



Canadian Clinical Psychologist

Editor: David S. Hart

Clinical Section Newsletter

Vol. 6, No. 3 June, 1996

David S. Hart, Editor

CONTENTS

Allan Wilson - Message from the Chair

CPA 1965 - Symposium Papers III

Moving Toward A Core Curriculum in Professional Psychology

R.A.Young *The Perspective of Counselling Psychology*

D.H.Saklofske *School Psychology Perspectives*

Member News

Networking

Clinical Section E-Mail Directory

Manuals List for Empirically Validated Treatments

Section Business

Annual Business Meeting

Search for Editor

List of Officers

Sunnybrook Bulletin

MESSAGE FROM THE CHAIR

Allan R. Wilson

I would be surprised if there is anyone reading this column who has not already heard about the recent changes at Sunnybrook that resulted in the virtual elimination of Psychology at that facility. Clearly, the news came as a shock to clinical psychologists across the country. In many ways it served as a wake-up call for professional psychology in Canada. It reminds us that, unlike other professions, we have maintained a very low profile and that our contribution to the health care system is often poorly understood. These are two of the main factors that leave us so vulnerable in this era of deficit reduction and health reform.

It is time for us to become more vocal advocates for our profession, if we wish to maintain our place in both the public and private sectors. Healthcare consumers must better understand what we do and demand access to our services. Administrators must learn to value our contribution if we expect them to support the presence of psychology, when faced with the reality of budget cuts. Politicians must be reminded that we exist, as well as understand the true "cost" of eliminating psychological services, while they struggle with the rationalization of health dollars. Unfortunately, the alternative is the promise of more "Sunnybrooks" across the country in the days and weeks ahead.

So, what are we to do in response to this threat. I would respectfully suggest that there is an urgent need for action at multiple levels. There is a need for cooperation among the various psychology organizations in Canada. At the same time, individual psychology organizations must develop plans to educate the public and advocate on behalf of the profession. Likewise, action at the "grass roots" level is essential if these efforts are to have a real impact.

A few years ago, the National Professional Psychology Consortium was established as a vehicle for professional psychology to pool its resources in the areas of advocacy and public education. The partners included the Canadian Psychological Association (CPA), the Canadian Register of Health Service Providers in Psychology (CRHSPP), and the Council of Provincial Associations of Psychology (CPAP). Unfortunately, the Consortium was disbanded at the end of 1995 when CPA elected to withdraw from participation. It is important that we look for a new vehicle that would enable new partnerships to be formed and joint advocacy projects to go forward.

The Clinical Section is limited by modest resources but is striving to represent the interests of our members through a variety of initiatives. The Section participated in a letter-writing campaign directed to the Ontario Minister of Health and the President and CEO at Sunnybrook. The intention was

to challenge the recent decision affecting psychology and urge the administration to reconsider its options.

The Section continues to use the "Clinical Psychologist in Canada" brochure as a valuable education and advocacy tool. We are proceeding with plans to use the brochure to target members of the provincial legislatures across the country. Copies of the brochure have now been sent to politicians in British Columbia, Alberta, and Ontario. Mail-outs to other provinces are planned for the future. In addition, the brochure has been translated into french, so that it might be available to our francophone colleagues across the country (Please note order forms in this issue).

The Section is also considering a proposal to become a sponsor of a public education project. This project, planned for 1997, is intended to develop a package of materials for public lectures and the media aimed at raising the profile of psychology. We hope to provide you with more details in the future, should this project go forward.

The increasing focus on "empirically validated treatments" has resulted in both enthusiasm and concern. Some believe that advances in this direction would serve psychology well by drawing attention to effective psychotherapies. Others have expressed concern that this literature may be misused in a manner that might limit access to legitimate psychological interventions. The Clinical Section plans to develop a

Position Paper on this topic. A Task Group has been formed and we are examining ways of funding this project. It is our hope that such a Position Paper could be used as another tool to educate the public and third party payors about the value of psychological treatments.

At the "grass roots" level the Section continues to need your action and support. Consider ordering some of brochures to distribute in your waiting rooms. Its a simple but effective way of getting our message to the people. I would be delighted to receive a panic call from our Secretary-Treasurer announcing that our supplies had been exhausted by a rush of orders from our members. And, if you are attending the International Congress in Montreal, please plan to attend our Annual Business Meeting so that we might benefit from your ideas. The ABM is scheduled for 11:00am on August 16th at the Meridien Hotel.

Moving Toward A Core Curriculum in Professional Psychology

At CPA 1995 participants had the opportunity to attend a symposium "Core curriculum in professional psychology". Sam Mikail's presentation was available in the Fall number of this newsletter. Two of the papers were fortunately made available for reproduction here so that the ideas developed can be read by psychologists across the country. The Mississauga Conference determined that the issue required urgent action recommendations. You are urged

*to write us with your
opinions. Join the debate!*

**Core Curriculum in
Professional Psychology: The
Perspective of Counselling
Psychology**

**Richard A. Young
University of British Columbia**

Beutler and Fisher's (1994) paper on the combined specialty training in clinical, counselling, and school psychology serves as a useful "jumping off" point for my comments of the topic of a core curriculum for training in professional psychology. They argued for a core curriculum in professional psychology, specifically counselling, clinical, and school, based on four developments that have blurred the boundaries among these specialties: (1) specialized training is not consistent with market demands, (2) students' interests, (3) third party payments, and (4) finer distinctions and discriminations at the subspecialty levels.

Traditional training programs in clinical, counselling and school psychology have been distinguished on the basis of their focus on specific populations, the use of particular methods of assessment, and concepts used to describe problems and solutions. Frequently these programs are separated in the department and faculty in which they are housed as well as the socialization experiences through which the students are introduced to the profession (Beutler & Fisher, 1994).

Among the differences that Beutler and Fisher (1994) attributed to counselling psychology are (1) its development out of the vocational guidance movement, (2) the influence of the psychometric movement, (3) the substantial influence of Carl Rogers and person-centered therapy, and (4) its foundation on a model of client self-responsibility and self-direction. Counselling psychology training programs have experience in family and individual counselling settings where the clients are relatively well functioning, with evaluation methods that include situation dynamics, life stressors, developmental levels, and personality dimensions. Counselling psychology typically emphasizes the role of conscious processes, development of adaptive processes, management of volitional responses in resolution to career and personal problems.

Beutler and Fisher (1994) argue against the historical tradition in favour of the actual situations in which psychologists practice. It is relevant that Beutler and Fisher are associated with one of six APA-accredited programs in combined professional-scientific psychology (American Psychologist, 1994). The number of accredited programs in this category compares to 74 APA accredited counselling psychology programs, 166 APA accredited clinical psychology programs, and 44 APA accredited school psychology programs. While there is merit to Beutler and Fisher's (1994) position, it is also important to recognize a substantial

tradition on the other side that continues to train professional psychologists.

It is important to distinguish between a core curriculum and a single training program. APA and CPA present a single list of criteria for the accreditation of training programs in professional psychology. The notion of a core curriculum is also well recognized by provincial and state boards for the registration of psychologists. Students are required to demonstrate substantive content in the biological, cognitive-affective, and social bases of behavior, and in individual behavior. They are also required to have instruction in professional ethics and standards, research design and methodology, statistics, measurement and history and systems. At the same time there have been different routes to this outcome, frequently with different departments offering different programs at the same universities. The University of Minnesota seems to be an anomaly among accredited programs by having two APA accredited counselling psychology programs, one in the Department of Psychology and the other in the Department of Educational Psychology.

These different traditions and practices have contributed uniquely to the development of psychology and to the development of psychologists. What stands out for me from the perspective of a counselling psychologist (and I should declare my bias, that I earn my living as a faculty member in a counselling psychology department), are

the following unique contributions that counselling psychology training programs have offered. A number have already been identified by Beutler and Fisher (1994), not the least of which are the emphasis on the person-centered counselling and the foundation on a model of client self-responsibility and self-direction. At the same time, counselling psychology has addressed issues of intentionality and agency that have only recently been picked up by others.

1. Because many counselling psychology training programs are not located within traditional university departments of psychology, students with more diverse backgrounds have usually been able to pursue studies in professional psychology. Counselling psychology training programs have attracted students from nursing, education, social work, and theology (ministry), among others.

2. Counselling psychology has made and continues to make a substantial impact in the research and practice of vocational counselling and career development. This area has not been as well developed in other domains of professional psychology. For example, Schneider, Watkins, and Gelso (1988) found that vocational psychology held its place as the cornerstone of counselling psychology training programs over the period assessed (1971-86).

3. Notwithstanding the standard of the doctoral degree set by APA and CPA for entry level professional psychologists, there continues

to be a demand for master's level students in counselling. Although these students do not identify themselves as psychologists (Watkins, Schneider, Manus, & Hunton-Sharp, 1990), counselling psychology programs have provided a means for their training. The Third National Conference for Counseling Psychology in the U.S. (Meara et al., 1988) recommended the development of guidelines for training and recognition of master's level service providers in psychological counselling.

4. A recent study that compared multicultural training in APA-accredited counselling versus clinical psychology programs found that counselling psychology training programs demonstrated a significantly higher commitment to multicultural training and provided training for multicultural sensitivity (Quintana & Bernal, 1995). This kind of development, facilitated within counselling psychology programs is consistent with the different goals of counselling psychology programs.

5. A core curriculum may suggest different housing arrangements for counseling psychology programs within universities. Of 66 APA-accredited counselling psychology programs, 45 appear to be housed in colleges or faculties of education, while only 2 of 177 APA-accredited clinical psychology training programs are housed in colleges of education. Brooks, Elman, Fouad, Spokane, and Stolenberg (1989) found that most training directors of counselling psychology training programs see

advantages in their association with college of education. However, discrepancies with the mission of faculties of education may put some counselling psychology training programs in financial jeopardy.

6. Watkins (1994) identified ten trends in the field of counselling psychology that reflect the positive strides made in counselling psychology (and by implication support its distinctiveness). Included among these are the development of qualitative research methodologies and the emphasis on ethnic minorities.

7. In the post-modern era, counselling is becoming more of a paradigm for psychological theories and research which now address social and intentional processes more fully. Practical experience in counselling should lead to explanations and research, not necessarily the other way around. Any core curriculum will need to do more to understand the context and the everyday experience of people.

Developments in Counselling Psychology that Support an Integrated Core Curriculum.

1. Agresti (1992) argued for the integration of neuropsychological training into the counselling psychology curriculum based on the increased involvement of counselling psychologists in the assessment and treatment of individuals following an injury resulting in the impairment of the client's neuropsychological functioning.

2. The issue of market demands raised by Beutler and Fisher (1994) is also evident in Canadian psychology. A motion by the Board of Directors of the College of Psychologists of B.C. to amend the Bylaws to have five designated specialties for registration (clinical, counselling, school, organizational, and research/academic) was defeated by the membership based on the lack of usefulness of these distinctions in professional practice.

3. I have only seen the "Approved Principles and Action Plans" of the Mississauga Conference on Professional Psychology (1994). Both the core curriculum and the specialties are supported in this document. The specifics of the core curriculum are not spelled out.

Counselling Psychology's Contributions to the Core Curriculum

The tradition and focus of counselling psychology and counselling psychology training programs suggest a variety of ways that they can contribute to a core curriculum in professional psychology. A number of the strengths and unique aspects of counseling have already been delineated here. Ones we can highlight for particular attention are:

- emphasis on the relationship dimensions of therapy,
- emphasis on practical skills,
- integration of psychological approaches with holistic perspectives,
- promotion of the non-pathological model in

assessment and intervention, and

- emphasis on outreach, prevention, development and consultation

It is also recognized that a core curriculum in professional psychology could benefit from a broadening generally, for example, providing a stronger grounding in literature, philosophy, and other humanities. Similarly, in the research domain, Hoshmand (1994) provided an excellent orientation to non-traditional inquiry for professional psychology.

Summary

It is crucial that professional psychology training programs equip students for the marketplace, and in that regard we should be attentive to the issues Beutler and Fisher (1994) as well as the National Conference on Professional Psychology raise. We have to be sensitive to students changing interests, market place expectations, and shifts in society. There is merit in working toward a core curriculum, as long as there is a simultaneous recognition that homogeneity doesn't necessarily breed excellence.

References

- Agresti, A. A. (1992). Integrating neuropsychological training into a counseling psychology curriculum. *The Counseling Psychologist*, 20, 605-619.
- Beutler, L. E., & Fisher, D. (1994). Combined specialty training in counseling, clinical, and school psychology: An idea whose time has returned. *Professional Psychology: Research and Practice*, 25, 62-69.
- Brooks, L., Elman, M. S., Fouad, M. A., Spokane, A. R., & Stolenberg, C. D., (1989). Counseling psychology in colleges of education: A survey of training directors. *The Counseling Psychologist*, 17, 470-476.
- Hills, H. I., & Strosier, A. L. (1992). Multicultural training in APA-approved counseling psychology programs: A survey. *Professional Psychology: Research and Practice*, 23, 43-51.

Noshmand, L. L. T. (1994). Orientation to inquiry in a reflective professional psychology. Albany, NY: State University of New York Press.

Mears, M. M., Schmidt, L. D., Carrington, C. H., Davis, K. L., Dixon, D. M., Fretz, B. R., Myers, R. A., Ridley, C. R., Suinn, R. M. (1988). Training and accreditation in counseling psychology. *The Counseling Psychologist*, 16, 366-384.

Mississauga Conference on Professional Psychology (1994). Approved principles and action plans. CPA

Quintana, S. M., & Bernal, M. E. (1995). Ethnic minority training in counseling psychology: Comparisons with clinical psychology and proposed standards. *The Counseling Psychologist*, 23, 102-121.

Schneider, L. J., Watkins, C. E., Jr., & Gelsco, C. J. (1988). Counseling psychology from 1971 to 1986: Perspectives on and appraisal of current training emphases. *Professional Psychology: Research and Practice*, 19, 584-588.

Watkins, C. E., Jr. (1994). On hope, promise, and possibility in counseling psychology or some simple, but meaningful observations about our specialty. *The Counseling Psychologist*, 22, 315-334.

Watkins, C. E., Schneider, L. J., Manus, M., & Nunton-Shoup, J. (1990). Terminal master's-level training in counseling psychology: Skills, competencies, and student interests. *Professional Psychology: Research and Practice*, 21, 216-218.

Moving Toward a Core Curriculum for Training in Professional Psychology: School Psychology Perspectives

Donald H. Saklofske, Ph.D.
Department of Educational Psychology
University of Saskatchewan

Editor's Note: My apologies. Several gaps, indicated by asterisks, appear in the text where the author had indicated "inserts". I discovered too late that these were not with the text.

Professional psychology in Canada has grown and expanded very rapidly in the past several decades. The recently published book entitled Professional Psychology in Canada (Dobson & Dobson, 1993) extensively describes issues related to training, regulation and practice. During March, 1994, the Mississauga Conference on Professional Psychology was

held to address the "dramatically changed landscape" that psychology has crossed. This landscape includes new markets for psychological services, new practice domains, new training models, accreditation and registration criteria, as well as factors external to the discipline and practice of psychology. Various principles and action plans intended to guide training, at the doctoral level, and other issues were approved by the delegates. Under the general heading of Training Group Principles, the subsection on Core Curriculum and Specialization listed the following principles:

- a. Specialties and sub specialties with professional psychology should be recognized.
- b. A core curriculum in psychology as a discipline should be included across all areas of specialization in professional psychology.
- c. There should be a core curriculum in each of the different specialties within professional psychology.
- d. Organized educational opportunities for the development of proficiencies within specialties should be encouraged to complement general practice.

These principles reflect the opinion of the delegates that a core curriculum is necessary to ensure that the knowledge from the discipline of psychology is common to all practitioners. Further, there is the recognition that while particular specialties such as clinical psychology tend to be grounded in a core curriculum in the discipline of psychology, and that

accredited training programs reflect a kind of general agreement about what constitutes specialty training, this does not necessarily follow for other specialities (e.g., school psychology, counselling). What it also recognizes is that the specialty areas require additional and unique training by definition of a specialty.

Issues

Before presenting some ideas about a core curriculum for school psychology, there are a number of important issues that need to be considered, most of which have been debated in a special issue of the Canadian Journal of School Psychology (1990).

School psychology may have grown apart, to some extent, from both mainstream psychology as well as other specialties. School psychology training most often occurs in educational psychology departments housed in colleges of education in contrast to clinical psychology which is located in psychology departments in faculties of arts and science. There is too often little cross-talk between departments, although the joint program initiatives between the two departments at the University of Calgary demonstrates the advantages of such collaboration. School psychology students seldom take graduate courses in psychology departments and certainly the reverse is true. This may be one reason why there is a rather limited understanding of the different speciality areas. At the University of Saskatchewan, the ethics course housed in

the psychology department invites students in both counselling and school psychology to participate in core areas of the course, but few students do additional cross department course-work.

There are indications that some educational psychology departments have a stronger sense of kinship with psychology while others more readily identify with education. The educational psychology departments in Canada place varying emphasis on the 'E' and the 'P', so if they chose to emphasize E and also focus their training on what school boards contend they need (e.g., 'testing'), then the student may not receive the full grounding in psychology that is required by psychology regulatory associations. Of course it should also be remembered that even within educational psychology departments, there is some difference of opinion as to who they may be training; i.e., the question of "training for what?". In Dobson & Dobson's book, a table profiling "Canadian graduate programs in professional psychology" shows that 15 were listed as offering "educational" psychology programs and 7 offered school psychology, to the masters and/or Ph.D level. It is sometimes unclear what is meant by an educational psychologist vs. a school psychologist. This is further reflected in the names of provincial associations such as the Saskatchewan Educational Psychology Association in contrast to the Manitoba Association of School Psychologists.

School psychologists in

Canada are often expected to hold B.Ed. degrees in order to be employable by school boards and to become members of the provincial teachers associations. Thus they may enter a masters program with less or even different psychology backgrounds in contrast to B.A psychology students. The B.A. vs. B.Ed. ratio of students entering the graduate school psychology program at the University of Saskatchewan is about 50:50. This will certainly effect the course work undertaken at the graduate level, restricting entry to some courses from the other department. Other professions such as law and medicine ensure common grounding of all their graduates before they pursue specialty training. The possibility of a somewhat different knowledge and undergraduate preparation base, and 'physically' separate training programs for school psychologists contributes much to this 'dualism'.

In the same vein, it is the provincial Department of Education and such other branches as Special Education which describe the qualifications as well as professional roles and responsibilities of school psychologists. This, of course, then determines who can be hired. These descriptions of school psychology (testing, teacher consultation, etc.) and the school psychologist (M.Ed. or PGD. or graduate courses in assessment) may be at variance with those set forth by the provincial psychology regulatory body.

The market place is such that

school psychologists most often work in educational settings ranging from schools to adult rehabilitation settings. There is a growing trend for school psychologists to engage in private practice, in part because of funding cutbacks in schools but also because many school systems do not employ well-trained school psychologists. Thus when it is felt by parents and others that a child's unique needs are neither understood or being met in school (TMH, ADHD, LD, intellectually gifted, substance abuse, early school leaver, etc) then they turn to private practitioners for diagnosis and prescriptive advice, but also for psychological intervention and psychoeducational remediation. So like clinical psychologists, school psychologist may be employed by agencies, most often school boards, but also are finding their way into private practice. This does not pose a problem for the Ph.D level school psychologist who can most likely demonstrate sound psychological grounding as well as specialty training. The master level school psychologist in jurisdictions with the Ph.D entry level will have to practice privately under a different title (e.g.; psychoeducational consultant).

Entry level for employment as a school psychologist frequently requires only a master level degree, again because that is what the market is willing to accept. Thus school psychology programs are often set up to offer only or mainly masters level training. This is quite problematic when the school psychologist enters the work place and wishes to be

certified as a psychologist. While Alberta, for example, still accepts a masters degree as the entry level, most other provinces do not. Thus school psychologists feel 'disenfranchised' from other areas of professional psychology (i.e., clinical psychology) and so form their own fraternal associations (e.g. BCASP, AASP, SEPA, MASP). According to definitions of "a profession" (see Dobson & Dobson, 1993, pp. 5-8), school psychologists view themselves as professionals, arguing that they have a unique knowledge and set of skills, guidelines for practice, and codes of conduct although they may be lacking the 'teeth' to self-regulate. Invariably these groups look for professional recognition and status, especially since they have "psychologist" in their association's title. This leads to efforts to set their own credentials or gain recognition by writing the NASP examination. Another approach is to be 'certified' as a school psychologist within the provincial Department of Education (e.g. Manitoba) which is relevant within the education system but may further separate school psychology from the regulatory psychology associations. Further conflict may arise when the title and functions claimed by one group are challenged by the other, as has occurred in British Columbia. As we have seen in the USA, there has been continued struggles between the National Association of School Psychologists (NASP) and Division 16 of APA over the issue of Masters and specialist level training vs.

the Ph.D degree.

School psychology must choose to stay within or at least ensure a direct connection with the discipline and practice of psychology or opt out. Choosing to remain a specialty of psychology does not diminish the role of education. While one can enter a M.D. program with a major in psychology or physiology at the undergraduate level, assuming that key course have been included, the same program is then required to produce M.D. level practitioners, before any specialty training occurs. School psychologists may have undergraduate degrees in education or psychology. Any undergraduate coursework that is lacking on either side can be easily made-up. It is more likely that common grounding will occur at the graduate training level. The trend of psychology departments to move away from terminal master degrees and only offer Ph.D. level training may make this suggestion less realistic in the short term although school psychology could/should begin to move toward Ph.D. level training as the standard.

The resolution to these issues and the creation and implementation of a core curriculum can only come about if there is meaningful dialogue between the university training programs, the regulatory and fraternal associations, and the practitioners themselves.

I would argue that school psychology is a speciality area/profession grounded in the discipline of psychology. If need be, it can also have a

strong connection with education both through university training programs and teacher associations. The creation of a core curriculum in psychology that is endorsed by school psychology programs is required for this to be fully realized.

A core curriculum

The suggestions to follow are not new or mine. Rather they reflect the comments of Canadian colleagues, reference to the training standards established elsewhere, and the careful analysis of school psychology by leaders in the field (Fagan & Wise, 1994). Fagan (personal communication) argues that training should be segmented into core psychology, speciality, and field experiences, with the professional aspect falling under the speciality and field areas.

To define what a core curriculum in school psychology 'might' look like, I have drawn from the training standards described in documents from APA on the one hand and NASP and the International School Psychology Association (ISPA) on the other. The training expectations of both NASP and APA were recently distributed at the Trainers of School Psychologists (TSP) meeting held earlier this year. The TSP is a body of member institutions, both doctoral and nondoctoral, dedicated to training school psychologists. The TSP is linked as an affiliate to both APA - Division 16 and NASP. The proposed standards for school psychology training proposed by ISPA will be discussed at their forthcoming meeting in

Scotland and a final draft will be published later in School Psychology International.

A program philosophy and plan that might serve as a basis for discussing a core curriculum in professional school psychology is reflected in the APA training expectations presented at the TSP meeting.

* * *

The NASP training standards recommend a curriculum that is grounded in the discipline of psychology and reflect the demands and expectations of a professional school psychology program.

* * *

Finally, the ISPA standards refer to goals held in common by international school psychologists, but which are also recognized by general and professional psychology. Here there is every effort to suggest a generic school curricula that will "develop the analytical and motivational skills needed to engage in disciplined inquiry across cultures and national boundaries, and seek to facilitate the reflective problem-solving skills needed for competent practice" (Cunningham & Oakland, 1995).

* * *

Summary

School psychology in Canada has an opportunity to collaborate with other specialties and subspecialties to define a core curriculum for training in professional psychology. The recommendations that followed

from the Mississauga Conference now require a dialogue within professional psychology that includes university training programs, provincial and national psychology and specialty associations, and practitioners. The above training expectations put forward by school psychology trainers and associations outside of Canada are offered for consideration only. What is interesting is that there is a considerable commonality across these recommended training standards, and thus they would be worth serious consideration. At the same time, the uniqueness of the Canadian context will require our usual creative talents and efforts to arrive at a meaningful yet practical core curriculum for professional psychology.

References

Cunningham J., & Oakland, T. (1995). Proposed international standards for the preparation of school psychologists. Draft paper prepared for review at the meeting of the International School Psychology Association.

Dobson, K., & Dobson, D. (Eds.) (1993). *Professional psychology in Canada*. Toronto: Hogrefe & Huber.

Fagan, T., & Wise, P. (1994). *School psychology: Past, present, and future*. New York: Longman.

Acknowledgement. *I am grateful to my colleagues for their ideas and suggestions which I have attempted to accurately reflect in this paper: Dr. R. Bartell, Dr. P. Carney, Dr. E. Cole, Dr. T. Fagan, Dr. H. Janzen, Dr. S. Masciuch, Dr. M. Simner. This text is based on a paper read at the Annual Convention of the Canadian Psychological Association, 1995.*

MEMBER NEWS

Sam Mikail will take up new responsibilities in August. He will be a Senior Psychologist at Southdown, in Auroa, Ontario, a residential treatment facility serving members of the clergy and the religious community. A new dawn for Sam and Southdown.

David S. Hart, sometime editor, has succumbed to the blandishments for early retirement. Not lacking in vigour or hope, he effects a sea-change by moving to Vancouver.

NETWORKING

Clinical Section E-Mail Directory

The email directory lists those addresses submitted to the editor. You are invited to submit your name for inclusion so that your colleagues can correspond with you on the internet.

Are you interested in having a Canadian Clinical mail-list forum? Let us know.

Do you have or know of valuable web sites? We wish to inform colleagues of these. Tell us so we can spread the news.

Carl L. von Baeyer
vonbaeyer@duke.usask.ca
Arthur Blue
ablue@mail.techplus.com
John R. Cook
jcook2@UVic.ca
Dave Erickson
DERickso@ROHCG.ON.CA
Larry Sun Fong
lsfong@web.apc.org
David S, Hart
dhart@play.psych.mun.ca
Paul Hewitt
phewitt@cortex.psych.ubc.ca

John Hunsley
 hunch@uottawa.ca
 Michael C. King
 mking@acs.ucalgary.ca
 Leslie Langdon
 leslie_langdon@cclink.metrodes
 k.metrotor.on.ca
 Wayne Nadler
 wnadler@trytel.com
 Sam Mikail
 SMikail@rohcg.on.ca
 Rhona Steinberg
 Rhona_Steinberg@sfu.ca
 Allan Wilson
 AWILSON@ac.dal.ca

MANUALS LIST

Sheila Woody and William Sanderson of the APA Division 12 Task Force on Psychological Interventions, have compiled a "Manuals List for Empirically Validated Treatments". The list was obtained from leading investigators in treatment research and includes citations and information about obtaining copies off the manuals. The list is obtainable through the Division 12 Central Office, PO Box 22727, Oklahoma City, OK 73123. Send a stamped, self-addressed envelope and \$1.50 for handling.

The Canadian Clinical Psychologist (Clinical Section Newsletter) will circulate three times per year: November, February, and May.

SECTION BUSINESS

ANNUAL BUSINESS MEETING

The Annual Business Meeting of the Clinical Section is scheduled for Friday, August 16, 1996, 1100 - 1200 hrs, in the Meridien Hotel (le Hotel Meridien). The room has not been designated at time of going to press. Now is the time for the Clinical Section to exert power. Bring your croissant if you must, but do not miss this important meeting. Influence the direction of clinical psychology.

POSITION AVAILABLE: SEARCH FOR EDITOR

Nominations are sought for the position of **Editor of the Canadian Clinical Psychologist**. An exceptional opportunity for development of hidden talents. Exercise your skills at coercion and desktop publishing. Sense the power of designing and filling the newsletter which is read avidly by the cream of your clinical peers from coast to coast to coast. Send nominations (self-nominations will be received with especial interest) to Paul Hewitt (address next page).

BROCHURE

Our brochure "The Clinical Psychologist in Canada" will shortly be available en francais. Send your order to Debbie Dobson using the convenient order form printed on the next page.

**Clinical Section
Executive Officers 1995-96**

Chair

Allan Wilson, Ph.D.
Psychology Department
The Nova Scotia
Hospital
Dartmouth, NS B2Y 3Z9
Tel 902-464-3184
Fax 902-464-3460
awilson@ac.dal.ca

Past Chair

Sam Mikail, Ph.D.
Psychology Department
Rehabilitation Centre
505 Smyth Road
Ottawa, K1H 8M2
Tel 613-737-7350 ext 5565
Fax 613-737-7056

Chair Elect

Keith Wilson, Ph.D.
Psychology Department
Rehabilitation Centre
505 Smyth Road
Ottawa, K1H 8M2
Tel 613-737-7350 ext 5608
Fax 613-737-7056

Secretary Treasurer

Debbie Dobson, Ph.D.
Foothills Hospital
1403 - 29 St. N.W.
Calgary, Alberta
T2N 2T9
Tel 403-670-4804
Fax 403-670-2525
ddobson@acs.ucalgary.ca

Member-at-Large

Paul Hewitt, Ph.D.
Department of Psychology
University of British
Columbia
2136 Wesbrook Mall
Vancouver, BC V6T 1Z4
Tel 604-822-5827
Fax 604-
PHewitt@cortex.psych.ubc.ca

**ORDER FORM
THE CLINICAL PSYCHOLOGIST IN CANADA BROCHURE**

TO

Debbie Dobson, Ph.D.
Foothills Hospital
1403 - 29 St. N.W.
Calgary, Alberta
T2N 2T9
Tel 403-670-4804
Fax 403-670-2525
ddobson@acs.ucalgary.ca

FROM:

I wish to order _____ brochures @ \$0.35

My cheque for \$ _____ is enclosed

(Make cheque payable to Clinical Section CPA)

The Opinions expressed in this newsletter are strictly those of the author and do not necessarily reflect the opinions of the Canadian Psychological Association, it's officers, directors or employees.

SUNNYBROOK BULLETIN

Bad news travels fast. But in case you have not heard, Sam Mikail's email message to fellow Clinical Section Executive members is reproduced here. We hope to have informed discussion papers in the Fall issue.

Subject: Sunnybrook Hospital & Psychology
23 April, 1996

Last week the administration of Sunnybrook hospital issued lay-off notices to the entire department of psychology at Sunnybrook. The announcement came with no warning or prior consultation. My understanding is that there was also no rationale given. Members of the department, with the exception of the director and two senior psychologists, will be given the option of reapplying for their positions on a contract basis, so that they are no longer employees of the hospital. Contracts will be time limited, and possibly renewable as time goes on, but with no assurances. It should also be noted, that this action singled out psychology exclusively. No other discipline was affected. Just two months ago the psychology position in the Cancer Clinic was also cut.

Clearly, this is a very biased action. It erodes the quality of patient services and the academic commitment the hospital claims to have.

Sam

Newsletter Editor
David S. Hart, Ph.D.
Psychology Department
Memorial University
St. John's, NF
Canada A1B 3X9
dhart@play.psych.mun.ca

**ADVERTISE
IN THE
CANADIAN CLINICAL
PSYCHOLOGIST**

*Our 300 - plus
subscribers are the
leading Clinical
Psychologists in the
nation.*

Rates for a one-time ad:

Full-page	\$150
Half-page	\$75
Quarter-page	\$50
Eighth-page	\$35