



Canadian Council of Professional Psychology Programs
Conseil canadien des programmes de psychologie professionnelle

CCPPP NEWSLETTER

2012 CCPPP Pre-Convention Workshop

Wednesday June 13, 2012

**BEST PRACTICE FOR ASSESSING AND GIVING FEEDBACK ABOUT
PROFESSIONAL COMPETENCIES FOR TRAINEES**

Drs. George Hurley and Olga Heath, Memorial University
Dr. Pierre Ritchie, University of Ottawa

2011-2012 Executive

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TABLE OF CONTENTS

President’s Message	3
2011 CCCPP Pre-Convention Workshop	5
Call for Nominations: CCCPP President-Elect	5
News from APPIC	6
APPIC 2012 Conference in Arizona	7
CCCPP Website and Listserv	7
Executive Farewells & Welcomes	8
CCCPP Post-Match Service	8
Notice of 2011 Annual General Meeting	8
CCCPP 2011 AWARD OF EXCELLENCE	9
From the Desk of the Past-President	10
Introducing a new Clinical Psychology Internship in St. John’s	11



President's Message

Dr. Mike Teschuk

Just as the cool weather starts to descend upon me here in Winnipeg, my thoughts turn to warmer days ahead: the APPIC Conference in Tempe, Arizona in April (see announcement on page 7) and, of course, the CPA Convention in Halifax next June. I hope you'll join us for our Pre-Convention Workshop on June, 13, 2012. Dr. George Hurley, our President-Elect, is putting together an excellent program (see his article on page 5).

For me, the CCPPP Preconvention Workshop is always a highlight of the convention. The workshop allows for excellent continuing education on issues of relevance to the training community, and then the remainder of the day is spent at our AGM where you get to discuss and hear what's on the minds of Training Directors (internship and grad programs) across the country. Plus, where else can you get a day's worth of education and stimulating conversation (including lunch) for less than a hundred bucks! Thank you to our ongoing support from the folks at Taylor Study Method (an online system for EPPP preparation) for sponsoring our Pre-Convention Workshop and helping us to keep costs down for the membership. I would like to take this opportunity to thank the presenter's (and my co-facilitator, Dr. Sandra Clark) from our workshop at last year's CPA Convention, and to give those of you not in attendance a brief synopsis of our discussion.

During the first half of the workshop, Drs. Ian Nicholson (London Health Sciences Centre) and Dale Stack (Concordia University), and Ms. Jessica Dere (grad student from Concordia) presented on the topic of "Internship Selection and Graduate Student Preparation". Both Nicholson and Stack, with consensus following from audience members, made strong arguments that an overemphasis on having internship applicants accrue greater and greater numbers of total practicum hours in order to increase their "perceived competitiveness for the match" is detrimental to all. From Nicholson's perspective as a

former long-time internship Training Director, those ranking applicants are often (or should be) most concerned with the "goodness of fit" between applicant and internship. Nicholson also argued that dissertation progress should be elevated as an important criterion upon which potential interns are evaluated. All were in agreement that students who defend their dissertations prior to beginning internship, or at least have a draft completed, are in a much better position to 1) enjoy their internship experience more, 2) get more out of their training experience, and 3) compete for jobs immediately upon internship completion. Stack added that an increase in face to face hours without adequate supervision certainly will not lead to improved competency or preparation for internship, not to mention the implications that such actions have on increasing students' time to completion. Nicholson further referenced the Guiding Principles in Internship Preparation and Selection, a consensus document produced by CCPPP back in 2007 and available under the Student Resources Section of our website. The guidelines outlined in this document continue to be consistent with CPA's most recent 5th revision (2011) Accreditation Standards. Six hundred hours of practicum experience (with greater elaboration of types of hours outlined in the Accreditation Standards) are required as a minimum to apply for internship. However, the consensus continues to suggest that students should aim for "1,000 hours (and no more) of wisely chosen practicum experience in order to attain sufficient breadth and depth" of experience in preparation for internship. During our workshop last June, both Stack and Dere speculated that there may be an emerging tendency for internship programs to employ more implicit expectations regarding required "face to face" hours, or "cut-off points" in total hours (especially at the stage of "screening" applications to decide who will be invited to interview). Dere presented some data from her group's informal survey of Canadian internship and grad program brochures and websites regarding programs' explicit statements about practicum hour requirements. There appears to be considerable variability in what sites list as their requirements, or whether they list requirements at all. The main take-home point from our first session was a call to internship sites to clarify and make explicit their expectations. In a nutshell: Is there still a consensus about what constitutes adequate preparation for internship? The challenge posed to internship Training Directors was to review their published materials and, as much as possible, make explicit the expectations that they have in the internship applicant selection process. More generally, the entire discussion raises

for me the value of such collaborative dialogue between graduate and internship programs.

During the second half of the workshop, we had presentations from Drs. Bob McIlwraith (University of Manitoba/Winnipeg Regional Health Authority) and Susan Jerrott (IWK Health Centre), in addition to Ms. Teresa Dever Fitzgerald (grad student from U of Regina). The focus of the discussion was on “Core Training and Curriculum” in graduate school and internship. McIlwraith got things started with an argument in favour of increased choice for students interested in a career in professional psychology. McIlwraith outlined his own department’s proposal for a Clinical Psychology Psy.D. within an inter-professional health care environment. The presentation included an outline of the type of curriculum that McIlwraith’s group sees as meeting the needs of the future workforce of professional psychologists which he contrasted with the more traditional research-intensive focus designed to train students for academic-research positions. Jerrott presented from the perspective of a residency director on the core competencies and clinical skills that are required for a successful internship year. Jerrott reasoned that graduate programs must take responsibility for ensuring that their students possess adequate core clinical skills and breadth of training, along with sufficient dissertation progress prior to “releasing” them for the internship application process. Internship, Jerrott argued, is the place for students to develop depth in more specialized areas of practice. She added that more attention needs to be paid to supervision training (especially evidence-based clinical supervision)—ideally with the research being covered during graduate school and then opportunities to “practice” supervision under supervision occurring during internship. Our workshop concluded with a presentation from our CCPPP Student Liaison, Theresa Dever Fitzgerald. She spoke from the perspective of a student who had gone through her graduate program and was in the final stages of her internship. The value of generalist training during early grad school was a central point in her presentation, along with her recognition of the challenge that students face (and need for mentorship) regarding decisions about when and how much to specialize during their training. She also raised the challenging issue of expectations for research in graduate school and, more specifically, the variability in what constitutes a doctoral dissertation.

Our goal in organizing this particular format for our pre-convention workshop was twofold: to engage our membership in a lively debate, as well as to assist the CCPPP Executive to formulate a strategic direction

for the coming year. To this end, we have assembled two work groups. The first is tasked with addressing the issue of expectations for internship readiness. Two goals for this group will be to determine how CCPPP can help to clarify the “true” criteria that internships are using to evaluate applicants and to determine an optimal means towards helping internships to make explicit these criteria, and to facilitate a consensus from internships and grad programs about what constitutes “readiness” (both in terms of competencies and practicum hours, and dissertation status). Rupal Bonli and Christophe Surette, two of our Members at Large, will chair this work group. Any colleagues in the training community interested in joining this work group should contact either of the Chairs. We would welcome greater input from the community as a whole in tackling these important issues.

The second workgroup, chaired by myself and George Hurley, will look at the role that CCPPP may play in helping to increase internship sites and positions. Much of the concern about increasing practicum hour expectations is being driven by anxiety around not matching for internship. Careful analysis of the internship match data over the past several years suggests that we really need to get a handle, from a Canadian perspective, on where unmatched students are going. The sense is that there are likely informal and unaccredited internships that are accommodating these students. Our second work group will be tasked with identifying these groups and then helping to understand the barriers that they face to becoming accredited and fully “on-board” within our training community. As in our first work group, George and I would welcome any colleagues across the country with an interest or experience with this issue to join us in tackling this important issue.



From left to right: McIlwraith, Stack, Nicholson, Clark, Teschuk, Dever-Fitzgerald, and Jerrott (missing: Jessica Dere), presenters and moderators for the 2011 Pre-convention workshop.



**2012 CCPPP
Pre-convention Workshop
June 13, 2012
Halifax, Nova Scotia**

**Dr. George Hurley
President-Elect**

**Best Practice for Assessing and Giving
Feedback about Professional
Competencies for Trainees**

This workshop is intended for training directors or those involved in training at both doctoral professional psychology programs and internship/residency sites. Most participants will have active responsibility for assessing professional and interprofessional competencies of students/trainees as well as for providing progress feedback on competency development. During this workshop, we will:

1. Review the basics of competency models in professional psychology and interprofessional collaboration. For example, the Canadian Interprofessional Health Collaborative (CIHC) National Interprofessional Competency Framework and its application in professional psychology training will be reviewed.
2. Review recent methods and recommendations regarding assessing professional psychology and interprofessional competencies.
3. Review typical scenarios/barriers that might be encountered with students who are not meeting competency criteria and how to manage these situations.

Participants will:

1. Develop familiarity with current models and methods of assessment of psychology specific and interprofessional competencies.
2. Learn practical methods for assessing competency levels.

3. Learn strategies for dealing with barriers and failure to attain appropriate competency levels for trainees.

Presenters will be: Drs. George Hurley and Olga Heath, Memorial University and Dr. Pierre Ritchie, University of Ottawa

Timetable for the Day:

8:30	Registration and continental breakfast
9:00-10:30	Workshop
10:30-11:00	Coffee Break
11-1:00	Workshop
1:00-2:30	Lunch (included in workshop price)
2:30-5:00	CCPPP AGM
5:00-6:00	CCPPP Wine and Cheese Reception

Total CE (direct instructional time) will be 3.5 hrs.

For 2012 CPA Convention registration, and more information on the national convention, please go to: <http://www.cpa.ca/convention/>



CALL FOR NOMINATIONS:

CCPPP President-Elect

Help us to replace our baby Orangutan on page 1 of this newsletter with your name! CCPPP invites nominations, including self-nominations, for the Executive Council position of President-Elect. Additional positions on the Executive will also likely need to be filled for the upcoming year. Please consider volunteering your time and expertise. For further information or to forward a nomination, please contact current president, Dr. Mike Teschuk, at mteschuk@hsc.mb.ca . Nominations will be accepted up until the AGM.





News from APPIC

2011-2012 AAPI Online Enhancements

Applicant Portal Changes

Locating the Essays

On the "Essay List" page added text to tell the applicant they need to click "Add New Entry".

Viewing the Applicant PDF

The site specific PDF will be available to the applicant after all the required section of the application has been filled out. This PDF would have Essays, Cover Letters, CV's, reference Information, List of supplements applied to this site along with their core application.

Character Limit on Essays

We have removed the 4000 character limit text from the essays section.

Submission Process

To avoid confusion, we have changed all "submit" buttons to read "next", with the exception of the final button. We have also added some instructional text boxes.

Designating Tracks

Applicant will be able to apply to as many tracks as required. All sites will list at least one track - to be consistent. Additionally, track-choice ability will be added to designation lookup.

Essays and Cover Letters

Currently Essays and Cover Letters are text boxes. This will be change to a "Rich Text Box" to allow for more options elegance.

Designation Status

The heading label has been changed from "Date Designated" to "Date paid".

E-submission Notification

An email notification will be sent to the applicant every time they submit to a new site.

Application Control Questions

We've added a verification box that is initiated by the student to be sure the section is complete.

Previous Colleges Attended

The previous colleges attended has been split into two blocks- Graduate and Undergraduate. Furthermore, the label has been changed from "Previous Colleges Attended" to "Other Colleges Attended".

Internship Designation Search

We have added a search text box on the "designation page" where the applicants can search for a site by entering the name.

Cumulative GPA

An optional field has been added to the Current Graduate Program Information section to allow for the applicants cumulative GPA.

Current Graduate Programs

Scholar-Practitioner has been added to the current graduate program types.

References

All four reference fields are required to be filled. However, references three and four will have "No Third Reference" and "No Fourth Reference" as options if a third and fourth are not required.

DCT Portal Changes

DCT Popup for negative Response

When a DCT indicates a negative response to a question, a dialogue box will warn them that they are about to answer "no/yes" and they will need to verify their response.

Excel Report on DCT Portal

A report indication all of the DCT's applicants along with the sites they have applied to will be available to the DCT on the portal.

DCT Signature

Originally the DCT's signature had to be identical to the signature that the applicant provided. This would sometimes create a problem when an extra space was added etc. We have initiated a code change to eliminate this problem.

Applicant Demographic Information

This information will pre-populate into the DCT portal so that the DCT will not have to re-enter it.



CCPPPP Website & Listserv

Dr. Sandra Clark

Selection Portal Changes

Moved where the tracks were located

Previously tracks were located in a section called status; currently they are broken out into a sub menu on the summary page called program/tags

Comments are hard to view

Comments sections are on the summary page with a history of all comments made

Add a way to distinguish tagged applicants from other applicants

Once an applicant is tagged there will be a tag symbol next to this applicant's name

At a glance see why an applicant is submitted

Broke out the reference and transcript tab in the summary page, and provided tickers to identify what is missing



APPIC 2012 Conference

“Quality Training = Quality Psychologists”

April 26-28, 2012
Tempe Mission Palms Hotel
Tempe, Arizona

For more information:

<http://www.appic.org/About-APPIC/APPIC-2012-Membership-Conference>



Our new website is working well, although there are still some areas and documentation that need updating including our French translation which we are working on. We continue to work on ensuring we have updated information from programs in order to provide the most accurate information for students and others accessing our website. As a reminder, when you submit change of training director information, please be sure to include the name and e-mail address of the outgoing training director. As everyone is aware, we have had several challenges with our list serve this fall. The problems are largely related to the very old “host” server. This will be a topic of discussion for the executive at their mid-winter meeting in order to provide suggestions (and potential costs) for upgrading our list serve to be presented at the 2012 AGM.

As a reminder:

You can post a message directly to the list serve using ccppp-list@ccppp.ca, but you must be a TD or DCT member that is identified by the list serve members list. You can also set your e-mail to receive a digest option.

If you have a very large e-mail to send or want to include an attachment, please be sure to cc the Web Editor (sclark@cw.bc.ca) otherwise your e-mail will not go through. Although we discourage the use of attachments, for particularly relevant information for the membership as a whole, these can be forwarded by the Web Editor.

If you have any questions about the website and/or list serve, please do not hesitate to contact me at sclark@cw.bc.ca



Farewells and Welcomes on the CCPPP Executive

The Executive would like to send our heartfelt thanks and best wishes to Josephine Tan (Past President) and Theresa Dever Fitzgerald (Student Liaison) who completed their terms on the Executive last June. Josephine was tireless and diligent in her three-year term as President-Elect, President, and Past-President. Her enthusiasm and positive energy was apparent in all of the work that she did on behalf of CCCPP. Theresa was a conscientious and effective student representative on the board. We wish her well as she embarks on what I'm sure will be a successful professional career as a clinical psychologist. We would also like to introduce to the membership two new faces to the CCCPP Executive team.

George Hurley, PhD, RPsych, is our new President-Elect. George brings a wealth of experience to CCCPP. He is a Professor and Residency Training Director at the University Counselling Centre, Memorial University of Newfoundland where he has been on the centre's faculty since 1980. His professional interests include program development, supervision, and outreach/consultation to the university and the community at large. Among other professional activities, Dr. Hurley is a past president of the Canadian Register of Health Service Providers in Psychology (CRHSPP), the US based National Register of Health Service Providers in Psychology (NR) and a past chair of the Section on Counselling Psychology, CPA.

Natasha Whitfield joins us as our new Student Liaison. Natasha is a fourth year Ph.D. student in the Clinical Developmental Psychology Program at York University. She earned her M. A. Degree at York University, and her Honours B. A. at the University of Windsor. Her main research interests lie in the study of parent-child relationships and social functioning, particularly in immigrant families.



CCPPP Post-Match Service Monday, March 26, 2012

CCPPP will continue to facilitate a Post-Match Service for any CCCPP members that may have unmatched students and unfilled internship positions after both the APPIC Phase I and Phase II Match are completed.

Information about the number of unmatched students, unfilled positions, contact information, and other relevant details should be forwarded to Dr. Ian Nicholson at Ian.Nicholson@LHSC.ON.CA at the conclusion of the Phase II Match (Monday, March 26, 2012). The Past President acts as an information channel to inform doctoral programs about unfilled positions so that unmatched students can inquire into those positions and follow through with an application if appropriate. Follow-up contacts are subsequently made with member programs that access the Post-Match service to determine the outcome.

Please note that the CCCPP Post-Match Service is restricted to CCCPP member programs (membership has its privileges!).

Notice of 2012 Annual General Meeting

The Annual General Meeting of the CCCPP will be held from 2:30 p.m. to 5:00 p.m. on June 13, 2012, at the Canadian Psychological Association Convention in Halifax, Nova Scotia (details to be announced).



2011 CCPPP Award of Excellence

Josephine Tan, Past President

Each year, the CCPPP invites nominations for the Award of Excellence in Professional Training (Internship) and the Award of Excellence in Professional Training (Academic) to acknowledge and celebrate outstanding contributions to professional training among our members. The nominations are carefully reviewed and considered by the CCPPP Award Selection Committee which this year consisted of Mr. Christophe Surette (Member-At-Large, Université de Moncton), Ms. Theresa Dever (Student Representative, University of Regina), and myself (Past-President, Lakehead University) who chaired the Committee. We received several impressive nominations which made the job of the Committee quite difficult. After careful deliberations, the Committee is extremely pleased to announce the winners.

Dr. Peter Henderson of the Ottawa Hospital Rehabilitation Centre is the winner of the 2011 Award of Excellence in Professional Training (Internship). The supporting materials accompanying the nominations submitted on his behalf underscored his exceptional mentorship style which was described as “developmentally flexible” to reflect his skill in balancing between ensuring a sense of safety and challenging his supervisees to exceed their comfort zone, to learn, and to excel. His sophisticated vision and understanding of training principles, development of new program model, and his strong interpersonal style were noted to have played a strong role in the successful CPA-APA accreditation of the training program. Characteristics such as commitment, kindness, mentorship, leadership, integrity, professionalism, and openness were descriptions applied to him in the letters that we received. Also mentioned were his contributions to professional training at the national level particularly in areas related to education, training, accreditation of programs and revisions of accreditation standards.

Dr. Janel Gauthier from Université Laval is the winner of the 2011 Award of Excellence in Professional Training (Academic). The letters of support that we received in his nomination pointed to his outstanding teaching and mentoring of students who have subsequently made significant contributions to the discipline and profession of psychology, to his

support for the integration of science and practice, and his impact in the education and training in professional psychology in Canada. His leadership role in the establishment of the Psy.D training model in Canada, his advocacy for CPA-only accreditation and mutual recognition with APA, and his involvement in continuing education for professional psychologists were highlighted. As well, he has served on provincial, national, and international psychological associations in key and leadership capacities, one of which recently resulted in the development of the Universal Declaration of Ethical Principles for Psychologists which was adopted by the IUPsyS and IAAP in 2008. He is highly published and has contributed widely to the discipline through service on editorial boards and review systems for journals and research funding agencies.

Through the CCPPP Award of Excellence, we acknowledge and honor the richness and significance of the contributions of Dr. Henderson and Dr. Gauthier to professional training in Canada. We extend our sincere congratulations to both of them. I would also like to take this opportunity to thank Mr. Surette and Ms. Dever for their substantial time and work on the Award Selection Committee, and for being able to work so efficiently despite the geographical distance and time zone difference between them.



From left to right: Surette, Henderson, Gauthier, Tan, and Dever-Fitzgerald; presentation of the CCPPP Awards of Excellence at the 2011 AGM.





From the desk of the Past-President

Dr. Ian Nicholson

Regionalization of Interviews

Just a reminder for those of you who were at the meeting in June (and an update for those who weren't), the motion passed at the meeting to support voluntary staggered interview dates for Canadian internship programmes:

1. Internships in Western Canada (Thunder Bay and west) will try to schedule their interviews in the first two weeks of January.
2. Internships in the rest of Ontario will try to schedule interviews in the middle two weeks of January.
3. Internship sites in Quebec and Atlantic Canada will try to schedule their interviews in the last two weeks of January.
4. The west to east pattern will reverse in alternate years.

These guidelines are nonbinding, but CCPPP hopes to work towards a national model to assist our students during this expensive process.

Awards for Excellence in Professional Training: Call for Nominations

The CCPPP is accepting nominations for two Awards of Excellence—one in Internship Training, and the other in Academic Training. CCPPP celebrates on an annual basis our CCPPP colleagues who have made outstanding contributions to the professional training of graduate students and/or interns. Please forward nominations for these awards to Ian.Nicholson@lhsc.on.ca. If you have any questions, please do not hesitate to contact me.

APA Leadership Conference

CCPPP was invited to attend the 2011 American Psychological Association's Education Leadership Conference in September of this year. Held in Washington, this four day conference focused on "Interdisciplinary and Interprofessional Teaching, Research, and Practice". In addition to APA

governance members and division representatives, participants at the conference included representatives from over 25 organizations external to APA that are concerned with education and training in psychology.

The conference identified and discussed the opportunities and challenges ahead for the profession. Issues addressed included creating collaborative partnerships and projects, implications for our future as a discipline, training students for interdisciplinary careers and psychology's role in interdisciplinary teaching and learning. They also explored technologies for increasing collaboration and working to identify core competencies for interprofessional practice. It was particularly positive to see the work from the University of Toronto on Interprofessional Clinical Collaboration repeatedly referenced as a strong standard that could be followed.

Copies of the presentations from this year's conference are available to download at: <http://www.apa.org/ed/governance/elc/2011/materials.aspx>. The APA Monitor article on the conference can be found at: <http://www.apa.org/monitor/2011/09/soe.aspx>

CCTC Liaison Activities

In November, CCPPP attended the fall meeting of the Council of Chairs of Training Councils (CCTC). The mission of CCTC is to provide a forum for communication among the doctoral, internship, and postdoctoral training associations in psychology. CCTC promotes discussion of professional education of psychologists, develops recommendations to be reviewed and possibly implemented by member organizations, encourages communication between CCTC members and associated organizations, and provides comment to the Board of Educational Affairs (BEA), the Committee on Accreditation (CoA), and other APA Boards and Committees on relevant issues. CCPPP is the only Canadian member organization of 16 member organizations and 7 liaison organizations. They meet twice per year.

There are two items of particular interest for us at CCPPP. First, there is continuing work on trying to reduce the emphasis on hours for training. One initiative that is being looked at is the possible adoption of the CCPPP standard letters of reference (or a variant of it) as part of the required AAPI for all APPIC applications. There was considerable discussion on the value of the CCPPP initiative and a number of questions asked of CCPPP on how the letters were working.

Second, and this is part of an on-going initiative that started this spring, there is a substantive push to have all training of professional psychologists be from accredited psychology programs and internships. At its March 2011 meeting, the American Psychological Association's Board of Educational Affairs (BEA) discussed a number of issues related to professional education and training and approved the statement below as a next step in addressing concerns. This statement was based, in good part, on the discussions from the March 2011 CCTC meeting.

*To prepare competent psychologists to participate in the health care arena, BEA affirms that health service psychologists (HSPs) must be trained in APA/CPA accredited doctoral and APA/CPA accredited internship programs.

*BEA also affirms that graduation from an APA/CPA accredited doctoral and APA/CPA internship training program must be a prerequisite for licensure for independent practice as health service psychologists.

*BEA will work on capacity building initiatives to support development of APA accredited internship programs to address the internship imbalance and improve access to APA accredited internships for students in APA accredited doctoral programs. This capacity building is especially important where APA accredited internships have not been common.

*BEA looks forward to working with the Board of Professional Affairs (BPA), the Committee for the Advancement of Professional Practice (CAPP), the Association of State and Provincial Psychology Boards (ASPPB) and the Council of Chairs of Training Councils (CCTC) to advance these initiatives in order to assure quality in education and training, expand funding for education and training, and ensure the inclusion of psychology in the evolving health care environment.

*BEA encourages the CoA to consider developing procedures for a time-limited provisional status under the auspices of APA accreditation that fosters development of emerging programs.

CCTC is advocating currently with APA to require all internships to be accredited for them to be allowed by accredited doctoral programs. It is recognized that this will have a serious impact on the short-term availability on an already limited resource (particularly in School Psychology in the US). However, they are also advocating for APA to develop a form of "provisional" accreditation that might be more attainable by many internships in the

short term. There was also a strong sense at the meeting, as discussed in a recent Training and Education in Professional Psychology article by Rob Hatcher ("The Internship Supply as a Common-Pool Resource: A Pathway to Managing the Imbalance Problem"), that the doctoral programs need to take more responsibility for "managing the resource" of the limited supply of internships.

It was pointed out by CCPPP that the discussions, and materials written to date, do not reflect the fact that Canadian professional psychology training programs are not covered by many of these organizations, that changes to the APA's Committee on Accreditation policies and procedures are not binding for CPA accredited programs, and that the APA BEA does not bind the CPA Education Directorate. There does not appear to have been any communication, prior to the fall meeting, with CPA.

CCPPP discussed these issues recently with Dr. Tiessen, the Canadian Psychological Association's Education Directorate (who is also the Registrar, Accreditation) to ensure that CPA is aware of these initiatives and can become involved in the discussions.

While an exciting discussion, it is important that CCPPP maintain an active voice to ensure that what develops is equally viable in Canada, consistent with our organizations, our accreditation standards, and our legal requirements.



Introducing a New Clinical Psychology Internship in St. John's

Dr. Heather Sheppard, Provincial Coordinator of Clinical Training, Psychology, Eastern Health, St. John's, NL.

Eastern Health, the largest regional health authority in Newfoundland and Labrador, is pleased to announce the establishment of a Clinical Psychology Internship Program. Eastern Health, including the provincial capital city of St. John's, serves a regional population of more than 290,000, and offers the full continuum of health and community services, including public health, long-term care, community services, hospital care and unique provincial programs and services. In

addition to its regional responsibilities, Eastern Health provides a range of provincial specialized tertiary services through both its academic healthcare facilities and provincial programs. We partner with Memorial University of Newfoundland in a number of research and education initiatives, including a number of health professions.

Our pre-doctoral internship program endorses the scholar-practitioner training model. Two streams are available: Adult Stream (2 interns) and Child and Adolescent Stream (2 interns). Training in the core competencies is accomplished through an individualized training program consisting of required and optional rotations. Primary required rotations are within outpatient mental health programs, with additional required assessment rotations through adult neuropsychology or child rehabilitation programs. As well, Eastern Health offers interns a wide complement of optional rotations, including opportunities to work with diverse populations (e.g., clients with eating disorders) and therapeutic orientations (e.g., family therapy; group therapy). The annual stipend is \$30,000, and benefits include health insurance and vacation, educational, and sick leave.

The internship program is starting its inaugural year and will welcome the first group of students in September 2012. The program is designed to meet all of the requirements for accreditation by the Canadian Psychological Association (pending application and approval). We welcome inquiries about our program from academic training directors and interested students. Additional information can be found at:

<http://www.easternhealth.ca/Professionals.aspx?d=1&id=726&p=81>