

---

 Winter 2008-2009
 

---



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

# CCPPP NEWSLETTER

---

## Contents

- |  |                                    |
|--|------------------------------------|
| ❖ President's Message                            | ❖ Liaison Reports                  |
| ❖ Notice of Annual General Meeting               | ❖ Website and Listserve            |
| ❖ 2009 CCPPP Preconvention Workshop Announcement | ❖ CCPPP Training Award Nominations |

## 2008-2009 Executive

<b>Dr. Nicola Wright</b> <b>President, CCPPP</b> Royal Ottawa Health Care Group <a href="mailto:Nicola.Wright@rohcg.on.ca">Nicola.Wright@rohcg.on.ca</a>	<b>Dr. Sandra Clark</b> <b>Past-President, CCPPP</b> B.C. Children's Hospital <a href="mailto:sclark@cw.bc.ca">sclark@cw.bc.ca</a>	<b>Dr. Josephine Tan</b> <b>President-Elect, CCPPP</b> Lakehead University <a href="mailto:itan@lakeheadu.ca">itan@lakeheadu.ca</a>
<b>Dr. Andrew Starzomski</b> <b>Member-at-Large, CCPPP</b> East Coast Forensic Psychiatric Hospital <a href="mailto:Andrew.Starzomski@cdha.nshealth.ca">Andrew.Starzomski@cdha.nshealth.ca</a>	<b>Dr. Nancy Link</b> <b>Member-at-Large, CCPPP</b> O.I.S.E./UT <a href="mailto:nlink@oise.utoronto.ca">nlink@oise.utoronto.ca</a>	<b>Dr. Donald Saklofske</b> <b>Member-at-Large, CCPPP</b> University of Calgary <a href="mailto:dhsaklof@ucalgary.ca">dhsaklof@ucalgary.ca</a>
<b>Dr. Rebecca Mills</b> <b>Secretary-Treasurer, CCPPP</b> River Valley Health <a href="mailto:rebecca.mills@rvh.nb.ca">rebecca.mills@rvh.nb.ca</a>		<b>Ms. Robin Moszkowski</b> <b>Student Representative, CCPPP</b> Concordia University <a href="mailto:robin.moszkowski@yahoo.ca">robin.moszkowski@yahoo.ca</a>

## President's Message

\*\*\*\*

**Dr. Nicola P. Wright**

The overarching theme for this year for CCPPP has been a focus on student issues and input in the training process with the overall goal of continuing enhancement of professional psychology training. Commensurate with this theme, part of the focus of the CCPPP pre-convention workshop at CCPPP will be on student issues (student rates for the pre-convention workshop have been made very reasonable in the attempt to encourage increased student participation). Ms. Robin Moszkowski's involvement as student representative has been a wonderful addition to CCPPP. Robin has taken a lead role in bringing student issues to the fore and on the development of a questionnaire to be sent out to the CPA student listserve focused on student issues in training. CCPPP has submitted for conversation sessions at CPA to provide a greater involvement and voice for students with the intent of increased dialogue between students, directors of training and supervisors.

The CCPPP Executive will be meeting for their annual mid-winter meeting on March 7<sup>th</sup> and 8<sup>th</sup>, 2009 in Calgary. The focus of this meeting will be on business-related items for CCPPP functioning, preparations for the CCPPP pre-convention workshop and the Joint Council of Chairs of Training Councils (CCTC) convention in Orlando, in February 2010. CCPPP is contributing to the convention planning for the CCTC joint convention by working on the

design of the web-page for the 2010 convention. Other work of the executive includes liaison work with a variety of CPA sections and other organizations (please see our liaison reports that follow for an update) and our ongoing advocacy efforts.

We are soliciting interest in the CCPPP President-Elect position and the CCPPP Student Representative position. Please send nominations to me at [Nicola.Wright@rohcg.on.ca](mailto:Nicola.Wright@rohcg.on.ca). We will also be posting a request for nominations for President Elect on the CCPPP listserve and for the Student Representative on the CPA student listserve.

We, at CCPPP, are looking forward to seeing everyone at the CCPPP Pre-convention Workshop and AGM in Montreal on June 10<sup>th</sup> and at other training related sessions at CPA.

### **Notice of Annual General Meeting**

\*\*\*\*\*

The Annual General Meeting of the CCPPP will be held from 3:00 p.m. to 5:00 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

**Please submit agenda items for the Annual General Meeting to:**

[nicola.wright@rohcg.on.ca](mailto:nicola.wright@rohcg.on.ca)

# **2009 CCPPP Pre-convention Workshop**

\*\*\*\*

**Dr. Josephine Tan  
President-Elect**

**June 10, 2009  
Montreal, Quebec**

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

### **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

The 2009 CCPPP pre-convention workshop will present a unique opportunity for participants who are involved in different aspects and levels of professional training to come together and collaborate on common training issues. This format is a departure from

the usual speakers' presentation because attendees at the 2008 CCPPP annual general meeting had expressed a desire for the chance to discuss in depth important training issues among themselves.

Based on the feedback that was received from the 2008 CCPPP pre-conference workshop attendees, three topics related to graduate psychology training and internship/ residency were identified as important training matters and will be featured in the upcoming pre-conference workshop:

- (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, all of whom have a keen interest in training issues and are actively involved in the training process at their respective organizations/sites. Following the presentations, the workshop participants will divide into work groups that will offer participants the opportunity to interact, discuss issues and to develop ideas and/or plans of action. The workshop will culminate in the work groups coming together for an integration of their discussions and ideas.

The workshop is open to anyone who is interested in professional training, such

as training directors, supervisors, students, faculty, administrators, and legislators. **The CCPPP highly values the participation of students and would like to especially encourage them to attend.** The workshop represents a professional development opportunity and participants will be awarded CPA Continuing Education credits. The workshop will run from 9:00-2:30 and will include lunch and health breaks in the registration costs. The CCPPP annual general meeting will follow from 3:00-5:00 and is open to everyone. Registration is required only for the workshop



## **Liaison Reports Council of Chairs of Training Councils (CCTC) Liaison Report**

\*\*\*\*

**Dr. Nancy Link  
Member-at-large**

CCTC, which stands for the Council of Chairs of Training Councils, is different from other training meetings. This organization was established in partnership with APA. It could be considered the 'mother of all training meetings' because its goal is to bring together representation from all the different training councils, to get consensus across these different constituencies and then to translate that consensus into recommendations for policy change. The following are some of the main themes addressed in the meeting:

In the early part of this decade the idea developed that the concept of *competence* – a combination of knowledge, skills and values – could be used to organize the training goals of psychology. The Competencies Benchmarks document represents a major attempt to articulate in concrete terms the knowledge, skills and values that psychology students should demonstrate at each of three levels of competence (readiness for practicum, readiness for internship and readiness for independent practice), across a range of core competencies. The final version of this document is now complete and will be available on the CCTC website at [www.psychtrainingcouncils.org](http://www.psychtrainingcouncils.org).

Expectations regarding the communication between the training programs and internship sites have been discussed in past CCTC meetings. At this meeting, the recommendation was made that academic training programs write into their program documentation a statement that clarifies for students the expectation that there will be communication about the student's progress between the student's academic program and the placement sites. This document can be found on the CCTC website. An example of suggested wording is:

Doctoral training involves collaboration and partnerships with multiple training sites, including practicum placements, doctoral internship training programs, and others, such as research labs and other academic departments. Communication between doctoral training programs and these training partners is of critical importance to the overall development of competent new psychologists. Therefore, it is the

position of our training program that regular communication about students' performance and progress must occur between the program faculty and other training partners, and that the content from this communication will contribute to regular evaluation of the student's progress.

Much of the energy of this meeting was focused on the 2010 conference that will take place in Orlando, Florida in the Disneyland venue. All the training councils will hold their midwinter meetings in that location that year. In addition to the midwinter meetings, a one-and-a-half-day conference will focus on the training and measurement of competencies. The idea of having a conference that brings together the energies of so many training councils is innovative and exciting. This conference is likely to provide the attendees with the most current thinking about major training issues. Anyone involved in training, either academic or professional, should consider attending this conference. Ever thought about taking your kids to Disneyland? What about doing it in February 2010?



## **Student Liaison Report**

\*\*\*\*

**Ms. Robin Moszkowski**  
**Student Representative**

In my role as student member of the CCPPP, I liaise with graduate students from various psychology programs across the country. One central student issue that has been raised with me is students' evaluations of their supervisors.

As students, we work with a variety of supervisors during different components of our graduate training. After working with these supervisors, we are often asked to provide feedback. The majority of supervisors will agree that receiving feedback from students is imperative to their growth as supervisors and teachers. And while most supervisors are open to constructive feedback, many students will deliberately withhold their less-than-glowing comments, fearing that they may somehow jeopardize their futures by being too honest with those in positions of authority. So I am asked: how can students provide open and honest feedback to supervisors without worrying about burning bridges?

The best solutions attempt to find ways to elicit constructive feedback from students while leaving them confident they will not be hurt by supervisors' potentially negative reactions. I say "potentially" because many supervisors will appreciate well thought-out feedback, whether or not it has negative aspects to it. The first and easiest solution, then, is for supervisors to encourage an ethos of openness by convincing their students that they are anxious to hear comments, both positive and negative.

Despite such attempts, students, concerned about what their supervisors' precise reactions will be, may still be tempted to chill their comments out of fear for the worst. That is why systemic solutions to quell these fears are also needed—whether the fears are well-founded or not.

For instance, some clinical programs ask students to complete evaluations that are then compiled over several years so that the feedback can be provided in random

order – and thus anonymously – to supervisors. I think this method is probably the best approach we currently have, but it is not without limits. Immediate feedback would undoubtedly be more beneficial to supervisors so that necessary changes could be implemented imminently. Moreover, if a student had a particularly difficult or conflictual relationship with a supervisor, that student might worry that the supervisor would identify his/her comments anyway, despite attempts at anonymity.

To account for some of these limitations, this anonymous method can be combined with other approaches. As one example, clinical psychology programs across Canada could come up with a standardized form that all students are expected to fill out in order to evaluate their supervisors at several points during their training experiences. In this way, there is an inherent expectation that supervisors will be evaluated, and they will be aware of the exact manner in which they will be evaluated.

In addition to providing feedback with respect to a supervisor's behaviours (which personalizes the criticism), feedback might also be given with respect to whether a student's personal training objectives are being met. I am currently on internship at the Children's Hospital of Eastern Ontario. At the beginning of each of our rotations, interns are required to complete a form specifying our training goals and what we hope to achieve; through this exercise, both the supervisor and intern take on the responsibility of meeting these goals. I believe this intern-supervisor contract increases the chance

that the intern and supervisor will both have a positive experience working together. Moreover, it provides an objective and shared background against which an intern's experience can be evaluated.

Finally, in addition to using goals as a means of providing feedback, I would encourage students within a particular training program to collaborate together when providing feedback both to their supervisors and to their programs. By uniting together, students will feel supported by their fellow classmates, and protected against possible detrimental outcomes. Moreover, if many students have similar feelings towards a supervisor or a program, it increases the validity of the feedback and makes it even more important that the information be delivered and received.

None of these ideas is perfect (of course!). My primary objective in raising this issue here is to bring it to the attention of the clinicians and researchers who are in the position of training graduate students across the country. By writing this article, I only hope that I have raised awareness about students' sensitivities in this area, and incited further brainstorming among educators, trainers, and clinicians in psychology regarding the issue of supervisor evaluations.



# **The Association of Canadian Psychology Regulatory Organizations (ACPRO)**

\*\*\*\*

**Dr. Andrew Starzomski  
Member-at-Large**

ACPRO was established this year following a planning process that involved some dismantling of the former Council of Professional Associations of Psychologists (CPAP; previously a blend of provincial regulatory agencies and provincial psychology associations). This new group has been quick off the mark in establishing a presence on the internet which provided the basis for this update (<http://acpro-aocrp.net/>).

At the present time ACPRO is chaired by Dr. Rick Morris, the Deputy Registrar/Director, Professional Affairs at the Ontario of Psychologists of Ontario. Dr. Andrea Kowaz, Registrar with the College of Psychologists of British Columbia, is the Vice Chair. Stephane Beaulieu from Quebec and Dr. Alan Slusky are also involved in key positions (Treasurer and Secretary, respectively). Registrars from each province and an official from the Northwest Territories Department of Health occupy seats on ACPRO's Board.

The Mission Statement for ACPRO involves the following points:

- promoting timely information-sharing among the member organizations;
- facilitating and implementing strategies for national reciprocity;

- providing a concerted voice on issues regarding regulation of psychology in Canada;
- fostering partnerships with other relevant organizations (CCPPP is at this time not explicitly included in their list, whereas CPA, CPAP, ASPPB and CRHSPP are explicitly noted);
- identifying important regulatory issues of mutual concern and developing consensus on common policies and managing differences;
- promoting national and international visibility of psychology regulatory issues and positions in Canada.

From that list of points it would appear that there could be some productive connection points between CCPPP and ACPRO. Facilitating optimal language and approaches to training and evaluation that connect with core competencies for professional practice would be one such example.

ACPRO's By-Law is also included on their website. That document states that the group will meet twice annually, specifies the roles and responsibilities of the Officers (Chair, Vice Chair, Treasurer and Secretary), provisions for amending by-laws and precautionary expectations to minimize risk of liability expenses based on action taken by ACPRO members on the group's behalf. Please check out the ACPRO's website!!!



**Canadian  
Psychological  
Association:  
Criminal Justice  
Psychology Section  
Update**

\*\*\*\*

**Dr. Andrew Starzomski  
Member-at-Large**

Since June 2007 Dr. Mark Olver from the University of Saskatchewan has been the Director-at-Large for Clinical Training in the CPA Section on Criminal Justice Psychology. He has provided some information about various clinical training initiatives on the Canadian scene, including some exciting new internship settings.

One of the most positive developments from the last year or so has been the creation of two predoctoral clinical internship positions within the Ontario Region of the Correctional Service of Canada. Dr. Denise Preston ([PrestonDL@csc-scc.gc.ca](mailto:PrestonDL@csc-scc.gc.ca)) has been working with a team of psychologists, administrators and assistants to make this happen. Two interns are slated to start in January 2009, one at the women's prison in Kitchener and the other at Kingston. This could be the start of something nice for the whole country, as seeing such training sites becoming more well-known, formalized and created across the nation would be to the advantage of offenders, the public at large and the psychology community as well. Many readers may be aware that the Correctional Service of Canada has begun working on a re-design of clinical services to address noted shortcomings

in in-house mental health services and psychology services are a key to those plans.

One of Mark's main undertakings over this last couple of years has been to assess the status of psychology training needs and opportunities within the federal correctional system. He presented his interim findings, as part of a symposium on clinical training in criminal justice psychology, at CPA Halifax in June 2008. Preliminary findings showed that only a small minority of correctional sites (institutions or parole offices) take on trainees each year. Most of those that do, maintain some kind of role or contact with local university psychology departments (e.g., involvement in presentations, corresponding with training directors). Low levels of staffing (on average, about 20% of funded psychology positions are unfilled at any given time across the country) was cited as an obstacle to taking on more trainees by almost all respondents. It was also clear that a sizable majority of respondents who did some training felt some frustration that few trainees remained connected to the workplace for future employment opportunities.

Look for a more complete accounting of findings from that project from Mark, in the near future, now that data collection has been completed. He can be reached at [mark.olver@usask.ca](mailto:mark.olver@usask.ca)

You can quickly track down Crime Scene (the section newsletter), always of interest to academics, practitioners and students with a forensic bent, at: <http://www.cpa.ca/sections/criminaljustice/>



**Canadian  
Psychological  
Association:  
Counselling  
Psychology Update**

\*\*\*\*

**Dr. Andrew Starzomski  
Member-at-Large**

Dr. Sharon Cairns from the University of Calgary is the new Chair of the CPA Section on Counselling Psychology. She has provided me information about activities in this busy and vibrant Section, which includes 379 members across the country.

In recapping some recent activities, Dr. Cairns recounted some highlights from CPA 2008 in Halifax, including: a section sponsored keynote by Dr. Charles Chen from the University of Toronto ("*Toward a Proactive Learning Framework in Career Psychology*"), a section-sponsored symposium and conversation hour by the subcommittee developing a definition of counselling psychology and a presentation of the Distinguished Member Award to Dr. Lee Handy. The Section dedicates particular attention to foster development of newcomers to the field, and this past year awarded five student awards at the convention.

Dr. Cairns also noted that the major undertaking of the section continues to be work on defining counselling psychology. She reported that a section committee developed a draft definition and is in the process of collecting feedback. Next year, in Montreal, she anticipates having the definition committee present another symposium

highlighting controversies regarding the definition. It is hoped that the section will be in a position to vote on the definition at the AGM.

Other plans for the section at the CPA convention in Montreal are well underway. Working with the Clinical Section and the International and Cross Cultural Section, the Counselling Section has been successful in co-nominating Dr. Lawrence Kirmayer as a CPA Invited Speaker. Dr. Kirmayer's areas of expertise include cultural formulation in assessment and suicide prevention for Aboriginal peoples. In addition, Dr. Cairns noted that they have arranged for Dr. Nancy Heath from McGill University to provide the section keynote session. Her talk will be *Non-Suicidal Self-Injury: The New Challenge for Counsellors*.

Dr. Cairns can be reached at  
[scairns@ucalgary.ca](mailto:scairns@ucalgary.ca)



## **Association of Professional Psychology Internship Committees (APPIC) Liaison Report**

\*\*\*

**Dr. Sandra Clark  
Past President**

The APPIC membership voted in favour of offering the APPI on-line for the 2010 training year (to be used in the February 2010 Match). This current year will be the final one with the paper version of the APPI. The expectation and hope is that internship applicants will find this process easier and will be less costly.

The APPIC membership conference will be in Portland, Oregon on April 17-18, 2009. The theme of the conference is "Training in Evidence-Based Practices and Evidence-Based Practices in Training". Included in the speakers line-up will be a keynote address by Dr. Marsha Linehan on implementing evidence-based treatments and a plenary talk by Dr. Nadya Fouad on building competencies in our interns and fellows. There will most likely also be an opportunity to see the new on-line application process.

The match imbalance continues to be a significant issue for APPIC (and the CCPPP). The 2008 Match resulted in the second largest imbalance since the Computerized Match began in 1999. However, there was also an increase in the number of new positions which actually outstripped the increase in the number of participating applicants. It is

unclear whether this growth in positions will represent a long-term trend. As one of the on-going effort to address this imbalance crisis, APPIC has partnered with APA to convene a small meeting among the groups most central to the imbalance in order to have an open discussion around the possible solutions that all these groups can take to improve the situation.



## **CCPPP Website & Listserve**

\*\*\*

**Dr. Sandra Clark**

We have now had a consultation meeting with our website re-development team and they have some excellent suggestions for improving our website in a number of ways. These include a more user friendly and better organized navigation of the website, an updated look, and a more efficient and direct process for the web editor to ensure updates and changes are done in as timely a manner as possible. We will also be expanding the content of the website consistent with the initiatives stemming from the 2008 AGM. Again, thank you for your continued patience during this process and I'll keep you informed as the new website is being developed. Please send any questions or queries regarding the website or listserve to myself at [ccppp-list-admin@ccppp.ca](mailto:ccppp-list-admin@ccppp.ca) or at [sclark@cw.bc.ca](mailto:sclark@cw.bc.ca).



## **Call for Nominations**

Please take the time to nominate mentors and/or colleagues who exemplify the qualities and contributions inherent in exceptional professional training. Please forward nominations for the Award for Excellence in Professional Training (Excellence in Academic Training or Excellence in Internship Training) by April 15th, 2009 to [sclark@cw.bc.ca](mailto:sclark@cw.bc.ca). Information and procedures for nomination can be found on the CCPPP website at [www.ccppp.ca](http://www.ccppp.ca).