Hackett in Port Moody at Susan.Hackett@gov.bc.ca.

The training model is based on a 'Practitioner-Scholar' approach that emphasizes the importance of evidence-based practice and the utilization of clinical methods that are supported by research.

Each full-time Residency position offered is for one year, starting the first Tuesday in September. Supervision standards conform to the accreditation standards set out by the Canadian Psychological Association. The BC PRP is actively seeking renewed accreditation with CPA.

Save the Date for these Exciting Events!

The **7th International Symposium on Safety & Health in Agriculture and Rural Populations: Global Perspectives** will be held October 19-22nd, 2014 in Saskatoon Saskatchewan. For more information, go to <http://cchsa-ccssma.usask.ca/sharp2014/>.

The **Community Foundations of Canada** will be held May 7-9 in Calgary Alberta. For more information, go to <http://communityfoundations.ca/conference/>.

The **Sixth Annual Rural Behavioural Health Annual Conference** will be held October 24, 2014. Attendance options (including webcasts) and more information is available at <http://www.mnpsych.org/3786-2>

Submission Information

Do you have something to submit to the section's newsletter, *The View from Here: Perspectives from Rural & Northern Psychology*? If so, we want to hear from you!

Please contact our newsletter editor, Dr. Amanda Lints-Martindale (lintsmar@cc.umanitoba.ca) or our Section Chair, Dr. Cindy Hardy (cindy.hardy@unbc.ca) with your submission.

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.

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