



CPA Enters into Agreements with the American Psychological Association for Publishing CPA Journals

WENDY JOSEPHSON, Ph.D.



When I stepped down as Chair of the CPA Publications Committee in June of 2007, the Canadian Psychological Association was just completing two years of negotiations with the American Psychological Association to have APA provide the print publication services for the CPA journals.

That agreement was signed late in the summer of 2007, and comes into effect with the first issue of 2008, for each journal. APA will continue to provide electronic access to CPA journals via the PsycARTICLES database, as it has for several years under a separate agreement, but will now also produce the print copies of the journals.

A number of important things will not change under this agreement: CPA retains ownership, copyright, and editorial oversight of the journals. The Board of CPA will continue to appoint the journal editors, the editors and associate editors will continue to be members of CPA, and the CPA Publications Committee will continue to be the body that provides advice and support to the editors. The Canadian Code of Ethics will continue to be the reference

document for ethical standards of research published in CPA journals. Articles will continue to be published in French and in English, with abstracts in both languages.

For the time being, the most noticeable difference for readers of this journal will be a slight change to the look of the page layout, similar to the layout currently used in APA journals. (This format is cost effective, allowing a saving of about four journal pages per issue.) A more significant change will be evident to authors who submit articles to the journal. CPA journals will now use *Journals Back Office (JBO)*, the online submission, peer review and manuscript tracking system that is currently used for APA journals. Authors will use the *JBO* submission portal at the journal's web site for



Standing left to right at agreement signing meeting: Skip Maier (APA), Dan Berman, Wendy Josephson, Peter Bieling, and Will Schweitzer (APA). Seated are John Service and Susan Harris (APA).

manuscript submission, and will be able to track their manuscript electronically as it progresses through the review and editorial decision process. APA has found

that with their own journals the switch to electronic submission was welcomed by authors, typically increasing their submission rates by 15 - 20%. Reviewers

will also use the JBO to submit their reviews. Note that the use of JBO for submitting new

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Appel pour une assistance humanitaire

KAREN COHEN, Ph.D., Directrice générale intérimaire



Vous n'êtes sans doute pas sans savoir qu'en 2006, la SCP a décerné son prix pour réalisation humanitaire à Stephen Lewis, président de la fondation Stephen Lewis, dont le mandat est de soulager l'Afrique du fléau de la pandémie du VIH/sida par la voie du soutien accordé à des projets populaires.

Monsieur Lewis a appelé à la SCP récemment et a formulé une demande bien directe, mais pas si simple, qu'il adressait aux experts du pays, notamment les psychologues canadiens.

Je ne doute pas qu'un grand nombre d'entre vous a lu au sujet de la dévastation causée par la violence physique et sexuelle infligée aux femmes en Afrique. Perçues comme des actes de guerre, les agressions qui n'entraînent pas la mort, laissent les femmes en proie à des traumatismes physiques et psychologiques importants et invalidants.

Comme M. Lewis le soulignait

dans un discours récent qu'il prononçait au Kenya, on estime que des centaines de milliers de femmes ont été violées dans les guerres en République démocratique du Congo – http://www.stephenlewisfoundation.org/news_speech_item.cfm?news=1990. À n'en pas douter, dans le numéro du printemps 2005 de *Psynopsis*, D^{re} Nicole Aubé, membre du conseil d'administration de la SCP, faisait aussi état de son expérience de travail très touchante auprès des victimes de la guerre au Congo - <http://www.cpa.ca/cpsite/userfiles/Documents/Psynopsis%20Final.pdf>



À la suite de visites faites en 2007 dans l'est du Congo et, en particulier, à un hôpital local dont la mission est de soigner les blessures physiques graves qui affligent les femmes victimes de viols, M. Lewis a lancé un appel à l'aide à la SCP. L'aide et les ressources nécessaires pour aider les femmes et les collectivités à faire face au traumatisme psychologique de leurs expériences et de leurs blessures viennent en tête de liste des besoins identifiés par les fournisseurs de soins de santé locaux. Ils doivent aussi venir en aide aux fournisseurs de soins de santé victimes de traumatismes secondaires engendrés par leur travail auprès des victimes de violence, tout en appuyant le développe-

ment de la capacité locale afin d'aider les femmes et leur famille à faire front au stress et au traumatisme dans leurs vies.

À la suite de l'appel de M. Lewis, et en commençant par la section du stress traumatique, j'ai commencé à appeler des psychologues partout au pays possédant de l'expertise en stress traumatique, en violence physique et en abus sexuel. J'ai parlé à un grand nombre de psychologues et j'ai laissé des messages à plusieurs autres. Je suis fière de dire qu'au moins cinq cliniciens ont accepté d'étudier le projet et de voir ce qui est nécessaire et comment ils pourraient aider.

Ce n'est pas une mince tâche pour personne d'examiner la possibilité de quitter son emploi et sa famille pour un séjour en Afrique, mais c'est là aussi une occasion unique de répondre à une demande d'aide pour contribuer à faire une différence importante dans la vie de femmes, de familles et de collectivités dévastées.

La SCP a offert de faciliter cette initiative en coordonnant les volontaires, en convoquant des télé-réunions, en organisant et fournissant du matériel documentaire, etc. De plus, nous croyons comprendre que le financement pour se rendre et travailler au Congo

n'est pas un obstacle. Si vous avez l'intérêt et l'expertise, et que vous aimeriez en savoir davantage sur la façon dont vous pourriez aider, veuillez communiquer avec moi à l'adresse kcohen@cpa.ca

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CANADIAN PSYCHOLOGICAL ASSOCIATION
SOCIÉTÉ CANADIENNE DE PSYCHOLOGIE

Advancing
Psychology for All

L'avancement de la
psychologie pour la
collectivité

2008 CPA Elections
Élections de la SCP 2008

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Tall Ships, Beautiful Minds and Canadian Psychology: The Halifax Convention

THOMAS HADJISTAVROPOULOS, Ph.D. – President

Imagine sailing on the tall ship *Silva*, admiring the beautiful Halifax waterfront, while enjoying delectable Halifax fare from the ship's food stations and pub... CPA has reserved tall ship *Silva* for our social event during the Halifax convention.

There also will be the Presidential Reception which is open to all delegates (i.e., no extra ticket required). CPA Presidential Receptions have always been a lot of fun! In my experience the hors d'oeuvres have always been very good, and those who know my passion for food also know that I do not give high ratings to food lightly! Our CPA fun run and a reception in honour of our former Executive Director, John Service, will also provide excellent opportunities for enjoyable times. The possibilities in the beautiful city of Halifax are endless and will add to our special events. I have featured these social events because enjoying friends and colleagues in wonderful settings has always been important to the CPA Convention.

While there are many good times to be had, the best of the convention can be found among programme presentations. In the first instance, our Honorary President, Harvard Psychologist and Montrealer Steven Pinker (named in 2004 as one of *Time Magazine's* 100 most influential people in the world) will speak on "Language as a Window to the Human Mind". As most of you likely are already aware, Steve is truly a fabulous speaker. I am confident that, after the convention, delegates will consider his lecture to have been one of the very best that they have ever attended. Other outstanding keynote speakers are Hazel Markus, one of the pioneering researchers in the field of self and culture and Carol Ryff who will speak about research and practice in the area of human well-being. This year's Presidential Address will pay tribute to Canadian psychology by reviewing its impact and contributions in a global con-

text, while our Presidential Symposium, with Steven Pinker, and Peter Graff as participants, will involve brief presentations and interaction with the audience about the implications of basic science for psychological applications and the role of applied psychology in generating basic science questions. There also will be a strong roster of CPA invited speakers who will cover very diverse topics (e.g., lifestyle change interventions, post-traumatic stress disorder, bullying, infant psychology, psychology of women and others). I would also encourage every psychologist and psychology student to use the convention as an opportunity to provide input into the governance of Canadian psychology. If you belong to one of our sections, try to attend the business meeting of your section. All CPA members are invited to attend the CPA Annual General Meeting that will take place in Halifax.

Psychology students (both graduate and undergraduate) will find the convention to be especially rewarding. In addition to opportunities to present one's own work and to attend excellent scholarly sessions, the convention offers opportunity to make new friends and to become involved in the scientific, educational and professional activities of CPA. The student section of CPA is one of the most active sections in the organisation and continually makes contributions to the betterment of Canadian psychology. In an effort to best meet the needs of undergraduate students, this year, we are planning a session specifically focusing on how to be admitted to graduate school!

Come to Halifax! Tall Ship *Silva* and Canadian Psychology will be awaiting us.

De grands voiliers, de beaux esprits et la psychologie canadienne : le congrès d'Halifax

THOMAS HADJISTAVROPOULOS, Ph.D. – Président

Imaginez que vous naviguez à bord du grand voilier *Silva*, que vous admirez le superbe front d'eau d'Halifax et que vous vous délectez des plats de la station gourmande ou du pub sur le bateau... La SCP a réservé le grand voilier *Silva* pour son événement social au cours du congrès d'Halifax.

Il y aura également la réception du président qui est ouverte à tous les délégués (c.-à-d. qu'aucun billet supplémentaire n'est requis). Les réceptions du président de la SCP ont toujours été très amusantes! Selon mon expérience les hors-d'oeuvre ont toujours été très bons et ceux qui connaissent ma passion pour la nourriture savent aussi que je n'attribue pas à la légère des notes très élevées aux aliments! Notre course/marche pour le plaisir de la SCP et une réception en l'honneur de notre ancien directeur général, John Service, donneront aussi d'excellentes occasions d'avoir du bon temps. Les possibilités dans la belle ville d'Halifax sont innombrables et s'ajouteront à nos événements spéciaux. Nous avons réservé ces événements sociaux parce que je suis d'avis que de profiter de la présence d'amis et de collègues dans un cadre enchanteur a toujours été important pour le congrès de la SCP.

Même s'il y a de nombreuses occasions d'avoir du bon temps, le meilleur du congrès se trouve dans les présentations du programme. Dans un premier temps, notre président honoraire, psychologue d'Harvard et Montréalais d'origine, Steven Pinker (nommé en 2004 comme l'une des 100 personnes les plus influentes dans le monde par le *Time Magazine*) fera une présentation intitulée « Language as a Window to the Human Mind » (le langage comme une fenêtre sur l'esprit humain). Comme vous le savez déjà sans doute, Steve est vraiment un orateur hors pair. Je suis d'avis qu'à la fin du congrès les participants considéreront que son exposé aura été l'un des meilleurs qu'il leur aura été donné

d'entendre. Hazel Markus, l'un des pionniers de la recherche dans le domaine du self et de la culture et Carol Ryff qui abordera la question de la recherche et de la pratique dans le domaine du bien-être humain sont aussi au nombre des conférenciers d'honneur exceptionnels. Le discours du président de cette année rendra hommage à la psychologie canadienne en examinant son impact et ses contributions dans le contexte mondial, pendant que notre symposium du président, avec Steven Pinker et Peter Graff en tant que participants, engageront des présentations et des interactions brèves avec l'auditoire au sujet des implications de la science fondamentale pour les applications psychologiques et le rôle de la psychologie appliquée dans la production de questions de science fondamentale. Il y aura aussi un bon nombre de conférenciers invités par la SCP qui aborderont divers sujets (p. ex. les interventions dans le changement de mode de vie, le trouble de stress post-traumatique, l'intimidation, la psychologie de l'enfant, la psychologie de la femme et autres). J'aimerais encourager tous les psychologues et les étudiants en psychologie à utiliser le



congrès comme une occasion de fournir une rétroaction dans la gouvernance de la psychologie canadienne. Si vous appartenez à l'une de nos sections, essayez d'assister à l'assemblée annuelle des membres de votre section. Naturellement, tous les membres de la SCP sont invités à assister à l'assemblée générale annuelle de la SCP qui aura lieu à Halifax.

Les étudiants en psychologie (de premier cycle et diplômés) trouveront le congrès particulièrement gratifiant. En plus des occasions de présenter son propre travail et d'assister à d'excellentes séances d'érudites, le congrès offre l'occasion de se faire de nouveaux amis et de s'engager dans les activités scientifiques, éducatives et professionnelles de la SCP. La section des étudiants de la SCP est l'une des sections les plus actives de l'organisation et apporte continuellement des contributions pour le mieux-être de la psychologie canadienne. Dans un effort pour mieux combler les besoins des étudiants de premier cycle, nous prévoyons une séance cette année qui se penchera plus précisément sur la façon d'être admis à l'école supérieure!

Venez à Halifax! Le grand voilier *Silva* et la psychologie canadienne vous attendent.

Membership Services Update...

This column, intended as a regular feature, will provide updates about new and envisioned membership services. For more information about any member service, or to make a membership comment or suggestion, please contact publications@cpa.ca

Gift Memberships are now available for purchase for a student, affiliate, colleague or supervisee. Note that the usual requirements for membership apply.

CPA members are now eligible for a **10% discount in their CAA membership rates**. This discount is available to all CPA members in all jurisdictions except Québec. CAA Québec enters into such discount arrangements separately from its provincial and territorial partners and cannot offer the same discount.

The CPA Head Office hopes to initiate an option for CPA members to cast their **ballots electronically for members of the Board of Directors**. We anticipate that electronic balloting can become operational in winter 2009 (for Board positions starting in 2009-2010). A paper balloting option will continue to remain available. Any feedback or suggestions about the move to electronic balloting can be made to publications@cpa.ca



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The Official Newspaper of the Canadian Psychological Association
Le journal officiel de la Société canadienne de psychologie

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141, avenue Laurier Ave. West, Suite 702, Ottawa (Ontario) K1P 5J3
publications@cpa.ca Fax: (613) 237-1674 ISSN 1187-11809

1-888-472-0657

CANADA POST POSTE CANADA	PUBLICATION MAIL POSTE PUBLICATION
AGREEMENT REGISTRATION NUMBER NUMÉRO DE CONTRAT D'INSCRIPTION 40069496	

NEWS

Psychological Support Needed in Democratic Republic of the Congo

KAREN COHEN, Ph.D., Acting Executive Director

Many of you know that in 2006, CPA extended its Humanitarian Award to Stephen Lewis, Chairperson of the Stephen Lewis Foundation, whose mandate is address the horror of the HIV/AIDS pandemic in Africa through the support of grassroots projects.

Mr. Lewis recently telephoned CPA with a straightforward, though not so simple, request – one that he said he was directing to the experts in his own country, namely Canadian psychologists.

I have no doubt that many of you have read about the devastation of physical and sexual violence befalling women in Africa. Seen as acts of warfare, the assaults that do not result in death leave women with significant and

disabling physical and psychological trauma. As Mr. Lewis pointed out in a recent speech in Kenya, it has been estimated that hundreds of thousands of women have been raped in the Congo wars http://www.stephenlewis-foundation.org/news_speech_item.cfm?news=1990 Indeed, in the Spring 2005 issue of Psynopsis, CPA Board of Director member, Dr. Nicole Aubé, wrote very compellingly of her experience

working with victims of war in the Democratic Republic of the Congo – www.cpa.ca/cpsite/userfiles/Documents/Psynopsis%20Final.pdf

Following up visits made in 2007 to the Eastern Congo, and in particular to a local hospital charged with repairing the severe physical injury sustained by women who have been victims of rape, Mr. Lewis appealed to CPA for help. Chief among the needs identified by local health care providers are help and resource for women and communities to cope with the psychological trauma of their experiences and injuries. Needed also is help for secondary trauma experienced by

the health care providers working with victims of violence as well as assistance in developing local capacity for women and their families to cope with the stress and trauma in their lives.

Following the call from Mr. Lewis, and starting with CPA's section on Traumatic Stress, I began calling psychologists across the country with expertise in traumatic stress, physical violence and sexual abuse. I spoke to several and left messages for many more. I am proud to say that at least five clinicians indicated their willingness to find out more about the project, what is needed, and how they could help.

Contemplating leaving jobs

and families for a stay in Africa is a tall order for anyone but it is also a lifetime opportunity to respond to a request for help and to contribute to making an important difference in the lives of many women, families and communities.

CPA has offered to facilitate this initiative by coordinating volunteers, convening telemeetings, organizing and providing resource materials etc. In addition, it is our understanding that funding to undertake travel and work in the Democratic Republic of the Congo should not be a barrier. If you have the interest and expertise, and would like to find out more about how you can help, please contact me at kcohen@cpa.ca

Obituary

Terrence "Terry" Patrick Hogan

Terrence Hogan passed away on September 19, 2007 after a lengthy illness.

He was born in Dubuque Iowa and received his M.A. and Ph.D. at the Catholic School of America in Psychology. In 1969, he moved with his family to Manitoba to be a Professor of Psychology at the University of Manitoba.

He held numerous positions at the University during his 35 years working there, including Associate Head of Psychology, Dean of Graduate Studies, Associate Vice President (Academic) and Vice President (Research and External Relations).

He served as President of the Canadian Psychological Association in 1983 and was voted CPA Member of the Year Award in 2001. He also served on the Boards of several regional, national and international organizations.

Terrence Hogan is survived by his wife, Jennie Lee Hogan, his children and grandchildren.

Notice – Avis

At its November meeting, the Board of CPA voted in favour of conducting a national search for the position of Executive Director of CPA. We believe that this strategy maximizes the Board's fiduciary responsibility to the membership. Through this search, we will aim to ensure that strong candidates are considered and that the best possible person is hired for this crucial role. It is our hope that the search process will be completed by the middle of March 2008.

Thomas Hadjistavropoulos, CPA President

À sa réunion de novembre, le conseil d'administration de la SCP a voté en faveur de mener une recherche à l'échelle nationale pour combler le poste de directeur général de la SCP. Nous croyons que cette stratégie optimise la responsabilité fiduciaire du conseil d'administration envers ses membres. Dans le cadre de cette recherche, nous allons nous assurer que des candidats et candidates du plus haut calibre seront pris en considération et que la meilleure personne sera embauchée pour jouer ce rôle de la plus haute importance. Nous espérons que le processus de recherche sera terminé à la mi-mars 2008.

Thomas Hadjistavropoulos, Président de la SCP

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www.cpa.ca/convention

Learning to Reflect

ELIZABETH CHURCH, Ph.D. - Leader, Education

The capacity to reflect on our practice is critical to our work as psychologists. While this statement probably seems obvious to most of us, it is only recently that psychologists have started to recognize self-reflection and self-assessment as skills that need to be taught, just as we teach students how to conduct assessments or research.

We know from the literature on the development of expertise that novices often tend to overestimate their knowledge, while expert practitioners can more accurately identify what they know and don't know. Practice alone does not appear to improve novices' skill at self-assessment: They need to be given criteria for how to assess themselves, as well as to receive feedback regarding how accurately they have done this.

Donald Schön, who examined how professionals practice in a number of domains including engineering, town planning, and psychotherapy, is often considered a pioneer of self-reflective practice. In his 1983 book *The Reflective Practitioner*, Schön argued that professionals often face "messy indeterminate situations," where there is uncertainty or a conflict of values and principles. In order to be able to respond to, and work through, these kinds of situations, they need to engage in reflective practice. Schön's work has had a significant impact on disciplines such as architecture, education, medicine, and nursing, which have included reflective practice in their curricula for a number of years. Within psychology, the increased interest in reflective practice seems to be related to the shift towards a competency-based framework in professional psychology. In the 2006 *APA Task Force on the Assessment of Competence in Professional Psychology*, it states that "self-reflection and self-assessment are key components of the assessment of competence and need to be taught and encouraged."

When we talk about self-reflective practice, to what are we referring? It involves becoming aware of how our assumptions, beliefs, values, experiences, training and knowledge influence our practice. In order for this to take place, we need to have the capacity for self-awareness and self-assessment. This includes the ability to identify areas of expertise, areas in need of improvement, as well as a recognition of our limits of expertise. Reflective practice can occur while we are immersed in a situation or after it is over. Engaging in reflective practice seems to help professionals develop a greater awareness about the nature and impact of their performance, which in turn can lead to further growth and development.

A number of disciplines have developed methods for teaching students how to self-reflect. Most often students are encouraged, and required, to practice self-assess-

ment. They may be asked to identify dilemmas from their experience, where there were no clear-cut solutions, and to reflect on how they arrived at their decision and their rationale for choosing a particular course of action. Students may use reflection journals in which they record their responses to, and reflections on, their course work or practica. Some programs teach students frameworks to help them become more aware of their assumptions and attitudes. One method from medicine is the "360 degree evaluation": Students assess themselves and are assessed by their professors/supervisors, peers, and patients. They then have the opportunity to compare their self-assessment with others' assessments. Another approach is the "Script Concordance Test" where students are given clinical scenarios, followed by questions that require them to demonstrate clinical judgment. Practice with these measures has been shown to develop students' capacity to organize and link information and to enhance their ability to address clinical problems.

Of course, it is easier to integrate principles and skills of self-reflective practice into one-on-one supervision or small seminar classes than in large classes where we have less contact with students. Some of the techniques described above may be too labour intensive to use effectively with large groups. At the same time, we can look for opportunities to include reflective practice in our teaching and supervision. One place to start would be to engage in self-reflection ourselves and examine what we are already doing. We may be teaching reflective practice without recognizing we are doing it. An example of this is the ethical decision-making process outlined in the *Canadian Code of Ethics for Psychologists*: As part of the process, psychologists are asked to consider how their biases, values, and self interest may influence their choices, to generate alternate courses of action, and to identify the risks and benefits of each alternative. When we students learn this model, they are learning how to be reflective practitioners. As psychologists, we are often confronted with "messy, indeterminate" situations. By teaching our students the habit of reflective practice, we will help prepare them for the complex world of psychology they will encounter once they graduate.

Apprendre à réfléchir

ELIZABETH CHURCH, Ph.D. - Chef, éducation

Il est essentiel pour un psychologue de pouvoir réfléchir sur l'exercice de sa profession. Même si cet énoncé semble une vérité première pour la plupart d'entre nous, ce n'est que récemment que les psychologues ont commencé à reconnaître l'auto-réflexion et l'auto-évaluation comme des compétences qu'il fallait enseigner, tout comme nous enseignons aux étudiants comment mener des évaluations ou de la recherche.

La recherche sur l'acquisition des compétences révèle que les novices ont souvent tendance à surestimer l'étendue de leurs connaissances, alors que les praticiens experts peuvent identifier de façon plus précise ce qu'ils savent et ce qu'ils ne savent pas. La pratique seulement ne semble toutefois pas améliorer les compétences des novices à s'autoévaluer : ils ont besoin de critères sur la façon de s'évaluer ainsi que de rétroaction concernant l'exactitude de leur réflexion.

Donald Schön, qui s'est penché sur l'exercice professionnel dans un certain nombre de domaines dont le génie, l'urbanisme et la psychothérapie, est souvent perçu comme un pionnier dans la pratique de l'autoréflexion. Dans son livre intitulé *The Reflective Practitioner*, publié en 1983, Schön avançait que les professionnels doivent souvent faire face à des « situations ambiguës et embrouillées », où il y a de l'incertitude ou un conflit dans les valeurs et les principes. Afin d'être en mesure de réagir et de résoudre ces genres de situations, ils doivent s'engager dans un exercice de réflexion. Les travaux de Schön ont eu une incidence importante sur des professions comme l'architecture, l'éducation, la médecine et les sciences infirmières qui, depuis un certain nombre d'années, ont ajouté des exercices de réflexion dans leur programme d'enseignement. Au sein de la psychologie professionnelle, l'intérêt accru pour l'exercice d'autoréflexion semble être lié au changement vers un cadre de travail axé sur les compétences. Dans le rapport du *Task Force on the Assessment of Competence in Professional Psychology* de l'APA, qui a paru en 2006, on déclare que « l'auto-réflexion et l'autoévaluation sont des composants clés de l'évaluation des compétences et doivent être enseignés et encouragés. »

Mais qu'entendons-nous par exercice d'autoréflexion ? L'autoréflexion suppose que nous devenons conscients de la manière que nos suppositions, nos croyances, nos valeurs, nos expériences, notre formation et nos connaissances influencent

l'exercice de notre profession. Pour ce faire, nous devons avoir la capacité de conscience de soi et d'autoévaluation. Entre autres, il faut aussi avoir la capacité d'identifier nos domaines d'expertise, les domaines que nous devons améliorer, tout en reconnaissant les limites de notre expertise. L'exercice de réflexion peut se faire pendant que nous sommes au plein milieu d'une situation ou une fois qu'elle est terminée. L'engagement dans un exercice de réflexion semble aider les professionnels à acquérir une plus grande conscience de la nature et de l'incidence de leur rendement, ce qui, par ricochet, peut conduire à une croissance et un développement supérieurs.

Un certain nombre de professions ont mis au point des méthodes d'enseignement sur la façon de réfléchir. La plupart du temps, les étudiants sont encouragés à s'exercer à l'autoévaluation et ils sont tenus de le faire. On peut leur demander d'identifier des dilemmes, tirés de leur propre expérience, où il n'y avait pas de solution toute faite et de réfléchir au cheminement qui a été suivi pour parvenir à leur décision ainsi qu'à leur justification d'avoir suivi un plan d'action particulier. Les étudiants peuvent utiliser un journal de réflexion dans lequel ils consignent leurs réponses et leurs réflexions au sujet de leur travail de cours ou de programme. Certains programmes enseignent aux étudiants des cadres de travail pour les aider à devenir plus conscients de leurs suppositions et de leurs attitudes. L'une de ces méthodes employée en médecine est « l'évaluation à 360 degrés » : les étudiants s'évaluent eux-mêmes et sont évalués par leurs professeurs/superviseurs, leurs pairs et leurs patients. Ils ont ensuite l'occasion de comparer leur autoévaluation avec celle des autres. Une autre approche repose sur le « test de concor-



dance du script » où les étudiants reçoivent des scénarios cliniques, suivis de questions, qui les amènent à faire preuve de jugement clinique ». Il a été démontré que les exercices avec ces mesures développaient la capacité des étudiants à organiser et à lier l'information et à améliorer leur capacité de résoudre des problèmes cliniques.

Évidemment, il est plus facile d'intégrer les principes et le savoir-faire dans l'exercice de l'autoréflexion dans une supervision individualisée ou de petits séminaires en classe que dans de grandes classes où il y a moins de contacts avec les étudiants. Certaines des techniques décrites précédemment peuvent demander beaucoup trop de temps et ne pas bien se prêter à une utilisation dans de grands groupes. Dans la même veine, nous pouvons chercher des occasions d'inclure des exercices de réflexion dans notre enseignement et notre supervision. Nous pourrions tout d'abord nous engager dans une réflexion sur nous-mêmes et examiner ce que nous faisons déjà. Nous pourrions enseigner la pratique de la réflexion sans pour autant nous en rendre compte. Un exemple de ce processus de prise de décision éthique est décrit dans le *Code canadien de déontologie professionnelle des psychologues* : dans le cadre du processus, on demande aux psychologues de considérer comment leurs partis pris, leurs valeurs et leur propre intérêt peuvent influencer leurs choix, de proposer d'autres plans d'action et d'identifier les risques et les avantages de chaque option. Lorsque nos étudiants apprennent ce modèle, ils apprennent à être des praticiens réfléchis. En tant que psychologues, nous sommes souvent confrontés à des situations « ambiguës et embrouillées ». En enseignant à nos étudiants l'habitude de l'exercice de réflexion, nous aiderons à les préparer au monde complexe de la psychologie auquel ils devront faire face lorsqu'ils recevront leur diplôme.

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Human Research Participant Protection in Canada: Moving Ahead?

DAVID J. A. DOZOIS, Ph.D. - Leader, Science



Over the past year, the Scientific Affairs Committee has responded to a number of requests for feedback on research ethics.

For example, the committee responded to three different consultation documents related to the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*. More recently, Scientific Affairs provided feedback on a draft report on the governance of research ethics titled *Moving Ahead* (this document can be downloaded from <http://www.hrppc-pphrc.ca/>). This report outlines the recommendations of the Experts Committee for Human Research Participant Protection in Canada. The Experts Committee was commissioned by the Sponsor's Table, a group of organizations that share an interest in meeting ethical standards and promoting research involving humans.

The overall rationale for the consultation process is as follows: Although Canadian institutions operate with high ethical standards, there are increasing pressures on the current system (e.g., governance, transparency, accountability) that necessitate a shared vision among the research community to protect research participants while facilitating research. Canada does not currently have a system for overseeing research involving humans. Rather, the conduct of research is governed by "a complex patchwork of regulations and guidelines, developed over time by a variety of agencies and organizations" (*Moving Ahead*, p. 17). As outlined in this document, there are a number of problems with the current system (e.g., it is fragmented and lacks consistency; there is unnecessary duplication of ethics reviews in multi-centered research; there are competing interests insofar as the federal granting agencies promote research while concurrently serving as stewards of the predominant Canadian research ethics policy).

What is being proposed is a single system – the Canadian Council for the Protection of Human Research Participants – relevant to all disciplines. This Council would be responsible for establishing policy, education and accreditation. One ad-

vantage of such a system is that policies and procedures would presumably be established with relevant and equal applicability to biomedical, social science and humanities research.

Overall, the Scientific Affairs Committee was quite impressed with the document and thought that the establishment of a Canadian Council may be worthwhile to pursue. Nevertheless, there were some limitations to the proposal. For example, the proposal states that the Sponsors' Table would be responsible for appointing Council members. Roughly 70% of the researchers in the country are from the social sciences and humanities, yet the biomedical community is overwhelmingly represented in the list of organizations represented by the Sponsors' Table. Will there truly be greater awareness of research conducted in social science or will we end up experiencing a recapitulation of the same types of problems that exist in the current system?

The development of an accreditation process seems inevitable. If we fail to pursue this, then Canadian organizations will increasingly rely on an American system which may not be responsive to, or reflective of, the Canadian research landscape. The best option might be to find a model that balances protection of the public with advancing research, but that adds as little bureaucracy to the process as possible. The development of accreditation standards for research ethics review boards (and other guidelines or policies), however, should be empirically-based. Often researchers are left questioning the extent to which the increasing resources required to meet the demands of the ethics review process are supported by data. What would be convincing would be to provide evidence that the changes to ethics review, and the increased resources allocated to this process, actually result in fewer ethical complaints and concerns. Without such data, it is unlikely that the human ethics review process will really be 'moving ahead' in Canada.

La protection des participants humains aux recherches au Canada : Faut-il aller de l'avant ?

DAVID J. A. DOZOIS, Ph.D. - Chef, science



Au cours des dernières années, le Comité des affaires scientifiques a répondu à un certain nombre de demandes de rétroaction concernant l'éthique en matière de recherche.

Par exemple, le comité a commenté trois différents documents de consultation au sujet de l'*Énoncé de politique des trois Conseils : Éthique de la recherche avec des êtres humains*. Plus récemment, le comité a fait part de ses commentaires au sujet d'un avant-projet relatif à la gouvernance de l'éthique en recherche intitulé *Aller de l'avant* (ce document peut être téléchargé du site <http://www.hrppc-pphrc.ca/>). Le document décrit les recommandations formulées par le Comité d'experts sur la protection des participants humains aux recherches au Canada. Le comité d'experts a été mandaté par le Forum de promoteurs, un groupe d'organismes qui partagent un intérêt dans le respect des normes d'éthique et la promotion de la recherche avec des participants humains.

L'ensemble du processus de consultation repose sur le fait que même si les établissements au Canada suivent des normes éthiques rigoureuses, le système actuel subit des pressions accrues (associées à des aspects comme la gouvernance, la transparence et la responsabilité à l'égard du public) qui font que le milieu de la recherche doit adopter une vision commune qui permet d'établir un système de protection des participants humains aux recherches, tout en facilitant les recherches. Actuellement, le Canada n'est pas doté d'un système qui permet d'encadrer la recherche avec des êtres humains. La recherche s'articule plutôt autour « d'un ensemble complexe de règlements et de lignes directrices disparates élaboré au fil du temps par divers organismes » (*Aller de l'avant* p. 19). Comme il est

décrit dans ce document, le système actuel comporte des lacunes (p. ex. il est fragmenté et manque de cohérence; il y a un dédoublement inutile d'examen d'ordre éthique dans de multiples centres de recherche; il y a des intérêts divergents dans la mesure où les organismes subventionnaires fédéraux font la promotion de la recherche tout en assurant l'intendance de la politique en matière d'éthique de la recherche prédominante au Canada).

Le comité propose la mise sur pied d'un seul système – le Conseil canadien de protection des participants humains aux recherches au Canada – qui conviendrait à toutes les disciplines. Il incomberait à ce conseil de veiller aux questions en matière de politique, de formation et d'agrément. Les politiques et les procédures seraient vraisemblablement établies en fonction d'une applicabilité pertinente et égale en recherche biomédicale et en sciences sociales et humaines, ce qui serait un avantage de ce système.

Dans l'ensemble, le Comité des affaires scientifiques a été assez impressionné par le document et était d'avis qu'il valait la peine de poursuivre l'idée de la création d'un conseil canadien. Cependant, la proposition comporte des limites. Par exemple, on déclare dans la proposition que le Forum de promoteurs serait responsable de la nomination des membres du conseil. Or, environ 70 % des chercheurs au pays proviennent des sciences sociales et humaines, mais le milieu biomédical est représenté de façon écrasante dans la liste des organismes représentés par le Forum de promoteurs. Y aura-t-il vraiment



une sensibilisation plus grande à la recherche menée en science sociale ou allons-nous devoir faire face aux mêmes types de problèmes qui existent dans le système actuel ?

La création d'un processus d'agrément semble inévitable. À défaut d'emprunter cette voie, les organismes canadiens seront de plus en plus à la remorque du système américain qui pourrait ne pas s'adapter au contexte de la recherche au Canada ou le refléter aussi bien. Un modèle qui équilibrerait la protection du public avec l'avancement de la recherche, mais qui ajouterait le moins de bureaucratie possible au processus, représenterait la meilleure option. La création de normes d'agrément des comités d'éthique de la recherche (et autres lignes directrices ou politiques) devrait cependant se fonder sur des données empiriques. Souvent, les chercheurs se demandent jusqu'à quel point l'augmentation des ressources requises pour satisfaire les exigences du processus d'examen éthique s'appuie sur des données. Les preuves que les changements apportés à l'examen éthique et les ressources accrues affectées à ce processus engendrent un moins grand nombre de plaintes et de préoccupations d'ordre éthique seraient convaincantes. Sans ce genre de données, il est peu probable que le processus d'examen éthique de la recherche avec des participants humains pourra vraiment « aller de l'avant » au Canada.

CPA Foundation Awards

The Canadian Psychological Association Foundation (CPAF) is very pleased to announce the winners of the CPAF Student Awards for 2007-08. The CPAF was delighted to have received 50 applications for the award. Decision-making was challenging indeed because there were clearly so many more meritorious projects than we could fund. Five applicants were funded, each for an award of \$2,000. The work of the successful applicants stood out among a cohort of very talented and accomplished peers. The CPAF extends its congratulations to the following successful applicants and wishes all applicants success in their research endeavours. The quality of the applications received clearly show that the research future of psychology is in very capable hands. Please note that the current awards were made possible following several years of fund-raising activity. For reasons relating to funding, as well as to the breadth of CPAF's mandate, we likely will not be able to offer student awards annually.

Ms. Becky Choma and Ms. Leanne Gosse, co-applicants, Brock University, "I remember it differently: The role of threat to belief in a just world in eyewitness recall performance"

Ms. Kim Daniel, McGill University, "Educators and parents' perceptions of integrating students with different developmental disabilities into regular classrooms: Assessing Québec's readiness for full inclusion"

Ms. Erin Moon, Dalhousie University, "The socialization of child pain responding: The impact of gender variation on parent behaviour during child pain"

Ms. Erin Moss, University of Calgary, "Adding motivational interviewing to a behavioural weight loss treatment for obesity: A randomized controlled trial"

Ms. Melissa St. Pierre, University of Windsor, "Abuse in same-sex relationships: An exploration of potential barriers to help-seeking in rural and urban Canada"

Where is our pride?

IAN R. NICHOLSON, Ph.D. - Leader, Practice



February is Psychology Month. Once again, this national initiative is rolling towards us. This is a time for us to take pride in what we do – pride in who we are.

Over the last three years, there have been a range of exciting initiatives across the country. Every year, there have more and more psychologists working in more and more ways to “show us off”.

And why shouldn't we?

The breadth and depth of our knowledge and skills are strong. Our standards are high in education, teaching, and practice.

For too long, we have worked on a principle of letting our good work speak for itself.

At one time, that may have been enough. However, no longer is this enough.

While there are pockets in our community where we flourish, they are rare. We often feel that we are not understood and not appreciated.

We can't wait for others to appreciate us based on our background and our good work. Too many others are fighting for the attention of decision makers. We need to do the same.

Years ago in this column, I wrote about the need to see ourselves as members of a community. February is a time to recognize that. As I wrote at the time: “Remember, this is your community. Take advantage of it. Foster it. Support it. Be proud of it.” Psychology month is a time to do that.

This is as true today as when I wrote it. I would encourage you to “show off” our community – public talks, opinion pieces

for local and community newspapers, meeting with politicians, supporting regional and provincial activities – all of these are ways to let others know about us.

Several years ago, the Council of Provincial Associations of Psychology (CPAP), a group comprised of representative of provincial and territorial associations and regulatory bodies, hired an advocacy coordinator to organize material for Psychology Month. A large number of ideas, resources, and success stories can be found at their website: <http://www.cpa.ca/psychologymonth/>

Check out the page. You can see how easy it is.

One simple way to promote our profession is to identify yourself as “a Psychologist”. I have heard many stories over my tenure as chair of Professional Affairs of members of our professional community who do not want to use the term. They see it as a lesser term compared to other terms: Educational consultant, neuroscientist, organizational consultant, cognitive scientist.

Psychologists work in a wide range of settings. Our skills and knowledge lend themselves to solving problems in a variety of areas. Yet, we are often hidden.

Those who use these terms do have a point. They see the term as misunderstood by the public and, if they were to use it, they would also be misunderstood. They see their other titles as clearer to the consumers of their service.

FEBRUARY is
Psychology Month



Psychology
is for
Everyone

While they do have a point, their behaviour feeds into a vicious circle. The more we limit the use of our title, the less people will understand the true vibrancy of our profession. The less people can see the vibrancy of our profession, the more they will misunderstand our title. The more

they misunderstand the title, the more many of us will limit the use of our title.

So, as part of showing ourselves off, I encourage us all to be clear to others about who we are, Psychologists, and what we do. We will all benefit from it.

Où est notre fierté ?

IAN R. NICHOLSON, Ph.D. - Leader - pratique



Février, c'est le mois de la psychologie. Cette année encore, cette initiative nationale s'amène à grands pas. C'est le temps pour nous de montrer notre fierté dans ce que nous faisons et qui nous sommes.

Au cours des trois dernières années, toute une gamme d'initiatives ont été organisées d'un bout à l'autre du pays. Chaque année, de plus en plus de psychologues trouvent de plus en plus de façons de nous « mettre en évidence ».

Et pourquoi pas ?

L'étendue et la profondeur de nos connaissances sont impressionnantes. Nos normes de formation, d'enseignement et de pratiques sont élevées.

Pendant trop longtemps, nous avons laissé notre bon travail parler de lui-même.

Il fut un temps où cela était peut-être suffisant. Cependant, aujourd'hui ce n'est plus le cas.

Même s'il y a des secteurs florissants dans notre communauté, ils sont rares. Nous nous sentons souvent incompris et pas appréciés.

Nous ne pouvons pas attendre que les autres nous apprécient à partir de nos antécédents et notre bon travail. Un trop grand nombre

de personnes veulent capter l'attention des preneurs de décision. Nous devons faire la même chose

Il y a plusieurs années, sous la présente rubrique, j'écrivais au sujet du besoin de nous percevoir comme des membres d'une communauté. Le mois de février est un temps pour le reconnaître. Comme je l'écrivais à l'époque : « Souvenez-vous, c'est votre communauté. Tirez-en avantage. Favorisez-la. Appuyez-la. Soyez-en fier. » Le mois de la psychologie est un temps pour le faire.

C'est aussi vrai aujourd'hui qu'au moment où je l'écrivais. Je vous encouragerais à « mettre en évidence » notre communauté – prononcez des discours, rédigez des articles dans les journaux locaux et communautaires, rencontrez les politiciens, appuyez les activités régionales et provinciales – voilà autant de moyens de nous faire connaître par les autres.

Le Conseil des associations provinciales de psychologues

(CAPP), un groupe composé de représentants des associations provinciales et territoriales et les organismes réglementaires, ont embauché une personne chargée de coordonner les activités de représentation et d'organiser le matériel pour le mois de la psychologie. Il se trouve un grand nombre d'idées, de ressources et d'expériences réussies sur leur site Web à l'adresse : <http://www.cpa.ca/psychology-month/>

Consultez la page. Vous pouvez voir comment c'est facile.

Une façon simple de promouvoir notre profession est de s'identifier comme « un psychologue ». J'ai entendu un très grand nombre d'anecdotes, lorsque que j'assumais la présidence du Comité des affaires professionnelles, de membres de notre communauté professionnelle qui ne voulait pas employer le terme. Ils voient un diminutif dans ce terme comparativement à d'autres comme consultant en éducation, neuroscientifique, consultant en organisation, spécialiste de la cognition.

Les psychologues travaillent dans une vaste gamme de milieux. Nos compétences et nos connaissances se prêtent à la résolution de

FÉVRIER c'est
le mois de la psychologie



La psychologie,
c'est pour
tout le monde

problèmes dans une variété de contextes. Mais il reste que nous restons souvent cachés.

Les personnes qui emploient ces termes ont un bon point. Ils voient le terme comme mal compris du public et, si elles l'utilisaient, elles seraient aussi mal comprises. Elles perçoivent leurs autres titres comme plus clairs pour les consommateurs de leurs services.

Même si ces personnes marquent un point, leur comportement alimente un cercle vicieux. Tant que nous limiterons l'utilisa-

tion de notre titre, moins le public comprendra la vraie nature dynamique de notre profession. Moins le public peut voir son dynamisme, plus il a de la difficulté à comprendre notre titre. Moins il comprend notre titre, un plus grand nombre d'entre nous limite l'utilisation de notre titre.

Ainsi, comme nous nous apprêtons à nous « mettre en évidence », je vous encourage tous à être clairs au sujet de qui nous sommes, des psychologues et ce que nous faisons. Nous allons tous en récolter les fruits.

NOUVELLES

La SCP conclut des accords avec l'American Psychological Association

WENDY JOSEPHSON, Ph.D.



Lorsque j'ai quitté la présidence du Comité des publications de la SCP en juin 2007, la Société canadienne de psychologie venait de terminer deux années de négociations avec l'American Psychological Association visant à ce que l'APA fournisse les services de publication imprimée des revues de la SCP.

Cet accord a été signé à fin de l'été 2007 et entrera en vigueur avec le premier numéro de 2008 de chaque revue. L'APA continuera de fournir l'accès électronique aux revues de la SCP par la voie de la base de données PsycARTICLES, comme elle le fait depuis de nombreuses années en vertu d'un accord distinct, mais elle produira aussi désormais les copies imprimées des revues.

Un certain nombre d'éléments importants ne changeront pas à la suite de cet accord : la SCP conserve la propriété, le droit d'auteur et l'intendance de la rédaction des revues. Le conseil d'administration de la SCP continuera de nommer les rédacteurs en chef, les rédacteurs et les rédacteurs en chef adjoints continueront d'être des membres de la SCP et le Comité des publications de la SCP demeurera l'organe qui fournira des conseils et l'appui aux rédacteurs en chef. Le Code canadien de

déontologie sera toujours le document de référence en ce qui concerne les normes d'éthique de la recherche publiée dans les revues de la SCP. Les articles seront encore publiés en français ou en anglais, avec des résumés dans les deux langues.

Pour le moment, la différence la plus notable pour les lecteurs de cette revue sera un léger changement d'aspect de la mise en page qui sera semblable à celle des revues de l'APA. (Cette mise en page est plus rentable puisqu'elle permet une économie d'environ quatre pages par numéro.) Les auteurs qui soumettent des articles à une revue remarqueront un changement plus important. Pour les revues de la SCP, ils se serviront de *Journals Back Office (JBO)*, le système en ligne de soumission, d'évaluation et de suivi des manuscrits qui est actuellement utilisé pour les revues de l'APA. Les auteurs se rendront au portail de *JBO* sur le site Web

de la revue pour soumettre leur manuscrit et seront en mesure de suivre par voie électronique sa progression dans le processus d'examen et de décision de la rédaction. L'APA a trouvé pour ses propres revues que le passage à la soumission électronique des manuscrits a été bien accueilli par les auteurs, les taux de soumission ayant connu une augmentation générale de 15 à 20 %. Les évaluateurs se serviront aussi de *JBO* pour soumettre leurs révisions. Veuillez noter que l'utilisation de *JBO* pour la soumission de nouveaux manuscrits à la RCPE ne débutera qu'en janvier 2009, c'est-à-dire au moment de l'entrée en fonction de la nouvelle équipe de rédaction. L'APA assurera aussi d'autres services, notamment une stratégie de marketing exhaustive.

Une fois que les articles de revue de la SCP auront été traités à l'aide du système *Journals Back Office*, le processus de numérisation des versions électroniques de la revue sera aussi plus facile, plus rapide et moins enclin à l'erreur. L'accord prévoit également une augmentation de la part des redevances d'accès électronique sous licence de la SCP. L'APA a l'intention de faire passer l'accès aux revues de la SCP pour les membres de la SCP à la version la plus récente de son système PsycNet, ce

qui donnera un accès électronique plus fiable et des fonctions de recherche plus complètes.

On s'attend à ce que cet accord soit avantageux financièrement pour la Société canadienne de psychologie et les revues, mais plus important encore, on s'attend à une visibilité et un impact accrus des revues en Amérique du Nord et dans le monde entier. Mon successeur à la présidence du Comité des publications de la SCP, Peter Biebling, a travaillé ferme avec l'APA et les rédacteurs en chef des revues pour mettre au point les détails de la transition et je tiens à tous leurs exprimer mes remerciements. Je tiens aussi à remercier tous les membres du Comité des publications, le conseil d'administration, notre ancien directeur général John Service, le directeur des services de rédaction Dan Berman, Dan Perlman, Thomas Hadjistavropoulos et Robert Vallerand pour tous les efforts qu'ils ont aussi déployés.

Peu après la conclusion de l'accord avec l'APA, un deuxième ensemble de négociations a permis d'établir que la Société canadienne de psychologie publierait désormais la *Revue canadienne de psychologie expérimentale* en collaboration avec la Société canadienne des sciences du cerveau, du comportement et de la cognition (SCSCCC). En vertu de cet accord,

la SCSCCC a désigné la *RCPE* comme la publication qui la représente et offrira un abonnement électronique à *RCPE* en tant qu'avantage d'appartenir à la SCSCCC. Elle encouragera ses membres à soumettre leurs travaux à la *RCPE* en tant que revue canadienne représentative de la recherche appuyée par le CSS 12 du CRSNG. Un siège au Comité des publications de la SCP sera réservé à un représentant de la SCSCCC. Les résumés du congrès annuel de la SCSCCC seront publiés dans un numéro augmenté de la *RCPE* et le discours du récipiendaire du prix Hebb de la SCSCCC sera publié annuellement dans la *RCPE*. Cette entente vient officialiser et renforcer l'apport de vieille date des membres de la SCSCCC à la *RCPE* à titre d'auteurs, d'évaluateurs, de membres du comité de rédaction, de rédacteurs en chef et de rédacteurs en chef adjoints. Je voudrais adresser mes remerciements les plus sincères à Carolyn Harley qui a travaillé avec moi pendant toute l'année à titre de présidente de la SCSCCC en vue de conclure cet accord et à Simon Grondin, le rédacteur en chef de la *RCPE*, qui nous a prêté main forte à tout moment.

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CPA 2008 ELECTIONS

MARTIN ANTONY

CANDIDATE FOR THE
PRESIDENT-ELECT POSITION

Thank you for considering my candidacy for the position of CPA President-Elect. A member of CPA since graduate school, and a fellow since 2002, I am a Professor in the Department of Psychology at Ryerson University in Toronto. A University Senator and the founding Director of Graduate and Clinical Training for Canada's newest M.A./Ph.D. program in Psychology (launched in September 2007), I have actively participated in Ryerson's tremendous transformation over the past few years, including the hiring of many new faculty and the introduction of new graduate programs in Psychology. In my previous academic appointment at McMaster University (following my appointment at the University of Toronto), I founded the CPA-accredited Clinical Psychology Residency Program at St. Joseph's Healthcare Hamilton. In addition to directing this internship program, which emerged as one of Canada's most popular training sites under my leadership, I was founding director of the Anxiety Treatment and Research Centre and Psychologist-in-Chief at St. Joseph's Healthcare, Hamilton.

A passionate researcher, scholar and clinician, I have published more than 20 books and over 100 scientific papers, chapters, and other publications, primarily in the areas of anxiety disorders, cognitive behaviour therapy, and evidence-based assessment. I have held over 15 research grants from provincial, national and international funding agencies, and have been a member of editorial boards for eight scientific journals, including *Behaviour Research and Therapy* and *Clinical Psychology: Science and Practice*. I recently served on the Boards of Directors for the Society of Clinical Psychology (APA Division 12) and the Association for Behavioral and Cognitive Therapies (ABCT). I also served as program chair for meetings of ABCT and the Anxiety Disorders Association of America (ADAA). My work has been recognized through awards from several associations (e.g., CCFPP, OPA, etc.), including early career awards from CPA, the Society of Clinical Psychology, and ADAA. I am also a fellow of the Society of Clinical Psychology, the American Psychological Association, and the Canadian Psychological Association. For more information, see www.ryerson.ca/psychology/faculty/antony.

If entrusted with the CPA presidency, I would emphasize six main priorities, including (1) developing resources for helping new graduates find appropriate work in Psychology, (2) increasing available opportunities for internship training in Canada, (3) promoting the value of psychological assessments and treatments in the Canadian healthcare system, (4) strengthening knowledge in psychological science by advocating for increased research funding in basic areas of psychology (e.g., developmental, social, cognitive, neuroscience, etc.), (5) strengthening links between CPA and our sister organization, the Canadian Society for Brain, Behaviour and Cognitive Science (CSBBCS), and (6) enhancing the visibility of CPA (including CPA accreditation and CPA journals) outside of Canada. As someone who has worked in academic departments, hospital settings, and private practice, I believe I can represent the interests of the broad and diverse membership of our Association. Another important asset is my experience as an engaged teacher, scientist, author, practitioner, builder, administrator, and participant in governance. I look forward to the opportunity to serve you as President of CPA.

IAN NICHOLSON

CANDIDATE FOR THE
PRESIDENT-ELECT POSITION

Writing this type of introduction is a novel experience for anyone asked. It is both difficult to talk about oneself and yet hard to limit your career and hopes into a few hundred words. I have reviewed a number from recent elections and found they generally have three parts.

First, is the description of oneself. For me, I was born and raised in Northern Ontario and moved to the London to attend the University of Western Ontario as an undergraduate. I must like the city because, almost thirty years later, I am still there having obtained my B.A., M.A., and Ph.D. from UWO. I completed my predoctoral internship at Victoria Hospital and worked at local hospitals before taking my current role as Psychology Professional Practice Leader at London Health Sciences Centre in 1997. I've taught a number of university courses over the years including graduate courses in Ethics/Standards and in Assessment for the last several years. I have supervised a number of graduate students, interns, and psychologists and have been the Director of Clinical Training at our LHSC internship for the past ten years.

Second is the description of one's professional activities. After licensure, I began to volunteer provincially, starting with the OPA Advocacy Committee but then moved to my provincial Board where I served for five years, including one year as OPA President, and continue on their Ethics and Policy Committee. I am currently on the College Jurisprudence and Ethics Exam Committee and have been an oral examiner.

Nationally, I served six years on our Accreditation Panel, six years on our Board of Directors including four as Professional Affairs Chair, and have been on our Ethics Committee since 2003. Beyond Canada, I am on the ASPPB Item Development Committee (for EPPP), several committees for the Association of Psychology Postdoctoral and Internship Centres, and have been an APA Accreditation site visitor. I've also had a several publications and presentations over the years on a various topics in professional psychology.

The third part describes about one's passions for our profession. As those who have read my *Psynopsis* columns know, I wear my passion for our profession on my sleeve. I do, however, have concerns for it. One of my aims over my term as president would be to further enhance our sense of community. My years on our Board have led me to recognize the different ways our professional services, our research, and our teaching affect the lives of Canadians. We change people's lives in so many different ways. Yet, we are united by a common professional identity. I would continue to support CPA in promoting our common interests but balanced with support for our diversity of roles, interests, and orientations.

I also want to provide CPA support during this transition between Executive Directors. I believe my years on our Board would allow me to provide stability during this time of change. I believe that electing me to this role allows for the continuity our association needs at this unique time.

MARTIN ANTONY

CANDIDAT AU POSTE DE PRÉSIDENT DÉSIGNÉ

Je vous remercie de considérer ma candidature au poste de président désigné de la SCP. Membre de la SCP depuis l'école des études supérieures et fellow depuis 2002, je suis professeur au département de psychologie de l'Université Ryerson à Toronto. Sénateur de l'université et directeur fondateur de la formation clinique et des diplômés du plus nouveau programme de M.A. et de Ph.D. en psychologie (lancé en septembre 2007) au Canada, j'ai participé activement à la formidable transformation qu'a connue l'université au cours des dernières années, notamment à l'embauche de plusieurs nouveaux membres du corps professoral et la mise sur pied de nouveaux programmes à l'école des études supérieures en psychologie. Dans le cadre de ma nomination professorale précédente à l'Université McMaster (suivant ma nomination à l'Université de Toronto), j'ai fondé le programme d'internat en psychologie clinique du St. Joseph's Healthcare d'Hamilton. En plus de diriger ce programme d'internat, qui s'est avéré, sous ma gouverne, l'un des sites de formation le plus populaire du Canada, j'ai été le directeur fondateur du Anxiety Treatment and Research Centre et psychologue en chef au St. Joseph's Healthcare d'Hamilton.

Chercheur, universitaire et clinicien passionné, j'ai publié plus d'une vingtaine de livres et plus de 100 articles, chapitres et autres publications scientifiques, principalement dans les domaines des troubles de l'anxiété, de la thérapie cognitivo-comportementale et de l'évaluation factuelle. Des organismes de financement provinciaux, nationaux et internationaux m'ont octroyé plus de 15 subventions de recherche et j'ai été membre des comités de rédaction de huit revues scientifiques, dont *Behaviour Research and Therapy* et *Clinical Psychology: Science and Practice*. J'ai récemment siégé aux conseils d'administration de la Society of Clinical Psychology (APA Division 12) et de l'Association for Behavioral and Cognitive Therapies (ABCT). J'ai également assuré la présidence de réunions de l'ABCT et de l'Anxiety Disorders Association of America (ADAA). Mon travail a été récompensé par des prix que m'ont remis plusieurs associations (p. ex. le CCFPP, l'OPA, etc.), y compris des bourses en début de carrière de la SCP, de la Society of Clinical Psychology et de l'ADAA. Je suis également fellow de la Society of Clinical Psychology, de l'American Psychological Association et de la Société canadienne de psychologie. Pour obtenir plus d'informations, vous pouvez visiter le site www.ryerson.ca/psychology/faculty/antony.

Si l'on me confiait la présidence de la SCP, je mettrais l'accent sur six priorités principales, soit 1) la création de ressources visant à aider les nouveaux diplômés à trouver du travail approprié en psychologie, 2) l'augmentation des possibilités de formation dans des internats ou des stages au Canada, 3) la promotion de la valeur des évaluations et des traitements en psychologie dans le système de soins de santé canadien, 4) le renforcement du savoir en science de la psychologie par la revendication d'un financement accru dans les domaines fondamentaux de la psychologie (p. ex. la psychologie du développement, la psychologie sociale, la psychologie cognitive, la neuroscience, etc.), 5) le raffermissement des liens entre la SCP et notre organisation sœur, la Société canadienne du cerveau, comportement et sciences cognitives (SCCCSC) et 6) l'amélioration de la visibilité de la SCP (y compris de l'agrément de la SCP et des revues de la SCP) à l'étranger. Étant donné que j'ai travaillé dans des départements universitaires, des contextes hospitaliers et en pratique privée, je crois être en mesure de représenter les intérêts vastes et diversifiés des membres de la SCP. Mon expérience – tout autant que mon engagement – en tant qu'enseignant, scientifique, auteur, praticien, bâtisseur, administrateur et participant dans la gouvernance est également pour moi un atout. J'espère avoir l'occasion de vous servir à titre de président de la SCP.

IAN NICHOLSON

CANDIDAT AU POSTE DE PRÉSIDENT DÉSIGNÉ

La rédaction de ce type d'introduction est sans doute une nouvelle expérience pour quiconque est tenu de le faire. Il est à la fois difficile de parler de soi-même et tout aussi difficile de limiter sa carrière et ses espoirs dans l'espace de quelques centaines de mots. J'ai examiné un peu ce qui a été fait au cours d'élections récentes et j'ai remarqué que les propos tiennent généralement en trois parties.

Tout d'abord, il y a la description de soi. Je suis né et j'ai grandi dans le Nord de l'Ontario et j'ai déménagé à London pour y entreprendre des études de premier cycle à l'Université de Western Ontario. Je dois aimer cette ville étant donné que je m'y trouve encore après bientôt trente ans et j'ai obtenu un B.A., une M.A. et un Ph.D. de la même université. J'ai terminé un internat prédoctoral au Victoria Hospital et j'ai travaillé dans des hôpitaux locaux avant d'assumer mon rôle actuel de chef de la pratique professionnelle de la psychologie au London Health Sciences Centre (LHSC) en 1997. Au cours des années, j'ai enseigné un certain nombre de cours universitaires, y compris plus récemment des cours de déontologie, de normes et d'évaluation. J'ai supervisé ces dernières années un certain nombre d'étudiants aux études supérieures, des internes et des psychologues et je suis directeur de la formation clinique à l'internat du LHSC depuis dix ans.

Deuxièmement, il convient de décrire ses activités professionnelles. Après l'obtention de mon autorisation d'exercer, j'ai commencé à faire du bénévolat à l'échelle provinciale, tout d'abord en siégeant au comité de représentation de l'Ontario Psychological Association (OPA), puis j'ai ensuite siégé à son conseil d'administration pendant cinq ans, y compris une année à titre de président. Je fais toujours partie du comité de déontologie et de politiques de l'OPA. Je siége aussi au comité de jurisprudence et d'examen déontologique des collègues et j'ai aussi été évaluateur d'examen oraux.

À l'échelle nationale, j'ai siégé pendant six ans au conseil d'administration, dont quatre années à titre de président du Comité des affaires professionnelles; j'ai aussi fait partie du Jury d'agrément de la SCP et je suis membre du Comité de déontologie depuis 2003. À l'étranger, je suis membre du Item Development Committee de l'ASPPB (pour l'EPPP) et de plusieurs comités de l'Association of Psychology Postdoctoral and Internship Centres. J'ai aussi été un visiteur d'installation pour le jury d'agrément de l'APA. Je suis aussi auteur d'un grand nombre de publications et de présentations sur divers sujets en psychologie professionnelle.

La troisième partie décrit le plus souvent la passion que nous nourrissons pour notre profession. Comme ceux et celles qui ont lu mes chroniques dans *Psynopsis* le savent, je clame haut et fort ma passion pour notre profession. Cependant, elle me préoccupe. L'un de mes buts au cours du mandat de ma présidence serait d'enrichir davantage notre sentiment de communauté. Mes années passées au conseil d'administration m'ont amené à reconnaître les nombreuses incidences de nos services professionnels, notre recherche et notre enseignement sur la vie des Canadiens et des Canadiennes. Nous changeons la vie des personnes de tellement de façons différentes. Mais encore, nous sommes unis par une identité professionnelle commune. Je continuerais d'appuyer la SCP dans la promotion de nos intérêts communs, tout en appuyant en un juste équilibre notre diversité de rôles, d'intérêts et d'orientations.

Je voudrais aussi assurer la SCP de mon appui pendant la période de transition d'un directeur général à un autre. Je crois que mon expérience au conseil d'administration me permettrait d'assurer de la stabilité pendant cette période de changement. Je crois qu'en m'élisant à cette fonction, je pourrais contribuer à la continuité dont la société a besoin au cours de cette période exceptionnelle.

ÉLECTION 2008 DE LA SCP

PETER GRAF

Élu par acclamation

DIRECTOR AT-LARGE RESERVED FOR A SCIENTIST WORKING WITHIN THE NSERC MANDATE

Dr. Graf completed his Ph.D. in 1981 at McMaster University. Following 2 years of postdoctoral work at the University of California at San Diego, he held an NSERC university research fellowship at the University of Toronto from 1983-87, and then moved to the University of British Columbia where he is now a professor of psychology and director of the NSERC and CIHR funded Memory and Cognition Laboratory. His research focuses on human memory – especially its prospective component, its normal development across the adult lifespan and how it changes when the brain is affected by trauma or disease such as Alzheimer's; he is also investigating age-related changes in the usability of handheld devices such as cell phones and PDAs. Dr. Graf's research has resulted in over 85 published articles and chapters, 3 edited books, and numerous conference, workshop and invited presentations in many countries. In addition to his research, Dr. Graf has served in various editorial capacities of several journals and is currently an associate editor of the Canadian Journal of Experimental Psychology. He has also been involved in organized psychology in Canada, currently serving as secretary/treasurer of the Canadian Society of Brain Behaviour and Cognitive Science.

**PETER GRAF**

Élu par acclamation

DIRECTEUR NON DÉSIGNÉ RÉSERVÉ À UN SCIENTIFIQUE QUI TRAVAILLE AU SEIN DU MANDAT DU CRSNG

D^r Graf a obtenu un Ph.D. en 1981 de l'Université McMaster. Après deux années de travail postdoctoral à l'University of California à San Diego, le CRSNG lui a octroyé une bourse de recherche à l'Université de Toronto de 1983 à 1987, puis il a déménagé à l'Université de la Colombie-Britannique où il est maintenant professeur de psychologie et directeur du laboratoire de la mémoire et de la cognition qui est financé par le CRSNG et l'IRSC. Sa recherche est axée sur la mémoire humaine, tout particulièrement sa composante prospective, son développement normal pendant la durée de vie adulte et la façon dont elle change lorsque le cerveau est atteint par un traumatisme ou une maladie comme celle d'Alzheimer; il étudie également les changements liés à l'âge dans la convivialité de dispositifs portatifs comme les téléphones cellulaires et les PDA. La recherche de D^r Graf a engendré plus de 85 articles et chapitres de livres, trois livres édités et un grand nombre de conférences, d'ateliers et de présentations sollicitées dans plusieurs pays. En plus de sa recherche, D^r Graf a contribué à divers titres à la rédaction de plusieurs revues et il est actuellement rédacteur en chef adjoint de la *Revue canadienne de psychologie expérimentale*. Il œuvre également dans la psychologie organisée au Canada, agissant à titre de secrétaire-trésorier de la Société canadienne des sciences du cerveau, du comportement et de la cognition.

LORNE SEXTON

Élu par acclamation

DIRECTOR PRACTITIONER

Lorne Sexton is Associate Professor and Associate Head in the Department of Clinical Health Psychology in the Faculty of Medicine, University of Manitoba. He is also Psychology Program Site Manager for St Boniface General Hospital in the Winnipeg Regional Health Authority (WRHA). He obtained his Ph.D. from the University of Manitoba in 1980. His clinical practice focuses on geriatric psychology, and he presented a study at the CPA Ottawa Convention in 2007 on memory worry in the elderly. A considerable portion of his career has been spent in health care administration. He was a major contributor to the establishment of Clinical Health Psychology as an academic department in the Faculty of Medicine at the University of Manitoba (1995) and as a distinct regional health program within the WRHA (2000). He coordinates quality improvement activities for the WRHA Psychology Program. Public promotion of the efficacy of psychological interventions has been a concern of his, and towards this goal he initiated (in collaboration with John Service and many others) the *Psychology Works* fact sheets that have been available on the CPA website since 2001. He was Chair of the CPA Clinical Psychology Section in 1999-2000 and has served on the Board of Directors of the Manitoba Psychological Society.

**LORNE SEXTON**

Élu par acclamation

DIRECTEUR PRATICIEN

Lorne Sexton est professeur agrégé et chef adjoint du Département de psychologie clinique de la santé de l'Université du Manitoba. Il est aussi gestionnaire sur place du programme de psychologie à l'Office régional de la santé de Winnipeg (ORSW) de l'Hôpital général de Saint-Boniface. Il a obtenu un Ph.D. de l'Université du Manitoba en 1980. Sa pratique clinique est axée sur la psychologie gériatrique et il a présenté une étude à l'occasion du Congrès de la SCP à Ottawa en 2007 portant sur le souci de la mémoire chez les personnes âgées. Il a passé une part considérable de sa carrière à l'administration des soins de santé. Il a eu un apport considérable dans la mise sur pied de la psychologie clinique de la santé en tant que département au sein de la Faculté de médecine de l'Université du Manitoba (1995) et en tant que programme de santé régional distinct au sein de l'ORSW (2000). Il coordonne les activités d'amélioration de la qualité du programme de psychologie de l'ORSW. Il s'est préoccupé de la promotion de l'efficacité des interventions en psychologie et, à cette fin, il a lancé (en collaboration avec John Service et bien d'autres) les feuillets de documentation *La psychologie peut vous aider* qu'on trouve sur le site Web de la SCP depuis 2001. Il a assumé la présidence de la Section de psychologie clinique de la SCP en 1999-2000 et a siégé au conseil d'administration de la Manitoba Psychological Society.

DAVID DOZOIS

Élu par acclamation

DIRECTOR SCIENTIST

David J. A. Dozois received his Ph.D. from the University of Calgary in 1999. He is now an Associate Professor in the Department of Psychology at the University of Western Ontario. Dr. Dozois' research focuses on the role of cognition in depression and anxiety and cognitive-behavioural theories/therapy. Dr. Dozois has published 45 peer-reviewed articles, 19 book chapters, and 2 edited books. He has also presented over 160 papers at national and international conferences. Dr. Dozois received early career awards from the Canadian Psychological Association (CPA), the Canadian Institutes of Health Research, the National Alliance for Research on Schizophrenia and Depression, and the Ontario Mental Health Foundation. Over the past decade, Dr. Dozois has also been actively involved with CPA. He has served as a member of the Professional Affairs Committee (1995-1997), the Educational and Training Committee (1997-1998), the Psy.D. taskforce (1997-1998), the Student Section (1995-1998; as Chair from 1995-1997), and the Clinical Section (2001-2006; as Chair in 2004). Dr. Dozois also served on the Ontario Mental Health Foundation, Research Grants Committee (2002-2007; as Chair from 2004-2007). He has been on the CPA Board of Directors (Director-Scientist) since 2005 and looks forward to serving another term. He brings to the position a strong scientific background and a passion for promoting psychology in Canada.

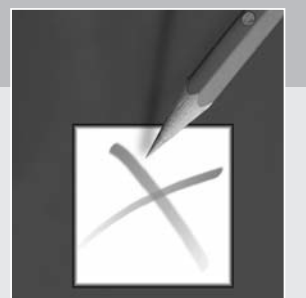
**DAVID DOZOIS**

Élu par acclamation

DIRECTEUR SCIENTIFIQUE

David J. A. Dozois a reçu un Ph.D. de l'Université de Calgary en 1999. Il est maintenant professeur agrégé au département de psychologie de l'Université de Western Ontario. La recherche de D^r Dozois est axée sur le rôle de la cognition dans la dépression et l'anxiété et les théories/thérapie cognitivo-comportementales. Il a publié 45 articles évalués par des pairs, 19 chapitres de livres et deux livres édités. Il a également présenté plus de 160 exposés à l'occasion de conférences nationales et internationales. D^r Dozois a reçu des bourses en début de carrière de la Société canadienne de psychologie (SCP), des Instituts de recherche en santé du Canada, de la National Alliance for Research on Schizophrenia and Depression ainsi que de l'Ontario Mental Health Foundation. Au cours de la dernière décennie, il s'est engagé activement auprès de la SCP. Il a été membre du Comité des affaires professionnelles (1995-1997), du Comité de l'éducation et de la formation (1997-1998), du groupe de travail sur le D.Psy. (1997-1998), de la Section des étudiants (1995-1998; en tant que président de 1995 à 1997) et de la Section clinique (2001-2006; en tant que président en 2004). D^r Dozois a également été membre de l'Ontario Mental Health Foundation, du Comité des subventions de recherche (2002-2007; en tant que président de 2004 à 2007). Il siège au conseil d'administration de la SCP (Directeur - scientifique) depuis 2005 et se réjouit de pouvoir poursuivre un autre mandat. Il apporte à ce poste de forts antécédents scientifiques et une passion pour la promotion de la psychologie au Canada.

**ELECTION BALLOT ENCLOSED
BULLETIN DE VOTE CI-INCLUS**



Excellent Work from Coast to Coast and Beyond

NICOLE AUBÉ, Ph.D.



The Beauty of this Profession....

We are probably quite cognizant of the great range of opportunities that our profession offers but may forget the individual psychologists that make us proud of the 'Psychologist' name.

Let me share with you few examples of the exceptional abilities of our colleagues, and describe 3 amazing professionals.

To alleviate Cancer pain, Sharon Zigman, psychologist, marriage and family therapist and hypnotherapist has directed and produced a CD called "the Colour's Coming Back". This 14-

song album, of which she wrote 12, is directed at cancer patients and their close ones. Although all songs are inspired by real stories, the essential aim was not only to remind us of the tragedy of living with cancer or losing someone to this dreadful disease, but also to emphasize the survivors' strengths and courage. Clearly, Sharon Zigman, Montrealer and musician for over 30 years, has been able to amalgamate her skills, including her therapist abilities to voice stories of hope and determination as an inspiration for

all of us.

In April 2006, Canadian Business Magazine named "Back in Motion", an interdisciplinary group of rehabilitation and disability management clinics in the Vancouver Lower Mainland, as the 2nd Best Place to Work in Canada. In April 2007 they won 'First position'. Specifically, they were ranked #1 overall for credibility and fairness. Dr. Debbie Samsom, Registered Psychologist and CEO of Back in Motion (B.C.) related that they have worked really hard to create a positive corporate culture. Dr. Samsom explained that they have six core values that consist of: 1) Respect for all, always; 2) Honouring our word and doing the right thing; 3) Ask questions -

seek solutions; 4) Achieving excellence, Doing whatever it takes; 5) The passion and power of the team, and; 6) Measuring up: Evidence-based methods and practice. She related that there definitely is a psychology to running an effective, successful business. Increasingly, there is greater emphasis on a psychologically healthy workplace and all of the benefits that flow from that. I hope that somehow, Dr. Samsom having received this award, will make people reflect on the fact that there is this psychological aspect to running a company, and hopefully people can build positive changes around that.

Psychologist Michel Lafortune has also pushed the boundaries of our profession as a coordinator of

a program for Youth at Risk under the auspice of the Cirque du Soleil. Called "Cirque du Monde" this program targets youths in 50 different communities that are considered socially and emotionally at risk and would benefit from an innovative and pedagogic approach amalgamating social interventions and the Art of Circus. The goal is to improve the Youths' self-esteem and self confidence individually, and collectively to develop his or her abilities to work in a team encouraging the Youth to reconcile with his community. Mr Lafontaine works closely with a team of instructors and facilitates the youths' integration to their new environment, the "Cirque du Monde".

The Power of Economics to Highlight the Importance of Psychological Therapies

CATHERINE M. LEE, Ph.D.



In October 2007 the UK Health Secretary announced plans to dramatically improve access to psychological therapies for the treatment of mental disorders such as depression and anxiety.

The impetus for these historic initiatives was *The Depression Report* released in 2006 by the London School of Economics which translated epidemiological data (with which psychologists are familiar) into economic terms (which policy makers find compelling). Despite the estimate that one family in three is affected by depression or anxiety, only 2% of the expenditures of the National

Health Service (NHS) are allocated to the treatment of these disorders. Although psychologists and other mental health professionals have long communicated eloquently about the human cost of mental disorders, it is the economic implications that often spur government into action. Lost output due to depression and anxiety is estimated to cost the UK £12 billion a year—representing 1%

of total national income. A million people in the UK receive *Incapacity Benefits* because of mental disorders, at a cost of £750 a month (about \$1500 Canadian) per person.

The UK National Institute for Clinical Health and Excellence (NICE) is an independent interdisciplinary organization mandated to provide national guidance on promoting good health and preventing and treating ill health. Systematic literature reviews by NICE concluded that evidence-based psychological therapies, at a cost of approximately £750 per person, are effective for at least half the people

with anxiety and depression. The October announcement noted that psychological therapies are as effective as medication in tackling mental health problems and are often more effective in the long run. By 2010-11, the UK government plans to spend £170 million a year on improving access to psychological therapies. It will do this by training mental health professionals including, but not limited to, psychologists. By increasing the numbers of professionals trained to deliver psychological therapies, wait times are expected to be reduced from 18 months to a few weeks. In addition to reducing human suffering

and increasing wellbeing, policy-makers predict that this investment will lead to reductions in claims for disability and increases in productivity.

The UK is not the only country to increase its investment in its psychological resources. The services of psychologists have recently become included in Australia's public health insurance plan. With the creation of the Mental Health Commission of Canada, we hope that the UK and Australian messages are ones that Canada will be better positioned to hear.

Dr. Endel Tulving Honoured

Dr. Endel Tulving, currently at the Rotman Research Institute in Toronto, was recently honoured in London, Ontario at the annual induction ceremony for the Canadian Medical Hall of Fame.

The Canadian Medical Hall of Fame (CHHF) is a national charitable organization serving as a tribute to Canadian men and women who have forever changed the world's health care landscape. It is the only national organization dedicated to celebrating the accomplishments of Canada's medical and health sciences heroes.

Dr. Tulving was inducted into the hall of fame in September at a gala of hundreds of attendees who were there to support the CMHF and its five 2007 inductees.

In his induction in the Basic Research category, he was described as "arguably (having) the greatest impact of any single scientist on the understanding of human memory. A Canadian icon and major international figure in experimental psychology, Tulving's theories have provided the foundation for the whole field of memory research. His work has not rested on theoretical shelves but has led to an increased understanding of neurological disorders such as stroke and Alzheimer's disease."

Dr. Tulving joins other Canadian psychologists, such as Dr. Donald Hebb and Dr. Brenda Milner, as a laureate of the CMHF. The Canadian Psychological Association wants to congratulate Dr. Tulving on this important achievement.

Dr. Ian Nicholson

Come Join in a Thank You Reception for Dr. John Service

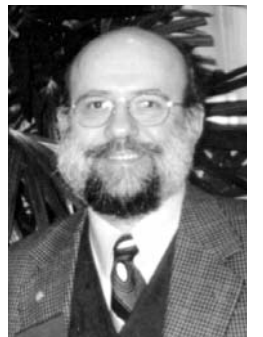
Though we will never lose John to psychology, many of you know that in October 2007, he left CPA to become the Executive Director of the Mental Health Commission of Canada. John has made an outstanding contribution to CPA and to professional psychology in Canada and we would like to take an opportunity to thank him and toast his achievements. So that we can anticipate catering requirements, we ask that you confirm your attendance.

Where: CPA Convention, Marriott Harbourfront Hotel, Halifax, Nova Scotia
When: 8:00 p.m., Wednesday June 11, 2008
R.S.V.P.: receptionforjohn@cpa.ca

Venez nous joindre à l'occasion d'une réception en l'honneur de Dr John Service

Même si John ne sera jamais entièrement absent de la psychologie, comme vous le savez sans doute, il a quitté la SCP pour devenir directeur général de la Commission de la santé mentale du Canada. John a fait une contribution exceptionnelle à la SCP et à la psychologie professionnelle au Canada et nous tenons à profiter de l'occasion pour le remercier et faire un toast à ses réalisations. Pour que nous puissions planifier les services d'un traiteur, nous vous demandons de bien vouloir confirmer votre présence.

Endroit : Congrès de la SCP, Hôtel Marriott Harbourfront, Halifax, Nouvelle-Écosse
Quand : 20 h, le mercredi 11 juin 2008
R.S.V.P. : receptionforjohn@cpa.ca



Canadian Psychological Association

Société canadienne de psychologie

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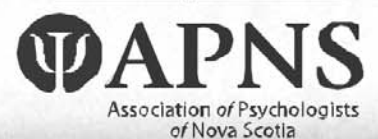
69th Annual Convention69^e Congrès annuel

Halifax

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Pre-Convention Workshops – Ateliers précongrès

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Please register online at www.cpa.ca/halifax2008

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La date limite pour les inscriptions aux ateliers : **le 14 mai 2008**

Les personnes qui s'inscrivent à tout atelier précongrès sont admissibles à des frais réduits pour assister au congrès et elles doivent s'inscrire au plus tard le 14 mai 2008.

Pour de plus amples informations, veuillez vous inscrire en ligne au www.cpa.ca/2008halifax

Pre-Convention Workshops Ateliers précongrès

Date / date : **Wednesday, June 11, 2008 / mercredi, 11 juin 2008**

Location / lieu : **HALIFAX MARRIOTT HARBOURFRONT HOTEL
1919 Upper Water Street, Halifax, Nova Scotia B3J 3J5**

WORKSHOP # 1 CE CREDITS: 6.0

Working with Clients Who Have Sexual Difficulties: A Workshop for Psychologists with a General Practice

Presented by: E. Sandra Byers, Ph.D., University of New Brunswick, Saint John, New Brunswick
 Co-sponsored by: CPA Section on Clinical Psychology and CPA Section on Women and Psychology
 Duration: 8:30am – 4:00pm (refreshments provided during morning)

Clinical/SWAP Section Members: \$140.00 + \$18.20 HST = \$158.20
 Student Section Members: \$75.00 + \$9.75 HST = \$84.75
 Student CPA/APNS Members: \$90.00 + \$11.70 HST = \$101.70
 CPA/APNS Members: \$160.00 + \$20.80 HST = \$180.80
 Non-Members: \$180.00 + \$23.40 HST = \$203.40

Often clients have issues and questions related to sexuality that they wish to address, many of which do not require the intervention of a sex therapist. Indeed, one survey found that 78% of psychologists surveyed had been asked about a wide range of sexual issues by clients (DiGiulio & Reissing, 2004). Thus, it is important that all clinical psychologists, not just those who identify themselves as sex therapists, are willing & able to respond to their clients' sexual problems and concerns. This workshop is designed for the therapist with a general clinical practice who wants to become more comfortable with and knowledgeable about assessing and treating the sexual issues that arise in therapy with gay, lesbian and heterosexual clients. The workshop will allow participants to clarify their personal barriers to working with sexuality issues including assessment of their sexual intervention self-efficacy, provide participants with an assessment model that can be used as a basis for designing effective interventions, and help participants to become more comfortable and effective in addressing clients' sexual issues and when to refer.

WORKSHOP # 2 CE CREDITS: 7

Determinants of Women's Health: a Holistic Approach to Understanding Women's Psychological and Physical Well-Being

Presented and sponsored by: CPA Section on Women and Psychology (SWAP)
 Duration: 8:30am – 5:00pm (refreshments provided during morning and afternoon)

CPA/APNS Members: \$60.00 + \$7.80 HST = \$67.80
 Student Affiliates and Student Non-Affiliates: \$30.00 + \$3.90 HST = \$33.90
 Non-Members: \$70.00 + \$9.10 HST = \$79.10

The Institute will examine the complex interplay between physical and psychological well-being, and the impacts of the broad determinants of health, including social and structural factors, on health and wellness. The day will begin with an invited speaker who will discuss a broad framework for considering multiple influences and perspectives on women's health and the complex relationships between psychological and physical well being. The remainder of the day will consist of a mixture of refereed papers, symposia and workshops on relevant issues in psychology and women's health, such as:

- Social determinants of health (e.g., physical and cultural isolation, income/socio-economic status, employment, immigration status)
- Structural factors that influence women's health (e.g., health services and promotion, access to care)
- Psychological research and practice in the prevention, treatment, management or identification of women's health.

Pre-Convention Workshops – Ateliers précongrès

WORKSHOP # 3 CE CREDITS 4.0

Interprofessional Education and Collaboration: Smooth Sailing or an Adventure on the High-Seas?

Presented by: Margaret Crossley, Ph.D.; Maxine Holmqvist, B.A.; Matthew Burnett, B.A.; Deborah Lake, Ph.D., University of Saskatchewan

Sponsored by: Canadian Council of Professional Psychology Programs (CCPPP)

Duration: 8:30am – 5:00pm (light breakfast and lunch are provided) The morning will be devoted to learning about excellence in training. Discussion will continue after lunch (4 instructional hours). CCPPP AGM to follow

CPA/APNS Members: \$65.00 + \$8.45 HST = \$73.45
 Student Affiliates and Student Non-Affiliates: \$55.00 + \$7.15 HST = \$62.15
 Non-Members: \$85.00 + \$11.05 HST = \$96.05

This workshop will provide an overview of recent interprofessional initiatives engaged in by the faculty and students in one graduate program in clinical psychology. The initiatives aim to increase exposure to interprofessional education (IPE) and to foster competencies in interprofessional collaboration (IPC) and interdisciplinary health research (IDHR). The initiatives include: modifying current graduate course offerings to include theory on interprofessional education; highlighting interprofessional collaboration and practice in the bi-weekly Clinical Seminar series; participating in Problem-Based Learning modules with medicine, nursing, pharmacy, nutrition, and physical therapy; enhancing practicum offerings to include supervised interprofessional experiences and the development of competencies related to interprofessional collaboration; developing partnerships among faculty, graduate students, and professional affiliates to advance IPE through jointly sponsored workshops and symposiums; participating with other health disciplines in local IPE initiatives (e.g., Patient Centered Interprofessional Team Experiences); supporting the Student Wellness Initiative Towards Community Health (SWITCH), an award-winning student-run interprofessional clinic for inner-city residents; and, actively promoting and providing opportunities for interdisciplinary health research (IDHR). This workshop will encourage participants to explore the opportunities and challenges associated with interdisciplinary health research and practice, and will provide a forum to identify some of the core competencies required for effective and rewarding collaboration.

WORKSHOP # 4 CE CREDITS: 6.5

The Easy Part: Creating and Managing a Private Practice in Psychology

Presented by: Randy J. Paterson, Ph.D., Changeways Clinic, Vancouver, B.C.

Co-Sponsored by: CPA Section on Students in Psychology

Duration: 8:30am - 4:30pm (light breakfast and snacks provided during morning and afternoon)

CPA/APNS Members: \$130.00 + \$16.90 HST = \$146.90
 Student Affiliates and Student Non-Affiliates: \$65.00 + \$ 8.45 HST = \$73.45
 Non-Members: \$160.00 + \$ 20.80 HST = \$180.80

Professional training in psychology covers a lot of ground, but often provides less detail on the nuts and bolts of managing private practice than many practitioners might like. Fortunately, effective strategies are available, understandable, and relatively easy to implement. It helps, however, if one does not spend the first few years of practice discovering them for oneself. This practical workshop is presented by the owner of a multiple-provider private practice and training service. The program covers a wide variety of issues, including: Deciding on a location, finding appropriate office space, “stocking the store” with useful tools, creating a useful website, getting and managing referrals, managing communication with referral sources, maintaining client records, the non diagnostic tasks of the assessment session, structuring subsequent sessions, handling finances, creating a professional style without alienating the client, and finding an enjoyable and sustaining balance between the various roles and opportunities available to a psychologist. The program should be of interest not only to those contemplating or starting out in private practice, but also those wishing to “fine-tune” their existing practices.

WORKSHOP # 5 CE CREDITS 3.0

Cognitive Impairment as a Responsibility Factor: The Dummies' Guide to Correctional Neuropsychology

Presented by: Dorothy Cotton, Ph.D., Correctional Service Canada, Kingston, Ontario

Sponsored by: CPA Section on Criminal Justice Psychology

Duration: 12:30pm – 4:30pm (Refreshments provided)

CPA/APNS Members: \$80.00 + \$10.40 HST = \$90.40
 Student Affiliates and Student Non-Affiliates: \$50.00 + \$6.50 HST = \$56.50
 Non-Members: \$100.00 + \$13.00 HST = \$113.00

Estimates suggest that as many as half of male offenders may have experienced diseases or injuries that result in impairments in thinking, memory, executive function and other aspects of cognitive function. Problems such as ADHD, learning disabilities, lower intellect, head injuries, FASD, strokes, birth injuries and exposure to toxins are common in this population. While the causal relationship between cognitive/neuropsychological impairment and offending behaviour remains unclear, there are definite treatment and management implications. This workshop will examine clinical ways (both through psychometric assessment and observation) that front-line psychologists can assess cognitive impairment; adapt therapy, programs and the management of risk factors accordingly. The focus will be on practical and operationally feasible strategies to assess and work with offenders who appear to have problems with cognitive functions such as learning ability, language skills, memory, and executive functions. There will be no mention of brain parts, neurochemicals or other things that are hard to pronounce. Target Audience: Correctional and forensic psychologists who work directly with offenders or who are responsible for the planning and development of programs and interventions, but whose specialty is NOT cognitive/neuropsychological assessment or remediation.

WORKSHOP # 6 CE CREDITS 3.0

The Truth About Lies: A State-of-the-Art Training Workshop in Detecting Deception

Presented by: Stephen Porter, Ph.D., and Leanne ten Brinke, M.Sc. Student, Dalhousie University, Halifax, NS.

Sponsored by: CPA Section on Criminal Justice Psychology

Duration: 1:00pm – 4:30 pm (3 hours of instructional hours; ½ hour break. Refreshments provided at break)

CPA/APNS Members: \$200.00 + \$26.00 HST = \$226.00
 Student Affiliates and Student Non-Affiliates: \$100.00 + \$13.00 HST = \$113.00
 Non-Members: \$300.00 + \$39.99 HST = \$339.00

This workshop, led by one of the leading deception experts in Canada, is intended to enhance deception detection skills in participants. Deception is a common aspect of human social interaction, and emerges all too frequently in a variety of professional contexts. Yet, without training, most people, including judges, police, and psychologists, tend to ‘flip a coin’ when attempting to detect deception in a target individual. However, research suggests that there are a variety of behaviours that are reliably associated with deception that can be observed with the trained eye. Porter, Woodworth, and Birt (2000) demonstrated that a comprehensive workshop on deception detection led to a substantial improvement in federal parole officers’ deception detection ability (36.3% improvement in accuracy). The current workshop will offer state-of-the-art, evidence-based training in detecting deception, with the use of lecture, practice, feedback, and real-world videotaped examples such as individuals (some honest, others deceptive murderers) in press conferences pleading for the return of their missing relative. This workshop will first focus on ‘myth-bashing’ and the need for critical thinking. Training will then turn to the assessment of lying by attention to three primary main sources of information: behavioural cues, facial expression analysis, and verbal indices of deception which participants will be invited to practice through video examples with feedback. This training will serve as a practical guide to credibility assessment and enhance the ability of participants to detect lies in the workplace and everyday life.

WORKSHOP # 7 CE CREDITS 6.5

Introduction to Motivational Interviewing

Presented by: Joel Ginsburg, Ph.D., Correctional Service of Canada, Kingston, Ontario

Sponsored by: CPA Section on Criminal Justice Psychology

Duration: 8:30am – 4:30pm (Morning coffee provided)

CPA/APNS Members: \$185.00 + \$24.05 HST = \$209.05
 Student Affiliates and Student Non-Affiliates: \$150.00 + \$19.50 HST = \$169.50
 Non-Members: \$200.00 + \$26.00 HST = \$226.00

Motivational Interviewing (MI) is an intervention that features an empathic communication style combined with specific techniques that are used by therapists to assist their clients with behaviour change. The approach has gained wide popularity in a variety of milieus for treating a variety of behaviours. This 1-day workshop will feature an interactive presentation combined with practice exercises, video demonstrations and discussion to introduce you to the theory, research, communication style (spirit) and techniques of MI. A background in counselling skills will be advantageous for participants. Individuals interested in using MI with substance abusing and/or criminal justice populations are encouraged to attend although the material should be useful to a wide variety of practitioners.

All speakers will be presented in english only. Tous les conférenciers sont présentés en anglais.

Keynote Addresses – Conférences

Canadian Psychology in a Global Context



Thomas Hadjistavropoulos, Ph.D., CPA President,

The 2008 Presidential Address will explore the impact that Canadian psychology has had around the world. Canadian discoveries and theories have led to paradigmatic shifts in several different areas of psychology; our ethics codes have influenced guideline, policy and code development in other countries; articles written by Canadian psychologists have a very high impact relative to articles written by colleagues in other G8 countries; and our applied practitioners have contributed services to underprivileged parts of the world. Special emphasis will be

placed on how the unique character of Canadian society has played an important role in shaping Canadian psychology. The address will conclude by reviewing the disadvantages of fragmentation within the discipline and the importance and advantages of integrating basic science with psychological application.

The Implications of Basic Science for Applied Psychology and of Applied Psychology for Basic Science

Thomas Hadjistavropoulos, Ph.D., CPA President, Session Chair and Commentator
Steven Pinker, Harvard University; Peter Graf, University of British

Presidential Symposium

In this symposium the presenters will discuss the importance of the integration of basic psychological science and application. Rather than thinking of basic experimental psychological science as being distinct or irrelevant to psychological practice and application, the presenters will make the case that the two broad areas of psychology are highly complementary and a greater degree of collaboration between basic and applied psychologists is likely to enhance the advancement of our discipline.



The Stuff of Thought: Language as a Window into Human Nature

Steven Pinker, Ph.D., Johnston Family Professor of Psychology, Psychology Department, Harvard University, Cambridge, Massachusetts

Language is the main channel in which human beings share the contents of their consciousness. It thereby offers a window into human nature, revealing the hidden workings of our thoughts, our emotions, and our social relationships. I explore an example of each: semantics as a window into human concepts of space, time, substance, and causality; swearing and taboo language as a window into human emotion; and indirect speech—veiled threats and bribes, polite requests, and sexual come-ons—as a window into human social relationships

Steven Pinker is the Johnstone Family Professor in the Department of Psychology at Harvard University. He conducts research on language and cognition, writes for publications such as the *New York Times*, *Time*, and *Slate*, and is the author of seven books, including *The Language Instinct*, *How the Mind Works*, *Words and Rules*, *The Blank Slate*, and *The Stuff of Thought*. He has received numerous awards for his research, teaching, and books, including an honorary doctorate from his alma mater, McGill University, and designation by *Time* magazine in 2004 as one of the Hundred Most Important People in the World Today.



The Culture Cycle: Our Cultures, Our Selves, Our Cultures...

Hazel Markus, Ph.D., Davis-Brack Professor in the Behavioral Sciences, Stanford University, Stanford, California

The ability to make cultures and then to be shaped by them is what we call the *culture cycle* and is what humans do better than any other species. We create and maintain social distinctions such as ethnicity, social class, and geographical region. The ideas and practices (i.e., cultures) associated with these distinctions shape how we think, how we feel, and how we behave. Each of these social distinctions is associated with patterns of ideas and practices about how to be a normatively “good” person and how to live the “good” life. To illustrate we focus on choice behavior. Choice is widely regarded as a universally powerful and psychologically significant act. Yet studies comparing North Americans who vary in social class and comparing North Americans with South and East Asians find compelling differences in the practices and meanings of choice. Choice based on individual preference is particularly motivating and powerful for people in middle class, North American cultural contexts but much less so for people in other cultural contexts. Middle class, North American contexts emphasize the significance of self-expression and self-determination, are arranged to require choice based on individual preference, and provide ample opportunity for such choice. Other cultural contexts with different ideas about what a person is and should be foster different types of selves.

Hazel Markus is Professor of psychology and Director of the Research Institute of Comparative Studies in Race and Ethnicity at Stanford University. Her research interests focus on cultural psychology and mutual constitution, and the sociocultural shaping of mind and self. She is a fellow of the American Psychological Society and the American Psychological Association, a member of the American Academy of Arts and Sciences, a former John Simon Guggenheim fellow, former President of the Society for Personality and Social Psychology (SPSP), and the 2002 recipient of SPSP's Donald T. Campbell award for contributions to social psychology. She has published 5 books and more than 150 papers. In 2002, she received a Distinguished Alumni Recognition Award from California State University at San Diego.

Canadian Psychology in a Global Context

Thomas Hadjistavropoulos, Ph.D., président de la SCP

Le discours du président de 2008 portera sur l'impact de la psychologie canadienne dans le monde. Des découvertes et des théories canadiennes ont mené à des changements de paradigmes dans plusieurs domaines de la psychologie, nos codes de déontologie ont influencé l'élaboration de lignes directrices, de politiques et de codes dans d'autres pays, des articles publiés par des psychologues canadiens ont eu un impact très élevé comparativement à celui d'articles d'autres collègues des pays du G8 et certains de nos praticiens ont offert leurs services dans des parties moins favorisées du monde. Un accent spécial sera posé sur la manière dont le caractère exceptionnel de la société canadienne a joué un rôle important dans le façonnement de la psychologie au Canada. L'allocution se terminera par l'examen des désavantages de la fragmentation au sein de la discipline et de l'importance et des avantages de l'intégration de la science fondamentale aux applications de la psychologie.

The Implications of Basic Science for Applied Psychology and of Applied Psychology for Basic Science

Thomas Hadjistavropoulos, Ph.D., président de la SCP, président et commentateur
Participants : Steven Pinker, Harvard University; Peter Graf, Université de Colombie-Britannique

Symposium du président

Dans ce symposium, les participants à l'exposé discuteront de l'importance de l'intégration de la science et de l'application de la psychologie. Plutôt que de percevoir la science de la psychologie expérimentale fondamentale comme étant distincte ou étrangère à la pratique et à l'application de la psychologie, les participants feront valoir le point de vue que les deux grands domaines de la psychologie sont grandement complémentaires et qu'un plus grand niveau de collaboration entre les psychologues en psychologie fondamentale et ceux en psychologie appliquée permettra vraisemblablement de faire progresser toute la discipline.

The Stuff of Thought: Language as a Window into Human Nature

Steven Pinker, Ph.D., Harvard University, Cambridge Massachusetts

La langue est le moyen principal par lequel les êtres humains partagent le contenu de leur conscience. Elle offre par conséquent une fenêtre sur la nature humaine, révélant le fonctionnement caché de nos pensées, de nos émotions et de nos relations sociales. J'examine un exemple de : la sémantique comme une fenêtre sur les concepts humains de l'espace, du temps, de la substance et de la causalité; les jurons et l'emploi d'un langage interdit comme une fenêtre sur l'émotion humaine; le discours indirect—les menaces et le chantage voilés, les demandes polies et les avances sexuelles—comme une fenêtre sur les relations sociales humaines.

Steven Pinker est professeur à la chaire de la famille Johnstone du département de psychologie de Harvard University. Sa recherche porte sur le langage et la cognition. Il publie des articles dans le *New York Times*, la revue *Time* et la revue *Slate*. Il est l'auteur de sept ouvrages, notamment *The Language Instinct*, *How the Mind Works*, *Words and Rules*, *The Blank Slate* et *The Stuff of Thought*. Il a reçu de nombreux prix pour sa recherche, son enseignement et ses livres, y compris un doctorat honorifique de son alma mater, l'Université McGill, et il a été nommé par la revue *Time* en 2004 comme l'une des cent personnes les plus influentes du monde contemporain.

The Culture Cycle: Our Cultures, Our Selves, Our Cultures...

Hazel Markus, Ph.D., Davis-Brack Professor in the Behavioral Sciences, Stanford University, Stanford, California

Contrairement à toutes les autres espèces, l'être humain est capable de concevoir une culture et de la laisser façonner. C'est ce qu'on appelle le cycle d'une culture, et l'être humain y excelle. Nous créons et maintenons des distinctions sociales, comme l'origine ethnique, la classe sociale ou la région du monde. Les perceptions et les coutumes (c.-à-d. la culture) associées à ces distinctions modèlent notre manière d'être, de penser et d'agir. Chacune de ces distinctions sociales est liée à des schémas de pensées et de comportements qui déterminent ce que nous considérons comme une « bonne » personne et la façon de mener une « bonne » vie. Pour illustrer notre propos, nous examinerons les attitudes par rapport au choix. Le choix est largement considéré comme un geste unanimement puissant et significatif sur le plan psychologique. Or, des études comparant, d'une part, les attitudes des Nord-Américains de différentes classes sociales et d'autre part, les Nord-Américains avec les habitants de l'Asie du Sud et de l'Asie de l'Est ont mis en évidence des différences appréciables en ce qui a trait aux attitudes et aux comportements face au choix. Pour les personnes appartenant à la classe moyenne dans le contexte culturel nord-américain, les choix fondés sur les préférences personnelles sont particulièrement motivants et marquants, mais pour les personnes qui vivent dans une autre culture, c'est beaucoup moins le cas. Les Nord-Américains de la classe moyenne mettent l'accent sur l'importance de l'expression de soi et de l'autodétermination, ils s'organisent pour faire des choix en fonction de leurs préférences personnelles et s'accordent de nombreuses possibilités de le faire. D'autres cultures, dont la conception de ce qu'est et ce que doit être une « bonne » personne, encourageront d'autres manières d'être.

Hazel Markus est professeure de psychologie et directrice du Research Institute Comparative Studies in Race and Ethnicity à Stanford University. Ses intérêts en recherche portent principalement sur la psychologie culturelle et la constitution mutuelle de l'identité ainsi que sur la formation socioculturelle de l'esprit et du soi. Elle est fellow de l'American Psychological Society et de l'American Psychological Association, membre de l'American Academy of Arts and Sciences, ancienne fellow de la chaire John Simon Guggenheim, ancienne présidente de la Society for Personality and Social Psychology (SPSP), récipiendaire en 2002 du prix Donald T. Campbell de la SPSP pour ses contributions sociales à la psychologie. Elle a publié cinq livres et plus de 150 articles. Elle a reçu en 2002 le Alumni Recognition Award de la California State University à San Diego.

Keynote Addresses – Conférences



Understanding Human Well-Being: An Overview of Research and Practice

Carol Ryff, Ph.D., Director, Institute on Aging, University of Wisconsin-Madison

Distinct components of psychological well-being, derived from the integration of numerous theories, will be defined and empirical research regarding their distribution in the general population (i.e., how they vary by age, gender, socioeconomic status, race/ethnicity, cultural context) will be discussed. The linkages between various components of well-being and biology (e.g., neuroendocrine regulation, cardiovascular risk, inflammatory processes) will also be examined. An organizing theme in this integrative work is the concept of resilience, which refers to the capacity to maintain or regain high levels of well-being in the face of life challenge or adversity. An important scientific question is whether such psychological strength confers protective benefits at the biological level. The final part of the presentation will address how well-being might be promoted, including among those who most need it (i.e., those suffering from recurrent depression). The broader implications of "well-being therapy" for public health education will be examined.

Carol D. Ryff is Director of the Institute on Aging and Professor of Psychology at the University of Wisconsin-Madison. She is a member of the MacArthur Research Network for Successful Midlife Development, a Fellow of the American Psychological Association and the Gerontological Society of America, a former fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford, and Consulting Editor for the Journal of Personality and Social Psychology and Psychology and Aging. Dr. Ryff's research centers on the study of psychological well-being, an area in which she has generated a theory-driven, empirically-based approach to assessment of many dimensions of positive psychological functioning. These assessment procedures have been translated to 18 languages and are used in diverse studies in psychology, sociology, demography, epidemiology, and health.

Understanding Human Well-Being: An Overview of Research and Practice

Carol Ryff, Ph.D., Director, Institute on Aging, University of Wisconsin-Madison,

Des composants distincts du bien-être psychologique, dérivés de l'intégration de nombreuses théories, seront définis et la recherche empirique concernant leur répartition dans la population en général (p. ex. la façon dont varient selon l'âge, le sexe, l'état socioéconomique, la race ou l'ethnicité, le contexte culturel) sera décrite. Les liens entre les divers composants du bien-être et la biologie (p. ex. la régulation neuroendocrine, le risque cardiovasculaire, les processus inflammatoires) feront aussi l'objet d'un examen. Le concept de résilience, c'est-à-dire la capacité de maintenir ou de recouvrer des niveaux élevés de bien-être face aux défis ou à l'adversité dans la vie, sous-tend et organise ce travail d'intégration. Une question scientifique importante consiste à déterminer si cette force psychologique confère des avantages protecteurs sur le plan biologique. Dans la partie finale de la présentation, la conférencière s'interroge sur la façon de promouvoir le bien-être, notamment chez les personnes qui en ont le plus besoin (p. ex. les personnes souffrant de dépressions récurrentes). Les implications plus vastes de la « thérapie du bien-être » pour l'éducation en santé publique font aussi l'objet d'un examen.

Carol D. Ryff est directrice de l'Institute on Aging et professeure de psychologie à l'University of Wisconsin-Madison. Elle est membre du MacArthur Research Network for Successful Midlife Development, fellow de l'American Psychological Association et de la Gerontological Society of America, ancienne fellow du Center for Advanced Study in the Behavioral Sciences à Stanford, et consultante en rédaction pour la Journal of Personality and Social Psychology et Psychology and Aging. La recherche de D^e Ryff se concentre sur l'étude du bien-être psychologique, un domaine qui profite désormais d'une approche empirique et qui est orienté par des hypothèses qu'elle a conçues afin d'évaluer plusieurs dimensions du fonctionnement psychologique positif. Ses méthodes d'évaluations ont été traduites en dix-huit langues et sont utilisées dans diverses études en psychologie, en sociologie, en démographie, en épidémiologie et en santé.

From Psychology to Policy

Sherri Torjman, vice-présidente, Caledon Institute of Social Policy, Ottawa, Ontario

La conférencière se penchera sur les principaux domaines d'interface entre la psychologie et la politique. Elle s'intéressera, entre autres, à la définition de la déficience, et à la fonction mentale en particulier, élaborée par le Sous-comité de la santé mentale du Comité consultatif technique sur les mesures fiscales pour les personnes handicapées. Par ricochet, la question de la définition est liée à une deuxième importante question : le problème d'accès aux prestations, aux programmes et aux services. Une troisième dimension clé de la psychologie et de politique se concentre sur la recherche et le fait que les données probantes sur lesquelles se fondent les politiques trouvent souvent leur origine dans la recherche en psychologie. En dernier lieu, le mouvement pour un nouvel ordre du jour des collectivités qui voit le jour au pays sera brièvement décrit afin de souligner comment les considérations en matière de santé mentale jouent un rôle de plus en plus grand dans la formulation des propositions en matière de politique pour des collectivités saines.

Sherri Torjman est vice-présidente du Caledon Institute of Social Policy. Elle a publié dans les domaines de la réforme de l'assistance sociale, la formation personnalisée, le soutien du revenu et des personnes handicapées, la dimension sociale du développement durable et la réduction de la pauvreté dans la collectivité. Sherri a publié le livre *Shared Space: The Communities Agenda*. Elle a également rédigé un grand nombre de rapport pour l'Institut notamment *Reclaiming our Humanity; Strategies for a Caring Society; Proposal for National Personal Supports Fund; Survival-of-the-Fittest Employment Policy; The Social Dimension of Sustainable Development; The Key to Kyoto: Social Dimensions of Climate Change; The Social Role of Local Government; The Canada Pension Plan Disability Benefit; Reintegrating the Unemployed through Customized Training; and How Finance Re-formed Social Policy*.

Sherri a rédigé le document de réflexion *À l'unisson : Une approche canadienne concernant les personnes handicapées* à l'intention des ministres fédéral, provinciaux et territoriaux responsables des services sociaux. Elle a publié quatre livres en matière de politiques sur les personnes handicapées : *Income Insecurity, Poor Places, Nothing Personal and Direct Dollars*. Sherri est l'auteur de la série de rapports sur l'assistance sociale à l'intention du Conseil national du bien-être social, dont *Welfare in Canada: The Tangled Safety Net; Welfare Reform; and Welfare Incomes 1989, 1990, 1991, 1992, 1993 et 1994*.

Sherri était co-présidente du Comité consultatif technique sur les mesures fiscales pour les personnes handicapées qui relevait du ministère des Finances et du ministère du Revenu en décembre 2004. Elle a travaillé au sein du Comité permanent de la Chambre des communes sur les droits de la personne et de la condition des personnes handicapées, du Comité spécial sur la garde d'enfants de la Chambre des communes et de la Commission royale sur les nouvelles techniques de reproduction.



From Psychology to Policy

Sherri Torjman, Vice President, Caledon Institute of Social Policy, Ottawa, Ontario

This address will explore major areas of interface between psychology and policy. These include the definition of disability, and mental function in particular, as developed by the Mental Health Sub-Committee of the Technical Advisory Committee on Tax Measures for Persons with Disabilities. The definition question is linked, in turn, to a second important policy question: the issue of access to benefits, programs and services. A third key dimension of psychology and policy focuses upon research, and the fact that the evidence base which forms the foundation for policy work often draws upon psychological research. Finally, the 'communities agenda' movement that is emerging in the country will be discussed briefly to point out how mental health considerations are playing an increasingly important role in shaping policy proposals for healthy communities.

Sherri Torjman is Vice-President of the Caledon Institute of Social Policy. She has written in the areas of welfare reform, customized training, disability income and supports, the social dimension of sustainable development and community-based poverty reduction. Sherri is the author of *Shared Space: The Communities Agenda*. She has also written many Caledon reports including *Reclaiming our Humanity; Strategies for a Caring Society; Proposal for National Personal Supports Fund; Survival-of-the-Fittest Employment Policy; The Social Dimension of Sustainable Development; The Key to Kyoto: Social Dimensions of Climate Change; The Social Role of Local Government; The Canada Pension Plan Disability Benefit; Reintegrating the Unemployed through Customized Training; and How Finance Re-formed Social Policy*.

Sherri wrote the vision paper *In Unison: A Canadian Approach to Disability Issues* for the Federal/Provincial/Territorial Ministers Responsible for Social Services. She has authored four books on disability policy: *Income Insecurity, Poor Places, Nothing Personal and Direct Dollars*. Sherri wrote the welfare series of reports for the National Council of Welfare, including *Welfare in Canada: The Tangled Safety Net; Welfare Reform; and Welfare Incomes 1989, 1990, 1991, 1992, 1993 and 1994*.

Sherri was co-Chair of the Technical Advisory Committee on Tax Measures for Persons with Disabilities that reported to the Minister of Finance and the Minister of National Revenue in December 2004. She has worked for the House of Commons Committee on the Disabled and the Handicapped, the House of Commons Special Committee on Child Care and the Royal Commission on New Reproductive Technologies.

CPA Invited Speakers – Conférenciers invités par la SCP



How Has Psychology Informed our Understanding of Criminal Behaviour?

James Bonta, Ph.D., Director, Corrections Research, Public Safety Canada, Ottawa, Ontario

Criminal behaviour is a major social preoccupation to which psychology has made significant and broad ranging contributions. Developmental psychologists have identified the central factors that contribute to juvenile delinquency and mapped the life course of criminal careers. Psychologists are primarily responsible for the risk assessment procedures now widely used in the courts and corrections, and psychologists have designed and evaluated the interventions now accepted as effective for changing criminal behaviour. This presentation will demonstrate how general psychological principles have substantially shaped how we think about and deal with criminal behaviour, touching

How has psychology informed our understanding of criminal behaviour?

James Bonta, Ph.D., Sécurité publique Canada, Ottawa, Ontario

La psychologie a eu un apport significatif et en profondeur sur le comportement criminel qui est à l'origine d'une grande préoccupation sociale. Les psychologues du développement ont défini les principaux facteurs qui contribuent à la délinquance juvénile et ont tracé le schéma de vie de la carrière des criminels. Les psychologues ont joué un rôle de premier plan dans l'élaboration des procédures d'évaluation du risque qui sont maintenant utilisés dans les cours de justice et les services correctionnels, et ce sont eux aussi qui ont conçu et évalué les interventions acceptées aujourd'hui comme efficaces dans la modification des comportements criminels. Cette présentation démontrera comment les principes de psychologie générale ont façonné de façon substantielle notre façon de penser au comportement criminel et d'y faire face, en abordant les

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on the major questions of the stability of individual characteristics, the influence of peers and family, and the effects of punishment.

Jim Bonta received his Ph.D. in Clinical Psychology from the University of Ottawa in 1979. Prior to graduating he worked with conduct disordered children and their families, provided assessments of youths for juvenile courts, and acted as a consultant at a training school for youth. Upon graduating, Dr. Bonta became a psychologist at the Ottawa-Carleton Detention Centre, a maximum-security remand centre for adults and young offenders, and later Chief Psychologist. During his 14 years at the Detention Centre he established the only full-time psychology department in a jail setting in Canada.

In 1990 Dr. Bonta joined Public Safety Canada and he is presently Director of Corrections Research. Throughout his career, Dr. Bonta has held various academic appointments and professional posts and he was a member of the Editorial Advisory Boards for the *Canadian Journal of Criminology* and *Criminal Justice and Behavior*. He is also a Fellow of the Canadian Psychological Association.

Dr. Bonta has published extensively in the areas of risk assessment and offender rehabilitation. His latest publications include a book co-authored with D. A. Andrews entitled *The Psychology of Criminal Conduct* (presently in its fourth edition). He is also a co-author of *The Level of Service Inventory – Revised* and *The Level of Service Inventory/Case Management Inventory*. Both are offender risk-need classification instruments that have been translated into four languages and are used by correctional systems in different countries.



Music in the Lives of Infants

Sandra E. Trehub, Ph.D., University of Toronto, Toronto, Ontario

Infants are less proficient than adults at perceiving simple auditory stimuli, but they are surprisingly proficient with complex auditory patterns such as music. For one thing, they detect the smallest meaningful differences in pitch and timing that are used in music around the world. More importantly, they perceive relations in pitch and timing that are

critical for the understanding and enjoyment of music. Obviously, infants know little about the musical conventions of their culture, which frees them from some of the biases of adults with such knowledge. As a result, they sometimes perceive the nuances of foreign music more readily than adults do. Infants use their precocious musical skills in everyday life. Mothers around the world use a musical style of speaking and a distinctive way of singing during interactions with their infants. The response to such musical interactions is overwhelmingly positive. The universal interest in music and its prevalence in care taking contexts are inconsistent with the scientific view of music as an inessential frill. Indeed, cross-cultural and cross-species evidence is consistent with the notion of general-purpose mechanisms that underlie the perception of music along with species-specific motivational mechanisms that underlie the perpetuation of music across cultures.

After undergraduate studies in Economics and Philosophy, **Sandra Trehub** pursued graduate studies in Psychology at McGill University, receiving her doctorate in 1973. Since that time, she has been at the University of Toronto, where she is currently Professor Emerita of Psychology. Professor Trehub has published over 100 scholarly articles on music perception in infants and young children, parents' songs to infants, and various aspects of auditory development. Most of her research is conducted in her laboratory at the University of Toronto. From time to time, however, she visits isolated villages around the world to observe mothers' use of music in childcare. She also sings to her grandchildren when there are no adults within earshot.



Trauma, Attachment and the Body

Bessel A van der Kolk, M.D., Boston University School of Medicine

In recent years there has been an explosion of knowledge about how experience shapes biology and the formation of the self. The study of trauma has probably been the single most fertile area within the disciplines of psychiatry and psychology in helping to develop a deeper

understanding of the interrelationship between emotional, cognitive, social and biological forces that shape human development. Research in the area of trauma has opened up entirely new insights in how extreme experiences throughout the life cycle can have profound effects on memory, affect regulation, biological stress modulation and interpersonal relatedness. These findings, as well as the development of a range of new therapy approaches have led to new and often unexpected ways in which traumatized individuals can be helped to overcome their traumatic past. This lecture will present current research findings about post-traumatic responses at different developmental levels, and in various domains, and explore in depth the treatment implications of these findings.

Objectives:

- 1) To learn about the recent advances in neurobiology of trauma
- 2) To learn how somatic experience contains the imprints of the traumatic experience and needs to be processed for a successful outcome.

Bessel A. van der Kolk, M.D., is a clinician, researcher and teacher in the area of posttraumatic stress. In 1982 he founded the Trauma Center in Boston, which specializes in the treatment of traumatized children and adults. He is Professor of Psychiatry at Boston University Medical School, and director of the National Child Traumatic Stress Network Community Program in Boston

Dr. van der Kolk has done a great deal of research, including the first neuroimaging study of PTSD and the recently completed the first NIMH funded study of EMDR for the treatment of PTSD. He was co-principal investigator of the DSM IV Field Trial for PTSD, in which he and his colleagues delineated the impact of trauma across the life span, and the differential impact of interpersonal trauma. He is very interested in how trauma affects the entire human organism, has led to his current work on the use of yoga and theater groups.

Dr. van der Kolk has taught in hospitals and clinics around the world, and is past President of the International Society for Traumatic Stress Studies.

principales questions de la stabilité des traits personnels, l'influence des pairs et de la famille ainsi que de la punition.

Jim Bonta a obtenu un Ph.D. en psychologie clinique de l'Université d'Ottawa en 1979. Avant d'obtenir son diplôme il a travaillé auprès d'enfants ayant des troubles de conduite et leurs familles, il a présenté des évaluations de jeunes devant les chambres de la jeunesse et a joué le rôle de consultant auprès d'un centre d'éducation juvénile surveillé. Après avoir obtenu son diplôme, Dr Bonta est devenu psychologue au Centre de détention d'Ottawa-Carleton, un centre de détention préventive à sécurité maximale pour les adultes et les jeunes délinquants, et plus tard, psychologue en chef. Au cours des 14 années au Centre de détention, il a mis sur pied le seul service de psychologie à temps plein dans un contexte carcéral au Canada.

En 1990, Dr Bonta est entré à Sécurité publique Canada et il occupe actuellement le poste de directeur, Groupe de la recherche correctionnelle. Durant sa carrière, Dr Bonta a occupé diverses nominations professorales et divers postes professionnels, et il a été membre du Comité consultatif de rédaction de la Revue canadienne de criminologie et de justice pénale. Il est aussi fellow de la Société canadienne de psychologie.

Dr Bonta a publié abondamment dans les domaines de l'évaluation du risque et de la réadaptation des délinquants. Parmi ses dernières publications on trouve un livre qu'il a signé avec D. A. Andrews intitulé *The Psychology of Criminal Conduct* (actuellement en quatrième édition). Il est également le coauteur de *The Level of Service Inventory – Revised* et de *The Level of Service Inventory/Case Management Inventory*. Ce sont deux instruments d'évaluation des risques et des besoins des délinquants qui ont été traduits en quatre langues et qui sont utilisés par les services correctionnels de différents pays.

Music in the Lives of Infants

Sandra E. Trehub, Ph.D., Université de Toronto, Toronto, Ontario

Les bébés sont moins aptes que les adultes à percevoir des stimulus auditifs simples, mais ils sont étonnamment compétents en ce qui touche la perception de modèles auditifs complexes comme la musique. D'une part, ils décèlent les plus petites différences significatives dans la hauteur tonale et le rythme utilisés dans la musique partout dans le monde. D'autre part et de façon plus importante, ils perçoivent les *relations* entre la hauteur tonale et le rythme, ce qui est essentiel à la compréhension et à la jouissance de la musique. Visiblement, les enfants connaissent très peu les conventions musicales de leur culture, ce qui les libère de certains des biais des adultes qui ont cette connaissance. En conséquence, ils perçoivent parfois les nuances dans la musique étrangère plus facilement que les adultes. Les bébés utilisent leurs compétences musicales dans la vie quotidienne. Les mères partout dans le monde utilisent un style musical quand elles parlent et une façon distinctive de chanter dans leurs interactions avec leur bébé. La réponse à de telles interactions musicales est extrêmement positive. L'intérêt universel de la musique et sa prévalence dans le contexte des soins de l'enfant ne concordent pas avec la perception scientifique que la musique est superflue et non essentielle. En effet, les données interculturelles et hétérospécifiques concordent avec l'idée de mécanismes polyvalents qui sous-tendent la perception de la musique ainsi que les mécanismes motivationnels hétérospécifiques qui sous-tendent la perpétuité de la musique dans toutes les cultures.

Après des études de premier cycle en économie et en philosophie, **Sandra Trehub** a poursuivi des études supérieures en psychologie à l'Université McGill, d'où elle a obtenu un doctorat en 1973. Ensuite, elle est entrée à l'Université de Toronto, où elle est actuellement professeure émérite de psychologie. Elle a publié plus de 100 articles savants sur la perception de la musique chez les bébés et les jeunes enfants, les chansons que les parents chantent à leurs enfants et divers aspects du développement auditif. La plus grande part de sa recherche est menée dans son laboratoire à l'Université de Toronto. Cependant, de temps en temps, elle visite des villages isolés partout dans le monde pour observer l'utilisation de la musique par la mère qui s'occupe de ses enfants. Elle chante également pour ses petits-enfants lorsqu'il n'y a pas d'adultes dans les alentours.

Trauma, Attachment and the Body

Bessel A van der Kolk, M.D., Boston University School of Medicine

Au cours des dernières années, il y a eu une explosion des connaissances sur la façon dont l'expérience façonne la biologie et la formation du soi. L'étude du traumatisme a probablement été le terreau le plus fertile au sein des disciplines de la psychiatrie et de la psychologie pour aider à acquérir une compréhension plus profonde de l'interrelation entre les forces émotionnelles, cognitives et biologiques qui façonnent le développement humain. La recherche dans le domaine du traumatisme a ouvert des voies d'introspection entièrement nouvelles sur la façon dont des expériences extrêmes dans tout le cycle de vie peuvent avoir des effets profonds sur la mémoire, le règlement des affects, la modulation du stress biologique et le rapprochement interpersonnel. Ces conclusions, tout comme la formulation d'une gamme de nouvelles approches thérapeutiques, ont mené à des façons nouvelles et souvent inattendues d'aider des personnes traumatisées à surmonter leur passé traumatique. Cet exposé présentera des conclusions courantes au sujet de réactions post-traumatisées à divers stades de développement et dans divers domaines et explorera en profondeur les implications de traitement de ces conclusions.

Objectifs :

- 1) Apprendre au sujet des progrès récents en neurobiologie du traumatisme;
- 2) Apprendre comment l'expérience somatique contient les empreintes de l'expérience traumatique et doit être traitée pour un résultat qui porte fruit.

Bessel A. van der Kolk, M.D., est clinicien, chercheur et enseignant dans le domaine du stress post-traumatique. En 1982, il a fondé le Trauma Center de Boston, qui se spécialise dans le traitement des enfants et des adultes traumatisés. Il est professeur de psychiatrie au Boston University Medical School et directeur du National Child Traumatic Stress Network Community Program de Boston.

Dr van der Kolk a effectué beaucoup de recherche, dont la première étude de neuroimagerie du SSPT et il vient récemment de terminer la première étude financée par le NIMH sur le traitement du SSPT. Il était chercheur principal dans l'essai pratique du DSM IV sur le SSPT, dans le cadre duquel lui et ses collègues ont brossé un tableau de l'impact d'un traumatisme sur la durée de vie et de l'impact différentiel du traumatisme interpersonnel. Il est très intéressé par la façon que le traumatisme influence l'organisme humain en entier, ce qui l'amène actuellement à se pencher sur l'utilisation du yoga et des groupes de théâtre.

Dr van der Kolk a enseigné dans des hôpitaux et des cliniques un peu partout dans le monde, et il est le président sortant de l'International Society for Traumatic Stress Studies.

CPA Invited Speaker – Conférencière invitée par la SCP



The Relational Revolution

Christina Robb, Independent writer, Massachusetts

Emerging from the human rights movements of the 1960s and 1970s, relational psychology focuses on power and empathy in relationships and becomes the first democratic psychology. Three groups of psychologists and psychiatrists observe that human relationships are the chief agents of development, happiness, psychological injury and trauma. They describe how relationships as we experience them activate and entrain the elements - including neurochemical elements - of psychological healing.

Judith V. Jordan, Janet L. Surrey, Stephen Bergman, and Amy Banks create their Relational Cultural Theory at the Jean Baker Miller Training Institute, expanding Miller's legacy as they elaborate the central role of mutual empathy in development and healing, and the way power imbalances can disable empathy. For Carol Gilligan, Lyn Mikel Brown and others, girls' development is a doorway into a complex and creative relational culture that is lost to boys as toddlers and to women at adolescence. Judith Lewis Herman, Mary Harvey and the clinicians of the Victims of Violence Program find that all psychological trauma is betrayal trauma, and the betrayals of sexual assaults - from father-daughter incest to rape and political torture - are common atrocities that can be healed by relational interventions: education, support groups, and individual therapy with a respectful clinician-witness.

Christina Robb was born in Washington, DC, USA, and grew up in New England and New York. She wrote for more than 20 years for The Boston Globe, where she shared the Pulitzer Prize for National Reporting. She spent more than a decade researching and writing *This Changes Everything: The Relational Revolution in Psychology* (Farrar, Straus & Grioux 2006, Picador 2007) about the psychology born of the human rights movements of the 1960s and 1970s and developed as the first democratic psychology in the work of Carol Gilligan, Jean Baker Miller, Judith Lewis Herman and their colleagues. Educated at Stanford and Oxford, Robb began her research for *This Changes Everything* at the Bunting Institute of Harvard University. She has taught as adjunct faculty at the Stone Center at Wellesley College as part of the Jean Baker Miller Training Institute, where she is writer-in-residence. She has a limited practice as a writing coach and editor for psychologists and academics. Her current writing project is a long anecdote about the logician and philosopher of psychology, Ludwig Wittgenstein. Robb lives in Massachusetts with her husband, and her two daughters live in Los Angeles; so she travels frequently, often vacationing in Canada.

Bullying is a Public Health Problem: It's Everyone's Responsibility to Address Bullying



Wendy M. Craig, Ph.D., Queen's University, Kingston, Ontario
Debra J. Pepler, Ph.D., LaMarsh Centre for Research on Violence and Conflict Resolution, York University, Toronto, Ontario

The high proportions of Canadian students who report bullying or being bullied confirm that this represents an important public health problem. Bullying is associated with relationship problems and many physical and mental health, criminal, and socio-economic concerns.

Because children's relationships are the foundation for healthy development, bullying can have impacts through adolescence and into adulthood. PREVNet (Promoting Relationships and Eliminating Violence) is a Networks of Centres of Excellence New Initiative. By linking researchers and national community organizations and governments, PREVNet is leading a public health effort focused on this critical problem. Understanding and strategies to promote healthy relationships are required in all of the places where children live, learn, and play. Practice within the community organizations has begun to transform as professionals join researchers with new exposure to scientific knowledge, tools, resources, and collaborations. PREVNet partnerships add value through the development of empirically based tools to: build awareness, change attitudes, assess bullying, implement evidenced-based strategies, and develop policies. By changing the professional practice of those who work with children and their families, PREVNet is enhancing healthy relationships and the social-emotional development of Canada's children. PREVNet also adds value through scientific practices. PREVNet links researchers with NGOs to ask new questions, within new contexts, with new methodologies, and in large, diverse samples. The PREVNet partnership model addresses this significant public health issue through knowledge development, exchange, mobilization, and uptake that will improve professional and research practice and serve as the catalyst for social-cultural change.

Dr. Craig is a Full Professor of Psychology at Queen's University. She received her Ph.D. from York University. Her seminal research using naturalistic observations of bullying interactions on the school playground has laid the foundation for research to understand and intervene in bullying problems. Her current research focuses on healthy relationships and the individual and systemic risk and protective factors associated with bullying. Together with Dr. Pepler, Dr. Craig is leading a national network, PREVNet (Promoting Relationships and Eliminating Violence Network), a Networks of Centres of Excellence - New Initiative. With 42 national non-government organizations and 40 research partners, PREVNet's mission is to promote safe and healthy relationships for Canadian youth (www.prevnet.ca).

In recognition of her research, Dr. Craig won an Investigator Award from the Canadian Institutes of Health Research. She has published widely on topics of bullying and victimization, peer processes, and aggression in girls, co-authored books on Juvenile Delinquency and Social Development as well as numerous peer review articles and book chapters. Dr. Craig works with the World Health Organization examining issues of bullying. As a leader in the field of bullying, Dr. Craig is sought for consultations both within Canada and internationally.

Dr. Debra Pepler is a Distinguished Research Professor of Psychology at York University and a member of the LaMarsh Centre for Research on Violence and Conflict Resolution. At the Hospital for Sick Children, Dr. Pepler holds the title of Senior Associate Scientist. She conducts research on children at risk. Her major research program examines the antisocial behaviour of children and adolescents, particularly in the school and peer contexts. The seminal aspect of this research comprised naturalistic observations of interactions among school-aged peers with remote microphones and video cameras. Her current research in this area examines aggression and victimization among adolescents with a focus on the processes related to these problems over the lifespan. She has been honoured for this research with a Distinguished Research Professorship at York University, the Contribution to Knowledge Award from the Psychology Foundation of Canada, and the Educator of the Year Award from Phi Delta Kappa (Toronto). Together with Dr. Wendy Craig, Dr. Pepler is leading a national network, PREVNet (Promoting Relationships and Eliminating Violence Network), a Networks of Centres of Excellence - New Initiative. With 42 national non-government organizations and 40 Canadian research partners, PREVNet's mission is to promote safe and healthy relationships for all Canadian children and youth (www.prevnet.ca).

The Relational Revolution

Christina Robb, Massachusetts

Émergeant des mouvements de revendication des droits de la personne des années 60 et 70, la psychologie relationnelle se concentre sur le pouvoir et l'empathie dans les relations et devient la première psychologie démocratique. Trois groupes de psychologues et de psychiatres observent que les relations humaines deviennent les principaux agents du développement, du bonheur et de la blessure et du traumatisme psychologiques. Ils décrivent comment la manière de vivre une relation active entraîne les éléments - y compris les éléments neurochimiques - de la guérison psychologique.

Judith V. Jordan, Janet L. Surrey, Stephen Bergman et Amy Banks créent leur théorie culturelle relationnelle au Jean Baker Miller Training Institute, en approfondissant le legs de Miller dans l'élaboration du rôle central de l'empathie mutuelle dans le développement et la guérison et la façon qu'un déséquilibre du pouvoir peut éliminer l'empathie. Pour Carol Gilligan, Lyn Mikel Brown et d'autres, le développement des filles ouvre la porte à une culture relationnelle complexe et créative qui se perd chez les garçons quand ils sont tout-petits et chez les filles à l'adolescence. Judith Lewis Herman, Mary Harvey et les cliniciens du Victims of Violence Program (programme des victimes de violence) trouvent que tous les traumatismes psychologiques relèvent du traumatisme de la trahison et que les trahisons des agressions sexuelles - de l'inceste père-fille jusqu'au viol et la torture politique - représentent des atrocités qui peuvent être guéris par des interventions relationnelles : l'éducation, les groupes de soutien et la thérapie individuelle avec un clinicien-témoin respectueux.

Christina Robb est née à Washington, DC, É.-U. et a grandi dans l'État de la Nouvelle-Angleterre et de New York. Pendant plus de vingt ans, elle a publié des articles dans The Boston Globe, où elle a partagé un prix Pulitzer de journalisme national. Elle a passé plus d'une décennie à fouiller et à rédiger *This Changes Everything; The Relational Revolution in Psychology* (Farrar, Straus & Grioux 2006, Picador 2007) qui porte sur les mouvements de revendication des droits de la personne suscités par la psychologie au cours des années 60 et 70 et élaboré comme la première psychologie démocratique dans l'ouvrage de Carol Gilligan, Jean Baker Miller, Judith Lewis Herman et leurs collègues. Après des études à Stanford et à Oxford, elle commença sa recherche pour *This Changes Everything* au Bunting Institute à la Harvard University. Elle a enseigné à titre de membre auxiliaire du corps professoral du Stone Center du Wellesley College au sein du Jean Baker Miller Training Institute, où elle est écrivain résident. Elle a une petite pratique de consultation en rédaction et en révision pour des psychologues et des universitaires. Son projet d'écriture actuelle est une longue anecdote au sujet du logicien et philosophe de psychologie, Ludwig Wittgenstein. Elle vit au Massachusetts avec son mari et ses deux filles vivent à Los Angeles; elle voyage donc fréquemment et vient souvent au Canada pour des vacances.

Bullying is a Public Health Problem: It's Everyone's Responsibility to Address Bullying

Wendy M. Craig, Ph.D., Université Queen's, Kingston, Ontario
Debra J. Pepler, Ph.D., LaMarsh Centre for Research on Violence and Conflict Resolution, Université York, Toronto, Ontario

La proportion élevée d'élèves au Canada qui signalent des actes d'intimidation ou qu'ils en sont victimes confirme qu'il s'agit d'un problème de santé publique important. L'intimidation est liée à des problèmes relationnels ainsi qu'à de nombreuses préoccupations en matière de santé physique et mentale, de criminalité et à des problèmes socioéconomiques. Étant donné que les relations entre les enfants sont à la base d'un développement sain, l'intimidation peut avoir des impacts depuis l'adolescence jusqu'à l'âge adulte. PREVNet (La Promotion des Relations et l'Élimination de la violence) est une nouvelle initiative des Réseaux de centres d'excellence. En mettant en rapport les chercheurs et les organisations communautaires nationales et les gouvernements, PREVNet préconise un effort de santé publique axé sur ce problème très important. Il faut absolument de la compréhension et des stratégies de promotion de relations saines partout où les enfants vivent, apprennent et jouent. La pratique au sein des organisations communautaires a commencé à se transformer à mesure que des professionnels se joignent à des chercheurs et ont accès à la connaissance scientifique, à des outils, à des ressources et à des collaborations qui leur faisaient auparavant défaut. Les partenariats PREVNet ajoute de la valeur par la création d'outils empiriques visant à : favoriser la sensibilisation, changer les attitudes, évaluer l'intimidation, mettre en oeuvre des stratégies fondées sur des données probantes et élaborer des politiques. En changeant la pratique professionnelle de ceux et celles qui travaillent auprès des enfants et leurs familles, PREVNet favorise des relations saines et le développement socioémotionnel des enfants au pays. PREVNet ajoute aussi de la valeur par le biais des pratiques scientifiques. PREVNet met en rapport les chercheurs avec des ONG et pose de nouvelles questions, au sein de nouveaux contextes, avec de nouvelles méthodologies et dans une large mesure, des exemples diversifiés. Le modèle de partenariat PREVNet permet de se pencher sur cette question de santé publique importante par la création de connaissances, l'échange, la mobilisation et la mise en oeuvre qui amélioreront la pratique professionnelle et de la recherche, tout en servant de catalyseur au changement socioculturel.

Dr^e Craig est professeure titulaire de psychologie à l'Université Queen's. Elle a reçu un Ph.D. de l'Université York. Sa recherche fondamentale qui s'appuie sur des observations naturalistes des interactions d'intimidation sur le terrain de jeu d'école a jeté la fondation qui permet à la recherche de comprendre et d'intervenir dans des problèmes d'intimidation. Sa recherche actuelle se concentre sur les relations saines et les facteurs de risque et de protection individuels et systémiques associés à l'intimidation. Avec Dr^e Pepler, Dr^e Craig dirige un réseau national, PREVNet (La Promotion des Relations et l'Élimination de la violence), une nouvelle initiative des Réseaux de centres d'excellence. Avec 42 organismes nongouvernementaux et 40 partenaires de recherche, la mission de PREVNet est de promouvoir des relations sécuritaires et saines pour les jeunes canadiens et canadiennes (www.prevnet.ca).

En reconnaissance de sa recherche, Dr^e Craig s'est méritée une bourse de chercheur de l'Institut de recherche en santé du Canada. Elle a abondamment publié au sujet de l'intimidation et la victimisation, les processus entre les pairs et l'agression chez les filles; elle est également coauteure de livres sur la délinquance juvénile et le développement social. Elle a aussi publié de nombreux articles évalués par les pairs et des chapitres de livre. Dr^e Craig travaille avec l'Organisation mondiale de la santé à l'examen des problèmes que pose l'intimidation. En tant que chef de file dans le domaine de l'intimidation, les avis de Dr^e Craig sont recherchés tant au Canada qu'à l'étranger.

Dr^e Debra Pepler est professeure distinguée de psychologie à l'Université York et elle est membre du LaMarsh Centre for Research on Violence and Conflict Resolution. À l'Hôpital des enfants, Dr^e Pepler occupe le poste de scientifique adjointe principale. Elle mène de la recherche sur les enfants à risque. Son principal programme de recherche examine le comportement antisocial des enfants et des adolescents, particulièrement dans les contextes scolaires et de pairs. Un aspect fondamental de cette recherche fait appel à des observations naturalistes des interactions entre les pairs d'âge scolaire à l'aide de microphones et de caméras vidéo à distance. Sa recherche actuelle dans ce domaine se penche sur l'agression et la victimisation chez les adolescents en se concentrant sur les processus liés à ces problèmes sur toute la durée de la vie. Pour l'honorer de cette recherche, l'Université York lui a décerné un Distinguished Research Professorship, la Psychology Foundation of Canada lui a remis le Contribution to Knowledge Award et Phi Delta Kappa (Toronto) lui a consacré le Educator of the Year Award. Avec Dr^e Wendy Craig, elle dirige un réseau national, PREVNet (La Promotion des Relations et l'Élimination de la violence), une nouvelle initiative des Réseaux de centres d'excellence. Avec 42 organismes nongouvernementaux et 40 partenaires de recherche, la mission de PREVNet est de promouvoir des relations sécuritaires et saines pour les jeunes canadiens et canadiennes (www.prevnet.ca).

Sections/CPA Invited Speakers - Conférenciers invités par la SCP et les Sections

What's New and What Should Be New in the Prescriptive Authority (RxP) Initiative



Robert K. Ax, Ph.D., Federal Correctional Institution in Petersburg, Petersburg, Virginia

The presenter discusses the prescriptive authority (RxP) movement from his perspective as a participant in the initiative since 1994. His career was in corrections and he accordingly views the RxP initiative as fundamentally a means of increasing access to treatment for underserved health care consumers. A brief review of RxP's history and consideration of a similar evolution in professional optometry's scope of practice provide a context for understanding the current state of affairs and RxP's future prospects in both the United States and Canada. Optometry was originally a drugless profession but optometrists now have the legal right to prescribe therapeutic pharmaceutical agents (TCAs) in all 50 states. In Canada, several provinces and one territory currently permit optometrists to prescribe TCAs. The training of 10 military psychologists in clinical psychopharmacology and RxP's endorsement by the American Psychological Association signaled its arrival as a mainstream professional issue in the mid-1990s. With the passage of laws in New Mexico (2002) and Louisiana (2004), properly credentialed psychologists in those states can now prescribe psychotropic medications. Lessons learned are discussed and practical suggestions made for moving the initiative forward internationally. These include recommendations for forming advocacy groups and possible modifications in the RxP training curriculum.

Robert K. Ax, Ph.D., spent more than 20 years practicing in federal and state corrections. He developed the predoctoral psychology internship model now used throughout the U.S. Federal Bureau of Prisons, and was the training director at the Federal Correctional Institution (FCI), Petersburg, Virginia. He is an APA Fellow and a member of CPA. A former president of APA's Division of Psychologists in the Public Sector (18), he has twice been the recipient of the division's Distinguished Service Award. He is the co-editor, with Dr. Thomas J. Fagan, of the *Correctional Mental Health Handbook* (Sage, 2003) and *Corrections, Mental Health and Social Policy: International Perspectives* (Charles C Thomas, 2007). He currently serves on the editorial board of the journal *Criminal Justice and Behavior*. Dr. Ax began the Virginia state prescriptive authority initiative in 1994, developed one of the first minor rotations in clinical psychopharmacology in a predoctoral internship program, and helped organize the first national conference for prescriptive authority advocates. He has published several articles on prescriptive authority issues, and has consulted with colleagues in Canada who are interested in promoting this initiative. Dr. Ax received the 2006 National Leadership Award from the American Society for the Advancement of Pharmacotherapy (APA Division 55).



Psychology, Philosophy, and the Challenges of Historicism

Leendert P. Mos, Ph.D., Department of Psychology, University of Alberta, Calgary, Alberta

On the relationship between psychology and philosophy, it is historicism that challenges the premise, common to our short history of psychology, concerning their distinction. Of course, the more thoughtful historians did not abandon universal philosophical concerns but held that such questions were essentially historically conditioned. Psychology sidestepped the critique historicism leveled against philosophy by escaping into the fancy of science. Yet in the 20th century it was not philosophy but history that has proven to challenge psychology as a science: can psychology's explanations and standards of investigative practice meet the challenges of situation/context/time? The point is subtle. Psychology is not subservient to history but psychology's "subject matter" is essentially historical. This claim avoids the historicist critique that no philosophical traditions can be true since these are always historically conditioned. But it recognizes that psychology as essentially an historical endeavor admits of the possibility that at some particular time/place there are ideal conditions - captured in traditions - for discovering psychological truths. It is traditions/ideals that are the appropriate contexts for psychological inquiry.

Dr. Leo Mos is a seminal figure in historical and theoretical psychology in Western Canada. He was Director of the Center of Advanced Study in Theoretical Psychology (1979-1987), has made significant contributions to the meetings of the Western Canadian Theoretical Psychology society, and was a founding member of the International Society for Theoretical Psychology. Dr. Mos has directed the interests of regional and international work in the philosophy and history of psychology and recently developed a history of psychology in autobiography.



The Science and Practice of Employee Engagement

John P. Meyer, Ph.D., University of Western Ontario, London, Ontario

By all accounts, employee engagement has become the newest trend in management practice. Where did this interest come from? Attention in the popular press and business magazines far outweighs that in academic journals. Indeed, the number of research articles in peer reviewed academic journals is relatively small, albeit growing. This creates the impression of practice leading science. But is engagement really something "new," or is it a repackaging of well-researched theoretical concepts (e.g., job involvement, organizational commitment)? I will provide a brief discussion of the engagement concept in current use and why it has achieved such popularity. I will then show how the concept can be grounded in well-established theory. Finally, I will argue that by recognizing and building on these theoretical roots, science can move from follower to leader in the development and evaluation of engagement practices, and perhaps prevent their demise as simply another management fad.

John Meyer received his Ph.D. from The University of Western Ontario in 1978. After spending three years at St. Thomas University in Fredericton NB, he returned to Western where he is now a professor and chair of the graduate program in industrial and organizational psychology and director of the Research Unit for Work and Productivity. His research interests include employee commitment, work motivation, leadership, and organizational change. His work has been published in leading journals in the field of I/O psychology (e.g., *Journal of Applied Psychology, Per-*

What's New and What Should Be New in the Prescriptive Authority (RxP) Initiative

Robert K. Ax, Ph.D., Federal Correctional Institution in Petersburg, Petersburg, Virginia

Le conférencier décrit le mouvement voulant qu'on accorde aux psychologues le droit de prescrire des médicaments (RxP) à partir de sa perspective de participant à cette initiative depuis 1994. Il a passé sa carrière au sein de services correctionnels et, en ce sens, il perçoit l'initiative comme un moyen fondamental d'accroître l'accès au traitement des consommateurs de soins de santé mal desservis. Un bref survol de l'historique de l'initiative RxP et l'examen d'une évolution semblable dans le champ d'activité de l'optométrie professionnelle met en place le contexte pour comprendre l'état actuel de la situation et les perspectives de l'initiative RxP aux États-Unis et au Canada. À l'origine, les optométristes n'avaient pas le droit de prescrire de médicaments, mais ils ont maintenant le droit de prescrire des produits pharmaceutiques thérapeutiques (PPT) dans les 50 États. Au Canada, plusieurs provinces et un territoire autorisent actuellement les optométristes à prescrire des PPT. Au milieu des années 1990, la formation de 10 psychologues militaires en psychopharmacologie clinique et l'appui de l'American Psychological Association à l'initiative RxP signalait que cette question de première importance professionnelle devait être débattue au sein de la profession. Avec la promulgation de lois au Nouveau-Mexique (2002) et en Louisiane (2004), les psychologues correctement agréés dans ces États peuvent maintenant prescrire des médicaments psychotropes. Les leçons apprises sont décrites et des suggestions pratiques sont formulées pour faire avancer l'initiative à l'échelle internationale, entre autres des recommandations visant la formation de groupe de représentations et des modifications possibles à apporter au programme de formation RxP.

Robert K. Ax, Ph.D., a passé plus de 20 années de sa pratique dans les services correctionnels fédéraux et d'État. Il a créé le modèle prédoctoral de stages en psychologie utilisé aujourd'hui dans tout le U.S. Federal Bureau of Prisons, et il était le directeur de la formation de la Federal Correctional Institution (FCI), de Petersburg, en Virginie. Il est fellow de l'APA et membre de la SCP. Ancien président de la division (18) des psychologues dans le secteur public de l'APA, il s'est vu décerner deux fois le prix de reconnaissance pour services exceptionnels. Il est le coauteur, avec Dr. Thomas J. Fagan, du *Correctional Mental Health Handbook* (Sage, 2003) et de *Corrections, Mental Health and Social Policy: International Perspectives* (Charles C Thomas, 2007). Il siège actuellement au comité de rédaction de la revue *Criminal Justice and Behavior*. Dr. Ax a lancé l'initiative RxP en Virginie en 1994, il a créé l'un des premiers stages mineurs en psychopharmacologie clinique dans le cadre d'un programme d'internat prédoctoral et il a aidé à organiser la première conférence nationale à l'intention des partisans du droit de prescrire. Il a publié plusieurs articles sur les questions d'autorisation de prescrire et a consulté des collègues au Canada qui sont intéressés à promouvoir cette initiative. L'American Society for the Advancement of Pharmacotherapy (Division 55 de l'APA) lui a décerné le National Leadership Award (prix de leadership national) en 2006.

Psychology, Philosophy, and the Challenges of Historicism

Leendert P. Mos, Ph.D., Department of Psychology, Université de l'Alberta, Calgary, Alberta

De la relation entre la psychologie et la philosophie, c'est l'historicisme qui définit la prémisse, commune à notre courte histoire de la psychologie, quant à leur distinction. Bien entendu, les historiens plus réfléchis n'ont pas abandonné les préoccupations philosophiques universelles, mais alléguaient que de telles questions étaient essentiellement conditionnées par l'histoire. La psychologie a esquivé la critique que l'historicisme adressait à la philosophie en s'échappant dans la fantaisie de la science. Néanmoins, au 20e siècle, ce n'est pas la philosophie, mais l'histoire qui a mis au défi la psychologie en tant que science : est-ce que les explications de la psychologie et les normes de pratique de recherche peuvent relever les défis de situation, de contexte et de temps ? Le point est subtil. La psychologie n'est pas asservie à l'histoire, mais « l'objet » de la psychologie est essentiellement historique. Cette revendication évite la critique historiciste qu'aucune tradition philosophique peut être vraie étant donné qu'elle est toujours conditionnée par l'histoire. Mais elle reconnaît la psychologie comme une entreprise avant tout historique qui admet la possibilité que dans un moment ou un lieu particulier, il y ait des conditions idéales - saisies dans des traditions - qui permettent de découvrir des vérités psychologiques. Ce sont les traditions et les idéaux qui forment les contextes appropriés de l'interrogation en psychologie.

Dr. Leo Mos est une figure hors pair en psychologie historique et théorique dans l'Ouest du Canada. Il était directeur du Center of Advanced Study in Theoretical Psychology (1979-1987); il a fait une contribution considérable aux réunions de la Western Canadian Theoretical Psychology Society et il a été un membre fondateur de l'International Society for Theoretical Psychology. Dr. Mos a défendu les intérêts du travail régional et international en philosophie et en histoire de la psychologie, et il a récemment rédigé une histoire de la psychologie dans l'autobiographie.

The Science and Practice of Employee Engagement

John P. Meyer, Ph.D., Université de Western Ontario, London, Ontario

Au dire de tout le monde, l'engagement des employés est devenu la toute dernière tendance dans la pratique de la gestion. Mais d'où vient cet intérêt ? L'attention qu'on y accorde dans les grands médias et les publications professionnelles l'emporte facilement sur celle dans les revues spécialisées. En effet, le nombre d'articles de recherche évalué par les pairs dans les revues universitaires est relativement peu élevé, même s'il est en hausse. Cela crée l'impression que la science est à la remorque de la pratique. Mais le concept de l'engagement est-il vraiment « nouveau » ou est-ce plutôt une reformulation de concepts théoriques bien étayés par la recherche (p. ex. l'engagement au travail, l'engagement envers l'organisation)? Je vais décrire brièvement le concept d'engagement tel qu'il est véhiculé aujourd'hui et les raisons pour lesquelles il jouit d'une telle popularité. Je vais ensuite montrer comment le concept peut s'inscrire dans une théorie bien établie. En dernier lieu, je vais tenter de vous convaincre qu'en reconnaissant et en alimentant ces racines théoriques, la science peut cesser de suivre et prendre le devant dans la création et l'évaluation des pratiques de l'engagement et sans doute éviter que les concepts ne soient relégués aux oubliettes, simplement parce qu'il s'agirait d'une autre mode de gestion.

John Meyer a reçu un Ph.D. de l'Université de Western Ontario en 1978. Après avoir passé trois années à l'Université St. Thomas de Fredericton, au Nouveau-Brunswick, il est retourné à Western où il est maintenant professeur et directeur du programme d'études supérieures en psychologie industrielle et organisationnelle et directeur de l'unité de recherche sur le travail et la productivité. Il s'intéresse entre autres à l'engagement des employés, au leadership et au changement organisationnel. Son travail a été publié dans des revues de pointe dans le domaine de la psychologie I/O (p. ex. *Journal of Applied Psychology, Personnel Psychology*) et de la gestion

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sonnel Psychology) and management (e.g., *Academy of Management Journal*, *Journal of Management*). He is also co-author of *Commitment in the Workplace: Theory, Research and Application* (Sage Publications, 1997) and *Best Practices: Employee Retention* (Carswell, 2000). He has consulted with private and public organizations in Canada on issues related to his research, and has been invited to conduct seminars and workshops in Europe, Asia, and Australia. Dr. Meyer is a fellow of the Canadian Psychological Association, the American Psychological Association, and the Society for Industrial and Organizational Psychology, and a member of the Academy of Management. He is a former chair of Canadian Society for Industrial and Organizational Psychology and co-editor of the OB/HRM section of the *Canadian Journal of Administrative Sciences*.



The Evil that Men do Lives after Them": Responses to Historical Injustices

Michael Ross, Ph.D., University of Waterloo, Waterloo, Ontario

Around the world, groups are seeking government apologies and reparations for wrongs that they experienced in the distant past. Often those asking for redress were not affected directly by the original injustice, though they might continue to suffer from its ramifications. Canadian Groups that have recently demanded restitution for historical wrongs include African Canadians in Nova Scotia, First Nation communities, and people of Acadian, Chinese, and Italian heritage. Typically, current governments did not commit the original injustice, though arguably they inherit responsibility for it. In my talk, I consider social psychological antecedents and consequences of offers of government redress. I discuss why previously victimized groups are concerned about past injustices, why members of the nonvictimized majority might oppose redress, why governments often initially resist and then offer redress, as well as the forms and psychological consequences of redress. I report archival and controlled studies that speak to theoretical and empirical issues relevant to social psychologists concerned with group conflict and justice motivations, legal scholars concerned with resolving conflicts between nations and ethnic groups, and government decision makers grappling with whether and how to deal with historical injustices.

Michael Ross is professor and chair of psychology at the University of Waterloo. He conducts research on a variety of topics in social psychology, including autobiographical memory, interpersonal conflict, and culture. His current work on the psychology of apologies serves to combine this seemingly disparate set of interests. He is a fellow of the Canadian and American Psychological Associations, the American Psychological Society, and the Society for Personality and Social Psychology. He received a Distinguished Alumni Award from the University of North Carolina at Chapel Hill in 1998 and the American Psychology Foundation Award from the American Psychological Association in 1999.



Cultural Value Orientations: Nature & Implications of National Differences

Shalom Schwartz, Ph.D., Hebrew University in Jerusalem

The cultures of societies differ in innumerable ways. I present a set of cultural value orientations useful for comparing national and ethnic cultures. These orientations evolve in response to three key problems that all societies face: (a) What should the relationships between individuals and groups be? (b) How can people be motivated to work cooperatively and productively? (c) What should the relationship of people to the social and ecological environment be—fitting in or changing and improving? I briefly describe the international database and the methods developed to measure the orientations. Empirical research confirms seven orientations and the three dimensions they form. Using these orientations, I map relations among 76 national cultures and identify 8 distinctive cultural regions in the world. I then discuss how differences in national culture relate to a variety of socially significant attitudes of citizens, to aspects of the social structure of countries, to government effectiveness and policy, to demographic variables, and to involvement in international trade.

Shalom Schwartz is Emeritus Professor of Psychology at the Hebrew University in Jerusalem. He is immediate past president of the International Association for Cross-Cultural Psychology and a fellow of the American Psychological Association. He has published books and articles in social psychology, cross-cultural psychology, political psychology, sociology, education, law, and economics. The State of Israel recently awarded him its most prestigious civilian prize for his career research in psychology.

Schwartz's theory of a near-universal structure of relations of conflict and congruence among basic human values has been validated in research in over 75 countries. He examines how individuals' values influence attitudes and behavior, (e.g., cooperation/competition, attitudes to immigrants, religiosity, leadership, political choice, adopting innovations, social involvement). He also studies relations of values to self-constructs (e.g., subjective well-being, identification, personality, interpersonal problems). In addition, he studies value development and socialization in the family.

His work on culture specifies and validates seven value orientations which he uses to map the distinctive cultures of 74 nations around the world and to identify 8 world cultural regions. This research examines reciprocal influences of the cultural value orientations of nations on social structural variables (e.g., socioeconomic level, democracy, market systems, family size), historical sources of cultural differences, relations of culture to social policy, and cultural influences on individual behavior within societies (e.g., managers' decision-making, corporate governance, corruption).

(p. ex. *Academy of Management Journal*, *Journal of Management*). Il est également coauteur de *Commitment in the Workplace: Theory, Research and Application* (Sage Publications, 1997) et de *Best Practices: Employee Retention* (Carswell, 2000). Il a agi à titre de consultant auprès d'organismes publics et privés au Canada sur des questions liées à sa recherche et il a été invité à animer des séminaires et des ateliers en Europe, en Asie et en Australie. D' Meyer est fellow de la Société canadienne de psychologie, de l'American Psychological Association et de la Society for Industrial and Organizational Psychology, et il est membre de l'Academy of Management. Il est un ancien président de la Société canadienne de psychologie industrielle et organisationnelle et corédacteur de la section OB/HRM de la *Revue canadienne des sciences de l'administration*.

The Evil that Men do Lives after Them: Responses to Historical Injustices

Dr. Michael Ross, Ph.D., Université de Waterloo, Waterloo, Ontario

Partout dans le monde, des groupes cherchent à obtenir des excuses et des réparations des gouvernements pour les torts qui leur ont été causés dans le lointain passé. Souvent les personnes qui demandent que des torts soient redressés n'ont pas été affectées directement par l'injustice d'origine, mais elles peuvent continuer à souffrir de ses ramifications. Parmi les groupes canadiens qui ont récemment adressé des demandes de dédommagement pour des torts, on trouve les Canadiens d'origine africaine en Nouvelle-Écosse, des collectivités des Premières nations et les peuples de descendance acadienne, chinoise et italienne. D'ordinaire, les gouvernements en place n'ont pas été à l'origine de l'injustice, mais on pourrait débattre qu'ils héritent de cette responsabilité. Dans mon exposé, j'examine les antécédents psychosociaux et les conséquences des offres de redressement par le gouvernement. Je décris les raisons pour lesquelles les groupes victimisés sont préoccupés par les injustices passées, les raisons pour lesquelles les membres de la majorité non victimisée peuvent s'opposer à un redressement, les raisons pour lesquelles les gouvernements résistent souvent au début puis offrent un redressement, ainsi que les formes et les conséquences psychologiques d'un redressement. Je fais état d'études d'archives et contrôlées qui abordent les questions théoriques et empiriques qui intéressent les psychosociologues concernés par le conflit de groupe et les motivations juridiques, les juristes concernés par la résolution des conflits entre les nations et les groupes ethniques et les preneurs de décisions gouvernementaux qui doivent déterminer s'il faut corriger les injustices historiques et la façon de le faire.

Michael Ross est professeur et titulaire d'une chaire de psychologie à l'Université de Waterloo. Il mène de la recherche sur une variété de sujets en psychosociologie, dont la mémoire autobiographique, le conflit interpersonnel et la culture. Ses travaux actuels sur la psychologie du regret tentent de combiner des ensembles d'intérêts apparemment disparates. Il est fellow de la Société canadienne de psychologie et de l'American Psychological Association, de l'American Psychological Society et de la Society for Personality and Social Psychology. L'University of North Carolina à Chapel Hill lui a décerné en 1998 un Distinguished Alumni Award et l'American Psychological Association lui a décerné en 1999 l'American Psychology Foundation Award.

Cultural Value Orientations: Nature & Implications of National Differences

Shalom Schwartz, Ph.D., Université hébraïque de Jérusalem, Jérusalem, Israël

Les cultures des sociétés diffèrent d'innombrables façons. Je présente un ensemble d'orientations de valeurs culturelles utiles dans la comparaison des cultures nationales et ethniques. Ces orientations évoluent en réaction à trois problèmes clés auxquels toutes les sociétés doivent faire : a) que devraient être les relations entre les individus et les groupes ? b) comment les personnes peuvent-elles être motivées à travailler en coopération et de façon constructive? c) que devrait être la relation des personnes avec le milieu social et écologique – l'adaptation ou le changement et l'amélioration? Je décris brièvement la base de données internationale et les méthodes mises au point pour mesurer les orientations. La recherche empirique confirme sept orientations et les trois dimensions qu'elles forment. À l'aide ces orientations, je fais un tracé dans les relations de 76 cultures nationales et j'identifie huit régions culturelles distinctes dans le monde. J'aborde ensuite la manière avec laquelle les différences dans la culture nationale ont des rapports avec une variété d'attitudes socialement significatives des citoyens, des aspects de la structure sociale des pays, l'efficacité et les politiques de l'État, les variables démographiques et l'engagement dans le commerce international.

Shalom Schwartz est professeur émérite à l'Université hébraïque de Jérusalem. Il est le dernier président sortant de l'International Association for Cross-Cultural Psychology et fellow de l'American Psychological Association. Il a publié des livres et des articles en psychologie sociale, en psychologie interculturelle, en psychologie politique, en éducation, en droit et en économie. L'État d'Israël lui a décerné son prix civil le plus prestigieux pour sa carrière de recherche en psychologie.

La théorie de Schwartz d'une structure quasi universelle des relations conflictuelles et de congruence dans les valeurs humaines fondamentales a été validée par la recherche dans plus de 75 pays. Il examine la façon que les valeurs individuelles influencent les attitudes et le comportement, (p. ex. la coopération/compétition, les attitudes envers les immigrants, la religiosité, le leadership, les choix politiques, l'adoption des innovations, l'engagement social). Il se penche également sur les relations des valeurs comme le bien-être subjectif, l'identification, la personnalité, les problèmes interpersonnels. De plus, il étudie le développement des valeurs et de la socialisation dans la famille.

Son travail en culture vient spécifier et valider sept orientations dans les valeurs qu'il utilise pour faire un tracé des cultures distinctes de 74 nations dans le monde et identifier huit régions culturelles mondiales. Cette recherche se penche sur les influences réciproques des orientations des valeurs culturelles des nations sur les variables structurelles (p. ex. au niveau socioéconomique, la démocratie, les régimes de marché, la taille de la famille), les sources historiques des différences culturelles, les relations de la culture avec la politique sociale et les influences culturelles sur le comportement individuel au sein des sociétés (p. ex. la prise de décision des gestionnaires, la régie d'entreprise, la corruption).

Sections/CPA Invited Speakers – Conférenciers invités par la SCP et les Sections

Competency in Lifestyle Change Interventions: Mastering Motivational Enhancement, Behaviour Modification & Emotion Management



Michael Vallis, Ph.D., Queen Elizabeth II Health Sciences Centre, Halifax, Nova Scotia

Psychologists possess skills that have been, and are increasingly being recognized as, critically important to stem the tide of life limiting chronic illnesses associated with unhealthy lifestyles. In this workshop a competency based approach will be employed to facilitate the development of three “missing links” from current medically-driven approaches to risk reduction and primary prevention; motivational enhancement, behaviour modification and emotion management.

Objectives of this workshop include:

1. An overview of evidence based motivational enhancement, behaviour modification & emotion management interventions;
2. To identify practical strategies that can be applied to overcome patients' apparent resistance to change;
3. To enable participants to motivate clients to change lifestyle behaviour to prevent and/or manage diabetes and other chronic conditions;
4. To become familiar with an assessment and intervention model based on the constructs of motivational enhancement, behaviour modification and emotion management.

Dr. Vallis is a registered clinical psychologist employed at the Queen Elizabeth II Health Sciences Centre, Halifax, and cross-appointed to Dalhousie University as Associate Professor in Psychiatry and Adjunct Professor in Psychology, where he practises health psychology. A native of Dartmouth, he obtained his undergraduate training from Dalhousie University (B.Sc. Honours, 1977), and his postgraduate training in clinical psychology from the University of Western Ontario, London (M.A.-1979; Ph.D.-1983). After holding clinical positions at the Clarke Institute of Psychiatry, Toronto (1982-1985) and the Credit Valley Hospital, Mississauga (1985-1988) he returned to Nova Scotia in 1988. Dr. Vallis has held academic appointments at the University of Toronto (Lecturer, Dept. of Psychiatry, 1984-1988) and currently is Associate Professor, Department of Psychiatry, and Adjunct Professor, Department of Psychology, Dalhousie University. His main area of expertise is in adult health psychology, with an emphasis on diabetes, Gastroenterology, cardiovascular risk and obesity.

Dr. Vallis provides clinical service to the QEII and is active in research and teaching. Clinically, he has been part of the Diabetes Management Centre and the GI Unit at the QEII HSC, formerly the Camp Hill Medical Centre, since 1988. In the Diabetes Management Centre he is involved in programmatic services for Type 1 diabetes and Pre-Diabetes and runs an outpatient clinic two days per week for Type 1 and Type 2 diabetes. As a member of the GI team, he provides clinical service to functional GI disorders, is a member of the IBD clinic and Hepatology services. He also participates in the weight management program at the Cardiac Rehab Centre.

Competency in Lifestyle Change Interventions: Mastering Motivational Enhancement, Behaviour Modification & Emotion Management

Michael Vallis, Ph.D., Queen Elizabeth II Health Sciences Centre, Halifax, Nouvelle-Écosse

Les psychologues possèdent un savoir-faire qui est encore reconnu de plus en plus comme étant essentiel à l'enrayement de maladies chroniques liées à des styles de vie malsains qui limitent l'espérance de vie. Dans cet atelier, une approche axée sur les compétences sera utilisée pour faciliter la création de trois « chaînons manquants » dans les approches actuelles en médecine qui visent à réduire les risques et à faire de la prévention primaire, soit l'amélioration de la motivation, la modification du comportement et la gestion des émotions.

Les objectifs de cet atelier sont entre autres les suivants :

1. Présenter un aperçu d'interventions, fondées sur des données probantes, dans le but d'améliorer la motivation, modifier le comportement et gérer les émotions;
2. Identifier des stratégies pratiques qui peuvent être appliquées afin de surmonter la résistance au changement apparente du patient;
3. Permettre aux participants de motiver les clients à changer de style de vie afin de prévenir le diabète et d'autres états chroniques et/ou gérer ces états;
4. Devenir familier avec un modèle d'évaluation et d'intervention fondé sur les construits de l'amélioration de la motivation, de la modification du comportement et de la gestion des émotions.

D^r Vallis est un psychologue clinicien autorisé employé au Queen Elizabeth II Health Sciences Centre, d'Halifax, qui est aussi professeur agrégé en psychiatrie et professeur auxiliaire en psychologie de la santé à l'Université Dalhousie. Natif de Dartmouth, il a fait ses études de premier cycle (B.Sc. spécialisé, 1977) à l'Université Dalhousie et sa formation de deuxième cycle en psychologie clinique à l'Université de Western Ontario, à London (M.A.-1979; Ph.D.-1983). Après avoir occupé des postes cliniques au Clarke Institute of Psychiatry de Toronto (1982-1985) et au Credit Valley Hospital de Mississauga (1985-1988), il est retourné en Nouvelle-Écosse en 1988. D^r Vallis assure la prestation de services cliniques au QEII et il est actif en recherche et en enseignement. En clinique, il fait partie du Diabetes Management Centre (centre de gestion du diabète) et de la GI Unit (unité gastro-intestinale) du QEII HSC, anciennement le Camp Hill Medical Centre, depuis 1988. Au centre de gestion du diabète, il s'occupe de services programmatiques pour le diabète et le prédiabète et dirige une unité de soins ambulatoires deux jours par semaine pour des diabétiques de Type 1 et de Type 2. En tant que membre de l'unité gastro-intestinale, il assure la prestation de services cliniques pour des troubles gastro-intestinaux fonctionnels, tout en étant membre de l'unité IBD (maladies intestinales inflammatoires) et des services d'hépatologie. Il participe aussi au programme de gestion du poids au Cardiac Rehab Centre (centre de réadaptation cardiaque).

CPA Sections related program – Programme lié aux sections de la SCP

Clinical Psychology

Section/CPA Invited Speaker

T. Michael Vallis, Queen Elizabeth II Health Sciences Centre
“Competency in Lifestyle Change Interventions: Mastering Motivational Enhancement, Behaviour Modification & Emotion Management”

Counselling Psychology

Section Keynote Speaker

Charles Chen, Ontario Institute for Studies in Education
“Toward a Proactive Learning Framework in Career Psychology”

Symposium

Beth Haverkamp, University of British Columbia; Robinder (Rob) Bedi, University of Victoria; Lynn Angus, York University; Kelly Smith, Queen's University
“Towards a Canadian Understanding of Counselling Psychology”

Conversation Session

Beth Haverkamp, University of British Columbia
“Conversing about Counselling Psychology in Canada”

Criminal Justice

CPA Invited Speaker

James Bonta, Public Safety Canada
“How has psychology informed our understanding of criminal behaviour?”

Section Keynote Speaker

Stephen Wong, Correctional Service of Canada
“A Few Very Small Steps”

Developmental Psychology

CPA Invited Speaker

Sandra Trehub, University of Toronto
“Music in the Lives of Infants”

Section Keynote Speaker

Chris Moore, Dalhousie University
“The Construction of Commonsense Psychology”

History & Philosophy Psychology

Section/CPA Invited Speaker

Leendert Mos, University of Alberta
“Psychology, philosophy, and the challenges of historicism”

Section Keynote Speaker

Richard E. Brown, Dalhousie University
“The X-38 Project: Donald O. Hebb and the study of perceptual isolation”

Industrial/Organizational Psychology

Section Keynote Speaker

Natalie Allen, University of Western Ontario
“Toward Organizational Research 2.0”

Section/CPA Invited Speaker

John Meyer, University of Western Ontario
“The Science and Practice of Employee Engagement”

International and Cross-Cultural Psychology

Section/CPA Invited Speaker

Shalom Schwartz, The Hebrew University of Jerusalem
“Cultural Value Orientations: Nature & Implications of National Differences”

Paper Session

Andrew Ryder, Concordia University; Boon-Ooi Lee, National Institute of Education, Nanyang Technological University, Singapore; Warren Thorngate, Carleton University and Shahid Beheshti University; Francesca Ruscito, Carleton University; Mahin Tavakoli, Carleton University; Marie Morrison, University of British Columbia
“Applied Cross-Cultural Studies”

Psychoanalytic and Psychodynamic Psychology

Section Keynote Speaker

Bruce Fink, Duquesne University
Weininger Memorial Keynote Address: “Lacan on Love”

Workshop

Bruce Fink, Duquesne University
“A Live Supervision Session with a Lacanian Psychologist”

Psychologists in Education

CPA Invited Speaker

Wendy Craig, Queen's University
Debra J. Pepler, LaMarsh Centre for Research on Violence and Conflict Resolution, York University
“Bullying is a Public Health Problem: It's Everyone's Responsibility to Address Bullying”

Section Keynote Speaker

Ruth Ervin, University of British Columbia
“The Psychologist as a Change Agent: Aligning Research and Practice Efforts to Build Capacity for School Systems to Improve Student Outcomes”
Psychopharmacology Psychology
Section/CPA Invited Speaker
Robert K Ax, Federal Correctional Institution in Petersburg
“What's New and What Should Be New in RxP?”

Sexual Orientation and Gender Identity Issues

Symposium

Todd Morrison, National University of Ireland, Galway; Robert Roughley, University of Calgary; Karen Blair, Queen's University; Krista Trinder, University of Saskatchewan; Kristen Dowling, University of Toronto
“GLTB Research in Canada VI”

Social & Personality Psychology

Section/CPA Invited Speaker

Michael Ross, University of Waterloo
“The Evil that Men do Lives after Them: Responses to Historical Injustices”

Teaching of Psychology

Workshop

Kenneth Kramer, University of Windsor
“Values and Ethics in Teaching: The Good, the Bad, and the Ugly”

Traumatic Stress Psychology

CPA Invited Speaker

Bessel van der Kolk, Boston University School of Medicine
“Trauma, Attachment and the Body”

Conversation Session

Charles Hayes, Hayes Psychological Services
“Psychological Response to Disaster An Interactive Discussion”

Women and Psychology

CPA Invited Speaker

Christina Robb, Independent writer, Massachusetts
“The Relational Revolution”

Section Keynote Speaker

Cherry Frances, Carleton University
“There is nothing so practical as a good feminist theory”

Accommodations – Hébergement

HALIFAX MARRIOTT HARBOURFRONT HOTEL

1919 Upper Water Street, Halifax, Nova Scotia B3J 3J5

Tel: (902) 421-1700

Fax: (902) 422-5805

Toll-free: -800-943-6760

<http://www.marriott.com/hotels/travel/yhzm-halifax-marriott-harbourfront-hotel/>



Situated in the heart of downtown, this extraordinary Halifax, Nova Scotia hotel is steps away from the city's top attractions, including the business district and World Trade & Convention Center. This AAA 4-Diamond hotel in Halifax, Nova Scotia features luxurious accommodations and an abundance of upscale amenities. Relax your body and restore your energy at the 5,000 square foot Interlude Spa, providing a variety of refreshing and invigorating treatments. Indulge in exquisite fine dining at 44 North Restaurant highlighting spectacular waterfront views of Halifax Harbour or enjoy the lively atmosphere of Fife & Drum, a traditional Scottish Pub.

Room Type	Single	Double	Triple	Quad
Standard	179.00	179.00	199.00	209.00
Upgrade	219.00	219.00	239.00	259.00
Suite	299.00	299.00	319.00	339.00
1-Bedroom	349.00	349.00	369.00	389.00

These confirmed Hotel room rates are subject to applicable provincial and local taxes (currently 2% Tourism Marketing Levy and 13% Harmonized Sales Tax) in effect at the time of check in.

Reservations by attendees must be received on or before **Friday, May 9, 2008** (the "Cutoff Date"). At the Cutoff Date, Hotel will review the reservation pickup for the Event, release the unreserved rooms for general sale.

Rate & Residence Facility Information



All residence rooms for the Canadian Psychological Association have been booked in Gerard Hall residence and a few apartments in Fenwick Place. Gerard Hall is located in downtown Halifax at 5303 Morris Street. Gerard Hall offers single and double (two single beds) dormitory-style residence room with shared washroom facilities (male and female designations available), coin-operated laundry facilities, 24-hour staffed front desk service and common lounges – some with cable televisions. Fenwick Place is a 33-story apartment building with select floors available to summer guests. Fenwick is located at 5599 Fenwick Street in the south end/downtown area of Halifax. Fenwick offers two or three bedroom units accommodating three and five guests respectively in single beds, kitchens (fridge, stove and sink), basic furnished common living area and one washroom to share amongst the guests in the apartment unit. Kitchen items are available on a limited basis to be signed out at the front desk of Fenwick.

Traditional/Dormitory Style Residence Accommodations – Gerard Hall

Room Type	Conference Rate	Student Rate *
Single Room	\$41.31/night or \$247.89/week	\$26.99/night or \$161.93/week
Double Room	\$63.90/night or \$383.38/week	\$48.70/night or \$292.20/week

Rates include: all applicable taxes, bed linens, towels, weekly maid service where applicable & regular membership privileges to Dalplex athletic facility.

A valid student ID (from any academic institution) is required upon check-in in order to receive the discounted student rate. It is recommended that these individuals identify themselves during the reservation process to ensure an efficient check-in experience.

Apartment Style Accommodations – Fenwick Place (limited availability)

Room Type	Conference Rate
2 Bedroom Apartment (accommodates three people in three single beds)	\$80/night or \$480/week
3 Bedroom Apartment (accommodations five people in five single beds)	\$120/night or \$720/week

Rates include: all applicable taxes, bed linens, towels, weekly (or twice per week if requested) maid service where applicable & regular membership privileges to Dalplex athletic facility.

Parking permits are available for \$5 per space per day for conference guests who are staying in residence. Overnight guests may purchase parking permits directly at the front desk of Fenwick/Gerard upon check in.

High speed Internet is available in both facilities at a rate of \$5/connection/day + HST. Arrangements for this service can be made directly at the front desk of Fenwick/Gerard. Guests are asked to supply their own Ethernet card and cables.

RESERVATION PROCESS

There are four convenient options available for guests to book accommodations on an individual basis:
 Reservation phone number: 902-494-8840 or toll free: 1-888-271-9222 Fax: 902-494-1219
 E-mail: accommodations@dal.ca
 Online form: www.dal.ca/confserv located under the Summer Accommodations section of the site.

In order to process and confirm a reservation, we require the following information:

Name of conference: Canadian Psychological Association
 Full name of guest
 Contact information including: telephone number, email address and mailing address
 Check in and check out dates
 Single or double residence room and how many
 Name of roommate (if applicable)
 Valid credit card (VISA, MasterCard and American Express accepted)

HÔTEL MARRIOTT HARBOURFRONT DE HALIFAX

1919, rue Upper Water, Halifax, Nouvelle-Écosse B3J 3J5

N° de téléphone : (902) 421-1700

N° de télécopieur : (902) 422-5805

Sans frais : -800-943-6760

<http://www.marriott.com/hotels/travel/yhzm-halifax-marriott-harbourfront-hotel/>

Ce formidable hôtel est situé au cœur du centre-ville de Halifax, en Nouvelle-Écosse, à quelques pas des principales attractions de la ville, notamment le secteur commercial et le World Trade & Convention Center. Classé AAA 4-Diamant, l'hôtel est doté d'aménagements luxueux et d'une abondance de commodités haut de gamme. Vous pouvez aller relaxer et refaire le plein d'énergie au Interlude Spa, de 5000 pieds carrés, où l'on vous offre une panoplie de traitements rafraîchissants et revigorants. Vous pouvez aussi aller souper au très bon restaurant 44 North qui offre en plus une vue imprenable sur le front d'eau du port de Halifax ou plus simplement profiter de l'ambiance décontracté du Fife & Drum, un pub écossais traditionnel.

Type de chambre	1 personne	2 personnes	3 personnes	4 personnes
Standard	179 \$	179 \$	199 \$	209 \$
Améliorée	219 \$	219 \$	239 \$	259 \$
Suite	299 \$	299 \$	319 \$	339 \$
1 chambre	349 \$	349 \$	369 \$	389 \$

Ces tarifs de chambres confirmés sont assujettis aux taxes provinciales et locales en vigueur (soit une taxe de 2 % à la commercialisation touristique et la taxe de vente harmonisée de 13 %) au moment de votre arrivée.

Les participants au congrès doivent faire parvenir leur réservation au plus tard **le vendredi 9 mai 2008** (la « date limite »). À la date limite, l'hôtel fera le bilan des réservations pour l'événement et libérera les chambres non réservées à la vente générale.

Tarif et information sur les installations en résidence

Toutes les chambres en résidence pour la Société canadienne de psychologie ont été réservées à la résidence Gerard Hall et quelques appartements ont aussi été réservés à Fenwick Place. La résidence Gerard Hall se trouve au centre-ville de Halifax au 5303, rue Morris. Elle met à votre disposition des chambres pour une ou deux personnes (2 lits à une place) de style dortoir avec des installations sanitaires (désignations hommes et femmes disponibles), une laverie automatique, un service d'accueil sur 24 heures et des salons communs dont certains avec télédistribution. Fenwick Place est un immeuble d'appartements de 33 étages dont certains accueillent des invités pendant la période estivale. L'immeuble Fenwick se trouve au 5599, rue Fenwick dans le secteur sud du centre-ville de Halifax. Fenwick met à votre disposition des appartements à deux ou trois chambres avec des lits à une place qui peuvent accueillir respectivement trois et cinq invités. Les appartements sont dotés d'une cuisine (réfrigérateur, cuisinière et d'un évier), d'une salle de séjour commune meublée et d'une salle de bains que se partagent les invités dans l'appartement. Des ustensiles de cuisine limités peuvent être empruntés au comptoir d'accueil de l'immeuble Fenwick.

Hébergement en résidence de style traditionnel/dortoir – Gerard Hall

Type de chambre	Tarif des congressistes	Tarif étudiants *
Chambre à une personne	41,31 \$/nuit ou 247,89 \$/sem.	26,99 \$/nuit ou 161,93 \$/sem.
Chambre à deux personnes	63,90 \$/nuit ou 383,38\$/sem.	48,70 \$/nuit ou 292,20 \$/sem.

Le tarif comprend : toutes les taxes applicables, la literie, les serviettes, le service de domestiques hebdomadaire, s'il y a lieu, et les privilèges ordinaires des membres du centre athlétique Dalplex.

Une carte d'identité d'étudiant valide (de n'importe quel établissement universitaire) est requise à l'arrivée afin de pouvoir bénéficier du tarif à rabais pour les étudiants. On recommande aux étudiants de s'identifier au cours du processus de réservation afin de s'assurer qu'il n'y aura aucun délai ou problème à leur arrivée.

Hébergement du style appartement – Fenwick Place (disponibilité limitée)

Type de chambre	Tarif des congressistes
Appartement à 2 chambres (accueille trois personnes dans trois lits à une place)	80 \$/nuit ou 480\$/semaine
Appartement à 3 chambres (accueille cinq personnes dans cinq lits à une place)	120 \$/nuit ou 720 \$/semaine

Le tarif comprend : toutes les taxes applicables, la literie, les serviettes, le service de domestiques hebdomadaire (ou 2 fois par semaine sur demande), s'il y a lieu, et les privilèges ordinaires des membres du centre athlétique Dalplex.

Les congressistes qui s'hébergent en résidence peuvent obtenir un permis de stationnement coûtant 5 \$ par place par jour. Les invités qui passent la nuit peuvent acheter un permis de stationnement directement au comptoir d'accueil des résidences Fenwick/Gerard à leur arrivée.

Les deux résidences offrent Internet haute vitesse au tarif de 5 \$/connexion/jour plus la TVH. Les dispositions pour ce service peuvent être prises directement au comptoir d'accueil des résidences Fenwick/Gerard. Les invités doivent fournir leur propre carte Ethernet et leurs câbles.

PROCESSUS DE RÉSERVATION

Il y a quatre options commodes pour réserver de l'hébergement individuellement :
 Numéro de téléphone pour les réservations : 902-494-8840 ou sans frais : 1-888-271-9222
 Télécopieur : 902-494-1219
 Courriel : accommodations@dal.ca
 Formulaire en ligne : www.dal.ca/confserv qui se trouve sous la section Summer Accommodations du site.

Pour traiter et conformer une réservation, nous avons besoin des renseignements suivants :

Nom du congrès : **Société canadienne de psychologie**
 Nom de l'invité au complet
 Renseignements sur la personne à contacter y compris : le numéro de téléphone, le courriel et l'adresse postale
 Dates d'arrivée et de départ
 Chambres en résidence pour une ou deux personnes et le nombre
 Nom de la personne qui partage la chambre (le cas échéant)
 Carte de crédit valide (VISA, MasterCard et American Express acceptée)

NEWS

Getting Ready for Psychology Month 2008

DR. JENNIFER FRAIN, C.Psych, Chair, Council of Provincial Associations of Psychologists (CPAP)



This year the National Advocacy Project (a joint CPAP and CPA venture) is between Managers as our wonderful Natasha Teoli left our employ to become a new mom of baby boy Finn.

CPAP and CPA are in the process of hiring a new Advocacy Manager but in the meantime Natasha prepared us very well to manage the 2008 Psychology Month using the tools and resources she prepared and posted on the CPA website, at www.cpa.ca/psychologymonth.

On the website you will find a wealth of practical tips, ideas, what's been done previously

across Canada, and the inspiration to encourage you to undertake activities during Psychology Month. Especially helpful is the Psychology Month toolkit which contains everything you need to guide a successful Psychology Month activity or a whole province full of activities.

So why do we claim February as Psychology Month? I can't actually recall why February was se-

lected as the month but know that we wanted to have an entire month to highlight the importance of psychology to Canadians and to concentrate media and public attention on psychology. It is an opportunity to create a buzz in your community by hosting a series of events or one really big event. It is a time to showcase psychology and this has been done in a wide variety of ways since the first Psychology Month in February of 2005. Events have been held in universities, hospitals, schools and community centres. Celebratory Gala dinners have been held as have splashy Psychologically Healthy Workplace award luncheons and dinners. The Psychology TV ads

(developed by New Brunswick using grant money from CPAP) have been broadcast across the country and many psychologists have been featured in newspaper articles and seen by the public on TV during Psychology Month. Several jurisdictions have focused their attention on their politicians and have used Psychology Month as the reason to write, call or take their local representative to lunch to discuss psychology's role in the health and well being of communities. A few provinces have been successful in having February proclaimed as Psychology Month by their Ministers of Health or Healthy Living.

The whole point of Psychology Month is to communicate the idea

that *Psychology is for Everyone* and to demonstrate this fact by promoting the diversity of practice; the range of worksites for psychologists and the contributions of psychology and psychologists to the citizens of each province. There is no one way to celebrate Psychology Month. Interested psychologists can involve themselves in many ways by working with their local fraternal psychology organization or developing their own event using the psychology month toolkit.

So I encourage you all to take part in Psychology Month 2008. Again that website address is www.cpa.ca/psychologymonth

En avant pour le Mois de la psychologie de 2008

D^{RE} JENNIFER FRAIN, C.Psych. – Présidente, Conseil des associations provinciales de psychologues (CAPP) Membre du conseil d'administration de la SCP



Cette année, le Forum national sur l'intervention (un projet conjoint du CAPP et la SCP) est entre les mains de son conseil d'administration, car l'inestimable Natasha Teoli nous a quittés pour devenir maman à temps de son nouveau-né, Finn.

Le CAPP et la SCP ont entamé le processus de sélection pour remplacer Natasha au poste de gestionnaire du forum. Mais Natasha nous a bien préparés à prendre en charge, dans l'intervalle, l'organisation du Mois de la psychologie grâce aux outils et aux ressources qu'elle a élaborés et affichés sur le site Web de la SCP, plus précisément à l'adresse <http://www.cpa.ca/psychologymonth/>.

Vous trouverez sur le site Web une foule de conseils pratiques et d'idées, ainsi qu'une liste des ac-

tivités des années précédentes ayant eu lieu partout au Canada, qui vous motiveront, je l'espère, à organiser des activités pendant le Mois de la psychologie. La boîte à outils du Mois de la psychologie vous sera particulièrement utile. Les outils qu'elle propose contribueront à la réussite de votre activité ou des activités organisées à l'échelle de votre province dans le cadre du Mois de la psychologie.

Pourquoi avoir proclamé février « Mois de la psychologie »? Je ne m'en souviens pas vraiment,

mais je sais que nous voulions consacrer un mois complet pour promouvoir l'importance de la psychologie pour les Canadiens et attirer l'attention du public et des médias sur le thème de la psychologie. Le Mois de la psychologie, c'est l'occasion de faire parler de vous dans votre collectivité en organisant une série d'événements ou un événement d'envergure. C'est le moment idéal pour faire connaître la psychologie au public, ce qui a été fait de multiples façons depuis le lancement du Mois de la psychologie en 2005. Des événements de tout genre se sont tenus dans des universités, des hôpitaux, des écoles et des centres communautaires. Des soirées de gala ont été organisées, comme les effervescents déjeuners et dîners de remise des Prix de la santé psychologique au travail. Des publicités télévisées (conçues par le Nouveau-Brun-

wick grâce à une subvention du CAPP) ont été diffusées partout au pays; au cours du Mois de la psychologie, plusieurs psychologues ont fait l'objet d'articles de journaux et ont participé à des émissions de télévision. Dans d'autres provinces, les psychologues ont ciblé les politiciens et ont profité du Mois de la psychologie pour écrire, appeler ou inviter à déjeuner leur représentant local afin de parler du rôle de la psychologie dans la santé et le bien-être des collectivités. Quelques provinces ont réussi à faire proclamer par leur ministre de la Santé ou ministre délégué à la Vie saine, le mois de février « Mois de la psychologie ».

L'unique raison d'être du Mois de la psychologie consiste à transmettre l'idée que *La psychologie,*

c'est pour tout le monde et d'en faire la démonstration en faisant connaître toute la diversité de la pratique de la psychologie, l'éventail de milieux où travaillent les psychologues et l'apport de la psychologie et des psychologues auprès des citoyens de chacune des provinces du Canada. Il n'y a pas qu'une seule façon de célébrer le Mois de la psychologie. Les psychologues intéressés peuvent s'investir de multiples façons auprès des organisations amies locales ou organiser leur propre activité au moyen de La boîte à outils du Mois de la psychologie.

Je vous encourage donc à participer au Mois de la psychologie de 2008. N'oubliez pas cette adresse : www.cpa.ca/psychologymonth/

Toronto Professor Gary Latham Receives Appointment, Award

The Society for Human Resource Management (SHRM) has appointed University of Toronto professor Gary Latham to serve on the 2008 SHRM Board of Directors. Currently, Latham is the Secretary of State Professor of Organizational Effectiveness at the Rotman School of Management at the University of Toronto.

"Gary's work in researching and teaching strategic HR has made an important contribution to the human resources profession," said SHRM President and CEO Susan R. Meisinger, SPHR. "We are grateful to have his expertise help guide SHRM's future."

Representing more than 230,000 individual members, the Society for Human Resource Management is the world's largest association devoted to human resource management.

"Being elected to the SHRM Board is a wonderful honour," said Latham. "My pledge to the Board is to find ways to accelerate SHRM's commitment to evidence-based management."

Professor Latham earned a bachelor of arts in experimental psychology from Dalhousie Univer-

sity, a master of science in social-industrial psychology from Georgia Tech, and a doctorate in psychology from the University of Akron.

Gary Latham is past president of the Canadian Psychological Association. His research includes more than 140 published studies, five books and several videos. His work has received awards from the American Psychological Association, the Canadian Psychological Association, the Academy of Management, and the Society for Industrial and Organizational Psychology. He is also the 2006 winner of SHRM's Michael R. Losey Human Resource Research Award, a \$50,000 research prize.

Recently, Gary Latham received the Life-time Achievement Award for his research from the Organizational Behavior Division from the Academy of Management. He presented his address, "Blurring the lines between OB and HRM and respecting the value of laboratory and field experiments", at the award ceremony in Philadelphia.

The OB Division Lifetime Achievement Award recognizes senior scholars who have contributed to the discipline throughout their careers.

University of Waterloo Graduate Lisa Feldman Barrett Receives NIH Pioneer Award for Exceptional Innovation

Boston College Psychology Professor Lisa Feldman Barrett has been awarded a five-year \$2.5 million grant from the National Institutes of Health to fund her groundbreaking work on the psychology and neuroscience of emotion, in particular her development of a "conceptual act" model that offers a new view of emotions and their role in mental and physical health.

The NIH Director's Pioneer Award recognizes "exceptionally innovative investigators" whose work holds the promise of conceptual and technological breakthroughs in science. In 2002, she was awarded an Independent Scientist Research (K02) Award from the National Institute of Mental Health, and she currently holds several other grants from the National Science Foundation and the National Institute of Aging. She is also the recipient of a Career Trajectory Award from the Society for Experimental Social Psychology, a Cattell Award from the James McKeen Cattell Fund and the Association for Psychological Science, and a fellowship from the American Philosophical Society.

Lisa Feldman Barrett received her Ph.D. at the University of Waterloo in 1992. Professor Barrett joined the Boston College faculty in 1996 and is director of the Interdisciplinary Affective Science Laboratory. She currently holds an adjunct appointment at the Harvard Medical School, where she collaborates on neuroimaging studies of emotional processing. She is a fellow of the American Psychological Association, the Association for Psychological Science, and the Society for Personality and Social Psychology.

More information on Lisa Feldman Barrett is available at http://www.bc.edu/schools/cas/psych/faculty_staff/barrett.html

SECTIONS

CALL FOR PAPERS:

Determinants of Women's Health: A Holistic Approach to Understanding Women's Psychological and Physical Well-being

2008 Institute of the
Section on Women and Psychology (SWAP)

Wednesday, June 11, 2008, Halifax, Nova Scotia

Proposals are invited for the 19th Institute of the Section on Women and Psychology (SWAP) of the Canadian Psychological Association (CPA). This one-day Institute will be held on Wednesday, June 11, 2008, the day immediately preceding the CPA Annual Convention being held June 12 - 14 in Halifax, Nova Scotia.

The theme for the Institute is "Determinants of Women's Health: A Holistic Approach to Understanding Women's Psychological and Physical Well-being?" This Institute is being held to examine the complex interplay between physical and psychological well-being, and the impacts of the broad determinants of health, including social and structural factors, on women's health and wellness.

Workshops, symposia, panels, round-table discussions and individual papers on the following topics, from any discipline, are welcome:

- The interplay between women's psychological and physical well-being;
- Social determinants of women's health (e.g., physical and cultural isolation, income/socio-economic status, employment, immigration status);
- Structural factors that influence women's health (e.g., health services and promotion, access to care);
- Psychological research and practice in the prevention, treatment, management or identification of women's health.

The day will begin with a keynote speaker, Cyndi Brannen, Associate Professor, Dalhousie University and Research Associate for the Centre for Research on Family Health at IWK Health Centre in Halifax. Dr. Brannen will discuss a broad framework for considering multiple influences and perspectives on women's health and the complex relationships between psychological and physical well being. The remainder of the day will consist of a mixture of referred papers, symposia and workshops on the links between women and girls' physical and psychological health.

Guidelines for Submission

Anyone may submit a proposal regardless of membership in SWAP or CPA and submissions are welcome from people in disciplines other than psychology. Proposals must be received via e-mail by **Friday, February 29, 2008**, and should include:

A cover sheet listing the title of the presentation, the author's name(s), professional affiliation, mailing address, phone number, fax and e-mail. For a symposium or panel, names of the moderator and/or discussant(s) should be included.

On a separate page, the title of the presentation and a 200-300 word abstract/summary. For symposia and panels, a separate abstract should be submitted for each presentation, as well as an abstract that provides a general outline of the presentation. The abstract should not include any information identifying the authors.

Length of time needed for the presentation. Single papers should not exceed 30 minutes. Workshops, symposia, panels and round-table discussions should not exceed 2 hours.

Audio-visual requirements.

Forward submissions/questions to: Suzanne Cooper
scooper@connect.carleton.ca by February 29, 2008.

Clinical Neuropsychology Section

The Clinical Neuropsychology section has more than 200 members. We deal with professional issues relating to the practice of clinical neuropsychology. A continuous challenge is the limited number of internships that provide specialized training, and the lack of post-doctoral training opportunities in Canada. Involving students early in their careers will help them stay informed regarding Canadian-specific issues relating to education, training, and credentialing. Encouraging student research, and providing a forum for discussion (i.e., the listserv), is one of our ongoing goals. We typically have a strong showing of diverse student research at the annual CPA conference.

Grant L. Iverson, Chair
email: giverson@interchange.ubc.ca

Criminal Justice Section

Criminal Justice is an active Section of CPA. In the last two years, our membership has increased by 28% and currently stands at 321 members, including strong representation from students. We represent psychologists working in diverse settings such as law enforcement, the courts, correctional facilities, hospitals, universities, etc. We keep abreast of relevant issues through our widely read and distributed newsletter, *Crime Scene*, which comes out twice yearly and contains regular columns as well as special features, recent publications, book reviews, and employment opportunities. We have several Director-at-Large positions that focus on areas such as Clinical and Training, Police Psychology, Psychology in the Courts and the Conference Programme. In the past year, we hosted a highly successful conference within the annual CPA convention in Ottawa - The North American Correctional and Criminal Justice Psychology Conference which attracted approximately 330 participants. The section welcomes new members and will continue to move forward with new initiatives to advance forensic and correctional psychology.

Joseph Camilleri, Director-at-Large
email: 4jac1@queensu.ca

Rural and Northern Psychology Section

The development of the Rural and Northern Psychology Section was fueled by the desire to enhance the sense of professional connectedness between rural and northern psychologists and to enhance and support the development of this unique area of practice. Since its establishment in 2005, the section has grown considerably from 32 to over 200 members. Individuals currently practicing in rural and/or northern areas as well as those with an interest in this area of practice are encouraged to join the section. There is currently no membership fee and members receive a section newsletter twice per year.

Dr. Karen G. Dyck, Section Chair
email: dyckkg@ms.umanitoba.ca

Psychologists in Education

A collegial national forum dedicated to advancing the professional practice of psychology in educational settings. Many of our members are school psychologists active in the delivery of comprehensive psychological services to children, youth, and their families. As researchers, members aim to advance theory and methodology with broad applications to teaching, training, assessment, and learning issues across the lifespan and within diverse populations. In addition to academics and practitioners, we also welcome and encourage student membership.

The section actively advocates for betterment in the educational and health care domains. We maintain a close relationship with the Canadian Association of School Psychologists; a partnership is in the works. We sponsor a full range of sessions including our famous luncheon buffet at the CPA Annual Convention.

For more information on the Psychologists in Education section, please read the article "School Psychology: The New Kid on the CPA Block" in last winter's issue of *Psynopsis*.

Dr. Joseph Snyder, Section Chair
email: Joseph.Snyder@concordia.ca

Teaching of Psychology Section

The general aim of Teaching of Psychology (ToP), a full-fledged CPA Section since 1980, is to provide a forum for the exchange of information, ideas and data concerning all aspects of teaching, including methods and styles of teaching, innovative pedagogical techniques, and aspects of student behaviour and evaluation. To this end, each year at the CPA Convention the Section offers a number of teaching-related symposia, paper sessions and workshops, the ongoing overarching theme of which has been, since 1989, "improving the teaching of psychology." Within this rubric, every three to four years the Section invites an internationally recognized teacher-scholar; past keynote Convention speakers include Phil Zimbardo, Margaret Matlin, John Mitterer, Ludy T. Benjamin, Jr., Bill McKeachie and Bill Buskist.

Dr. Nicholas F. Skinner, Chair
email: nskinner@uwo.ca

Aboriginal Psychology Section

The CPA recently established the Aboriginal Section. There will be more information concerning the Section as it becomes available.

To find out more, contact:

Dr. Dana Bova, C.Psych., Chair
Tel: 807-624-3442 or email: bovad@tbh.net

STUDENTS

Obtaining a University Education through Distance Learning

THERESA DUGWELL

I am completing my undergraduate psychology degree through distance learning. Why did I choose this style of learning and what led me to the decision to pick Athabasca University?

Today many adults, like myself, are choosing to return to school for that formal education that they could not pursue in their earlier years. There are many reasons for doing so, and because of the evolution of distance learning, pursuing one's academics through distance learning is becoming more desirable.

Universities like Athabasca are reshaping the Latin meaning of university, or "*community of teachers and scholars*" Through reputable distance universities like Athabasca, opportunities to achieve academic credentials without having to attend campus is now possible.

I started out as a part-time mature student through traditional campus learning at York University. Unfortunately, holding a full time job and traveling back and forth to the campus for late night lectures left me feeling exhausted and frustrated. I was discouraged by the stress of trying to intertwine my personal adult obligations with the desire to move forward academically. Three years later and with five completed courses, I learned of Athabasca Distance Learning University.

Athabasca is considered Canada's Open University dedicated to removing the barriers to

a university education. It provides accessibility for students who cannot attend a campus, which removes a great stressor for those who are mature adults with a family and financial responsibilities.

I could study any of the individualized courses at any time on any day that suited my schedule. The fees are reasonable and include the cost of books and materials.

There is no semester system, which means I could register at anytime, complete my course within the specified time frame, and immediately get to work on another course on my own time. This had the potential to speed up the process of earning my psychology undergraduate degree. The Centre is also pleased to announce its doctoral program in Distance Education, the first program of its kind in North America. Credit can also be awarded for prior experiential learning

based on the presentation of a criterion-based portfolio.

I embraced the opportunity to continue my studies through Athabasca University.

Approximately one year later, I have learned that Athabasca University is a strong and organized distance institution. It takes less than one week to receive all the necessary material for a course once you sign up on-line. There is a strong student service approach when dealing with any of the departments via telephone, as well as prompt and pleasant interactions with university staff. In addition, access to your tutor and tremendous volumes of online databases are readily available.

The opportunity to earn various levels of degrees in this format opens the doors for many students; however, there are also some associated challenges. This style of learning cannot provide you with face-to-face interactions

with your professor or with other students, an important source of intellectual stimulation for many. Good time management is also critical, since, with no immediate demands placed on a distant learner, balancing life and academics can become stressful.

I still, however, remain wedded to the idea of distance learning because I've found that the advantages outweigh the disadvantages. I believe that in the end it becomes a personal choice which should be made on the basis of where you are in your life. I would recommend taking a rigorous approach when deciding between distance vs. traditional learning. Compile all pertinent data regarding both educational routes, evaluate your strengths and weaknesses, and make your decision based on the evidence. Only a strong commitment from that point on will lead you to your glorious day of graduation.

The Recipients of Students Awards of International and Cross-Cultural Section



Ms. Jessica Dere

On behalf of the international and Cross-Cultural (ICC) Section of CPA, I would like to congratulate the two students who were the recipients of paper presentation and poster presentation awards at the 68th Annual Convention of the CPA in Ottawa. Ms. Jessica Dere from Concordia University was the recipient of the Berry Paper Presentation Student Award. The title of Ms. Dere's presentation was "Unpacking Cross-Cultural Differences in the Presentation of Depression: Somatic and Psychological Symptoms among Canadian and Chinese Outpatients." Ms. Sara Rubenfeld from the University of Ottawa was the recipient of the Aboud Poster Presentation Student Award. The title of Ms. Rubenfeld's presentation was "Intergroup Contact: The Development of an Intercultural Mediation Scale."

A committee of adjudicators rated students' presentations on research design, statistical analyses, knowledge of subject matter, organization of material, and presentation style. The two students are invited to attend the 69th Annual Convention of the CPA in 2008 in Halifax to receive their Awards.

Saba Safdar, Ph.D., University of Guelph
Chair – International and Cross-Cultural Section

CPA Section for Students

Open positions on the Executive for 2008-09 Call for applications!

Are you looking for a fun and rewarding way to become more involved with the CPA? We are looking to fill the following four positions on the Section for Students Executive for 2008-09. Unless otherwise indicated, all positions are 2-year term positions.

The **Chair-Elect** is an exciting position on the Executive for someone who is interested in being involved with a dynamic, growing, and active Section within the CPA. The Chair-Elect assists in decision-making and the organization of section activities, participates in conference preparation, plans yearly initiatives within the Section, and works closely with the Chair over the course of the year. The Chair-Elect specifically manages student submissions to *Psynopsis*, making sure that there are student articles in every issue throughout the year. After his/her year-long term, the Chair-Elect advances to the position of Section Chair and then Past-Chair. In total, the position is a three-year commitment, with one year spent in each of the positions.

The role of the **Campus Representative Coordinator** is to increase the exposure of the association at university campuses across Canada. This includes recruiting new student and faculty representatives to represent CPA at their respective institutions through various mediums. In addition, the coordinator handles inquiries of individuals who are interested in becoming involved as Campus or Faculty Representatives. The coordinator also assists the representatives with ideas of how to increase the exposure of the association at their home institutions and responds to any questions that may develop throughout the year. In addition, the coordinator keeps representatives informed of CPA-related events and issues of importance to students nationally, and recruits and compiles bi-annual representative reports. The coordinator works closely with several other members of the Executive, and is involved with general activities and planning within the Section for Students.

The **Secretary/Treasurer** is responsible for accurate record-keeping by taking minutes of all Student Section Executive meetings and teleconferences. In addition, the Secretary/Trea-

sure maintains the CPA Awards List for Students. As well, this individual prepares a proposed budget at the start of each year, maintains the budget, and prepares a year-end financial report. The Secretary/Treasurer also provides input into decision-making, assists with the workings of, and participates in other activities of the Section.

The **Undergraduate Affairs Coordinator** acts as a liaison between CPA and undergraduate students. He/she assists with providing information, preparing/updating/distributing helpful materials, and responding to questions/concerns related to undergraduate students. The Undergraduate Affairs Coordinator should take the initiative to create and implement materials that may be useful to undergraduate students both during their undergraduate degrees and in preparation for future goals (e.g., seeking employment, applying to graduate school). In addition, the Undergraduate Affairs Coordinator assists the Campus Representative Coordinator in recruiting Undergraduate Campus Representatives. The Undergraduate Affairs Coordinator assists with the workings of and participates in other activities of the Section. The person holding this position should ideally be a junior graduate student or senior undergraduate student, in order to be in touch with undergraduate student needs and current issues.

For more information:

Please send inquiries to Lindsay Uman (Chair, CPA Section for Students, 2007-08) at luman@dal.ca.

To apply:

Please send the following to Kelly Hayton (Website/Listserv Manager, CPA Section for Students) at cpa_ss@yahoo.ca: 1) a statement of intent that indicates what position you would like to hold, why you would like to hold the position, and what makes you well suited to serve in that position (approximately 250-300 words). This statement should be suitable for circulation on the CPA webpage and *Psynopsis*; 2) a short biography suitable for circulation; 3) CV, including references; and 4) small head-shot photograph (optional). Materials should be submitted in English or French.

Deadline: ALL APPLICATIONS MUST BE RECEIVED BY FRIDAY, FEBRUARY 15, 2008.

Update on the Use of Restricted Psychological Tests by Nonpsychologists in PEI Schools

RHONDA MATTERS

The Psychological Association of Prince Edward Island (PAPEI) is pleased to have resolution to an important issue for psychologists that involved the administration and interpretation of restricted psychological tests or "Level C" tests by nonpsychologists in PEI schools.

Historically, there has been an extremely low number of school psychologists employed in PEI school boards. This resulted in long waiting times for psychological assessments. PAPEI's position was that waiting times could be reduced by increasing the number of school psychologists in the province. However, in April 2006, the PEI Department of Education announced plans to reduce waiting times for psycho-

logical assessments by providing support and training to school counsellors so that they could complete assessments using "Level C" tests. Specifically, some school counsellors would be designated as already having sufficient education and experience in order to complete assessments using tests such as the Wechsler Intelligence Scales. School counsellors who were identified as not yet meeting the

test user qualifications would be offered a graduate level course by the Faculty of Education at Memorial University titled, "Assessment of Intelligence and Learning Skills." Eleven school counsellors completed the course during the 2006-2007 school year.

When PAPEI learned about this plan, we expressed our concerns to many individuals working within the school systems (Directors, Superintendents, etc).

When it appeared that our concerns would not change their decision, we prepared a Position Paper on the Assessment and Treatment of Learning Disabilities. It highlighted the importance of Psychological Assessments being carried out by appropriately trained, registered

psychologists. PAPEI members consulted with CPA about the position paper as it was being drafted and received invaluable support and suggestions. The position paper and a cover letter were forwarded to the Premier and Minister of Education in May 2006. CPA sent a follow up letter of support in June 2006. The Minister of Education did request a meeting, and this was arranged for early July. Two representatives from the PAPEI executive, and John Service from CPA attended the meeting and again outlined all our concerns, focusing primarily on the need for good quality assessments for children.

The decision appeared to be put on hold. School counsellors were not administering level "C" tests, but they were continuing to

request that they be permitted to do so. As individual PAPEI members, we continued to advocate for our position, but heard very little about the situation for many months. In June 2007, the Department of Education announced that they would "support the position of the school boards, that only registered psychologists administer and interpret Level C tests." It would appear that our perseverance and passion about this issue paid off. We would be happy to share more details about this experience with anyone and again can not say enough about helpful John Service and the rest of the staff at CPA were in this (ultimately) successful battle.

Journals

Continued from page 1

manuscripts to *CJEP* will begin in January 2009, i.e., with the ar-

rival of the new editorial team. APA will provide other services – most notably a comprehensive marketing strategy.

Once CPA journal articles are processed using the *Journals Back Office* system, the process

of digitizing the electronic versions of the journal will also be smoother, quicker and less prone to error. The agreement also increases CPA's share of the electronic licensing royalties. APA has moved electronic access to

CPA journals for CPA members over to the newest version of its PsycNet system, allowing more reliable electronic access and more complete search functions.

The agreement is expected to be financially beneficial to the Canadian Psychological Association and the journals, but the most important benefit is expected to be the enhanced impact and visibility of the journals in North America and worldwide. My successor as CPA Publication Committee Chair, Peter Bieling, has worked hard with APA and the journal editors to work out the details of the transition, and I would like to extend my thanks to all of them. Thanks also to all the members of the Publications Committee, the Board, our past Executive Director John Service, Managing Editor Dan Berman, Dan Perlman, Thomas Hadjistavropoulos, and Bob Vallerand for all their efforts as well.

A second important set of negotiations was completed soon after the agreement with APA, establishing that the Canadian Psychological Association will now publish the *Canadian Journal of Experimental Psychology* in collaboration with the Cana-

dian Society for Brain, Behaviour, and Cognitive Science (CSBBCS). Under this agreement, CSBBCS has named *CJEP* as its representative publication, and will provide an electronic subscription to *CJEP* as a benefit of membership to CSBBCS. It will encourage its members to submit work to *CJEP* as the Canadian journal representative of the research supported by NSERC's GSC 12 Committee. A seat on the CPA Publications Committee will be added for a representative of CSBBCS. The abstracts from the CSBBCS annual conference will be published in an expanded issue of *CJEP*, and the CSBBCS Hebb Award address will be published annually in *CJEP*. This agreement formalizes and strengthens the longstanding contributions that CSBBCS members have made to *CJEP* as authors, reviewers, editorial board members, editors and associate editors. My sincere thanks to Carolyn Harley who worked with me throughout her year as CSBBCS President to establish this agreement, and to Simon Grondin, the editor of *CJEP*, who helped us at every turn.

EARLY CHILDHOOD INTERVENTION SPECIALIST LICENSED PSYCHOLOGIST 5A

Permanent Full-Time – Surrey, B.C.
\$64,353.69 - \$80,377.22

Opportunity:

**Ministry of Children and Family Development
Newton/Cloverdale Mental Health**

Under the direction of the immediate supervisor, the Early Childhood Intervention Specialist works as a member of a multidisciplinary Community Mental Health Team. In coordination with other community agencies and professionals, the successful candidate will provide a range of services, including: direct clinical services such as intake, assessment, diagnosis, treatment, and crisis intervention; consultation/liaison with community agencies, schools, hospitals, and other MCFD programs; involvement in community education, development, coordination and prevention/early intervention programs; and program development and evaluation.

Qualifications:

Ph.D or Psy.D degree in psychology, preferably from a Canadian Psychological Association or American Psychological Association accredited program, with a specialized body of knowledge in child and youth mental health. Successful completion of a psychological pre-doctoral internship of 1600 hours in a child and youth mental health community or hospital setting, with specialization on formal psychological assessment, diagnosis, and treatment of mental disorders in this population. Additional experience working with children 0 to 5 years of age suffering from emotional, behavioural, and psychiatric disorders, and their families, is required.

For further information regarding this position please contact Judith Adelman or John Taylor at 604-501-3122.

Travel is a requirement. Transportation arrangements must meet operational requirements of the ministry. Successful applicant is subject to a criminal record review. Police record check is required. An eligibility list may be established for similar, future vacancies in the Newton/Cloverdale area.

Apply to: 101 – 10221 153rd Street, Surrey, BC V3R 0L7
Contact: Harpreet Athwal
Phone: 604-586-4145
Fax: 604-589-4261

Dr. Brian Cox wins Clifford J. Robson Award

University of Manitoba psychologist Dr. Brian Cox recently received the prestigious Clifford J. Robson Award from the Manitoba Psychological Society. The award, which is given out periodically, not annually, is for psychologists who have made significant contributions to the advancement of psychology in various ways, such as through education, research, and professional endeavours. Dr. Cox has excelled in all of these areas. He currently holds a CIHR Research Chair and is Head of the Mood and Anxiety Disorders Research Group in the Departments of Psychiatry and Psychology at the University of Manitoba. He has published more than 200 peer-reviewed journal articles and book chapters on psychological factors in anxiety and mood disorders, and has received numerous research grants which have been used, in part, to support his many graduate students. Over the years he has garnered a well-earned reputation, both nationally and internationally, as a leading expert in anxiety and mood disorders.

Steven Taylor

CAREERS - CARRIÈRES



FORENSIC CLINICAL PSYCHOLOGIST (ADULTS)

UNIVERSITY
OF MANITOBA

University of Manitoba,
Winnipeg Regional Health Authority
& Selkirk Mental Health Centre



The Department of Clinical Health Psychology in the Faculty of Medicine, University of Manitoba, in collaboration with the Winnipeg Regional Health Authority (WRHA) and Selkirk Mental Health Centre (SMHC) invites applications for a Contingent Geographic Full-Time Psychologist at the Assistant Professor level (position #04400), commencing May 1, 2008 or as soon as possible thereafter. The position will be based 50% at the Forensic Mental Health Service at the Health Sciences Centre in Winnipeg and 50% at the Forensic Service of SMHC in Selkirk, Manitoba (approximately a 30 minute drive from Winnipeg).

Clinical Health Psychology is both a Department in the Faculty of Medicine and a clinical programme within the WRHA. For more information, visit our website:
www.umanitoba.ca/medicine/clinical_health_psych

Position Responsibilities:

- Provision of clinical psychology services to adult inpatients and outpatients, including forensic assessments, short-term therapy, individual and group treatment.
- Provision of psychological consultation to the multi-disciplinary forensic mental health teams at the Health Sciences Centre and Selkirk Mental Health Centre
- Supervision of psychology interns in our CPA and APA accredited Psychology Internship programme, and teaching of medical students.
- Development of an active programme of research in forensic psychology and related fields (research will be primarily based at Health Sciences Centre site, adjacent to the medical school)

Qualifications:

- PhD in Clinical Psychology from a CPA or APA accredited clinical psychology training programme, and completion of a CPA or APA accredited internship
- Eligibility for registration as a Psychologist by the Psychological Association of Manitoba.
- Satisfactory results of pre-employment criminal records and child abuse registry checks.
- Education and experience in psychometric and psychodiagnostic testing with adults.
- Education and experience in forensic psychology.
- Training, experience, and/or research background and interests in Aboriginal health issues would be an asset.
- A valid driver's license and vehicle are necessary for this position.

Salary and Benefits:

- An attractive salary schedule is available and, in addition, the GFT agreement provides for on-site private practice opportunities.

The University encourages applications from qualified women and men, including members of visible minorities, Aboriginal peoples and persons with disabilities. All qualified candidates are encouraged to apply, however, Canadians and permanent residents will be given priority. Interested persons should apply in writing, including curriculum vitae, and provide the names and contact information of three references to:

Dr. Bob McIlwraith, Department of Clinical Health Psychology, Faculty of Medicine
University of Manitoba PZ 350 - 771 Bannatyne Avenue, Winnipeg, MB R3E 3N4
Tel: (204) 787-3876 Fax: (204) 787-3755 email: bmcilwraith@hsc.mb.ca

Application materials, including letters of reference, will be handled in accordance with the *Freedom of Information and Protection of Privacy Act (Manitoba)*.

DEADLINE FOR INITIAL REVIEW OF APPLICATIONS IS February 11, 2008, and will continue to be accepted until the position is filled.



Clinical Psychologist

UNIVERSITY
OF MANITOBA

University of Manitoba and
North Eastman Health Association



North Eastman Health Association and the Department of Clinical Health Psychology in the Faculty of Medicine of the University of Manitoba invite applications for a Contingent Geographic Full-Time Psychologist at the Assistant Professor level (position # 06038), commencing May 1, 2008, or as soon as possible thereafter in the area of Rural Community Clinical Psychology.

Based in Beausejour, Manitoba located 46 km from Winnipeg, the Psychologist will provide:

- Clinical services to children, adolescents, adults and families
- Consultation to health professionals throughout the North Eastman Health Region (population 40,000)
- Programme development and evaluation, community mental health promotion and substance abuse prevention and intervention activities
- Clinical supervision of residents in the CPA and APA accredited residency training programme of the Department of Clinical Health Psychology Clinical research

The Clinical Health Psychology Department in the Faculty of Medicine provides clinical consultation and support to its member psychologists living and practicing in several rural and northern communities. For more information, visit:

www.umanitoba.ca/medicine/clinical_health_psych

Qualifications:

- Must have a PhD in Clinical Psychology from a CPA or APA accredited clinical psychology training programme and have completed a CPA or APA accredited internship.
- Must be eligible for registration as a Psychologist by the Psychological Association of Manitoba
- Must pass pre-employment criminal records and child abuse registry checks.
- Education and experience in both child and adult psychology would be an asset.
- Training, experience, and/or research background and interests in Aboriginal health issues would be an asset.
- Vehicle and valid driver's license are necessary for this position.

Salary and Benefits:

- An attractive salary schedule is available and in addition, the GFT agreement provides for on-site private practice opportunities.

The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, Aboriginal peoples, and persons with disabilities. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Interested persons should apply in writing, including curriculum vitae, and provide the names and contact information of three references to:

Dr. Bob McIlwraith, Department of Clinical Health Psychology, Faculty of Medicine
University of Manitoba PZ 350 - 771 Bannatyne Avenue, Winnipeg, MB R3E 3N4
Tel: (204) 787-3876 Fax: (204) 787-3755 email: bmcilwraith@hsc.mb.ca

Application materials, including letters of reference will be handled in accordance with the *Freedom of Information and Protection of Privacy Act (Manitoba)*.

DEADLINE FOR INITIAL REVIEW OF APPLICATIONS IS February 11, 2008 and will continue to be accepted until the position is filled.



Clinical Psychologist

UNIVERSITY
OF MANITOBA

University of Manitoba and
South Eastman Health / Santé Sud-Est Inc.



South Eastman Health / Santé Sud-Est Inc.

South Eastman Health / Santé Sud-Est and the Department of Clinical Health Psychology in the Faculty of Medicine of the University of Manitoba invite applications for a Contingent Geographic Full-Time Psychologist at the Assistant Professor level (position # 06057), commencing May 1, 2008, or as soon as possible thereafter in the area of Rural Community Clinical Psychology.

Based in Steinbach, Manitoba located 55 km from Winnipeg, the Psychologist will provide:

- Clinical services to children, adolescents, adults and families
- Consultation to health professionals throughout the South Eastman Region (population 55,000)
- Programme development and evaluation, community mental health promotion and substance abuse prevention and intervention activities
- Clinical supervision of residents in the CPA and APA accredited residency training programme of the Department of Clinical Health Psychology
- Clinical research

The Clinical Health Psychology Department in the Faculty of Medicine provides clinical consultation and support to its member psychologists living and practicing in several rural and northern communities. For more information, visit: www.umanitoba.ca/medicine/clinical_health_psych

Qualifications:

- Must have a PhD in Clinical Psychology from a CPA or APA accredited clinical psychology training programme and have completed a CPA or APA accredited internship.
- Must be eligible for registration as a Psychologist by the Psychological Association of Manitoba
- Must pass pre-employment criminal records and child abuse registry checks.
- Education and experience in both child and adult psychology would be an asset.
- Training, experience, and/or research background and interests in Aboriginal health issues would be an asset.
- Vehicle and valid driver's license are necessary for this position.

Salary and Benefits:

- An attractive salary schedule is available and in addition, the GFT agreement provides for on-site private practice opportunities.

The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, Aboriginal peoples, and persons with disabilities. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Interested persons should apply in writing, including curriculum vitae, and provide the names and contact information of three references to:

Dr. Bob McIlwraith, Department of Clinical Health Psychology, Faculty of Medicine
University of Manitoba PZ 350 - 771 Bannatyne Avenue, Winnipeg, MB R3E 3N4
Tel: (204) 787-3876 Fax: (204) 787-3755 email: bmcilwraith@hsc.mb.ca

Application materials, including letters of reference will be handled in accordance with the *Freedom of Information and Protection of Privacy Act (Manitoba)*.

DEADLINE FOR INITIAL REVIEW OF APPLICATIONS IS February 11, 2008 and will continue to be accepted until the position is filled.



Clinical Psychologist

UNIVERSITY
OF MANITOBA

Centre for Geriatric Psychiatry
& Mental Health Services for the Elderly
University of Manitoba and
Brandon Regional Health Authority



Brandon Regional Health Authority and the Department of Clinical Health Psychology in the Faculty of Medicine of the University of Manitoba invite applications for a Contingent Geographic Full-Time Psychologist at the Assistant Professor level (position # ALW 426), commencing May 1, 2008, or as soon as possible thereafter in the area of Geriatric Psychology and Neuropsychology.

The Centre for Geriatric Psychiatry is a 22-bed inpatient assessment and short term treatment unit for elderly persons in the Western Manitoba area. Community based care is provided through the Mental Health Services for the Elderly community team. These programs have a full range of inter-disciplinary staff who are very active in providing assessment, consultation and short-term treatment services in conditions associated with mental and emotional health in the elderly.

Brandon is a progressive community nestled along the Assiniboine River in the heart of southwestern Manitoba, 200 km west of Winnipeg. The combination of urban amenities and closeness to rural living contribute to Brandon's satisfying quality of life. Brandon is Manitoba's second largest city (population 43,000), and the Brandon RHA also serves the surrounding Assiniboine Region, for a total of 180,000 people. For more information, visit: www.brandonrha.mb.ca

The Clinical Health Psychology Department in the Faculty of Medicine provides clinical consultation and support to its member psychologists living and practicing in several rural and northern communities. For more information, visit: www.umanitoba.ca/medicine/clinical_health_psych

Position Responsibilities:

- Provision of clinical psychology services to geriatric patients, including psychological and neuropsychological assessment, rehabilitation planning, community consultation.
- Provide clinical teaching to students in the health professions and continuing education to health professionals in the community.
- Development of an active programme of clinical research.

Qualifications:

- Must have a PhD in Clinical Psychology from a CPA or APA accredited clinical psychology training programme and have completed a CPA or APA accredited internship.
- Must be eligible for registration as a Psychologist by the Psychological Association of Manitoba
- Must pass pre-employment criminal records and child abuse registry checks.
- Education and experience in clinical neuropsychology and geriatric psychology would be an asset.
- Training, experience, and/or research background and interests in Aboriginal health issues would be an asset.

Salary and Benefits:

- An attractive salary schedule is available and in addition, the GFT agreement provides for on-site private practice opportunities.

The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, Aboriginal peoples, and persons with disabilities. All qualified candidates are encouraged to apply, however, Canadians and permanent residents will be given priority. Interested persons should apply in writing, including curriculum vitae, and provide the names and contact information of three references to:

Dr. Bob McIlwraith, Department of Clinical Health Psychology, Faculty of Medicine
University of Manitoba PZ 350 - 771 Bannatyne Avenue, Winnipeg, MB R3E 3N4
Tel: (204) 787-3876 Fax: (204) 787-3755 email: bmcilwraith@hsc.mb.ca

Application materials, including letters of reference will be handled in accordance with the *Freedom of Information and Protection of Privacy Act (Manitoba)*.

DEADLINE FOR INITIAL REVIEW OF APPLICATIONS IS February 11, 2008 and will continue to be accepted until the position is filled.

CAREERS - CARRIÈRES

The Ottawa Anxiety & Trauma Clinic

and the Operational Trauma and Stress Support Centre (Ottawa)

present the

19th Annual Trauma & Dissociation Conference

Trauma and Treatment: Expanding Our Scope of Knowledge May 24 – 25, 2008



The Westin Hotel, Ottawa, Canada

Featured Speaker, from Stanford University

Dr. David Spiegel



Dr. Spiegel is a world-renown leader in the trauma field and a pioneer in expanding the field of trauma-based therapy to psychiatry and the general field of medicine, including management of stressors such as cancer, pain, HIV and surgical procedures. Dr. Spiegel has received numerous awards and recognitions including the Ernest R. Hilgard Award for Scientific Excellence, International Society of Hypnosis, Distinguished Fellow of the American Psychiatric Association and Fellow of the American College of Neuropsychopharmacology.

Dr. Spiegel is the Wilson Professor in the School of Medicine, Associate Chair in Psychiatry and Behavioral Sciences and Director of the Psychosocial Treatment Laboratory at the Stanford University School of Medicine, Medical Director of the Center for Integrative Medicine at Stanford University, and Director of the Stanford Center on Stress and Health. He is the Past-President of the American College of Psychiatrists and the American Society for Clinical and Experimental Hypnosis.

Dr. Spiegel's presentation will include the latest evidence-based practices in trauma therapy, treatment of acute stress disorder and PTSD, lessons in stress and resiliency, management of medical stress, dissociative phenomena in the body and brain, utilizing trance in treatment, and hypnosis for non-hypnoterapists.

12 hours CME/MOC credits applied for
Eligible for 2 CEU'S from the Canadian Counselling Association

For More Information:
The Ottawa Anxiety & Trauma Clinic
Website: www.anxietyandtraumaclinic.com

Post-Doctoral fellowships

Research unit on children's psychosocial maladjustment

> The Research unit on children's psychosocial maladjustment (GRIP) invites applications for two postdoctoral fellowships beginning between June and September 2008.

The successful candidates will work in a multidisciplinary team of senior investigators on large longitudinal and experimental studies with children from the prenatal period to young adulthood.

Send your curriculum vitae and 3 letters of reference by **May 1st, 2008** to:

Pr. Richard E. Tremblay, directeur
GRIP
Université de Montréal
3050, Boul. Édouard-Montpetit
PO Box 6128, STN Centre-ville
Montréal, Qc H3C 3J7 CANADA



McGill

Université de Montréal

Bourses post-doctorales

Groupe de recherche sur l'inadaptation psychosociale chez l'enfant

> Le Groupe de recherche sur l'inadaptation psychosociale chez l'enfant (GRIP) offre deux bourses post-doctorales débutant entre juin et septembre 2008.

Les étudiants postdoctoraux travailleront au sein d'une équipe multidisciplinaire de chercheurs seniors sur des études longitudinales et expérimentales d'enfants à partir de la période prénatale jusqu'à l'âge adulte.

Les candidats doivent faire parvenir leur curriculum vitae ainsi que trois lettres de référence avant le **1^{er} mai 2008** à :

Dr. Richard E. Tremblay, directeur
GRIP
Université de Montréal
3050, boul. Édouard-Montpetit
C.P. 6128, succursale Centre-ville
Montréal, Qc H3C 3J7 CANADA



McGill

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Pediatric Neuropsychology Fellowship

Calgary, Alberta, Canada

We are seeking applicants for a two-year postdoctoral fellowship in pediatric neuropsychology, to commence July or September 2008. Alberta Children's Hospital is a tertiary, acute-care pediatric hospital that is the major treatment, teaching, and research centre for children's health in Alberta. Alberta Children's Hospital is affiliated with the University of Calgary, Foothills Medical Centre, the Hotchkiss Brain Institute, and the Institute for Maternal and Child Health. The hospital is located in Calgary, a vibrant city close to the Rocky Mountains, Banff National Park and Lake Louise. Calgary is well known for its Western hospitality and festivals, world-class winter sports, and urban amenities.

The fellowship program provides major pediatric neuropsychological assessment rotations in epilepsy and brain injury, as well as rotations in general neurology, neurosurgery and neuro-oncology clinics. Clinical experiences for fellows will include pediatric neuropsychological assessment, consultation to multidisciplinary teams, and participation in clinical and teaching rounds.

The fellow will spend 50% of time in supervised clinical work, 40% in collaborative clinical research, and 10% in educational activities such as rounds and seminars. Supervision tailored to the needs of the fellow is provided for all clinical and research activities. The stipend is \$52,000, with additional funds for research/travel expenses.

Our training program is modeled on training guidelines set forth by the INS-APA Division 40 Task Force on Education, Accreditation and Credentialing, the Association of Postdoctoral Programs in Clinical Neuropsychology, and the Houston Conference on Specialty Education and Training in Clinical Neuropsychology. Our goal is to train fellows to an advanced level of competence in pediatric neuropsychology and pediatric neuropsychology research, consistent with independent practice in a tertiary health care setting.

Our program is an APPCN Match Participant. Selection of a successful candidate will therefore be accomplished in accordance with the APPCN Match Policies. Candidates wishing to apply must therefore register to participate in the APPCN Resident Matching Program (www.natmatch.com).

Preference will be given to candidates who are graduates of APA- or CPA-accredited Clinical Psychology or Clinical Neuropsychology doctoral programs and who have completed an APA- or CPA-accredited clinical internship. All degree requirements must be completed before the start date. Alberta Children's Hospital is an equal opportunity employer with a strong commitment to diversity of trainees.

All application materials must be received by January 31, 2008.

For application packages and further information, please contact Dr. Elisabeth Sherman at Elisabeth.sherman@calgaryhealthregion.ca or at 403-955-7163.

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Faculty of Social Sciences, Department of Psychology
University of Victoria

Tier 2 Canada Research Chair (CRC) in Cognitive Neurosciences at the Assistant or Associate Professor Level

The Department of Psychology, University of Victoria, invites applications for a Tier 2 Canada Research Chair (CRC) in cognitive neuroscience to begin July 1st, 2008, at the level of Assistant or Associate Professor. Tier 2 Chairs were created for excellent emerging scholars acknowledged by their peers as having the potential to lead their fields of study. Each CRC appointment is accompanied by funds to support the Chair holder's research. Tier 2 CRC appointments are normally made at the tenure-track Assistant Professor level. Exceptional candidates may be appointed at a more senior level but normally candidates must have received a doctorate within the past 10 years. Any successful applicant will hold a regular position within the Department of Psychology with eligibility for tenure.

In accordance with the regulations governing Canada Research Chairs, the best-qualified candidate will be appointed, regardless of citizenship or immigration status. Chair nominations are adjudicated by a peer review administered by the CRC secretariat and appointments are conditional upon approval by the secretariat. General information about CRCs may be found at www.chairs.gov.ca.

The Department of Psychology seeks candidates who have a strong background and training in cognitive applications of electrophysiological methods and event-related potentials (ERPs) and demonstrated experience with computational modeling and functional magnetic resonance imaging (fMRI). The successful candidate will play a key role in the continued development of the department's Brain and Cognition Laboratory. The candidate's research interests will add to the existing strengths of the department, which include

the study of visual cognition, learning, memory, language, and aging. Duties include the maintenance of a successful program of research (as evidenced by publications and external grant support), teaching at the undergraduate and graduate levels, and contributing to the collegiality, reputation, and day-to-day operation of the Department and the University (e.g., collaborative research, curriculum development, and committee service). Applicants must have a Ph.D. in cognitive psychology, cognitive neuroscience, or neuroscience and be eligible for an appointment as a Tier 2 Canada Research Chair (visit www.chairs.gc.ca/web/program/nominate_e.asp for details).

To apply, send a letter of application, a curriculum vitae, a statement of research interests and accomplishments, a statement of teaching philosophy, copies of publications, evidence of teaching experience, and three confidential letters of recommendation to:

Michael Masson, CRC Search Committee
Department of Psychology
University of Victoria
PO Box 3050 STN CSC
Victoria BC V8W 3P5 Canada
Telephone: 250-721-7536
E-mail: mmasson@uvic.ca
Web: www.chairs.gc.ca/web/program/nominate_e.asp

The deadline for applications is February 29, 2008, but applications will be reviewed until the position is filled.

The University of Victoria is an equity employer and encourages applications from women, persons with disabilities, visible minorities, Aboriginal Peoples, people of all sexual orientations and genders, and others who may contribute to the further diversification of the University.



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