

New Companion Manual to Code of Ethics

An Excellent Resource for Canadian Psychologists

CAROLE SINCLAIR, Chair, Committee on Ethics
JEAN PETTIFOR, Member, Committee on Ethics

On September 28, 2001, the CPA Head Office received copies of the *Companion Manual to the Canadian Code of Ethics for Psychologists, Third Edition* from the printer, ready for distribution. The *Manual* contains a copy of the latest version of the *Code* (CPA, 2000), along with a running commentary, reprints of two articles describing the development and unique features of the *Code*, four detailed applications of the *Code's* ethical decision-making model to ethical dilemmas, more than a hundred vignettes describing ethical dilemmas, an extensive bibliography, and copies of CPA policies and guidelines related to ethical practice and the adjudication of complaints against CPA members.

The *Companion Manual* has been a popular publication of the CPA since 1988, ordered by psychology students, professors, researchers, and practitioners alike. First issued about eighteen months after the adoption of the first version of the *Code*, the *Manual* was reissued after the 1991 revision of the *Code*, accommodating changes that had been made to the *Code*. The current version of the *Manual* accommodates the most recent changes.

In the review process leading

up to the third edition of the *Code*, it was clear that Canadian psychologists were strongly supportive of the previous versions; therefore, the changes to the *Code* and *Companion Manual* have been relatively minor. The Ethical Principles, overall structure, and ordering of the Principles (in ethical decision making) all have remained the same. Changes have concentrated on areas that persons who participated in the review

process felt needed clarification or updating in light of recent ethical discourse and practice.

The Preamble includes slight

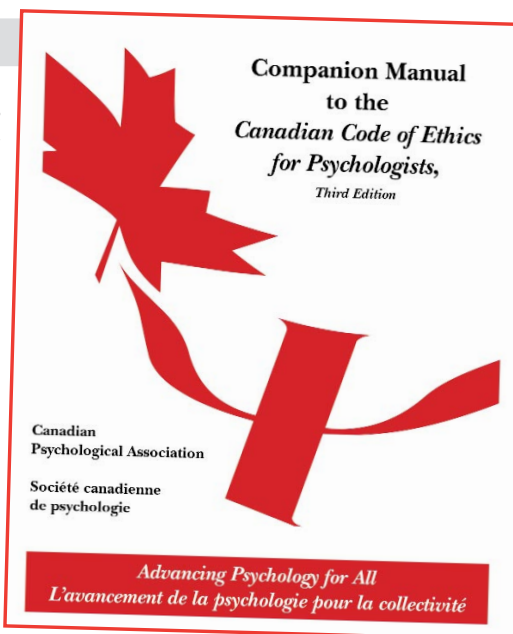
changes to the decision-making model (seven steps are now ten), with more emphasis on self-reflection, the context in which the ethical dilemma arose, and future prevention of similar dilemmas. The preamble also includes further clarification of the use of the *Code of Ethics* (vs. a code of conduct) in the adjudication of complaints of unethical behaviour, and sets the stage for later sections of the *Code* regarding how to handle one's perceptions of unethical behaviour by colleagues (Principle II), and how to respond when others perceive our own behavior as unethical (Principle II).

Principles I and II clarify that psychologists have the right to protect themselves from serious violations of their own moral rights and from threats to their own basic well-being; they also clarify that these limitations on their obligations to members of the public are consistent with the discipline's contract with society. Changes have been made to all four Ethical Principles regarding the importance of culture to one's sense of identity and to the way moral rights are operationalized in a community. These changes have an impact on procedures related to informed consent and to interaction with cultural communities. Changes also have been made to all four Ethical Principles with regard to the business aspects of psychological activities. For example, new standards and examples can be found regarding fair fees, help-

ing individuals find alternatives when their coverage or financial resources run out, the importance of managing people (e.g., employees, assistants) in a fair and accountable manner, and the responsibility to create a work environment that supports the respectful expression of ethical concern and the constructive resolution of such concern. Changes to Principles III and IV provide more emphasis on the importance of scientific and academic freedom.

Readers of the new *Code* will find that the Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans clearly influenced

See *Code* on page 11



CPA and l'Ordre des psychologues du Québec have co-operated to make this poster available in English and French. L'Ordre developed the artwork for a French version and invited CPA to participate in making an English version available as well. CPA intends to give out the posters free of charge at the Convention, provincial association meetings, Board visitations, etc. Unfortunately, it is too expensive to send one by mail to every CPA member, but they are available at a cost of \$5.00 (shipping and handling) per poster or at a reduced rate for bulk orders. To order contact CPA at 1-888-472-0657 ext. 28. Every provincial and territorial association was offered 250 copies free of charge for distribution. The poster was unveiled (photo) at the 2001 CPA Convention in Ste-Foy, Québec, by OPQ's President, Rose-Marie Charest, and CPA Past-President, James Ogloff.

La SCP et l'Ordre des psychologues du Québec ont coopéré afin de produire cette affiche en français et en anglais. L'OPQ a fait la conception de la version française et invité la SCP à développer une version anglaise. La SCP a l'intention de distribuer des exemplaires de l'affiche gratuitement lors de son congrès annuel, des réunions des associations provinciales, des visites des membres du conseil d'administration, etc. Malheureusement, il serait trop dispendieux pour la SCP de faire parvenir un exemplaire de l'affiche à chacun de ses membres. Par contre, il est possible de se procurer l'affiche au coût de 5,00\$ (poste et manutention) l'unité ou à un coût réduit pour les commandes multiples. Pour commander veuillez composer le 1-888-472-0657 poste 28. La SCP a remis gracieusement 250 exemplaires de l'affiche à chacune des associations provinciales. L'affiche a été dévoilée (photo) lors du congrès 2001 de la SCP à Ste-Foy, Québec, par la présidente de l'OPQ, Rose-Marie Charest, et le président sortant de la SCP, James Ogloff.

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CANADIAN PSYCHOLOGICAL ASSOCIATION
SOCIÉTÉ CANADIENNE DE PSYCHOLOGIE

Advancing Psychology
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L'avancement de la
psychologie pour la
collectivité

P E R S P E C T I V E

Two issues of Concern:
I Need Your Help

WILLIAM MELNYK, Ph.D. – President

Iwould appreciate your help on a couple of issues. The first has to do with our public image and the second with prescription privileges for psychologists.

Public image. We must make a serious effort to create and/or improve our identity with the public. As a practitioner/academic, this has concerned me for all of my 36 years as a psychologist, and relates directly to public access for our services. I have written before of the travesty that exists when only the financially most fortunate in Canada can afford our services. If we want to be included in the various health care schemes, we have to prove our value to the public. In addition, an improved public image will help when CPA lobbies politicians and bureaucrats on your behalf for representation on important committees, and for funding. Science, practice, and education in psychology will all benefit if the public knows the value and worth of our profession, and if they know of our contributions across the broad spectrum of the discipline. Perhaps we could have prevented the closure of some excellent hospital psychology departments if the politicians had been influenced by a public who thought that we had important things to offer.

How can you help? CPA does a lot to improve your image. We have an excellent web site which is continually accessed by the public. Consider contributing articles to Psychology Works! As well, we are constantly in touch with the media who ask for commentary on issues of concern to the general public every week. We put them in touch with psychologists who are expert in the area of interest. If you are called by CPA to respond to a media request, please respond. I would like to see all of you make an effort to meet with the media and tell them what you do. They will want to know about currently popular topics, such as blended families, why parents kill their children, why teenagers starve themselves, why there is such a high suicide rate among teenage native Canadians, about health issues and sex in the aging population, and a host of other things. And as well, they will want to hear about your research and your teaching. Go to the press and tell them what you are doing. Give them printed copy ahead of time. To assist you in these endeavors, the CPA web site has a publication on how to address the media.

There are other things that you can do. Give free lectures

and seminars to the various support groups on living with their illness, to old folks on aging well (one of my colleagues and his wife have written an incredibly interesting book stating that sex is wasted on the young), to teens on eating problems, to the physically ill on how to maintain a healthy life style. Your research is interesting. Publish it, but also get it out to the general public in terms that they can understand.

Meet with your MP and your MPP. Tell them what you do. Tell them how you are involved in health and illness. Tell them how your research is interesting and beneficial to the public, to their constituents. Offer your help, and do not be timid about telling them what they can do to help psychology. Visit the CPA web site to get some ideas. See the CPA presentations on your behalf to the Romanow Commission on Health Care in Canada. Consider making a presentation to the Commission. Finally, CPA has asked you for money for advocacy. (See the Advocacy Alert in this edition of Psynopsis.) The results so far have been promising, but if you have not yet contributed, please do so now. We will be meeting with the Romanow Commission in October, and need your support.

Prescription Privileges. I present this topic with some trepidation, because I know that the majority of psychologists may be against this extension of practice. I want us to be united to present our issues, and I promise you that I will not let this topic divide us. However, I offer my personal opinion that properly qualified practitioners should be allowed by provincial legislation to prescribe medication to their clients. My basis for this opinion comes from the guidelines recently completed by a committee that I chaired, for the Association of State and Provincial Psychology Boards (ASPPB), the Committee on Education and Training for Credentialing. These Guidelines for Prescription Privileges are available from ASPPB at their web site, or by phoning 1-800-448-4069. In brief, they require a Doctoral Degree, practice as a health service provider, prerequisite knowledge as a foundation, and a minimum of 300 hours of postdoctoral education and

Deux questions préoccupantes
qui exigent votre son de cloche

WILLIAM MELNYK, Ph.D. – Président

Plusieurs sujets me préoccupent et j'aimerais solliciter votre concours pour m'aider à y réfléchir. Il s'agit d'abord, de notre image de marque, et ensuite, du privilège de prescrire des médicaments pour les psychologues.

Notre image de marque. J'estime qu'il nous faut déployer des efforts considérables pour fabriquer et/ou améliorer notre identité auprès du public. En tant que praticien et universitaire depuis 36 ans, cette question me touche de près et concerne directement l'accès du public à nos services. J'ai déjà évoqué dans d'autres articles ce simulacre d'accès aux soins psychologiques qu'on observe lorsque seuls les Canadiens les plus fortunés peuvent se permettre nos services. Si on souhaite s'intégrer aux différents modèles de soins de santé, il nous faudra nous faire valoir auprès du public. De plus, l'amélioration de notre image de marque pourrait être fort utile à la SCP, qui doit exercer en notre nom des pressions auprès de la gérance politique et des bureaucrates, pour obtenir du financement ou siéger à des comités importants. La psychologie, tant sur le plan de la science, de la pratique que de l'éducation, sera grandement avantagée si le public connaît la valeur et l'utilité de notre profession, tout comme nos réalisations dans toutes les spécialités de notre discipline. Peut-être aurions-nous pu éviter la fermeture de certains excellents services de psychologie en milieu hospitalier si nos élus avaient eu à tenir compte d'un public qui croyait en l'importance de nos services.

Comment aider? La SCP fait énormément pour relever son image. Nous offrons déjà un site Web fort intéressant que le public consulte sans relâche. Pourquoi ne pas ajouter un article à la rubrique « La psychologie peut vous aider... »? De plus, toutes les semaines, nous sommes régulièrement en contact avec les médias qui cherchent à recueillir des commentaires sur des questions intéressant le grand public. Nous les aiguillons alors vers un psychologue spécialiste de ce champ d'intérêt. Si la SCP vous appelle et vous demande de répondre à une demande de la part des médias, s'il vous plaît, acceptez de le faire. J'aimerais voir tous rencontrer des représentants des médias et leur expliquer ce que vous faites exactement. Généralement, ces derniers veulent se renseigner sur des sujets d'actualité qui attirent l'attention du public, par exemple, les familles recomposées, les raisons qui poussent des parents à tuer leurs enfants ou des adolescents à se laisser mourir de faim, com-

ment expliquer le taux de suicide si élevé chez les adolescents autochtones canadiens, les questions de santé et de sexualité de notre population vieillissante, pour ne nommer que ceux-là. Présentez-vous à la presse et expliquez avec précision votre travail. Remettez aux journalistes de la documentation sur papier avant de les rencontrer. La SCP offre par ailleurs sur son site Web une publication portant sur la façon de traiter avec les médias qui vous aidera grandement en prévision d'un entretien.

Mais vous pouvez faire bien d'autres choses encore. Présenter aux nombreux groupes de soutien des exposés et des séminaires gratuits qui pourraient porter, par exemple, sur la maladie dont leurs membres souffrent; s'adresser aux personnes âgées et aborder les façons de bien vieillir (un de mes collègues et son épouse ont d'ailleurs publié un livre extrêmement intéressant qui démontre que le sexe perd de sa signification auprès de la jeunesse), aux adolescentes, pour parler des problèmes alimentaires, ou encore aux personnes souffrant de maladies physiques, pour traiter des façons de conserver malgré tout un régime de vie sain. Les recherches que vous menez sont intéressantes. Vous devez certes les publier, mais sans oublier de les faire connaître au grand public, dans des mots qu'il compren-




dra.

Rencontrez votre député fédéral ou votre député provincial. Parlez-lui de vos travaux. Décrivez-lui en quoi vos recherches touchent la santé et la maladie, et en quoi elles peuvent intéresser le public – en d'autres mots les électeurs – et lui être bénéfique. Offrez-lui votre aide et n'hésitez pas à lui faire part du rôle qu'il pourrait jouer dans l'intérêt de la psychologie. Consultez le site Web de la SCP pour vous inspirer et reportez-vous plus précisément aux activités de représentation menées par la SCP dans le cadre de la Commission Romanow sur l'avenir des soins de santé au Canada. Enfin, vous avez sans doute remarqué que la SCP sollicite votre appui financier (Lire Advocacy Alert, dans ce numéro de Psynopsis). Jusqu'à présent, la réponse est prometteuse et il est encore temps de nous remettre votre contribution. Nous sommes invités à rencontrer la Commission Romanow en octobre et comptons sur votre appui.

Le privilège de prescrire des

— Voir PRÉSIDENT à la page 3



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T R I B U N E

CPA Honorary President Président honoraire de la SCP

The Honourable Mr. Justice Richard D. Schneider, B.Sc., M.A., Ph.D., LL.B., LL.M., C.Psych. is a Justice of the Ontario Court of Justice. He was previously a criminal defence lawyer and certified clinical psychologist, Counsel to the Ontario Review Board from 1994 to 2000 and certified by the Law Society of Upper Canada as a specialist in Criminal Litigation. Private practice was generally limited to the representation of mentally disordered accused. Also, Dr. Schneider was an Assistant Professor, Department of Psychiatry, Faculty of Medicine and Adjunct Lecturer, Faculty of Law, University of Toronto. Major research interests are competency and criminal responsibility. He has published extensively in the area of mental disorder and the law.



L'honorable Richard D. Schneider, B.Sc., M.A., Ph.D., LL.B., LL.M., C.Psych., est juge à la Cour de justice de l'Ontario. Autrefois avocat au criminel et psychologue clinicien certifié, il a agité à titre de conseiller juridique auprès de la Commission d'examen de l'Ontario de 1994 à 2000. Il a également été reconnu comme spécialiste de la résolution des litiges par le Programme d'agrément des spécialistes du Barreau du Haut-Canada. La clientèle qu'il recevait en cabinet privé se composait surtout d'accusés souffrant de troubles mentaux. L'honorable Richard D. Schneider est aussi professeur adjoint au Département de psychiatrie de la Faculté de médecine de l'Université de Toronto et chargé de cours auxiliaire à la Faculté de droit de cette même université. Ses centres d'intérêt principaux sont la responsabilité pénale et la capacité juridique. Ses nombreuses publications traitent abondamment du domaine des troubles mentaux et de la loi.

Président

Suite de la page 2

médicaments. C'est avec une certaine appréhension que je soulève ce sujet car je sais que la majorité des psychologues s'oppose à ce prolongement de la pratique. Je souhaite que nous soyons tous unis lorsque nous présentons les questions qui nous préoccupent et vous promets de ne pas laisser ce sujet nous diviser. Néanmoins, j'aimerais profiter de ces lignes pour vous dire pourquoi je crois que les praticiens qualifiés devraient être autorisés, en vertu de chaque législation provinciale, à prescrire des médicaments à leurs clients. Mon opinion se fonde sur les lignes directrices issues des travaux récents menés par un comité que je présidais, le Committee on Education and Training for Credentialing formé par l'Association of State and Provincial Psychology Boards (ASPPB). Vous pouvez obtenir ces lignes directrices relatives au privilège de prescrire des médicaments (en anglais seulement), depuis le site Web de l'ASPPB ou commander un exemplaire en composant le 1-800-448-4069. En résumé, ce privilège exigerait des psychologues candidats qu'ils détient un diplôme de doctorat, qu'ils exercent la psychologie en tant que fournisseur de services de soins de santé et qu'ils cumulent au moins 300 heures d'éducation et de formation postdoctorales en neuroscience, pharmacologie, psychopharmacologie, physiologie, pathophysiologie, évaluation physique et expérimentale et pharmacothérapie clinique. De surcroît, on ajoute l'exigence d'un stage supervisé lors duquel le candidat devra rencontrer au moins 100 patients. Je suis convaincu que d'accorder aux praticiens un tel privilège

servira les intérêts du public. Imaginez un psychologue habilité à effectuer des évaluations, à offrir de la thérapie, à prescrire des médicaments lorsque ceux-ci sont nécessaires, et ne pas le faire, s'il les juge inutiles.

L'APA et les associations des états américains ont mis beaucoup d'argent pour exercer des pressions auprès des administrations d'état qui détiennent la compétence en la matière. Je crois qu'il faut s'attendre à ce que plusieurs états adopteront très bientôt cette loi. Rappelons que le Nouveau-Mexique est passé très près de le faire cette année. Mais que peut faire, de son côté, la SCP? Bien sûr, nous ne disposons pas d'argent pour exercer des pressions politiques mais j'ose espérer que le conseil d'administration de la SCP conviendra qu'il faudra offrir son soutien, peu importe la forme qu'il prendra, aux associations provinciales et ordres professionnels, si ceux-ci décident d'étendre le privilège et le pouvoir de prescrire des médicaments aux praticiens. J'aimerais voir la SCP énoncer une politique en faveur de l'exigence d'une éducation et d'une formation appropriées pour les praticiens qui souhaiteraient offrir ces services. C'est la moindre des choses qu'il nous incombera de faire. Il est également possible que le conseil d'administration de la SCP lance une enquête auprès de ses membres afin de connaître leur position sur la question du privilège de prescrire des médicaments. La question sera abordée au cours de la rencontre du conseil d'administration d'octobre.

Je vous invite à me faire part de vos questions, commentaires et de vos conseils sur cette question ou sur tout autre sujet qui vous préoccupe. Veuillez m'écire au 181, MudLake Road, Murillo, Ontario P0T 2G0 ou à l'adresse électronique suivante : wtelnkyk@air.on.ca.

Président

Continued from page 2

training in neuroscience, pharmacology, psychopharmacology, physiology, pathophysiology, physical and laboratory assessment, and clinical pharmacotherapeutics. In addition, a supervised practicum is required where the candidate will see a minimum of 100 patients. I am convinced that it is in the best interest of the public to allow this kind of privilege for practitioners. Imagine a psychologist who can do assessments, who can do therapy, give medication when required, and not give it when it is not required.

APA and state associations have spent a lot of money to lobby state governments for this authority. I am convinced that several states will pass this legislation in the near future. New Mexico came very close this

year. What can CPA do? We do not have the money for lobbying, but I would hope that the CPA Board can be convinced that we should offer whatever support we can to Provincial Associations and Regulatory Boards and Colleges, should they choose to allow practitioners to have this privilege/authority. I would like to see a CPA policy which supports practitioners with proper education and training to offer these services. This is the least that we can do. There is a chance that the CPA Board may approve a survey of members on the issue of prescription privileges. This will be discussed at our October Board meeting.

I would greatly appreciate your questions, comments, and your advice on these and other issues. Please write me at 181 MudLake Road, Murillo, Ontario, P0T 2G0, or e-mail me at wtelnkyk@air.on.ca.

The Tribune is an open forum for Members of the Canadian Psychological Association and readers of Psynopsis. In every issue of Psynopsis on Page 3, the Tribune gives you the opportunity to express your views and opinions. Letters should not exceed 200 words. We will publish letters of more than 200 words, space permitting.

La Tribune est une page où les membres de la Société canadienne de psychologie et les lectrices et lecteurs de Psynopsis peuvent exprimer leur opinion. À la page 3 de chacun des numéros de Psynopsis, la Tribune vous permet d'émettre vos commentaires et de faire valoir votre point de vue. Nous vous encourageons à soumettre des lettres de moins de 200 mots. Les lettres de plus de 200 mots seront publiées selon l'espace disponible.

Veuillez nous faire parvenir vos lettres à l'adresse suivante:

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A Load of Bias

Favreau's commentary (Psynopsis, Summer, p. 3) once more reveals her aversion, like that of many social scientists, to suggestions of biological influence on individual differences. Rather than respond again at length in Psynopsis, I refer the reader to my discussion in Canadian Psychology, 1997, 38, 251-252. One point is perhaps worth repeating here, "... wishful thinking about how behaviour is determined is not only inappropriate to the discovery process, but is bound to fail". Bias does indeed happen.

**Doreen Kimura, PhD,
FRSC, LLD (Hon)
Simon Fraser University**

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The Scientist Practitioner: An Endangered Species?

PATRICK McGRATH, Ph.D. - Leader, Science

P sychologists are a very diverse group, probably the most diverse in terms of our approach to research of any academic discipline. One model of training and practice that has been prominent in clinical psychology and has been responsible for many advances in clinical psychology is the scientist practitioner or clinician scientist. Most clinician scientists in psychology do clinical science but some do basic science or health services research. Most practice in the clinic but some do policy development, management or consulting.

However the scientist practitioner is in danger of disappearing, not just from psychology but from all of the health disciplines. There are several factors common to all disciplines that are contributing to this risk including:

- Clinically trained scientists forgo significant income compared to those who choose to practice full time in the clinic. In psychology, this disparity is evident in the difference between public salaries and private practice incomes.
- because of the downsizing of the public system of health-care, clinical demands for those who are practicing in the public system have soared encroaching on research time.
- research has become more complex and granting agencies have become more competitive. It is now difficult, in many areas, to be competitive on a less-than-full-time basis.
- Many health centres have discouraged scientist practitioners in psychology by dissolving their psychology departments and dispersing the remaining psychologists. As a result, there is no longer an administrative structure to champion psychology research.

In spite of these difficulties, there are outstanding young scientist practitioners in psychology and other disciplines who are succeeding and they seem to have some common strategies.

- they make research a priority. Research may not occupy all or even most of their time but they are single-minded in insuring science is a priority. Successful scientist practitioners practice their assertiveness skills by saying no to the many extraneous

demands on their time that a junior faculty member or clinician is subject to. Time to think, to collect and analyse data and to write is the most valuable resource of the scientist practitioner. Effective time management skills are a necessity.

- they bargain with their manager or department head for protection of their time for research. The best time to bargain is always after you have been offered the job and before you accept. But negotiations can begin at any time.
- they combine aspects of their practice and their science. When there is integration of the two, time spent on one is also time spent on the other
- they find mentors and champions and use them well. Mentors can help steer the young researcher through political shoals and teach the tricks of the trade that are not in the textbooks. Champions protect them.
- they find colleagues at their own stage and plot together. Social support and strategizing are important.
- they form research collaborations both within and outside of psychology, to complement their skills
- they apply to the regular research funding agencies but they seek alternative sources of support. Some use volunteer assistants, others find small or specialized research funding agencies.

Most funding agencies are worried about the health of the scientist practitioner. We need to find innovative ways of encouraging scientist practitioners so that the insights of these two diverse settings continue to influence each other.

Le scientifique-praticien : une espèce menacée?

PATRICK McGRATH, Ph.D. - Chef, science

L es psychologues forment un groupe très diversifié, sans doute le plus diversifié, surtout si on compare son approche scientifique à celle adoptée par les autres disciplines universitaires. Le modèle de formation et de pratique « scientifique-praticien » ou encore « clinicien-chercheur » est prépondérant en psychologie clinique et a joué un rôle marquant dans de nombreux progrès accomplis par la psychologie clinique. La plupart des cliniciens-chercheurs en psychologie font de la recherche clinique mais certains d'entre eux travaillent à l'élaboration de politiques et cumulent des fonctions de gestion et de consultation.

Toutefois, le modèle scientifique-praticien est menacé de disparition, non seulement de la sphère de la psychologie mais aussi de toutes les autres sciences de la santé. En effet, les sciences de la santé ont toutes en commun des éléments qui viennent miner la viabilité de ce modèle. Il s'agit entre autres des facteurs suivants :

- Les chercheurs ayant reçu une formation clinique renoncent à un revenu important, si on compare ce dernier à celui des psychologues qui optent pour l'exercice de la psychologie clinique à plein temps. En psychologie, l'écart que l'on constate entre les salaires provenant du système public et les revenus provenant de l'exercice en cabinet privé est manifeste.
- En raison de la réduction des effectifs effectués dans les soins de santé du système public, les demandes envers les psychologues cliniciens qui exercent au sein du système public se sont multipliées et empiètent sur le temps que ceux-ci pourraient consacrer à la recherche.
- La recherche devient de plus en plus complexe et les organismes de financement font de plus en plus appel à la mise en concurrence. Il est maintenant difficile, dans plusieurs secteurs, de rivaliser avec des chercheurs qui œuvrent à plein temps.

Plusieurs centres de santé ont dissuadé les psychologues formés selon le modèle scientifique-praticien à y exercer, en décimant leurs services de psychologie et en dispersant les psychologues demeurés en place. Résultat : il n'existe plus de structure administrative qui puisse parrainer la recherche en psychologie.

En dépit de ces difficultés, plusieurs jeunes scientifiques-praticiens éminents sont parvenus à se distinguer dans le domaine de la psychologie et auprès d'autres disciplines; et ils semblent tous y être arrivés grâce à la même stratégie.

- ils font de la recherche une priorité. Même si la recherche n'occupe pas tout leur temps ou sa grande partie, ils ne négligent jamais de placer en tête de liste leurs activités scientifiques.
- un scientifique-praticien fécond est en mesure de s'affirmer lorsqu'il s'agit de refuser les nombreuses demandes extérieures qui vien-

nent facilement gruger son temps et auxquelles peuvent s'attendre tous les jeunes professeurs et les cliniciens auxiliaires. Le temps consacré à réfléchir, à rassembler et à analyser des données, ainsi qu'à la rédaction, est une denrée précieuse pour le scientifique-praticien. Des aptitudes éprouvées en gestion du temps lui sont dès lors primordiales.

- ils négocient avec leur gestionnaire ou leur chef de département afin de protéger le temps qu'ils souhaitent consacrer à la recherche. Le meilleur moment pour discuter de ces questions : entre le moment où on vous offre un emploi et celui où vous l'acceptez. Toutefois, les négociations peuvent s'entamer en tout temps.
- ils conjuguent différents aspects de leur pratique et de leur recherche. Ainsi, lorsque ces aspects sont réunis, le temps consacré à l'un devient celui consacré à l'autre.
- ils trouvent des mentors et des champions, et font bon usage de leur soutien. Les mentors peuvent aider les jeunes chercheurs à s'orienter à travers les bas-fonds administratifs et montrer à ces derniers toute la finesse du métier qu'on ne trouve pas dans les manuels. Quant aux champions, ils peuvent les protéger.
- ils repèrent parmi leurs collègues ceux qui sont au même niveau qu'eux et créent des alliances. Le soutien social et le recours à la stratégie sont importants.
- ils mènent des travaux de recherche conjoints, au sein et hors de la psychologie, afin de parfaire leurs compétences.
- ils font régulièrement des demandes de subvention de recherche auprès des organismes de financement mais cherchent des sources de financement de rechange. Les uns feront appel à des adjoints bénévoles, les autres s'adresseront à des organismes de financement de la recherche moins importants ou encore des organismes spécialisés.

Plusieurs organismes de financement s'inquiètent du sort du modèle scientifique-praticien. Quant à nous, il nous faut trouver des moyens novateurs qui appuieront les scientifiques-praticiens de telle sorte que ces deux points de vue pourront continuer de se façonner l'un l'autre.



CPA NEEDS YOU

Volunteers welcome.

Contact Marie-Christine Pearson at
mpearson@cpa.ca



Si vous souhaitez assumer le rôle de mentor auprès de collègues moins expérimentés, veuillez communiquer avec :

Marie-Christine Pearson
Coordonnatrice, service de mentorat
1-888-472-0657, ext. 29
mpearson@cpa.ca
www.cpa.ca/mentoring_fr.html

P R A T I C E - P R A T I Q U E

Universal Access to Psychological Services

SAM MIKAIL, Ph.D. - Leader, Practice

As Synopsis goes to press the CPA Board and staff are busy formulating a submission to the Commission on the Future of Health Care in Canada, chaired by Mr. Roy Romanow. In its guidelines for submissions for national provider organizations, the Commission outlined three themes to be addressed: Sustainability, Managing Change, and Co-operative Relations. A copy of the submission will be available soon on the CPA web site. See "health care commissions" for current information.

At the heart of the CPA submission is the recommendation that psychological services be made accessible across the full continuum of care. For years we have heard this plea from our members and members of provincial associations. Canadian psychologists have endorsed this view strongly. In the event that Mr. Romanow and members of the commission support this recommendation we must be prepared for the next round of discussions regarding mechanisms that will ensure that all Canadians have access to our services.

To date, the profession has not engaged in a comprehensive discussion of potential funding models for psychological services. Several possibilities exist. The first is the government funded fee-for-service model currently employed to fund the majority of Canada's physicians. Psychologists would be given a billing number and ministries of health would establish a fee schedule. Alternatively, ministries of health, in collaboration with their provincial associations, with the support of CPA and CPAP, can establish a salary schedule for all psychologists providing health services. Salaries of psychologists in education and corrections would have to be established by their respective ministries. Both models would necessitate that the profession adopt a clearly defined system of specialization that involves restricted areas of practice. After all, if a particular government ministry is paying for services, reimbursement has to be limited to its defined purview. In other words, a psychologist in private practice with a billing number from the ministry of health (MOH) would not be able to bill the MOH for a psychoeducational assessment. Nor could the same psychologist bill for an assessment aimed at establishing competence to stand trial.

Another model may involve the use of a voucher system. Provincial governments could provide each of its citizens with an annual voucher to cover the costs of psychological services. This model would function in much the same way as current extended health care schemes. Variations of the model include defining the face value of the voucher based on annual

income, providing vouchers to individuals that have no extended health care plans, or providing vouchers to individuals below a certain income level.

Governments can also insti-

tute a mechanism of funding similar to that used for dentistry. Government ministries would cover the cost of psychological services for all individuals receiving some form of income assistance (e.g. social assistance benefits, family benefits, CPP disability insurance, or Department of Veterans Affairs income supplement). Alternatively, governments can encourage district health councils, regional health authorities, or particular divisions of the health system (teaching hospitals, Community Care Access Centers, Home Care, Long-term care services, etc.) to contract for psychological services directly

with private practitioners. This may involve psychologists bidding on tenders to provide comprehensive services to certain catchment areas or patient populations.

Each of these models has different implications for the profession. In some models the freedom to establish fee rates may be lost in exchange for greater access. In other models, psychologists may need to restrict their areas of practice based on the ministry through which they are funded. Some models may demand dedicating more time and investing more money into billing and administrative systems. The final model would likely lead to the establishment of larger group practices rather than solo practices. There is no guarantee that the profession's

recommendations will be heeded. But, we need to be prepared to propose concrete solutions that will be supported by the majority of the profession. In order to do so, an in depth discussion is needed, with input from the majority of psychologists.

Regardless of the specific models there will undoubtedly be some sacrifice and compromise. I would welcome your comments and input. As you formulate your views remember that we have long argued that access to psychological services for all Canadians is not only humane and just, but cost effective. Let's keep our ultimate objective clearly in view.

Accès aux services psychologiques pour tous

SAM MIKAIL, Ph.D. - Chef, pratique

Au moment où vous lisez ces lignes, le conseil d'administration de la SCP et le personnel du siège social s'affairent à la préparation d'un mémoire qui sera remis à la Commission sur l'avenir des soins de santé au Canada présidée par M. Roy Romanow. Dans les lignes directrices qu'elle a remises aux organismes nationaux de prestation de services, afin de les guider dans la préparation de leur mémoire, la Commission a identifié trois thèmes qu'elle souhaite voir abordés : la viabilité, la gestion du changement et les relations de coopération. Le mémoire sera bientôt disponible depuis le site Web de la SCP. Pour l'heure, vous pouvez prendre connaissance de l'information la plus récente sur le sujet en vous rendant à l'en-tête « Commissions sur le santé ».

La nécessité d'inscrire les services psychologiques à un continuum complet de soins constitue le point névralgique de la recommandation formulée dans le mémoire de la SCP. Depuis des années, nous entendons ce plaidoyer de la part de nos membres et de ceux des associations provinciales. Les psychologues canadiens prêtent d'ailleurs un appui indéfectible à ce point de vue. Si M. Romanow et les membres de la Commission retiennent notre proposition, il nous faudra nous préparer à la prochaine série de discussions qui tourneront vraisemblablement autour des mécanismes à adopter pour garantir à tous les Canadiens l'accès à nos services.

Jusqu'à présent, notre profession n'a pas encore entrepris un examen exhaustif des modèles de financement possibles des services psychologiques. On en connaît néanmoins quelques-uns. D'abord, on pourrait envisager un modèle de rémunération à l'acte, que le gouvernement applique déjà dans le cas de la majorité des médecins canadiens. Les psychologues se verraient remettre un numéro de facturation tandis que les ministères de la santé établiraient un barème d'honoraires. Ou encore, les ministères de la

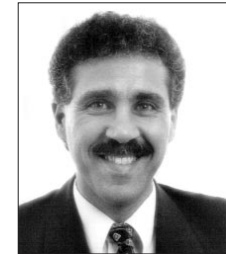
santé, de concert avec leurs associations provinciales et avec le concours de la SCP et du CCAP, pourraient élaborer une grille de rémunération qui s'appliquerait à tous les psychologues offrant des services de santé. Les salaires des psychologues en éducation et des services correctionnels devraient être établis par leur ministère respectif. Ces deux modèles de financement exigeront des membres de la profession qu'ils donnent leur aval à un système hautement délimité et axé sur la spécialisation, qui n'ira pas sans la restriction des champs d'exercice de la profession. Après tout, il faut s'attendre à ce qu'un ministère qui verse de l'argent en contrepartie de services ne rembourse que les actes précis qui sont de son ressort. Ainsi, un psychologue en cabinet privé détenant un numéro de facturation délivré par son ministère de la santé ne pourra facturer à ce dernier une évaluation de nature psychopédagogique. Pas plus qu'il ne pourra facturer une évaluation visant à mesurer l'aptitude d'une personne à subir son procès.

Un autre modèle de financement pourrait supposer le recours à un système de bons. Les administrations provinciales pourraient remettre à tous les

citoyens un bon annuel couvrant le coût des services psychologiques. Ce modèle emprunte son fonctionnement aux formes actuelles d'assurance-maladie complémentaire. Les différences entre les deux résident dans la valeur de la somme assurée qui serait déterminée en fonction du revenu annuel, les modalités d'attribution de bons aux personnes qui ne sont couvertes par aucun régime d'assurance-maladie complémentaire ou encore à des personnes dont le revenu se situerait en deçà d'un certain niveau fixé par l'administration concernée.

Les administrations publiques pourraient aussi décider de mettre en place un mécanisme de financement semblable à celui utilisé en médecine dentaire. Ainsi, les ministères couvriraient les coûts des services psychologiques de toute personne qui reçoit une forme d'aide au revenu (par ex., aide sociale, allocations familiales, pensions d'invalidité du RPC ou supplément de revenu provenant du ministère des Anciens Combattants). Par ailleurs, les administrations publiques pourraient décider d'inciter les conseils régionaux de santé, les offices régionaux de la santé ou des segments précis du système de soins de santé (notamment les hôpitaux universitaires, les centres de prestations de soins communautaires et à domicile, les services de soins de longue durée, etc.) à recourir directement aux services psychologiques dispensés par des psychologues exerçant en cabinet privé. Cela obligera sans doute les psychologues à répondre à des appels d'offres afin de faire valoir l'étendue des services qu'ils peuvent dispenser auprès de certaines populations de patients ou dans certaines circonscriptions hospitalières.

Chacun de ces modèles revêt pour la profession des significations différentes. Selon le mod-



èle, ce sera la liberté de fixer soi-même les tarifs qui disparaîtra, au profit d'un accès étendu aux services. Dans d'autres cas, les psychologues devront peut-être réduire leur champ de pratique pour l'adapter au mandat du ministère qui les finance. Certains modèles exigeront sans doute des psychologues qu'ils consacrent davantage de temps et d'argent à des activités de nature administrative et à la facturation. Le dernier modèle mènera tout probablement à la mise en place de grands cabinets de groupe plutôt qu'à un modèle de pratique en cabinet privé. Il nous est impossible de savoir si les recommandations formulées par la profession seront retenues. Mais nous savons qu'il faut se préparer à mettre en avant des solutions concrètes qu'approuvera la majorité des psychologues, est essentiel.

Peu importe le modèle de financement adopté, il faudra indubitablement faire preuve de souplesse et consentir à des sacrifices. Je vous invite à me faire part de vos remarques et observations. Lorsque vous formulerez vos points de vue, gardez en tête que nous clamons depuis longtemps que l'accès de tous les Canadiens aux soins psychologiques traduit non seulement un souci des personnes, en soi très valable, mais est aussi fort rentable. Ne perdons pas de vue la finalité de notre action.

NEWS

Convention Planning as Action Research

JENNIFER A. VEITCH, Ph.D. - Convention Committee Chair

After two years on the Board in this portfolio, I've had an epiphany: This is action research! We have goals for the convention, from which we've developed hypotheses about how to achieve them. We've made some changes to try to accomplish the goals (for instance, reinforcing the role of Sections in creating the convention programme), and now we are proceeding to evaluate the outcome. However, we have to proceed with planning future conventions even with incomplete information about the success (or failure) of changes already made. It's a messy, real-world situation, in which rigorous control is lacking.

The goals we set out two years ago were:

- Everyone will leave feeling informed, stimulated, and happy to be a Canadian psychologist.
- Everyone will feel that it is their convention, because they (through the Sections) will develop the programme content.

Students will feel that coming to the convention is an important and useful step towards joining the community of Canadian psychologists.

Informally, we hear that these are being achieved, although we await the formal evaluation for stronger information. In the meantime, we have several par-

allel activities aimed at fulfilling these goals:

1. **Meeting the Clan at UBC:** Several enthusiastic members from Vancouver are putting their heads together to help make the 2002 convention one to remember, with great social events and good local knowledge about what to do and where to go in Vancouver. Watch for more news on this in the Winter issue of *Psynopsis* and on the WWW in the spring.

2. **Informing future decisions:** A team is analysing data from the evaluation of the 2001 convention at Laval. We expect the report to be available on the WWW before Christmas. Watch the electronic CPA News for the link!

3. **Communicating convention information:** More information about convention planning, budgeting, and arrangements will be made available to members

through the WWW page later this year.

4. **Consulting about convention submissions and programming:** As I hope you heard through the various electronic messages, this year brought an innovation to the CPA convention submission process: the addition of a longer summary to expand on the 200-word abstract. As the submission and review process unfolds, we're tracking the consequences for submissions, submitters, reviewers, and head office, to help us to determine if it's a worthwhile change. Other potential issues for discussion include allocating programme hours to sections, so that we maintain a nice balance of topics within the 3-day time span and a reasonable number of parallel sessions; and, possible new presentation formats (one suggestion is for a new 'case conference' format, to provide a forum

for evidence-based discussion of clinical cases).

5. **Watching the convention budget:** This is an ongoing task, but a particular concern right now as we evaluate the consequences of recent innovations in convention fees for students and for one-day attendees. Convention registration rates have not changed in since 1994, while inflation has continued to erode our purchasing power at a rate between 2-3 % per year. Unpopular though it may be, we have to consider the possibility of a modest increase to ensure the stability of convention operations.

As always, you can contact me at jennifer.veitch@nrc.ca, or by telephone at (613)-993-9671, with comments, questions, complaints and compliments. I especially value offers to volunteer! We have lots to do, and not enough hands to do it with.

Quand la planification du congrès devient recherche-action

JENNIFER A. VEITCH, Ph.D. - présidente du Comité du congrès

Deux ans après mes débuts au sein du Comité, c'est aujourd'hui que j'ai une révélation : c'est bel et bien de la recherche-action que nous faisons! Nous avons défini des objectifs, à partir desquels nous avons formulé des hypothèses qui devaient nous permettre de réaliser ces objectifs. En cours de route, nous avons modifié notre approche, toujours en vue de réaliser nos objectifs (par exemple, nous avons rattrapé le rôle des sections en ce qui a trait à la programmation du congrès); et le temps est venu d'évaluer les résultats. Cependant, nous devons poursuivre notre planification des futurs congrès sans toutefois détenir toute l'information nécessaire pour prédire le succès (ou l'échec) de ceux-ci, ce que les changements apportés nous livreront tôt ou tard. Nous nous trouvons dans une situation fort incertaine, à l'image de la réalité, que nul ne peut maîtriser rigoureusement.

Voici les buts que nous nous sommes fixés il y a deux ans :

- Les participants quitteront le congrès avec le sentiment d'avoir été abreuvés d'informations, stimulés et fiers d'être du nombre des psychologues canadiens.
- Les participants auront le sentiment d'avoir assisté à leur congrès, car, par

l'entremise des sections, ils auront contribué au contenu du programme.

- Les étudiants seront désormais convaincus qu'assister au congrès est un moyen important et utile de se joindre à la collectivité des psychologues canadiens.

Nous savons, de façon officielle, que ces objectifs sont

atteints, même si nous attendons l'évaluation officielle qui nous livrera des renseignements fiables. En attendant, nous avons entrepris plusieurs activités parallèles qui s'inscrivent elles aussi dans la poursuite de ces objectifs.

1. **Rencontre avec la bande de l'UBC :** Plusieurs membres très dynamiques de Vancouver font des pieds et des mains pour faire du congrès de 2002 un événement inoubliable; ceux-ci planifient entre autres des activités sociales hors pair et comptent offrir aux délégués leur connaissance des lieux qui les guidera dans les activités à faire et les lieux à visiter à Vancouver. Ne manquez pas de lire le numéro d'hiver de *Psynopsis* ou de consulter le site Web dès le printemps prochain, pour en savoir davantage.

2. **Communication des décisions :** Une équipe s'affaire présentement à analyser les données recueillies sur le congrès de 2001, qui s'est déroulé à l'université Laval. Nous prévoyons que le rapport sera diffusé sur notre site Web avant Noël. L'hyperlien vous sera communiqué par voie électronique, au moyen du bulletin de *Nouvelles de la SCP*.

3. **Diffusion des renseignements qui touchent le congrès :** Par le biais du site Web, nous prévoyons, au

cours de l'année, mettre à la disposition des membres, d'autres renseignements sur le congrès, la planification, le budget et les préparatifs.

4. **Consultation à propos de la soumission des communications et de la programmation :** Je suppose, enfin je l'espère, que vous avez eu vent, par le truchement des différents messages électroniques que vous avez reçus, que nous verrons cette année une nouveauté quant au procédé de soumission des communications en prévision du congrès : il s'agit d'un sommaire plus long, venant étoffer le résumé de 200 mots, qui devra être annexé à la soumission. À mesure que se déploient les processus de soumission et d'examen, nous tâchons de repérer toutes les répercussions qui pourraient se faire sentir dans la présentation des communications, chez les personnes qui soumettent une communication, les examinateurs et le siège social, en vue d'établir si ce changement a sa raison d'être. Nous envisageons aussi aborder d'autres questions, telles que l'éventualité de réserver aux sections des segments du programme, pour conserver un bon équilibre des sujets présentés tout au long de la période de trois jours et permettre la tenue d'un nombre raisonnable de séances parallèles. Enfin, nous explorons la possibilité

d'ajouter des formes de présentation (par exemple, une nouvelle forme de « conférence de cas », qui pourrait devenir une tribune où tenir des discussions fondées sur les résultats qui s'inspireraient de cas cliniques).

5. **Surveillance du budget du congrès :** Il s'agit d'une tâche permanente, mais elle revêt à l'heure actuelle une importance particulière : en effet, il nous faut évaluer les conséquences que peuvent avoir les récentes innovations sur les frais d'inscription au congrès des étudiants et des participants d'un jour. Les frais d'inscription au congrès sont les mêmes depuis 1994, tandis que l'inflation, elle, a continué de miner notre pouvoir d'achat à un taux annuel se situant entre 2 et 3 p. cent. Aussi peu populaire que cette solution puisse paraître, nous devons envisager la possibilité d'une légère hausse des frais d'inscription afin de garantir aux activités du congrès une certaine stabilité.

Comme toujours, vous pouvez communiquer avec moi par courrier électronique (jennifer.veitch@nrc.ca) ou par téléphone (613)-993-9671, et m'adresser vos observations, questions, plaintes et compliments. J'apprécie tout particulièrement les offres de services (bénévoles)! Nous avons tant à faire, et si peu de bras pour le faire.

Announcement

The information in the Who May Purchase Tests Statement and the Test User Qualification Statement in the catalogues issued by the following firms complies with the Canadian Psychological Association's recommendations on the proper sale and distribution of tests.

Guidance Centre, Institute of Psychological Research
Multi Health Systems, Nelson Canada
Psychological Corporation
(Harcourt Brace & Company, Canada)

NEWS

Accreditation Panel Update

DORIS HANIGAN, Ph.D., Chair
AND KAREN COHEN, Ph.D., Registrar



We write this update the day after the devastation was wrecked upon the U.S. and the tremendous loss of life which it entailed. We called our colleagues at the APA Office of Accreditation to extend our sympathy and share our grief and shock. We learn that a nation returns to work out of strength, for security, in shock and with an unfamiliar sense of vulnerability. Although usual preoccupations suddenly do not seem nearly as important or significant as they did hours before, we remind ourselves that our usual preoccupations revolve around the very things that events like this remind us are the ones that matter - how we feel, what we think and do, our relationships with others, our personal sense of well being.

That being said, devoting the rest of this column to teaching and training others to understand and promote the best of what makes us human seems not only alright but necessary. With this accreditation update, we urge you to join us in extending your professional and personal support to those who need it.

We take this opportunity to thank all those psychologists who helped the Panel in its work by serving as site visitors during 2000-01. We are very appreciative of the expertise and commitment you have generously volunteered to accreditation and its activities.

William Borgen
Robert McIlwraith
Lise Chislett
Mary Reuder
Kathleen Davis
Jeanne Ridgley
Keith Dobson
Robert Robinson
Anna Beth Doyle
Jane Stake
Terrence Hogan
Brian Sveinson
George Hurley
Carl von Baeyer
Joel Kanisberg
Lilly Walker
Michael King
David Weight
Roy Lilly

The Panel would also like to take this opportunity to thank outgoing chairperson, Dr. Richard Young. Dr. Young served as Chair of the Panel during 1999-2000 and during 2000-01. His guidance and commitment were always appreciated and his calm stewardship greatly facilitated our negotiations with the CoA. The Panel is pleased to announce the appointment of Dr. Doris Hanigan as Chair of the Panel during 2001-02. The Panel welcomes incoming Panel member Dr. Derek Truscott whose term runs from 2001-02 to 2003-04.

Representatives of the Panel met with representatives of APA's Committee on Accreditation (CoA) in Washington in June. This meet-

ing was cooperative and collegial and allowed us to address three principal issues: discordant terms of accreditation, CoA accreditation of free-standing schools in Canada, CoA's understanding of diversity issues in Canada. This discussion resulted in some draft changes to the Memorandum of Understanding on accreditation which are now before the Panel and the CoA for approval. The CoA and the Panel also discussed means to enhance each body's understanding of the other's operation and to better train visitors who conduct concurrent visits in Canada.

Our readership will recall that earlier in the year we conducted a survey of members of the Council of Clinical Psychology Departments (CUDCP), the Association of State and Provincial Psychology Boards (ASPPB) and the Association of Psychology Postdoctoral and Internship Programs (APPIC). The questions asked included:

- Whether, everything else being equal, a student from a doctoral programme which is accredited by the CPA would be as competitive and eligible for internship as would a student from a programme accredited by the APA (APPIC).
- Whether, everything else being equal, a graduate from a doctoral programme accredited by the CPA who has also completed an internship accredited by the CPA would be as competitive and eligible for employment as would a graduate from programmes accredited by the APA (APPIC).
- Whether a graduate from a CPA-accredited programme or internship would be eligible for licensure in an American jurisdiction (ASPPB).
- Whether a graduate from a CPA-accredited programme or internship would be as eligible for hire by an American university as would a graduate from an APA-accredited programme (CUDCP).

Of the 9 responses we received from CUDCP, 7 had absolutely no problem with hiring graduates from CPA-accredited Canadian programmes. One programme was concerned that Canadians are disadvantaged because they are ineligible for NIH grants but would nonetheless hire a graduate from a Canadian programme. One programme wondered what the CoA's view was of hiring graduates from Canadian programmes.

Of the 4 responses from ASPPB, none would exclude CPA graduates from licensure but the application review is individual and not expedited as is sometimes the case for an applicant who has completed an APA-accredited programme.

Of the 38 responses from APPIC, 33 (87%) would treat CPA and APA applicants equivalently, 4 settings require U.S. citizenship for hire, and 1 setting was unsure how it would consider a CPA-applicant relative to an APA one.

In summary, then although our response rate was low, there is no indication that graduation from a CPA-accredited programme presents any demonstrable liability for hire or licensure in the U.S. Citizenship, rather than whether one trained at an APA or CPA accredited site, appears to impact upon profes-

sional opportunity in the U.S.

The Panel is committed to representing the will of our constituents and will continue to facilitate concurrent CPA/APA accreditation. The CoA is not willing to have a reciprocal agreement on accreditation and reciprocity may not be in the best interest of professional psychology in Canada. Recall that with reciprocity, a free-standing, for profit school operating in Canada and accredited by the APA could become reciprocally accredited by the CPA. Programmes must ask themselves what price they are willing to pay for the returns of concurrent accreditation - principally in terms of paperwork, time and expense. Programmes might also ask themselves whether APA accreditation meets our status needs at the expense of our national self-determination and self-esteem.

Other issues currently being addressed by the Panel include efforts to consult to the Quality Assessment Board of the Ministry of Training, Colleges and Universities in Ontario as they undertake to confer degree-granting privileges to free-standing schools. Anyone wanting to obtain more information on this topic is invited to call Dr. Cohen at the CPA office. The Manual is undergoing what is hopefully its near-to-final edit and will go

to the Board for approval in late 2001. All pending re-affirmation decisions for 2000-01 will be made at the Panel's November meeting.

Finally, the Panel is pleased to announce the following accreditation and re-accreditation decisions which were made at our May 2001 meeting. Congratulations to all the training directors, staff, and students on this accreditation achievement!

Accreditation Decisions:

The Doctoral Programme in Counselling Psychology at the University of Alberta was granted Accreditation with Provisions for a term of Three Years.

Reaccreditation Decisions:

The Doctoral Programme in Clinical Psychology at the University of Western Ontario was granted Full Accreditation for a term of Five Years.

The Doctoral Programme in Clinical Psychology at McGill University was granted Full Accreditation for a term of Five Years.

The Doctoral Internship Programme at the Workers' Compensation Board - Alberta, Millard Centre was granted Full Accreditation for a term of Five Years.

Congratulations

In July 2001, Dr. Antoinette Thomas, a CPA Life Member, was installed as President-Elect of the International Council of Psychologists, for a 3 years term. The ICP serves 870 members in 42 countries. The 61st convention will be held in Toronto in 2003. The ICP holds Continuing Education workshops credited by the APA. Conference proceedings are reorganized and published in book form by Pabst. Dr. Thomas is the second Canadian president. Dr. Stephanie Dudek, a CPA Fellow and Life Member, was the first. Stephanie was Antoinette's thesis supervisor.

Dr. Antoon A. Leenaars of Windsor, Ontario, is the recipient of the 2001 Stengel Research Award. This award is the most important prize of the International Association for Suicide Prevention (IASP) and it is assigned to individuals who, throughout their research activities, have provided an outstanding contribution to the advancement of knowledge in the field of suicide and suicidal behaviour.

Dr. Peter Suedfeld of the Department of Psychology at the University of British Columbia was presented with the Harold D. Lasswell Award of the International Society of Political Psychology, at the Society's annual meeting (in Cuernavaca, Mexico), in July 2001. The Lasswell Award is given for distinguished scientific contribution in the field of political psychology. Dr. Suedfeld is a CPA Past-President.

The Royal Society recently announced its new Fellows for 2001. The following psychologists were honoured.

Dr. Janet G. Donald, Department of Educational and Counselling Psychology,

McGill University, Dr. Garry L. Martin, Department of Psychology, The University of Manitoba, Dr. Keith Oatley, Ontario Institute for Studies in Education, University of Toronto, Dr. Janet Werker, Department of Psychology, University of British Columbia, Dr. Melvyn A. Goodale, Department of Psychology, University of Western Ontario. This year's new fellows will be inducted into the Society in a ceremony to take place in Ottawa in November.

Barbara Rubin Wainrib, Ed.D., has been elected to the National Academies of Practice in the United States as a Distinguished Practitioner. Dr. Rubin Wainrib is a Clinical Psychologist and Psychotherapist in private practice in Montreal. She is also an Associate Professor in the Graduate Department of Educational and Counselling Psychology at McGill University. She also teaches at the California School of Professional Psychology. The National Academies of Practice is an interdisciplinary group representing ten health care professions, and accepts a total of only 100 members in each profession.

Dr. Pito, MSRC, of the School of Optometry and Department of Psychology at the Université de Montréal has been awarded the Sir John William Dawson Medal "for important and sustained contributions by one individual in at least two different domains in the general areas of interest of the Society or in a broad domain that transcends the usual disciplinary boundaries". Dr. Pito has made major contributions in the fields of Psychology, Medicine, Neuropsychology and Optometry. The Canadian Psychological Association would like to take this opportunity to congratulate Dr. Pito on this prestigious award.

CPA AFFAIRS

SECOND CALL FOR NOMINATIONS FOR PRESIDENT-ELECT AND FOUR DIRECTORS OF THE CANADIAN PSYCHOLOGICAL ASSOCIATION

Nominations are required for president-elect and four directors who will assume office at the 2002 Annual General Meeting. At-large directors are nominated by all members as defined in By-Law IX (1) B. For 2002, two Directors-at-large are to be elected and one seat is reserved for a Francophone, as provided in By-Law IX (1) B (ii). One director for designated scientist-practitioner and one for practitioner are to be nominated through sections as defined in By-Laws IX.A. The President-elect is nominated by all members as defined in By-Law IX (1)B (3). Please note that nominations for at-large directors and president-elect require the support of five Members/Fellows as defined in By-Law IX 1.B.

INSTRUCTIONS FOR PRESIDENT-ELECT AND TWO DIRECTORS-AT-LARGE

Members and Fellows of the Canadian Psychological Association are invited to nominate for the President-elect and two Director-at-large positions on the Board of Directors. However, as prescribed in By-Law IX, B (ii) the Board of Directors has reserved one at-large seat for a Francophone.

Each nomination must include a curriculum vitae for the candidate, including educational background, present and former positions, and research and/or professional activities. It should be accompanied by a letter from the nominator(s) that states the position for which the candidate is being nominated, expresses support for the candidate, and contains a statement to the effect that the nominator has ascertained the candidate's willingness to stand for nomination.

"To be included as a candidate on the ballot, any eligible Member or Fellow must be nominated in a particular year by five or more of the Members or Fellows eligible to vote."

The names and supporting materials of nominees must be received by **November 9, 2001** at CPA Head Office and should be addressed to:

Dr. James Ogloff
Chair, Nominating Committee
Canadian Psychological Association
151 Slater Street, Suite 205
Ottawa, Ontario K1P 5H3

INSTRUCTIONS FOR TWO SECTION-NOMINATED DESIGNATED DIRECTOR SCIENTIST-PRACTITIONER AND PRACTITIONER POSITIONS

Designated Directors who are nominated by the sections represent the three categories of scientist, scientist-practitioner. For the 2002 elections, nominations are required for one scientist-practitioner seat and one practitioner seat.

As presented in By-Law IX, any CPA Member or Fellow who is a member of a section(s) may submit a nomination(s) to any section(s) of which they are a member. The sections shall establish their own procedures for the consideration of nominations received from their members for designated board seats.

All sections are invited to submit nominations for the section-nominated designated position of **Scientist-Practitioner and Practitioner**.

Scientist-Practitioners can be defined as one of the following: (a) A scientist whose primary activities are in research and teaching and who focuses mainly on the application of psychological principles to specific applied problems. The main concern of this scientist is to produce research findings that are readily applicable to real world problems. This person differs from the traditional scientist in the direct concern for the applicability of research findings to contemporary, real world problems.

OR

(b) A practitioner who uses research methodology in solving real world problems. This type of practitioner is not simply concerned with solving the particular problem at hand, but attempts to conduct research which will be useful to others in the field who have similar problems. This person differs from the traditional Practitioner in the use of research methodology in her or his work and in the concern for generalizability of findings produced through the research performed to solve specific problems to other situations.

Practitioners are persons who indicate that their major professional activity involves service delivery, and whose CV's are judged by the nominating section to meet these criteria.

The submission of each nomination will include the designation of "Scientist-Practitioner" or "Practitioner", the written consent of the nominee, the curriculum vitae of the nominee, and a supporting letter from the nominator.

The name(s) of section nominee(s) for designated directors must be received at CPA Head Office by **November 9, 2001**. Nominations for designated board seats should be addressed to:

Dr. Kang Lee
Chair, CPA Committee on Sections
Canadian Psychological Association
151 Slater Street, Suite 205
Ottawa, Ontario K1P 5H3

PRESENT BOARD REPRESENTATION

President:
William Melnyk, Lakehead University -
Clinical/Practice-Research-Training
Past-President:
James Ogloff, Simon Fraser University - Clinical/Ethics
President-elect:
Abraham Ross, Memorial University -
Social/Programme Evaluation

Director - retiring 2002

At-large:
Jennifer Veitch, National Research Council of Canada -
Environmental Psychology
Lucie Morin, University of Montreal -
Industrial/Organizational
Designated:
Patrick McGrath, Dalhousie University - Scientist-
Practitioner - Health/Clinical
Sam Mikail, Southdown Institute - Practitioner -
Clinical

Director - retiring 2003

Designated:
Kang Lee, Queen's University - Scientist -
Developmental Psychology

Directors - retiring 2004

At-Large
Lorraine Breault, Private Practice - Edmonton, Alberta

BY-LAW IX - NOMINATIONS IS AVAILABLE ON CPA WEB SITE:

<http://www.cpa.ca/Bylaws01.pdf>

SECOND CALL FOR NOMINATIONS FOR ELECTION TO THE STATUS OF FELLOW OF THE CANADIAN PSYCHOLOGICAL ASSOCIATION

The Committee on Fellows invites you to recognize the distinguished contributions of your colleagues by nominating them for consideration by the Committee. Nominees must be Members in good standing of the Association. Should the nominee not be selected as a Fellow the year submitted, he or she will automatically be reconsidered in each of the next two years. **Current members of the Board of Directors are not eligible for election to the status of Fellow.** Nominations of current members of the Board of Directors shall be held for consideration in the year subsequent to their term.

Nominations must be submitted by **NOVEMBER 30**, and must be accompanied by **FIVE COPIES** of the nominee's curriculum vitae/resume, together with signed supporting statements by the nominator, to:

Dr. James Ogloff
Chair, CPA Committee on Fellows and Awards
Canadian Psychological Association
151 Slater Street, Suite 205,
Ottawa, Ontario K1P 5H3

The list of CPA Fellows is available on the CPA Web Site at <http://www.cpa.ca/fellows.html>

RAPPEL DE MISE EN CANDIDATURE POUR LE TITRE DE FELLOW DE LA SOCIÉTÉ CANADIENNE DE PSYCHOLOGIE

Le Comité des fellows vous invite à souligner la contribution de vos collègues en lui présentant leur candidature. Les candidats doivent être membres en règle de la Société.

Si le ou la candidate n'est pas élu(e) l'année de mise en candidature, il ou elle sera éligible pour les deux années suivantes. **Les membres siégeant présentement au Conseil d'administration ne sont pas éligibles au titre de fellow. La candidature de ces derniers ne sera étudiée que l'année suivant la fin de leur mandat.**

Les mises en candidature doivent parvenir au Comité des fellows au plus tard LE 30 NOVEMBRE et doivent être accompagnées de **CINQ EXEMPLAIRES** du curriculum vitae du candidat ou de la candidate ainsi que d'une lettre d'appui dûment signée par la ou le présentateur au:

Dr James Ogloff
Responsable du Comité des fellows et des prix
Société canadienne de psychologie
151, rue Slater, bureau 205
Ottawa, Ontario K1P 5H3

Veuillez consulter la liste des fellows actuels sur notre site web <http://www.cpa.ca/fellows-f.html>



**EMPLOIS EN
PSYCHOLOGIE**
www.cpa.ca/ads.html

AFFAIRES DE LA SCP

RAPPEL DE PRÉSENTATION DE MISES EN CANDIDATURE POUR LE POSTE DE PRÉSIDENT DÉSIGNÉ ET DE QUATRE DIRECTEURS DE LA SOCIÉTÉ CANADIENNE DE PSYCHOLOGIE

Des mises en candidature pour les postes de président désigné et de quatre directeurs sont requises pour 2002. Une fois élues, ces personnes assumeront leurs fonctions lors de l'assemblée générale annuelle de 2002. Conformément au règlement IX (1) B, les directeurs non désignés sont nommés par tous les membres. Ainsi, deux postes de directeurs non désignés sont requis en 2002, dont un est réservé à une personne francophone, tel que prévu par le règlement IX (1) B (ii). Le président désigné est nommé par tous les membres, tel que prévu par le règlement IX (1) B (3). Veuillez noter que les mises en candidature pour les postes de directeurs non désignés et le poste de président désigné doivent être appuyées par cinq membres ou fellows et ce, conformément au règlement IX 1.B.

DIRECTIVES POUR LES MISES EN CANDIDATURE DU PRÉSIDENT DÉSIGNÉ ET DE DEUX DIRECTEURS NON DÉSIGNÉS

Les membres et fellows de la Société canadienne de psychologie sont invités à faire des mises en candidature pour les postes de président désigné et de deux directeurs non désignés du conseil d'administration. Cependant, tel que stipulé dans le règlement IX, B (ii) le conseil d'administration réserve un des sièges de directeur à une personne francophone.

Chaque candidature devra être accompagnée du curriculum vitae du candidat et devra inclure ses antécédents en matière de formation, le(s) poste(s) qu'il occupe présentement et qu'il occupait auparavant ainsi qu'un résumé de ses activités professionnelles ou dans le domaine de la recherche. La mise en candidature devra être également accompagnée d'une lettre du présentateur à l'appui du candidat et mentionnant le poste pour lequel ce candidat est nommé et, finalement, la mise en candidature devra renfermer une déclaration à l'effet que la personne nommée accepte de se porter candidat à l'élection.

"Pour être inclus sur le bulletin de vote, un membre ou fellow éligible devra être nommé dans une année donnée par cinq membres ou fellows ou plus ayant le droit de vote".

Assurez-vous de faire parvenir vos mises en candidature pour les postes de président désigné et de directeur non désigné accompagnées des pièces nécessaires pour appuyer ces candidatures **au plus tard le 9 novembre 2001** et ce, à l'adresse suivante:

D^r James Ogloff,
Responsable du Comité des mises en candidature
Société canadienne de psychologie
151, rue Slater, bureau 205
Ottawa, Ontario
K1P 5H3

DIRECTIVES POUR LES MISES EN CANDIDATURE POUR LES DEUX POSTES DE DIRECTEURS DÉSIGNÉS NOMMÉS PAR LES SECTIONS - SCIENTIFIQUE-PATICIEN ET PRATICIEN.

Les directeurs désignés, nommés par les sections représentent les trois catégories de membres de la SCP: scientifique, scientifique-praticien et praticien. Pour les élections de 2002, des candidatures pour un poste de scientifique-praticien et un poste de praticien sont requises.

Tel que stipulé dans le règlement IX, tout membre ou fellow de la SCP qui est également membre d'une ou de plusieurs sections peut présenter une mise en candidature à la section (ou sections) dont il est membre. Les sections ont la responsabilité de déterminer leurs propres procédures pour examiner les mises en candidature qu'elles auront reçues de leurs membres pour les postes désignés du conseil.

Toutes les Sections sont invitées à faire des mises en candidature pour les postes vacants de **scientifique-praticien et praticien**.

Les **scientifiques-praticiens** peuvent être définis comme étant soit, a) un scientifique dont les activités principales se situent dans le domaine de la recherche et de l'enseignement et qui se concentre sur l'application des principes psychologiques à des problèmes appliqués spécifiques. Ses principales activités professionnelles sont de faire des découvertes dans le domaine de la recherche pouvant facilement s'appliquer aux problèmes du monde réel. Cette personne se distingue du scientifique traditionnel par sa préoccupation directe pour l'aspect applicable des découvertes découlant de sa recherche aux problèmes contemporains du monde réel.

OU
b) un praticien qui utilise une méthodologie de recherche afin de résoudre les problèmes du monde réel. Ce genre de praticien ne se contente pas de résoudre un problème particulier mais il s'occupe de faire de la recherche qui sera utile à d'autres professionnels dans le même domaine et ayant des problèmes semblables. Cette personne se distingue du praticien traditionnel dans le sens qu'il utilise la méthodologie de la recherche dans son travail et dans son souci de généraliser les découvertes émanant de la recherche afin de résoudre des problèmes spécifiques et de les appliquer à d'autres situations.

Les **praticiens** sont des personnes qui ont indiqué la fourniture de services comme principales activités professionnelles et dont le curriculum vitae est jugé conforme à ces critères par la section faisant la mise en candidature.

La présentation de chaque candidature comprendra la désignation «scientifique-praticien» ou «praticien», le consentement du candidat ainsi que son curriculum vitae et une lettre du présentateur du candidat.

Chacune des sections doit faire parvenir le nom de leurs candidats aux postes de directeurs désignés au responsable du Comité sur les sections **avant le 9 novembre 2001** à l'adresse suivante:

D^r Kang Lee
Responsable du Comité sur les sections
Société canadienne de psychologie
151, rue Slater, bureau 205
Ottawa, Ontario
K1P 5H3

COMPOSITION ACTUELLE DU CONSEIL D'ADMINISTRATION

Président:
William Melnyk, Lakehead University -
Clinique/pratique-recherche-formation

Président sortant:
James Ogloff, Simon Fraser University -
Clinique/Déontologie

Président désigné
Abraham Ross, Memorial University - Sociale/évaluation de programmes

Directeurs dont le mandat se termine en 2002 non désigné:

Jennifer Veitch, Conseil national de recherche du Canada - Psychologie de l'environnement
Lucie Morin, Université de Montréal - Psychologie industrielle et organisationnelle

désigné:
Patrick McGrath, Dalhousie University - Scientifique-praticien - Psychologie de la santé/clinique
Sam Mikail, Southdown Institute - Praticien - Psychologie clinique

Directeurs dont le mandat se termine en 2003 désigné:

Kang Lee, Queen's University - Scientifique - Psychologie du développement

Directeur - dont le mandat se termine en 2004 non désigné :

Lorraine Breault, Edmonton - Pratique privée - Psychologie clinique

Vous pouvez consulter le règlement IX - Mise en candidature sur notre site web au

<http://www.cpa.ca/Bylaws01f.pdf>

CPA Membership List: An Important Source of Revenue

The Canadian Psychological Association membership list is sold to selected companies who demonstrate interests in the field of psychology. The sale of the CPA membership list generated \$20 000 in 2000 and is considered an important source of revenue for the association.

CPA would like to provide an opportunity for its members to be excluded from the list. If you wish to be removed from the list, call us toll free at 1-888-472-0657 ext. 24, send us an email at cpamemb@cpa.ca or send us a fax at (613) 237-1674. Make sure to state clearly your name and the fact that you wish to be removed from the CPA membership list sold to third parties.

Liste des membres de la SCP : Une source de revenus importante

La liste des membres de la Société canadienne de psychologie est vendue à des entreprises liées au domaine de la psychologie. Cette activité a permis à la SCP d'enregistrer des revenus de 20 000\$ en 2000. Il s'agit donc d'une source de revenus importante pour la SCP.

La SCP désire offrir à ses membres l'opportunité de retirer leur nom de la liste des membres utilisée à cette fin. Pour soustraire votre nom de cette liste, veuillez aviser la SCP par téléphone au numéro sans frais suivant, 1-888-472-0657, poste 25, par courriel au cpamemb@cpa.ca ou par télécopieur au (613) 237-1674. Assurez-vous de vous identifier et citer clairement que vous désirez retirer votre nom de la liste des membres vendue à des entreprises.

CPA AFFAIRS / AFFAIRES DE LA SCP

LAUREATE OF THE CPA 2001 CERTIFICATE OF ACADEMIC EXCELLENCE
LES RÉCIPENDIAIRES DU CERTIFICAT D'EXCELLENCE ACADÉMIQUE DE LA SCP 2001

Many thanks to all departments of psychology who participated in the programme.
The CPA strongly believes that students are the future of psychology and that they should be encouraged by having their achievements recognized.

Congratulations to the following students for their outstanding thesis for the academic year 2000-2001.

Merci à tous les départements de psychologie qui ont participé au programme.

La Société canadienne de psychologie croit fermement que l'avenir de la psychologie réside dans les étudiants et qu'il est important de les appuyer en reconnaissant leurs réalisations.

Félicitations à tous les étudiantes et étudiants pour la qualité exceptionnelle de leur dissertation pour l'année académique 2000-2001

**University of Victoria
Psychology Department**
Doctoral Lauree Tilton-Weaver
Masters Yuko Heath
Honours Noah Silverberg

**Mount St. Vincent University
Psychology Department**
Honours Melissa Anne Warner
Juanita Whalen

**Queen's University
Department of Psychology**
Doctoral Andrea Downie
Masters Anjanie McCarthy
Honours Jennifer Lee
Connie Cheung

**University of Manitoba
Department of Psychology**
Doctoral Leah Weinberg
Rhonda Kowalchuk
Masters Ian Clara
Honours S. Renée Morin

**Bishop's University
Psychology Department**
Honours Maja Dumisic

**University of British Columbia
Psychology Department**
Honours Greenly Ho

**University of British Columbia
Department of Educational and
Counselling Psychology,
and Special Education**
Masters Georgina Maltby
Doctoral Karen Flood

**Mount Allison University
Psychology Department**
Honours Stephanie Hancock

**University of Waterloo
Department of Psychology**
Honours Emma C. Iserman
Steven M. Kuhn
Fred Tam
Brandon M. Wagar
Christian H. Jordan
Lena C. Quilty
Paula S. Meunier

**Laurentian University
Psychology Department
Université Laurentienne
Département de psychologie**
Honours/Thèse de
spécialisation (baccalauréat)
Julie Blais
Cara Duval
Cindy Collins
Connie Lacroix

**University of Calgary
Department of Psychology**
Doctoral Dr. Phyl Prout
Masters Krista Uggerslev
Cari Kilbreath

**University of Winnipeg
Department of Psychology**
Honours Stephen D. Livingston
Jo Ann M. Unger
Marcie R. Dudeck

**Université du Québec
à Montréal
Département de psychologie**
Thèse de spécialisation
(baccalauréat)
Pascale Denis
Doctorat François Chagnon

**University of Regina
Department of Psychology**
Honours Kinda Kealy
Laurie Sykes
Masters Kristine Kowalyk

**Dalhousie University
Psychology Department**
Honours Erin Hall
Masters Randy Newman
Michael Woodworth
Doctoral Janet Ingles

**University of Saskatchewan
Department of Psychology**
Honours AnnaMarie A. Carlson
Zafar Husain
Karlie Stroh
Masters Shelley Adrian-Taylor
Thamarai Moorthy
Joel Tourigny
Doctoral James Nieuwenhuis
Marc Sheckter
Theresa Zolner

**University of Lethbridge
Department of Psychology and
Neuroscience**
Honours Lesley Schimanski
Crystal Goertzen
Masters Robbin Gibb

**University of Guelph
Department of Psychology**
Honours Gillian Stavro
Masters Donna Garcia
Laurel Johnson
Hannah Pirotsky
Doctoral Chris Alksnis
Janos Botschner
Michelle Gilpin

**Simon Fraser University
Department of Psychology**
Honours Yuijiro Shimizu
Masters Kathleen Slaney
Doctoral Lindsey Jack
Colleen MacQuarrie

**Trent University
Department of Psychology**
Honours Laura Kenton

**University of Western Ontario
Psychology Department**
Honours Leanne R. Bird
Masters Karen J. Francis
Doctoral Sarah Duff Canning

**Université de Montréal
Département de psychologie**
Doctorat Huguo Théoret

**Wilfrid Laurier University
Psychology Department**
Honours Kendra Hughes
Sarah Vernon
Ian Munroe
Masters Scott Veenliet
Melanie Bucking
Andrew Miki

**University of Toronto
Department of Psychology**
Honours Ilia Karatsoreos
Jiri Najemnik
Masters Michele Boivin
Alan Castel
Christopher Lo
Doctoral Janina
Diana Ferbinteau
Kimberley
Ann Kane
Rebecca
L. Billingsley

**University of Ottawa
School of Psychology
Université d'Ottawa
École de psychologie**
Honours/Thèse de spécialisation
(baccalauréat)
Diana Claire McBurney
Geneviève Davignon
Amélie Diane Soulard
Doctoral Pamela Kent
Norm O'Rourke
Naida Silverthorn

**Concordia University
Department of Psychology**
Honours Heather V. Wilcox
Wai Men Noel Chung
Dinos Perikaris

**University College
of Cape Breton
Psychology Department**
Honours Kelly Campbell

Un œil sur la mobilité des psychologues
Inscription au National
Register et au RCPOSS :
le temps file

**JOHN T. GOODMAN, Ph.D.,
Comité sur la mobilité**

L'Association of State and Provincial Psychology Boards exige le Certificate of Professional Qualification in Psychology (CPQ) comme condition préalable à l'agrément. À l'inverse des accords de réciprocité, qui sont des ententes intervenant entre différents champs de compétence, le CPQ permet la mobilité des psychologues autorisés qui satisfont aux normes établies par l'ASPPB. L'ASPPB incite de cette façon les jurys de réglementation professionnelle des États-Unis et du Canada à adopter le CPQ comme condition obligatoire ou mesure d'admissibilité pour l'obtention du permis d'exercer dans leur zone de compétence. Jusqu'à maintenant, 15 zones de compétence ont accepté le CPQ et 15 autres sont en voie de le faire. Quatre champs de compétence canadiens, à savoir l'Ontario, l'Alberta, la Nouvelle-Écosse et le Nouveau-Brunswick, ont accepté ce nouveau titre de compétence

ou s'apprentent à le faire. On prévoit qu'en juillet 2003, toutes les zones de compétence canadiennes auront accepté le CPQ comme condition d'admissibilité pour l'obtention du permis d'exercer la psychologie.

Les personnes qui sont membres du National Register ou du RCPOSS, qui détiennent un doctorat en psychologie, qui comptent au moins cinq années de pratique indépendante dans un champ de compétence relevant de l'ASPPB et qui n'ont jamais fait l'objet de mesures disciplinaires pourront se voir attribuer le CPQ sans que ne soient appliquées toutes les conditions d'admissibilité, s'ils le font avant le 31 décembre 2001. Plusieurs candidats sont devenus membres du National Register ou du RCPOSS pour cette raison précise. Après le 31 décembre 2001, les candidats devront répondre à toutes les conditions d'admissibilité pour obtenir le CPQ. Pour en savoir plus sur cette façon de recevoir le CPQ, consultez le site Web de l'ASPPB à ou composez le 1-800-448-4069.

Mobility Watch

Time is Running Out for
Listees in the National
Register and CRHSPP

**JOHN T. GOODMAN, Ph.D.
Mobility Committee**

The Association of State and Provincial Psychology Boards offers a Certificate of Professional Qualification in Psychology as an individual endorsement for licensure. Unlike reciprocity, which is an agreement between jurisdictions, the CPQ makes mobility possible for those licensed psychologists who meet ASPPB recommended standards. ASPPB is encouraging licensing boards both in the United States and Canada to accept the CPQ as justification or eligibility for psychology licensure in their jurisdictions. As of this date, 15 jurisdictions have accepted the CPQ and an additional 15 jurisdictions are in the process of accepting the CPQ. Four Canadian jurisdictions, Ontario, Alberta, Nova Scotia and New Brunswick have

either accepted or are in process of accepting this credential. In July of 2003 all Canadian jurisdictions will accept the CPQ as evidence of eligibility for psychology licensure.

For those who have a membership in the National Register or CRHSPP, who have a Doctorate degree in Psychology, have a record of independent practice for at least five years in an ASPPB member jurisdiction and have no history of disciplinary actions can, until December 31, 2001, receive the CPQ with some requirements waived. A number of applicants have joined the National Register or CRHSPP for that very reason. After December 31, 2001 all requirements must be met in order to qualify for the CPQ. For further details of this option to qualify for the CPQ check ASPPB's web site at: <http://www.asppb.org> or call 1-800-448-4069.

NOUVELLE / NEWS

Le tout nouveau Companion Manual to Code of Ethics :

Une ressource inestimable pour les psychologues canadiens

CAROLE SINCLAIR, Présidente, Comité de déontologie,
et JEAN PETTIFOR, Membre, Comité de déontologie

Le 28 septembre 2001, on recevait, au siège social de la SCP, les exemplaires du *Companion Manual to the Canadian Code of Ethics for Psychologists, Third Edition* fraîchement imprimés et prêts à être distribués. L'ouvrage comprend la toute dernière version révisée du code de déontologie (SCP, 2000), accompagnée d'un commentaire, la reproduction de deux articles faisant état de l'élaboration du Code et des éléments uniques qui le distinguent, quatre exemples d'utilisation du modèle de prise de décision présenté dans le Code et servant à résoudre des dilemmes d'ordre éthique et plus de cent courtes descriptions illustrant des dilemmes d'ordre éthique, une vaste bibliographie, ainsi qu'une sélection de politiques et lignes directrices formulées par la SCP en matière de normes de déontologie et d'arbitrage concernant des plaintes dont feraient l'objet des membres de la SCP.

Depuis 1988, le *Companion Manual* de la SCP constitue une publication fort populaire, que se procurent étudiants en psychologie, professeurs, chercheurs et praticiens. Le *Manual*, dont la première édition remonte à 18 mois après l'adoption de la première version du Code, a été publié une deuxième fois, à la suite de la révision de 1991 du Code, afin de refléter les changements apportés à ce dernier. Quant à la présente version du *Manual*, elle tient compte des plus récentes modifications.

Au cours du processus d'examen qui a mené à la troisième édition du Code, on a constaté que les psychologues canadiens donnaient fortement leur appui aux versions précédentes; ainsi, les modifications apportées au Code et au *Companion Manual* sont plutôt secondaires. Les principes déontologiques, la structure d'ensemble de l'ouvrage, tout comme l'ordre de présentation des principes s'appliquant à la prise de décision éthique demeurent inchangés. Les innovations se retrouvent plutôt dans certaines parties du *Companion Manual* que les personnes participant au processus d'examen ont estimé peu claires ou devant être adaptées à la lumière des récents changements qu'ont connus la

pratique et le discours en matière de déontologie.

Ainsi, dans le préambule, on remarquera de légères modifications relatives au modèle de prise de décision (le nombre d'étapes passe de sept à 10), qui met dorénavant l'accent sur l'auto-réflexion, le cadre dans lequel est soulevé le dilemme d'ordre éthique et la prévention d'éventuels dilemmes analogues. Le préambule présente également une explication étoffée de l'utilisation d'un code de déontologie (par rapport au rôle d'un code de conduite), lorsqu'il s'agit de rendre des décisions quant à des plaintes de comportements contraires à l'éthique et se veut une introduction aux nouvelles parties qui se sont ajoutées au Code : comment envisager ses propres perceptions face à des comportements contraires à l'éthique qu'afficheraient des collègues (Principe II) et comment réagir, si son propre comportement est perçu par autrui comme contraire à l'éthique (Principe II).

Les Principes I et II tirent au clair le fait que les psychologues ont le droit de se protéger des atteintes graves à leurs propres droits moraux et des menaces à leur bien-être élémentaire; ils exposent aussi en détail le fait que les contraintes que leur

imposent leurs obligations sont conformes aux engagements auxquelles est liée la discipline envers la société. On a modifié les quatre principes déontologiques en ce qui a trait à l'importance de la culture dans la définition de l'identité personnelle et dans la façon dont les droits moraux se manifestent au sein d'une collectivité. Ces changements auront des répercussions sur les procédures dont on se servira pour garantir le consentement éclairé de la part des clients et interagir auprès de différents groupes culturels. De plus, les quatre principes déontologiques s'enrichissent d'éléments concernant les aspects commerciaux des activités menées par les psychologues. Par exemple, on précise de nouvelles normes et des exemples portant sur l'établissement de tarifs équitables, les façons d'aider les clients à trouver des solutions de rechange lorsque leurs ressources financières sont épuisées ou que leur régime d'assurance ne couvre plus les soins, l'importance de la gestion équitable et responsable du personnel (par ex., employés, adjoints), et enfin, la responsabilité de mettre en place un milieu de travail qui favorise l'expression respectueuse des préoccupations d'ordre éthique et la résolution constructive de telles préoccupations. Quant aux principes III et IV, ils portent davantage sur la liberté de l'enseignement et de la recherche scientifique.

Les lecteurs du nouveau Code remarqueront sans doute que l'Énoncé de politique des trois Conseils : Éthique de la recherche avec des êtres humains a joué un rôle dans certaines des révisions apportées. Par exemple, on notera que le terme « tromperie » n'est plus employé pour désigner la méthodologie utilisée dans certains types de recherche en psychologie. Au lieu de cela, les phrases ou expressions « divulgation partielle » ou encore « amener temporairement les sujets à croire qu'un projet de

recherche a un objectif autre que celui indiqué » s'harmonisent avec l'énoncé des trois Conseils. Enfin, les normes relatives au consentement verbal, aux conditions de recherche avec groupe placebo et à la participation de groupes ou de collectivités à la méthodologie de recherche et à l'interprétation des résultats sont modifiées de façon à correspondre à l'énoncé des trois Conseils.

Deux nouvelles normes particulièrement importantes en ce qui a trait aux relations soignant-client se sont ajoutées : la première, au Principe III, concerne la responsabilité de gérer les relations doubles (lorsqu'elles ne peuvent être évitées) de manière à réduire la possibilité d'exploitation; la seconde, au Principe II, interdit l'intimité sexuelle entre des étudiants ou des stagiaires et un psychologue qui aurait à évaluer ceux-ci ou qui entretiendrait avec ceux-ci toute autre forme d'autorité directe.

Le *Manual* présente tous les changements accompagnés de commentaires les expliquant. De

surcroît, de nombreuses références sur ces nouveautés du Code ont été ajoutées à l'imposante bibliographie, notamment plusieurs travaux publiés par des auteurs canadiens. Enfin, plusieurs nouvelles courtes descriptions viennent illustrer les changements apportés.

Comme ce fut le cas dans le passé, nous nous attendons à ce que les psychologues canadiens découvrent en le *Companion Manual* une ressource inestimable. On pourra se procurer un exemplaire du *Manual* au siège social de la SCP, en communiquant avec Ann Marie Plante, au numéro sans frais 1-888-472-0657, poste 28, par courrier électronique (aplante@cpc.ca) ou par télécopieur (613) 237-1674.

La version française du *Companion Manual* n'est pas encore disponible. Les coûts pour la traduction du manuel sont évalués à 25 000\$ et le Conseil d'administration examine présentement diverses possibilités de financement.

Section on Women and Psychology Annual Award



The Section on Women and Psychology is pleased to announce that Pek Ne (Angela) Khoo is the winner of the 2001 SWAP Student Paper Award. Congratulations are extended to Pek Ne who presented the paper, *Men's and Women's Responses to Electronic Mail of Different Types of Content*, at the SWAP Pre-convention Institute of the Canadian Psychological Association Convention in Quebec City, Quebec.

This was Pek Ne's Honours thesis research. She will be graduating in October with a BA from the University of Windsor. The \$500.00 award is presented annually for research that advances the place of women in psychology and promotes research of relevance to women.

Code

Continued from page 1

some revisions. For example, the Code no longer uses the word "deception" when describing the methodology used in some psychological research. Rather, the phrases "incomplete disclosure" and "temporarily leading research participants to believe that a research project has a purpose other than its actual purpose" have been adapted from the Tri-Council statement. In addition, standards have been changed in the Code to reflect positions taken by the Tri-Council statement on oral con-

sent, no-treatment research conditions, and involvement of groups/communities in research design and interpretation of results.

Two new standards of particular significance to dual relationships include one in Principle III concerning the responsibility to manage dual relationships (when they cannot be avoided) in a manner that minimizes the possibility of exploitation, and a standard in Principle II that prohibits sexual intimacy with students or trainees "with whom the psychologist has an evaluative or other relationship of direct authority."

Information about each of the

above changes is provided in the *Manual's* running commentary. In addition, numerous references regarding the new emphases in the Code are provided in the bibliography, including the work of many Canadian authors. Several new vignettes relevant to the changes also are provided.

As in the past, we anticipate that Canadian psychologists will find the *Companion Manual* an excellent resource. Copies may be ordered from CPA Head Office by calling Ann Marie Plante toll free at 1-888-472-0657 ext. 28, by email at aplante@cpc.ca or by fax at (613) 237-1674.

Visit us on the Web

Career Ads on the Web www.cpa.ca/ads.html
The Coming Events are updated regularly on the Web
www.cpa.ca/ComingEvents.html

Venez nous voir sur le Web

Annonces d'emplois en psychologie sur le Web
www.cpa.ca/ads.html

Les événements à venir sont mis à jour régulièrement sur le Web
www.cpa.ca/ComingEvents.html

www.cpa.ca

NEWS

Assault on America: Canada Responds

September 11, 2001 will be with us forever. Most of us will remember where we were on that day, much like the day President Kennedy died and, in a positive vein, the day Paul Henderson scored his famous goal. These are signature moments that help define a generation.

This was a significant event in so many ways. One of the most powerful was the use of technology. For the first time, a major disaster of incredible proportions unfolded before our very eyes. Live television coverage began just after the first crash into the World Trade Centre. The world watched in real time as the second plane crashed, the fires spread, people hung out of windows and jumped to their deaths and buildings collapsed. Cell phones allowed people to say goodbye.

In the midst of this chaos and tragedy, psychology responded. The APA Disaster Network swung into action. Information began to flow and volunteers began signing up. The American

Red Cross coordinated the efforts. Excellent information appeared on the APA web site to inform Americans and to assist them in dealing with the psychological aspects of the tragedy.

Canada responded as well. Within hours the OPA list-serve began keeping OPA members informed. This information was passed along to key people in each province by using an ongoing e-mail communications systems based at CPA that includes the Canadian Professional Psychology Lobbying Network (CPPLN), the CPA Board and Sections and the CPAP delegates. Associations and regulatory bodies began developing responses that were shared through this system. CPA devel-

oped a web site that provided information to the public and links to other important sites and sent an e-mail update to members. The Association also began coordinating with APA and communicating with U.S. associations and organizations.

The Canadian response was impressive. It was driven in no small measure by our horror at the situation and by our affection for our American cousins. Individual psychologists contacted provincial associations and CPA with offers to help. Lists were developed of those willing to go to New York or Washington, should the need arise. The media had many questions and were well served by the associations. Psychologists held meetings to explain the psychological consequences to their fellow citizens. They visited schools and other groups to offer pro bono assistance. Many psychologists were ready to aid Canadians who had lost loved ones or colleagues. Some associations offered services to those stranded in Canadian cities such

as Vancouver, Ottawa, Halifax, Gander and St. Johns. Psychology departments in hospitals were on alert in the early hours to assist if medical evacuation involved Canadian hospitals. The military psychologists were prepared. CPA contacted the U.S. Embassy to offer assistance. And so it goes. These are but examples of what was done.

Crises are the crucible upon which systems are tested. The measure of the moment shows that psychology is well prepared. APA did an excellent job on many fronts. International cooperation was quickly in place and ready to be operationalized. The communication systems worked wonderfully. Information from APA and the initiatives undertaken in each province and by CPA were quickly disseminated. Members of associations and regulatory bodies were informed of the latest information and accessed the system to contact associations. Communication with the media and the public was effective and professionally handled.

The ongoing consequences of September 11 are now unfolding. Psychology has much to offer. Many individuals will experience the psychological effects for some time. They will need good information and some will need services. Attacks on Arab Canadians must be prevented. Our political leadership needs to be encouraged to find lasting solutions that go to the root causes of the disaster in the service of permanent change. The APA/CPA ethno political warfare initiative begun several years ago by CPA President Peter Suedfeld and APA President Martin Seligman seems particularly apropos.

Thanks to all who gave so generously of their time and energy, those who provided services and those who were willing to go to New York and Washington, D.C. Your efforts are deeply appreciated and, in the midst of disaster, we can feel proud of our discipline, our profession and our network of organizations.

Romanow Commission Advocacy Update and Alert

CPA and the provincial associations have been working together to advocate for psychology. The latest opportunity is the Romanow Commission. Much has been done and much remains to be done.

The preparation of the brief for the Commission on the Future of Health Care in Canada (Romanow Commission) is well underway and firmly based on documents and briefs already prepared and disseminated to federal and provincial politicians and officials. These include the four policy documents in the Strengthening Health Care in Canada series (Medicare, Primary Care, Home Care and Pharmacare) and responses by provincial associations to health commissions in Saskatchewan, Quebec, Ontario, New Brunswick and the Senate of Canada. This information is available on the CPA web site at www.cpa.ca under "Health Commissions".

As we go to press, a meeting has been scheduled with the Romanow Commission during the CPA Board meeting in Winnipeg on October 19, 2001. This will be an opportunity for the discipline, and particularly the profession, to state the case for improved access to psychological services. Key messages will include:

1. All Canadians need equal access to psychological services.
2. Psychological factors are inte-

gral to the prevention of disease and injury, maintaining health, accurate diagnoses, effective interventions, recovery and rehabilitation, relapse prevention, chronic disease management, and palliative care.

3. Programmes such as primary care reform, home care and pharmacare must include psychological services.
4. The scientific foundation of professional training in psychology places psychological interventions upon a strong and ever-developing empirical base.
5. Research is increasingly demonstrating the effectiveness of psychological services across the continuum of health and health care.

A brief to the Commission is being prepared for submission no later than October 31, 2001. The brief will argue that human behaviour must play a central role in the health and health care system of the future in order to increase effectiveness, reduce suffering and control costs. This "re-balancing" is critical if the future system is to be more responsive to the health and health care needs of Canadians. Psychology, as the science of

human behaviour, must be included as a core profession and not marginalized as is the case today. The Commission will be reminded that the best predictor of future behaviour is past behaviour, thereby supporting the need for significant and meaningful change.

Access across the continuum of care is pivotal. The mechanisms for improving access have not been sufficiently debated or determined to date. Psychology will need to consider the available models in order to have solutions to suggest when the opportunity arises. Solutions will need to respect both public and private practitioners (see Sam Mikail's Professional Affairs article).

COORDINATION: An ad-hoc meeting was held during the Organization of Psychology Conference in Winnipeg which included several provincial associations, regulatory bodies, CPA sections and CPA. An initial plan was developed to respond to the Romanow Commission. This plan was discussed more fully during the CPAP meetings in June in Quebec City. CPA was given the role of coordinating national and provincial efforts.

WE NEED YOUR HELP

Every CPA member can help. Here is how.

1. Contact your provincial, territorial or national association to offer to help.
2. Contact the Commission informing them of the issues you face as a psychologist.

Identify what works, what doesn't work, and possible solutions. You can refer to Psychology and Public Policy and www.cpa.ca under "Health Commissions" for suggestions and links.

3. Make a one-time donation to defray costs and improve the impact of the advocacy effort.

DONATIONS: It was suggested that CPA ask psychologists for financial assistance to help support this important advocacy effort in terms of the Romanow Commission. As such, a call was sent to all registered psychologists in Canada. Many have generously responded. Those of you who would still like to help, can do so at any time. CPA members who are not registered or who did not receive the initial notice are invited to consider a donation as well.

as well.

All donations are placed in a separate account and used exclusively for advocacy directed at the health care commissions. Any money left over will be used to advocate on behalf of psychology in health and health care. We are asking psychologists to consider donating a minimum of \$50.00 to further the cause. This is less than one hour's private practice billing. Of course, we will gratefully accept any donation you can afford. To date psychologists have sent in over \$11,000.00. Gifts have ranged from \$500.00 to \$10.00.

CPA would like to thank all those who have so generously responded with time, energy and money. It is a very important contribution to a very important cause. Together we stand and divided we are less effective.

YOUR SUPPORT IS VITAL

Cheques or money orders should be made out to: CPA Healthcare Commission Fund and sent to:

Healthcare Commission Fund,
c/o Canadian Psychological Association
151 Slater Street, Suite 205, Ottawa, Ontario K1P 5H3

Credit Card: VISA: _____ MASTERCARD: _____

Name on Credit Card: _____

Signature: _____

Number: _____

Expiry Date: _____

Amount of Donation: _____

Thank you for your consideration.
Please note that donations are not tax deductible.

NEWS

News from the Provinces and Territories

The News From the Provinces is just a sample of activity. It shows how much is being done on behalf of you and professional psychology and highlights the important inter-organizational cooperation that strengthens the advocacy efforts provincially and nationally.

New Brunswick Health Care Commission

Teréz Rétfalvi, President of the College of Psychologists of New Brunswick, appeared before the New Brunswick Premier's Health Quality Council. The CPNB brief is available on the CPA web site under Health Commissions. This excellent brief was supported by a letter from CPA and contained the Strengthening documents. Follow-up continues.

Nova Scotia Political Action Network

The Association of Psychologists of Nova Scotia's Advocacy Committee has recently compiled a member data base identifying each member's provincial riding and health care district. They have put out a call for two members per riding to act as a local advocacy team to follow up with their MLAs after APNS sends out an information package to the MLAs. Local teams will be briefed about the "message" and various strategies for engaging the elected officials. These efforts will educate the MLAs and establish more constituent connections between psychology and elected officials. The "Strengthening" documents were used as advocacy tools.

BC Election Strategy and Strategic Planning

The British Columbia Psychological Association visited candidates during the recent provincial election to discuss issues important to psychology. The initiative involved the Association membership and took the good word about psychology to the politicians. Bridges were built.

BCPA held a strategic planning session in September. The purpose was to develop a blueprint for the future of the Association. The CPA Executive Director was invited to attend.

Québec Responds to the Clair Commission

The Order of Québec Psychologists responded to the Clair Commission's Report. The Order's very detailed and finely crafted report is available in French on the CPA web site. CPA will write a letter in support of the Order's response to the Québec Government.

Ontario Considering Health Commission Responses

The Ontario Psychological Association is considering preparing briefs for the Ontario Government's examination of health care, the Romanow Commission and the Senate Committee on Social Affairs, Science and Technology's examination of the Canadian health care system, Chaired by Senator Kirby. CPA's brief to the Kirby Commission is available on the web site.

Saskatchewan Responds to the Fyke Report

The Saskatchewan Psychological Association prepared a detailed and excellent response to The Commission on Medicare chaired by Kenneth J. Fyke for the Saskatchewan Government.

The SPA document is an important assertion of the role of psychology and is available on the CPA web site. The "Strengthening" documents were used as references. CPA will write a letter in support of SPA to the Saskatchewan Government.

CPA Board Meeting in Winnipeg

The Board meeting was held in Winnipeg giving the Board an opportunity to meet with practitioners, the Manitoba Psychological Society and the Psychological Association of Manitoba (the regulatory body), the faculty and students at the universities of Manitoba and Winnipeg and the psychology staff and interns at the Health Sciences Centre. Board members Jim Ogloff and Pat McGrath held workshops and a reception was enjoyed by one and all. The Romanow Commission met with the CPA Board. CPAP, CCPPP, the Canadian Register and the Presidents of the Manitoba Psychological Society (fraternal body) and the Psychological Association of Manitoba (regulatory body) were invited to attend.

Together we stand, divided we are less effective.

SCIENCE ADVOCACY

CCR ANNUAL BRIEF

The Canadian Consortium for Research, which is chaired by CPA, has just published its 2001 brief entitled, "Creating Opportunity". It is available on the CPA web site at www.cpa.ca/advocacy.science.html. The brief is the advocacy platform for the fall lobby on behalf of science and university education in anticipation of the February budget of the Federal Government. The document was crafted in concert with the granting councils, AUCC, CAUT and the Canadian Federation of Students.

SCIENCE LOBBY

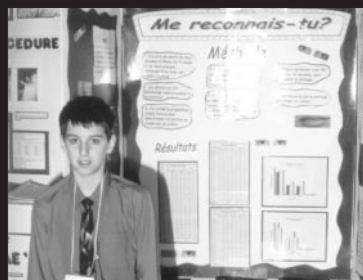
The science lobby occurs in earnest during the Fall and early Winter. Meetings are held with Ministers and government officials. Departments that are particularly important include Industry, Finance, Health, and the Prime Minister's Office. The CCR lobby is planned in concert with the efforts of other groups such as the Humanities and Social Sciences Federation of Canada and the Tri-Society Lobby (Physics, Chemistry and Geology). It has been a difficult year in the absence of a Federal Budget. For example, the councils have had to use program spending to keep pace with the demands on their research grants program because no additional money was forthcoming without a Federal budget.

THE PROVINCIAL CONNECTION

As reported in an earlier edition of Psynopsis, CCR Chair (CPA's Executive Director) met with the Executive Director of the Council of Ministers of Education - Canada to discuss core funding and student support. As a follow-up to that meeting and as part of the CCR strategy to advocate in the provincial capitals, the CCR sent letters to each of the provincial ministers responsible for education, training, post-secondary education, finance and industrial development. A recent Statistics Canada report clearly demonstrates that overall government support for universities fell over the last decade with a slight increase over the past two years, bringing funding up to 1991 levels.

HOUSE OF COMMONS STANDING COMMITTEE ON FINANCE

The CCR appeared before the Standing Committee on Finance to argue for core funding for universities, increases to the base budgets of the granting councils, an increase to SSHRC funding to bring it up to equal footing with NSERC and CIHR, indirect costs of research and the changing of legislation to allow granting councils to carry funding over from one year to the next. The CCR Chair's introductory remarks are available on the website.



Mathieu Charbonneau of Timmins, Ontario, est le récipiendaire junior du Prix spécial de la Société canadienne de psychologie, décerné dans le cadre de L'expo-sciences pancanadienne 2001. Mathieu s'est vu remettre une bourse de 150\$ pour son projet intitulé *Me reconnais-tu? et qui portait sur l'importance des traits faciaux dans l'identification d'une personne*. L'expo-sciences, qui est une initiative de la Fondation sciences jeunesse Canada, avait lieu du 12 au 19 mai 2001 à Kingston, Ontario.



Jennifer Dungan of Peterborough, Ontario, is the recipient of the CPA Special Award (Senior) presented at the 2001 Canada-Wide Science Fair. Jennifer received a \$300 bursary for her project entitled *What did you see? A study of perception on how people scan images in a short-term exposure and records what they remember from these pictures*. The Science Fair is presented annually by the Youth Science Foundation Canada and this year's award presentation was held May 12-19 in Kingston, Ontario.



Jordan Sheriko (l.) of Wolfville, Nova Scotia, is the recipient of the the CPA Special Award (Intermediate) presented by CPA Board Member Dr. Kang Lee (r.) at the 2001 Canada-Wide Science Fair. Jordan received a \$200 bursary for his project entitled *Busy Brains on how insults to the brain affect executive functioning*. The Science Fair is presented annually by the Youth Science Foundation Canada and this year's award presentation was held May 12-19 in Kingston, Ontario.

STUDENS - ÉTUDIANTS

Will I Ever Graduate!?: How to Finally Finish Up Your Thesis!

CHRISTINE CHAMBERS, Acting Chair, CPA Section for Students

This is a follow-up to an article I wrote for *Psynopsis* two years ago titled "Where do I start!?: Getting going on your thesis" (Volume 22, p. 24).

I recently read the following quote: "Never lost sight of the fact that the dissertation should be the crowning achievement of your graduate education and will influence the direction of your career for many years to come" (Goldsmith, Komlos, & Gold, 2001). Yikes! That's enough to instill fear in the hearts of graduate students everywhere! As if the challenge of identifying a thesis topic that you like (or at least think you can tolerate thinking about every day for several years) wasn't enough, many students often become "stuck", unable to either finish data collection, or actually write up their thesis. Having recently completed and defended my dissertation, I thought I would share some tips I learned along the way that may be of help to students currently working on their theses.

1. Choose your project wisely.

I elaborate more on this point in my article from 2 years ago, but the basic gist is this: try to strike a balance between a research project that is exciting and innovative, but is actually realistic. For example, for my dissertation I wanted to examine family influences in pediatric pain. However, instead of choosing to examine a clinical sample of children with chronic pain, I decided to look at these processes in families of healthy children who did not have chronic pain, but who we exposed to an experimental pain stimulus in the lab. Now that I have a faculty position (and funding!), I am extending my dissertation research to samples of children with chronic pain!

2. Set deadlines.

As you progress through graduate school, you may have fewer courses to take, and the lines between different terms and seasons seem to blur together. Time can easily get away from you if you don't plan out specific deadlines by which you would like to have different elements of your thesis completed (e.g., data collection, data entry, write-up). Use events like conferences, award application deadlines, or even simple lab meetings, as incentives to get the work done. I've been surprised how helpful forcing myself to do data analyses for an informal presentation in my research lab has been in helping me get going on actually writing up the results of a study. In addition, sit down and make a very detailed time-line. Sure, you may need to adjust it as time goes on, but it's a good way to ensure that you don't blink and

realize a whole year has gone by and that you aren't where you thought you would be with your research. Plus, funding agencies are increasingly asking investigators to include time-lines in research proposals so it can be good practice.

3. Know when to bail (or at least make compromises).

If you have spent 2 years trying to get a brilliant project idea off of the ground, you need to give some serious thought to whether the project is truly going to be feasible. Have a frank discussion with your supervisor, and discuss whether it might be a good idea to switch to another project idea. If you proposed to do a 6 and 12 month follow-up of your sample and only have the 6-month follow-up completed, maybe your committee would consider you writing up only the data from the first follow-up. You could save the data from the 12-month follow-up for an additional publication, one that will not hold up your dissertation writing!

4. Enter your data as you go along.

Don't wait until all the data is in before setting up your data file and entering data. Entering data as the study unfolds can help you pick up on errors your participants are making. For example, are all of your participants forgetting to complete the backside of an important questionnaire? This type of error can be remedied along the way, but is impossible to deal with once all of your data is collected.

5. Have a specific plan for data analyses.

So you have all your data collected and entered, now what do you do? What you should *not* do is sit aimlessly in front of your computer screen, using SPSS to run all sorts of random analyses. Before you even click on the SPSS icon, sit down and re-read your proposal. Write down all of the research questions you asked, and next to them write each statistical analysis you will need to run to answer the question. Receive input from a statistical consultant, or friend who has a knack for stats, if need be. Run those analyses. Then stop! Save the exploratory analyses that are not central to the questions you wanted to answer for after your dissertation is written up. If you don't have a data analysis plan, you can find yourself drowning in a sea of analyses you have never heard of and SPSS output sheets.

6. Block off a chunk of time for writing and JUST DO IT!

Some students find that writing a little piece at a time works better for them, but I find that sitting down and just getting it done has been most effective for me. Decide where you write best (Do you prefer home or office? Listening to the radio or complete silence? etc.). Set up the environment that works best for you, plunk yourself into it, and write. This doesn't mean you shouldn't take breaks (coming back with a fresh perspective after a few days is often helpful). However, if you don't set aside large periods of time for writing, and expect to fit it in between your classes and the rest of your life, it is probably not going to happen.

7. If you are a clinical psychology student, don't go on internship without your dissertation completed (or at least nearly completed).

As a former clinical student, all I can say is that working on your dissertation (even if you are very near finished) while on internship is absolutely painful! I had my data analysis completed and had only the write-up to do while on internship this past year and it was incredibly difficult.

No matter how organized you are, internship is an exhausting experience, and having to work on (or even worry about) your dissertation is an additional drain you do not need. Get as much done as you can before you apply for internship – you will be more competitive for internship spots (sites are increasingly requiring students to have at the very least their data collected before applying to their program). You will also be able to better enjoy your internship experience.

8. Don't underestimate how difficult it is to get your committee together at the same time in the same place.

Faculty members have very busy schedules. This is particularly the case in the spring and summer because of conferences, vacations, etc. If it looks like you might be ready to defend your dissertation during those times, be sure to try to secure a date with your committee very far in advance – and to check in with them often to ensure that the date still works.

9. Don't forget about your thesis after it's defended.

Resist the urge to never think about your thesis again after you've submitted it to the

library. Chop it down and submit it for publication right away! If you wait even a few weeks or months, it will be much harder to get back to it, and you will find that you have forgotten important information (e.g., "What did the SPSS variable I created called WERZX stand for anyhow?"). The weekend after I defended my dissertation, I sat down in front of my lap top, and cut down my 100+ page dissertation to a 15 page manuscript. The only reason I did it so quickly was because of a deadline for an award I wanted to submit the manuscript for (again, deadlines help). It was actually easier than I thought – all the writing was already completed, and, interestingly enough, there was something very cathartic about highlighting and deleting pages and pages of the dissertation. I felt free!

These are just a few tips – talk to your supervisor, other more senior level graduate students – find out what worked for them. Every student is different, but developing an understanding of your strengths and weaknesses, and learning strategies to address them, will be helpful not only in completing your thesis, but also more generally in life. Good luck!

Things I Wish I Had Known Earlier: A Look Back on my Journey as a Graduate Student

NADIA PARÉ, student rep at Laval University

Once in a while, undergraduate or new graduate students come up to me and ask for advice on the best way to approach graduate studies. Although I am somewhat proud of my journey as a graduate student, these questions almost always bring to mind the feelings I had when I was in their position. I wish I had known to ask about the helpful hints I now share with them. Here is a personal recollection of things I learned throughout the years and that might help you now.

From undergraduate studies....

When I first entered the baccalaureate in psychology, all I knew was that I wanted to be a clinical psychologist. I didn't know much about research and personally, at that time, I didn't care much either. So I did not get involved in a research lab until my 3rd year: mistake number one. As soon as you enter undergraduate studies, be aware of all the research assistant job opportunities that are offered to you. Sometimes, it might be volunteer work but it is still an amazing way of getting to know professors and hence, getting a foot in the door of a lab. You might think that your first year is too early to become involved in research, but if I had a first year student offering to help out in my research, I would be pleased to welcome him or her to my lab! So lesson number one: get involved in research work, don't turn your back on research even if clinical work is your main interest. You will learn that clinical work can not be conducted without a constant interest for research in your practice field. Practice changes through the years. During your career, you will

constantly have to stay in touch with the latest improvements in the ways of delivering effective treatment.

As an undergraduate, some students will take a course that involves conducting research from a literature review to production of a research report, including experimentation with real subjects. Don't hesitate to present this research work at a convention, even if it is a convention of a provincial association. This is a great way to get a first taste of what poster sessions are like and to prepare to participate in larger events. Personally, I encourage and help students working under my supervision to do so. They have the opportunity to be proud of their work, even though they may have experienced stress while doing it!

In order to prepare yourself to enter graduate studies, you should try to get acquainted with some professors. When you receive a good grade on a class assignment or on an exam, meet with the professor to discuss that with him or

See Student on page 15

NOUVELLES

Student

Continued from page 14

her. Professors generally like to be able to associate a face to a name on a good report. Offer them your service as a teaching assistant. Maybe it will just be distributing exam sheets or keeping a check on students taking the exam, but keep in mind that those small things will give you an experience in teaching that could be invaluable when trying to secure a teaching assistant position.

Also, you could get involved in your undergraduate psychology association. Members of these groups often have to work in collaboration with the department (e.g., directors of program, members of program board, office employees, etc). The more that these people get to know you, the greater the number of opportunities you will be possibly be offered down the road. Plus, I have found it very rewarding to become involved in my undergraduate association – it's also a great way to face your fear of public speaking.

... to graduate studies

It sometimes seems to me that the further I progressed in my studies, the more important my mistakes became. But maybe I just became more critical, that's all! Humour aside, I learned that the classes you take as a graduate student are very important, not only for the theoretical learning but also for the research opportunities they offer. If you put in the extra effort when completing a class assignment, you could turn it into an interesting, publishable short paper, instead of discarding it in the pile of boxes in your office. Doing so, you will add to your publication section of your vita! I realized this fact only when entering the doctorate program, once again, I wish I had known earlier...

Another important step in your progression as a graduate student: don't put off involvement in your research lab until your mandatory classes are completed. The sooner you become involved, the quicker you will get started with your research work and there will be less possibility of procrastination and an extended stay in graduate studies.

When taking a graduate class in research methodology, the instructor, a very good instructor I should note, once told the class (well, he said it in French but here is what it would have sounded like in English!): "Stop thinking that you are gonna win the Lifetime Achievement Award with your doctoral dissertation, it's not gonna happen, this is a learning experience". At first, I thought "Well, he is wrong: this has got to be the best work I am going to produce". But two years later, I realized that he was right: there are things that I wish could be better, there are things I would do differently

if I had a six figure research grant, or if I had another year to recruit subjects, but I am doing my best considering all that is involved in completing a doctoral dissertation. So, I have accepted that the dissertation can't be perfect, even if I am putting everything that I can into the project.

Getting involved in your profession

Either at the graduate or undergraduate level, it is never too soon to get involved in your profession. The best way is to join professional associations, such as CPA, as a student affiliate. Joining these associations can help you learn about the many aspects of psychology. First of all, reading association journals helps you keep in touch with the latest research results and also helps you discover research interests of psychology students across the country. Participating in conventions is another great way to exchange ideas with fellow students and find out more about their psychology program, the classes they are taking, or their particular area of interest. Conventions are also a good way to meet with researchers that you admire or that you have heard of and share the same research interests as you.

Beside conventions, getting involved in associations allows you to keep in touch with hot topics or debates that are going on in the profession. A good illustration of that point would be the articles in *Psychopsis* discussing the role of psychologists in health service promotion to the public. Reading these publications also provides you with useful information about internship or post-doctoral opportunities and position openings.

Planning your career goals

I will conclude this article by telling you something that I consider to be the key to success in studying psychology. I have gradually learned that the various activities I was involved in were not only fun and rewarding, but that in the end, really paid off. You should not shut yourself off from opportunities by being focused on only one aspect of psychology, be it assessment, private practice, teaching, or research. Instead, why not try to make a career by developing a wide range of interests: take advantage of the public interest on diverse psychopathology (e.g., eating disorders, anxiety disorders, dementia, etc.) to give a conference on the subject, create a web site, take a part-time teaching job in college, etc. There are many opportunities... use your imagination. Have fun. And be sure to plan ahead. Don't wait until the last week of your internship to start looking for a job: begin building your career in psychology as early on as possible - you will discover that all the hard work you put in was worth it after all!

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Valuable information for students available on the CPA Website at www.cpa.ca/forstudents.html

- CPA Student Section
- Graduate Guide
- Canadian Universities listing
- CPA Accredited Programmes
- Canadian Code of Ethics for Psychologists
- Licensing Requirements
- And much more...



**YORK UNIVERSITY, FACULTY OF ARTS,
DEPARTMENT OF PSYCHOLOGY
CONTRACTUALLY LIMITED CLINICAL-DEVELOPMENTAL**

Applications are invited for a one-year Contractually Limited (Leave Replacement) position in Clinical-Developmental Psychology for July 1, 2002 at the Assistant Professor level. The Clinical-Developmental Program is CPA- and APA- Accredited. Candidates should have teaching and research interests in one or more of the following areas: intervention methods with children, child and adolescent psychopathology, learning disabilities, and program evaluation. The primary responsibilities of this position are in graduate teaching; however, a program of independent research in the above areas would be a clear asset. A Ph.D. in Psychology is required, and applicants must be eligible for registration with the College of Psychologists of Ontario.

Enquiries and applications with curriculum vitae, three letters of reference, and relevant reprints should be directed to Professor Fredric Weizmann, Chair, Department of Psychology, Faculty of Arts, York University, 4700 Keele Street, Toronto, Ontario, M3J 1P3; e-mail weizmann@yorku.ca; fax: (416) 736-5814; phone: (416) 736-5116.

For many years, York University has had a policy of employment equity including affirmative action for women faculty and librarians. Recently, York has included racial/visible minorities, persons with disabilities and aboriginal peoples in its affirmative action program. Persons who are members of one or more of these three groups are encouraged to self identify during the selection process. Please note that candidates from these three groups will be considered within the priorities of the affirmative action program only if they self identify. The Psychology Department welcomes applications from women, racial/visible minorities, persons with disabilities and aboriginal peoples. If you require additional assistance, please call the Affirmative Action Office at (416) 736-5713.

In accordance with Canadian immigration requirements, Canadian Citizens and permanent residents will be considered first for this position.. All positions at York University are subject to budget approval.

Review of applications will begin November 15 and continue until the position is filled.

CAREERS / NEWS



YORK UNIVERSITY, FACULTY OF ARTS, DEPARTMENT OF PSYCHOLOGY

York University in Toronto is soliciting applications for several tenure-track positions for July 1, 2002. The Department is a large, active and diverse one that offers doctoral programs in a number of areas. Successful candidates will teach both graduate and undergraduate courses and should have a promising publication record and program of research.

Applicants are asked to identify the position for which they are applying.

Applications are invited for four tenure-track positions at the Assistant Professor level in the following areas:

(1) CLINICAL PSYCHOLOGY

York's Graduate Program in Clinical Psychology subscribes to the Scientist-Practitioner model of clinical training and is accredited by both the Canadian Psychological Association and the American Psychological Association. Applicants must have a Ph.D. in clinical psychology and be eligible for registration as psychologists in the Province of Ontario. They should have a promising program of scholarship in the areas of psychopathology or psychotherapy. The successful candidate will be expected to teach both undergraduate and graduate courses in psychological assessment and intervention and to engage in the clinical supervision of graduate students.

(2) CLINICAL PSYCHOLOGY - HEALTH

Applicants for this position must have a Ph.D. in clinical psychology with a specialized background in health psychology and skills in cognitive-behaviour therapy. They should have a promising program of scholarship focused on the role of psychosocial factors in the etiology of various physical disorders. Applicants must be eligible for registration as psychologists in the province of Ontario. The successful candidate will be expected to teach both undergraduate and graduate courses and to engage in the clinical supervision of graduate students.

Competence in the teaching and supervision of qualitative research will be an asset for applicants for either of these two positions.

(3) CLINICAL DEVELOPMENTAL PSYCHOLOGY

The Clinical-Developmental Program is CPA- and APA- Accredited. Candidates should have a promising publication record and program of research with a Cognitive Developmental or Neurodevelopmental approach, and with a specialization in Developmental Disabilities, Pervasive Developmental Disorders, Learning Disabilities, or Attention Deficit Hyperactivity Disorder. Graduate and undergraduate teaching and supervision in these areas will also be expected. A Ph.D. in Psychology is required, and applicants must be eligible for registration with the College of Psychologists of Ontario.

(4) SOCIAL/PERSONALITY

Social/Personality researchers conducting basic research in any sub-specialty of the following areas are encouraged to apply: attitudes and social cognition, group-processes and interpersonal relations, and personality processes and individual differences. The primary criteria for appointment will be demonstrated excellence in research and evidence of undergraduate and graduate teaching potential commensurate with experience. A Ph.D. in Psychology is required.

Enquiries and applications with curriculum vitae, three letters of reference, and relevant reprints should be directed to Professor Fredric Weizmann, Chair, Department of Psychology, Faculty of Arts, York University, 4700 Keele Street, Toronto, Ontario, M3J 1P3; e-mail weizmann@yorku.ca; fax: (416) 736-5814; phone: (416) 736 5116.

For many years, York University has had a policy of employment equity including affirmative action for women faculty and librarians. Recently, York has included racial/visible minorities, persons with disabilities and aboriginal peoples in its affirmative action program. Persons who are members of one or more of these three groups are encouraged to self identify during the selection process. Please note that candidates from these three groups will be considered within the priorities of the affirmative action program only if they self identify. The Psychology Department welcomes applications from women, racial/visible minorities, persons with disabilities and aboriginal peoples. If you require additional assistance, please call the Affirmative Action Office at (416) 736-5713.

In accordance with Canadian immigration requirements, Canadian Citizens and permanent residents will be considered first for these positions. All positions at York University are subject to budget approval.

Review of applications will begin November 15 and continue until the positions are filled.

The Need for a Full Review of The Disability Tax Credit

LEMBI BUCHANAN

The recent court case of James W. Buchanan v. Her Majesty the Queen 2000 underlines the urgent need for a full review of the current Disability Tax Credit (DTC) Certificate Form T2201 because it discriminates against individuals with severe and prolonged mental impairments. CPA acts as an advisor to Mrs. Buchanan.

In the past, physicians provided a detailed assessment of individuals who were "markedly restricted" in their "mental function." However, the language in the revised form has created a hurdle that is virtually impossible for these individuals to surmount. The wording of the "yes" and "no" questions with regard to whether or not an individual can "think, perceive and remember" has no medical basis. Furthermore, these questions misrepresent the objectives of the Tax Act, ignore the legal standards set out in the Tax Act and disregard case law. In fact, physicians are advised to "answer no only when their patients cannot manage or initiate their own personal care without constant supervision." Some doctors have actually refused to complete the forms for their patients because of harassment by tax officials along with concerns regarding charges of fraud and unprofessional conduct even though these individuals may have qualified for the DTC in the past.

The most famous case is Dennis Radage v. Her Majesty the Queen, where Judge Bowman ruled in favour of the Appellant, a 24-year-old young man with a severe learning disability. In his judgment, Judge Bowman went to great lengths exploring the meanings of the individual terms, "thinking", "perceiving" and "remembering" before concluding that the Appellant's "capacity to think, perceive and remember, while not non-existent, was sufficiently limited to bring him within the said guidelines."

In James W. Buchanan v. Her Majesty the Queen, Judge Diane Campbell recognized the complexities of a severe and prolonged mental illness such as Affective Bipolar Disorder where an individual can "function quite well at some level or perform some skill while the remaining thought processes were impaired."

Judge Campbell did not automatically disqualify Buchanan from receiving the DTC because he is able to keep his medical appointments and even participate as board member of mental health organizations. Instead, she pointed out the doctor's error when interpreting the information provided by the Canada Customs and Revenue Agency (CCRA). "From the facts and the evidence, it is clear, when

answering the questions on the form, he clearly held the incorrect view that most individuals with mental impairments did not qualify for the credit and it was intended instead for those (as he wrote in his correspondence to the Appellant) who had difficulty 'feeding themselves, dressing, using the toilet or carrying on a simple conversation.' He clearly did not understand that the six items defining a basic activity of daily living, as contained in subsection 118.4(1)(c) are not to be read together, but each activity is treated separately."

The CCRA, however, does not agree with Judge Campbell's ruling. A Notice of Application for a Judicial Review by the Federal Court of Appeal has been filed by the Attorney General of Canada on behalf of the Minister of Finance.

Other judges have also criticized the DTC Certificate. Associate Chief Judge, Donald G. H. Bowman stated in his ruling in Morrison v. The Queen: "It is clear that Parliament should reconsider the wording that led the Federal Court of Appeal to the decision it reached... Having heard dozens of these cases, I have found that such certificates are often unreliable, contradictory or confusing... Section 118.3 is an important section and it means a great deal to many small taxpayers... The result of the decision of the Federal Court of Appeal is that severely disabled people have no recourse when a doctor or his secretary ticks the wrong box, whether negligently or deliberately, or refused to sign a certificate."

In the Federal Court of Appeal, Judge J.A. Sexton had stated the following in MacIsaac and Morrison v. The Queen, "It is not obvious that putting the questions as they are in this form results in a thorough consideration by the doctor of the questions confronting him. Putting checks in a box is perhaps not the best way of eliciting just results."

A submission has been presented to Dr. Carolyn Bennett, Chair of the Sub-Committee for the Status of Persons with Disabilities to review and recommend appropriate revisions to the DTC Certificate T2201 in order to ensure fairness to all individuals with disabilities. For more information about the submission, contact Lembi Buchanan at (416) 922-0202, (416) 875-1959 or e-mail at juri@the-wire.com.



**CAREER ADS IN
PSYCHOLOGY**
www.cpa.ca/ads.html



CAREERS / CARRIÈRES

**Canadian Psychological Association*****Psychology Speaks:
Psychological Knowledge for Canadians*****REQUEST FOR PROPOSALS**

The Canadian Psychological Association (CPA) is the national organisation in Canada which represents scientists, educators, trainers and practitioners in psychology. The fields of psychology represented by the association and its members are expansive and include clinical and counselling psychology, industrial-organisational psychology, educational psychology, forensic psychology, cognitive science and developmental psychology to name only a few. The CPA membership numbers approximately 4000 full and affiliate members and 800 student members.

The CPA requests proposals for a new program entitled "Psychology Speaks". Psychological knowledge and psychologically-based skills have a broad range of application. The goal of the program is to disseminate this knowledge and these skills as widely as possible to the Canadian public. The program will afford Canadians greater access to quality psychological knowledge through a trusted source, CPA. It will also provide more opportunities for CPA members.

The objective of "Psychology Speaks" is to provide a vehicle for scientists, educators and practitioners to connect more effectively with target audiences through a variety of mechanisms such as speeches, workshops, or consultations. The program will be administered on a private contractual basis. CPA seeks a qualified contractor to manage this program.

The contractor, in consultation with CPA staff, will develop the program as follows:

- Identify promising areas of psychology and target markets in such domains as business and industry, health, education, criminal justice, and parents and families. It is not intended that all areas will be addressed simultaneously. Rather, specific areas will be targeted initially and new areas added as the program develops.
- Develop a roster of CPA-member scientists and practitioners and their areas of expertise to provide a pool of experts.
- Develop and implement a marketing strategy.
- Arrange and administer the events.

Fees for events are to cover costs (including speakers' fees, travel arrangements, facility costs, advertising etc.), remunerate the contractor, and provide a royalty fee to be paid to CPA. Fees are expected to vary depending on the event and the target audience. Remuneration rates for the contractor and royalty rates for CPA are subject to negotiation when the contract is awarded.

Prospective contractors are requested to submit proposals describing their qualifications and their strategy for developing and delivering the program. Consideration should be given to both traditional and innovative means of program delivery (i.e. internet courses, video conferencing), program delivery across Canada and Canada's two official languages. A projection of revenue and expenses for the first three years of operation is required.

SUBMISSION DEADLINE:

December 10, 2001, for a projected start in early 2002.

SUBMISSION ADDRESS:

Dr John Service, Executive Director
Canadian Psychological Association
151 Slater Street, Suite 205
Ottawa, Ontario K1P 5H3

T: 613-237-2144 Ext 22; F: 613-237-1674

E-Mail: jservice@cpa.ca

For more information, please contact Dr Service.

ADVANCING PSYCHOLOGY FOR ALL


**UNIVERSITY OF REGINA
DEPARTMENT OF PSYCHOLOGY**

The Department of Psychology at the University of Regina invites applications for two tenure track positions.

CLINICAL PSYCHOLOGY

An Assistant Professor in clinical psychology to commence July 1, 2002. Applicants should have a Ph.D. in clinical psychology from a CPA or APA accredited program, with a preference for specialization in child or adolescent clinical psychology. Applicants with other areas of clinical specialization are also encouraged to apply. The successful candidate should show clear promise of excellence in both teaching and research, and be eligible for registration as a Clinical Psychologist in the province of Saskatchewan. Duties of the successful candidate will include teaching at the undergraduate and graduate levels, supervision of both undergraduate and graduate theses, and participation in departmental activities. The ability to teach courses in developmental psychology across the lifespan would be an asset. The program in Clinical Psychology is strongly committed to the scientist-practitioner model and we are currently in the process of seeking accreditation from the Canadian Psychological Association for our clinical program. We also have established graduate programs in Cognitive and Behavioural Science, and General Psychology. The Department maintains good relations with a number of health care, research, and other educational facilities both within Regina and throughout the province. For more details about the university, visit our web site at <http://www.uregina.ca>. Applicants are invited to submit a curriculum vitae, reprints or preprints, teaching evaluations (if available) and to arrange for the forwarding of three letters of reference supporting teaching, research scholarship, and clinical experience to: Dr. Murray Knuttila, Dean, Faculty of Arts, University of Regina, Regina, SK, Canada, S4S 0A2. Fax (306) 585-5368.

BEHAVIOURAL NEUROSCIENCE

An Assistant Professor, in behavioural neuroscience to commence July 1, 2002. Applicants should have a Ph.D. and show clear promise of excellence in both teaching and research. Duties of the successful candidate will include teaching undergraduate and graduate courses in biological foundations of behavior and human neuroscience, supervision of both undergraduate and graduate theses, and participation in departmental activities. The successful candidate would be expected to develop a program of research in behavioral neuroscience, with a preference for human research. We have established graduate programs in Cognitive and Behavioural Science, General, and Clinical Psychology. The Department maintains good relations with a number of health care, research, and other educational facilities both within Regina and throughout the province.

For more details about the university, visit our web site at <http://www.uregina.ca>. Applicants are invited to submit a curriculum vitae, reprints or preprints, teaching evaluations (if available) and to arrange for the forwarding of three letters of reference supporting both teaching and research scholarship to: Dr. Murray Knuttila, Dean, Faculty of Arts, University of Regina, Regina, SK, Canada, S4S 0A2. Fax (306) 585-5368.

Inquiries about the positions should be directed to Dr. William Smythe, Head, Department of Psychology, University of Regina, Regina, SK, Canada, S4S 0A2. Phone (306) 585-4157, e-mail: william.smythe@uregina.ca. The deadline for applications is January 15, 2002. *In accordance with Canadian immigration requirements, this advertisement is directed in the first instance to Canadian citizens and landed immigrants but others are also encouraged to apply. The University of Regina is committed to the principles of employment equity.*

**CPA MENTORING PROGRAM**

If you are a new faculty member and wish to obtain information, advice or feedback from experienced, tenured colleagues who are willing to provide advice and direction relevant to the role of a university professor, contact:

Marie-Christine Pearson, Mentoring Program Coordinator
1-888-472-0657, ext. 29 mpearson@cpa.ca www.cpa.ca/mentoring.html

CAREERS / CLASSIFIED

CLINICAL PSYCHOLOGIST THE PAS & FLIN FLON, MANITOBA

The Department of Clinical Health Psychology in the Faculty of Medicine of the University of Manitoba invites applications for a contingent geographic full-time (GFT) Clinical Psychologist to join our Rural & Northern Community-Based Psychology Training Programme, beginning April 1, 2002 or as soon thereafter as possible.

The position will be based in The Pas, Manitoba, a community of 8,000 located 600 km northwest of Winnipeg, and will also involve regular travel to Flin Flon, a community of 7,000 located 140 km north of The Pas. The successful applicant will be expected to provide a full range of psychological treatment and assessment services as well as consultation and programme development expertise to multi-disciplinary teams in a variety of community health and mental health programmes of the Northern Regional Health Authority, including a ten-bed inpatient mental health unit at The Pas Health Complex.

Clinical research, teaching and occasional supervision of psychology interns in our CPA and APA accredited internship programme are also expected. The starting salary will be \$63,000 per year plus benefits. Academic rank will be commensurate with qualifications and experience.

Candidates must have a Ph.D. in Clinical Psychology from a CPA and / or APA accredited clinical psychology training programme, have completed a CPA and / or APA accredited internship, must be eligible for registration as a Psychologist in Manitoba, and must undergo pre-employment criminal records and child abuse registry checks. The University encourages applications from qualified women and men, including members of visible minorities, Aboriginal peoples, and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

Closing date for applications will be January 1, 2002. Apply in writing, including a curriculum vitae, and the names and addresses of three references, to:



UNIVERSITY
OF MANITOBA

Dr. John Arnett, Professor and Head,
Department of Clinical Health Psychology,
Faculty of Medicine, University of Manitoba
PZ 350, 771 Bannatyne Avenue,
WINNIPEG, Manitoba R3E 3N4
e-mail: jarnett@hsc.mb.ca

Addictions Counselling Instructor (Full-Time) Competition #200172

The Health Studies Division requires a full-time instructor to teach and provide instructional delivery services of courses in our Addictions Program as well as assignable communications, health education and related courses. In addition to direct instruction, other academic related commitment time includes availability for student contact and mentorship, student recruitment and follow-up activities, and participation in team, program, divisional and College meetings.

Applicants must possess a minimum of a graduate degree in Psychology, Nursing, Social Work, or related human services major(s) and direct professional experience in the addictions field. Ph.D. or completed work towards doctorate and previous teaching experience at a post-secondary level are desirable assets. Addictions research or publications expertise is an asset. Our College is learner-centered and our expectations require an individual, who is available to make a strong commitment on campus, is keenly interested in students and learning, has a strong sense of team player skills, and views education as a primary interest. It is anticipated that the successful candidate is available to commence employment on or before January 1, 2002.

In addition to providing a resume and the names of three references, please also submit evidence of your expertise in the form of a published research paper in an area of addictions, or a written philosophical statement which reflects your views on the benefits of formal preparation in addictions counselling for students interested in pursuing this as a career choice. Please submit all materials, quoting the above competition number, by November 2, 2001 to:

Human Resources
Medicine Hat College
299 College Drive, S.E.
Medicine Hat, AB T1A 3Y6
E-mail: spartus@acd.mhc.ab.ca
(E-mail applications must be in Microsoft Word format,
or they will not be accessed.)



Visit us at our Website: www.mhc.ab.ca

Only applicants being granted an interview will be contacted. All others are thanked for their interest

CLASSIFIED ADS ANNONCES CLASSÉES

The Department of Psychology at the University of British Columbia invites applications for up to four tenure-track positions, all of which would begin July 1, 2002. Subject to availability of funds, the positions are budgeted at the Assistant Professor level with a possibility of an appointment at a higher rank for applicants with exceptional qualifications.

In all cases, we will be seeking individuals with strong research records appropriate to a research-oriented doctoral program, who have strong commitments to undergraduate and graduate teaching, and to supervision of graduate student research. Applicants whose research helps to build bridges with other UBC departments and institutes would be of additional interest. Candidates are invited to apply in the following areas:

(1) **Culture and Social Psychology.** We are seeking applicants to add to the departmental strength in cultural social psychology who can also participate in our social/personality program.

(2) **Forensic Psychology.** We are seeking someone who can participate in the research activities in the forensic psychology area and potentially contribute to a joint *Psychology and Law* graduate program involving the Law Faculty at UBC as well as the forensic psychology faculty at SFU. The initial funding for this tenure-track position will be provided by the Canadian Corrections Services Canada.

(3) **Biopsychology.** In this instance, we are seeking applicants who would add to the departmental strength in animal-based investigations in neurobiology of learning, motivation and cognition. This

position is subject to the success of the nominee's application to one of the granting agencies. Applicants in this area would need to apply for a CIHR New Investigator position, or an NSERC UFA or a Michael Smith Scholar position that would be bridged to a tenure-track position in Psychology. Please refer to the grants and awards guide on the CIHR web site at www.cihr.ca, the NSERC UFA web site at www.nserc.ca or the Michael Smith web site at www.msfhr.org for guidelines and deadlines.

(4) **Cognitive Development.** We are seeking someone who can participate in our developmental psychology program, complement existing faculty in the area, and potentially contribute to the inter-faculty Cognitive Systems program.

Salary will be commensurate with experience. The University of British Columbia hires on the basis of merit and is committed to employment equity. We encourage all qualified persons to apply. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada.

Applicants should send a curriculum vitae, samples of their scholarly work, and at least three letters of recommendation, prior to November 15, 2001, to:

Chair, Faculty Search Committee
Department of Psychology
University of British Columbia
2136 West Mall
Vancouver, B.C.
Canada V6T 1Z4

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McGILL UNIVERSITY DEPARTMENT OF PSYCHOLOGY

Assistant or Junior Associate Professor Position in Human Cognitive Neuroscience or Human Cognitive Science

The Department of Psychology of McGill University seeks applicants for a tenure-track position at the Assistant or Junior Associate Professor level in **Human Cognitive Neuroscience or Human Cognitive Science**. The deadline for receipt of completed applications is January 1, 2002, with an anticipated starting date of September 1, 2002. Applicants with interests in any area of human cognitive neuroscience or human cognitive science will be considered. The Department has excellent facilities for interdisciplinary research through its links with related academic departments at McGill and other universities in Montreal, research units in the McGill University Health Centre including the Montreal Neurological Institute, and McGill Cognitive Science. Applicants at the Assistant Professor level should present early evidence of the ability to establish a record of significant, externally funded research productivity, and applicants at the Associate Professor level should have such a record. All applicants are expected to have an aptitude for undergraduate and graduate teaching. Applicants should arrange for three confidential letters of recommendation to be sent to the address below. A curriculum vitae, description of current and proposed areas of research, selected reprints of published or in press research articles, a description of areas of teaching competency, interest, and approaches, and other relevant material, should also be sent to

Chair, Human Cognitive Neuroscience/
Human Cognitive Science Search Committee
Department of Psychology, McGill University
1205 Dr. Penfield Avenue, Montreal, Quebec, Canada H3A 1B1

In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. McGill University is committed to equity in employment

GARDEZ LE CONTACT

1-888-472-0657 Tél.: (613) 237-2144 Téléc.: (613) 237-1674

courriel: cpamemb@cpa.ca

ANNONCES CLASSÉES / CARRIÈRES

CLASSIFIED ADS ANNONCES CLASSÉES

Canada Research Chair in Developmental Cognitive Systems and Neuroscience: The Department of Psychology at the University of British Columbia invites applications for one senior tenure-track appointment at the Full Professor level. The expectation is that this position will be designated as a Tier I Canada Research Chair. However, there is a possibility that the appointment could be made at the junior Tier II level for an Associate Professor of exceptional merit. This prestigious position will be funded through the Federal Government program, with research support appropriate to the program and its goals. The appointment will be made in association with a UBC campus-wide initiative (and other appointments) in a Neuroscience and Cognitive Systems "cluster." We are particularly interested in applicants with an established record of research in developmental cognitive neuroscience. The ideal candidate will have either research interests in language and the brain, or in some other fundamental area of cognition and development. Expertise in behavioural, computational, and/or neural imaging techniques including those (such as ERP) that could be used in infants or special populations will be of special interest.

To apply, send a curriculum vitae and a short statement of research interests, selected reprints, and the names of three referees to: Dr. Richard C. Tees, Head, Department of Psychology, University of British Columbia, Vancouver, B.C., Canada V6T 1Z4. Closing date for applications and supporting material is December 1, 2001. The University of British Columbia hires on the basis of merit and it is committed to employment equity. We encourage all qualified persons to apply. There is no restriction with regard to nationality or residence and the positions are open to all candidates. Offers will be made in keeping with immigration requirements associated with the CRC program.

THE HINCKS-DELLCREST INSTITUTE

Training, Research and Resource THE HINCKS-DELLCREST INSTITUTE POSTDOCTORAL FELLOWSHIP IN CHILD/ADOLESCENT CLINICAL PSYCHOLOGY. Integrated program of seminars, assessment, psychotherapy. There will be a significant focus on the application of psychoanalytic and system theoretical approaches to treatment and community consultation. Family, infant, group and research opportunities. 12 months. Begins September, 2002. Approximately \$30,000 per annum. Letter stating training objectives, CV, 2 letters of reference to: Dr. Art Caspary, Chair, Internal Training Committee, The Hincks-Dellcrest Institute, 114 Maitland Street, Toronto, Ontario M4Y 1E1, Canada. Application Deadline: January 31, 2002. In accordance with Canadian immigration requirements, this ad is directed to Canadian citizens / landed immigrants.

THE HINCKS-DELLCREST INSTITUTE

Training, Research and Resource THE HINCKS-DELLCREST INSTITUTE POSTDOCTORAL RESEARCH FELLOWSHIP - Applications for a one or preferably two-year Postdoctoral Research Fellowship in Developmental Psychopathology are invited. Major areas of activity include infant (0 - 4 years) mental health, the interface between language and psychological disorder and community-based initiatives. Begins September, 2002, dependent on funding approval. Stipend approximately \$30,000. Letter stating area of interest, objectives and a CV should be sent to: Dr. Nancy Cohen, Director of Research, The Hincks-Dellcrest Institute, 114 Maitland Street, Toronto, Ontario, Canada M4Y 1E1. Application deadline January 31, 2002. In accordance with Immigration requirements, this ad is directed to Canadian citizens / landed immigrants.

FACULTY POSITION(S) IN (1) CLINICAL PSYCHOLOGY, (2) COGNITIVE PSYCHOLOGY, (3) DEVELOPMENTAL PSYCHOLOGY, (4) EDUCATIONAL PSYCHOLOGY AND (5) PERSONALITY OR SOCIAL PSYCHOLOGY. The Psychology Department at the University of Western Ontario invites applications for up to five Probationary positions at the Assistant Professor level. Successful applicants will have a Ph.D. and will be expected to maintain an active research program, teach undergraduate and graduate courses, and provide graduate student supervision. The primary selection criteria will be research excellence and productivity. The Clinical Program adheres to the scientist-practitioner model and is CPA and APA accredited. Further information about the Department may be found on our website www.ssc1.uwo.ca/psychology. Applicants should submit by November 15, 2001, a curriculum vitae, statement of research and teaching experience and interests, copies of representative publications, and arrange to have 3 letters of recommendation sent to: Dr. Jim Olson, Chair, Department of Psychology, The University of Western Ontario, London, Ontario, Canada N6A 5C2. These positions are subject to budget approval. The scheduled starting date is July 1, 2002. The University of Western Ontario is committed to employment equity and welcomes applications from all qualified women and men, including visible minorities, aboriginal people, and persons with disabilities. Canadian Citizens and Permanent Residents will be considered first for these positions.



Winnipeg Regional Health Authority
Office régional de la santé de Winnipeg



The Department of Clinical Health Psychology, Faculty of Medicine, University of Manitoba and the Psychology Programme of the Winnipeg Regional Health Authority (WRHA)

invite applications for a Contingent, Geographic Full-Time (GFT)

CLINICAL NEUROPSYCHOLOGIST

to provide services to the Post-Acute Neurosurgery Unit and the developing Deep Brain Stimulation Programme. Clinical research, teaching and supervision of psychology interns in our CPA and APA accredited internship programme are also expected. The position will commence March 1, 2002, or as soon as possible thereafter.

Candidates must have a PhD in Clinical Psychology from a CPA/APA accredited Clinical Psychology training programme, have completed a CPA/APA accredited internship, have relevant training and experience in clinical neuropsychology, and be eligible for Registration as a Psychologist in Manitoba. Salary and rank will be commensurate with qualifications and experience. The GFT agreement provides for private practice opportunities on-site.

The University encourages applications from qualified women and men, including members of visible minorities, Aboriginal peoples, and persons with disabilities. In accordance with Canadian Immigration requirements, priority consideration will be given to Canadian citizens and permanent residents. Closing date for receipt of applications is **December 1, 2001**. Interested persons should apply in writing, including curriculum vitae, and have three individuals familiar with their work send reference letters to:

Dr. John Arnett, Professor and Head, Department of Clinical Health Psychology, Faculty of Medicine, University of Manitoba, PZ - 350,
771 Bannatyne Avenue, WINNIPEG, Manitoba, Canada R3E 3N4
e-mail: jarnett@exchange.hsc.mb.ca fax: (204) 787-3755

UNIVERSITY OF SASKATCHEWAN

Clinical Psychology



Applications are being accepted for a tenure-track position in clinical psychology at the Assistant Professor rank effective 1 July 2002.

Applicants with research interests in any area of clinical psychology are invited to apply. Of particular interest are applicants with research, clinical and/or teaching expertise in GROUP, MARITAL, OR FAMILY THERAPY. Requirements for the position include: A PhD in clinical psychology and completion of an internship (preferably from an accredited program) OR a doctoral degree in a related discipline (e.g., social work, family studies), a strong research record, research and clinical interests that are complementary to those of current faculty, and evidence of effectiveness in teaching. Applicants who hold a PhD in clinical psychology should also be eligible for registration as a psychologist in Saskatchewan. Applicants who do not hold a PhD in clinical psychology should be eligible for licensure with their appropriate professional body.

The Department's doctoral program in clinical psychology is a scientist-practitioner program that is fully accredited by the Canadian and American Psychological Associations.

The University of Saskatchewan is committed to the principles of employment equity and welcomes applications from all qualified candidates. People of aboriginal descent, members of visible minorities, and women are invited to identify themselves as members of these designated groups on their applications. In accordance with immigration requirements, this advertisement is directed in the first instance to Canadian citizens and permanent residents. Other qualified applicants, however, are strongly encouraged to apply.

For further information please see www.usask.ca/psychology
Applicants should send a curriculum vitae, statements outlining research, teaching, and clinical interests, and 3 letters of reference to: Linda McMullen, Head, Department of Psychology, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 5A5.
Deadline for applications is 31 January 2002.



CAREER ADS IN PSYCHOLOGY

www.cpa.ca/ads.html



CAREERS / CARRIÈRES

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- Doctor of Psychology (Psy.D.) Degree Program
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221 Rivermoor St.,
Boston, MA 02132
phone: 617/327-6777
fax: 617/327-4447
email: admissions@mspp.edu

www.mspp.edu

CLASSIFIED ADS
ANNONCES CLASSÉES

FACULTY POSITION IN PSYCHOLOGICAL STATISTICS AND EXPERIMENTAL DESIGN. The Psychology Department at The University of Western Ontario invites applications for a Probationary or tenured position at the Assistant or Associate Professor level in statistics. The successful applicant will be expected to provide statistical consulting to students and colleagues, teach univariate and multivariate statistics and experimental design at the graduate level, provide graduate student supervision, and maintain an active research program in his or her substantive research area. The primary selection criteria will include research excellence and productivity, statistical teaching experience, and ability to provide statistical consultation. Applicants should submit by November 15, 2001, a curriculum vitae, statement of research, teaching, and consulting experience and interests, copies of representative publications, and arrange to have 3 letters of recommendation sent to: Dr. Jim Olson, Chair, Department of Psychology, The University of Western Ontario, London, Ontario, Canada N6A 5C2. This position is subject to budgetary approval. The scheduled starting date is July 1, 2002. Further information about the Department may be found on our website www.ssc.uwo.ca/psychology. The University of Western Ontario is committed to employment equity and welcomes applications from all qualified women and men, including visible minorities, aboriginal people, and persons with disabilities. Canadian Citizens and Permanent Residents will be considered first for this position.

UNIVERSITÉ D'OTTAWA : Psychologie, Sous réserve d'approbation budgétaire, l'École de psychologie de l'Université d'Ottawa prévoit combler un poste de professeur ou de professeur-conducteur à la permanence à compter du 1er juillet 2002. Ce poste sera au niveau de professeur(e) adjoint(e). La priorité sera accordée aux candidatures dans les domaines 1) de la psychologie clinique ou 2) des méthodes quantitatives en psychologie. Les qualifications minimales sont le doctorat en psychologie et un très bon potentiel en recherche. La maîtrise du français et de l'anglais est essentielle dès l'embauche. Le salaire est compétitif et reconnaît les années d'expérience universitaire.

Des fonds de démarrage sont aussi prévus. Les candidatures devraient être soumises avant le 15 novembre 2001. Adresser une lettre accompagnée d'un curriculum vitae, du nom et de l'adresse de trois répondants qui adresseront des lettres de référence, ainsi que les tirés à part de deux publications récentes ou de tout autre document constituant une contribution académique au : Dr. Pierre Mercier, Directeur, École de psychologie, Pavillon Lamoureux, Université d'Ottawa, Ottawa, Ontario, Canada, K1N 6N5. Conformément aux règlements de l'immigration canadienne, cette annonce s'adresse aux citoyen(ne)s canadien(ne)s et aux immigrant(e)s reçu(e)s. L'Université a une politique d'équité en matière d'emploi et elle encourage fortement les demandes provenant des femmes.

UNIVERSITY OF OTTAWA: Psychology. Subject to budgetary approval, the School of Psychology of the University of Ottawa anticipates filling one tenure-track position effective July 1, 2002, at the Assistant Professor level. Priority will go to applicants in the areas of 1) clinical psychology or 2) quantitative methods in psychology. Applicants should meet the following minimum requirements: Doctorate in Psychology and research competence. Fluency in French and English is essential. The salary is competitive and is adjusted as a function of experience. Start-up funds are also available.

Applications should be received before November 15, 2001. Submit a letter of application, curriculum vitae, names and addresses of three individuals who will be sending letters of reference, and reprints of two recent publications in refereed journals or other visible evidence of scholarly publication to: Dr. Pierre Mercier, Director, School of Psychology, Lamoureux Hall, University of Ottawa, Ottawa, Ontario, Canada, K1N 6N5. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

Equity is a University policy, and as such, the University strongly encourages applications from women.

Clinical Psychology Close to the Southern Alps and the Pacific Ocean, with high quality of life, the University of Canterbury offers a tenured lecturer position (equivalent to US Assistant Professor) in the subject area of Clinical Psychology. Clinical training in the Department of Psychology is committed to both scientist-practitioner and general cognitive-behavioral orientations. Applicants with research interests in any area of Clinical Psychology will be considered but must have a proven ability in graduate-level teaching for the preparation of professional clinical psychologists. The minimum qualifications are the Ph.D. degree and a postgraduate professional qualification in Clinical Psychology. The University offers generous leave provisions and support for attendance at international conferences. There are also very good opportunities for private practice and strong links exist between the University and the wider clinical psychology/mental health community. Job sharing or other innovative employment practices could be considered. Interested applicants are advised to consult the web site for more information: www.canterbury.ac.nz. Full details from: h.reeves@regy.canterbury.ac.nz. Applications close November 16 2001 with Human Resources, University of Canterbury, Private Bag 4800, Christchurch, New Zealand.



Carleton
UNIVERSITY

Subject to budgetary approval, the Department of Psychology, Carleton University wishes to make a tenure-track appointment at the level of

ASSISTANT PROFESSOR

to begin July 1, 2002.

Preference will be given to candidates with research and teaching interests relevant to the development and application of knowledge in Computational Neuroscience. The Department of Psychology has a strong undergraduate and graduate program in experimental psychology and neuroscience. Further information can be obtained from our website at <http://www.carleton.ca/>. Applicants should send their curriculum vitae and representative publications to

**Dr. Kimberly Matheson, Chair,
Department of Psychology, Carleton University,
1125 Colonel By Drive, Ottawa, Ontario, K1S 5B6.**

At the same time, they should arrange to have three referees forward supporting letters to the same address. Canadian citizens and permanent residents will be considered first for this position.

Carleton University is committed to equality of employment for women, aboriginal peoples, visible minorities and persons with disabilities. Interested persons from these groups are encouraged to apply. Applications will be reviewed beginning January 30, 2002.

Let's Keep IN TOUCH

1-888-472-0657 Tel.: (613) 237-2144 Fax: (613) 237-1674
e-mail: cpamemb@cpa.ca

CAREERS / COMING EVENTS

COMING EVENTS

October 21-24, 2001
Victoria, British Columbia
Canadian Palliative Care
Association's
National Conference
Tel: 250-704-2500
Fax: 250-370-8625
E-mail: jerry.rothstein@caphealth.org

October 21-24, 2001
Saskatoon, Saskatchewan
Canadian Public Health Association
92nd Annual Conference
Tel: 613-725-3769
Fax: 613-725-9826
E-mail: conferences@cpha.ca
www.cpha.ca

October 22-23, 2001
Toronto, Ontario
Canadian Mental Health Association,
Ontario Division
2001 Conference "Reclaiming Our
Roots"
Tel: 750-454-8107
Toll free: 1-877-372-2435
www.ontario.cmha.ca/
conf2001/index.htm

October 25-27, 2001
Kitchener-Waterloo, Ontario
Family Service Canada's National
Conference
Conférence nationale des Services à
la famille
Tel: 613-722-9006
Fax: 613-722-8610
E-mail: info@familyservicecanada.org
www.familyservicecanada.org

November 1, 2001
Toronto, Ontario
The link between Childhood Trauma
and Mental Illness: Effective
Interventions
Contact: Alison Licht, Conference Co-
ordinator
Tel: 416-469-6501
Fax: 416-469-6805
Email: alich@tegh.on.ca

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That the Clinical Section of CPA

- Has twice yearly newsletters with clinically-relevant, up to date information
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- Recognizes outstanding achievements of clinical students and section members through student and Fellow awards
- Initiates and/or supports special projects on nationally relevant clinical issues such as empirically-supported treatments, public advocacy (Psychology Works projects), and patient/client education materials (fact sheets by Canadian experts)
- Facilitates networking with classmates, colleagues, and supervisors
- Provides you with an opportunity to have your voice heard and have an influence on current issues in clinical psychology
- Has a dedicated and hard-working 5 member executive, as well as a newsletter editor and website editor
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UNIVERSITY OF SASKATCHEWAN

CULTURE AND HUMAN DEVELOPMENT: The Psychology Department at the University of Saskatchewan is establishing a new, interdisciplinary graduate program in Culture and Human Development. This will be a Ph.D. program offering training in basic and applied research to create a new generation of developmental psychologists who are responsive to emerging questions regarding the cultural processes influencing human development.

We are seeking a tenure-track faculty member at the Assistant Professor rank to contribute to the development, implementation, and integration of this new program with existing strong Ph.D. programs in Clinical, Applied Social, and Basic Behavioral Sciences. Candidates with Ph.D.'s from any relevant discipline in Social Sciences or Humanities are encouraged to apply (e.g., Applied Developmental, Cultural Studies, Women's & Gender Studies, Anthropology, Sociology, Communication Studies, etc.). All candidates must have an active program of research in an area relevant to Culture and Human Development (e.g., cultural influences, popular media, cross-cultural comparisons). We are particularly interested in individuals with expertise in qualitative research, ethnography, and/or applied developmental methods. Candidates selected for interviews will have clearly demonstrated in a letter of intent how his/her program of research and teaching expertise would fit with a program in Culture and Human Development.

APPLIED SOCIAL PSYCHOLOGY: Applications are invited for a tenure-track position in Applied Social Psychology at the Assistant Professor rank, effective July 1, 2002. Our department is looking for a candidate with a Ph.D. who is trained in applied social psychology or experimental social psychology with applied interests, training, and experience. Evidence of commitment to programmatic research, an established publication record, and teaching effectiveness is required of the candidate. Individuals with training and/or experience in one or more of the following areas are invited to apply: industrial/organizational psychology, program evaluation, needs assessment, policy research, health psychology, community psychology, criminal justice, small group processes, and applied research design and methodology. We are especially interested in applicants with training and experience in organizational development and consultation.

For further information please see www.usask.ca/psychology or contact Dr. Lorrie Sippola (Culture and Human Development) at lorrie.sippola@usask.ca or Dr. Louise Alexitch (Applied Social) at alexitch@sask.usask.ca.

The University is committed to Employment Equity. Members of Designated Groups (women, aboriginal people, people with disabilities and visible minorities) are encouraged to self-identify on their applications. In accordance with immigration requirements, this advertisement is directed in the first instance to Canadian citizens and permanent residents. Other qualified applicants, however, are strongly encouraged to apply.

Applicants should send a curriculum vitae, statements outlining research and teaching interests, and 3 letters of reference to: Linda McMullen, Head, Department of Psychology, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 5A5. Deadline for applications is 15 January 2002 for the culture and human development position and 31 January 2002 for the applied social position.



Carleton
UNIVERSITY

Subject to budgetary approval, the Department of Psychology, Carleton University wishes to make a tenure-track appointment at the level of

ASSISTANT PROFESSOR

to begin July 1, 2002.

Preference will be given to candidates with research and teaching interests in the area of Personality Assessment. We are particularly interested in individuals with research interests that are related to health and well-being, and who could contribute to the strength and growing commitment of our department in the Health Psychology area. The Department of Psychology has a strong undergraduate and graduate program in experimental psychology. Further information can be obtained from our website at <http://www.carleton.ca/>. Applicants should send their curriculum vitae, copies of representative publications, and a summary of research objectives and teaching experience to

**Dr. Kimberly Matheson, Chair,
Department of Psychology, Carleton University,
1125 Colonel By Drive, Ottawa, Ontario, K1S 5B6.**

At the same time, candidates should arrange to have three referees forward supporting letters to the same address. Canadian citizens and permanent residents will be considered first for this position.

Carleton University is committed to equality of employment for women, aboriginal peoples, visible minorities and persons with disabilities. Interested persons from these groups are encouraged to apply. Applications will be reviewed beginning January 30, 2002.

GARDEZ LE CONTACT

1-888-472-0657 Tél.: (613) 237-2144 Téléc.: (613) 237-1674
courriel: cpamemb@cpa.ca

CAREERS / CARRIÈRES

Cross Cultural Social Psychology, University of Toronto at Scarborough



The Division of Life Sciences, University of Toronto at Scarborough, invites applications for a tenure-stream position in Cross Cultural Social Psychology. Applicants must have a Ph.D. (or equivalent). The successful candidate will be expected to develop a strong research program and to take an active role in both undergraduate and graduate teaching. For information on research and teaching strengths in the Division, please consult the Divisional website: <http://www.uts.utoronto.ca/~lifesci/index.html>

Interested applicants should submit a complete curriculum vitae (that should include individual statements of research and teaching interests) and a copy of recent reprints, and arrange to have three letters of recommendation (including comments on teaching ability, publications and research potential) sent from the referees. All materials should be addressed to: Professor John H. Youson, Chair, Division of Life Sciences, University of Toronto at Scarborough, 1265 Military Trail, Scarborough, Ontario, M1C 1A4. Closing date for applications is December 3, 2001. The appointment will be at the Assistant Professor level, and salary will be commensurate with qualifications. The position will be effective July 1, 2002.

The University of Toronto is strongly committed to diversity within its community. The University especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, and others who may contribute to further diversification of ideas. Canadian citizens and permanent residents will be considered first for this position.

CLASSIFIED

November 7-9, 2001
Kingston, Ontario
Canadian Forces Leadership Institute
4th Canadian Conference on Ethical Leadership
Tel: 613-541-6000, ext. 6971
Fax: 613-541-6998
E-mail: scbu@rmc.ca

November 7-10, 2001
San Antonio, Texas
Association for the Treatment of Sexual Abusers
20th Annual Research and Treatment Conference
www.atsa.com

November 15, 2001
Ottawa, Ontario
CPA Community Speaker Series
Some Childhood ABC's
Tel: 613-237-2144
E-mail: kcohen@cpa.ca

November 16, 2001
Ottawa, Ontario
CPA One-Day Workshops
CANSTART: A New Canadian Program for the Prevention of Early School Failure
Tel: (613) 237-2144
Toll Free: 1-888-472-0657
E-mail: cpa@cpa.ca

November 23, 2001
London, Ontario
CPA One-Day Workshops
CANSTART: A New Canadian Program for the

Prevention of Early School Failure
Tel: (613) 237-2144
Toll Free: 1-888-472-0657
E-mail: cpa@cpa.ca

December 2-8, 2001
Ibadan, Nigeria
4th African Conference on Psychotherapy
Fax: 234-2-2412221
E-mail: c.nwokolo@cjar.org or decampos@skannet.com

2-8 décembre 2001
Ibadan, Nigeria
4th Congrès régional sur la psychothérapie
Télé: 234-2-2412221
Courriel: c.nwokolo@cjar.org or decampos@skannet.com

December 6-9, 2001
New Orleans, Louisiana
17th Annual Meeting
International Society for Traumatic Stress Studies
www.istss.org

January 9-23, 2002
Bali, Indonesia
VKDP Winter School
From Mayday to D-day with ISTDP
The defeat of Medusa, the taming of the beast,
the revival of the statue
E-mail: haveloby@euronet.nl
www.vkdp.com

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CANADIAN FOUNDATION FOR TRAUMA RESEARCH & EDUCATION, INC.

THE PSYCHOBIOLOGY OF RELATIONSHIPS: ATTACHMENT, INTIMACY & TRAUMA

Nov 3 & 4, 10 am - 6 pm

University of Saskatchewan, Quance Theatre, Saskatoon SK

Nov 24 & 25, 10 am - 6 pm

University of Calgary, Rosza Centre, Calgary AB

Our earliest relationship provides a template in our nervous system that profoundly influences our capacity to be in close relationships in adulthood. This neuropsychological pattern established from birth onward, operates outside of conscious awareness and involves biological drives of attachment that are influenced at critical periods. Through an understanding of biodevelopmental traumas, conscious awareness can be brought to patterns of behavior that prevent or inhibit the capacity to feel safe in a reciprocal, mutual, intimate relationship. Without a conscious awareness of these psychobiological patterns, we tend to choose partners who enable us to re-enact within the relationship unresolved developmental traumas. This seminar will explore effective body-centered strategies for individuals and couples who wish to interrupt the unconscious psychobiological processes that lead to dysfunction in their relationships and establish the capacity for playful, intimate, loving bonds.

THE PSYCHOPHYSIOLOGY & TREATMENT OF PAIN SYNDROMES

Nov 16, 6 pm - 9 pm & Nov 17, 10 am - 6 pm

H.R. MacMillan Space Centre, Vancouver BC

This seminar will explore the current trends in pain research and treatment modalities with an emphasis on the psychophysiological basis of pain syndromes. Current treatment modalities do not sufficiently address and correct the dysregulation in the autonomic nervous system which is a significant factor in perpetuating pain syndromes. A new integrative treatment modality, Self Regulation Therapy®, that effectively addresses both the physical and psychological aspects of pain syndromes, will be introduced.

SELF REGULATION THERAPY® (SRT) PRACTITIONER TRAINING

SRT Practitioner Training, Foundation Level: Vancouver 2002

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Foundation 1: January 25 - 27, 2002

Foundation 2: March 22 - 24, 2002

Foundation 3: May 31 - June 2, 2002

In these three 3-day seminars you will learn:

- Research on psychophysiological and neurobiological underpinnings of developmental and shock trauma as it relates to persisting symptoms of mind-body dysregulation
- How to assess and treat developmental derailment and traumatic reactions from a somatic perspective
- How to re-establish defensive orienting and restore a sense of safety
- How to integrate psychophysiological work into your current therapeutic approach

For more information or to register:

604-521-8856 or toll free: 1-866-387-2862 or www.cftre.com

CAREERS / COMING EVENTS

COMING EVENTS

March 20-23, 2002
Munich, Germany
2nd Annual Meeting of the
International Association
of Forensic Mental Health Services
For information:
Department of Forensic Psychiatry
Psychiatric Hospital of the University
of Munich
c/o Frau Marlen Habederer
Nussbaumstr.7
D-80336 München
Germany
Fax: +49-89-5160-3398

March 25-26, 2002
Toronto, Ontario
12th Annual Rotman Research
Institute Conference
Emotions and the Brain
Tel.: 416-785-2500 ext. 2363
Fax: 416-785-4215
E-mail: conference@rotman-
baycrest.on.ca
Website: www.rotman-
baycrest.on.ca/conf

May 13-15, 2002
London, Ontario
20th King's College Conference
on Death and Bereavement
Tel: 519-433-3491
Fax: 519-432-0200
E-mail: deathed@uwo.ca
www.deathed.ca

May 30 - June 1, 2002
30 mai - 1er juin 2002
University of British Columbia
Vancouver, British Columbia
CPA 63rd ANNUAL CONVENTION
63e CONGRÈS ANNUEL DE LA SCP
Information:
Kathy Lachapelle-Petrin
Tel.: 613-237-2144 ext. 30
Fax: 613-237-1674
Toll Free / Sans frais 1-888-472-0657
E-mail: klpetrin@cpc.ca

June 17-21, 2002
Saint Petersburg, Russia
International Conference on
Psychology Education
Contacts: victor.karandashev@usa.net
Copy email to: vkarandashev@mail.ru

July 7-12, 2002
Barcelona, Spain
XIV International AIDS Conference
Tel: +34 93 254 0555
Fax: +34 93 254 0575
E-mail: aids2002@ids2002.com

July 7-12, 2002
Singapore
25th International
Congress of Applied Psychology
For information contact:
CEMS Pte Ltd
Tel: (65) 278 8666
Fax: (65) 278 4077
E-mail: cemssvs@singnet.com.sg
http://www1.swk.nus.edu.sg/icaap

July 14-18, 2002
Vienna, Austria
3rd World Congress for
Psychotherapy
Tel: +43 1 5120444
Fax: +43 1 5120570

August 31 - September 4, 2002
Bristol, UK
5th International Congress
of Neuroendocrinology
For information contact:
Victoria Withy
Tel: +44 (0) 1454 642 207
E-mail: victoria.withy@endocrinolo-
gy.org

September 11-14, 2002
Vienna, Austria
Preconvention Workshops
International Association for the
Treatment
of Sexual Offenders
www.medacad.org/iatso

October 2-5, 2002
Montreal, Quebec
Association for the Treatment
of Sexual Abusers
21th Annual Research and Treatment
Conference
www.atsa.com

**For an up-to-date
list of Coming
Events
visit our website:**

www.cpa.ca/ComingEvents.html

NEW CPA MEMBERS SERVICE

CPA initiated a new Members Service called CPA News. It is an electronic news advisory sent by email to all CPA Members who provided an email address when joining or renewing their membership. If you have not yet received CPA News, send us your email address at cpamemb@cpc.ca.

NOUVEAU SERVICE POUR LES MEMBRES DE LA SCP

La SCP a mis sur pied un nouveau service à l'intention de ses membres, *Nouvelles de la SCP*. Il s'agit de nouvelles brèves qui sont envoyées par courriel à tous les membres qui ont fourni une adresse courriel lors de leur adhésion ou renouvellement. Si vous n'avez pas encore reçu *Nouvelles de la SCP*, faites-nous parvenir votre adresse courriel dès maintenant au cpamemb@cpc.ca.

Full-time Clinical Neuropsychologist

Coquitlam (Greater Vancouver), British Columbia

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**Pride in
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Riverview Hospital is an 800-bed, accredited psychiatric hospital, fully affiliated with the University of British Columbia. (Our location: the beautiful and vibrant community of Coquitlam - visit www.city.coquitlam.bc.ca). We have a Canadian Psychological Association-approved Internship in Clinical Psychology, and a psychology practicum for advanced graduate students in Clinical Psychology.

The Geriatric Psychiatry Program provides a range of assessment, treatment, and rehabilitation services for seriously mentally ill and demented elderly patients with the objective of returning as many of these patients as is feasible to community settings.

Working as a member of a multi-disciplinary treatment team, you will be responsible for the coordination and provision of psychological services throughout the hospital as well as providing some supervision and training to interns and students.

Your qualifications include: • a Ph.D. in Clinical Psychology • relevant formal training • eligibility for registration in the College of Psychologists of British Columbia • at least 2 years' clinical experience in neuropsychological assessment/treatment of elderly persons with psychiatric conditions. Employment is subject to a satisfactory criminal record check.

An eligibility list may be established for future openings. For a complete description of duties and qualifications, call 604.524.7130. Please forward your résumé, quoting competition #RV2001:348, to:

**Human Resources
BC Mental Health Society
Riverview Hospital
500 Lougheed Highway
Port Coquitlam, BC V3C 4J2
Fax: 604.524.7382.**



**RIVERVIEW
HOSPITAL**

A community of caring

www.bcmhs.bc.ca

CALL FOR NOMINATIONS



The Award

This prestigious award, one of the highest honours awarded to Healthcare Professionals today, is unique in that its nominees and recipients come from a broad range of health disciplines, such as nursing, physical therapy and medical practice. It recognizes a particularly important and vital contribution to health care in Canada – the evaluation of clinical and professional competence in the health professions. The recipient will be an individual who demonstrates excellence throughout their career in Canadian healthcare and/or healthcare research.

NOMINATION FORM

The letter of nomination shall include:

- I. A letter of support from the primary sponsor with three other letters of support.
- II. Copies of three published papers or other documents that best exemplify the individual's contributions to the field of assessment and evaluation, including clinical, educational and professional competence
- III. The nominee's current curriculum vitae.

DATE: _____
(Day / Mos. / Yr.)

NAME OF INDIVIDUAL BEING NOMINATED: _____
(Title) (First Name) (Surname)

OCCUPATION: _____
(Institution) (Position)

FULL ADDRESS: _____
(Street address) (City) (Province) (Postal Code)

NAME OF PRIMARY SPONSOR: _____
(Title) (First Name) (Surname)

FULL ADDRESS: _____
(Street address) (City) (Province) (Postal Code)

PHONE NUMBER: _____
(Area Code) + (Phone Number)

Please ensure that this form is accompanied by three letters of support, a full curriculum vitae of the nominee, and copies of three published papers or other documents that exemplify the individuals contribution to the field of assessment and evaluation when submitted.

Send by March 1st, 2002 to:
Nomination Committee
Outstanding Achievement
Medical Council of Canada
Suite 100, 2283 St. Laurent Blvd.
Ottawa, ON K1G 5A2

Telephone: (613) 521-6012
Fax: (613) 521-9417
Web site: www.mcc.ca