

Greetings to CCPPP Members

Patricia Minnes, President CCPPP

As the incoming President of CCPPP, I'd like to welcome all to another CCPPP Newsletter. I am honoured to have the opportunity to hold this position and would like to extend my sincere thanks to Dr. John Pearce, Past President, and Dr. Janice Cohen for their ongoing support and assistance in bringing me up to speed.

This has been a busy year for CCPPP. In case you haven't looked lately, we have a newly designed CCPPP website at www.cccppp.ca. Many thanks to Carl von Bayer who was the CCPPP web site manager from 1997 to 2003. Thanks also to Laurene Wilson who is currently a member of the CCPPP executive and Heather Trueman, our web site designer for all their hard work in redesigning our CCPPP website and keeping it up to date. The site contains many resources that we hope will be helpful to clinical programs, internship sites and students. We also are very grateful to the University of Saskatchewan and its Department of Psychology as they have hosted our website free of charge for the past 6 years, providing a valuable free service to our organizations, its members and students.

In my role as CCPPP president, I attended the Council of Chairs of Training Councils (CCTC) meeting during the APA Convention in Toronto last August. I was introduced to representatives of various organizations whose acronyms caused me considerable confusion and led me to write an article on acronyms that follows later in this issue. Each of the representatives submitted a report on their activities over the year. Although I do not have room to provide a comprehensive summary, some of the important issues discussed included the following:

1) The Association of Counseling Center Training Agencies (ACCTA) is developing multicultural guidelines for internship training programs. ACCTA also supports the recent changes to the accreditation guidelines suggested by the APA Committee on Accreditation (CoA) including increasing the interval between site visits for postdoctoral programs to seven years and has written a letter reflecting this support. ACCTA also wrote a letter to the Board of Educational Affairs (BEA) Advisory Group regarding composition of the CoA. ACCTA strongly supports additional representation for internship programs on the CoA including the possibility of two accreditation committees (one for graduate programs and one for internships and postdoctoral programs).

2) The Association of Directors of Psychology Training Clinics (ADPTC) currently has 130 university-based training clinics in its membership. ADPTC is helping to further efforts regarding proposed standards and guidelines for training for all practicum programs. The organization is also concerned with the issue of shifting to competency-based rather than requirement-based training.

3) The Association of Psychology Postdoctoral and Internship Centers (APPIC): Drs. Emil Rodolfa (APPIC Chair) reported that APPIC now includes 588 internships and 81 postdoctoral member programs. The 2002 Competencies Conference organized by APPIC brought together 130 individuals from very diverse groups. An executive summary of the conference has been submitted to the *American Psychologist*, six articles have been submitted to the *Journal of Clinical Psychology*, 4 articles will be submitted to *Professional Psychology: Research and Practice*, and *The Counseling Psychologist* has committed to a monograph. In addition, two symposia based on the conference were given at the APA convention. APPIC has talked with several publishers regarding the *APPIC Journal of Psychology Training* with a potential start date in 2005.

4) The APA Association of Graduate Students (APAGS) is currently celebrating its 15th year. The organization now has a voting seat on the APA Council of Representatives and an ex-officio relationship with the APA Board of Directors. There are currently 59,000 students involved, representing 1/3 of APA's total membership.

The CCTC meeting concluded with reports from several workgroups including those focusing on practicum training, strategies for dealing with students with competency problems and students with disabilities, the issue of academic programs charging fees to students during their internship and funding for postdoctoral students.

This year's CCPPP workshop and AGM in Hamilton were very well attended. The workshop led by Dr. Keith Dobson focused on *Empirically Supported Therapies: From Principle to Practice*. Many thanks, Keith for a very informative and thought-provoking presentation.

At the AGM, our major focus was the issue of concurrent accreditation. Two motions were passed unanimously in favour of developing a process whereby academic programs and internships can work toward choosing CPA accreditation only rather than joint CPA-APA accreditation. Dr. Laurene Wilson's report on this initiative follows on page 3. In the new year, we'll be sending out a notice requesting your views in confidence.

Planning for this year's CCPPP preconvention workshop in St. John's is well underway. Dr. John Arnett has agreed to be our speaker. He will be focusing on issues related to Health Psychology, Advocacy and Implications for Training Psychologists of the Future. We look forward to seeing you there.

Highlights of the 2003 CCPPP Annual General Meeting

Doug Cane

The annual general Meeting of the CCPPP was held on June 11 in Hamilton with representatives of 23 training programs in attendance. While this meeting will probably be best remembered for its lively discussion of the APA-CPA accreditation issue (see the article by Dr. Laurene Wilson elsewhere in this issue of the newsletter for more details), other items of business were also discussed.

In his President's Report Dr. John Pearce reported on the various activities of CCPPP during the past year. Dr. Pearce noted that there was a great deal of activity going on with respect to training through the country in general, and in Quebec in particular. Recent changes to the regulation of psychology in Quebec have created new opportunities for growth and development with respect to clinical training. CCPPP has made a commitment to further develop its relationship with the existing and emerging training programs in Quebec and to make CCPPP more accessible to its francophone colleagues. As a first step, the CCPPP by laws and mission statement have been translated and money has been allocated in future budgets for further translation of documents and items of interest to the clinical training community. Dr. Pearce also reported that CCPPP has created a subcommittee on internship funding. This committee will prepare a brief on funding issues to be submitted to a Senate committee on mental health.

Awarding the Excellence in Training Award this year presented the CCPPP Executive with the pleasant dilemma of trying to choose between two well qualified and well deserving nominees. Demonstrating its usual good judgment, the Executive recognized that both nominees were equally deserving of this recognition and chose to make two presentations this year. Honoured for their contributions to training were Drs. Helen Bienert from the Child and Youth Wellness Centre, Brockville Ont., and Dr. Maureen Whittal from the Anxiety Disorders Unit, UBC Hospital, Vancouver BC. The letters of support received on behalf of both candidates not only reflected the importance of the contributions made by these individuals, they also highlighted the diverse roles these

individuals have filled through their training activities. Congratulations and thanks to both of this year's award winners.

CCPPP was pleased to welcome one new member during 2002. Welcome to our colleagues at the Centre Hospitalier de l'Université de Montréal.

In his financial report Dr. Doug Cane reported that CCPPP's finances remain in good shape. In addition to allocating money for translation costs, future budgets will also include money for special projects that CCPPP wishes to assist with. Finally, money was allocated to redesign and revitalize the CCPPP website.

Dr. Laurene Wilson reported on the Executive's discussion of the potential need to revise or clarify the membership criteria for CCPPP. Discussion focused on the need to maintain a balance between criteria that recognized the diverse nature of the training programs who benefit from their membership in CCPPP and criteria that provided for a clear and rational process for establishing membership. The Executive was directed to further examine this issue and to propose some minimal criteria that met these needs.

Finally, as is the case at all AGMs, this year's AGM provided an opportunity to say thanks to some individuals as they concluded their time on the Executive and to welcome others as they began their terms. Thanks were extended to Drs. Dale Stack and Richard Steffy as they concluded their terms as members at large. Thanks were also extended to Dr. Janice Cohen who concluded a long and productive service on the Executive that included serving as Secretary Treasurer, President-Elect, President, and Past-President. Welcomed to the Executive were Drs. Ed Johnson and Paul Veilleux as new Members at Large and Dr. Valerie Holms our new President Elect.

The Issue of CPA vs. Joint Accreditation

Laurene Wilson

Participants at the CCPPP AGM in Hamilton last spring indicated that there has been interest expressed by many programs in discontinuing APA accreditation. However, programs are reluctant to take this step on their own. Concerns include worry about the loss of applicant quality and quantity. In favour, many people see the possibility of limited return on investment. In the interests of moving this process forward, some directors elected to put forth a motion endorsing CPA only accreditation.

Motion#1. "moved that CCPPP support Canadian training programs in professional psychology (and) move on a voluntary basis toward the concept that CPA accreditation alone is enough."
For: 18 votes Against: 1 Abstentions: 2

When the support for this motion was overwhelming, a second motion was introduced in order to further advance the process for interested programs.

Motion #2. "moved that programs who wish to move toward CPA accreditation alone may express their interest to the CCPPP who will develop a memorandum of agreement on joint movement on a specified date to be determined in consultation with the membership."
For: 20 Against: 0 Abstentions: 1

As mover of the second motion, I suggested a process by which programs wishing to move to CPA accreditation only, may do so cooperatively and in unison. CCPPP will invite letters of intent from programs including suggestions regarding possible timelines. CCPPP will then provide a letter of agreement for programs to sign. There may be separate letters of agreement for internships and academic programs as internships may be able to move more quickly. Academic programs may wish to give their current students (who entered under dual accreditation) time to graduate and to begin advertising that their dual accreditation will be ending by a certain date. It is hoped that programs currently accredited by CPA (but not APA) will also be signatories to the letter of agreement to show that they, in good faith intend to abide by this voluntary national movement.

Please note that this motion is in no way intended to pressure or influence programs that wish to maintain APA accreditation. It is simply a mechanism to aid programs wishing to make the change to do so in a secure/reassured fashion that they may act in good faith with colleagues of like mind across Canada.

Pre-convention Workshop Hamilton, June 2003

Doug Cane

This year's CCPPP pre-convention workshop featured Dr. Keith Dobson whose presentation *Empirically Supported Therapies: From Principle to Practice* highlighted both the challenges and potential rewards of further integrating training in empirically supported therapies into our professional training. After providing an excellent overview of the nature of empirically supported therapies (ESTs) and their strengths and weaknesses, the presentation turned to the challenges faced by both academic

programs and internships with respect to providing training in ESTs. The ensuing discussion highlighted a number of concerns such as when in a student's development is it most appropriate for this training to occur (which, in turn, raises the question of what proportion of this training should be provided by academic programs and what proportion should be provided by internships), how do you provide training to students in areas where ESTs are less well established, what are the best methods for providing this training, how do we evaluate competency in ESTs, and of course, with all the other demands placed on both students and professionals what might we be prepared to give up in order to provide this training. Like any good workshop in professional training, this workshop and the discussion it stimulated raised as many questions as it provided answers. The workshop was followed by the CCPPP AGM which, in turn, was followed by a well attended social hour. It was a full day of discussions for those who attended all three events (some of us probably dreamed about training issues in our sleep that night) and a great start to the Convention.

2003 Education Leadership Conference

Creating a Voice for Education in Psychology: Accountability, Assessment and Advocacy

John Pearce

The 2003 Education Leadership Conference (ELC) was held in Washington, DC on September 5-8, 2003 with over 140 delegates representing 20 organizations external to the American Psychological Association, in addition to APA governance and divisions. I had the pleasure of representing CCPPP. This was the second ELC organized by APA and the scuttlebutt is that it will morph into an annual event. The long-term goals are to:

- Provide a forum for groups and organizations across all levels of education and training to address issue of mutual concern;
- Provide a shared disciplinary identity among education and training leaders in psychology;
- Impact public policy regarding education in psychology and psychology in education.

The year's theme was Accountability, Assessment and Advocacy. I'd like to describe two sessions I found especially valuable. Tony Errichetti, PhD, Professor and Director of the Clinical Learning and Assessment Center of the Philadelphia College of Osteopathic Medicine, gave a fascinating presentation on the use of standardized patients (or SPs, in his parlance) in the training and evaluation of psychologists and psychotherapists. SPs refer

to individuals trained to simulate medical and mental health conditions accurately and repeatedly in a standardized way. Most of them are not professional actors but receive extensive case training. They have been used for more than 30 years in medical schools and over 90% of US medical schools use SPs (sorry but I don't have comparable Canadian data).

Why use SPs to train and evaluate psychologists? The short answer is that this provides enhanced design and control of training and assessment. SPs can be trained to accurately simulate a variety of mental health conditions, including affective disorders, thought disorders, personality disorders, substance abuse and eating disorders. They're there when needed, can play virtually the same scenario with a variety of trainees allowing for a standardized training experience, patients are not harmed by inexperienced or incompetent trainees and there are no confidentiality issues. Dr. Errichetti stressed that what trainees claim they *do* or *would do* often differs significantly from what they *actually do*. Direct observation of skills is essential in the assessment of competence. As well, using actual patients for assessing skills often results in several problems: it constitutes a non-standardized, non-replicable, non-portable exam; it is unreliable – it's impossible to predict how the patient will present, or even if the patient will show, and you can't compare trainees' scores reliably.

The facility where Dr. Errichetti works has developed programs for training psychology students at both the masters and doctoral levels in diagnostic interviewing and cognitive behavior therapy skills using SPs. Students in the masters program receive 15 SP encounters per year while PsyD students evaluate 2 SPs per year. Students' performance on the videotapes is rated by faculty who use standardized inventories. Of course, all students receive supervision working with actual patients in a variety of hospital and university-based clinics.

Any method of training has limitations and SPs is no exception. SPs for psychotherapy cases are more difficult to standardize than medical cases as the cases are often more complex. This can be a costly enterprise; SPs in Dr. Errichetti's program are paid \$18-20/hour. The program requires extensive logistical support, data entry and analysis. However, I thought this was a unique component in a comprehensive armamentarium of training methods and strategies and one that merits serious consideration.

A major thrust of the 2003 ELC was training in advocacy. There were a number of sessions devoted to this, including an overview of the American legislative process, media training, and how to get education issues in psychology into your local news. Probably the most impressive was a forum devoted to actually

training conference participants how to advocate with members of the US Congress around two particular pieces of legislation (The Graduate Psychology Education Program and The Higher Education Act Reauthorization). Sessions reviewed the content of the message and how to convey the information. The training culminated in a number of conference participants meeting the next day with their respective members of Congress on Capital Hill and advocating for the legislation. While the sessions were exclusively devoted to the American advocacy and legislative processes, I thought this was a wonderful meld of theory and actual practice in an area where most psychologists have received little or no training.

Could we not organize a similar training program in advocacy in Canada? While neither CPA nor CCPPP has anywhere near the financial resources of APA to mount such an extensive (and expensive) conference, is there something we can do on a much smaller scale to begin preparing ourselves, especially the next generation of professional psychologists, in advocacy? Could we start with a workshop at the CPA Annual Convention, or even hold regional meetings? The CPA leadership, as well as a number of other psychologists across Canada, has extensive experience and expertise, and we need to start tapping into it. Given the recent closures and cut-backs in internships and training programs in Canada, advocacy is something we can no longer ignore.

What's in a Name? Do you have Acronym Phobia?

Patricia Minnes

Frequently when one joins a new organization or group, there is a period of adjustment and acculturation. Like moving to a new country, one needs to learn the language, cultural norms and traditions. As incoming President of CCPPP, I attended the meeting of Chairs of Canadian Training Councils at APA in August. It quickly became apparent that I was going to need to learn a new language in order to be able to function. The new language consisted of a host of acronyms representing the titles of a surprising number of bodies overseeing the business of Psychology in various sectors. Since others may have similar difficulties in coping with acronyms and for those who thought CPA, APA, CCPPP and their provincial association (e.g., OPA) were the only groups representing psychologists, I've compiled a list of some of the most frequently heard acronyms with some information taken from their websites... but this is only the beginning. Perhaps we should develop a new game for psychologists to test your knowledge of acronyms?

ABPP - The American Board of Professional Psychology <http://www.abpp.org/aboutus.htm>

The American Board of Professional Psychology (ABPP) serves the public need by certifying psychologists competent to deliver high quality services in various specialty areas of psychology. Board certification (awarding of a Diploma in a specialty) assures the public that specialists designated by the ABPP have successfully completed the educational, training, and experience requirements of the specialty, including an examination designed to assess the competencies required to provide quality services in that specialty. The American Board of Professional Psychology was incorporated in 1947 with the support of the American Psychological Association. The ABPP is a unitary governing body of separately incorporated specialty examining boards which assures the establishment, implementation, and maintenance of specialty standards and examinations by its member boards. Through its Central Office, a wide range of administrative support services are provided to ABPP Boards, Board Certified Specialists, and the public. A Specialty is a defined area in the practice of psychology that connotes special competency acquired through an organized sequence of formal education, training, and experience.

ACCTA Association of Counseling Center Training Agencies <http://www.accta.net/criteria.html>

The Association of Counseling Center Training Agencies (ACCTA) is dedicated to promoting excellence in pre-doctoral psychology internship training within university and college counseling centers. Fundamental to our values is appreciation of and support for diversity and the enrichment an inclusive multicultural community brings to the organization and to training generally. As an organization we dedicate ourselves to attending to the impact of oppression and privilege and are committed to addressing these issues within the organization, the training community and beyond.

ADPTC Association of Directors of Psychology Training Clinics <http://www.adptc.org/homes.htm>

The ADPTC is the national organization for directors of psychology training clinics. Its members are directors of clinics that are typically associated with pre-doctoral graduate training programs in professional psychology – clinical, community, counseling, clinical child, and school psychology – at regionally

accredited universities. The organization's mission is to support and represent the interests of member directors and their clinics.

APPCN Association of Postdoctoral Programs in Clinical Neuropsychology <http://www.appcn.org/>

The mission of the Association of Postdoctoral Programs in Clinical Neuropsychology (APPCN) is to foster the development of advanced postdoctoral education and training programs in clinical neuropsychology and to establish standards for residency programs in clinical neuropsychology that lead to the development of competency in this area of specialty practice. Programs affiliated with APPCN seek to train residents in clinical competencies that will qualify them for ABCN/ABPP diplomat status. All member directors of APPCN are ABCN/ABPP diplomats. APPCN endorses the scientist-practitioner model of training. Thus APPCN programs provide research and academic experiences in addition to clinical training.

APPCN is not an accrediting body. APPCN supports the activities of the Committee on Accreditation of the American Psychological Association (APA). Through the Clinical Neuropsychology Synarchy, APPCN consults to the Committee on Accreditation regarding the development of specialty standards for training in clinical neuropsychology.

APPCN has developed training standards in clinical neuropsychology, specific ethical standards and a code of conduct, and a uniform notification date for residency offers. APPCN disseminates information about affiliated programs. APPCN remains active and vigilant in confronting other issues relevant to the development of training and practice in clinical neuropsychology.

APPIC Association of Psychology Postdoctoral and Internship Centers <http://www.appic.org/>

APPIC was founded in 1968. The association has been organized to facilitate the achievement and maintenance of high quality training in professional psychology; to facilitate exchange of information among institutions and agencies offering doctoral internship and/or postdoctoral training in professional psychology; to develop standards for such training programs; to provide a forum for exchanging views, establishing policies, procedures and contingencies on training matters and selection of interns, and resolving other problems and issues for which common

agreement is either essential or desirable; to provide assistance in matching students with training programs; and to represent the views of training agencies to groups and organizations whose functions and objectives relate to those of APPIC and to develop relationships with those agencies.

APPIC is not an accrediting agency. Programs that would like to include their membership in written materials may list their programs as "APPIC member," but not as "APPIC accredited" or "APPIC approved." APPIC membership indicates that a program meets all membership criteria and conforms to APPIC policies.

ASPPB Association of State and Provincial Psychology Licensing Boards <http://www.asppb.org/>

ASPPB is the association of psychology licensing boards in the United States and Canada. Formed in 1961, ASPPB creates the Examination for Professional Practice in Psychology (EPPP), which is used by licensing boards to assess candidates for licensure and certification. ASPPB also offers mobility programs to assist in licensure of psychologists already licensed in another state, province, or territory, and also publishes materials for training programs and for students preparing to enter the profession.

CCPTP Council of Counseling Psychology Training Programs <http://www.psychology.iastate.edu/ccptp/>

Since 1975, the Council of Counseling Psychology Training Programs (CCPTP) has had two important functions: 1) to represent the interests of counseling psychology in virtually any forum that might affect training and 2) to support its members by disseminating training-relevant information and by providing a vehicle to communicate with one another. Qualified counseling psychology programs have institutional membership in CCPTP and are represented by Training Directors, who hold voting privileges. Individual faculty members also may join CCPTP as nonvoting members.

CCTC Council Of Chairs Of Training Councils <http://www.apa.org/ed/graduate/cctc.html>

The mission of Council of Chairs of Training Councils (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 various APA Boards and Committees on relevant issues.

CDSPP Council of Directors of School Psychology Programs

<http://www.education.umd.edu/EDCP/programs/CDSPP/>

The Council of Directors of School Psychology Programs (CDSPP) is an organization of 91 North American doctoral programs in school psychology. Any doctoral program in school psychology in a regionally- accredited institution of higher learning is entitled to membership; APA accreditation is not required

CRHSPP Canadian Register of Health Service Providers in Psychology. <http://www.crhspp.ca/emain.htm>

The Canadian Register was created in response to an increased need to identify psychologists who meet basic criteria for the provision of health services. It was established in 1985 upon receipt of its letters patent and articles of incorporation from the federal Ministry of Consumer and Corporate Affairs. The Constitution has been ratified by the associations and/or regulatory bodies of Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland, North West Territories, Nova Scotia, Ontario, Prince Edward Island, Quebec and Saskatchewan as well as by the Canadian Psychological Association which are the member bodies of the Canadian Register.

CUDCP Council of University Directors of Clinical Psychology <http://www.am.org/cudcp/CUDCPIntro.html>

CUDCP's purpose is "to promote the advancement of graduate education in Clinical Psychology that produces psychologists who are educated and trained to generate and integrate scientific and professional knowledge and skills so as to further psychological

science, the professional practice of psychology, and human welfare" (Bylaws of the Council of University Directors of Clinical Psychology, 1995, p. 1). Membership in CUDCP is for "regionally-accredited universities offering scientist-practitioner programs at the doctoral level in Clinical Psychology . . ." (Bylaws of the Council of University Directors of Clinical Psychology, 1995, p. 2). CUDCP is incorporated as a non-profit organization in the District of Columbia. The DCT, or the DCTs designee, is each member program's representative to CUDCP. CUDCP has an elected board of nine members, from which the board elects the chair and secretary-treasurer.

NCSPP National Council of Schools and Programs of Professional Psychology <http://www.ncspp.info/>

NCSPP's purpose is to advance the development of the highest quality of graduate training in professional psychology. Consistent with this, our web site provides information about new developments in training, scholarship, practice, schools, programs. It also provides a variety of resources, as well as information about NCSPP.

APAGS APA Association of Graduate Students
<http://www.apa.org/apags/>

American Psychological Association of Graduate Students

BEA APA Board of Educational Affairs
http://www.apa.org/ed/bea_block02.html

BAPPI APA Board for the Advancement of Psychology in the Public Interest
<http://listserve.apa.org/archives/bappi.html>

CCIDPIP Consortium of Combined and Integrated Doctoral Programs in Psychology
<http://www.apa.org/monitor/julaug03/combined.html>

COPPPP Council of Postdoctoral Programs in Professional Psychology

CoA APA Committee on Accreditation
<http://www.apa.org/ed/accreditation/>

COGDOP Council of Graduate Departments of Psychology Representing Graduate Departments of Psychology

Outcomes of the Internship Match for 2003

Dale Stack

At this time, we are gearing up for another year of predoctoral applications, applicants and Match Day. Taking a few moments to digest the 2003 results and draw some conclusions just prior to the New Year would be fruitful. The results are found below.

Internship Matching Outcome ¹	
APPLICANTS FROM CANADIAN SCHOOLS	
Registered in Match	126
Withdrew from Match	15
Participated in Match (includes 2 individuals who participated in the Match as 1 "couple")	111
MATCH RESULTS	
Applicants Matched	90 (81%)
To Canadian Internships	75 (83%)
To U.S. Internships	15 (17%)
Participating Applicants Not Matched	21 (19%)
CANADIAN INTERNSHIPS	
Training Sites in Match	32
Programs (within Sites) in Match	48
Positions Offered in Match	104
MATCH RESULTS	
Positions Filled in the Match	91 (88%)
Positions Remaining Unfilled on Match Day	13 (13%)
Programs Filled in Match	39 (81%)
Programs with Unfilled Positions	9 (19%)
Positions Filled by Applicants from Canadian Schools	75 (82%)
Positions Filled by Applicants from Non-Canadian Schools	16 (18%)

¹ These data were distributed via e-mail by APPIC on the afternoon of Match Day, February 24, 2003.

Note that these results represent only those sites and applicants in the Match. As such, most Quebec internship sites are not included and any non-accredited sites that were not in the Match are not included. Second, there is an approximate 17.5% shortfall in the number of positions available through the Match in Canada

compared to the number of initial internship applicants. However, as Bill Koch articulated in the Spring 2001 CCPPP newsletter, this is likely an overly optimistic view, as the number of applicants with particular or specialized training internships, (e.g., child psychology and pediatric settings, neuropsychology) may far exceed, or be less than the number of positions in child or neuropsychology. With this in mind, the results demonstrate that 19% of applicants were unmatched and 13% of the positions remaining unfilled on Match Day. Overall, the statistics compare favorably with the 2001 report. Our own CCPPP survey was

distributed again this year, and while it might have been enlightening to use some of the information and results to draw additional conclusions, the sampling and results do not overlap 100% with the APPIC report. In addition, the response rate to the CCPPP survey was not representative of our total membership.

Please Post or Circulate

CALL FOR

TRAINING AWARD NOMINATIONS

Canadian Council of Professional Psychology Program Directors

Every year, CCPPP solicits nominations of faculty and supervisors in CCPPP member programs who make important contributions to the training of future psychologists. We encourage as many nominations as possible. After all, this is one of the few public acknowledgements many of our members will receive for their training efforts.

Our recipients of this award in 2003 were Drs. Helen Bienert from the Child and Youth Wellness Centre, Brockville Ont., and Dr. Maureen Whittal from the Anxiety Disorders Unit, UBC Hospital, Vancouver BC. The executive welcomes nominations for 2004. Please note that individuals serving on the Executive committee are ineligible for nomination because of the potential for conflict of interest.

If any of our readers knows of a candidate for this award, please send supporting materials, including the candidate's curriculum vitae and letters of support, to Patricia Minnes, Ph.D., Department of Psychology, Queen's University, Kingston, ON K7L 3N6
E-mail: minnesp@psyc.queensu.ca The deadline for the receipt of nominations is January 31, 2004.

Please Post or Circulate

CHANGE OF ADDRESS FORM

If the director of your training program or the name/address or other contact numbers have changed, please complete this change of address form and return it to: Dr. Douglas Cane, Secretary-Treasurer, CCPPP, c/o Department of Psychology, Queen Elizabeth II Health Sciences Centre, Bethune Building, 1278 Tower Road, Halifax, N.S. B3H 2Y9, FAX: (902) 473-2148, EMAIL: pmudbc@qe2-hsc.ns.ca

Institution Name: _____

Director of Training: _____

Mailing Address: _____

Telephone: _____ **Fax:** _____

Email: _____ **Website:** _____