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

CCPPP NEWSLETTER

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2008-2009 Executive

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President's Message

Dr. Nicola P. Wright

June and CPA are upon us and my term as President of CCPPP is coming to a close. We welcome Dr. Josephine Tan who will be stepping into the President role in June at CPA. It has been a fabulous year with CCPPP, particularly in my role with the Council of Chairs of Training Councils (CCTC) and preparations for the Joint Conference of Training Councils in Psychology in Orlando in 2010. As part of our contribution, CCPPP developed the website for the conference. The link for the conference will be posted on the CCPPP list-serve once finalized. Stay tuned!

I really encourage those who are passionate about training to attend the CCTC Joint Conference. It will be a wonderful opportunity to meet with supervisors, supervisees, training directors, and those taking a leadership role in developing, implementing and evaluating psychology training programs.

In addition to the joint portions of the conference, each training council is allotting a day to a day and a half for internal meetings. Therefore, the executive of CCPPP will be holding their mid-winter meeting in Orlando in February 2010.

We close this year with the Pre-convention Workshop which focuses on competencies, supply, demand, mobility, and student issues. One of my particular passions in training is continued enhancement of the training process for students. This enhancement is facilitated through input from, and responsiveness to students/supervisee input and issues. One of the prominent themes

that arose in the student issues area was personal-professional balance, training expectations and the ethics of self-care. Discussions have included realistic training expectations, leave allotments, compensation time or condensed work schedules, flexibility based on individual needs, and support and mentorship around the ethics of self-care. We will be continuing these discussions at the Pre-convention Workshop, through CCPPP efforts, CCPPP conversation sessions at CPA and with ongoing responsiveness to our CCPPP student representative.

I would like to thank all of our members and our wonderful executive. Take it away Josephine!

Notice of Annual General Meeting

The Annual General Meeting of the CCPPP will be held from **3:00 p.m. to 5:30 p.m. on June 10, 2009**, at the Canadian Psychological Association Convention in Montreal, Quebec. All Welcome!!!

This meeting follows the CCPPP Pre-convention Workshop entitled, Professional Psychology Training Issues: Challenges, Conundrums and Constructive Solutions.



2009 CCPPP Pre-convention Workshop

**Dr. Josephine Tan,
President-Elect**

Montréal, Québec, June 10, 2009

This year's pre-convention workshop presents a truly unique opportunity for everyone who is involved in a clinical psychology program to come together for a comprehensive and integrated discussion about issues relevant to education and training (see below). Students, clinical and nonclinical academics, training supervisors, Clinical Directors, program administrators, and all relevant parties are encouraged to attend to share different perspectives and to learn from one another. The CCPPP annual general meeting will take place after the workshop, and is open to everyone. Please feel free to stay back and join us for the meeting.



Workshop # 3 CE CREDITS 4.5

Professional Psychology Training Issues: Challenges, Conundrums, and Constructive Solutions

Date: Wednesday, June 10, 2009
Time: 9:00 AM to 2:30 PM

(Refreshments at morning break and lunch provided)

Presenters:

Josephine C.H. Tan, Ph.D., Lakehead University
Nicola P. Wright, Ph.D., Royal Ottawa Health Care Group
Sandra L. Clark, Ph.D., B.C. Children's Hospital
Rebecca M.I. Mills, Ph.D., River Valley Health Fredericton
Robin Moszkowski, M.A., Children's Hospital of Eastern Ontario
Donald H. Saklofske, Ph.D., University of Calgary
Andrew J. Starzomski, Ph.D., East Coast Forensic Psychiatric Hospital
Nancy Link, Ph.D., O.I.S.E. / University of Toronto

CPA/AOPQ Members:	\$50.00
Student Affiliates and Student Non-Affiliates:	\$20.00
Non-Members:	\$60.00

The Canadian Council of Professional Psychology Programs (CCPPP) is pleased to host this workshop featuring three topics on graduate psychology training and internship/residency identified as important for discussion by the CCPPP pre-conference workshop attendees at the 2008 CPA: (a) **Competency and Benchmarks** will focus on the definition, development, and evaluation of competency areas, (b) **Student Issues** will focus on the topics/challenges faced by students and training programs, and the students' evolving needs, and (c) **Supply/Demand and Mobility Issues** will examine the imbalance between the supply and demand for accredited internship training sites. The workshop will begin with presentations on each topic by the CCPPP Executive Council, followed by separate work group discussions, and will culminate in an integration of ideas and plans of action developed from the groups. All individuals, especially students, interested in training

issues are welcomed. This is an excellent and unique opportunity for training directors, supervisors, students, faculty, administrators, and all interested parties to discuss current training matters.

The workshop is worth 4.5 Continuing Education Credits. It will run from 9:00-2:30 and will include health breaks and lunch. The CCPPP AGM will follow from 3:00-5:00 and is open to everyone. Registration is required only for the workshop.



CUDCP LIAISON REPORT

Dr. Josephine Tan

As CCPPP's liaison to the Council of University Directors of Clinical Psychology (CUDCP), I had the opportunity to attend CUDCP's recent midwinter meeting and participate on its listserv. This organization is the American counterpart of CCPPP with the exception that its members are Directors of academic programs. Its objective is to promote quality graduate education in clinical psychology and produce clinical psychologists who are competent in both research and practice.

CUDCP held its midwinter meeting in Albuquerque, New Mexico on January 15-18, 2009. The theme of the meeting was *The Missed Match and Related Dilemmas of Clinical Training*. I attended the meeting for only one day (16 January 2009) because of the relevance of the topics to CCPPP members. The highlights of these sessions are covered in this report.

One of the midwinter plenary sessions examined possible factors contributing to the APPIC match imbalance with suggestions for possible solutions. Some concern was raised about the legal implications for programs that require internships but are unable to match their students. It was also acknowledged that there are psychological costs to unmatched students who might remain unplaced or in some instances be placed in "questionable" internships.

Several suggestions to remedy the situation were forwarded. They included having APPIC impose a limit on the number of students from each program who can enter the match, limiting the faculty: student ratio in university programs to control the number of students entering the university programs, regulating the match process, requiring students to take a readiness exam in order to enter the match, reserving a certain percentage of the internship positions for applicants from the scientist-practitioner programs, having scientist-practitioner programs develop their own consortium of internship sites among themselves, and requiring that only APA-accredited schools can apply to APA-accredited training sites. An emphasis was placed on lobbying efforts to accomplish the ends.

The legal implications of aforementioned proposed solutions were discussed by Prof. David Hyman, a health law scholar from the College of Law, University of Illinois. His conclusion was that most of the solutions would be untenable in the United States because of the antitrust act that prohibits conspiracy to monopolize a trade or business or to injure a competitor. For example, requiring that APA-accredited training sites accept applications only from APA-accredited schools would disadvantage non-accredited schools and therefore could be challenged in a court of law. However,

solutions which focus on making CUDCP students more attractive than non-CUDCP students to APPIC in order to increase the probability of a match would not be illegal. It would also be acceptable to develop a list of CUDCP-endorsed internship sites and create an alliance among CUDCP internship sites that want to promote the scientist-practitioner model of training. Finally, it would also be legal to approach the CoA about establishing a threshold on student : faculty ratio for all APA-accredited academic programs.

In another session, the results of a CUDCP student survey on the issue of the match imbalance were presented. Two general areas were discussed: competency and problems from the students' perspectives. The survey indicated that students placed more importance on assessment, intervention, and personal characteristics competency areas than do programs which place more emphasis on research. The discrepancy could potentially give rise to program tension over the relative importance of research. The students listed several problems that included financial strain associated with the internship application and interview process, loss of income associated with continuing education in graduate school, the length of time it takes to earn a doctoral degree in psychology, the adequacy with which their program prepares them for the internship application and interview process, and the discrepancy between the aspects of training that are ranked as important by the doctoral programs and by the training site directors. Readers are reminded that this survey was conducted among American students and that the generalizability of the findings to Canadian students is not known.

A third plenary session looked at the APPIC match process. The meeting

delegates were reminded that students on internships who run into problems can approach APPIC for help on informal resolution. The match rates were cited as 75% in 2007 and 79% in 2008. The 2008 APPIC survey of training sites showed that the top five factors for choosing interns were the applicants' performance during the interview, letters of recommendation, AAPI essays, number of assessment/intervention hours, and cover letter. The lowest factors for choosing interns were academic indices (number of presentations and publications, completion of the dissertation), number of support hours, and the training model of the program. It was acknowledged that there was a range of responses and that the results of the survey do not represent all sites. Again, readers are reminded that the survey was carried out among American training sites and that the generalizability of the findings to Canadian sites is not known.

There were also two separate instances where the delegates could choose to join any one of the several small discussion groups that were held simultaneously in different rooms. In the first instance, four different *Chat and Chew on DCT Issues* sessions were carried out where the delegates spent their lunch break discussing issues of concern to Directors of Clinical Training. I chose the one that dealt with *Helping Students in Trouble*. It was clear in that session that several programs share similar concerns and had similar questions, such as the progression of informal help and guidance into formal remediation plans, proper guidance of overconfident students without jeopardizing their sense of self-efficacy, etc. Although no final answers were derived, the delegates shared their thoughts and experiences on the issues raised.

In the second instance, four different group discussions on *Working Towards Realistic*

Remedies To Address The Match Imbalance were held in separate rooms. I chose to attend the discussion entitled *Generating Ideas to Manage the Match Imbalance*. Delegates in that session expressed the opinion that it would be easier to address the supply rather than the demand side of the issue. Some potential solutions were generated. They included, to list a couple, raising the entry bar into graduate programs, improving mentoring of undergraduate students for graduate professional training and helping them to consider alternative programs if professional psychology is not right for them. Other delegates queried about the magnitude of the supply/demand problem and how high the match rate should be to consider the situation resolved. Interwoven throughout the discussion was the question of whether the match imbalance reflected the inability of qualified students to secure a placement or whether it was a natural consequence of unsuitable students being selected out of the match process. There is a website www.studentdoctor.net dedicated to discussions about internship matters.

The day ended with a presentation on *Evidence-based practice: Update and new resources* by Bonnie Spring from Northwestern University. She provided an overview of evidence-based practice and went over the modules of the EBBP (Evidence-Based Behavioral Practice) treatment resources. Readers are directed to visit <http://ebbp.org/training.html> for more information.

Even though I attended only one day of the CUDCP midwinter meeting, I left with a very positive impression. The meeting was very well-organized and highly informative. The remaining days that I did not attend were, relatively speaking, less relevant to most Canadian programs (except for the ones

that are co-accredited) because it focused primarily on CoA issues, preparation of an APA self-study, training for APA site visitors, and roles and responsibilities of Directors of Clinical Training.

I am also on the CUDCP listserv which is very active. Most of the messages dealt with queries from academic Directors in order to consult their counterparts from other universities. Below I have summarized some of the information that is of relevance to CCPPP members:

- The Association of State and Provincial Psychology Boards (ASPPB) has a link on their website that will provide EPPP data by doctoral program. For privacy reasons, the flexibility of this option is restricted. The link can be used by programs to make comments about how their students fare on the EPPP. (Note: At time of writing, I was unable to find the link).
- ASPPB now provides practice EPPP exams to current graduate students or candidates for licensure for a fee of \$50 (see http://www.asppb.net/files/public/Practice_EPPP.pdf).
- ASPPB will be implementing an electronic application submission for the EPPP. This will vastly expedite the application process because instead of having to wait for several weeks, applicants would be able to send their materials online, secure approval, and choose an examination date all on the same day.
- ASPPB is currently developing a record bank for internships that have ceased operating. Interns' records that normally would have been thrown out can now be

stored securely with ASPPB for future reference.

- ASPPB is improving the availability of information to faculty members about licensure on their website (see <http://www.asppb.net/i4a/pages/index.cfm?pageid=3479>). One example would be access to a powerpoint presentation on the process of applying for licensure (click on “Path to Licensure” on <http://www.asppb.net/i4a/pages/index.cfm?pageid=3479>).
- The CUDCP listserv also collectively provided reading resources in supervision and some standard interview questions for applicants to graduate clinical programs. Please email me at jtan@lakeheadu.ca if you wish to have copies.



Student Liaison Report

**Ms. Robin Moszkowski
Student Representative**

I have thoroughly enjoyed my role as student representative for the CCPPP over the last two academic years. Were it not for my upcoming transition from student to professional, I would have leaped at the opportunity to serve another year on the executive committee. But as I complete my internship year, I turn to new challenges and endeavours. Before signing off in my role as student representative of the CCPPP, I would like to take the time to reflect upon what an enriching and enlightening experience this has been for me as a graduate student in clinical psychology in Canada.

The role of the student representative on the CCPPP continues to be defined, and part of my work has been to help shape it. Over the last two years, I have acted as liaison between graduate students in psychology across Canada and the CCPPP with the aim of increasing knowledge of the CCPPP among students in psychology, and raising awareness of student-related issues in professional psychology training across Canada among members of the CCPPP. In this capacity, I have written liaison reports for the CCPPP newsletter, and recently sent out a brief survey enlisting student feedback regarding issues in the training of psychologists.

In addition to acting as an advocate for graduate students in psychology, even more enriching for me has been the opportunity to interact and work with the members of the executive of the CCPPP. The executive of the CCPPP consists of an amazing group of Directors of Clinical Training across Canada, and I have been extremely fortunate to have collaborated with these individuals as they strive towards the continued strengthening of professional psychology training in Canada. In March, I attended the mid-winter meeting of the executive council in Calgary. Through the meeting, I was educated about current issues in professional psychology training, while also being given the opportunity to provide a voice for students in professional psychology programs. I have also been given the unique opportunity to be a co-presenter at the CCPPP pre-convention workshop, *Professional Psychology Training Issues: Challenges, Conundrums, and Constructive Solutions*, to be held at CPA in June 2009. Given my interests in student training in psychology, I look forward to this opportunity to meet other training directors and to raise awareness regarding student training-related issues.

Overall, my experience as student representative of the CCPPP has been rewarding both in my capacity to act as liaison between graduate students in psychology and the CCPPP, and in my role as advocate for students regarding training issues in professional psychology. My experience has also been extremely enriching, increasing my knowledge and understanding of training issues that arise in professional psychology in Canada, and providing me with the unique opportunity to interact and collaborate with training directors. I reflect upon the time I spent as student representative of the CCPPP very positively and encourage continued involvement of students in the CCPPP in the upcoming years. Student feedback, input, and suggestions can only serve to strengthen the CCPPP's mandate of promoting high standards of training in professional psychology across Canada.



Council of Professional Associations of Psychologists (CPAP)

Dr. Andrew Starzomski
Member-at-Large

The following update on activities borrows a summary by Dr. Maureen Gorman of the Association of Psychologists of Nova Scotia. At the group's mid-winter meeting in Ottawa in January the membership approved the concept of developing a Practice Directorate with executive representation from CPA and CPAP. This was also discussed in the winter issue of *Psynopsis*. There is awareness that CPAP and CPA need one another in order to optimally advance a national advocacy

perspective. The Practice Directorate is planning to address such issues as entry level practice requirements, psychology in provincial health care systems and responding to development of colleges of psychotherapists in different provinces. It is likely that funding for the Directorate will be built into future annual dues to CPA among members spending more than 50% of their time in professional practice.

The meeting also involved training in publicizing key messages about Psychology for public consumption in ways that have national relevance and appeal. Promotion of Psychology Access Day in February was also a focus of the meeting. Training in handling interviews with media was also presented at the workshop.

At our midwinter meeting this year the CCPPP Executive discussed the challenges of sorting out which organizations we ought to work with to build close relationships. I would suggest that tuning graduate students and interns in to the purpose and value of this evolving Practice Directorate would be an especially useful connection to develop.



APPIC LIAISON REPORT

Dr. Sandra L. Clark
Past-President

APPIC Conference April 2009 was well attended, and had a big number (8!) of Canadian Training Directors.

Competencies Initiatives:

- There were several excellent presentations on Competencies and

Ethics and I would refer you to the APPIC website (www.appic.org) that has downloadable presentations.

- There will be special articles on training and competencies coming out in the TEPP journal, likely the summer 2009 edition.
- Of note, the Benchmarks and Competencies document has been revised and now includes 15 Competencies in total each with Essential Components and Behavioural Anchors.
- There will also be a Companion Toolkit which should be available soon and which is in press for the TEPP journal, with publication likely this summer.
- This will include Background Information, Assessment Method Fact Sheets, a Grid, References and a Glossary.
- The Assessment Method Fact Sheets and Grid are the bulk of the Toolkit which summarizes a large number of evaluation tools/processes including: implementation, psychometric properties, and strengths and challenges.
- The Grid provides usefulness ratings of each of the Assessment Methods to measure specific aspects of the competencies.
- The next steps are to have this as an on-line, downloadable document.

CCTC Joint Conference:

- This joint conference will be February 10-13, 2010 in Orlando

Florida. The conference will include the APPIC Membership Conference, joint sessions, and individual organizations having their membership meetings.

- Information regarding this conference and call for papers will be coming via the APPIC membership list-serve and the APPIC website.
- CCPPP is part of the joint sessions and will be submitting a presentation.

Match Imbalance:

- The Workgroups have created Agreements-in-Principle for all stakeholders to work towards doing what they can
- APPIC will be looking at doing a survey around creating innovative ways of increasing existing accredited programs, the feasibility of not allowing students to enter the clearinghouse without first entering the match, exploring the proposal of only allowing students from accredited programs to enter the Match, among others.

APPI On-Line:

- This will be in place for the application process upcoming for the fall of 2009 for the internship year 2010-2011. The Applicant Portal will debut on July 9th and APPIC will be available for questions, support etc. throughout this transition.
- There will be 4 portals: Applicant, DCT, References, and Transcripts.

- APPIC is discouraging sites from requesting any additional information, but there will be an option to request supplemental materials (eg. Undergraduate transcripts).
- The Applicant Portal will consist of the information from the existing APPI Part 1 and CV, etc.
- The DCT Portal will include what has been called APPI Part 2.
- Students will be able to create different cover letters for different sites as well as doing site-specific essays.
- Internship/Training Directors will be able to set a variety of “search” parameters to review their applications.
- We are working closely with APPIC and the vendor who created the on-line APPI version to ensure that students will be able to request referees use the CCPPP Letters of Recommendations Format and this will include specific instructions for the letter writers about how to access the CCPPP website and to “upload” their letter.
- A number of questions were raised, including if/how DCT’s can review their students’ application prior to it being submitted. APPIC will continue to provide information, clarification, answer questions via the website and listserv.
- The APPI on-Line Presentation from the APPIC conference is on the APPIC website.

Anticipated Changes in the APPIC Directory Listings:

- There is a change in policy related to what information training directors are being asked to provide on their Directory listing. “The APPIC Board has proposed to eliminate the following categories from the APPIC Directory in an effort to reduce the focus on the accumulation of hours. It was felt that this information is, at times, misleading to candidates for internship since it only captures information about those individuals who were matched to a program, however, fails to inform future candidates about the many other reasons (beyond number of hours) as to why these individuals matched with a program. This risks inadvertently creating a preoccupation and assumption that the more hours of practicum training, the beneficial it is for candidacy. Instead, we would like to increase the focus on Competency development and emphasize to programs to highlight this area in their Directory page (and public materials), that is, what constitutes “goodness of fit” with their program. Consequently, the areas of the APPIC Directory listing that we anticipate eliminating are”:
- Total Completed APPI Doctoral Intervention/Assessment Hours (by Nov 1st) – Mean
- Total Completed APPI Doctoral Intervention/Assessment Hours (by Nov 1st) – Lowest number of hours

- Total Completed APPI Doctoral Intervention/Assessment Hours (by Nov 1st) – Highest number of hours

VISA Issues for Students:

- There is an article in the fall 2008 APPIC Newsletter that writes about the problems that students may encounter when going from Canada to the US and vice versa.
- CCPPP will also be summarizing the information that was recently discussed on the listserve and putting it on the website.



An overview of the 2008 CCPPP Workshop on Interprofessional Education and Collaboration: Smooth Sailing or an Adventure on the High Seas?

**Dr. Margaret Crossley, Ms.
Maxine Holmqvist, Ms. Debby
Lake, and Mr. Matt Burnett
(University of Saskatchewan)**

Background

The 2008 CCPPP Preconference Workshop was organized and presented by faculty, senior graduate students, and professional affiliates associated with the University of Saskatchewan Graduate Program in Clinical Psychology. The workshop described local

initiatives in interprofessional education (IPE) and interprofessional collaboration (IPC), summarized core competencies required for effective interprofessional practice and research, and demonstrated opportunities and challenges associated with IPE. The workshop was prepared at the invitation of the CCPPP President and was a sequel to the 2007 CPA symposium of related content (“Jumping on the Interprofessional Bandwagon: From Cacophony to Harmony”) that included colleagues from the University of Regina and summarized provincial initiatives funded through Health Canada’s Interprofessional Education for Collaborative Patient Centred Practice (IECPCP) .

A groundswell of interest in interprofessional education at the University of Saskatchewan was generated by our provincial IECPCP program - P-CITE (Patient Centred Interprofessional Team Experience). P-CITE focused on developing innovative, high quality, and sustainable interprofessional programs for students, faculty and health professionals, and many in clinical psychology were involved in P-CITE initiatives. In addition, members of the clinical psychology faculty participated actively on academic health science committees that focused on developing interprofessional curricula and training opportunities. Finally a joint committee comprised of clinical psychology graduate students, faculty members, and community-based professional affiliates provided a local organizational structure to support our mutual enthusiasm for IPE and to launch annual workshops on interprofessional supervision and practice for both trainers and clinicians in the health sciences.

The 2008 CCPPP Preconference Workshop presented the rationale for enhanced IPE and IPC within academic training programs in

clinical psychology and described some experiences and highlights from our journey at the University of Saskatchewan.

Why Interprofessional Education and Collaboration?

There are many compelling reasons for training psychologists in interprofessional collaboration (IPC):

- IPC increases effectiveness, especially for complex cases. For example, a Cochrane review identified positive effects of IPC training on professional practice and health care outcomes (Reeves et al., 2008).
- Our leaders and stakeholders value IPC. The Romanow report *Building on Values: The future of health care in Canada* (2002) made it clear that consumers expect IPC from health care providers. CPA has been an active participant in the *Enhancing Interdisciplinary Collaboration in Primary Health Care Initiative*, and the APA has identified IPC as a core competency.
- Other health science programs are already training IPC competencies. Several Canadian professions, including medicine, nursing, physical therapy, and pharmacy, have position statements on IPC and/or have incorporated IPC in their competency framework.
- IPC contributes to job satisfaction (D'Amour & Oandasan, 2005).
- Psychologists are in demand. For example, Wilson, Moores, Lyons, Cave, & Donoff (2005) reported that 85% of the primary care physicians they surveyed were interested in collaborating

with psychologists, but only 18% currently do so.

A final reason for training psychologists in IPC is that we bring unique and valued skills and knowledge to collaboration. Workshop participants generated many different ideas of what psychologists bring to IPC, including leadership in evidence-based practice, interest in other people, ethical decision-making, attention to process variables, tolerance, and a broad theoretical background.

Incorporating IPE into the Graduate Program in Clinical Psychology at the University of Saskatchewan

Our approach to curriculum change has been incremental and multifaceted. Theory and research on interprofessional collaboration and related experiential components have been added to the first year ethics course. As part of a senior course in assessment, students participate with other health science students in Problem-Based Learning modules designed to enhance collaborative patient-centred care. Interprofessional collaboration is systematically included in bi-weekly clinical seminars, and practicum students are required to routinely document and evaluate their interprofessional team experiences as a first step in articulating core competencies associated with interprofessional collaboration. The sustainability of these initiatives is dependent on institutional support for IPE, and evidence-based support for best-practices in collaborative care.

Three Examples of Interprofessional Collaboration, Training, and Practice:

1. The Rural and Remote Memory Clinic (RRMC) is a streamlined, telehealth-facilitated interprofessional clinic for assessment, diagnosis, and consultation of

early stage dementia for residents from rural and remote regions of Saskatchewan. This setting incorporates neuropsychological research, practice and training for graduate students in clinical psychology within the context of an interprofessional clinic and interdisciplinary research program (Crossley, et al., 2009; Morgan, et al., 2009).

2. The Holy Cross Interprofessional Team is a high school-based mental health clinic for students with both intellectual disabilities and mental health problems. Students from clinical psychology, school and counseling psychology, applied social psychology, nursing, social work, medicine, and education participate in “classroom/problem-based learning”. Graduate students in clinical psychology complete practicum training and participate in program evaluation and other research activities (Burnett, et al., 2007).

3. The Student Wellness Initiative Toward Community Health (SWITCH) is a registered not-for-profit corporation whose membership and board of directors consists of students in the health sciences. This organization operates an after-hours interprofessional, primary health care clinic in an inner-city neighbourhood of Saskatoon. Students participating in SWITCH are guided by registered health professionals who act as mentors, along with a cultural support worker, and a clinic physician and nurse who coordinate follow up care. Psychology students have been instrumental in the development, implementation and evaluation of this initiative making substantive contributions and providing leadership in assessing community needs, writing grant applications, developing a code of ethics, participating on clinical teams, developing health promotion programming and designing tools for evaluating clinic

processes and outcomes (Holmqvist, Derksen, Hatton & Stewart, 2006).

Student-led initiatives offer opportunities for training programs to tap into the enthusiasm and innovative potential of psychology trainees. Student-run clinics are currently being established in several other centres across the country and these represent a real opportunity for the meaningful involvement of psychology trainees at all levels of these interprofessional initiatives.

Some Core IP Competencies:

To function effectively within an IP team, participants need to be open to new experiences, respectful and curious in response to others, willing to self-reflect and consider shared roles and limitations, and have a basic understanding of group dynamics. Effective team work is fostered by productive, flexible, and cooperative behaviors and the ability to apply discipline-specific skills and knowledge within the context of a collaborative, interprofessional team that is focused on a shared clinical or research goal.

A Few Final Observations and Conclusion:

There are barriers and challenges associated with incorporating IPE into a Graduate Program in Clinical Psychology. There are resource costs associated with adding more to an already complex and multifaceted curriculum, and financial implications when seed money ends (e.g., from P-CITE initiatives). We are still accumulating a knowledge base to support best practice approaches in IPE, evidence-supported interventions in IPC, and measures of core competencies in our trainees. There is a need to articulate when IPC is most appropriate and when it is inefficient,

unwieldy, or ill-advised. IPE must provide opportunities for interdisciplinary health research (as well as practice) for psychologists and others who are scientist practitioners.

Our experience suggests that IPE is best approached from a developmental perspective that incorporates theory and practice into existing courses and practicum training requirements. IPE requires champions and leaders among faculty and graduate students, and sustained institutional support. IPE can offer unique leadership opportunities for senior graduate students, and can enhance, but not replace, the development of discipline-specific skills. Collaborative practice and research are not equally appropriate in all circumstances, and will suite some individuals and situations more than others. Interprofessional education and collaboration will require a “sea-change” in the training of clinical psychologists and a shift in perspective for some.

Although there are costs associated with IPE, if our discipline is not to be “cut a-drift” from national and international initiatives in the academic health sciences and from best-practice interventions in applied settings, then we must choose to foster interprofessional competencies in our graduate students.

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**“Training the Next
Generation: Key Issues for
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February 10- 13, 2010

Orlando, Florida

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CCPPP Executive Positions

We, at CCPPP, would like to welcome nominations/interest in the following CCPPP executive positions:

- ❖ Member at Large
- ❖ President Elect

Each position is for a three year term & would involve attendance at the CCPPP pre-convention workshop & AGM each year at the annual CPA Convention as well as a week-end mid-winter executive meeting (locations change). Travel costs for the midwinter meeting are covered but travel costs are not covered for attending the pre-convention workshop & AGM at CPA.

Please note we are recruiting for our **Student Representative position** if you know of any students you think would be a good fit for that role.

Please have a look at our website, e-mail me (Nicola.Wright@rohcg.on.ca) or give me a call at 613-722-6521 x 6741 if you are interested or have any questions.