

The View from Here: Rural & Northern Perspectives

The View from Here:

Spring, 2015

Message From the Chair - Submitted by Dr. Cindy Hardy



Cindy.hardy@unbc.ca

Welcome to spring 2015! This issue of the newsletter is packed with contributions from our members. I hope you enjoy the read.

As we gear up for the convention I wish to thank all the members of the executive of the Rural and Northern Section for their contributions over the past year. Come June, the chair's role will be filled by Dr. Shelley Goodwin and I will move into the Past Chair role.

We will be looking to nominate a new Chair-Elect and I encourage you to consider putting your name forward.

This June also brings the departure of Dr. Karen Dyck who served the Rural and Northern Section as Chair and Past Chair for longer than she ever intended. We will miss you Karen.

We were fortunate to have two student representatives on the section executive this year. You can read about their experiences as psychologists in training in this issue of the newsletter. Student executive positions are for one year and for that reason we are seeking nominations of student members for next year's executive. If you are interested in putting your name forward and need more information please contact Alex or Natalie or myself to find out what the student positions are all about.

As this is my last column from the Chair's position I wish to thank Dr. Amanda Lints-Martindale, our newsletter editor, for her enthusiastic work on the newsletter. Amanda deserves an award for her extreme patience with me and my tardy submissions.

This year's conference program contains exciting contributions from our section members. Dr. Chris Mushquash from Lakehead University will talk about preparing students for work in rural northern Aboriginal communities (see details in this issue). Dr. Shelley Goodwin and others are presenting a symposium on the rewards and challenges of conducting psychological research in rural communities. There are also some posters describing exciting work being done by rural and northern psychologists.

Each year at the convention we award the North Star Award to the best student paper or poster. We have nominees for this year's convention and need judges. If you are available to serve as a judge and will be present to judge events scheduled for Saturday June 6 please let Dr. Shelley Goodwin know (slgoodwin@eastlink.ca).

On a closing note, I want to let you know about one of the roles the section executive fulfills that was not known to me before I became chair. Psychological colleagues from across the country who need a consult about professional matters approach the section for advice. Many of these colleagues are the only psychologist in their community and they reach out to the section for feedback on supervisory questions, ethical issues, and other professional matters. To all those who reached out in this way this past year, I thank you for helping the section enact its mission: *The purpose of the Rural and Northern Psychology Section is to support and enhance the practice of rural and northern psychology.*

I look forward to meeting you at the convention in June!

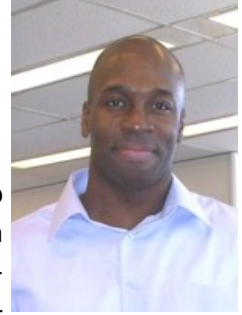
—Cindy Hardy

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Research Feature: Demographic and Job Satisfaction Predictors of Burnout Among Rural Therapists in Canada

Submitted by : Edmund Lundi



“...burnout is considered to contribute to the shortage of practitioners in rural, remote and northern communities...”

A comprehensive examination of demographic and job satisfaction predictors of burnout among rural mental health workers in western Canada was featured in this study. The purpose of this non-experimental, quantitative study was to examine how demographic and job satisfaction factors influence burnout among rural, remote and northern mental health providers. The rationale for this study was based on the belief that burnout is considered to contribute to the shortage of practitioners in rural, remote and northern communities, thus making it difficult for these communities to receive mental health services (Smith & Burton-Moss, 2009; Sprang Clark & Whitt-Woosely, 2007).

This study was considered to be significant given the number of articles that suggest that demographic and job satisfaction factors may influence rate of burnout (Bearse, Mc Minn, Seegobin, & Free, 2013; Hättinen, Kinnunen, Pekkonen, & Kalimo 2007; Matin, Kalali, & Anvari, 2012; Rupert, & Scaletta Kent, 2007; Senter, Morgan, Serna-McDonald, 2010). The significance of this study was also recognized since people possess unique characteristics and perspectives, it was believed that the findings from this research would provide evidence regarding the degree to which demographic and job satisfaction factors influence the rate of burnout among rural, remote and northern therapists. Lastly, it was also believed that this research would enhance our collective understanding concerning how individual character traits and beliefs regarding job satisfaction interact to predict burnout (Brannen, Johnson-Emberly, & Mc Grath, 2006; Wihak & Merali, 2007) .

In terms of examining the actual research, data were collected from 148 individuals who identified themselves as either being: psychologists, mental health practitioners, addiction counsellors, social workers, marriage counsellors, family support workers, case managers and supervisors. The participants were gainfully employed and live in the provinces of Alberta, British Columbia, Saskatchewan, Manitoba, and in the Yukon and Northwest Territories. The participants were asked to complete a demographic questionnaire, regarding their personal traits and characteristics, the Maslach Burnout Inventory: Human Services Survey, concerning their individual perception of job burnout (MBI HSS: Maslach, Jackson, & Leiter, 1996), and the Importance and Satisfaction of Job Dimensions Survey, concerning organizational factors related to job burnout (ISJD: Boothby & Clements, 2002).

The results from this study indicated that in terms of assessing the rate of burnout among this particular sample, the participants experienced higher rates of emotional exhaustion, lower rates of depersonalization, and a higher rate of personal accomplishment as defined by Maslach, Jackson & Leiter, (1996). It is important to note however that these particular findings did not actually indicate that this sample experienced overall burnout as defined by Maslach and her colleagues, where they

Predictors of Burnout continued...

characterize burnout as being representative of elevated emotional exhaustion, depersonalisation, and reduced personal accomplishment (Maslach, Jackson & Leiter, 1996).

In terms of assessing the job satisfaction results, satisfaction with personal meaning was found to be a significant variable that appeared to interact with emotional exhaustion, depersonalisation, and personal accomplishment. This fact is interesting where it may be suggested that perhaps more attention should be placed towards identifying intrinsic motivators (e.g., satisfaction with personal meaning) when assessing rate of burnout, as opposed to merely identifying notable demographic features, such as: gender, age, and ethnicity.

Equally stated when assessing the research findings, there was not strong evidence to suggest that the demographic factors actually predicted burnout, or that the demographic factors were strongly associated with therapist burnout. Again, some of the variables such as job title and personal meaning with satisfaction were found to be statistically significant, but none of the other demographic variables that were initially believed to be significant were actually in the end. To add further, it is interesting to note that after reviewing the elective response question, (Question 55), the participants' responses suggested that given the inherent differences found in each community, as well as the administration style, it appears that one's overall understanding regarding job burnout and job satisfaction was based on the relationship found within the social environment, as well as the prevailing social attitudes, values, and beliefs found in each of the respective communities. Interestingly, this finding is perhaps best explained by way of the person in the environment theory, or (biopsychosocial perspective) also known as Bronfenbrenner's Ecological Systems Theory.

In many respects, the research was found to be limited given the lack of diversity, and the large representation of female respondents, who were found to be well established and quite advanced in their professional careers. For this group in particular, it appeared as though these individuals appeared to be very much contented and settled in life, and they appeared to be quite knowledgeable in terms of managing their stress without experiencing additional difficulties or concerns. It was also duly noted that it was hard to generalize and state cause effect relationships given the correlation method.

In terms of the identifying the practical implications of this research, it was recognized that it was highly important to learn what is important for employees within the workplace. It was important to ask whether they believe that their values are in alignment with the employer, and whether their employers offer any incentives or other tangible benefits that may help to inspire them. As for employers, the practical implications of this research led to questions concerning whether they need to focus more attention on what their employees' value. They should also ask them what they can do in order to keep them motivated and inspired. Employers should also offer their employees various opportunities and concepts that will help them to continually develop, and remain engaged in their respective positions. In this regard, the focus on intrinsic motivators such

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Predictors of Burnout continued...

as job satisfaction, autonomy and personal meaning are seen as being significant, as this initiative may help grow capacity within the workplace. Lastly, for educators it is believed that they should promote alternative learning methods in order to increase the number of rural placements and internships. Educators should also offer courses via televideoconferencing and distance education, and invite guest speakers to talk to students about their experiences in the field, in order to help prepare students for realities that they may also experience.

In summary, it is clear that the degree of value that an individual assigns to their personal well-being, personal accomplishments, and quality of life appears to be as important, if not more than merely identifying specific correlations among personal demographics, job satisfaction and burnout. In addition to the aforementioned, it is also equally as important to observe the overall strength and direction of the interrelationships among predictors. Perhaps the logical extension of this research thereafter would involve taking a detailed look at moderators, in order to understand how and why external physical events take on internal psychological significance. This approach is considered to be incremental whereby the identification of intrinsic motivators is viewed as being both increasingly complex and necessary toward improving our collective knowledge in the area of therapist burnout. Ultimately, having the ability to be able to ask and eventually answer these questions regarding the role of intrinsic motivators will provide the foundation for the next level of research in this area.

In conclusion, it is proposed that the focus of any future research regarding therapist burnout should review the principal findings observed from longitudinal studies, again selecting specific job satisfaction variables and the potential association with personal meaning. It appears as though there is a multi-thematic discourse being observed; where the ultimate question being asked needs to address wherein lies one's happiness, and what factors determine where a person chooses to make his or her home? It is important to note to recognize that given this research, people make choices in the context of their circumstances, and it is also important to recognize that past experience impact, guide and affect the formation of beliefs, decisions and behavior.

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North Star Award Information

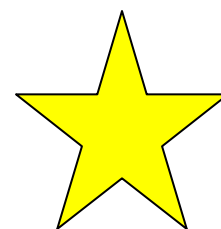
Are you a student member of the Rural and Northern section of CPA and presenting at the 2015 convention in Ottawa?

The **North Star Student Award** has been established by the Rural and Northern Psychology Section in 2008 to recognize the student with the most meritorious submission to the Rural and Northern Section of the CPA annual convention. Any student whose presentation/poster has been accepted into the Rural and Northern Psychology Section Program is encouraged to apply. There are two categories of competition: poster presentations and oral presentations (symposia, review, conversation sessions). One award will be available within each category. Students with multiple convention submissions across these categories may apply for the award in both categories. Winning submissions will be recognized with a certificate and a monetary award, presented during the section's annual business meeting (Friday June 6th). The student will also be invited to describe his/her work in the fall issue of the Rural and Northern Psychology Newsletter, *The View from Here: Perspectives on Northern and Rural Psychology*.

To be eligible for this award you must:

- Be first author of a presentation/poster that has been accepted into the Section Program at the annual CPA convention, and a student at the time you did the work described in the paper.
- Notify the Section Chair that you wish to be considered for this award.
- Be prepared to attend an award ceremony at the convention (awards will be presented during the section's Annual Business Meeting).
- Be a member of the Rural and Northern Psychology Section at the time of the submission.

Please contact Chair-Elect, Dr. Shelley Goodwin, **by e-mail (slgoodwin@eastlink.ca)** if you wish to be considered for this award or if you have any questions.



“The winning submission will be recognized with a certificate and monetary award.”

Training Feature: Pre-Doctoral Residency at Annapolis Valley Health

Submitted by Dr. Becky L. Churchill Keating, R. Psych.

Director of Clinical Training for Psychology Residency Program, Annapolis Valley Health

*“...excited to
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CPA
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The Pre-Doctoral Residency at Annapolis Valley Health has been offering generalist training to residents for over 20 years in scenic Annapolis Valley, Nova Scotia (about an hour Northwest of Halifax). We are excited to announce that we were successful in our application for CPA accreditation status in the 2012-2013 year.

We are the only residency program in the province of Nova Scotia that offers training across the life span. We are also the only program that offers training in rural and semi-rural settings (i.e., both Kings and Annapolis Counties). We have two primary sites: Kentville and Middleton. The Annapolis Valley is known for orchards, tides, and vineyards. There are a variety of cultural, sporting, and recreational activities including professional and community theatre, music, cinema, Acadia University varsity teams, downhill skiing, golf, and fine and casual dining.

Students can apply for a residency that focuses a full year on Child and Youth, a full year on Adult, or a full year divided between both clinics. All residents participate in a full year Assessment/Testing Seminar and weekly seminars. Our program teams up with the other accredited Residency programs in the province to offer six or seven seminars a year and peer support. Our Child and Youth program offers rotations in Mood/Anxiety Disorders and ADHD and Disruptive Behaviour Disorders. There are numerous elective experiences where residents can gain additional experience with Autism Spectrum Disorders, Developmental Assessments, Early Psychosis, and health concerns such as constipation and encopresis. Our Adult program offers rotations in Mood and Anxiety Disorders, Early Psychosis, Inpatient Psychiatry, and Training in Supervision (our site offers practicum experiences for Masters level Psychology students from Acadia University). In addition to rotation experiences residents carry a case load of clients that meet their training needs.

Our program offers numerous treatment groups and health promotion/prevention groups. There are also opportunities to offer psychoeducation presentations in the community at times. Residents have weekly protected time to work on their research or participate in program development/evaluation opportunities of interest.

We strive to be flexible to ensure that learning needs are met for our residents. Our supervisors are readily available as are other multidisciplinary members of the various teams for support and consultation.



Training feature continued...

Our residents generally have employment arranged prior to finishing residency training. Most have gone on to work in community mental health, hospitals, or University Counseling Centers. Some former residents are doing private practice as well. Feedback from previous residents has been great. Here's what some have had to say:

"AVH provided the absolute best internship experience I could ever have hoped for. Not only was I given ample opportunity to train in the areas of interest to me, but the support for research also allowed me to complete and defend my dissertation during my internship year. My only complaint now is that I really miss working there!!!"

"The team was absolutely great, and I felt welcomed there from day one. The experiences offered were broad and I feel that they prepared me well for entering the professional workforce."

"AVH offered a wide variety of breadth of training opportunities. It was an excellent learning environment with collaboration with supervisors, other disciplines, and good model of the psychology discipline within a work setting. "

For more information on this residency, please go to: [www.http://www.avdha.nshealth.ca/program-service/pre-doctoral-residency-psychology-program](http://www.avdha.nshealth.ca/program-service/pre-doctoral-residency-psychology-program) or contact Dr. Becky L. Churchill Keating, R. Psych.



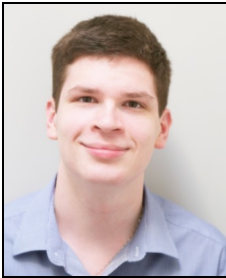
2015 CPA Rural and Northern Invited Lecturer - Dr. Chris Mushquash

The Rural and Northern section of CPA is pleased to announce Dr. Chris Mushquash as the invited lecturer at CPA's Annual Convention in Ottawa, Ontario, June 4-6 2015.

Abstract: Psychology as a discipline in Canada has been slow to respond to the unique needs of rural and northern dwelling people and the communities in which they live. Many rural and northern Aboriginal communities are underserved by psychologists while others get no service at all from psychologists. In this talk, Dr. Mushquash will draw on his research and clinical experience to answer questions such as: How can we train psychologists to better meet the needs of rural and northern Aboriginal people and communities? What can psychology students do to prepare for clinical and/or research work in rural and northern Aboriginal communities? Dr. Mushquash hopes to also foster a dialogue with trainees during his presentation in order to address the unique questions those preparing for rural and northern practice may have.

Bio: Dr. Mushquash is appointed to the Department of Psychology and the Division of Human Sciences at the Northern Ontario School of Medicine at Lakehead University. His clinical training emphasized the importance of understanding unique contexts and issues in service delivery to individuals living in rural and northern communities. Dr. Mushquash's research and clinical work focuses on culturally appropriate addiction and mental health assessment and intervention for First Nations people through partnership with First Nation communities and organizations. Dr. Mushquash won the CPA President's New Researcher Award in 2013.

A Week in the Life of an Undergraduate & Graduate Psychology Student



Alexander Pearson – Undergraduate Psychology Student

I am a second year undergraduate student in the Neuroscience and Scholar's Electives programs at Western University. The Scholar's Electives program is a highly competitive research program that accepts around 50 people each year. As part of this program, I am undertaking an independent research project under the supervision of Professor Jody Culham – similar to an honors thesis project, just that I do one each year starting in second year. The Culham Lab is interested in how vision is used for perception and to guide actions in human observers.

Monday

6:00 am - 11:30 am: Every morning, I wake up early to get a head start on my day. I have breakfast, go for a jog, take a shower, and try to get some work done before my first class.

11:30 am - 5:30 pm: Attend lectures and chemistry lab. Before my three hour lab, I have a one hour lunch break.

5:30 pm - 8:00 pm: My evenings are quite dynamic. I am involved with multiple student clubs and organizations, including: editor for the Western Undergraduate Psychology Journal, reviewer for the Western Student Research Conference, editor and writer for the Scholar's Showcase, a mentor for first year students through the Leadership and Mentorship Program (LAMP), member of the Western Psychology Association and Neuroscience Society, and Co-Director of Empowerment for UAEM Western. On evenings when I do not have club meetings, I go out with my friends for dinner and perhaps a movie (provided that we all have the time for it).

8:00 pm-11:00 pm: Doing coursework, working on assignments, preparing for labs, and preparing for exams.

Tuesday

6:00 am - 8:00 am: Breakfast, jog, shower and commute to BMI.

8:00 am - 5:00 pm: I have no classes on Tuesdays, so I am able to spend most of my day in the lab working on my research project (testing participants and analyzing data) and interacting with colleagues.

5:00 pm – 8:00 pm: Extracurriculars, dinner, spending time with friends, and doing schoolwork.

Wednesday

6:00 am - 9:30 am: As usual, I wake up early, have breakfast, go for my morning jog, and have a shower. If there is time, I also take a short nap before my first class.

9:30 am – 1:30 pm: Back to back lectures.

1:30 pm – 2:30 pm: LAMP office hours – answering questions of first year students.

2:30 pm – 6:00 pm: Doing coursework, working on assignments, preparing for labs, and preparing for exams. Working on research project.

6:00 pm – 11:00 pm: Extracurriculars, dinner, spending time with friends, and doing schoolwork.

Thursday

6:00 am – 10:30 pm: Breakfast, jog, shower and doing schoolwork.

10:30 am – 12:30 pm: Psychology research methods lab.

A Day in the Life of a Psychology Student Continued...

12:30 pm – 1:30 pm: Lunch and short nap before next class.

1:30 pm – 3:30 pm: Psychology research methods lecture.

3:30 pm – 6:00 pm: Doing coursework, working on assignments, preparing for labs, and preparing for exams. Working on research project.

6:00 pm – 11:00 pm: Extracurriculars, dinner, spending time with friends, and doing schoolwork.

Friday

6:00 am – 9:30 am: Breakfast, jog, shower and doing schoolwork.

9:30 am – 10:30 am: Neuroscience tutorial.

11:00 am – 12:00 pm: Culham Lab meeting.

12:30 pm – 1:30 pm: Attending lecture.

1:30 pm – 6:00 pm: Doing coursework, working on assignments, preparing for labs, and preparing for exams. Working on research project.

6:00 pm – 11:00 pm: Extracurriculars, dinner, spending time with friends, and doing schoolwork.

Natalie Frost – Graduate Psychology Student

I am a second year graduate student in the Clinical Psychology program at the University of Windsor. I find that this program is a wonderful combination of coursework, research, and clinical experience which you can see from my schedule...



Monday

9-10am: I start my week by holding office hours for the introductory psychology undergraduate class I assist with. Students meet with me to discuss upcoming and past assignments.

10-1pm I attend Cognitive Behavioural Therapy class. In this class we learn different techniques to use with our clients and review videos of our therapy sessions with our supervisor.

1-1:30pm Head to the graduate lounge to meet with classmates, discuss courses, and eat lunch.

1:30-4:30pm In Dr. Babb's lab I run participants for my Master's thesis. When participants arrive I perform a rapport building script with them prior to administering self-report measures.

Tuesday

8:30-11:30am I attend Developmental Psychopathology class where we learn about psychological disorders in childhood and how they develop.

11:30-1pm Stop for lunch in the lounge and relax on the couch. Walk over to the Psychological Services and Research Centre (PSRC) to prepare for one of my therapy clients. I review previous session notes, feedback from my supervisor, and print worksheets needed for the session.

1:00-2:15pm Before each session, clients complete measures about their current mood and functioning. I review the measures and then show the client to the therapy room. Because I am still in training, my therapy sessions are video taped so that my supervisor can review them. I then conduct a CBT-based therapy session with the client.

2:30-4:30pm Head back to the psychology building to run more participants for my study. I also talk with my research assistants about scoring and inputting the data we collect.

A Day in the Life of a Psychology Student Continued...

Wednesday

8:30-12pm I arrive at the PSRC to prepare the materials and test kits needed for a psychoeducational assessment. Once the child and their parent arrive, I administer self-report measures to the parent and the child comes with me to the assessment room. First I show them the two-way mirror and how my supervisor will be watching from behind it. I administer the WISC-IV with intermittent breaks to draw pictures.

12-1pm Attend CBT supervision with an upper-year graduate student. We review my therapy video and discuss the goals for the next session.

1-4pm Grab a quick lunch before attending my Biological Bases of Behaviour class. As one who does not have a strong neuroscience background, this course challenges me and allows me to learn about specific functions of the brain.

Thursday

8:30-9:30am Teach a lab to the introductory psychology students. Provide a presentation on course materials and administer in-lab group assignments.

9:30-12pm I review my therapy notes and session videos to prepare for my second therapy client. I then meet with my client at the PSRC for our weekly CBT-therapy session.

12-4pm Go to my research lab's meeting to discuss our research progress over lunch. Then I mark the group assignments from the morning's lab and run more participants for my study.

4-5pm Attend the monthly colloquium with faculty and fellow students. Most recently, Dr. Juan Pascual-Leone talked with us about motivation.

Friday

8:30-4pm Prepare for another assessment day at the PSRC. I administer the WIAT-III and self-report measures. I take a quick lunch before scoring the tests and forming a rough case conceptualization. Afterwards I head home, catch up on my favourite tv shows, and watch the beautiful sunset over the Detroit River from my balcony.

Editor's note:

Alex Pearson and Natalie Frost are student representatives with the Rural and Northern Section of CPA.

Graduate Training in Rural and Northern Psychological Practice

Submitted by: Gregory K. Tippin, M.A., Ph.D. Student, Department of Psychology, Lakehead University, **Alexandra S. Kruse, M.A., Ph.D. Student,** Department of Psychology, Lakehead University, & **Christopher J. Mushquash, Ph.D., C.Psych. (Supervised Practice),** Department of Psychology, Lakehead University, and Northern Ontario School of Medicine

Cultural considerations, and other aspects of demographic diversity, are essential components to competency in evidence-based psychological practice (Dozois et al., 2014). Indeed, demographic considerations have been recognized as representing a growing ethical responsibility; a draft of the upcoming fourth revision of the Canadian Code of Ethics for Psychologists (Canadian Psychological Association [CPA], 2015) features 20 new references to culture specifically, evidencing the increased immersion of these considerations throughout guidelines for ethical practice. Culture represents only one aspect of demographic diversity, which also includes religious affiliation, socioeconomic status, and area of residence (e. g., urban versus rural), among many others. These considerations are relevant to rural and northern practice, which is home to a very diverse client population spread across a vast geographic region.

Student training in demographic diversity is defined as a core standard for CPA accredited graduate psychology training programs (CPA, 2011). Consequently, students' graduate training should incorporate exposure to a range of demographic diversity. While coursework in diversity training is included in all CPA accredited training programs, there is no substitute for direct clinical experience working with demographically diverse client populations.

Working with clients from different demographic contexts is helpful in understanding cultural practices and determinants of health, while elucidating the limitations of competency. For example, completing a practicum placement with a First Nations service delivery organization provides exposure to the traditions of First Nations groups in the area, including cultural and health teachings from Elders and opportunities to participate in traditional ceremonies (e.g., sweat lodges, smudging). These experiences may help students provide more client-centred practice, while recognizing the need for referral to cultural services, when appropriate and desired by the client. Furthermore, non-First Nations individuals working in a First Nations service delivery setting are likely to enter with preconceptions that are likely to be challenged and recognized as overly simplistic. Awareness and critical self-reflection are key toward developing more nuanced and flexible approaches to clients' demographic diversity, and essential in appropriate examination of biases.

Clinical experiences with a rural and northern focus assist in developing an appreciation for both the subtle and profound influence that geography and diversity have on mental health. The symptom experience described by many clients in rural and northern settings can be incongruent with DSM-5 (American Psychiatric Association, 2013) diagnostic guidelines, which may result in subthreshold symptoms that cut across a variety of disorders. The diagnostic categories that we try to fit clients in have

“Clinical experiences with a rural and northern focus assist in developing an appreciation for both the subtle and profound influence that geography and diversity have on mental health.”

Graduate Training Continued...

not been validated with rural and northern populations and, consequently, may have less utility in rural and northern settings. In practice, these shortcomings teach students to continuously generate and critically appraise clinical interpretations, and to strive to contextualize clients' symptom presentations within diversity considerations. For example, several behaviours that are culturally-appropriate for a First-Nations client when interacting with health professionals (e.g., diminished eye contact, limited range of affect) may be easily misconstrued as representative of psychopathology (e.g., depressive mood) if not appropriately contextualized. Further complicating the matter, behaviours that are commonly associated with a particular cultural group (as above) are likely not generalizable to all clients with that cultural background. For example, behaviours can present differently for clients born and raised in an urban centre (e.g., Thunder Bay) when compared to a rural or northern centre (e.g., Sioux Lookout), or with little exposure to cultural traditions and norms. This experience helps to emphasize the importance of continuous hypothesis testing and revision in clinical practice.

Training in rural and northern contexts also presents challenges when striving toward evidence based psychological practice. The majority of research in nosology, assessment, and effective and efficacious treatments for mental disorder stems from samples that are not representative of many clients residing in rural and northern cities and communities. When working in these settings, these shortcomings question much of the evidence base for psychological practice, notably the use of treatments designated as "empirically-supported." When tailoring evidence-based treatment for a client's presenting symptoms, we turn to the literature to inform our intervention; however this literature may be less helpful and informative in rural and northern client populations and treatment settings.

Training in Northwestern Ontario offers students an unmatched experience in the assessment and treatment of demographically diverse clients. Engaging with a diverse clientele is essential for exploring limits of competency, understanding cultural practices, conceptualizing differing symptom presentations, and developing an appreciation for differing definitions of mental health and wellbeing. While challenging for students, these demands play an important role in shaping the flexibility of developing clinicians, which has relevance across service contexts. Lakehead University is set in Thunder Bay, which is the largest city in Northwestern Ontario, and a major service centre for many surrounding rural and remote communities. This setting presents students with a variety of unique opportunities and challenges serving clients across a wide range of demographic diversity.

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Save the Date for these Exciting Events!

CPA's 76th Annual Convention will be held in Ottawa, Ont. From June 4-6, 2015. For more information, please go to: <http://www.cpa.ca/Convention>. We look forward to seeing you there!

Editor's Comments

Submitted by Dr. Amanda Lints-Martindale, C. Psych.



Greetings! I hope that you have enjoyed this issue of The View from Here—our Rural and Northern Newsletter. I'd like to thank the executive of the Rural and Northern section for their continued support of this publication. I would also like to express my sincere appreciation to all of our contributors for the high-quality submissions—there wouldn't be a newsletter without you! If you have not yet contributed to *The View From Here* and would like to, please contact me directly at lintsmar@cc.umanitoba.ca. Submissions can also be forwarded to our chair, Dr. Cindy Hardy and chair-elect, Dr. Shelley Goodwin. Please remember that submissions can include an article for our regular feature of "a week/day in the life of a rural/northern psychologist", research findings, information on upcoming training and conference opportunities, articles on the experience/challenges of rural/northern practice, photos, ethical dilemmas/considerations, and any other topic related to rural and northern psychology in Canada.

I look forward to hearing from you!

The Newsletter is produced by the Rural and Northern Section of the Canadian Psychological Association (CPA) and is distributed to members of the Section. The purpose of the Rural and Northern Section is to support and enhance the practice of rural and northern psychology. The goals of the section are: 1) Establish a network of professionals interested in the areas of rural and northern psychology (this may include individuals currently practicing in rural/northern areas of those with an interest in this area), 2) Enhance professional connectedness by facilitating linkages between rural and northern practitioners, 3) Distribute information relevant to the practice of rural and northern psychology, 4) Provide a forum to discuss practice issues unique to this specialty, and 5) Introduce students and new or interested psychologists to rural and northern practice.

The opinions expressed in this newsletter are strictly those of the authors and do not necessarily reflect the opinions of the Canadian Psychological Association, its officers, directors, or employees.

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