

CPA Counsellor

Newsletter of Counselling Psychology Section of the
Canadian Psychological Association

December 2009



Message from the Chair

With the return of autumn, we quickly get back into the thick of our work and it is easy to let memories of June's convention and summer holidays fade. Our section was well represented in Montreal with 31 posters, 9 theory reviews, 6 symposia, 3 conversation sessions, and 2 workshops. Our keynote speaker, Dr. Nancy Heath, speaking about non-suicidal self-injury drew a crowd of close to 50 people. Most of this group remained for the reception. It was wonderful to reconnect with old friends and make new connections. Our Distinguished Member Award went to Dr. Vivian Lalande in recognition of her outstanding career in counselling psychology and her contributions to the development of our Section. It was under her

leadership that a committee to develop a Canadian Definition of Counselling Psychology was established. At our business meeting in Montreal, the proposed definition was accepted by all those present and it has since been submitted to the CPA Board, who will be voting on it at this November's Board Meeting. For your information, the definition put forward to the board is included later in this newsletter. Many thanks to the Executive Committee for a Canadian Understanding of Counselling Psychology: Robinder (Rob) Bedi (co-chair), Beth Haverkamp (co-chair), Romeo Beatch, Douglas Cave, José Domene, Gregory Harris, and Anne-Marie Mikhail.

The Section is thriving and we now have 427 members including 223 student members. Many of our students are conducting excellent research. In Montreal, six students were recognized at the section reception for their work. Later in this issue you will find a listing of the award winners and summaries for the Best Master's Thesis and the Best Dissertation Award. Please consider nominating your students' theses or dissertations for an award. We all know of outstanding colleagues and students. However, for them to receive the recognition they deserve, you need to nominate them.

During the current year the Section has taken on two major initiatives. The first is an in-depth, systematic review of the proposed changes to the accreditation standards with the goal of providing the CPA Accreditation committee with feedback regarding potential implications for Counselling Psychology. The Counselling Accreditation Committee is chaired by Ada Sinacore. Members are Emily Kerner and Lara Cross. The second major initiative is to update our by-laws, which have not been amended since 1993. The By-laws Committee is comprised of José Domene, Audrey Kinzel, Tanya Mudry, and myself as chair.

The work of sections is largely dependent on individuals who freely volunteer their time and talents. In addition to the committees mentioned above, it is important to recognize the contributions of your executive team: Vivian Lalande, Past Chair; Shelly Russell-Mayhew, Secretary-Treasurer; Reana Saraceni, Student Representative; Patrice Keats, Member-At-Large(Review Co-ordinator); Colleen

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Haney, Member-At-Large (Student Awards); Michael Huston and Olga Sutherland, Newsletter Editors; José Domene, Webmaster. I would also like to extend recognition to the individuals who give so generously of their time to review the conference submissions at an extremely busy time of year. 2009 reviewers were: Romeo Beatch, Sharon Cairns, John Carter, Carlton Duff, Francis Guenette, Maria laquinta, Frances Owen, Donna Patterson, Pamela Patterson, Kimberley Shilson, and Tom Strong.

The section is increasingly aware of concerns regarding the dearth of Canadian counselling internship sites, particularly accredited ones. To begin to examine this issue and hopefully move toward solutions, the Section is planning a Keynote Panel for the 2010 Convention in Winnipeg. I look forward to seeing many of you in Winnipeg in June.

Respectfully Submitted,

Sharon Cairns, Chair
Section on Counselling Psychology
(scairns@ucalgary.ca)

Canadian Definition of Counselling Psychology

This definition, currently before the CPA Board of Directors for consideration, was developed by the Executive Committee for a Canadian Understanding of Counselling Psychology, comprised of: Robinder (Rob) Bedi (co-chair), Beth Havercamp (co-chair), Romeo Beatch, Douglas Cave, José Domene, Gregory Harris, and Anne-Marie Mikhail.



Partial Definition Committee: Beth Havercamp, José Domene, Rob Bedi, and Anne-Marie Mikhail

Counselling psychology is a broad specialization within professional psychology concerned with using psychological principles to enhance and promote the positive growth, well-being, and mental health of

individuals, families, groups, and the broader community. Counselling psychologists bring a collaborative, developmental, multicultural, and wellness perspective to their research and practice. They work with many types of individuals, including those experiencing distress and difficulties associated with life events and transitions, decision-making, work/career/education, family and social relationships, and mental health and physical health concerns. In addition to remediation, counselling psychologists engage in prevention, psycho-education and advocacy. The research and professional domain of counselling psychology overlaps with that of other professions such as clinical psychology, industrial/organizational psychology, and mental health counselling.

Counselling psychology adheres to an integrated set of core values: (a) counselling psychologists view individuals as agents of their own change and regard an individual's pre-existing strengths and resourcefulness and the therapeutic relationship as central mechanisms of change; (b) the counselling psychology approach to assessment, diagnosis, and case conceptualization is holistic and client-centred; and it directs attention to social context and culture when considering internal factors, individual differences, and familial/systemic influences; and (c) the counselling process is pursued with sensitivity to diverse sociocultural factors unique to each individual.



Section Members who voted on the definition at the Section Business Meeting, June 2009.

Counselling psychologists practice in diverse settings and employ a variety of evidence-based and theoretical approaches grounded in psychological knowledge. In public agencies, independent practices, schools, universities, health care settings, and corporations, counselling psychologists work in collaboration with individuals to ameliorate distress,

facilitate well-being, and maximize effective life functioning.

Research and practice are viewed as mutually informative and counselling psychologists conduct research in a wide range of areas, including those of the counselling relationship and other psychotherapeutic processes, the multicultural dimensions of psychology, and the roles of work and mental health in optimal functioning. Canadian counselling psychologists are especially concerned with culturally appropriate methods suitable for investigating both emic and etic perspectives on human behaviour, and promote the use of research methods drawn from diverse epistemological perspectives, including innovative developments in qualitative and quantitative research.

NEWSFLASH: Word was received on November 17th, 2009 that the CPA Board has approved the Canadian Definition of Counselling Psychology!

Distinguished Member Award 2009

Dr. Vivian Lalande

I am very honoured to receive the Counselling Psychology Section Distinguished Member Award for 2009. It comes at a meaningful time in my life as I make the transition from being an Associate Professor at the University of Calgary to focus on other work and life roles. It is a time for me to reflect upon over 35 years in the mental health field, and my involvement in counselling psychology. I have been fortunate to take on a number of roles during this time as a mental health worker, private practitioner, post-secondary counsellor, associate professor, the editor for the Canadian Journal of Counselling, a member of the Board of the Canadian Counselling Association, as well as being the Chair of both the Section of Women and Psychology and the Section of Counselling psychology in the Canadian Psychological Association.

During these 35 years the field of psychology has grown in many ways. While I was an undergraduate student, the primary debate was between two emerging, divergent theoretical approaches: behaviourism and humanism. The newest, exciting concept was the "paradigm"; a concept that was changing our views on whether we could find the 'truth' at the end of our research endeavors. Psychological training depended upon old technology such as reel-to-reel tape recorders. However, opportunities for rich debates between students and professors were abundant in relaxed meeting places on campuses and innovative treatment approaches were funded in psychiatric treatment settings.

Although the field and training methods of counselling psychology are more sophisticated, integrative and cost effective, it is unfortunate to see how changes in the economy and societal values have impacted the profession. As funding for research and higher education decreases in Canada, the quality of education and service provision has also decreased. It seems to be a time for increased advocacy and social action to counter these discouraging trends.

I have always said that you can tell a Counselling Psychologist within the psychology field because of their sincerity, warm smiles and facial laugh lines! These qualities reflect the values of caring and social reform that drew me to this profession in the first place. One of the most influential theorists and writers in my career is Jean Baker Miller who talks about how we grow with others in "growth-fostering relationships" that involve "empathy" and "mutual empowerment" (Jordan & Hartling, 2009). I believe that this award and any other achievements I have had over the years grew from these types of relationships. I have learned greatly from my clients, colleagues, and friends.

I would like to thank everyone who made this award possible, including all of you who supported my in my work and career as well as those who made this nomination. I hope there will continue to be many opportunities to work and laugh together in the years to come.

Jordan, J. & Hartling, L. (2009). The Development of Relational-Cultural Theory. Retrieved October 28, 2009 from <http://www.jbmti.org/content/view/1754/328/>

2009 Student Awards

Best Dissertation Award

Olga Sutherland: "Therapeutic Collaboration: A Conversation Analysis of Constructionist Therapy", University of Calgary.

Best Master's Thesis

Marnie Fukushima-Flores: "FRIENDS Parent Project: Effectiveness of Parent Training in Reducing Parent Anxiety". University of British Columbia.

Best Doctoral Posters

Maria Iaquinta "Women's Experience of Career Decision-Making After Brain Injury". Douglas College.

Linda Klevnick "An Exploration of the Relationship Between Mindfulness and Forgiveness". OISE

Best Masters' Posters

Danielle Brosseau "Couples, Traumatic Stress, and Cancer: Moderating Effects of Relationship Quality". Trinity Western University.

Tina Lee "Intergeneration Negotiation of Educational and Career Expectations: The Korean-Canadian Experience". Trinity Western University

Best PhD Dissertation Award 2009

Dr. Olga Sutherland, C. Psych., RMFT

Therapeutic Collaboration: A Conversation Analysis of Constructionist Therapy

It is a great honour to receive the Counselling Psychology Section Award for the Best PhD Dissertation Award for 2009. Since I graduated with my PhD in Counselling Psychology from the University of Calgary last fall, I have completed my postdoctoral training in the Couple and Family Therapy Program at the University of Guelph, Ontario. In the summer of 2009, I was welcomed as an Assistant Professor in Couple and Family Therapy at the University of Guelph. I also have a small private practice in clinical/counselling psychology, which I very much enjoy.

My research program has centered on generating evidence-based guidelines for practitioners and educators wishing to enhance the quality of counselling services. I use a range of qualitative and quantitative methods to examine what occurs in interactions between helping professionals and their clients. I am also interested in the topics of professional competency and counsellor training and education. I explore how theory influences the analysis and interpretation of research results and intend to focus my research career in the next several years on the contribution of relationship and communication between clients and counsellors to therapeutic outcomes.

My dissertation focused on the topic of therapeutic collaboration. Collaboration has been a frequently used construct to describe the practices of different psychotherapeutic approaches for working with clients. Missing, however, is a sense of how collaboration is enacted in dialogues between therapists and clients. After exploring how "collaboration" is defined in the literature, I analyzed the actual conversational practices of Karl Tomm, a well-known psychiatrist and family therapist, in his work with a couple using conversation analysis (CA), a qualitative research method. My aim was to highlight the conversational accomplishment of collaboration in observable ways that I felt can be linked to enhancing one's conversational and

collaborative practice of therapy.

With postmodern or constructionist developments in psychotherapy, has come increased recognition of the importance of collaboration between client and therapist (Anderson, 1997; McNamee & Gergen, 1992). Indeed, therapeutic collaboration now is a distinguishing feature of constructionist therapies, and some even use the term "collaborative" to refer to these approaches (Anderson, 2001; Hoffman, 1995). Overall, proponents of constructionism in therapy have critiqued an expert-driven approach to working with clients and proposed replacing it with more participatory, reflexive, and client-driven practices. I investigated how an avowed "collaborative" (i.e., constructionist) therapist worked with a couple – how he shared his expertise in ways that acknowledged and incorporated each client's preferences and understandings. I sought to explicate the means by which the therapist negotiated a non-expert position while attempting to influence the clients (Roy-Chowdhury, 2006).

The therapy exemplars I analyzed were taken from one session of couples therapy I transcribed and micro-analyzed using CA. Karl Tomm's participation entailed selecting a session of couple or family therapy that was representative of his approach to working with clients. Having received the videotape from the therapist, I transcribed it using conventional CA transcription symbols. Having identified a specific collaborative practice, I analyzed it using CA. I used this newly identified and examined practice to guide my subsequent selection and analysis of collaborative moments. Relying on the CA and constructionist therapy literature helped me initially distinguish what parts of talk could be categorized as "participants collaborating." Please contact me for the results of my analysis (osutherl@uoguelph.ca).

My microanalysis challenges a perception that clients are docile and passive recipients of therapist knowledge. It further suggests examining therapists' and clients' interactions in adjacent rather than disjointed ways. Overall, I saw therapeutic relationships as derived from the conversational practices used within them rather than being derivatives of social structure or mental attitudes. My research shows collaboration as variably attended to and negotiated through how clients and therapist talk. In my study, the therapist and clients observably adjusted their talk to fit each other's preferences, by actively and resourcefully negotiating mutually adequate descriptions. The results suggest that a more dialogical and dynamic approach to conceptualizing and studying therapy is needed that accounts for all participants' reflexive and negotiated interactions as significant.

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Best Masters Thesis Award 2009

Marnie Fukushima-Flores, MA
University of British Columbia

FRIENDS parent project: Effectiveness of parent training in reducing parent anxiety in a universal prevention program for anxiety symptoms in school children.

Anxiety is one of the most pervasive childhood mental health disorders of our day. Based on epidemiological data, it has been estimated that at any given time 200,000 BC children and youth may be suffering from one or more mental health disorders, of which, approximately 70,000, or 35% struggle with the debilitating effects of having an anxiety disorder in particular (Waddell, McEwan, Hua, & Shepherd, 2002). This is reflected in the growing body of research investigating the most effective ways to treat and prevent childhood anxiety.

Evidence in the literature clearly supports cognitive behavioural therapy (CBT) as the treatment of choice for children with anxiety disorders, specifically when offered in a group format (Mendlowitz et al., 1999; Shortt, Barrett, & Fox, 2001). Upon noticing a significant improvement in childhood anxiety when parents are involved in treatment, researchers have continued to investigate the effects that parents and parenting have in the development of anxiety. Although this field is in its infancy, a number of familial factors have emerged, such as parent anxiety, parenting practices and parent modelling of coping strategies (Ginsburg & Schlossberg, 2002; Manassis, Hudson, Webb, & Albano, 2004; Spence, Donovan, & Brechman-Toussaint, 2000). One of the key factors in the development and maintenance of child anxiety, around which other factors seem to pivot, appears to be parent anxiety as some researchers have indicated (Cobham, Dadds, &

Spence, 1998; Thienemann, Moore, & Tomkins, 2006). In order to treat childhood anxiety most effectively, the program provided for the child should be accompanied by a family component that attempts to reduce parent anxiety. Clinical research has validated this hypothesis and has found that reducing anxiety in anxious parents increases the gains for their anxious children (Cobham et al., 1998; Wood, Piacentini, Southam-Gerow, Chu, & Sigman, 2006). *Recent intriguing research conducted in clinical settings has found that by treating the parents of anxious children only, their children, who had not received treatment themselves, experienced decreased anxiety symptoms (Cartwright-Hatton, McNally, White, & Verduyn, 2005; Thienemann et al., 2006).*

This study adds to the discussion by examining the parent component of the FRIENDS for Life program, a school based universal prevention and intervention program for childhood anxiety. This 10-week CBT based group intervention, offered in Grade 4 and 5 classrooms includes a separate two-session psychoeducational parent training component. Some research has been conducted on the parent component, however, there were aspects of each of the studies that make it difficult to generalize the findings to the context and conditions for which the program is intended. No study has investigated a universal approach to the FRIENDS parent training component in a non-clinical population.

The FRIENDS Parent Project is the first study to examine the effectiveness of the parent training component of the FRIENDS program as it was designed to be delivered: two parent training sessions offered separately from the child part of the program run in classrooms and facilitated by school or community counsellors or trained parents. The hypotheses driving this inquiry are that parents who participate in the FRIENDS parent training program will report reduced rates of self-reported symptoms of anxiety when compared to parents who do not participate in the parent training program, and that parent report of observed child anxiety symptoms will also be reduced when compared to parents who do not participate in the parent training program. To augment these findings, parents who participate in the parent training programs will complete a questionnaire asking them to rate the components of the program and to comment on what they learned from the program.

Participating parents ($N = 122$) completed four measures on anxiety, the Anxiety Sensitivity Index (Reiss, Peterson, Gursky, & McNally, 1986), the Center for Epidemiological Studies-Depression (Radloff, 1977), the Penn State Worry Questionnaire (Meyer, Miller, Metzger, & Borkovec, 1990), and the

Screen for Child Anxiety Related Emotional Disorders (Birmaher et al., 1999) before and after the parent program.

Data collection took place during the 2007/2008 school year in five diverse school districts in western Canada. Recruitment of teachers offering the program in their classroom was done at the district level with a total of 33 teachers agreeing to participate in the research. One week prior to the parent component students in each of the 33 classes were given packages to give to their parents, inviting them to participate in the research project. It was emphasized that participation in this project was entirely voluntary and that parents were free to take the FRIENDS parent training program without participating in the research. Parents who agreed to participate returned the enclosed consent and completed preintervention measures to the teachers. One week later Night 1 of the FRIENDS parent program was run, followed by Night 2 one month later. The postintervention measures were then sent to participating parents via their children. Parents who had attended the parent training program were also sent a Program Evaluation Questionnaire (PEQ) and 122 parents, (intervention $n = 20$ and control $n = 102$) returned completed postintervention measures.

The effectiveness of the program was investigated by analysing mean scores of the parent self-reported anxiety symptoms and parent reports of child anxiety symptoms using the computer program Statistical Package for Social Sciences (SPSS) 16.0. The main analyses conducted were 2 x 2 between-within ANOVAs for each measure with group (intervention and control) as the between-subjects factor, and the pre- and postintervention mean scores for each measure as the within-subjects factor. The assumptions of normality and homogeneity of variance were tested. To account for the use of multiple ANOVA's and the associated risk of Type I error Bonferroni adjustments were applied for each test ($\alpha = .05/4 = 0.0125$). The hypothesis that parents who participated in the program ($n = 20$) would report reduced anxiety symptoms for themselves and for their children when compared to parents who did not attend ($n = 120$) was not confirmed. There was no significant interaction between group and time for any of the measures and no statistically significant differences were found on the main effects of group or time for any of the four measures.

Treatment satisfaction was reported through basic descriptive analysis with the data from the Likert scale questions on the PEQ, completed by the parents who attended the parent component ($n = 20$). Open ended questions were analysed for common themes. Results showed that they rated the topics

covered in the program, on average as, "Quite important". The results based on specific components of the program indicated that parents felt that the topics of giving praise, modelling appropriate behaviour and the core CBT component of how thoughts control feelings and behaviours were the most important. In response to the open-ended question, "What is the most significant thing you learned in the program?" five parents wrote about the topic of how to recognize the signs and symptoms of anxiety and how it affects their children and three wrote about the importance of the tools to help someone with anxiety. For answers to whether they have been able to use any newly learned skills three parents indicated the concept of how positive and negative thoughts can affect behaviour; two parents answered the use of praise and another two parents mentioned the problem solving plan. Two others replied by indicating they thought all of the techniques were helpful and already use them. When asked if they have seen a difference in their child's behaviour, of the 11 parents who responded to this question, three indicated they had seen an improvement, three said they had not yet seen any change and three parents responded by saying they did not feel their child had problems with anxiety and therefore did not expect to see any changes (two answers were ambiguous).

There are a number of suggestions for why the primary hypothesis of parents who participated in the program ($n = 20$) would be expected to report reduced anxiety symptoms for themselves and for their children when compared to parents who did not attend ($n = 120$), was not confirmed. A small intervention group ($n = 20$) may not have provided sufficient power to detect any significant differences between the scores on the four measures. Perhaps the timing of the postintervention assessment was taken too soon, not allowing for newly learned skills and behaviours to be recognized. The brevity and format of the parent program being two, two hour sessions consisting of a psychoeducational based power point presentation may not have been robust enough to make a statistically significant difference in the scores of the anxiety measures.

Despite these queries this study demonstrated a number of strengths that highlight its contribution in terms of current research in the specific area of childhood anxiety and also in the broader field of healthcare research. It addressed the most recent recommendations in the literature by including parents in the treatment of childhood anxiety, and in particular by measuring parental anxiety before and after the intervention. Furthermore it was the first to study the parent component of a universal and prevention focused program in the school setting with participants for which it was designed. Standardized

measures were used. Although no statistically significant results were found in the formal assessments, social validity for the FRIENDS parent program was captured. Parental response to the program was overwhelmingly positively. The results of the PEQ were favourable with the five-point Likert scale questions on the content reporting means ranging from $M = 3.42$, ($SD = 0.77$) to $M = 4.21$, ($SD = 0.79$). These findings are similar to a study conducted by (Barrett, Shortt, Fox, & Wescombe, 2001) that specifically looked at the social validity of the FRIENDS program (range: $M = 3.98$; $SD = 0.95$ to $M = 4.62$; $SD = 0.58$) even though the context of their study was with clinical participants and the parents had more (three two-hour) sessions.

Limitations to this study include, small intervention sample size and the use of non-randomized convenience sampling, both of which limit the generalizability of the findings. Also, only one type of measurement (self-report) from only one informant (parent) on both the symptoms of anxiety experienced by parents and their children was used.

Directions for future research could include using more sensitive measures perhaps designed for a non-clinical population and using multiple informants; longitudinal studies that could further clarify a number of areas including: researchers' understanding of the aetiology of childhood anxiety, the most effective age and stage to intervene in the prevention and treatment, and the mechanisms of change in how CBT based strategies are incorporated into the lives of families dealing with anxiety longer term.

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Call for Nominations

Counselling Psychology Section: Distinguished Member Award

The Distinguished Member Award is intended to recognize someone who has made significant contributions to the field as a practitioner or as a researcher. We are looking forward to receiving nominations and presenting the award in Montreal.

In addition to being a member of the Counselling Psychology Section, the nomination criteria include:

Nominee will preferably have been active in the profession for at least 10 years.

Nominee has made a distinguished contribution in one or more of the following ways:

- Outstanding counselling service.
- Scholarly research, which has moved the profession of counselling forward.
- Development of counselling materials which has contributed to the provision of service by others.
- Outstanding service to professional association, in particular to the C.P.A.
- Counselling Psychology Section.

Other factors that will be considered are:

- Influence of the work to the profession of counseling (e.g., is the work moving the profession forward?).
- Breadth of influence (e.g., how many people have been touched/affected by the work?).

Documentation of these accomplishments can include:

- Statement from the nominator providing rationale for nominating this individual.
- Curriculum Vitae of the nominee.
- Sample of work, evaluation of work, letters from clients/colleagues, detailed descriptions of work, publication record, listing of positions held, and/or service contributions.

Please send nominations by May 15, 2010 to: Sharon Cairns (scairns@ucalgary.ca).

Section 24 Student Awards Nominations

Each year, the Counselling Psychology Section makes available 4 student awards. A monetary award of \$100 is presented in each of the following categories:

- Best PhD Dissertation
- Best Masters Thesis
- Best Masters Conference Poster

Best Doctoral Conference Poster

PhD Dissertation and Masters Thesis Awards

For dissertation and thesis awards, students need not be a member of the Counselling Psychology Section; however, the person who nominates the student's work must be a member. The student's work can only be nominated once for each award. The research must have been successfully defended within 2 years prior to the annual award submission date of May 15.

Please submit 2 copies of a maximum 30-page summary of the research study with a letter of nomination from a member of the Counselling Psychology Section to:

Dr. Colleen Haney
Student Award Coordinator
Scarfe Library 287,
UBC,
2125 Main Mall,
Vancouver, BC V6T 1Z4
colleen.haney@ubc.ca

NOTE: Submissions must be in APA style

The deadline for submission is May 15, 2010

Conference Poster Awards

For conference poster awards, students should be prepared to discuss their poster with two Section 24 members who will come and speak with students during their poster display at the CPA Convention.

Call for Nominations Section Executive

Nominations are now being accepted for the following executive positions:

Chair
Secretary/Treasurer
Student Representative
Webmaster

If you or someone you know would be interested in serving the section in any of the above roles, please send nominations to Sharon Cairns, Chair at scairns@ucalgary.ca

Terms for these positions will commence following election at the Section's Annual Business Meeting, June 2010 in Winnipeg.

Counselling Section Executive

Chair—Sharon Cairns

E-mail: scairns@ucalgary.ca

Past Chair—Vivian Lalande

E-mail: lalande@ucalgary.ca

Secretary-Treasurer—Shelly Russell-Mayhew

E-mail: shelly.russell-mayhew@ucalgary.ca

Student Representative—Reana Saraceni

E-mail: reana.saraceni@telusplanet.net

Member at Large (Review Coordinator)—Patrice

Keats

E-mail: pkeats@sfu.ca

Member at Large (Student Awards)—Colleen

Haney

E-mail: colleen.haney@ubc.ca

Web Master—José Domene

E-mail: jose.domene@twu.ca

Newsletter Editors—Michael Huston & Olga

Sutherland

E-mail: mhuston@mtroyal.ca

osutherl@uoguelph.ca

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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.
