



THE CANADIAN CLINICAL PSYCHOLOGIST

Newsletter of The Clinical Section of the Canadian
Psychological Association

Winter 2021

MESSAGE FROM THE CHAIR Kristi Wright, Ph.D.

Greetings!

Our Clinical Section Executive is in planning-mode and we are getting excited for the upcoming Canadian Psychological Association (CPA) Virtual Event spanning three weeks from June 7th - 25th, 2021. For more information, please visit: <https://convention.cpa.ca/>.

The 2021 CPA Virtual Event will highlight the ways in which science, practice, and education can and does benefit society, improves lives, and advances the discipline and profession.

Note: Individuals who opted to defer their accepted CPA2020 presentation to CPA2021 have been contacted by email with instructions on next steps should they wish to participate in CPA2021.

Thank you for considering submission and attendance at the upcoming CPA Convention.

All the best,

Dr. Kristi D. Wright
CPA Clinical Section Chair

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Chair (pictured right)

Kristi D. Wright, Ph.D.
kristi.wright@uregina.ca

Past-Chair

Kristin Reynolds, Ph.D.
Kristin.Reynolds@umanitoba.ca

Chair-Elect

Brigitte Sabourin, Ph.D., C. Psych.
bsabourin@exchange.hsc.mb.ca

Secretary -Treasurer

Currently Vacant

Member-At-Large

Zoe Therrien, Ph.D., C.Psych.
ztherrien@centredesante.mb.ca

Student Representative

Jordana Sommer, B.A.
sommerj@myumanitoba.ca



Newsletter Editors (pictured below)

Matilda Nowakowski, Ph.D.
C.Psych.
mnowakow@stjoe.ca
Flint Schwartz, M.A.
fschwartz@dal.ca



We are in search for a number of positions:

(1) Chair-Elect on our Executive for a 1-year term (followed by 1-yr Chair and 1-yr Past-Chair positions).

The primary responsibilities for the Chair-Elect include:

- (a) Cover duties of the Chair if the Chair is unable
- (b) Chair the Fellows and Awards committee.

(2) Secretary/Treasurer on our Executive for a two-year term.

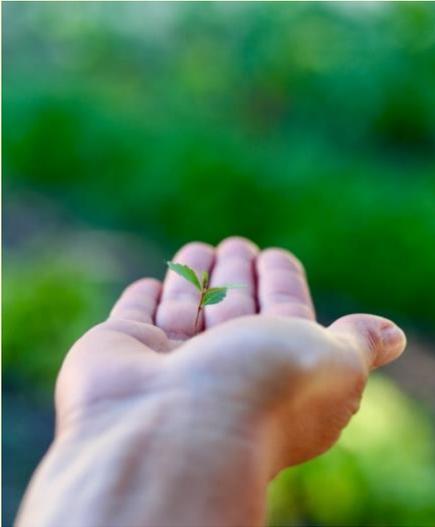
The primary responsibilities for the Secretary/Treasurer include:

- (a) Liaise with the section bookkeeper and propose/monitor the budget
- (b) Take minutes at executive meetings and ensure these are distributed and archived
- (c) Present financial update to members at the Annual Business Meeting.

(3) Student Representative for a two-year term.

The Student Representative provides clinical psychology graduate students with the opportunity to enhance leadership skills while they learn firsthand about the internal operations of the Canadian Psychological Association.

Please contact Dr. Kristi D. Wright at krist.wright@uregina.ca if you are interested in these positions!



Presenting the new Section of Clinical Psychology Thumbnail!

The Section on Clinical Psychology has discussed updating its thumbnail for the past few years. At this year's AGM, 3 possibilities were presented to members, and the choice was unanimous. We are pleased to present here the new thumbnail that appears on CPA's website to signify the Section on Clinical Psychology. As you may see, the picture is meant to demonstrate a hand reaching out to help with growth.

Message from the Newsletter Editors

Greetings fellow Clinical Section readers!

Welcome to the Winter 2021 edition of the Clinical Section Newsletter. We hope that everyone is staying healthy and safe. So much has changed since our last newsletter in the Fall of 2019. COVID-19 has impacted our lives in some many ways, including as psychology professionals, as we have all adjusted to the realities of working from home, providing virtual care and modifying research protocols. Our profession has remained resilient and has shown great adaptability during these challenging times, especially as we see the impact that COVID-19 had had on the mental health of Canadians. In this issue, you will see a number of articles related to the role that our profession is playing in helping during the COVID-19 pandemic. The Canadian Psychological Association provided a virtual 2020 convention and has been hard at work preparing for the 2021 virtual Canadian Psychological Association Convention in June 2021. We hope that many of you will submit presentations to the convention. In this issue, we highlight summaries for our many award recipients in 2020, including the Ken Bowers Research Award, and the Clinical Section Education Activity Grants.

As always, the success of the Clinical Section newsletter relies on the invaluable contributions of its members and we're excited to hear about any ideas you may have for articles or for the direction for the newsletter.

Matilda and Flint

Readers, what would you like to see in our next Clinical Section newsletter?

We'd love to hear from you!

Matilda Nowakowski - mnowakow@stjoes.ca

Flint Schwartz - fschwartz@dal.ca

Message from the Clinical Section Representative

Hi! I'm Jordana Sommer and I am the current Student Representative for the Clinical Section Executive Committee of the CPA.

This past year with CPA has been an unforgettable one, with our switch to a virtual convention and the additional COVID-19-related content presentations. In particular, I am very much looking forward to our student symposium, featuring research on occupational trauma & mental health, with this year's SPECA winner, Dr. Natalie Mota from the University of Manitoba, as the discussant.

This year, Hira Peracha, of the University of British Columbia, won the Ken Bowers Award for Student Research for her research on the psychometric properties of the automatic self-recrimination measure in children and adolescents. You can read a summary of her research in this edition of the newsletter. Congratulations, Hira!

In other student news, the **Clinical Section Educational Activity Grant** will continue for another year. This grant provides student members the opportunity to apply for funding to host an extracurricular educational activity. Please see the website (below) for more information. Congratulations to **Jason Isaacs (Dalhousie University)** and **Kathleen Stewart, Danielle Uy, Sofija Lavrinsek, & Bev Fredborg (Ryerson University)** who received the grant this year. You can read about their educational activity events in this edition of the newsletter.

I will be completing my term as the Clinical Section student representative in June 2021, which means we will be looking for someone new to fill this position. For those who are interested, stay tuned for application information to come!

You can find more information about the Clinical Section business on our website as it becomes available: <http://www.cpa.ca/aboutcpa/cpasections/clinicalpsychology/>, and keep an eye out for award & submission calls via the Clinical Section listserv.

Feel free to contact me with any questions or comments about matters relating to the Clinical Section. The input of student members of the Clinical Section is invaluable.

Jordana

Jordana Sommer, B.A. (Hon).
MA Candidate, University of Manitoba
Clinical Section Student Representative
sommerj@myumanitoba.ca



VIRTUAL
VIRTUEL 2020

2020 KEN BOWERS STUDENT RESEARCH AWARD RECIPIENT

The Psychometric Properties of the Automatic Self-Recrimination (ASR) Measure in Children and Adolescents

Hira Peracha, University of British Columbia



The Comprehensive Model of Perfectionistic Behaviour (CMPB) presents perfectionism as a multifaceted personality style that functions at both an interpersonal and intrapersonal level; these facets include trait dimensions of perfectionism, perfectionistic self-presentation styles, and intrapersonal perfectionism (Hewitt, Flett, & Mikail, 2017). The trait dimensions involve self-oriented perfectionism (the need for the self to be perfect), socially prescribed perfectionism (the perception that others need the self to be perfect), and other-oriented perfectionism (the expectation for others to be perfect; Hewitt et al., 2017). The perfectionistic self-presentation styles include perfectionistic self-promotion (the promotion of one's perfection), nondisplay of imperfections (the avoidance of behaviourally showing imperfection), and nondisclosure of imperfections (the avoidance of verbally revealing imperfection; Hewitt et al., 2017). The intrapersonal components of

perfectionism involves automatic perfectionistic thoughts and self-recriminations that dominate the individual's internal dialogue reflecting the self as defective, unlovable, and unworthy (Hewitt et al., 2017). Self-recrimination is an internal expression of perfectionism that reflects a negative relationship with the self (Hewitt et al., 2017).

Very little research has been done on the relationship between self-recrimination and perfectionism. Due to the lack of a self-recrimination scale, many studies have done research on concepts similar to self-recrimination or have simply not used a scale whatsoever. A literature review done by Beumont, Arthur, Russell, & Touyz (1994) claims that there is a link between the need to achieve perfection (reminiscent of self-oriented perfectionism) and self-recrimination. More specifically, they claim that the inability to reach a perfect exercise routine causes an increase in anxiety and self-recrimination (Beumont et al., 1994).

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The Psychometric Properties of the Automatic Self-Recrimination (ASR) Measure in Children and Adolescents (continued)

However, this review was limited to adults, in populations with dieting disorders, and did not use a scale to measure self-recrimination. An empirical study by Magson, Oar, Fardouly, Johnco, & Rapee (2019) found that the intrapersonal components of perfectionism (a concept that encompasses self-recrimination) is inversely related to interpersonal difficulties and psychological distress whereas another study has found that they are directly related (DiPrima, Ashby, Gnilka, & Noble, 2011). Again, both studies did not look at a specific intrapersonal measure. These mixed results demonstrate the need for an intrapersonal measure to guide empirical studies when making associations between the different facets of perfectionism. There is currently a lack of research on perfectionism and self-recrimination, especially in children and adolescents. One reason for the research gap is the lack of measures available to assess self-recrimination in youths.

In the present study, we addressed these gaps in the literature by examining the psychometric properties of the Automatic Self-Recrimination (ASR) scale in children and adolescents aged 8 to 15 ($n=105$). Participants were recruited through the UBC Early Development Research Group database and completed an hour long online self-report measures on perfectionism and ASR, once a year over the course of two years. In time 1, 105 participants were recruited to participate in the study. In time 2 (currently ongoing), 35 out of the 105 participants completed the study. The four goals of this study are to assess: (1) the internal consistency of the measure, (2) the test-retest reliability of the measure, (3) the predictive validity by looking at whether ASR predicts perfectionism in children and adolescents, and (4) the convergent validity of the ASR by comparing it to the Perfectionism Cognitions Inventory-Kids Short Form.

The ASR scale used in our analysis is a 24-item measure with four clusters: Cluster 1 Not Mattering, Cluster 2 Failure/Denigration, Cluster 3 Non-Deservedness, and Cluster 4 Loathsomeness. Preliminary results are concurrent with the hypotheses and show evidence that the ASR measure is reliable, valid, and can predict perfectionism scores. Specifically, the bivariate correlations for all components of perfectionism were found to be significantly correlated with the ASR. Bivariate correlations were also significant between the PCI-Kids Short Form and ASR. Likewise, bivariate correlations were significant between ASR in time 1 and time 2. The Cronbach's alpha for the total ASR measure was found to be .976. The Cronbach's alpha coefficients for the four clusters are as follows: Not Mattering was .937, Failure/Denigration was .940, Non-Deservedness was .956, and Loathsomeness was .908. These results suggest that the ASR is a promising measure that can be used in assessing automatic self-recriminations in children and adolescents. Consequently, these results prove and support the interconnectivity of the dimensions of perfectionism as displayed by the CMPB as the CMPB recognizes the multiple

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The Psychometric Properties of the Automatic Self-Recrimination (ASR) Measure in Children and Adolescents (continued)

dimensions in the perfectionism framework as not being mutually exclusive (Hewitt et al., 2017). Thus, individuals can experience the dimensions at varying levels and in different patterns (Hewitt et al., 2017).

Like with all empirical studies, there were a couple limitations. In time 1, we recruited 105 participants and in time 2, only 35 out of the 105 participated. Because of this, we did not have an adequate number of participants when we analyzed the ASR measure's test-retest reliability and while assessing the predictive validity between ASR in time 1 and perfectionism in time 2. Consequently, the low statistical power may have generated a false positive. However, this study is ongoing so we will analyze the results when all participants complete Time 2. Moreover, the PCI-Kids Short Form used to assess the convergent validity is not a validated measure. However, in order to calculate the convergent validity of the test, this measure was chosen because it is the closest related construct to the ASR measure. Future studies should use a validated measure or validate the PCI-Kids Short Form when computing the convergent validity of the ASR measure.

Our study findings provide empirical support for the reliability and validity of a newly developed measure of self-recrimination in children and adolescents. This measure can aid future clinicians and researchers in assessing levels of ASR in children and adolescents as well as enhance the understanding of the CMPB.

For a full list of references please contact the author: hperacha@mail.ubc.ca

CLINICAL SECTION EDUCATIONAL ACTIVITY STUDENT GRANT RECIPIENTS

The logo for Ryerson University, featuring the name "Ryerson University" in white text on a blue rectangular background. To the right of the blue rectangle is a vertical yellow bar.

Cultural Competence in Psychotherapy

Recipients: Kathleen Stewart, Danielle Uy, Sofija Lavrinsek, & Bev Fredborg (Ryerson University)

As a means to continue anti-racism efforts at Ryerson University, student members of Ryerson's Clinical Psychology program are incredibly excited to be hosting a virtual panel discussion on cultural competence in psychotherapy this December. Due to the generous contribution of \$999 by the Canadian Psychological Association, we are able to hire three speakers for a two-hour long virtual panel discussion on practicing psychotherapy with individuals who are vulnerable due to systemic oppression. Our speakers include Dr. Monnica Williams, Dr. Valerie Borum, and Dr. Anusha Kassan; all three individuals are advocates for culturally competent care. Invitees of this event include Ryerson students in Clinical Psychology, Child and Youth Care, and Social Work, as well as graduate students from other CPA-Accredited Clinical Psychology programs, on first-come, first-served basis. This panel discussion will primarily consist of a question-and-answer moderated discussion, with questions curated from members of Ryerson Psychology Graduate Student Antiracism Initiative, as well time allotted for questions to be asked by members of the greater community. The discussion will explore antiracist and intersectional approaches to psychotherapy. We are extremely grateful for the Education Activity Grant provided by CPA to engage in this much-needed and timely discussion.

CLINICAL SECTION EDUCATIONAL ACTIVITY STUDENT GRANT RECIPIENTS



Prescription Drug Summit

Recipients: Jason Isaacs (Dalhousie University)

On January 25th 2020, Jason Isaacs, a PhD student in Clinical Psychology at Dalhousie University, co-facilitated an educational and interactive summit to discuss prescription drug use with students at Dalhousie University. The educational event was part of a cross-Canada project intended to investigate the opioid crisis and its impact on different types of youth. The event aimed to promote engagement among the students and, as such, the event facilitators were all undergraduate or graduate students themselves. Jason developed the event materials under the supervision of Dr. Sherry Stewart in collaboration with other substance use researchers at Dalhousie and across Canada.

The summit was a 4-hour event which included several presentations and discussions. Attendees included 36 students who had reported using prescription opioids, stimulants, or sedatives/tranquilizers (either as prescribed, or not as prescribed) during the prior semester. The day began with students learning about existing opioid interventions and treatments focused on youth. These findings were part of a literature review that is being conducted by another one of the team's project sites (Montreal). After hearing about existing opioid interventions, students learned about "social norms" in the context of prescription drugs. In particular, evidence-based information was provided about how students often think that their peers are engaging in more substance use than they actually are. Students then had an opportunity to record what percentage of their peers they believed had engaged in prescription drug use (either as prescribed, or not as prescribed). The true rates were subsequently provided, and students discussed how their perceptions may have differed from the actual rates.

The next activity involved students dividing into breakout groups where they listened to presentations about two types of existing substance use interventions for youth. Namely, the event facilitators presented information about online substance use interventions as well as a substance-use intervention tailored to high-risk personality traits (i.e., the Preventure program). After each presentation, students engaged in facilitated discussions, within their breakout groups, about how they thought such programs could be made more relevant for youth using prescription drugs.

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CLINICAL SECTION EDUCATIONAL ACTIVITY STUDENT GRANT RECIPIENTS

Prescription Drug Summit (cont.)

After discussions about the substance use interventions, students all came back together and participated in a facilitated discussion about core values and actionable levers of change that they would like to see incorporated for substance use interventions in the context of youth who are using prescription drugs. Suggestions were provided at different levels of policy and healthcare, ranging from university campuses and regional communities to provincial branches of government. The day ended with the event facilitators providing an overview of findings from focus groups that were recently carried out at Dalhousie. These focus groups were intended to obtain further information about contexts of prescription drug use among students, and the results of these groups are currently being written up by Jason and his colleagues for submission to a scientific journal.

Throughout the event, a graphic recorder (Mo) from the organization Brave Space was writing down themes and relevant points from all the discussions. Mo used this information to create an extremely informative and appealing graphic which summarized the event's take-home messages.

Interspersed throughout the busy day, students were provided with lunch and some tasty snacks. They also had the opportunity to record their thoughts about the presentations and discussions on white boards scattered throughout the room.

Overall, the event was a success! Thank you to CPA for supporting such an impactful endeavour!



KEN BOWERS STUDENT RESEARCH AWARD

The Ken Bowers Student Research Award was established to honour the enormous contributions of Dr. Ken Bowers (1937-1996) to the field of clinical psychology. Dr. Bowers is widely considered to have been one of the world's pre-eminent hypnosis researchers. In addition, he is renowned for his contributions to our understanding of personality, revolutionizing the trait-situation debate through his assertion of a situation-by-person interactional model. One of Dr. Bowers' last works was a highly influential paper on memory and repression that appeared in a 1996 volume of *Psychological Bulletin*. Dr. Bowers saw the philosophical foundations of inquiry as the common basis for both research and clinical practice. He was a consummate scientist-practitioner who devoted his career to the Department of Psychology at the University of Waterloo. The memory of his intellectual rigor and scholarship continues to shape UW's clinical training program.

The Ken Bowers Student Research Award is given by the Clinical Section to the student with the most meritorious research paper. This year we are excited to announce that we will be awarding two Ken Bowers Awards. **Any student who is a first author presenter at the upcoming CPA convention is invited to apply.** The winning submissions will be recognized with a certificate and \$500, and the students are invited to describe their work in the fall edition of the Clinical Section newsletter, *The Canadian Clinical Psychologist*.

To be eligible you must:

1. Be a student who is first author of a presentation that has been accepted in the Clinical Section at the upcoming CPA annual convention.
2. Submit a manuscript describing your research*
3. Be prepared to attend the Clinical Section business meeting at the convention, where the award will be presented
4. Be a member of the Clinical Section at the time of submission of your paper**

*The manuscript must include a title page and abstract, and must be either formatted for submission or have been submitted/published in a peer-reviewed journal within the past year (i.e., March 2020-2021). Please note: the manuscript need not be related to the CPA presentation. Manuscripts that do not conform to these criteria will not be reviewed.

The deadline for submission of applications is **May 3rd, 2021**. Submissions in either English or French should be sent by e-mail to the Clinical Section's Chair Elect, Dr. Brigitte Sabourin (bsabourin@hsc.mb.ca). If you have any questions about the submission process, please contact the Chair Elect by e-mail.

**If you are a CPA member but not a Clinical Section member contact membership@cpa.ca or 1-888-472-0657; if you are not a CPA member go to: <http://www.cpa.ca/clinical/membership/index.html> and be sure to indicate Clinical Section membership on your invoice.

Students can apply for both the Ken Bowers and the Student Convention Registration Award, but might only win one of these awards per year.

Experiences and learnings from professional psychology training partners during COVID-19 pandemic: Impacts, challenges, and opportunities.

Vina M. Goghari, Sara Hagstrom, Stewart Madon, & Karen Messer-Engel

The declaration of the coronavirus disease 2019 (COVID-19) pandemic in March 2020 has impacted all of society and had unprecedented, transformational effects on professional psychology training within just a few months. This review gathers knowledge from the leaders of three of the main training partners in Canada, the Canadian Council of Professional Psychology Programs (CCPPP), the Accreditation Panel of the Canadian Psychological Association, and the Association of Canadian Psychology Regulatory Organisations (ACPRO), as well as the Editor of Canadian Psychology. We share our experiences and learnings about the profound effect COVID-19 has had on academic programs, internships, accreditation, and regulatory functions. The review discusses the training pathway from student learner to licensed psychologist; the prominent educational, advocacy, and regulatory bodies associated with psychology training in Canada; pandemic-related challenges to training; an ethical decision-making framework developed for the Canadian context that may help in mitigating these challenges; the resulting guiding and aspirational principles for decision making during the pandemic; and personal examples of the pandemic's impact on our roles and affiliated organisations. Although the COVID-19 pandemic has created many challenges for professional training, the pandemic has also been a catalyst for change within the profession, encouraging expansion of tele-education and telehealth practices. The pandemic has encouraged enhanced communication within the whole training community, consensus-based ethical decision making, and has encouraged a focus on defining our professional priorities. The professional psychology training community has faced and will continue to face multifaceted and complex problems as a result of the pandemic. In the end, however, we hope to emerge from the COVID-19 pandemic as a more resilient, reflective, and cohesive professional psychology training community.

Full open-access article can be accessed at <https://psycnet.apa.org/fulltext/2020-57177-001.html>

Comment, Like and Share Power: Tackling the COVID-19 Pandemic with Informed Psychology Knowledge

Christina Pereira, HBSc (Toronto), Theodore Cheung, PhD Candidate (Toronto), MSc (CUHK), MSc (UCL) & @psy4covid team

@Psy4covid is a group of psychology graduate and undergraduate students/alumni from the University of Toronto with the goal of bringing awareness to the psychological and neurocognitive aspects of the COVID-19 pandemic. The COVID-19 pandemic has gripped the world by infecting millions, crippling the health care systems of many countries, and wreaking havoc on economic stability. Many people have been concerned about the physical manifestations of the virus, such as a dry cough, fever, and shortness of breath. However, much less attention has been directed towards the psychological and neurocognitive aspects of the virus and the current circumstances, such as cognitive deficits, panic, depressed mood, and how psychology may inform policy making. Our team is aiming to change this.

We have dedicated months since the start of the summer to examining the emerging psychological and neurological research findings related to the COVID-19 pandemic. Together, we have begun to summarize these findings onto our website (www.psy4covid.org), where we hope to make this new knowledge more accessible to the psychology community and the general public. The website is regularly updated as more research is published.

To reach a wider audience, we have also created a Twitter handle (@psy4covid). We believe this will be useful to reach a younger and wider audience. We plan to upload infographics and video blogs regularly to disseminate the relevant research findings in the upcoming months. If you are interested in keeping up with upcoming research, follow us and stay tuned.

We sincerely invite you to support our initiative by visiting our website and following our Twitter account. We welcome you to comment, like, and share the work we do with your colleagues and your friends on your social media. You can reach us through our email if you are interested in collaborations. We welcome eager volunteers who would like to join our team. By sticking together, we believe we can get through this difficult period.

E: psy4covid@gmail.com

T: @psy4covid

W: www.psy4covid.org

Understanding the Impact of Virtual Work on Employees Amid COVID-19

Justin Brass, The Sexual and Gender Diversity Research Lab, University of Guelph

With the emergence of COVID-19 times are changing and that includes how we are working. Specifically, the environment by which many employees work has had to adapt in order to start following worldwide safety protocols of social distancing and sanitization to help combat the spread of the 2019 virus. In an effort to limit contact between individuals as much as possible, this has resulted in many jobs in many fields becoming virtual (also known as ‘virtual work’ or ‘telework’). With this change, many questions are surfacing about how the civility dynamics between leaders and their followers will be impacted now that coworkers (and their supervisors) are communicating more predominantly through online platforms (and experiencing less face-to-face or in person communication). As the work environment changes, so too will the norms of civility in the office (i.e., how leaders are treating their employees). It is the purpose of this project to examine the experiences of followers within this virtual work environment as it relates to their experiences of civility/incivility and the implications of these changes on the participants’ relationships with their superiors amid COVID-19. These conclusions will be used to determine the level and presence of incivility in the virtual environment and how this may impact employee job burnout and workplace anxiety.

The importance of assessing these topics further is paramount, as research surrounding current work culture and leader to follower dynamics will be crucial for understanding the future of the impending online work environment that many of us are facing today. It is expected that this shift to virtual communications between leaders and their followers will create greater incivility within the relationship and in turn, promote greater job burnout and workplace anxiety as a result of COVID-19.



Ottawa River Psychology Group

The Ottawa River Psychology Group (ORPG) warmly welcomes applications from future team members who share a vision for professional psychology practice that brings out the best in clinicians, patients, and communities.

Located in the heart of Canada's capital of Ottawa, and with capacity to provide virtual services across Ontario, Ottawa River Psychology Group is practice that specializes in evidence based interventions in the third wave of psychotherapy (MBIs, CBT, ACT, CFT, Process-based CBT, Maudsley FBT) for adolescents, adults, couples and families.

We have an established collegial culture that supports teamwork, collaboration, inclusivity, empowerment, personal well-being, consultation, and mentoring/development of personal and professional qualities that lead to career satisfaction and professional flourishing.

We are currently seeking registered or registration-eligible psychologists or psychological associates from across Ontario who share our values and vision. We welcome practitioners who work in both English and French, and consider diverse backgrounds a strong asset.

Ottawa River Psychology Group offers:

- Nurturing and inclusive values-based team culture and work environment;
- Consistent and supportive connections with professional colleagues including
 - monthly grand rounds for professional education,
 - weekly supportive team meetings,
 - monthly peer case consultations,
 - annual team retreats and gatherings,
 - strong connections to community referral sources and
 - nourishing connections to international practice community
- Competitive pay;
- Full time administrative support;
- Consistent and established referral flow of professional clients;
- Supervision in clinical, counselling, health and performance psychology for adults and adolescents;
- Flexible scheduling and caseload;
- Electronic record keeping, scheduling and billing;
- Secure online video consultation for individual, group and professional webinar services;
- For associates in Ottawa/Gatineau) A convenient downtown Ottawa building with, fully furnished offices (available after COVID-19 distancing measures are lifted.)

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Ottawa River Psychology Group (continued)

We currently have several part-time and full-time opportunities for both autonomous and supervised psychologists and psychological associates. We are also able to offer opportunities to clinicians who are located across the province through virtual care.

We are looking for associates who:

- (Required)
 - Are registered or eligible for registration with the College of Psychologists of Ontario;
 - Share Ottawa River Psychology Group values including: collaboration, evidence-drive practice, professionalism, inclusivity, empowerment;
 - Have interest and/or experience in assessment and treatment with adults (required) and possibly experience working with couples, families, and adolescents (desired).
 - Have excellent interpersonal, teamwork, oral and written communication skills.

- (Desired)
 - From diverse backgrounds in age, race, ethnicity, language, culture, gender and sexual orientation;
 - Who share a personal and professional interest in mindfulness and compassion-based practices or other third wave psychotherapies ;
 - Who value membership in and contribution to wider professional communities;

Interested applicants are invited to submit email or letter and CV as attachments to our

Clinical Director/New Associates at info@ottawariverpsychology.com.

Kimberly Sogge PhD C.Psych
Registered Psychologist CPO #4531
Clinical Director