

2012 Convention Wrap-up Survola du Congrès 2012

*Dr. David Dozois passes the
CPA Presidential Gavel to
Dr. Jennifer Frain*

*Dr David Dozois remet le maillet
présidentiel au D^{re} Jennifer Frain*

**SPECIAL ISSUE
ÉDITION SPÉCIALE**

**Knowledge Transfer and Translation
Transfert et application des connaissances**



It's Coming!

More fun for them. More insights for you.

We are pleased to introduce the WPPSI-IV^{CDN} with updated norms and a strong emphasis on developmentally appropriate, child-friendly features that benefit both children and examiners!

- Extended age range upward to 7½ years
- Two new Working Memory subtests for children as young as 2½ years—Picture Memory and Zoo Locations
- Processing Speed subtests have been adapted, plus a supplemental subtest—Cancellation—has been added
- All processing speed measures are less reliant on fine motor skills
- An optional measure of inhibitory control is now available to measure this important aspect of executive function
- New picture items on all verbal subtests help ensure valid scores can be obtained for children of various functioning levels
- Simplified instructions and scoring procedures
- Updated links to other measures
- New online scoring and reporting options

For more information, call 1-866-335-8418 or visit WPPSI-IV.ca.

INSIDE THIS ISSUE

4-23 Knowledge Transfer and Translation
Transfert et application des connaissances

8-10 FROM THE PRESIDENT'S DESK
DU BUREAU DE LA PRÉSIDENTE

24-25 PSYCHOLOGY IN THE SPOTLIGHT

26 HAVE YOUR SAY

28-30 CONVENTION 2012
CONGRÈS 2012

31-36 HEAD OFFICE UPDATE
NOUVELLES DU SIÈGE SOCIAL

37 PSYCHOLOGY NEWS
NOUVELLES DE PSYCHOLOGIE

38-47 CPA AFFAIRS
AFFAIRES DE LA SCP

49-50 CAREERS
CARRIÈRES

TO ADVERTISE A CAREER ON THE CPA WEBSITE

www.cpa.ca/careers/

CAREERS IN PSYCHOLOGY

Our rates are \$400 plus taxes for an initial 30-day posting. If you would like your ad to be posted for a longer period of time, CPA requires a written request five business days prior to the end-date of your posting, at an additional charge of \$275 plus taxes for every 30-days thereafter with no interruption and for the same ad.

POUR ANNONCER UNE CARRIÈRE SUR LE SITE WEB DE LA SCP

www.cpa.ca/careers/

CARRIÈRES EN PSYCHOLOGIE

Nos tarifs sont de 400 \$ plus taxes pour une période initiale de 30 jours d'affichage. Si vous souhaitez que votre annonce soit affichée pendant une longue période de temps, la SCP exige une demande écrite de cinq jours ouvrables avant la date de fin de votre article, à un coût supplémentaire de 275 \$ plus taxes pour chaque jour de 30 par la suite, sans interruption et pour la même annonce.

PSYNOOPSIS

Editor in Chief / Rédactrice en chef
Managing Editor / Directrice des services de rédaction
Revision / Révision
Design / Production
Translation / Traduction
Advertising / Publicité

Karen R. Cohen
Marie-Christine Pearson
Marie-Christine Pearson
Raymond Léveillé
Marcel Racette
Tyler Stacey-Holmes

CANADA POST
POSTE CANADA

PUBLICATION MAIL
POSTE PUBLICATION

AGREEMENT REGISTRATION NUMBER 40069496
NUMÉRO DE CONTRAT D'INSCRIPTION

ISSN 1187-11809

The Official Magazine of the Canadian Psychological Association
Le magazine officiel de la Société canadienne de psychologie

The Canadian Psychological Association (CPA) retains copyright of Psynopsis. Any articles published therein, by other than an officer, director or employee of the CPA, are strictly those of the author and do not necessarily reflect the opinions of the Canadian Psychological Association, its officers, directors, or employees.

La Société canadienne de psychologie (SCP) conserve le droit d'auteur de Psynopsis. Tout article qui y est publié, autre que par un représentant, un directeur ou un employé de la SCP, reflète strictement les opinions de l'auteur et non pas nécessairement celles de la Société canadienne de psychologie, de ses représentants, de sa direction ou de ses employés.

Please send your articles to communications@cpa.ca. Submissions should be no more than 1000 words for articles that profile developments in science or practice and 400 words for "Have your Say" submissions.

Veillez faire parvenir vos articles à communications@cpa.ca. Les soumissions ne devraient pas compter plus de 1 000 mots pour des articles qui décrivent les questions scientifiques ou de pratique et de 400 mots pour des soumissions à la rubrique « La parole est à vous ».

1-888-472-0657

BOARD / CONSEIL 2012-2013

President / Présidente: Jennifer Frain, Ph.D.

Past President / Président sortant
David J.A. Dozois, Ph.D.

President-elect / Président désigné
Wolfgang Linden, Ph.D.

Honorary President / Président honoraire
Justice Edward F. Ormston

Directors / Administrateurs
Sylvie Bourgeois, Ph.D.
Dorothy Cotton, Ph.D.
Justin Feeney, M.Sc.
Dawn Hanson, M.A.

Suzanne E. MacDonald, Ph.D.
Mary Pat McAndrews, Ph.D.
John Meyer, Ph.D.

Marie-Hélène Pelletier, Ph.D.
Andrea Piotrowski, Ph.D.
Aimée M. Surprenant, Ph.D.

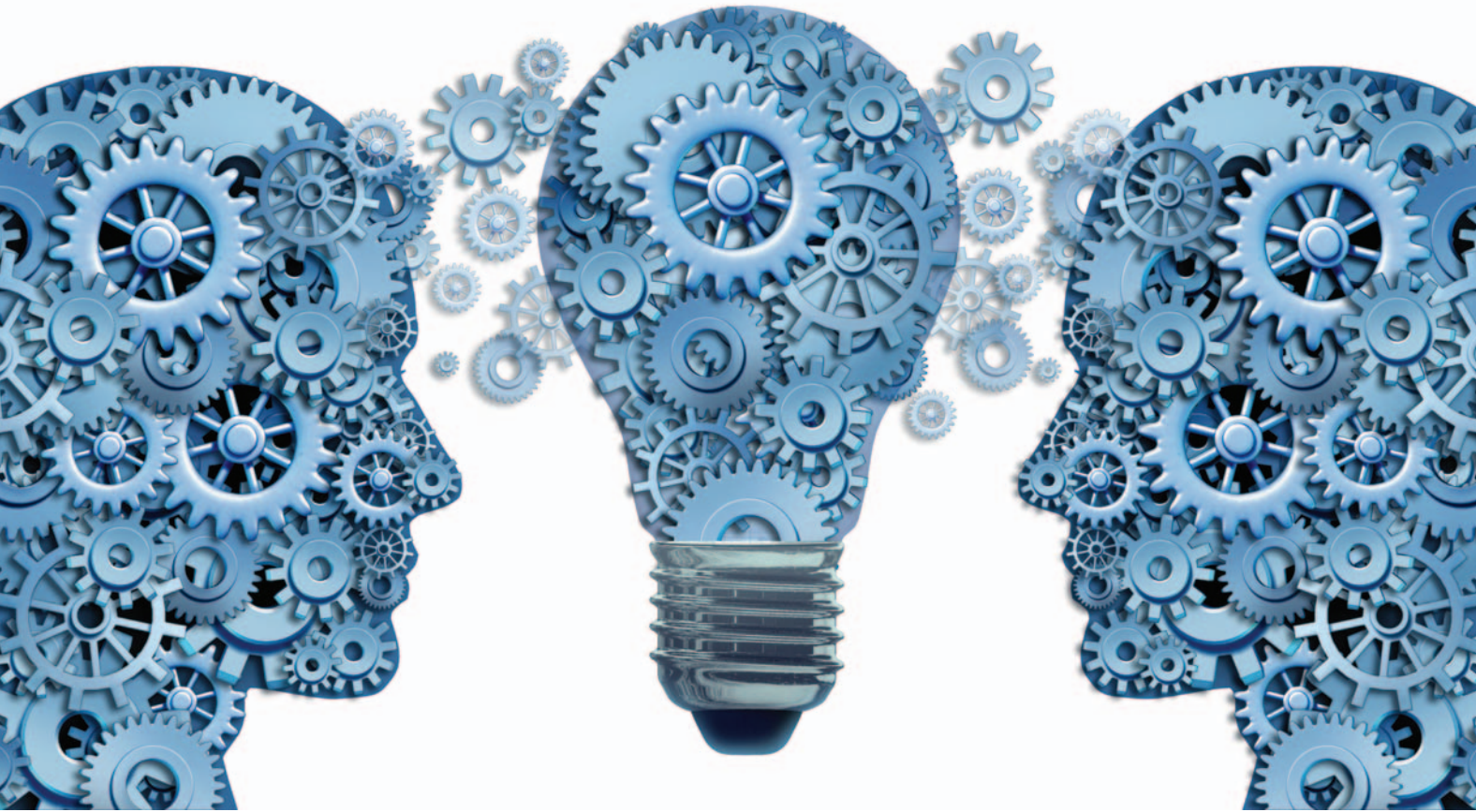
CPA Executives

Chief Executive Officer/Chef de la direction
Karen R. Cohen, Ph.D.

Deputy Chief Executive Officer / Adjointe à la chef de la direction
Lisa Votta-Bleeker, Ph.D.



The Value of Psychological Work



Good Action but We Need More Talk!

K.R. Cohen Ph.D., CEO, CPA

The focus of this summer issue of *Psynopsis* is knowledge transfer and translation. According to the Canadian Institutes of Health Research (CIHR)¹, knowledge transfer is the exchange of ideas, results and skills among stakeholders. Knowledge translation goes one step further. It involves looking at the factors that impact how knowledge is used and works to promote the implementation of knowledge. Put another way, knowledge transfer is about sharing ideas and results but knowledge translation is sharing the information in a way that stakeholders will understand and use.

There should be no question that the research and applied work of psychology has broad and deep relevance to society's every sphere. In the July/August issue of the *Monitor on Psychology* of the American Psychological Association² an article on TED talks notes that some of the most popular TED talks are given by psychologists. For the few who are uninitiated to TED, their nonprofit purpose is to spread ideas from among the fields of technology, entertainment and design. It is a semi-annual conference as well as a collection of video talks, conversations and projects.



Closer to home, the website of the Social Sciences and Humanities Research Council (SSHRC) notes that research into the social sciences and humanities “changes how people think, behave, compete and succeed in the world”³. This definition is almost exactly how psychology defines itself. Taken from CPA’s own website definition of a psychologist: “A psychologist studies how we think, feel and behave from a scientific viewpoint and applies this knowledge to help people understand, explain and change their behavior.”⁴

The principles of psychology affect every person, group and organization. Many among us will have heard someone be as captivated by the study and practice of psychology as they are convinced its knowledge and applications are common sense and common knowledge. It is psychology’s ubiquity that evidences its relevance but it may be this very ubiquity that leads stakeholders to see its knowledge as common rather than scientific.

So despite the fact that many may claim understanding of psychological knowledge, psychology and its processes are complex and often not simply or easily conveyed. We have all heard a psychology lecture or read a psychological report that falls short of the mark in making what is complex, understandable. This kind of knowledge transfer falls short of translation. Knowing that my performance skills exceed my verbal skills is far less meaningful than knowing that I will have an easier time learning by doing than by reading about how to do it. Knowing that because of primacy and recency effects, I will be less likely to remember information presented in the middle of a list will be less meaningful than knowing I should study important information at the beginning or end of my cram session and leave the less important stuff to the middle. The study and practice of psychology is exceedingly relevant – we just need to communicate it in a relevant and accessible way.

Psychology asks the questions and helps affect change to the problems and priorities that face individuals, organizations and societies. Psychology may not be a discipline or profession with unique technologies or widgets but those that do may well find that their success does not just rest with the quality of their widgets but in the quality of the plans, teams and projects through which those widgets find their applications. Whether the surgery, medication, environmental design, or business plan works depends on how well people understand it, how well they talk about it and how well they use and implement it. These intra and interpersonal factors are the cornerstone of psychological science and practice. We need to own them, brand them and give them away.

In a recent conversation with a distinguished government official, CPA made the case that we need to enhance accountability for knowledge translation. Although conditions of granting council funding often require an information dissemination plan, researchers go to bed worrying about completing grants,

research projects and submitting papers for publication not explaining and communicating their findings to the public. Practitioners and other applied psychologists working in industry readily understand the need to translate diagnoses, findings and recommendations for non-psychologists users. However, they may not be as good sharing opinion as are colleagues from other professions. Training within a professional model (e.g. law, medicine, engineering) prepares you to give answers. Training within an academic model prepares you to ask questions. That said, if you were thinking that answers are better than questions, think again. Successful knowledge translation is an iterative process involving the exchange of information among stakeholders – it is a process requiring the right questions and the right answers and the right fit between them.

CIHR reminds us that we need to close the gap “between what we know and what we do”⁵. When the knowing is about psychology, the doing might be about public policy, health care, social services or group behaviour. We need to ensure that those whose policies, practices and programs depend on an understanding of how people think, feel and behave *actually understand* how people think, feel and behave.

To a very significant extent, knowledge transfer and translation is what CPA as an organization engages in everyday on behalf of the discipline and profession. We use our website, newsletter and journals to inform the membership and public.

We sit on alliances and meet with stakeholders to contribute our knowledge and perspective to issues related to health, science and society. We meet with government to lend the voice of our expertise to the policy and legislation they undertake on behalf of Canadians.

However, knowledge transfer and translation is not just the purview of organized psychology or of organizations. All of us, through our work as re-

searchers, practitioners and administrators, help make sure that what psychology knows ends up getting to where it will do some good. We help students understand about human behaviour, patients get effective treatments, organizations develop effective management strategies and governments implement effective public policy to name only a few examples...and all this not because we want to promote psychology but because we want to “improve the health and welfare of all Canadians”⁶. This is, after all, what all good psychological citizens need to go to bed worrying about.

Psychology asks the questions and helps affect change to the problems and priorities that face individuals, organizations and societies.

¹ <http://www.cihr-irsc.gc.ca/e/33747.html>

² <http://www.apamonitor-digital.org/apamonitor/20120708/#pg1>

³ <http://www.sshrc-crsh.gc.ca/societe-societe/outcomes-resultants/index-eng.aspx>

⁴ <http://cpa.ca/public/whatisapsychologist/>

⁵ <http://www.cihr-irsc.gc.ca/e/33747.html>

⁶ <http://cpa.ca/aboutcpa/>



La valeur du travail des psychologues Du bon travail, mais nous devons en parler davantage!



K.R. Cohen Ph.D., chef de la direction, SCP

Le thème du numéro d'été de *Psynopsis* est le transfert et l'application des connaissances. Selon les Instituts de recherche en santé du Canada (IRSC)¹, le transfert des connaissances (qu'on appelle aussi transmission des connaissances) « concerne la transmission de bonnes idées, de résultats de recherche et de compétences » entre les différents intervenants. L'application des connaissances a une portée plus vaste. Elle consiste à étudier les facteurs qui ont une incidence sur l'utilisation des connaissances et à comprendre comment celles-ci agissent pour promouvoir la mise en œuvre des connaissances. Autrement dit, le transfert des connaissances, c'est le partage des idées et des résultats de recherche, tandis que l'application des connaissances, c'est la communication de l'information aux intervenants, de façon à ce que cette information soit compréhensible et utilisable.

Nul ne peut nier la grande pertinence, dans toutes les sphères de la société, de la recherche appliquée dans le domaine de la psychologie. Dans le numéro de juillet/août de *Monitor on Psychology*, une publication de l'American Psychological Association², un article sur les conférences TED fait remarquer que, en général, les conférences TED les plus populaires sont prononcées par des psychologues. À titre d'information, les confé-

rences TED sont des événements organisés par un organisme sans but lucratif qui se voue à la « propagation des idées » dans le domaine de la technologie, du divertissement et de la conception. Elles se tiennent deux fois par année, et s'accompagnent d'exposés, de conversations et de projets enregistrés sur vidéo.

Plus près de nous, le site Web du Conseil de recherches en sciences humaines (CRSH) affirme que la recherche en sciences humaines « contribue à changer les façons de penser, d'agir, de soutenir la concurrence et de réussir »³. Cette définition est pratiquement la même que celle que se donne la psychologie. Sur le site Web de la SCP, on dit que « [le] psychologue étudie la façon de penser, de se sentir et de se comporter d'un point de vue scientifique et applique ses connaissances en vue d'aider les personnes à comprendre et à expliquer et à modifier leur comportement⁴. »

Personnes, groupes ou organisations : tous sont touchés par les principes de la psychologie. Nous avons tous connu quelqu'un qui se captive pour l'étude de la psychologie et la profession de psychologue, parce que, pour bien des gens, le savoir et l'application des connaissances en psychologie sont pleins de bon sens et bien connus. L'omniprésence de la psychologie confirme sa pertinence, mais cette omniprésence peut amener les intervenants à considérer les connaissances en psychologie comme un savoir banal, non scientifique.



Ainsi, même si beaucoup prétendent avoir des connaissances en psychologie, la psychologie et ses processus sont complexes et souvent difficiles à communiquer simplement. Qui n'a pas déjà assisté à une conférence ou lu un rapport qui ne parvenait pas à rendre compréhensibles des phénomènes psychologiques complexes? Ce genre de transfert de connaissances ne témoigne pas d'une bonne application des connaissances. De savoir que mes compétences sont supérieures à mes aptitudes verbales importe peu, pour peu que je sache que l'apprentissage pratique est plus facile que l'apprentissage théorique. Considérant l'effet de primauté et l'effet de récence, je ne me souviendrai probablement pas d'une information présentée au milieu d'une liste; mais je dois savoir que la matière importante est plus facile à assimiler au début ou à la fin des séances d'étude que je consacrerai pour me préparer à un examen, et que le reste de la matière doit être étudié entre les deux. L'étude de la psychologie et le travail des psychologues sont extrêmement pertinents. Tout ce qui importe, c'est d'en parler adéquatement et de manière accessible.

La psychologie pose des questions et aide à opérer des changements en fonction des problèmes et des priorités des personnes, des organisations et de la société. La psychologie est une discipline et une profession qui n'a pas beaucoup recours à des technologies ou des gadgets spécialisés, mais les personnes qui en font usage savent bien que leur succès ne repose pas sur la qualité de ces gadgets, mais bien sur la qualité des plans d'intervention, des équipes et des projets qui les utilisent. Une chirurgie, une médication, une conception environnementale ou un plan d'affaires seront efficaces si les personnes qui y prennent part comprennent bien de quoi il s'agit, en parlent de façon adéquate, et les utilisent et les mettent en œuvre convenablement. Ces facteurs intra et interpersonnels sont la pierre d'assise de la science et de l'exercice de la psychologie. Nous devons nous les approprier, les mettre en évidence et les faire connaître.

Récemment, la SCP a eu l'occasion de rencontrer un fonctionnaire éminent du gouvernement afin de démontrer que l'application des connaissances requiert une responsabilité accrue. Bien que, comme condition de financement, les conseils subventionnaires exigent un plan de diffusion de la recherche, les chercheurs finissent souvent par s'en faire pour leurs demandes de subvention, leurs projets de recherche et les articles qu'ils soumettent, car ils craignent que le fruit de leur travail ne soit jamais connu du public.

Les praticiens et les autres psychologues qui exercent dans le milieu de la psychologie sont plus susceptibles de reconnaître le besoin d'appliquer des diagnostics, des conclusions de recherche et des recommandations, et de les expliquer aux personnes qui reçoivent leurs services. Toutefois, ils n'ont pas nécessairement les compétences nécessaires pour partager une opinion, comparativement à leurs collègues qui ont reçu une formation professionnelle plus approfondie.

Le modèle de formation professionnelle (p. ex. le droit, la médecine, le génie) vous prépare à donner des réponses, tandis que le modèle d'enseignement supérieur vous prépare à poser des questions. Cela étant dit, si vous croyez qu'il vaut mieux trouver des réponses que poser des questions, détrompez-vous! L'application des connaissances est un processus itératif qui fait appel à l'échange d'information entre les intervenants – il s'agit d'un processus qui a besoin des bonnes questions et des bonnes réponses et de la bonne correspondance entre elles.

Les IRSC nous rappellent le besoin de « réduire l'écart entre ce que nous savons et ce que nous faisons⁵ ». Mises en action, les connaissances en psychologie pourraient s'appliquer à la politique publique, aux soins de santé, aux services sociaux ou au comportement de groupe. Nous devons nous assurer que les personnes et les organisations dont les politiques, les pratiques et les programmes exigent de comprendre comment les personnes pensent, se sentent et se comportent *comprennent réellement* comment les personnes pensent, se sentent et se comportent.

Dans une très grande mesure, le transfert et l'application des connaissances sont des activités que s'applique à faire tous les jours la SCP, en tant qu'organisation, au nom de la discipline et de la profession. Nous utilisons notre site Web, notre bulletin et les revues pour informer les membres et le public. Nous faisons partie de différents conseils et rencontrons des intervenants

afin de leur faire profiter de nos connaissances et de nos perspectives par rapport aux enjeux liés à la santé, à la science et à la société. Nous rencontrons des personnes au gouvernement pour donner une voix à nos compétences en matière de politiques et de lois, qu'ils promulguent au nom des Canadiens.

Cependant, le transfert et l'application des connaissances ne sont pas seulement

l'apanage des associations qui s'intéressent à la psychologie ou des organisations. Chacun d'entre nous, par notre travail en tant que chercheurs, praticiens et administrateurs, aidons à nous assurer que le savoir en psychologie aboutira là où il servira à bon escient. Entre autres, nous aidons les étudiants à comprendre le comportement humain, les patients à obtenir des traitements efficaces, les organisations à élaborer des stratégies de gestion efficaces et les gouvernements à mettre en œuvre une politique publique efficace... non pas parce que nous voulons promouvoir la psychologie, mais parce que nous voulons « améliorer la santé et le bien-être de tous les Canadiens⁶ ». Après tout, c'est de cela que les personnes intéressées par la psychologie doivent s'inquiéter, à la fin de la journée.

La psychologie pose des questions et aide à opérer des changements en fonction des problèmes et des priorités des personnes, des organisations et de la société.

¹ <http://www.cihr-irsc.gc.ca/f/33747.html>

² <http://www.apamonitor-digital.org/apamonitor/20120708/#pg1>

³ <http://www.sshrc-crsh.gc.ca/society-societe/outcomes-resultants/index-fra.aspx?>

⁴ <http://www.cpa.ca/publicfr/Unpsychologue/>

⁵ <http://www.cihr-irsc.gc.ca/f/33747.html>

⁶ <http://cpa.ca/aproposdelascp/>



Knowledge Translation for Advocacy

Jennifer Frain, Ph.D., CPA President

The theme of this issue of *Psynopsis* fits very well with my presidential focus on advocacy. Learning how to translate our knowledge into effective advocacy language is critical as our training as researchers or research/practitioners challenges us, at the end of it, to recall how to speak and write plainly for an audience beyond psychology.

Effective advocacy requires the translation of what we know into information more directly and clearly linked to the welfare of individuals and/or communities. In our training, we are taught to qualify everything we say using phrases like: “it appears to be the case that...” or “according to the research evidence there is a $p < .05$ likelihood that...”

We must translate our knowledge into language that non-psychologist users of psychological information understand. We need to offer statements to the public and politicians such as: “Psychological treatments work, reduce suffering and get people back to work quickly” or “psychologists have effective, proven treatments with no negative side effects”.

Once we get the messages down, we then NEED to advocate! We can't expect psychology to sell itself. Most people don't delve into our voluminous research. We need our younger generation, the students of CPA, to recognize that they will need to translate their new and innovative research into communications that will influence decision makers to make good public policy based on sound psychological research. And we most certainly need all currently working psychologists to engage themselves in advocacy related to their corner of the psychology world. Researchers need to support the Science Directorate in their work to improve the funding situations with the granting councils. Academics and other trainers of psychologists need to get involved with the Education Directorate to aid in the development of psychologists ready for the work they will actually perform post graduate school (e.g., working in interdisciplinary teams, within government, in corrections, the education system and in private practice). And practitioners need to invest in CPA's Practice Directorate. The present model of the lone psychologist working in private practice is becoming a practice of the past with the emergence of many other providers, some of whom have successfully sought credentialing and licensure (e.g., psychotherapists). Psychology positions within publicly funded institutions like hospitals, schools and

correctional facilities also face pressures that impact recruitment and retention. Practitioners need to advocate making psychological services accessible for all Canadians. One way is to join forces with the Practice Directorate as their main focus for advocacy is to increase access to psychological services.

The time is now. Health care reform is upon us. The Council of the Federation and its Health Care Innovation Working Group is already looking at new and revised models of delivering health care – models that focus on collaborative and accountable practice. The granting councils face their own cuts and challenges to funding re-allocation with increasing emphasis on application and outcome. We need to learn how to talk to our local elected representatives - politicians listen most to their own constituents. We need to impress the decision-makers with our data that demonstrate contribution and effectiveness. We need to broadcast our research (in a clear digestible fashion) that proves what psychological science has to say about how people and successful societies function.

We also NEED friends that work with us to jointly collaborate and advocate for good things for Canadians. We must demonstrate our committed interest in working with others by engaging with the communities around us (including parent groups, grass roots advocacy groups, and groups such as the Canadian Mental Health Association and Mood Disorders groups in our local jurisdictions). We are stronger when we join together and stronger yet when we work with other, non-psychologists, to improve Canadians' health and well being.

And if this is really not something that you believe you can DO then I ask you to consider a yearly contribution to support the efforts of others doing this critically important advocacy work. Donate to the Science and/or Practice Directorate and do so each time you re-new. Make a bequest. Ask your loved ones to do so. Other professional groups recognize that it costs money to advocate (e.g., to produce briefs, hire and support staff focused on advocacy, promote the profession through a website, media campaigns, etc.) and they GIVE. Please consider an annual donation; any amount will help.

We have a responsibility to do what we can to advocate for effective treatments for Canadians, for basic and applied research and for the training of future generations of psychologists. We must translate our knowledge, share it and use it for action.



L'application des connaissances et la représentation

Jennifer Frain, Ph.D., présidente de la SCP

Le thème de la présente livraison de Psynopsis cadre très bien avec ma conception de la représentation. Comme l'exige notre formation de chercheur ou de chercheur/praticien, nous devons apprendre à écrire et parler clairement, lorsque vient le temps d'appliquer et de faire valoir nos connaissances dans nos activités de représentation, sans jamais oublier que notre auditoire n'est pas constitué uniquement de psychologues.

Pour représenter efficacement les intérêts de notre discipline, nous devons orienter directement et clairement sur le bien-être de la personne ou de la collectivité les connaissances que nous voulons appliquer. Au cours de notre formation, on nous apprend à exprimer nos résultats de recherche par des énoncés du genre : « Ce résultat semble démontrer que... » ou « Selon les données de recherche, la probabilité que cet événement se produise est faible ($p < 0,05$). »

Nous devons transférer nos connaissances en employant un langage facile à comprendre par le profane en quête d'information sur la psychologie. Lorsque nous nous adressons au public ou à la gent politique, nous devons exprimer notre message autrement, en employant des formulations semblables à celles-ci : « Les traitements psychologiques fonctionnent, atténuent la souffrance et accélèrent le retour au travail des gens qui en reçoivent » ou « Les traitements utilisés par les psychologues sont efficaces et éprouvés, et n'entraînent aucun effet secondaire négatif ».

Une fois que nous avons défini notre message, nous DEVONS le faire valoir! On ne peut s'attendre à ce que la psychologie se vende d'elle-même. Peu de gens explorent nos imposants travaux de recherche. Nous devons amener les plus jeunes, les étudiants de la SCP, à prendre conscience qu'ils auront à communiquer aux décideurs les résultats inédits et novateurs de leurs travaux de recherche, afin de les inciter à formuler des politiques publiques fondées sur la recherche en psychologie. Chaque psychologue doit s'engager à faire des représentations en vue de promouvoir les intérêts propres à leur sphère d'activité. Les chercheurs doivent appuyer le travail mené par la Direction générale de la science en vue d'améliorer la situation financière des conseils subventionnaires. Les universitaires et les autres personnes qui s'occupent de la formation des psychologues doivent s'engager auprès de la Direction générale de l'éducation afin d'aider au perfectionnement des psychologues, et ainsi, les préparer au travail qu'ils auront à accomplir après leurs études supérieures (p. ex. travail au sein d'équipes interdisciplinaires, au gouvernement, dans des centres correction-

nels, dans l'enseignement et en exercice privé). Enfin, les praticiens doivent s'investir auprès de la Direction générale de la pratique de la SCP. Avec l'émergence d'autres fournisseurs de soins psychologiques, dont certains ont réussi à obtenir la titularisation et le droit d'exercer (p. ex. les psychothérapeutes), le modèle de pratique où le psychologue exerce seul, en cabinet privé, sera bientôt chose du passé. Par ailleurs, les psychologues qui travaillent dans les établissements financés par les deniers publics, comme les hôpitaux, les écoles et les établissements correctionnels, subissent des pressions croissantes, ce qui a une incidence sur le recrutement et la conservation de l'effectif. Les praticiens doivent faire des représentations dans le but de donner accès à tous les Canadiens aux services de psychologie. À ce titre, il serait utile de faire front commun avec la Direction générale de la pratique, puisque l'objet central de ses représentations est d'améliorer l'accès aux services de psychologie.

Il faut agir maintenant. La réforme des soins de santé est engagée. Le Conseil de la fédération et son groupe de travail sur l'innovation en soins de santé examinent déjà de nouveaux modèles de prestation de soins de santé – des modèles axés sur une pratique en collaboration et la responsabilisation. Les conseils subventionnaires sont aux prises avec des compressions budgétaires et des défis de réaffectation du financement, qui met un accent accru sur l'application et les résultats. Nous devons apprendre à parler à nos élus locaux – le politicien prête davantage l'oreille à ses propres électeurs. Nous devons impressionner les décideurs par des données qui démontrent l'apport et l'efficacité de la psychologie. Nous devons diffuser notre recherche, tout en veillant à ce que l'information que nous voulons appliquer est facile à assimiler. Nous devons démontrer comment la science en psychologie contribue à l'épanouissement des gens et au succès de la société.

Nous avons aussi BESOIN d'alliés avec lesquels collaborer et faire des représentations conjointes pour promouvoir le mieux-être de la population. Nous devons montrer combien nous avons à cœur de travailler avec les autres en nous mobilisant dans les collectivités qui nous entourent (y compris les groupes de parents, les groupes populaires, ainsi que d'autres groupes, comme l'Association canadienne de santé mentale et l'Association pour les troubles de l'humeur, dans notre région, notre localité ou notre province). Nous sommes plus forts lorsque nous nous unissons, et encore plus forts lorsque nous travaillons avec d'autres personnes, des non-psychologues, pour améliorer la santé et le bien-être des Canadiens.

Suite à la page 10



Richness is:

A healthy perspective

To learn about the Scotia Professional Plan, visit your nearest Scotiabank branch or visit scotiabank.com/professional

You're richer than you think!

Scotia Professional Plan



© Registered trademarks of The Bank of Nova Scotia.

Présidente

Suite de la page 9

Mais si vous ne croyez pas ÊTRE EN MESURE de prendre part à des activités de représentation, je vous invite à songer à faire une contribution annuelle afin de soutenir les personnes qui accomplissent ce travail de représentation essentiel. Faites un don à la Direction générale de la science ou de la pratique au moment de renouveler votre adhésion. Faites un legs. Demandez à vos proches d'en faire autant. D'autres groupes professionnels savent bien que la représentation coûte cher (p. ex. produire des mémoires, em-

baucher et soutenir le personnel chargé de la représentation, promouvoir la profession au moyen d'un site Web, organiser des campagnes médiatiques, etc.) et ils DONNENT. Pensez à faire un don annuel. Qu'importe le montant, cela nous aidera.

Nous avons la responsabilité de déployer tous les efforts possibles pour faire valoir l'importance de traitements efficaces pour la population, de la recherche fondamentale et appliquée et de la formation de la nouvelle génération de psychologues. Nous devons appliquer nos connaissances, les diffuser et les utiliser pour faire progresser notre discipline, la psychologie.



Psychology in the Spotlight...

Have you received a grant, fellowship or research chair, started an innovative practice, achieved an important research finding, or received an award? If so, we want to know about it. Send us an article of 400 to 900 words that describes the work that led to your achievement and we will consider it for a new Psynopsis column called *Psychology in the Spotlight*. Note that depending on space and numbers of submissions, submissions may be queued and/or limited to 400 words. For more information, contact styler@cpa.ca

La psychologie sur la sellette...

Vous avez reçu une subvention, une bourse ou une chaire de recherche? Vous avez instauré une pratique novatrice, obtenu des résultats de recherche importants, reçu un prix? Nous voulons le savoir! Faites-nous parvenir un article d'au plus 900 mots, dans lequel vous décrivez vos réalisations, et nous le publierons dans une nouvelle rubrique de Psynopsis, appelée La psychologie sur la sellette. Pour en savoir plus, communiquez avec Tyler Stacey-Holmes, à l'adresse styler@cpa.ca.



Disaster Risk Reduction

The Need for Knowledge Translation



Maggie Gibson, Ph.D., C.Psych., St. Joseph's Health
Care London; OPA/DRN Committee
Ester Cole, Ph.D., C.Psych., Private Practice; Chair,
OPA/DRN Committee; APA/DRN Advisory Committee

Disasters

Disasters can be broadly classified as natural, human-made, or as a pandemic, defined as an infectious disease that spreads worldwide and affects a large proportion of the population. Examples of natural disasters include tornados, flooding, hurricanes, and earthquakes. Human-made disasters include unintentional technological accidents, like the Chernobyl nuclear accident in the Ukraine, and acts of terrorism, like the September 11th attacks in the United States. EM-DAT is a global database that includes data on the occurrence and effects of more than 17,000 disasters in the world from 1900 to present (<http://www.emdat.be/>). Public Safety Canada maintains a disaster database that includes more than 900 events that have hap-

pened since 1900 (<http://www.publicsafety.gc.ca/prg/em/cdd/index-eng.aspx>). Approximately 80% of Canadian disasters are due to weather-related events, most frequently flooding.

Disaster Risk Reduction (DRR)

In January 2005, 168 Governments, including Canada, adopted the *Hyogo Framework for Action 2005-2015: Building the Resilience of Nations and Communities to Disasters (HFA)*, under the United Nations International Strategy for Disaster Reduction (UNISDR) (<http://www.unisdr.org/we/coordinate/hfa>). The HFA is a non-binding international guidance tool, which seeks to reduce the human, social, economic and environmental costs of disasters. In June 2009, Canada announced the establishment of a National Platform for disaster risk reduction (DRR) as part of its commitment to deliver on the HFA (<http://www.publicsafety.gc.ca/prg/em/ndms/drr-eng.aspx>).



The Need for Knowledge Translation (KT)

The UNISDR background paper *Towards a Post-2015 Framework for Disaster Risk Reduction* (<http://www.unisdr.org/we/inform/publications/25129>) states, “There is a significant amount of information on what good practice is in disaster risk management and what works....There has been a strong call to develop and provide more guidance, principles and tools on how good practice is achieved” (para. 30). The Information Management Unit of the UNISDR is developing a thematic DRR classification system, with the goal of helping non-specialists including journalists and other newcomers to the DRR field to better understand this complex area of work (http://www.unisdr.org/files/23647_themesandissuesindisasterriskreduct.pdf). The project has involved the classification of over 14,000 content items to identify how professionals active in the DRR field describe their activities. Of particular interest to psychologists are identified themes and issues such as capacity development, gender, education and school safety, health and health facilities, social impacts and resilience and vulnerable populations.

DRR and KT in Action

E-Learning

One of the authors (MG) has been involved in a collaboration directed to increasing awareness of the factors that contribute to disproportionate vulnerability for older adults and encouraging health care providers and their organizations to incorporate actions into their regular work processes to help make the world a safer place for older adults during emergencies and disasters. The outcome of this collaboration, a four module e-learning tool, “*Frailty, Dementia and Disasters: What Health Care Providers Need to Know*” is available in French and English on the Dementia Knowledge Broker website (<http://www.dementiaknowledgebroker.ca/emergency-management>) maintained by Canadian Dementia Resource and Knowledge Exchange (CDRAKE). The project was funded by the Canadian Dementia Knowledge Translation Network and the Alzheimer Society of Canada with financial and technical support from the Public Health Agency of Canada (PHAC). A multi-pronged approach to dissemination has included webinars in French and English to announce the new resource to the dementia care community, local, national and international conference presentations, and announcements in professional newsletters, on websites and through subscribed listservs.

In early 2012, a four session facilitated version of the e-learning series was developed in collaboration with PHAC and CDRAKE and delivered to registrants who accessed the series online from their home locations across Canada. The facilitated series was offered in recognition of the fact that while e-learning is a growing resource for delivering education across geographic, temporal and professional boundaries, many people

prefer a combination of self-study and group process to support their learning journey. At the end of the series, participants received a Certificate of Achievement along with a comprehensive Facilitator’s Guide that they could use in conjunction with the e-learning resource to share their new knowledge with colleagues in their own organizations.

Canadians are fortunate in that many of us have had little exposure to large-scale disasters in either our professional capacities or our personal lives

Capacity Building

The Ontario Psychological Association’s Disaster Response Network (DRN) is another collaborative effort in DRR KT. Since 2002, the OPA has had a partnership with the Canadian Red Cross in Ontario and has consolidated a mechanism through which volunteer OPA members

may plan to respond to local and/or provincial disasters and traumatic events. The purpose of the OPA DRN is:

- The coordination and provision of pro bono services to communities impacted by disaster and/or crisis situation(s);
- The dissemination of information and access to DRN mental health training for OPA members;
- The support of members in their provision of disaster response services;
- Upholding professional standards regarding disaster mental health care; and
- Collaboration with other organizations providing disaster relief services and short-term volunteer interventions.

The DRN maintains a webpage on the main OPA site with resources of interest to Psychologists. The site includes brochures and fact sheets that have been developed with the goal of making DRR information accessible to both professionals and members of the public who are unfamiliar with this field. To date, few provincial Associations have developed DRN partnerships with multidisciplinary service providers in the field. Joint consultations and professional development are called for in order to enhance timely and effective interventions. Cultural awareness and diversity, services that cross generations (see, for example, <http://www.nctsn.org>, and post-traumatic growth, are but a few of the more recent areas of study.

Conclusion

Canadians are fortunate in that many of us have had little exposure to large-scale disasters in either our professional capacities or our personal lives. Those who do work in this field as well as those who have had personal experience with floods, forest fires, major industrial accidents and other such events can attest to the importance of DRR. There is a need for programmatic KT efforts to further the DRR agenda locally, nationally and internationally, and for the strong presence of psychological science and practice in these efforts.



PREVNet: Knowledge Transfer and Translation Through a National Network of Partners

Wendy Josephson, Ph.D., University of Winnipeg
Debra Pepler, Ph.D., York University and the Hospital for Sick Children
Wendy Craig, Ph.D., Queen's University

PREVNet (Promoting Relationships and Eliminating Violence Network) is a network of academic researchers and national youth-serving organizations who work together to promote healthy relationships and prevent bullying in Canada. Psychologists Debra Pepler (York University) and Wendy Craig (Queen's University), both Fellows of CPA, are its scientific co-directors. PREVNet was originally established through the Networks of Centres of Excellence – New Initiative program (NCE-NI) in 2006.

PREVNet's basic tenet is that the healthy development of children and youth depends on healthy relationships in the family, school, peer group, and community. Therefore promoting relationships is seen as essential to achieving the goal of eliminating violence among children and youth. PREVNet's goal is to do this by supporting and enhancing the practice of those who work with children and youth. The PREVNet partnership model links researchers with national organizations who work with children and youth, so that scientific knowledge is developed, exchanged, and disseminated to those who need it – all those involved in children's lives such as parents, teachers, child care providers, recreation leaders and youth themselves.

During its five years as an NCE-New Initiative, the PREVNet network grew to include 62 leading researchers and their students from Psychology and 13 other academic disciplines, along with 52 national organizations that serve children and youth directly (e.g., Kids' Help Phone, Girl Guides of Canada) or that have members who serve children and youth (e.g., Canadian Association of Social Workers, Canadian Teacher's Federation). CPA was an early partner organization. As an NCE-NI, PREVNet co-created more than 80 organization-specific bullying prevention initiatives with their partners. These included numerous public educational presentations on bullying prevention during Psychology Month, and activities such as a bullying-prevention-themed opera, *Elijah's Kite*. PREVNet also created numerous resources, such as tip sheets for educators, parents, and children about preventing bullying, and a series of fact sheets on bullying prevention in collaboration with SAMHSA, the U.S. Department of Health and Human Services' Substance Abuse and Mental Health Services Administration. All of these are available on the website: www.prevnet.ca.

PREVNet's scientific co-directors have provided evidence-based advice on policy to the Senate Commission on Mental Health, the Senate Committee on Children's Rights, the Council of Ministers of Education, and the Ministries of Education in Ontario, Nova Scotia, Alberta and British Columbia. They have consulted with the Ontario Safe Schools Action Team, the national Safe Schools Network, and Health Canada. In 2009, PREVNet worked with CPA's Public Policy Committee to draft the Association's Policy Statement on Bullying in Children and Youth.

In 2011, PREVNet received a renewed mandate as an NCE Knowledge Mobilization Initiative, with funding to co-create 10 sustainable Knowledge Mobilization projects. Over the next four years, PREVNet will be focused on supporting the development and implementation of these projects, as well as strategically seeking sustainable funding to support the projects and the longer-term financial viability of the organization. The projects include:

1. Canadian Best Practices Portal (CBPP).

In partnership with the Public Health Agency of Canada, PREVNet has been working to create a violence prevention stream for the CBPP, an online repository of reviewed, evidence-based violence prevention programs suitable for schools, community organizations, and other users.

2. MyHealth Magazine.

PREVNet is partnering with this online health literacy magazine for youth to provide evidence-based knowledge, strategies and tools to promote violence prevention and healthy relationships, using MyHealth Magazine's interactive e-Learning modules for youth, educators, and parents.

3. Youth Summit.

PREVNet will organize this event to bring together and engage youth and other stakeholders to identify and address violence prevention and other important social challenges facing youth today and into the future.

4. AboutKidsHealth.

In partnership with the Hospital for Sick Children, PREVNet is developing evidence-based resources on violence prevention and promotion of healthy relationships, for the hospital's AboutKidsHealth information website.



5. Bullying Awareness Week – StandUP!

PREVNet will work with the Family Channel on a social marketing campaign to provide knowledge, strategies, and tools for empowering children to prevent bullying.

6. Wynford Character Development Program.

PREVNet is working with Wynford Motivation Works to disseminate evidence-based knowledge through a prevention program that focuses on a positive youth development perspective to reduce bullying.

7. Rights Respecting Schools

PREVNet is contributing evidence-based knowledge, strategies, and tools to promote healthy relationships in UNICEF Canada's 'Rights Respecting Schools'(RRS) program, which is based on applying the United Nations Convention on the Rights of the Child to raise awareness of children's rights and foster respect for rights and responsibilities.

8. Walking the Prevention Circle.

With the Canadian Red Cross, in consultation with Aboriginal communities, PREVNet is developing knowledge mobilization tools for 'Walking the Prevention Circle', a program that acknowledges the history, challenges and potential of Aboriginal individuals and promotes community capacity to prevent violence.

9. Walk Away, Ignore It, Talk It Out, Seek Help (WITS).

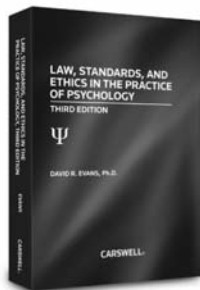
PREVNet is partnering with the Rock Solid Foundation and the RCMP to transfer knowledge about bullying prevention into rural and northern communities across Canada through WITS, an evidence-based community-school partnership program.

10. PREVNet Annual Conference.

PREVNet will hold an annual conference at which researchers and organizations that serve children and youth will spend a day sharing information about the projects being done, exchanging information about future activities and needs, and networking. This will be followed by a day that is open to the general public, including youth, where PREVNet researchers and partner organizations will share knowledge through applied workshops.

One of PREVNet's key messages is that promoting relationships and eliminating violence are everybody's responsibility. Through partnerships with organizations that reach into communities across Canada, PREVNet is able to use scientific knowledge to enhance the practices of all those involved in the lives of children and youth to promote healthy development.

BE PREPARED TO MEET YOUR LEGAL, ETHICAL AND PROFESSIONAL OBLIGATIONS



NEW PUBLICATION LAW, STANDARDS, AND ETHICS IN THE PRACTICE OF PSYCHOLOGY, THIRD EDITION DAVID R. EVANS, Ph.D.

More than a compilation of laws, standards of practice, and ethical principles, the new third edition of **Law, Standards, and Ethics in the Practice of Psychology** demonstrates how the law and ethics apply in your day-to-day practice of psychology. You get the expert insight that helps you understand and meet your obligations to your clients and to your profession.

David Evans and a team of 14 contributing authors have collaborated to deliver a complete guide to your legal and ethical obligations. Get comprehensive coverage of:

- The legislation governing the practice of psychology in selected jurisdictions including Alberta, British Columbia, Newfoundland and Labrador, and Ontario
- Practitioner-client matters such as dual relationships, informed consent, confidentiality, client information and records, and assessment and treatment
- Practice-specific issues such as custody and access assessments, young offenders and adult corrections clients, business aspects of practice, and expert witness testimony
- Professional liability and handling malpractice actions

ORDER # 983834-65201
\$101

Softcover 500 pages
September 2011
978-0-7798-3834-9

Shipping and handling are extra. Price subject to change without notice and subject to applicable taxes.

AVAILABLE RISK-FREE FOR 30 DAYS

Order online at www.carswell.com

Call Toll-Free: 1-800-387-5164 In Toronto: 416-609-3800

CARSWELL®





Transferring Knowledge for Practice: CPA's Entry to Practice Standard 2012

Karen Cohen Ph.D., CPA CEO
Jennifer Frain Ph.D., CPA President

The position

In 2011, the CPA Board of Directors commissioned a task force among its governance to draft an articulated position on an entry to practice standard for Canadian psychology. In 2011, the CPA Board of Directors received the product of this work and approved the recommended position. In 2012, the position statement was posted on the CPA website and can be found at the following link <http://cpa.ca/docs/file/Practice/EntryPracticeProfPsychologyCanada2012.pdf>

The position itself takes a few pages to articulate the issues and context within which this standard was developed. The standard was developed with considerable discussion at the task force and Board tables and in consultation with the data about training and training programmes at master's and doctoral degree levels.

In short, the position recommends the doctoral degree as the entry to practice standard for Canadian psychology. This standard has been implicitly held by CPA for decades – the most salient example of which is its system of accreditation, dating back to 1984, for which only doctoral and internship programmes are eligible.

It is not our intention here to replicate what is already fully explained in the position – rather we want to elaborate on a few of the points made in the position. First is that this position scopes a way forward – a way that can brand the professional identity of psychologists through the 21st century. It helps the profession consolidate its identity by harmonizing our preparation so that a psychologist is a psychologist in every of Canada's jurisdiction

Why the doctoral, rather than the master's degree?

The logical question that might arise is why choose the doctoral, rather than the master's, degree to harmonize training and consolidate identity? As detailed in the position, it is the vast majority of psychology programmes in Canada that train at the doctoral level. Where there are 31 doctoral programmes in professional psychology accredited by the CPA, there are but 5 master's programmes in psychology that are designed to train practitioners. Although there may be programmes outside of psychology (e.g., counseling, education) that confer master's degrees with which graduates go on to pursue registration as a psychologist, these graduates, however skilled, have not necessarily been trained as *psychologists*. Further, although some graduates with master's degrees in psychology may also pursue registration, a degree without an organized programme of study intended to culminate in professional practice, may also fall short of the competent practice of psychology. Further, our doctoral resources, through accreditation, already have demonstrated oversight and accountability.





What about supply and demand?

When discussing entry to practice standards, concerns about supply and demand often arise in support of the master's standard. There is great concern, particularly in the area of school psychology, that we don't have sufficient numbers of psychologists to meet demands. Issues of demand, however, are not simply about numbers of graduates and types of degrees. We have few school psychology programmes in Canada at any graduate degree level. Recruitment and retention issues in areas like school and correctional psychology are not just about adequate supplies but also about the nature of the jobs psychologists are being asked to do and at what rate of pay. Feedback from psychologists working in specific publicly-funded venues also cite the conditions of work (e.g. authority to work and practice to one's full autonomous scope, ability to have a meaningful role in programmatic decision-making) as disincentives. Over the past decade or more, with cuts to publicly-funded institutions, psychologists all over the country have found themselves working in private practice more and more. Further, psychologists in private practice are most often successfully self-employed, often with wait lists for service. The incentive, therefore, to return to public practice where pay is less, autonomy and authority may be limited and positions are vulnerable, is not great. We do not mean to suggest that there are not supply issues when it comes to certain important venues of public practice like schools and corrections. We mean only to point out

that recruitment issues into public practice are not just about numbers of graduates – they are about the numbers of what kind of graduates, to do what, with what stability, in what conditions of work and for how much. Creating more programmes to train psychologists at either the master's or doctoral level will not, in and of itself, resolve recruitment and retention challenges.

The impact on training time on supply

It takes time to train at the doctoral level. The research training that characterizes our training defines and distinguishes our profession from other health professionals. However, not nearly all practitioners are actively involved in research and might better meet practice demands with training, such as the PsyD, that is practice-focused. CPA has long supported the PsyD model of training, both for the new student and mid-career master's trained professional, and has long provided consultation to programmes and universities looking to develop them. The PsyD may be the model that will ultimately best help professional psychology harmonize its training standards while addressing practice gaps.

Unlike the case 10 or 20 years ago, master's level mental health practitioners have alternate registration options. Ontario and Quebec have passed legislation for the registration of mental health care providers (e.g., psychotherapists). When looking at psychology registration requirements across Canada, it becomes clear that some practitioners who have been eligible for registration as psychologists in one jurisdiction (e.g., jurisdictions in which courses in psychology rather than graduation from a psychology program qualify for licensure) are functioning or registered as counselors or psychotherapists in another.

A value proposition for training in professional psychology:

CPA's position is not in any way meant to imply that master's providers, or providers who have not been trained in doctoral psychology programmes, are not doing good work or are doing work of any less value. We are also not suggesting that current day master's providers are necessarily or always doing different work than their doctoral colleagues. However, there are some data to suggest that they might be doing somewhat different things. For example, findings from CPA's electronic practice network show that psychometric assessment and diagnoses were more often made by doctoral than masters prepared practitioners ([http://www.cpa.ca/docs/file/MHSP/Final_Report\(1\).pdf](http://www.cpa.ca/docs/file/MHSP/Final_Report(1).pdf)).

What we mean to impart is that we need a value proposition for the education of professional psychologists. We need to ensure that the good and valuable work we are training psychologists to do is also *psychological* work. The way to best ensure this is by supporting and accrediting programmes that are designed to train psychologists for professional practice. We already have 31 of them and they train to the doctoral standard. It seems the logical place from which to propel the profession forward with a coherent, harmonized and meaningful identity.

FALL 2012

CEFI Comprehensive Executive Function Inventory
Jack A. Naglieri, Ph.D. & Sam Goldstein, Ph.D.

The most representative Nationally Standardized behavior rating scale of Executive Function

The CEFI evaluates goal-directed behaviors controlled by executive function in youth aged 5 to 18 years.

Assesses overall Executive Function and provides scores on:

- Attention • Emotion Regulation • Flexibility
- Inhibitory Control • Initiation • Organization
- Planning • Self-Monitoring • Working Memory

Parent, teacher, and self-report versions allow for the following report options:

- **Interpretive**
See how a youth compares with a normed group
- **Progress Monitoring & Treatment Effectiveness**
Monitor treatment effectiveness over time
- **Comparative**
Compare multi-rater perspectives

Free Book Offer!

Pre-order any CEFI Kit and receive a free book, value of \$40. Offer valid until December 31, 2012.
By Jack A. Naglieri, Ph.D., & Eric B. Pickering, Ph.D., with Spanish Handouts by Tullio Otero, Ph.D., & Mary Moreno, Ph.D.

Offers a fresh practical approach to teaching struggling students in the K-12 grades. Applying their expert knowledge of how children learn, the authors have incorporated a short questionnaire for school psychologists and 75 intervention handouts to assist teachers.

MHS Multi-Health Systems Inc.
USA Tel: 1.800.456.2003 / CAN Tel: 1.800.268.6011
www.mhs.com • customerservice@mhs.com



Sharing Knowledge and Expertise about Built Environments

Alexandra Thompson, Ph.D,
National Research Council (NRC) of Canada Construction

Canadians spend over 90% of their time inside. Environmental psychologists studying the interaction between the indoor environment and occupant health and wellbeing seek to understand how indoor environmental conditions affect occupants and conversely, how and why people use and manage their environments as they do. Integrating this knowledge into the design and operation of building ventilation and lighting systems can lead to improvements in occupant health and wellbeing, as well as energy saving and more sustainable buildings.

Environmental psychology is inherently an applied field, but increasingly there is a pull from builders, policy-makers, building managers and occupants for knowledge on the interaction between occupants and their environment. Sustainable buildings support the immediate needs of occupants without diminishing the ability of future generations to meet their own needs. Building guidelines, codes, standards, and regulations (including rating systems such as LEED™) aim to increase sustainability through reduced energy and resource use, but these aims only succeed to the extent that they maintain or improve the existing quality of the built environment. The developers of these measures need empirical information about building inhabitants to guide their work; conversely, psychological researchers need to interact with all aspects of the construction industry to understand their information needs.

Researchers at the National Research Council Construction Portfolio engage in two-way knowledge transfer. We use trade magazines, applications guides, and our own newsletter, *Construction Innovation*, to translate research results into practical applications for industry and we participate in committees to see the work written into various guidance documents. We also work directly with construction professionals to learn from them about building design, operation, and occupancy, and to learn what information or technologies they need to support their efforts.

An NRC Construction field study involving post-occupancy evaluations of green (sustainable) buildings in over 20 buildings produced building-specific guidance documents for use by each facility management team. The guidance was based on measurements of physical parameters and from online questionnaires, completed by the occupants, concerning environmental satisfaction, adaptive behaviours for thermal comfort, job satisfaction, and other constructs. In favour of offering practical advice over reporting typical experimental method and analysis, each building report focused on recommendations that could be made to the physical building or the building operations and the consequential potential occupant health benefits. In conjunction, aggregate analysis will appear in journal and confer-

ence papers, and in trade publications aimed at architects, facility managers, building owners.

Canadian society also benefits from researchers and industry working together. For example, building occupants are protected from poor indoor air quality (IAQ) conditions by building regulations and Standards, such as the National Building Code, which stipulate a minimum level below which indoor environmental conditions cannot decrease. The minimum level specified is based on a scientifically formulated threshold. Incorporating or testing assumptions in the Standards in an experiment and publishing the data can lead to improvements in the Standard itself, improvements in technology and ultimately better indoor environmental conditions. Incorporating behavioural and health scientists into this testing process improves outcomes by ensuring that the minimum conditions will maintain health in all its dimensions.

For example, a project testing a new ventilation approach called displacement ventilation (DV) at NRC Construction was conducted to test its suitability for the Canadian climate. The methodology applied some principles proposed by Kuo (2002), *i.e.*, the experimental design used independent variables that can be addressed by the industry and selected dependent variables that industry values. In the DV laboratory experiment, we examined occupants' self-reported thermal comfort in a room ventilated with different diffuser configurations and heat loads. Thermal comfort is a parameter used by guidelines to ensure acceptable indoor conditions for occupants independently of the design and operation choices of ventilation engineers. The results will be disseminated in a design guide on the effective operation of DV in Canadian winters to be distributed to engineers and facility managers, and by inclusion in new ventilation standards. Similarly, the green buildings project described above will support the revision of rating scales used to categorise green buildings (*e.g.*, LEED™).

Building occupants can also benefit from receiving indoor environment research findings directly. A recent US Consumer Reports article on indoor air quality stated that while 9% of Americans considered indoor air quality a health risk, 70% aren't concerned at all about it ('Is Poor Air Making You Sick?', 2012). One indoor pollutant with a serious health risk is radon, which is the second-most common cause of lung cancer (after tobacco smoke) (Dales et al, 2008). The shortfall in public knowledge about potential health and well-being risks associated with indoor environments is indirectly a product of researchers not providing the right information to the right people in the right places. Often information available in the public sphere is written as advisory pieces by experts in the physical stressor or the medical response, but who are not experienced

Please see Sharing knowledge on page 19



Psychology and social media:

To BLOG or not to blog?

*Nikolina Ljepava, M.Sc., M.A. candidate,
University of Windsor*

The internet has profoundly changed the way we communicate, interact, exchange and disseminate knowledge. The development of social networking websites created a new interactive online environment and a vast number of different web locations where users can collaborate, communicate, and share information and files. Moreover, user-friendly blogging platforms such as Word Press or Blogger have enabled individuals without advanced information technology knowledge to create and maintain their own websites, as well as post and disseminate information.

Kolari, Finin and Joshi (2006) defined weblog as an interactive web-based publication consisting of dated periodic articles, addressable with permalinks and with the comments option. Evolved in the late 1990s from the personal web pages, the weblogs gained popularity in the mid-2000s, reaching more than 180 million blogs worldwide in 2011 (Nielsen Research). Over time, blogs have become an important way to create and publish content, disseminate information and engage community in discussion on different topics.

The vast majority of the weblogs are personal blogs - websites used as personal diaries, places to write about your own

opinions, experiences and attitudes. However, an increasing number of professional and academic blogs is emerging on a daily basis, offering professional analysis, recommendations and advice.

Across professional and academic environments, weblogs are used for transfer and translation of knowledge. According to Sipel and Brodt (2008) blog communities facilitate knowledge transfer within companies and organizations that encourage corporate blogging. Williams and Jacobs (2004) argued that weblogs will become the transformational technology for teaching, learning and knowledge dissemination. This proved to be true. Blogs are nowadays used for different educational purposes, even as a part of courses in higher education; several studies confirmed that using blogging in teaching facilitated both knowledge acquisition and transfer in student populations (Kerawalla et al., 2008).

Almost all mental health professionals use the Internet for the variety of work-related activities. However, over the past several years an increasing number of psychology researchers and practitioners have been turning to social media to present their research, disseminate knowledge and establish conversation with colleagues or the general public. Two main types of psychology-related blogs have emerged: research-oriented academic blogs and practitioners' blogs.



Blogging your research

Psychologists have traditionally relied on scientific journals and conferences in order to transfer the knowledge and disseminate the results of their research. However, this usually resulted in most studies being unnoticed by the general public and relevant stakeholders. Moreover, if and when the research reached a wider audience, results were often misinterpreted by the media.

Blogging platforms enabled research psychologists to reach wider audience than ever before, present their research interests, exchange, share and translate knowledge in a different manner from academic publications. Research findings became available to the general public, which usually found the specific language and style of academic journals too technical.

Some academic bloggers also use their blogs as public research notes, writing about their ongoing research and the challenges they encounter on a daily basis. Academic blogging facilitates not only knowledge translation, but also knowledge transfer, enabling psychologists from different institutions worldwide to discuss their research in a relaxed and informal manner. Academic blogging also allows researchers to establish and maintain professional relationships. Academic bloggers must take care not to publish research findings on their blog before these have been presented in the academic community, especially if they are working in the research teams.

Blogging and mental health practice

Some mental health practitioners highly recommend establishing an online presence through blogging. In the interview published in *Annals of the American Psychotherapy Association* Dr Susan Giurleo, practicing psychologist and social media consultant, suggests that blogging can help establish the credibility in both professional and general audiences. (Johnson, 2011). She recommends focusing on content related to mental health tips, current research findings and sharing useful information. She also recommends engaging with online audiences and stimulating the conversation by responding to blog comments

However, although blogging seems to be the promising way to establish professional credibility, the practicing psychologist encounters a number of ethical problems related to maintaining their web and social media presence. Every social media platform, including blogging websites enables a two way communication and interaction; this leads to the number of problems related to privacy protection, giving advice before a therapeutic relationship has been established, delivering service to someone in a venue where the practitioner might not be licensed and maintaining professional distance with clients. According to the research conducted by Tunick and colleagues (2011), adolescent psychotherapists are especially concerned with these issues, having in mind the popularity of the Internet and social networking websites among younger people.

For the practicing psychologist who decides to embrace the blogosphere, rigid control of their online reputation is advised. Nickolson (2011) developed set of social media use recommendations for psychologists. He emphasized that the ethical codes

need to be respected at all times, that psychologists need to protect their privacy, respect the privacy of their clients and maintain professional relationships in all online interactions.

Canadian Psychological Association was well-aware of the need to adapt the Code of Ethics to encompass the issues related to new technologies; in the 2006 the first draft of the Ethical Guidelines for Psychologists Providing Psychological Services via Electronic Media was made public, offering general guidelines for the online behavior and practices of Canadian psychologists. However, since this guideline was drafted before the creation of social media, it does not cover all challenges that practicing psychologists currently face. The draft is currently under revision and new draft is expected to address these issues (Canadian Psychological Association, 2006).

Sharing knowledge

Continued from page 18

in fostering behaviour change. To address this lack of public awareness, psychologists working in indoor environment research engage with organisations that have public trust to supply information appropriate to specific populations; NRC Construction partners with Canada Mortgage and Housing Corp. and the Lung Association of Saskatchewan, among others.

In conclusion, while scientific evidence shows that the indoor environmental stressors can affect health and well-being, communication and collaboration with industry and with building occupants can influence the experimental design and dissemination routes scientists choose; for maximum positive change in the indoor environment.

References

- Dales R., Liu L., Wheeler A. J. and Gilbert N. L. Ni, A., Barrowman, N., Gilbert, N.L. and Miller, J. D. (2008) Public health: Quality of indoor residential air and health, *Canadian Medical Association Journal*, 179, 2, 147-152
- Kuo, F E (2002) Bridging the gap: How scientist can make a difference. In R. B. Bechtel & A. Churchman (Eds.), *Handbook of Environmental Psychology*, (2nd Ed., 335-346). Hoboken, NJ:Wiley.
- Is poor indoor air quality making you sick? (2012) *Consumer Reports*. Retrieved from <http://www.consumerreports.org/cro/magazine/2012/06/is-poor-indoor-air-quality-making-you-sick/index.htm>
- Veitch, J (2008) Investigating and influencing how buildings affect health: interdisciplinary endeavours. *Canadian Psychology*, 49, 4, 281-288.



Understanding of Science

in the Courtroom

*Michelle Krieger, Student at the Chicago School
of Professional Psychology*

The question is, in this day and age, are people really blinded by science? In the context of scientific testimony, it seems so. In recent years, the idea of forensic science has permeated popular culture. It is hard to believe that most of the developments and subfields we see today are relatively new. Although forensic practices do have historical roots, technological and scientific developments have allowed for great progress within the field. Forensic have entered the public mind, as well as a number of diverse professions, in ways not seen before. Even in the field of psychology, forensic fever has struck. Forensic education and research abound (Bergslien, 2006; Podlas, 2006), and as more psychologists delve into research that might be applicable to legal matters, they are increasingly called to testify in court cases (Harvard Law Review, 1995).

Both clinical professionals and research psychologists may find themselves acting as an expert witness in a court of law. The primary goal as an expert witness is to impart specialized knowledge to the court, which may include both legal professionals as well as lay people acting as jurors.

As with any educational endeavor, there are a multitude of factors that impact an individual's ability to learn and react to new information. In the field of psychology and law, researchers are currently investigating what these factors are and how they might impact individuals acting as jurors. Factors such as demographics, belief systems, and personality have been shown to be some of the many pieces that influence how an individual juror will react.

As a budding researcher with an interest in the relationship between psychology, science and the law, for my Master's thesis I set out to investigate how individuals' attitude about science in general influenced their decision-making in the

presence of scientific evidence. A total of 141 individuals who were eligible to serve on a jury in the US, meaning that they were over the age of 18 years old, US citizens, and had not been convicted of a felony offense, were sampled in an online survey. Participants completed measures of attitude toward science, a brief description of a criminal case, and then viewed and rated a short video of scientific testimony. Participants viewed one of four videos that varied according to the quality of the evidence and how easy it was to understand. Not surprisingly, I discovered a significant relationship between "science attitude" and what people thought of the testimony. The more an individual liked science, the more they tended to like the evidence and to consider it persuasive and relevant to the case. This was true even when the evidence provided was of poor quality and the expert's conclusions were flawed. In fact, there was a non-significant trend for individuals to prefer the poor quality testimony, though this was thought to be related to how confidently and definitely the expert stated his conclusions. This study suggests that an individual's opinion of science may play a significant role in how scientific testimony is perceived.

Every individual possesses a unique combination of attitudes and traits that influence how they take in and understand information. It appears that attitudes towards science, in addition to the findings of science, impact people's decision-making.

References

- Bergslien, E. (2006). Teaching to avoid the "CSI Effect": keeping the science in forensic science. *Journal of Chemical Education*, 83 (5), 690-691.
- Harvard Law Review. (1995). Confronting the new challenges of scientific evidence. *108*, 1481-1605.
- Podlas, K. (2006). "The C.S.I. Effect": exposing the media myth. *Fordham Intellectual Property, Media and Entertainment Law Journal*, XVI (2), 429-465.



Knowledge Translation for Seniors Mental Health

Venera C. Bruto, Ph.D., C.Psych.
Chair, Adult Development & Aging Section, CPA

In spite of emerging electronic strategies designed to facilitate more systematic, high quality care, reduce errors, and increase access to clinical literature, the sheer volume of new knowledge material to the provision of care can be staggering.

Complicating matters further, knowledge is often developed, interpreted & held within disciplinary/professional silos that can limit its availability at the point of care. It is not simply that different clinical problems require different knowledge & scopes of practice to realize best outcomes, but also that different health professions may utilize the same information differently in meeting clinical goals. Most importantly, the provision of optimal care by a practitioner from one profession/discipline [e.g., neurology] for a specific clinical problem [e.g., detection of early cognitive changes heralding probable Alzheimer's Disease] for early interventions may lie within the knowledge & skill set of a different discipline/profession [neuropsychology]. As such, the true value of knowledge to optimal clinical outcomes may only be realized through multiple interdisciplinary & interprofessional lenses. Interprofessional / interdisciplinary knowledge translation [KT] strategies can serve to reduce the gap between what is known within & across disciplinary/professional domains & the provision of care.

On this basis of systematic appraisal of the quality of evidence within & across disciplinary lines, evidence is integrated & clinical practice recommendations are developed to speak to particular clinical problems. Additional recommendations based on the experience of senior clinicians are offered when there is limited evidence to guide practice. The strength of each recommendation is linked with the quality of evidence that supports it. Recommendations are further vetted through additional experts & the broader clinical community.

The aging of the Canadian population & the growing recognition that the care of older persons requires specific knowledge & skills provided compelling incentives for the development of clinical practice guidelines in key areas of seniors' mental health.

Depression is common and is often associated with the experience of medical illnesses such as heart disease, stroke, diabetes, & cancer. In such circumstances depression has been shown to compromise recovery from illness & can be an independent predictor of mortality. The suicide rate of older men is twice the national average. Delirium, a neuropsychological/brain disorder that can accompany common medical illnesses in older adults & is present in up to 50% of older adults admitted to hospital for medical care, constitutes a medical emergency that can result in residual neurocognitive impairment and longer hospital stays. The seriousness of depression, suicide & delirium in older adults challenges us to attend to the prevention, detection & clinical management of these potentially reversible & preventable problems.

Please see Seniors Mental Health on page 23





Brain Development and Learning Conference: Closing the Research Practice Gap

Daphne Ling, Research Assistant, University of British Columbia

There is a growing need for research discoveries to reach people who can implement and use them in their daily lives. This is especially true when it comes to early child development and the prevention of mental illness where, if stakeholders in the community had the relevant scientific findings, they implement practices that facilitate academic and career success, mental and physical health and well-being, reduced crime, violence, and addictions, and a fulfilling quality of life (Moffitt et al., 2011; O'Shaughnessy, Lane, Gresham, & Beebe-Frankenberger, 2003).

Unfortunately there is a gap between research findings and their implementation (termed the “research-practice gap” by McLennan and Lavis, [2006] and termed “the “scientist-practitioner gap” by Dozois [Psynopsis, Fall 2011]). There is an urgent need to integrate what we learn and know with what we actually do in practice. Findings need to reach parents, elected officials, clinicians, healthcare providers, educators, social workers, and others so that they can be guided by evidence when creating policy and delivering service. In addition, scientific studies need to be informed by the information needs and queries from parents, educators and clinicians.

One project that has been successful in taking findings from the ivory tower to those on the frontlines is the biennial Brain

and Development Conference held in Vancouver (the next will be held July 24-28, 2013, <http://braindevelopmentandlearning.com/BDL2013/>). This interdisciplinary, international, translational conference is ground-breaking in succeeding where so many others have failed. As Professor Michael Meaney from McGill University said of this series of conferences, “For years I have seen people try to bring educators together with health specialists, or either with researchers. I have never seen any effort work as well as what you put together in Vancouver.”

Each conference in this series brings together insights and research from developmental psychology and other areas within psychology (including social, cognitive, experimental, clinical and abnormal), medicine, and neuroscience in practical and accessible ways to therapists, pediatricians, classroom teachers, school administrators, parents, nurses, social workers, government officials and all those who care about children. It has a ripple effect that magnifies its impact as those who attend take what they have learned back to their community and organization and share it with others.

Feedback from participants at conferences in this series consistently echoes three themes: interdisciplinarity, the well-balanced mix of science and practice, and the extraordinary quality and approachability of the speakers. The speakers, world experts in their respective fields, are consistently praised for their clarity.



Seniors Mental Health

Continued from page 21

Participants also praise the “feel” of the conference: “There was a wonderful feeling of mutual respect.”, “There was a comfortable, grounded, open atmosphere that had a feeling of community.”, and “The conference was an absolute revelation on so many levels. It was such an open and enriching conference. A chance to engage both intellectually and emotionally - something very rare in conferences these days.” were just some of the feedback the organizers received. An exceptional amount of time is provided for questions and discussion as well as for breaks where people can talk more informally and consolidate what they have heard. Delegates to the conference can sign up to attend one of the dinners with a speaker in a smaller, more relaxed setting of up to 30 people. This helps delegates and speakers to take the discussions from the lecture halls to more intimate settings and continue conversations and expand networks and collaborations. What might be most critical is that the learning goes both ways, not just from scientists to practitioners, and that all participants are treated with the same respect.

I, for one, am positively looking forward to the conference. As a fresh graduate in psychology and someone who would like to one day go back to school, conferences are one way to keep abreast with current research. And the fact that I actually recognize over half the names from books or publications, and could have conversations over dinner with them if I wanted to is an added incentive. I am also looking forward to meeting people from all over North American (including the Northern Territories and from all over the world (last time people from 15 different countries attended). The organizers of this biennial conference clearly recognize that child welfare is a collective and collaborative responsibility.

For more information about the conference, please visit <http://braindevelopmentandlearning.com/BDL2013/> or email devcogneuro@gmail.com

References

- Dozois, D. J. A. (2011). Training in professional Psychology: The content and process of learning. *Psynopsis*, 33(4), 7.
- McLennan, J. D., & Lavis, J. N. (2006). What is the evidence for parenting interventions offered in a Canadian community? *Canadian Journal of Public Health*, 97(6), 454 – 458.
- Moffitt, T. E., Arseneault, L., Belsky, D., Dickson, N., Hancox, R. J., Harrington, H., . . . Caspi, A. (2011). A gradient of childhood self-control predicts health, wealth, and public safety. *Proceedings of the National Academy of Sciences*, 108, 2693-2698.
- O’Shaughnessy, T., Lane, K. L., Gresham, F. M., & Beebe-Frankenberger, M. (2003). Children placed at risk for learning and behavioral difficulties: Implementing a school-wide system of early identification and prevention. *Remedial and Special Education*, 24, 27-35.

In concert with an aging population, growing numbers of older Canadians live in long-term care homes [LTC]. Depression as well as cognitive and behavioral disorders secondary to Alzheimer’s Disease, stroke & other brain disorders are common amongst older adults living in LTC. Given the growing numbers, the vulnerability of these older persons, & recent queries regarding the quality of care in LTC homes, it is imperative that we bring our collective knowledge/skills to bear on improving the care of older adults living in LTC homes.

The Canadian Coalition for Seniors Mental Health [CCSMH], a national coalition of organizations [including CPA] with financial support from the Public Health Agency of Canada, Population Health Fund, brought together four interdisciplinary/interprofessional teams of recognized experts from across Canada to develop clinical practice guidelines to meet the needs of Canadians, health practitioners, policy makers, clinical educators & researchers. Psychologists [noted in parenthesis beside their respective guideline] provided national leadership through membership in the development groups of each of these national clinical practice guidelines & providing content, research & methodological expertise. These Guidelines represent the first Canadian clinical practice guidelines for the care of older adults in these key areas of seniors’ mental health [please see www.ccsmh.ca]

The Assessment & Treatment of Depression [Dr. P. Cappelez]

The Assessment of Suicide Risk & Prevention of Suicide [Drs. M. Heisel & S. Moore, Co-Lead]

The Assessment & Treatment of Delirium [Dr. V. Bruto]

The Assessment & Treatment of Mental Health Issues in LTC Homes [with a focus on mood & behavioral symptoms [Dr. M. Gibson, Co-Lead]

Since their development, the Guidelines have been disseminated broadly through publications, presentations at national conferences [including CPA] and local academic/clinical meetings. They have been used to inform routine clinical order sets for older adults. In collaboration with CIHR Emerging Teams in Palliative Care, the Delirium Guideline working group updated & adapted the Guidelines to the end of life context. This work has been recently published in the Canadian Journal of Geriatrics & will serve as the foundation of implementation projects in palliative care. Practice tools for clinicians have also been developed for each Guideline to facilitate use at the point of care. Each Guideline has also been used as the basis of patient/family guides to support enhanced self-care. The CCSMH received the Betty Havens Award in Knowledge Translation in recognition of our work on the Guidelines projects. Future studies will examine the factors that serve to facilitate/impede optimal guideline implementation.



How Managers Can Reduce the Risk of Burnout During Hard Times



Michael Leiter, Ph.D., Acadia University

As the public sector receives funding cuts and the private sector pursues productivity gains, organizations risk burning out part of their human capital. Although few people succumb to full-fledged job burnout, most are affected by resource reduction in ways that take the edge off of their energy, dedication, and confidence. They become less engaged, withdrawing part of their potential just when their teams need even more from them.

Despite the rather all-or-nothing quality of its name, burnout is more a matter of degree than a definitive diagnosis. Surveys of large organizations will find people all along the continuum

of experiencing exhaustion every workday to never feeling exhausted at all. The data will show a smooth range from people who continually interpret their worklife through a cynical filter to those for whom a cynical thought never enters their mind. More frequent signs of burnout are increasingly problematic. Burnout's defining qualities—exhaustion, cynicism, and inefficacy—have linear relationships with major indicators of employee wellbeing and productivity.

From this perspective, actions that nudge employees in the positive direction, away from burnout, can be meaningful. The challenge for managers is not the intimidating goal of preventing burnout per se, but the more modest one of promoting a bit more energy, involvement, and confidence among employees.



Core Concepts

Six areas of worklife are especially powerful in pushing employee towards burnout or engagement:

1. Manageable **Workload** through a reasonable balance of demands and resources;
2. A sense of **Control** through timely information and participative decision making;
3. **Reward** and Recognition for personal contributions to the mission;
4. A sense of **Community** among the people whom one encounters regularly;
5. **Fair** treatment through transparent and respectful procedures; and
6. Congruence of personal **Values** with those of the organization.

Resource reduction increases the risk of employees experiencing the core elements of burnout. Unmanageable workload saps *energy*. Disruptions to the other areas of worklife increase the risk of employees becoming *cynical* or *discouraged*.

Research to Action

Resource reduction does not inevitably aggravate burnout but it certainly increases the risk of burnout. The advantage to leaders is that the impact is straightforward. No one could be surprised that resource reduction may discourage employees. The challenge is to develop an effective plan to anticipate the impact, to contain its negativity, to build team resilience, and to move towards establishing a new, viable, and sustainable balance. Resiliency builds upon the capacity to thrive with the available resources. Constraints prompt a problem-solving perspective instead of discouraging employees.

In the renewal of my Tier 1 Canada Research Chair in Occupational Health and Wellness with the Psychology Department at Acadia University I will be concentrating on the qualities that define resilient workgroups. This focus builds upon my previous work on job burnout, work engagement, and workplace civility/incivility. An objective of this work is to contribute to the evidence base for programs to support mental health at work. In their attempts to address workplace health, organizations often invest in programs that have not received a rigorous evaluation.



Civility and Respect as Burnout Deterrents. Working relationships shape how people feel about their jobs. People can be the most attractive quality of a job or the thing that drives people away. A variety of researchers have established connections of burnout with coworker and supervisor relationships. This perspective represented a major shift from the earliest views of the syndrome as reflecting professionals feeling overwhelmed by the emotional demands of the therapeutic relationship with their service recipients. More recent research has found that relationships with the clients were the most manageable part of a job; relationships with colleagues were a more likely source of distress.

In light of this strong connect, could improving relationships at work be a viable method for reducing burnout? This question was address by a collaboration based at the Centre for Organizational Research & Development at Acadia University (Lisa Speigel, Manager) including researchers from Saint Mary's University (Arla Day, Debra Gilin-Oore), the University of Western Ontario (Heather Laschinger), Dalhousie University (Sheri Price, David Persaud) with hospital leaders (Maryellen Gurnham, Jocelyn Vine). The project demonstrated that improving the civility and respect within working relationship makes a difference on a variety of measures including burnout.

Resiliency. A resilient workgroup is one with the capacity to thrive during tough times. Its members make creative responses to challenges. Our research team is currently evaluating an approach to strengthening resiliency through a peer mentoring program for first line managers. The approach emphasizes leaders' capacity to manage the social environments of their teams. The project's objective is to evaluate the extent to which this program can make a difference for leaders and for the members of their workgroups.

Employees' psychological connections with their work have broad implications for their physical and mental health at work and in their personal lives. Research to date has clearly established factors that contribute to whether that experience is more like burnout or work engagement. Research has also considered the downstream consequences of these experiences on employees' health and wellbeing. The primary challenge in the 21st century is developing ways to enhance the quality of worklife and evaluating the efficacy of these interventions. Doing so requires collaboration among researchers and organizational leaders determined to make a difference.



The Price for *True Knowledge*

Exploring Psychology's Identity Crisis

Taslim Alani and the Section for Women and Psychology
Student Executive

Historically, psychology finds its roots in philosophy, a discipline that seeks to understand the mind and human existence. With the scientific revolution and experiments in physiology and physics, however, psychology slowly began to identify itself as a science.

In today's society, *sciences* are associated with the pursuit of "true knowledge", which is thought to be achieved through purely logical and rational means, while *arts* are understood to be imaginative, creative, and rather non-scientific. Knowledge produced through less "scientific" methods is therefore often considered less significant. In a world where scientific, empirical, and objective knowledge is valued, psychology finds itself fighting to be considered a "science"—a domain that generates important, useful and true knowledge—as opposed to an "art"—a field often considered less important and useful. Within the realm of "science", knowledge is expected to be objective and empirical, and the most common method of obtaining such knowledge is through quantitative means, leaving qualitative methods and information relegated to more *artistic* fields. However, by creating such binaries between "objectivity" and "subjectivity", "science" and "art", and "quantitative" and "qualitative", the field of psychology has been forced to choose a side, and has chosen to exist within the realm of *science*.

There is no denying the utility of quantitative information; however, by choosing to be a "science", psychology has chosen to deny the value of other forms of knowledge—knowledge that is often considered to be too *subjective* to be of utility. More specifically, as a field, psychology has begun to devalue the use of qualitative research methods. Qualitative information is generally open-ended and gives rise to complex information about experience, seeking to understand the *why* and *how*, as opposed to simply the *what* (or, more accurately, the *how many*). Considering that psychology's overall goals often relate to explaining mechanisms and understanding the intricacy of thought and behaviour, it is interesting that many psychologists choose to reject information that may offer the very answers that are being sought.

It is understood that thought and behaviour are complex—this is why psychology seeks to study such issues. However, by rejecting valuable information for the sake of maintaining its title as a "science", our field is losing out on several ways of understanding thought and behaviour. We need to take a step

back and understand our motives as a field—is the aim to be accepted within society as a "science", or to produce knowledge about thought and behaviour, using the many ways of knowing that exist?

Special CPA Member Discount to APA's PsycNET® GOLD package

Starting January 1st 2012, CPA members may purchase a 1-year subscription to the APA's PsycNET® GOLD package*, at a cost of **\$175.00 CAD** plus applicable GST/HST, which will give the subscriber access to the package for the calendar year. A half-year subscription can be purchased after July 1st 2012 at the cost of \$87.50 CAD plus applicable GST/HST for access to the package for the remainder of the calendar year.

Information and rates to join CPA can be found at web.cpa.ca/media or by emailing publicrelations@cpa.ca.

**see website for details.*

Offer is only available to residents of Canada.

Rabais consenti aux membres de la SCP pour le logiciel PsycNET® GOLD de l'APA

À compter du 1^{er} janvier 2012, les membres de la SCP peuvent acheter un abonnement d'une année au logiciel* PsycNET® GOLD de l'APA, à un coût de **175 \$ CA** plus la TPS/TVH en vigueur, qui donnera à l'abonné l'accès au logiciel pour l'année civile. Un abonnement de six mois peut être acheté après le 1^{er} juillet 2012 au coût de 87,50 \$ CA plus la TPS/TVH en vigueur pour l'accès au logiciel pour le reste de l'année civile.

L'information pour se joindre à la SCP ainsi que les taux d'adhésion se retrouvent à l'adresse web.cpa.ca/media ou encore vous pouvez communiquer avec nous par courriel à l'adresse publicrelations@cpa.ca

**voir les détails sur le site Web*

L'offre n'est valable que pour les résidents du Canada.

74th Annual Convention 74^e Congrès annuel

CANADIAN
PSYCHOLOGICAL
ASSOCIATION



SOCIÉTÉ
CANADIENNE
DE PSYCHOLOGIE

June **13-15** juin
2013

QUÉBEC

QUÉBEC CITY CONVENTION CENTRE, QUÉBEC
CENTRE DES CONGRÈS DE QUÉBEC

Stimulating Science and Haligonian Hospitality at Convention 2012

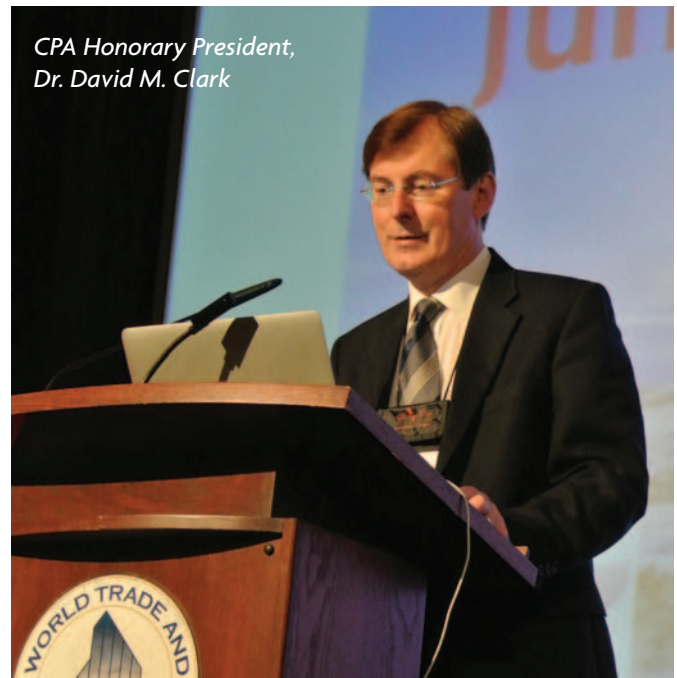
David J. A. Dozois, Ph.D., Convention Co-Chair

CPA's 73rd annual convention was held at the World Trade and Convention Centre (WTCC) in Halifax, Nova Scotia. Located in the heart of downtown Halifax and just a couple of blocks away from the harbor the WTCC provided an incredible venue to present research findings, learn about the latest breakthroughs in the field, attend meetings, network and connect with colleagues. There is something about that crisp sea air and that Haligonian hospitality that refreshes the soul and inspires the mind. They say that unless you have at least three generations of ancestors then you are considered "from away". Nonetheless, the convention delegates were treated as warmly as if they were born and raised in Halifax – which is a common experience when people visit the Maritimes.

A total of 1613 delegates attended the convention which is 173 more than the last time the CPA conference was held in Halifax. The scientific program was excellent. The program included 720 posters, 76 symposia and paper sessions, 13 theory review sessions, 39 conversation sessions and 31 workshops. There were also a number of outstanding keynote addresses. Dr. David M. Clark, CPA's Honorary President for 2011-12, gave a very stimulating address on the development and dissemination of effective psychological treatments. Dr. Rosemary Tannock presented on challenges in conceptualizing, assessing, diagnosing and treating attention-deficit hyperactivity disorder. Another plenary address, given by Dr. Jeffrey Mogil, focused on pain, social communication, empathy and prosocial behavior. These speakers are leaders in their fields and were fantastic presenters.

Invited presentations were also delivered by Dr. Raymond Klein on attention, Dr. Nnamdi Pole on ethnocultural diversity, Dr. Jerrold Post on terrorist psychology, and Dr. Pierre Ritchie on models of collaborative health care. Excellent talks were also given by various award recipients ranging from the CPA Gold Medal Award (Dr. Donald Taylor) to the CPA President's New Researcher Awards (Drs. Meagan McMurtry and Claude Feret). We had some outstanding featured speakers and presentations which included Louise Bradley, CEO of the Mental Health Commission of Canada, Huw Williams, President of Impact Public Affairs, and Isabelle Blain (Vice-President NSERC), Dr. Anthony Phillips (Scientific Director INMHA, CIHR) and Dr. Chad Gaffield (President SSHRC).

The internship fair and graduate student fair, which provide forums for matching students with residencies or graduate pro-



*CPA Honorary President,
Dr. David M. Clark*

grams, respectively, were held again this year. The high school science competition was also a huge success. This competition was designed to honor bright and creative young people who have conducted psychological research. Dave Saraswat, a student from Old Scona Academic High School (Edmonton, AB), received the first prize for a project entitled, "The relationship between physical fitness and driving performance". Second place went to Adelina Cozma (from Bayview Secondary School in Richmond Hill, ON) for her project "Slow it down to speed it up: Connecting a bridge to an autistic mind's world".

New at the convention this year was the opportunity for some researchers to present posters in a digital format. The Convention Committee and CPA Board of Directors piloted ten 50" LCD screens on a first come, first serve basis for a total of 60 posters. Survey results on the use of this presentation format are being compiled but the anecdotal feedback was very positive. Our next step is to review the survey results and determine whether there is sufficient demand and, if so, whether we can support it financially.

The convention also provided a number of opportunities for networking and socializing. The President's reception, co-

Please see Convention on page 30



Au Congrès de 2012, la science était à l'honneur et l'hospitalité haligonienne, au rendez-vous

David J. A. Dozois, Ph.D.,
coprésident du congrès

Le 73^e Congrès annuel de la SCP s'est tenu au World Trade and Convention Centre (WTCC) de Halifax, en Nouvelle-Écosse. Situé au cœur du centre-ville de Halifax et à quelques coins de rue seulement du port, le WTCC s'est avéré un endroit exceptionnel pour présenter les résultats de recherche, se mettre au fait des percées dans le domaine de la psychologie, assister aux réunions, créer des contacts et rencontrer des collègues. La vigueur de l'air marin et l'hospitalité haligonienne, qui rafraîchissent les âmes et inspirent l'esprit, y sont sûrement pour quelque chose! On dit que si vous ne descendez pas d'une lignée d'au moins trois générations de Haligonien, vous venez « de loin ». Néanmoins, les délégués du congrès ont été traités avec autant de chaleur que s'ils avaient toujours vécu à Halifax – ce qui est tout à fait commun dans les Maritimes.

En tout, 1 613 délégués ont assisté au congrès, soit 173 participants de plus que la dernière fois où le congrès de la SCP a eu lieu dans cette ville. Le programme scientifique, qui proposait 720 présentations d'affiche, 76 symposiums et séances de présentation d'articles, 13 séances d'examen théoriques, 39 séances de conversation et 31 ateliers, était excellent. Les congressistes ont eu droit à un bon nombre de discours-programmes exceptionnels. D^r David M. Clark, président honoraire de la SCP en 2011-2012, a fait une présentation très enrichissante sur le développement et la diffusion de traitements psychologiques efficaces. D^{re} Rosemary Tannock a fait une présentation sur les défis que posent la conceptualisation, l'évaluation, le diagnostic et le traitement du trouble d'hyperactivité avec déficit de l'attention. Une autre conférence plénière, prononcée par D^r Jeffrey Mogil, portait sur la douleur, la communication sociale, l'empathie et le comportement prosocial. Ces conférenciers sont des chefs de file dans leurs domaines et leurs présentations sortaient de l'ordinaire.

Les délégués ont eu également l'occasion d'entendre d'autres conférenciers. D^r Raymond Klein est venu parler de l'attention, D^r Nnamdi Pole, de la diversité ethnoculturelle, tandis que D^r Jerrold Post a fait une présentation sur la psychologie



du terrorisme, et D^r Pierre Ritchie, sur les modèles de soins de santé en collaboration. Par ailleurs, différents récipiendaires des prix de la SCP, du Prix de la médaille d'or de la SCP (D^r Donald Taylor) jusqu'au Prix du nouveau chercheur de la SCP (D^{res} Meagan McMurtry et Claude Feret), ont présenté des exposés forts intéressants. Nous avons eu le privilège d'entendre des conférenciers et des présentations remarquables, notamment celles de Louise Bradley, PDG de la Commission de la santé mentale du Canada, de Huw Williams, président de Impact Public Affairs, d'Isabelle Blain (vice-présidente du CRSNG), d'Anthony Phillips (directeur scientifique de l'INMHA, des IRSC) et de Chad Gaffield (président du CRSH).

Cette année encore, le congrès avait organisé un salon pour les étudiants à la recherche d'un internat et le salon des étudiants des cycles supérieurs, qui se veulent des forums où les étudiants peuvent trouver des lieux et des programmes d'internat et de stage, dans le premier cas, et des programmes d'études supérieures, dans le deuxième cas. Le concours scientifique pour les jeunes du secondaire a aussi connu un grand succès. Dans le cadre de ce concours, les élèves doivent présenter un projet scientifique dont le sujet est lié à la psychologie. Les participants les plus brillants et les plus créatifs sont récompensés. Cette année, le premier prix a été décerné à Dave Saraswat, un élève de la Old Scona Academic High School (Edmonton, Alberta), pour son projet intitulé « The relationship between physical fitness and driving performance ». Le deuxième prix a été décerné à Adelina Cozma, une élève de la Bayview Secondary School de Richmond Hill, Ontario) pour son projet intitulé « Slow it down to speed it up: Connecting a bridge to an autistic mind's world ».

Please see Congrès on page 30



CPA President's New Researcher Award Recipients
Dr. Meghan McMurtry and Dr. Claude Fernet with Dr. David Dozois



Convention

Continued from page 28

hosted with the Association of Psychologists of Nova Scotia, was well attended. In addition to plenty of good food and entertainment (an all nations drumming group), was the launch of Dr. John Conway's (CPA's Archivist and Historian) book, *A chronicle of the work of the CPA: 1938-2010*. What an exciting and rich contribution. A number of energetic and keen folk also convened early Friday morning for the charity Fun Run/Walk with proceedings going to KidSport! Nova Scotia. Many of us also attended the Lobsterfest where we were escorted by a bagpiper from the Delta Halifax to Murphy's Wharf. John Service (CPA's former Executive Director) aptly demonstrated how to crack open the lobster and sported a very fashionable lobster hat.

CPA conventions are possible because of the hard work of the Convention committee and Head Office staff. I would like to thank the convention director, Kathy Lapachelle-Petrin and her team, for the terrific effort, care and dedication, which has made this event a huge success. If you have any comments about the convention or ideas for how to further improve our annual meetings, please email us at convention@cpa.ca. We would love to hear from you.

Congrès

Suite de la page 29

Une nouveauté au congrès de cette année : un bon nombre de chercheurs ont eu la possibilité de présenter leurs affiches en format numérique. Le Comité du congrès et le conseil d'administration de la SCP avaient mis à la disposition des présentateurs, sur la base du premier arrivé, premier servi, dix écrans DEL de 50 po pouvant contenir 60 affiches. Les résultats du questionnaire sur cette nouvelle formule n'ont pas encore été compilés, mais les commentaires reçus jusqu'à présent sont très positifs. Par la suite, nous examinerons les résultats du questionnaire et déterminerons si la demande est suffisante pour adopter ce nouveau système, et, le cas échéant, si nous avons l'argent nécessaire pour l'offrir.

Au cours du congrès, les participants ont eu de multiples occasions de créer des contacts et de socialiser. La réception du président, coparrainée par l'Association of Psychologists of Nova Scotia, a été très populaire. En plus de bien manger et de nous amuser, au son des tambours du groupe de percussions autochtone All Nations, nous avons pu assister au lancement du livre de D^r John Conway (archiviste et historien de la SCP) intitulé *A chronicle of the work of the CPA: 1938-2010*. Quelle contribution passionnante et enrichissante! Par ailleurs, quelques personnes, énergiques et enthousiastes, se sont rassemblées tôt, vendredi matin, pour participer à une course/marche amicale au profit de l'organisme KidSport! Nova Scotia. Plusieurs d'entre nous se sont rendus au Lobsterfest, accompagnés par un joueur de cornemuse du Delta Halifax au Murphy's Wharf. Coiffé d'un chapeau-homard très tendance, John Service, l'ancien directeur de la SCP, nous a fait une démonstration fort compétente de la technique à utiliser pour décortiquer un homard.

Les congrès de la SCP ne connaîtraient pas autant de succès si ce n'était du travail acharné du Comité du congrès et du personnel du siège social. Je tiens à remercier la directrice du congrès, Kathy Lapachelle-Petrin, et son équipe, pour les efforts, le soin et le dévouement exceptionnels apportés à l'organisation de cet événement. Si vous avez des commentaires au sujet du congrès ou des suggestions pour améliorer nos réunions annuelles, n'hésitez pas à nous en faire part par courriel, à l'adresse convention@cpa.ca. Nous serons enchantés d'entendre vos commentaires.

Karen R. Cohen Ph.D., Chief Executive Officer

What follows is an update of science, practice and educational activity undertaken by Head Office staff and leadership since our last update in the Winter 2012 issue of Psynopsis. For any further information about any of the activities described please feel free to be in touch with us. We want to hear what you think. Unless otherwise indicated, please contact Karen Cohen (kcohen@cpa.ca) on national activities for practice. Contact Lisa Votta-Bleeker on science activity (lvottableeker@cpa.ca). Contact John Service (jcservice@cpa.ca) about provincial/territorial practice. Contact Melissa Tiessen (mtiessen@cpa.ca) on accreditation and continuing education.

•••••

Canadian Consortium of Research (CCR): As Chair of CCR, CPA undertook a survey of CCR members for the purposes of reviewing its activity and strategic direction. Over 2012/13, we look forward to helping CCR enhance its communications and website and prepare for the 2013 federal budget.

•••••

Canadian Federation of the Humanities and Social Sciences (CFHSS): CPA sat on a Blue Ribbon Panel of the CFHSS which drafted a response to the CIHR proposed suite of program changes and was invited by CFHSS to attend a meeting with CIHR President, Alain Beaudet. <http://www.fedcan.ca/sites/default/files/sites/default/uploads/publications/past/cfhss-proposed-changes-to-cihr-march2012-en.pdf> Our contribution was developed in consultation with CPA's Scientific Affairs Committee.

•••••

NSERC: NSERC is currently consulting with the research community to gather feedback on two proposed options for the future of the Research Tools and Instruments (RTI) Grants Program. Consultation is open from June 29 to September 28, 2012. Further information is available on CPA's website <http://www.cpa.ca/researchers/>

•••••

Student Research Grants: The Canadian Psychological Association Foundation (CPAF) has issued a call for Proposals (Deadline is July 31, 2012) for student research grants. Further information is available on CPA's website <http://www.cpa.ca/researchers/>

•••••

Science Media Centre of Canada (SMCC): As mentioned in our spring update, CPA has become a charter member of the SMCC <http://www.sciencemediacentre.ca/smc/>. The mandate of the SMCC is to engage the public on science by supplying media

with incisive, accurate and timely scientific information. In 2012, CPA will be reaching out to members via our website and CPA news to develop a media list of psychology researchers for SMCC. In the interim, any researcher who has a new study or research development to share, please contact Tyler at styler@cpa.ca

•••••

International Congress of Applied Psychology (ICAP). In collaboration with MITACS, an organization which develops and organizes scientific conferences in Canada, CPA has submitted a bid to host the 2018 ICAP. The bid will be presented by Drs. Karen Cohen and David Dozois to the IAAP (International Association of Applied Psychology) at their meeting in Cape Town South Africa in July 2012.

•••••

New CPA Sections: In 2012, CPA launched two new sections: Quantitative Methods <http://cpa.ca/aboutcpa/cpasections/quantitativemethods/> and Psychologists in Hospitals and Health Centres <http://cpa.ca/aboutcpa/cpasections/Hospitals/>

The hospital and health section was launched to a standing room only crowd at Convention 2012 in Halifax. For more information about both sections, their mandates and executives, please visit the CPA website.

•••••

Publications: CPA is currently accepting nominations for Editor of the Canadian Journal of Experimental Psychology (CJEP). Nominations are being accepted until August 1, 2012. For more information, go to <http://cpa.ca/docs/file/Science/CJEP.pdf>

CPA's inaugural publication chronicling the history of organized psychology in Canada is now available. The author of the Chronicle is CPA's Archivist (and past-President), Dr. John Conway. The Chronicle was celebrated at Convention 2012 and inaugural copies sold. To order a copy, contact jpaliquin@cpa.ca

CPA's Publications Committee will be chaired by Dr. John Meyer in 2012/13, CPA Board member for science. Dr. Meyer is currently reconvening the membership of the Committee which will meet for the purposes of some strategic planning in fall 2012.

•••••

Health Action Lobby (HEAL): Currently on the agenda for HEAL is the work of the Health Care Innovation Working Group of the Council of the Federation <http://www.councilofthefederation.ca/keyinitiatives/Healthcare.html>. The Council of the Federation was created by Canada's premiers to support provinces



and territories in playing leadership roles within a constructive and cooperative federal system. The Health Care Innovation Working Group (HCIWG) was launched by the Council in January 2012 and has defined three fields of activity. The priorities for the HCIWG are

- scope of health care practitioners' practice to best meet patient need
- health human resources management
- the development of clinical practice guidelines across targeted conditions

On behalf of HEAL and as its Co-Chair, CPA's CEO has attended several meetings of the HCIWG and taken a lead role in developing HEAL's contribution to this important ongoing work. CPA also made a submission on its own behalf relevant to the HCIWG's work on scope of practice. It can be found at <http://cpa.ca/docs/file/Government%20Relations/models-of-care.pdf> CPA will update the membership as this work unfolds.



Canadian Alliance of Mental Illness and Mental Health (CAMIMH): CPA's Chief Executive Officer, Dr. Karen Cohen, is the Chair of CAMIMH's 2012 Mental Illness Awareness Week (MIAW). CAMIMH held a very successful event in May 2012 to recognize the contributions of the 2012 Champions of mental health and mental illness. There was tremendous media pickup on the event and we had an opportunity to deliver our messages about the need to enhance access to services and supports. These included interviews on Canada AM, CTV Ottawa as well as in the Canadian Press. Details can be found at <http://cpa.ca/psychologynews/> and <http://news.nationalpost.com/2012/05/22/removing-mental-health-stigma-bigger-priority-than-funding-health-minister/>

Also in May, CPA helped CAMIMH host the Mood Disorders of Canada Defeat Depression Campaign launched with a press conference on Parliament Hill <http://www.youtube.com/watch?v=xCh8-LFFB68>

Also as part of the 2012 MIAW activities, CAMIMH will honour Faces of Mental Illness. The Faces Campaign showcases the stories and recoveries of persons living with mental illness. <http://ottawa.ctvnews.ca/video>. It will be launched on October 2nd on Parliament Hill. For information go to www.camimh.ca Information about the October launch will be forthcoming.

Mental Health Commission of Canada (MHCC): In May 2012, CPA attended the launch of the MHCC's mental health strategy for Canada *Changing Directions, Changing Lives* <http://strategy.mentalhealthcommission.ca/>. CPA had provided written feedback into earlier iterations of the strategy and issued a news release at its launch http://cpa.ca/docs/file/CAMIMH/MHCCstrategy2012_CPAfinal_ENFR.pdf



Other Advocacy activity: CPA senior staff convened meetings with a number of elected officials in spring 2012. These included Senator Kelvin Ogilvie, Chair of the Health Research Caucus. Key discussion points were knowledge transfer and translation and recommendations of the Mental Health Commission of Canada report. Meetings were scheduled with MPs Colin Carrie, Joy Smith, Sean Casey, Libby Davies, Kelly Block and Peter Stoffer. Meetings, almost all of which have already taken place, focused on research and practice roles of psychologists in Canada's health and mental health.



Psynopsis. Psynopsis' theme for fall 2012 is knowledge innovation in psychological health service delivery, Winter 2013 is advocacy, Spring 2013 is aging and Summer 2013 is e-health. Submissions are enthusiastically invited. Send 900 words or less to Tyler Stacey-Holmes at styler@cpa.ca (Fall by September 1st, Winter by December 1st, Spring by March 1st and Summer by June 15th). If you have ideas for Psynopsis themes, please contact kcohen@cpa.ca



Other Head Office Practice Activity: CPA CEO was invited to give the Challenge Address to Health Providers' Summit convened by CMA (Canadian Medical Association) and CNA (Canadian Nurses Association) <http://cpa.ca/docs/file/News/ChallengeAddressFinal.pdf>. CEO also was an invited speaker to meeting of Association of State and Provincial Psychology Boards in April 2012 where she talked about collaborative accountabilities for practice – slides available at kcohen@cpa.ca on request. Finally, in early June 2012, CPA issued a request for proposals to contract a health economist to develop a business model for enhancing access to psychological services in Canada. The deadline for proposal submissions was July 13, 2012. We are hoping to secure the contract in early August with a report deliverable by November 2012.



Practice Directorate (PD): The Council of the Practice Directorate met following CPA's annual convention in June 2012 in Halifax. On the agenda for discussion was liability insurance coverage for psychologists and launch of PD's *Solutions* advocacy campaign <http://Solutions.cpa.ca>

Solutions follows up on the Ekos survey of the Canadian public about the needs for and view of psychological services <http://cpa.ca/practitioners/practicedirectorate/>. CPA was also glad to support the advocacy activity of a number of PD member associations in 2012. These included Karen Cohen and John Service, along with Government Relations Manager, Meagan

Hatch, working with New Brunswick, Prince Edward Island, Nova Scotia, British Columbia and Manitoba to develop background and meeting materials and, in some cases, assisting in meetings with government. Meetings and materials focused on need, supply, demand and access when it comes to psychological services. Also of note for the PD, Dr. John Service, Director of the Practice Directorate since 2010 will complete his term as Director at the end of 2012 and has decided to retire from his post. The launch and work of the PD was greatly facilitated by John's wealth of experience, guidance and collaboration and he will be sorely missed. Recruitment to fill this .4FTE position will be underway shortly. See CPA's home page and this issue of *Psychopsis* for more information about the position and how to apply. For more information about PD activities, contact, Dr. John Service at jcservice@cpa.ca



Education Directorate. The Accreditation Panel convened their spring meeting and confirmed Panel membership for 2012/13 as well as made accreditation and re-accreditation decisions. A listing of these appointments and decisions can be found at <http://cpa.ca/education/accreditation/> Annual reports from accredited programs are due September 1st.

At convention 2012, CPA was pleased to host a visit from our APA colleagues and launch the *First Street Accord*. In 2012, the Canadian Psychological Association (CPA) and American Psychological Association (APA) approved and signed the *First Street Accord*. The *Accord* is a mutual recognition agreement on accreditation. It demonstrates that the APA views the accreditation standards and principles of the CPA as equivalent to the Commission on Accreditation guidelines and principles. Similarly, the CPA views the accreditation guidelines and principles of the Commission on Accreditation as equivalent to the accreditation standards and principles of the CPA. This mutual recognition agreement applies only to the accreditation activities each association undertakes in its own country. It is an agreement that recognizes the equivalence of the systems of accreditation of the CPA and APA and does not confer any reciprocal accreditation status on any of the programs they accredit. The entirety of the agreement can be found at *First Street Accord* on the CPA accreditation webpage.

¹ Because of convention and summer holidays, Dr. Cohen drafted this summary of Head Office activity on her own. For more information about Science, Practice and Education Directorate activity, please contact Drs. Lisa Votta-Bleeker (mvottableeker@cpa.ca), John Service (jcservice@cpa.ca) and Melissa Tiessen (mtiessen@cpa.ca) respectively.

PEARSON

ALWAYS LEARNING

Cogmed Working Memory Training™

An evidence-based intervention for improved attention

Cognitive training for improved attention

Cogmed Working Memory Training is a program for helping children and adults improve attention by increasing their working memory capacity. Since 2006, the Cogmed program has been in successful use in private practices specializing in attention deficits.

Implemented as a tool for qualified professionals

Cogmed training is made available through health care professionals who screen potential clients, recommend training when appropriate, and support all resulting trainings to completion. Qualification, training, and support is provided by Cogmed, ensuring consistently successful implementation.

Based on a solid research case

Published, peer-reviewed research shows that Cogmed training effects generalize to behavioural improvements in individuals with poor working memory. For references and to learn more, visit www.cogmed.ca/research.



Working Memory Training

www.cogmed.ca

French edition
now
available!



Karen R. Cohen Ph.D., chef de la direction

*Ce qui suit est une mise à jour des activités liées à la science, la pratique et l'éducation mises de l'avant par le personnel du siège social depuis notre dernière mise à jour dans le numéro d'hiver de *Psynopsis*. Pour tout autre renseignement au sujet des activités décrites, n'hésitez pas à communiquer avec nous. Nous sommes toujours intéressés à entendre vos commentaires. À moins d'indication contraire, veuillez communiquer avec Karen Cohen (kcohen@cpa.ca) si vous avez des questions ou des commentaires sur les activités menées à l'échelle nationale qui concernent la pratique. Communiquez avec Lisa Votta-Bleeker, si vos questions ou commentaires portent sur les activités liées à la science (lvottableeker@cpa.ca). Communiquez avec John Service (jcservice@cpa.ca), si vous avez des questions ou des commentaires à propos des activités liées à la pratique à l'échelle provinciale ou territoriale. Communiquez avec Melissa Tiessen (mtiessen@cpa.ca) pour toute question concernant l'agrément et l'éducation permanente.*



Consortium canadien pour la recherche (CCR). À titre de membre du comité de direction du CCR, la SCP a effectué un sondage auprès des membres du CCR afin d'examiner ses activités et son orientation stratégique. En 2012-2013, nous entendons aider le CCR à améliorer ses communications et son site Web, et à préparer les présentations qu'il soumettra dans le cadre des consultations relatives au budget fédéral de 2013.



Fédération canadienne des sciences humaines (FCSH). La SCP a fait partie d'un groupe d'experts mis sur pied pour réagir au document de consultation des IRSC sur les changements apportés à son éventail ouvert de programmes et a été invitée par la FCSH à une réunion avec le président des IRSC, Alain Beaudet. <http://www.fedcan.ca/sites/default/files/sites/default/uploads/publications/past/cfhs-proposed-changes-to-cihr-march2012-fr.pdf>. Notre contribution a été élaborée en collaboration avec le Comité des affaires scientifiques de la SCP.



CRSNG. Le CRSNG consulte actuellement la communauté de la recherche pour obtenir une rétroaction sur deux options proposées relativement au Programme de subventions d'outils et d'instruments de recherche (OIR). La consultation se déroule du 29 juin au 28 septembre 2012. Vous trouverez un complément d'information sur le site Web de la SCP. <http://www.cpa.ca/researchersfr/>



Subventions de recherche pour les étudiants. La Fondation de la Société canadienne de psychologie (FSCP) offre des

subventions de recherche aux étudiants. La date limite pour présenter une demande de subvention est le 31 juillet 2012. Vous trouverez un complément d'information sur le site Web de la SCP. <http://www.cpa.ca/researchers/>



Centre canadien science et médias (CCSM). Comme nous l'avons mentionné dans le numéro du printemps, la SCP est l'un des membres fondateurs du CCSM <http://www.sciencemediacentre.ca/smc/>. Le mandat du CCSM est de mobiliser le public autour de la science en fournissant aux médias de l'information scientifique incisive, exacte et opportune. En 2012, la SCP approchera ses membres par l'intermédiaire de son site Web et de ses bulletins dans le but de créer une liste de chercheurs en psychologie, que nous transmettrons au CCSM. En attendant, tous les chercheurs qui souhaitent faire connaître une nouvelle étude ou des progrès en recherche sont invités à communiquer avec Tyler à l'adresse styler@cpa.ca.



Congrès international de psychologie appliquée (CIPA). En collaboration avec MITACS, une organisation qui prépare et organise des conférences scientifiques au Canada, nous avons travaillé à finaliser une proposition dans le but d'être l'hôte du CIPA en 2018. La proposition sera présentée par D^{rs} Karen Cohen et David Dozois à l'AIPA (Association internationale de psychologie appliquée) lors de sa réunion, qui aura lieu au Cap, en Afrique du Sud en juillet 2012.



Nouvelles sections de la SCP. En 2012, la SCP a lancé deux nouvelles sections : méthodes quantitatives <http://cpa.ca/aboutcpa/cpasections/quantitativemethods/> et psychologues dans les hôpitaux et les centres de santé <http://cpa.ca/aboutcpa/cpasections/Hospitals/>

La section des psychologues qui travaillent dans des hôpitaux et des centres de santé a été lancée dans une salle comble au congrès de 2012 tenu à Halifax. Pour plus d'information au sujet des deux sections, leurs mandats et les membres de leur conseil exécutif, veuillez visiter le site Web de la SCP.



Publications. La SCP accepte actuellement les candidatures pour le poste de rédacteur en chef de la *Revue canadienne de psychologie expérimentale* (RCPE). Les candidatures seront acceptées jusqu'au 1^{er} août 2012. Pour plus d'information, rendez-vous à l'adresse <http://cpa.ca/docs/file/Science/CJEP.pdf>.

La SCP a procédé au lancement d'un ouvrage, préparé par l'archiviste de la SCP (et ancien président), D^r John Conway,



qui fait une chronique de l'histoire de la psychologie organisée au Canada. Le livre, très populaire auprès des congressistes, et lancé en grande pompe au congrès de 2012, est maintenant en vente. Pour en commander un exemplaire, communiquez à l'adresse jpaliquin@cpa.ca.

En 2012-2013, le Comité des publications de la SCP sera présidé par D^r John Meyer, un membre du conseil d'administration de la SCP pour la science. D^r Meyer convoque actuellement les membres du Comité, qui se réunira afin de se préparer à la planification stratégique à l'automne 2012.



Groupe Action santé (HEAL). Les travaux du Groupe de travail sur l'innovation en matière de santé du Conseil de la fédération (GTIMS) (<http://www.councilofthefederation.ca/key-initiatives/Healthcare.html>) sont actuellement à l'ordre du jour de HEAL. Le Conseil de la fédération a été créé par les premiers ministres du Canada afin de soutenir les provinces et les territoires dans leurs rôles de leadership au sein d'un système fédéral constructif et coopératif. Le Groupe de travail sur l'innovation en matière de santé a été mis sur pied par le Conseil, en janvier 2012, et a défini trois domaines d'activités. Le Groupe de travail examinera :

- le champ de pratique des fournisseurs de soins de santé en vue de mieux répondre aux besoins des patients,
- la gestion des ressources humaines en santé,
- l'élaboration de lignes directrices en pratique clinique dans des conditions ciblées.

Au nom de HEAL et en tant que coprésidente du groupe, la chef de la direction de la SCP a assisté à plusieurs réunions du Groupe de travail et a joué un rôle de premier plan dans l'élaboration de la contribution de HEAL à ces travaux importants en cours. La SCP a aussi fait une présentation en son propre nom relativement au travail du GTIMS sur la portée de la pratique. Cette présentation se trouve à l'adresse <http://cpa.ca/docs/file/Government%20Relations/modelsof-care.pdf> La SCP tiendra les membres au courant du déroulement de ces travaux.



Alliance canadienne pour la maladie mentale et la santé mentale (ACMMSM). La chef de la direction de la SCP, D^{re} Karen Cohen, est la présidente de la Semaine de sensibilisation aux maladies mentales (SSMM). L'Alliance a organisé, en mai 2012, un événement qui a connu beaucoup de succès, et visait à reconnaître l'apport des Champions de la maladie mentale et des troubles mentaux en 2012. L'intérêt médiatique pour l'événement a été formidable et nous avons eu l'occasion de livrer notre message quant au besoin d'améliorer l'accès aux services et aux soutiens. Il y a eu notamment des entrevues à

l'émission Canada AM, CTV Ottawa ainsi que dans la Presse canadienne. Vous pourrez trouver de plus amples renseignements à l'adresse <http://cpa.ca/psychologynews/> et <http://news.nationalpost.com/2012/05/22/removing-mental-health-stigma-bigger-priority-than-funding-health-minister/>.

Toujours en mai, la SCP a aidé l'Alliance à organiser la campagne de lutte contre la dépression de la Société pour les troubles de l'humeur du Canada, qui a été lancée à l'occasion d'une conférence de presse sur la Colline du Parlement <http://www.youtube.com/watch?v=xCh8-LFFB68>.

Aussi dans le cadre des activités de la SSMM, l'Alliance célébrera les « visages de la maladie mentale ». La campagne « La maladie mentale à visages découverts » révélera l'histoire et le rétablissement de personnes vivant avec une maladie mentale <http://ottawa.ctvnews.ca/video>. Elle sera lancée le 2 octobre sur la Colline du Parlement. Pour plus d'information, rendez-vous à l'adresse www.camimh.ca. L'information sur le lancement de la campagne d'octobre paraîtra sous peu.



Commission de la santé mentale du Canada (CSMC). En mai 2012, la SCP a assisté au lancement de la stratégie en santé mentale de la CSMC pour le Canada qui s'intitule *Changer les orientations, changer des vies* <http://strategie.commissionsantementale.ca/>. La SCP a offert des commentaires sur des versions antérieures de la stratégie et publié un communiqué de presse à l'occasion du lancement http://cpa.ca/docs/file/CA-MIMH/MHCCstrategy2012_CPAfinal_ENFR.pdf.



Autre activité de représentation. La haute direction de la SCP a convoqué des réunions avec un certain nombre d'élus au printemps de 2012, notamment avec le sénateur Kelvin Ogilvie, président du Comité sur la recherche en santé. Les principaux points de discussion étaient le transfert et l'application des connaissances, et les recommandations du rapport de la Commission de la santé mentale du Canada. Des réunions avec les députés Colin Carrie, Joy Smith, Sean Casey, Libby Davies, Kelly Block et Peter Stoffer étaient prévues. Les réunions, qui pour la plupart ont toutes eu lieu, portaient sur les rôles des psychologues, chercheurs et praticiens, en ce qui touche la santé et la santé mentale au Canada.



Psynopsis. Le thème du numéro d'automne de *Psynopsis* est l'émergence de nouvelles connaissances liées à la prestation de services de psychologie, le numéro d'hiver de 2013 portera sur la représentation, celui du printemps 2013 traitera du vieillissement et celui de l'été 2013, s'intéressera à la cybersanté. Nous sollicitons avec plaisir vos articles. Faites parvenir vos articles (d'au plus 900 mots) à Tyler Stacey-Holmes à l'adresse [Psynopsis, le Magazine des psychologues du Canada – Été 2012 – 35](mailto:sty-</p></div><div data-bbox=)



ler@cpa.ca (pour le numéro d'automne, avant le 1^{er} septembre, celui d'hiver, avant le 1^{er} décembre, celui du printemps avant le 1^{er} mars et celui de l'été, avant le 15 juin). Si vous avez des idées de thèmes pour les futures éditions de *Psynopsis*, veuillez communiquer avec kcohen@cpa.ca.



Autre activité du siège social concernant la pratique. La chef de la direction de la SCP a été invitée à prononcer le discours d'ouverture du Sommet des fournisseurs de la santé, organisé par l'Association médicale canadienne et l'Association des infirmières et infirmiers du Canada <http://cpa.ca/docs/file/News/ChallengeAddressFinal.pdf>. Elle a aussi donné une conférence à la réunion de l'Association of State and Provincial Psychology Boards, en avril 2012, où elle a abordé la question des responsabilités des praticiens en matière de collaboration – vous pouvez obtenir les diapositives de cette présentation en adressant votre demande à kcohen@cpa.ca. En dernier lieu, au début de juin 2012, la SCP a fait paraître une demande de propositions dans le but d'embaucher un économiste de la santé qui serait chargé d'élaborer un modèle d'affaires visant à améliorer l'accès aux services de psychologie au Canada. La date limite de présentation des propositions était le 13 juillet 2012. Nous espérons pouvoir conclure le contrat au début du mois d'août et avoir en main un rapport en novembre 2012.



Direction générale de la pratique (DGP). Le Conseil de la Direction générale de la pratique s'est réuni après le congrès annuel de la SCP, tenu en juin 2012 à Halifax. La protection d'assurance-responsabilité civile pour les psychologues et le lancement de la campagne de sensibilisation *Solutions* menée par la DGP (<http://Solutions.cpa.ca>) étaient à l'ordre du jour.

Solutions fait suite au sondage Ekos mené auprès du public canadien au sujet des besoins et de la perception des services de psychologie <http://cpa.ca/praticiens/generalepratique/>. La SCP était aussi heureuse d'appuyer, en 2012, les activités de représentation d'un certain nombre d'associations membres de la DGP. Karen Cohen et John Service, ainsi que la gestionnaire des relations gouvernementales, Meagan Hatch, ont entre autres travaillé avec le Nouveau-Brunswick, l'Île-du-Prince-Édouard, la Nouvelle-Écosse, la Colombie-Britannique et le Manitoba, en vue d'élaborer du matériel de référence et de réunion et, dans certains cas, ils ont aidé à l'organisation de rencontres avec des représentants gouvernementaux. Les réunions et le matériel portaient sur le besoin, l'offre, la demande et l'accès relativement aux services de psychologie. Il convient ici de mentionner que D^r John Service, directeur de la Direction générale de la pratique depuis 2010, terminera son mandat à la fin de 2012, et prendra sa retraite. La création et le travail de la DGP ont été

grandement facilités par la riche expérience, l'orientation et la collaboration de John, qui nous manquera énormément. Le recrutement pour combler ce poste de 0,4 ETP sera mis en branle sous peu. Pour en savoir plus sur le poste et sur la présentation des candidatures, reportez-vous à la page d'accueil de la SCP et au présent numéro de *Psynopsis*. Pour plus d'information au sujet des activités de la DGP, communiquez avec D^r John Service, à l'adresse jcservice@cpa.ca.



Direction générale de l'éducation. Le jury d'agrément a convoqué sa réunion du printemps et confirmé les membres du jury pour 2012-2013, en plus de prendre des décisions quant à l'agrément et au réagrément des programmes de stage et d'internat. Une liste de ces nominations et des décisions se trouve à l'adresse <http://cpa.ca/education/accreditation/>. Les rapports annuels des programmes agréés doivent nous parvenir avant le 1^{er} septembre.



Au congrès de 2012, la SCP a eu le plaisir d'accueillir ses collègues de l'American Psychological Association (APA) et de procéder au lancement du *First Street Accord*. En 2012, la SCP et l'APA ont approuvé et signé le *First Street Accord*. L'*Accord* est une entente de reconnaissance mutuelle d'agrément. Il démontre que, pour l'APA, les normes et les principes d'agrément de la SCP sont équivalents aux lignes directrices et aux principes d'agrément définis par la Commission on Accreditation. Dans le même ordre d'idées, la SCP considère que les lignes et les principes d'agrément de la Commission on Accreditation sont équivalents aux normes et aux principes d'agrément de la SCP. Cet accord de reconnaissance mutuelle ne s'applique qu'aux activités d'agrément entreprises par les deux associations dans leur propre pays. Cet accord reconnaît l'équivalence des systèmes d'agrément de la SCP et de l'APA, mais ne confère pas de statut d'agrément réciproque à l'un ou l'autre des programmes qu'ils agrément. Le texte intégral de l'accord se trouve sur la page Web de l'agrément de la SCP, sous *First Street Accord*.

ⁱ En raison du congrès et des vacances d'été, D^{re} Cohen a rédigé toute seule le résumé des activités menées au siège social. Pour plus d'information au sujet des activités des Directions générales de la science, de la pratique et de l'éducation, veuillez communiquer avec D^{rs} Lisa Votta-Bleeker (mvottableeker@cpa.ca), John Service (jcservice@cpa.ca) et Melissa Tiessen (mtiessen@cpa.ca), respectivement.

Government Relations Update

Megan Hatch, Manager Government Relations, CPA

In June, Parliament rose for the summer after a busy session. It has been an important year for CPA's government relations activity. We have taken a number of steps to raise our profile in Parliament by facilitating letter-writing campaigns calling for better access to psychological services and increased funding for research. We have enhanced our presence in the national media, submitted papers to various standing committees as they reviewed important pieces of legislation, and appeared as a committee witness.

The CPA also met with various Members of Parliament and Senators on Parliament Hill. The goal of these meetings is to introduce the work of the CPA, discuss some of the CPA's advocacy initiatives, and to look for ways that we can assist in them in their Parliamentary duties. These important meetings will continue when Parliament returns in the fall.

We have also continued our work with a number of stakeholder organizations. For Psychology month, the CPA released a joint press release with the Mood Disorders Society of Canada and the Canadian Mental Health Association calling for better access to psychological services. The story ran in newspapers across the country. CPA's Chief Executive Officer Dr. Karen Cohen also had the opportunity to take part in numerous media events related to our participation in the Mental Health Week activities of the Canadian Alliance of Mental Illness and Mental Health (CAMIMH). These included live radio interviews across Canada as well as television interviews on CTV Ottawa and Canada AM. Together these resulted in the CPA message being broadcast to millions of people in all regions of the country. Links to these latter appearances are available on CPA's website.

In August 2012, CPA will submit a pre-budget brief to the Federal Standing Committee on Finance. The CPA submission will contain a number of recommendations that will include both the practice and science of psychology. The results of the Committee's consultations and its recommendations will be tabled in the House of Commons during the Fall session of Parliament. The suggestions are then taken into consideration by the Minister of Finance in the development of the 2013 federal budget.

It has been a very busy year of advocacy for the CPA. We will continue to be very active in this regard for the remainder of 2012 and beyond as we work to spread the message of the vital importance of increased access to psychological services for all Canadians and the need to increase research funding.

Compte rendu sur les relations gouvernementales

Megan Hatch, gestionnaire des relations gouvernementales, SCP

En juin, le Parlement a suspendu ses travaux pour l'été après une session occupée. À la SCP, l'année a été riche sur le plan des relations gouvernementales. Nous avons pris un bon nombre de mesures visant à rehausser notre visibilité au Parlement, notamment en organisant des campagnes épistolaires réclamant un meilleur accès aux services de psychologie et l'accroissement du financement de la recherche. Nous avons aussi amélioré notre présence dans les médias nationaux, présenté des mémoires à divers comités permanents chargés d'examiner des textes de loi importants et comparu devant un comité à titre de témoin.

La SCP a aussi rencontré différents députés et sénateurs sur la Colonne du Parlement. L'objectif de ces réunions était de présenter le travail de la SCP, de discuter de certaines initiatives de représentation que nous menons et de trouver des façons d'épauler les parlementaires dans leurs tâches. Ces réunions importantes reprendront lorsque le Parlement siégera de nouveau à l'automne.

Nous avons aussi poursuivi notre travail auprès d'un certain nombre d'organismes d'intervenants. Dans le cadre du mois de la psychologie, la SCP a publié un communiqué de presse conjoint avec la Société pour les troubles de l'humeur du Canada et l'Association canadienne pour la santé mentale, dans lequel nous réclamions un meilleur accès aux services de psychologie. Le communiqué a été repris dans les journaux de partout au pays. La chef de la direction de la SCP, D^{re} Karen Cohen, a eu l'occasion de participer à de nombreux événements médiatiques dans le cadre des activités de la Semaine de la santé mentale organisée par l'Alliance canadienne pour la maladie mentale et la santé mentale (ACMMSM). Elle a notamment donné des entrevues radiophoniques en direct diffusées d'un bout à l'autre du pays et fait des entrevues télévisées aux émissions CTV Ottawa et Canada AM. De cette façon, la SCP a pu diffuser son message auprès de millions de personnes dans toutes les régions du pays. Les hyperliens menant aux prestations de D^{re} Cohen se trouvent sur le site Web de la SCP.

En août 2012, la SCP présentera un mémoire prébudgétaire au Comité permanent des finances. La SCP entend formuler un certain nombre de recommandations au sujet de la pratique et la science de la psychologie. Les résultats des consultations du Comité, ainsi que ses recommandations, seront déposés à la Chambre des communes au cours de la session parlementaire d'automne. Les suggestions seront, ensuite, prises en considération par le ministre des Finances dans l'élaboration du budget fédéral de 2013.

Les activités de représentation de la SCP ont été très nombreuses cette année. Nous continuerons d'être très actifs à cet égard pour le reste de l'année 2012 et au-delà, et nous nous attacherons à faire passer notre message, qui met en évidence l'importance vitale d'offrir aux Canadiens un accès universel aux services de psychologie, et la nécessité d'accroître le financement de la recherche.



CALL FOR NOMINATIONS FOR PRESIDENT-ELECT AND FIVE DIRECTORS ON THE CPA BOARD OF DIRECTORS FOR 2013

Nominations are required for President-elect and five Directors who will assume office at the 2013 Annual General Meeting. Three Director-at-large positions are to be nominated by all members as defined in By-Law IX (1) B*. One position is reserved for **an experimental psychologist who is conducting basic research**. In addition, one seat is **reserved for a Masters level psychologist**, as provided in By-Law IX (1) B (ii).

One Director for Designated Scientist-Practitioner and one Scientist are to be nominated through Sections as defined in By-Laws IX.A.

The President-elect is nominated by all members as defined in By-Law IX.3. Please note that nominations for at-large Directors and President-elect require the support of **five Members/Fellows** as defined in By-Law IX.3(i).

INSTRUCTIONS FOR NOMINATIONS FOR PRESIDENT-ELECT AND THREE DIRECTORS-AT-LARGE

Members and Fellows of the Canadian Psychological Association are invited to nominate for the President-elect and three Director-at-large positions on the Board of Directors. One position is reserved for **an experimental psychologist who is conducting basic research and** as prescribed in By-Law IX (1) B (ii)* **the Board of Directors has reserved one seat for a Masters level Psychologist**.

Each nomination must include a curriculum vitae for the candidate, including educational background, present and former positions, and research and/or professional activities. **It must be accompanied by a letter from the nominator and four letters of support** that states the position for which the candidate is being nominated, expresses support for the candidate, and contains a statement to the effect that the nominator has ascertained the candidate's willingness to stand for nomination.

The names and supporting materials of nominees must be received by **November 9, 2012** at CPA Head Office and should be sent preferably by email to:

cpa@cpa.ca

Dr. David Dozois

Chair, Nominating Committee
Canadian Psychological Association
141, Laurier Ave. West, Suite 702
Ottawa, Ontario K1P 5J3

INSTRUCTIONS FOR TWO SECTION-NOMINATED DESIGNATED DIRECTORS-SCIENTIST-PRACTITIONER AND SCIENTIST POSITIONS

Designated Directors who are nominated by the Sections represent the three categories of Scientist, Scientist-Practitioner and Practitioner. For the 2013 elections, nominations are re-

quired for one Scientist-Practitioner seat and one Scientist seat.

As presented in By-Law IX, any CPA Member or Fellow who is a member of a section(s) may submit a nomination(s) to any section(s) of which they are a member. The sections shall establish their own procedures for the consideration of nominations received from their members for designated board seats.

All sections are invited to submit nominations for the section-nominated designated positions of **Scientist-Practitioner and Scientist**.

Scientist-Practitioners can be defined as one of the following: (a) A Scientist whose primary activities are in research and teaching and who focuses mainly on the application of psychological principles to specific applied problems. The main concern of this scientist is to produce research findings that are readily applicable to real world problems. This person differs from the traditional Scientist in the direct concern for the applicability of research findings to contemporary, real world problems.

OR

(b) A Practitioner who uses research methodology in solving real world problems. This type of Practitioner is not simply concerned with solving the particular problem at hand, but attempts to conduct research which will be useful to others in the field who have similar problems. This person differs from the traditional Practitioner in the use of research methodology in her or his work and in the concern for generalizability of findings produced through the research performed to solve specific problems to other situations.

Scientists are persons who indicate that their major professional activity involves research and teaching, and whose CVs are judged by the Nominating Section to meet these criteria.

The submission of each nomination will include the written consent of the nominee, the curriculum vitae of the nominee, and a supporting letter from the nominator.

The name(s) of section nominee(s) for the designated Directors Scientist-Practitioner and Scientist positions must be received at CPA Head Office by **November 9, 2012** and should be sent preferably by email to:

cpa@cpa.ca

Ms. Dawn Hanson

Chair, CPA Committee on Sections
Canadian Psychological Association
141 Laurier Ave. West, Suite 702
Ottawa, Ontario K1P 5J3

**PRESENT BOARD REPRESENTATION**

So that you may be aware of the present balance of the Board, its current voting membership is as follows:

President:

Jennifer Frain, New Directions for Children, Youth, Adults & Family, Winnipeg, MB

Past-President:

David Dozois, University of Western Ontario, London, ON, Clinical

President-elect: Wolfgang Linden, University of British Columbia, Vancouver, BC, Clinical

Directors retiring 2013

Scientist: John Meyer, University of Western Ontario, Industrial/Organizational

Scientist-Practitioner: Mary-Pat McAndrews, Toronto Western Hospital, ON, Neuropsychology

At-large reserved for a Masters level member: Dawn Hanson, Winnipeg, MB, Private Practice

At-large: Sylvie Bourgeois, RCMP, Ottawa, Ontario, Health Psychology

Experimental Psychologist Conducting Basic Research: Aimée Surprenant, Memorial University, NL

Director retiring 2014

Practitioner: Dorothy Cotton, Kingston, ON, Neuropsychology, Criminal Justice System

Director retiring 2015

At-large reserved for a Francophone: Marie-Hélène Pelletier, Private Practice, Vancouver, BC

***BY-LAW IX - NOMINATIONS - IS AVAILABLE ON CPA WEB SITE:**

<http://cpa.ca/aboutcpa/cpabylaws/>

CALL FOR NOMINATIONS FOR ELECTION TO THE STATUS OF FELLOW OF THE CANADIAN PSYCHOLOGICAL ASSOCIATION 2013

The Committee on Fellows invites you to recognize the distinguished contributions of your colleagues by nominating them for consideration by the Committee. Nominees must be Members in good standing of the Association. Should the nominee not be selected as a Fellow the year submitted, he or she will automatically be reconsidered in each of the next two years.

Any Member, except current members of the CPA Board of Directors, can be nominated for Fellow status. Members may not nominate themselves and current CPA Board members may not nominate. As noted in the By-Laws, there are three ways to achieve Fellow status: (1) distinguished contributions to the advancement of the science of psychology; (2) distinguished contributions to the advancement of the profession of psychology; and (3) exceptional service to national or provincial associations of psychologists.

Nominations must be made as follows:

Nominations must include a current curriculum vitae for the nominee and **at least three endorsing letters** written in the last calendar year by current Fellows or Members. Preferably, the nominators should be drawn from three different institutions, with no more than one coming from the nominee's home institution.

The letters of nomination should be specific about the ways in which the nominee's research or practice has contributed to the advancement of the science or profession of psychology or as to ways the person's service to national or provincial associations of psychologists have been exceptional. In the case of

nominations based upon accomplishments other than published theory or research, the specific innovative contributions and their impact on psychology should be described.

The letters of nomination should point out evidence of the quality of journals in which the nominee has published, awards received, etc. In the case of nominations based upon exceptional service to national or provincial associations of psychologists, the letters of nomination should point the nature of the associations (e.g., nature of the associations, number of members, services they provide).

Normally, the nominee should have completed his or her post-secondary training 10 years prior to being nominated for Fellow status. Someone with less than 10 years experience following graduation, but more than 5 years of experience, could be elected Fellow if his or her contributions or services have been found by the Committee to be truly exceptional.

Nominations must be submitted preferably by email (in PDF format) **by NOVEMBER 30**, and must be accompanied by the nominee's curriculum vitae/resume, together with **supporting statements by at least three nominators**, to:

cpa@cpa.ca

Dr. David Dozois

Chair, CPA Committee on Fellows and Awards
Canadian Psychological Association

141, Laurier Ave. West, Suite 702, Ottawa, Ontario K1P 5J3
The list of CPA Fellows is available on the CPA Web Site at

<http://www.cpa.ca/aboutcpa/cpaawards/fellows/>



CALL FOR NOMINATIONS FOR 2013 CPA AWARDS

CPA Gold Medal Award For Distinguished Lifetime Contributions to Canadian Psychology

This award is presented to CPA Members or Fellows who have given exceptional and enduring lifetime contributions to Canadian psychology during their career.

Eligibility for this award is limited to CPA Members or Fellows who are 65 years of age or older. The members of the Committee on Fellows and Awards and the members of the Board of Directors of CPA are ineligible.

CPA Donald O. Hebb Award for Distinguished Contributions to Psychology as a Science

This award is presented to CPA Members or Fellows who have made a significant contribution to Canadian psychology as a scientific discipline. The recipient of this award should be a CPA Member or Fellow who meets at least one of the following criteria:

1. Whose research has enhanced the knowledge base of psychology;
2. Whose influence has been exerted through leadership as a teacher, as a theorist, as a spokesperson for the discipline, and/or as a developer of public policy regarding the science of psychology; or
3. Whose work has substantially influenced the development of psychology.

In whatever form the individual's contributions are regarded as distinguished, the impact of the work shall have been on Canadian psychology as a science.

Members of the Committee on Fellows and Awards and members of the CPA Board of Directors are ineligible.

CPA Education and Training Award for Distinguished Contributions to Education and Training in Psychology in Canada

This award is presented to CPA Members or Fellows who have made a significant contribution to education and training in psychology in Canada. The recipient of this award should be a CPA Member or Fellow who meets at least one of the following criteria:

1. Whose influence on education and training has been exercised through excellence and/or leadership as a teacher;
2. Whose work as a teacher, researcher, supervisor and/or administrator has influenced the methods and settings utilized in education and training, in ways of significant benefit to that endeavour;
3. Whose scholarship in education and/or training has enhanced the knowledge base in these areas; or
4. Whose work has had the effect of bringing about changes in education and/or training practices.

In whatever form the individual's contributions are regarded as distinguished, the impact of the work shall have been on education and training in psychology in Canada.

Members of the Committee on Fellows and Awards and members of the CPA Board of Directors are ineligible.

CPA Professional Award for Distinguished Contributions to Psychology as a Profession

This award is presented to CPA Members or Fellows who have

made a significant contribution to Canadian psychology as a profession. The recipient of this award should be a CPA Member or Fellow who meets at least one of the following criteria:

1. Whose work has influenced the method, settings, and/or persons involved in applied practice, in ways of significant benefit to the profession and its clients;
2. Whose empirical research has enhanced the knowledge base of professional psychology;
3. Whose influence has been exerted through leadership as a teacher, as a clinician, as a theorist, and/or as a spokesperson in public and/or professional arenas; or
4. Whose work has had the effect of bringing about changes in practice or training performed by others, or redirection of efforts in applied work.

In whatever form the individual's contributions are regarded as distinguished, the impact of the work shall have been on Canadian psychology as a profession.

Members of the Committee on Fellows and Awards and members of the CPA Board of Directors are ineligible.

CPA Award for distinguished Contributions to the International Advancement of Psychology

This award is presented to CPA Members or Fellows who have made significant contributions to the international advancement of psychology. The recipient of this award should be a CPA Member or Fellow who has made distinguished and enduring contributions to international cooperation and advancement of knowledge in psychology. In whatever form the individual's contributions are regarded as distinguished, the impact of the work shall have been on the international advancement of psychology.

The members of the Committee on Fellows and Awards and the members of the CPA Board of Directors are ineligible.

CPA Award for Distinguished Contributions to Public or Community Service

This award is presented to CPA Members or Fellows who have made outstanding contributions in serving the public or a community through their knowledge and practical skills. In whatever form they are regarded as distinguished, such contributions must be directed to and on behalf of the public or a community.

Consideration is given to psychologists whose professional involvement has resulted in a major benefit to the public as well as those who have made significant contributions to special populations such as those who have disabilities, are disadvantaged or underprivileged, or are members of a minority group. Psychologists, who are active in legislative, legal, political, organizational and other areas that are directed at providing benefits to the public or a community, are also considered.

The members of the Committee on Fellows and Awards and the members of the CPA Board of Directors are ineligible.

CPA Distinguished Practitioner Award

This award is presented to CPA Members or Fellows who have made distinguished contributions in the practice of psychology. The recipient will have made his or her contributions as a full-time prac-



tioner in applied psychology (e.g., clinical, counseling, education, industrial/organizational, forensic, health). In whatever form the individual's contributions are regarded as distinguished, the impact of the work shall have been on the application of psychology.

The members of the Committee on Fellows and Awards and the members of the CPA Board of Directors are ineligible.

CPA Award for Distinguished Lifetime Service to the Canadian Psychological Association

This award is presented to CPA Members or Fellows who have given exceptional service to the Association during their career. The recipient of this award should be a CPA Member or Fellow who has made distinguished and enduring lifetime contributions to the Association.

Eligibility is limited to CPA Members or Fellows who are 65 years of age or older. Members of the Committee on Fellows and Awards and the members of the Board of directors of CPA are ineligible.

CPA John C. Service Member of the Year Award

This award is presented to CPA Members or Fellows who have given exceptional service or made a distinguished contribution to the Association during the year.

The members of the Committee on Fellows and Awards and the members of the Board of Directors of CPA are ineligible.

CPA Humanitarian Award

This award is presented to outstanding individuals or organizations (psychological or non psychological) whose commitment and persistent endeavors have significantly enhanced the psychological health and well being of the people of Canada, at the local, provincial or national level. The recipient of the award should meet the following criteria:

1. The individual must hold Canadian citizenship or resident status at the time of the award;
2. The organization must be registered as an organization in Canada at the time of the award;
3. The contribution must be shown to have made a significant and demonstrable impact on the psychological health and well-being of the Canadian community; and
4. The goal of the contribution must be to enhance the psychological health and well being of the Canadian community and not for self-advancement.

Members of the Committee on Fellows and Awards and members of the CPA Board of Directors are ineligible for nomination.

The Humanitarian Award is made by the Board. CPA Members and Fellows should send nominations to the Chair of the Committee on Fellows and Awards.

NOMINATIONS PROCEDURES FOR CPA AWARDS

Nominations must include letter of nomination, a current curriculum vitae for the nominee and **at least three endorsing letters** written in the last calendar year by current Fellows or Members. Preferably, the nominators should be drawn from three different institutions, with no more than one coming from the nominee's home institution.

Should the nominee not be selected the year submitted, he or she will automatically be reconsidered in each of the next two years.

The members of the Committee on Fellows and Awards and the members of the CPA Board of Directors are ineligible.

The deadline for receipt of nominations and supporting materials is October 15. Nominations should be preferably emailed (in PDF format) to:

cpa@cpa.ca

or mailed to :

**Chair of the Committee on Fellows and Awards
Canadian Psychological Association
141, Laurier Avenue West, Suite 702
Ottawa, Ontario K1P 5J3**

The list of previous CPA Award recipients is available on the CPA Web Site at

<http://www.cpa.ca/aboutcpa/cpaawards/>

CALL FOR NOMINATIONS FOR THE 2013 CPA PRESIDENT'S NEW RESEARCHER AWARDS

GUIDELINES

These awards recognize the exceptional quality of the contribution of new researchers to psychological knowledge in Canada. Selection of award recipients is based on the examination of the applicant's record of early career achievement. A maximum of three awards are conferred annually in diverse areas of psychology.

Eligible candidates must meet the following criteria:

1. Be a CPA member with five years or less post-graduate training experience (e.g., post-Masters, post-Ph.D.);
2. Be within 5 years of completing their graduate degree (e.g., Masters, doctorate) and no longer enrolled as a student in a graduate program. Therefore a student who has graduated from a Masters program but is still in a doctorate program is not eligible for the award.
3. Students enrolled in post-doctoral programs must be CPA members to be considered for the award (not student affiliates).

The winners will receive a certificate and a \$500 cash award that will be presented during the CPA Convention. The winner will also receive a year's free membership and a free registration to attend the following CPA convention and participate in a symposium.

The review committee is composed of the President, the immediate Past President, the President-elect, and the Chair of the Scientific Affairs Committee.

Submissions must be sent by October 15 and must include the candidate's curriculum vitae (in PDF Format), a letter of nomination, and three letters of support written in the last calendar year by current CPA Fellows or Members. Submissions are directed preferably by email to:

cpa@cpa.ca

**CPA President's New Researcher Awards
Canadian Psychological Association
141, Laurier Avenue West, Suite 702
Ottawa, Ontario, K1P 5J3**



APPEL DE MISES EN CANDIDATURE AU CONSEIL D'ADMINISTRATION DE LA SCP POUR LES POSTES DE PRÉSIDENT DÉSIGNÉ ET DE CINQ POSTES DE DIRECTEURS POUR 2013

Des mises en candidature sont requises pour les postes de président désigné et de cinq directeurs qui assumeront leurs fonctions lors de l'assemblée générale annuelle de 2013. Trois directeurs non désignés doivent être nommés par tous les membres tel que stipulé dans le règlement IX (1) B*. Un poste est réservé à **un(e) psychologue engagé dans la recherche fondamentale**. De plus, tel que stipulé dans le règlement IX (1) B (ii), le conseil d'administration a réservé un siège de directeur non désigné à **un(e) psychologue détenant une Maîtrise**.

Deux postes de directeurs désignés scientifique praticien et scientifique nommé par les sections sont aussi requis comme le stipule le règlement IX.A.

Conformément au règlement IX.3, le président désigné et les directeurs non désignés sont nommés par tous les membres et les mises en candidature **doivent être appuyées par cinq membres ou fellows**.

DIRECTIVES POUR LES MISES EN CANDIDATURE POUR LES POSTES DE PRÉSIDENT DÉSIGNÉ ET DE TROIS DIRECTEURS NON DÉSIGNÉS

Les membres et fellows de la Société canadienne de psychologie sont invités à faire des mises en candidature pour les postes de président désigné et de trois directeurs non désignés, dont un poste est réservé à **un(e) psychologue engagé dans la recherche fondamentale**. De plus, tel que stipulé dans le règlement IX (1) B (ii)*, **le conseil d'administration a réservé un siège de directeur non désigné à un(e) psychologue détenant une Maîtrise**.

Chaque candidature devra être accompagnée du curriculum vitae du candidat et devra inclure ses antécédents en matière de formation, le(s) poste(s) qu'il occupe présentement et qu'il occupait auparavant ainsi qu'un résumé de ses activités professionnelles ou dans le domaine de la recherche. **La mise en candidature devra être également accompagnée d'une lettre du présentateur et quatre lettres d'appui** mentionnant le poste pour lequel ce candidat est nommé et, finalement, la mise en candidature devra renfermer une déclaration à l'effet que la personne nommée accepte de se porter candidate à l'élection.

Assurez-vous de faire parvenir vos mises en candidature pour les postes de président désigné et de directeurs non désignés accompagnées des pièces nécessaires pour appuyer ces candidatures au plus tard le **9 novembre 2012**, préférablement par courriel, à l'adresse suivante :

cpa@cpa.ca

D^r David Dozois

Président du Comité des mises en candidature
Société canadienne de psychologie
141 avenue Laurier ouest, bureau 702
Ottawa, Ontario K1P 5J3

DIRECTIVES POUR LES MISES EN CANDIDATURE POUR LES POSTES DE DIRECTEURS DÉSIGNÉS SCIENTIFIQUE PRATICIEN ET SCIENTIFIQUE NOMMÉS PAR LES SECTIONS

Les directeurs désignés nommés par les sections représentent les trois catégories de membres de la SCP : scientifique, scientifique praticien et praticien. Pour les élections de 2013, des candidatures pour les postes de scientifique-praticien et de scientifique sont requises.

Tel que stipulé dans le règlement IX, tout membre ou fellow de la SCP qui est également membre d'une ou de plusieurs sections peut présenter une mise en candidature à la section (ou sections) dont il est membre. Les sections ont la responsabilité de déterminer leurs propres procédures pour examiner les mises en candidature qu'elles auront reçues de leurs membres pour les postes désignés du conseil.

Toutes les Sections sont invitées à faire des mises en candidature pour les postes vacants de **scientifique-praticien et de scientifique**.

Les **scientifiques-praticiens** peuvent être définis comme étant soit, a) un scientifique dont les activités principales se situent dans le domaine de la recherche et de l'enseignement et qui se concentre sur l'application des principes psychologiques à des problèmes appliqués spécifiques. Ses principales activités professionnelles sont de faire des découvertes dans le domaine de la recherche pouvant facilement s'appliquer aux problèmes du monde réel. Cette personne se distingue du scientifique traditionnel par sa préoccupation directe pour l'aspect applicable des découvertes découlant de sa recherche aux problèmes contemporains du monde réel.

OU

b) un praticien qui utilise une méthodologie de recherche afin de résoudre les problèmes du monde réel. Ce genre de praticien ne se contente pas de résoudre un problème particulier mais il s'occupe de faire de la recherche qui sera utile à d'autres professionnels dans le même domaine et ayant des problèmes semblables. Cette personne se distingue du praticien traditionnel dans le sens qu'il utilise la méthodologie de la recherche dans son travail et dans son souci de généraliser les découvertes émanant de la recherche afin de résoudre des problèmes spécifiques et de les appliquer à d'autres situations.

Les **scientifiques** sont des personnes qui ont indiqué la recherche et l'enseignement comme principales activités professionnelles et dont le curriculum vitae est jugé conforme à ces critères par la Section faisant la mise en candidature. La présentation de chaque candidature comprendra le consentement du candidat ainsi que son curriculum vitae et une lettre du présentateur du candidat.

Chacune des sections doit faire parvenir le nom de leurs candidats aux postes de directeur désigné scientifique et praticien au responsable du Comité sur les sections **avant le 9 novembre 2012** préférablement par courriel à l'adresse suivante :

cpa@cpa.ca

Mme Dawn Hanson, présidente du Comité sur les Sections
Société canadienne de psychologie
141, avenue Laurier ouest, bureau 702
Ottawa, Ontario K1P 5H3

**COMPOSITION ACTUELLE DU CONSEIL D'ADMINISTRATION****Présidente**

Jennifer Frain, New Directions for Children, Youth, Adults & Family, Winnipeg, MB

Président sortant

David Dozois, University of Western Ontario, London, ON, Psychologie clinique

Président désigné

Wolfgang Linden, University of British Columbia, Vancouver, CB, Psychologie clinique

Directeurs dont le mandat se termine en 2013

Scientifique : John Meyer, University of Western Ontario, ON, Industrielle et organisationnelle

Scientifique-praticien – Mary Pat McAndrews, Toronto Western Hospital, ON, Neuropsychologie

Non désigné : Sylvie Bourgeois, GRC, Ottawa, ON, Psychologie de la santé

Non désigné – réservé à un(e) psychologue détenant une

Maîtrise : Dawn Hanson, Winnipeg MB, pratique privée

Non désigné – réservé à un(e) psychologue engagé dans la

recherche fondamentale : Aimée Suprenant, Memorial University, St. John's, NL

Directeur dont le mandat se termine en 2014

Praticien : Dorothy Cotton, Kingston, ON, Neuropsychologie, système de justice pénal

Directeur dont le mandat se termine en 2015**Non désigné – réservé à un(e) psychologue francophone:**

Marie-Hélène Pelletier, Vancouver, CB, pratique privé

Veillez consulter notre site web pour prendre connaissance du règlement IX - Mise en candidature au

<http://www.cpa.ca/aproposdelascp/reglementsgeneraux/>

APPEL DE MISES EN CANDIDATURE POUR LE TITRE DE FELLOW DE LA SOCIÉTÉ CANADIENNE DE PSYCHOLOGIE POUR 2013

Le Comité des fellows vous invite à souligner la contribution de vos collègues en lui présentant leur candidature. Les candidats doivent être membres en règle de la Société.

Si le ou la candidate n'est pas élu(e) l'année de mise en candidature, il ou elle sera éligible pour les deux années suivantes.

Tous les membres, sauf les membres actuels du Conseil d'administration de la SCP, peuvent être mis en candidature au titre de fellow. Les membres ne peuvent pas se mettre eux-mêmes en candidature et les membres du Conseil d'administration actuels ne peuvent pas proposer de candidature. Comme il est indiqué dans le règlement, il y a trois façons d'obtenir le statut de fellow : 1) une contribution éclatante au développement scientifique de la psychologie; 2) une contribution éclatante au développement professionnel de la psychologie; et 3) un service exceptionnel aux associations nationales ou provinciales de psychologues.

Les mises en candidature doivent être faites de la façon suivante :

Les mises en candidature doivent inclure le curriculum vitae à jour de la personne en nomination et **au moins trois lettres d'appui** rédigées au cours de la dernière année civile par des fellows ou des membres actuels. Préférentiellement, les personnes qui font les mises en candidature devraient provenir de trois organismes différents, un seul au plus venant du même organisme que celui de la personne mise en candidature.

Les lettres de mise en candidature doivent être précises quant aux façons dont la recherche ou la pratique de la personne en nomination a contribué au développement scientifique ou professionnel de la psychologie ou aux façons dont le service de la personne à son association nationale ou provinciale de psy-

chologues a été exceptionnel. Dans le cas de mises en candidature fondées sur des réalisations autres que de la théorie ou de la recherche publiée, les contributions novatrices précises et leur incidence sur la psychologie devraient être décrites.

Les lettres de mise en candidature devraient mettre en valeur la qualité des revues où la personne en nomination a publié, les prix qu'elle a reçus, etc. Dans le cas d'une mise en candidature fondée sur un service exceptionnel à son association nationale ou provinciale de psychologues, les lettres de mise en candidature devraient souligner la nature des associations (p. ex. la nature des associations, le nombre de membres, les services fournis, etc.).

Normalement, la personne mise en candidature devrait avoir terminé sa formation post-secondaire dix ans avant sa mise en candidature au titre de fellow. Une personne possédant moins de dix ans d'expérience après avoir obtenu son diplôme, mais plus de cinq années d'expériences, pourrait être élue fellow si sa contribution ou son service a été trouvé vraiment exceptionnel par le Comité.

Les mises en candidature doivent parvenir préférentiellement par courriel (en format PDF) au plus tard **LE 30 NOVEMBRE** et doivent être accompagnées du curriculum vitae du candidat ou de la candidate et **au moins trois lettres d'appui** à l'adresse suivante :

cpa@cpa.ca

D^r David Dozois

Président du Comité des fellows et des prix

Société canadienne de psychologie

141 avenue Laurier ouest, bureau 702, Ottawa, Ontario K1P 5J3

Veillez consulter la liste des fellows actuels sur notre site web

<http://www.cpa.ca/aproposdelascp/prixdelascp/fellows/>



APPEL DE MISES EN CANDIDATURE POUR LES PRIX DE LA SCP 2013

Prix de la Médaille d'or pour contributions remarquables à la psychologie au cours de l'ensemble de la carrière

Ce prix sera accordé à des personnes qui ont apporté des contributions éminentes et durables à la psychologie canadienne tout au long de sa vie.

L'admissibilité est limitée aux membres ou aux fellows en règle âgés de 65 ans et plus. Les membres du Comité des fellows et des prix, ainsi que les membres du Conseil d'administration de la SCP ne sont pas admissibles.

Prix Donald O. Hebb pour contributions remarquables à la psychologie en tant que science

Ce prix est décerné à des membres ou fellows de la SCP qui ont apporté d'importantes contributions à la psychologie, au Canada, en tant que science. Le récipiendaire de ce prix répondra à au moins l'un des critères suivants:

1. avoir effectué des recherches qui ont permis d'élargir la base de connaissances de la psychologie;
2. avoir exercé une influence en jouant un rôle de chef de file en tant que professeur, théoricien, conférencier ou concepteur de politiques publiques relatives à la psychologie comme science;
3. avoir réalisé des travaux qui ont influé de façon significative sur le développement de la psychologie.

Quelle que soit la forme de la contribution considérée comme émérite, le travail de la personne doit se répercuter sur la psychologie en tant que science.

Les membres du Comité des fellows et des prix, ainsi que les membres du Conseil d'administration de la Société canadienne de psychologie ne sont pas admissibles.

Prix de l'éducation et de la formation pour contributions remarquables à l'éducation et la formation en psychologie au Canada

Ce prix est décerné à des membres ou fellows de la SCP qui ont apporté d'importantes contributions à l'enseignement de la psychologie au Canada et à la formation en ce domaine. Le récipiendaire de ce prix répondra à au moins l'un des critères suivants:

1. avoir exercé une influence sur l'éducation et la formation grâce à son excellence ou son leadership comme professeur;
2. avoir réalisé des travaux, comme professeur, chercheur, surveillant ou administrateur, qui ont une très grande incidence positive sur les méthodes et les cadres utilisés en éducation et en formation;
3. avoir réalisé, comme universitaire, des travaux en éducation ou en formation qui ont permis d'élargir la base de connaissances dans ces deux domaines;
4. avoir réalisé des travaux qui ont entraîné des changements dans les pratiques utilisées en éducation ou en formation.

Quelle que soit la forme de la contribution considérée comme émérite, le travail de la personne doit se répercuter sur

l'éducation et la formation en psychologie, au Canada.

Les membres du Comité des fellows et des prix, ainsi que les membres du Conseil d'administration de la Société canadienne de psychologie ne sont pas admissibles.

Prix professionnel pour contributions remarquables à la psychologie en tant que profession

Ce prix est décerné à des membres ou fellows de la SCP qui ont apporté d'importantes contributions à la psychologie, au Canada, en tant que profession. Le récipiendaire de ce prix répond à au moins l'un des critères suivants:

1. avoir effectué des travaux ayant influé sur les méthodes, les cadres ou les personnes engagées dans la pratique appliquée de façon que la profession et les clients en tirent des avantages importants;
2. avoir réalisé des travaux de recherche empirique ayant permis d'élargir la base de connaissances sur la psychologie en tant que profession;
3. avoir fait fonction de chef de file en tant que professeur, clinicien, théoricien ou porte-parole auprès du grand public ou sur des tribunes professionnelles;
4. avoir réalisé des travaux qui ont entraîné des changements dans la pratique ou les activités de formation exécutées par d'autres ou qui ont réorienté les efforts déployés en psychologie appliquée.

Quelle que soit la forme de la contribution considérée comme émérite, le travail de la personne doit se répercuter sur la psychologie au Canada en tant que profession.

Les membres du Comité des fellows et des prix, ainsi que les membres du Conseil d'administration de la Société canadienne de psychologie ne sont pas admissibles.

Prix pour contributions remarquables à l'avancement international de la psychologie

Ce prix sera accordé à des membres ou fellows de la SCP qui ont apporté d'importantes contributions à l'avancement international de la psychologie. Le récipiendaire de ce prix devrait être une personne qui a apporté des contributions éminentes et durables à la coopération internationale et à l'avancement des connaissances en psychologie. Quelle que soit la forme qu'aient pu prendre les contributions jugées éminentes, les travaux des candidats devront avoir eu une incidence sur l'avancement international de la psychologie.

Les membres du Comité des fellows et des prix, ainsi que les membres du Conseil d'administration de la Société canadienne de psychologie ne sont pas admissibles.

Prix pour contributions remarquables au service public ou communautaire

Ce prix sera accordé à des membres ou fellows de la SCP qui ont apporté d'éminentes contributions en servant le public ou une collectivité grâce à leurs connaissances et à leurs com-



pétences pratiques. Quelle que soit la forme qu'aient pu prendre les contributions jugées remarquables, celles-ci devront avoir été orientées vers le service au public ou à la collectivité.

On étudiera les candidatures de psychologues dont l'activité professionnelle a beaucoup profité au public, ainsi que ceux qui ont fait d'importantes contributions à des groupes spéciaux comme les personnes atteintes d'invalidité, les personnes défavorisées ou désavantagées ou encore celles qui sont membres de groupes minoritaires. Seront aussi étudiées les candidatures des psychologues qui sont actifs dans les domaines législatif, juridique, politique, organisationnel et autres qui visent à offrir des avantages au public ou à une communauté.

Les membres du Comité des fellows et des prix, ainsi que les membres du Conseil d'administration de la Société canadienne de psychologie ne sont pas admissibles.

Prix pour contributions remarquables à l'exercice de la psychologie

Ce prix est décerné à des membres ou fellows de la SCP qui ont apporté d'importantes contributions à l'exercice de la psychologie. Le récipiendaire de ce prix se sera démarqué à titre de praticien à plein temps dans le domaine de la psychologie appliquée (par ex., psychologie clinique, counseling, éducation, psychologie industrielle et organisationnelle, psychologie judiciaire, santé). Peu importe la forme des contributions proposées que l'on estimera comme remarquables, il faudra reconnaître les répercussions de celles-ci sur l'application de la psychologie.

Les membres du Comité des fellows et des prix, ainsi que les membres du Conseil d'administration de la Société canadienne de psychologie ne sont pas admissibles.

Prix pour contributions remarquables à la Société canadienne de psychologie au cours de l'ensemble de la carrière

Ce prix sera accordé à des membres ou fellows de la SCP qui ont apporté des contributions éminentes et durables à la Société canadienne de psychologie tout au long de sa vie.

L'admissibilité est limitée aux membres ou aux fellows de

la SCP âgés de 65 ans et plus. Les membres du Comité des fellows et des prix, ainsi que les membres du Conseil d'administration de la SCP ne sont pas admissibles.

Prix du membre de l'année John C. Service

Ce prix sera accordé à des membres ou fellows de la SCP qui ont fourni des services exceptionnels ou apporté une contribution éminente à la Société canadienne de psychologie au cours de l'année.

Les membres du Comité des fellows et des prix, de même que les membres du Conseil d'administration de la Société canadienne de psychologie ne sont pas admissibles.

Prix pour réalisation humanitaire

Ce prix est décerné à des personnes ou des organismes reliés ou non à la psychologie, dont l'engagement et l'application constante ont permis d'améliorer considérablement la santé psychologique et le bien-être des Canadiens, aux paliers régional, provincial ou national.

Le récipiendaire de ce prix doit répondre aux critères suivants:

1. l'individu doit être citoyen canadien ou avoir le statut de résident au moment de l'attribution du prix;
2. l'organisme doit être enregistré en tant que tel au Canada au moment de l'attribution du prix;
3. il faut prouver que la contribution a eu une incidence significative et démontrable sur la santé psychologique et le bien-être de la collectivité canadienne;
4. l'objectif de la contribution doit être d'améliorer la santé psychologique et le bien-être de la collectivité canadienne et non de favoriser l'avancement personnel du candidat.

Les membres du Comité des fellows et des prix, ainsi que les membres du Conseil d'administration de la Société canadienne de psychologie ne sont pas admissibles.

Le prix pour réalisation humanitaire est décerné par le Conseil d'administration. Les membres ou fellows de la SCP sont invités à soumettre des candidatures au président du Comité des fellows et des prix.

McGraw-Hill Ryerson
Connect. Learn. Succeed.

Solutions that make a difference.
Technology that fits.

- MH-Campus**
LMS Integration
- Connect**
Course Management
- LearnSmart**
Adaptive Learning
- Tegrity**
Lecture Capture
- Custom**
Print & Digital

www.mcgrawhill.ca/highereducation



**Wiley –
Resources You
Can Always Trust.**



Visit Wiley booth #24 to browse new and bestselling Psychology books and take advantage of our conference special and enjoy free shipping! Can't make it this year? Not a problem. Go to www.wiley.ca/go/psychology to browse and place your order. Use promo code 37708 upon checkout. Offer valid until July 13, 2012.



**MODALITÉS DE MISES EN CANDIDATURE
POUR LES PRIX DE LA SCP**

Les mises en candidature pour ces prix consistent en une lettre d'un membre ou d'un fellow de la Société proposant la candidature, accompagnée du curriculum vitae du candidat ainsi qu'**au moins trois lettres d'appui** écrites durant l'année en cours par des membres ou fellows, Une lettre au plus doit provenir de l'institution où travaille le candidat.

Si le ou la candidate n'est pas élu (e) l'année de la mise en candidature, il ou elle sera admissible pour les deux années suivantes.

Les membres du comité des fellows et des prix ainsi que les membres du Conseil d'administration ne sont pas admissibles.

La date limite pour la réception des mises en candidature est le 15 octobre. Prière de faire parvenir les mises en candidature par courriel (préférentiellement en format PDF) à :

cpa@cpa.ca
ou par la poste :
**Président du Comité des fellows et des prix
Société canadienne de psychologie
141 Avenue Laurier ouest, Bureau 702, Ottawa, Ontario K1P 5J3**

Pour la liste des lauréats des prix de la SCP précédents, veuillez consulter notre site web au <http://www.cpa.ca/aproposdelascp/prixdelascp/>.

**APPEL DE MISES EN CANDIDATURE POUR LE PRIX DU NOUVEAU
CHERCHEUR DÉCERNÉ PAR LE PRÉSIDENT DE LA SCP 2013**

Ce prix sera décerné à de nouveaux chercheurs qui ont enrichi de façon exceptionnelle les connaissances en psychologie au Canada. La sélection des candidats doit être basée sur leur réalisation à titre de jeune chercheur. Trois prix au plus seront décernés chaque année.

Les candidats admissibles doivent répondre aux critères suivants:

1. Être membre de la SCP et posséder cinq années d'expérience ou moins liée à la formation de deuxième ou de troisième cycle (suivant la maîtrise ou le doctorat);
2. Avoir terminé son diplôme d'études supérieures (par ex. une maîtrise ou un doctorat) dans moins de cinq ans et ne plus être inscrit à un programme d'études supérieures. Cependant, un étudiant titulaire d'une maîtrise mais qui est encore dans un programme de troisième cycle n'est pas admissible.
3. L'étudiant inscrit dans un programme postdoctoral doit nécessairement être membre à part entière de la SCP (et non étudiant affilié) pour être admissible.

Les lauréats recevront un certificat et un montant de 500 dollars qui leur seront remis durant le congrès annuel de la SCP. Ils pourront également assister gratuitement au congrès de la SCP de la même année et participer à un symposium.

Le comité d'examen est composé du président, du tout dernier président sortant, du président désigné et du président du Comité des affaires scientifiques.

Les documents, comprenant la lettre de nomination, le curriculum vitae du candidat, ainsi que trois lettres d'appui écrites dans l'année courante, doivent être acheminés, préférentiellement par courriel en format pdf, avant le **15 octobre** à l'adresse suivante:

cpa@cpa.ca
**Prix du nouveau chercheur décerné par le président de la SCP
Société canadienne de psychologie
141, avenue Laurier ouest, bureau 702, Ottawa, Ontario K1P 5J3**

CPA and APA launch the *First Street Accord*, a mutual agreement on accreditation

In 2012, the Canadian Psychological Association (CPA) and American Psychological Association (APA) approved and signed the *First Street Accord*. The *Accord* is a mutual recognition agreement on accreditation. It demonstrates that the APA views the accreditation standards and principles of the CPA as equivalent to the Commission on Accreditation guidelines and principles. Similarly, the CPA views the accreditation guidelines and principles of the Commission on Accreditation as equivalent to the accreditation standards and principles of the CPA. This mutual recognition agreement applies only to the accreditation activities each association undertakes in its own country. It is an agreement that recognizes the equivalence of the systems of accreditation of the CPA and APA and does not confer any reciprocal accreditation status on any of the programs they accredit. The entirety of the agreement (in English) can be found at http://www.cpa.ca/docs/file/Signed_CPA-APA_Accord_2012.pdf

La SCP et l'APA lancent le *First Street Accord*, un accord mutuel concernant l'agrément

En 2012, la SCP et l'APA ont approuvé et signé le **First Street Accord**. L'Accord est une entente de reconnaissance mutuelle d'agrément. Il démontre que, pour l'APA, les normes et les principes d'agrément de la SCP sont équivalents aux lignes directrices et aux principes d'agrément définis par la Commission on Accreditation. Dans le même ordre d'idées, la SCP considère que les lignes et les principes d'agrément de la Commission on Accreditation sont équivalents aux normes et aux principes d'agrément de la SCP. Cet accord de reconnaissance mutuelle ne s'applique qu'aux activités d'agrément entreprises par les deux associations dans leur propre pays. Cet accord reconnaît l'équivalence des systèmes d'agrément de la SCP et de l'APA, mais ne confère pas de statut d'agrément réciproque à l'un ou l'autre des programmes qu'ils agrément. Le texte intégral de l'accord se trouve sur la page Web de l'agrément de la SCP, sous http://www.cpa.ca/docs/file/Signed_CPA-APA_Accord_2012.pdf

Director, Practice Directorate Canadian Psychological Association (CPA)

CPA and its Practice Directorate announce the resignation of Dr. John Service, Director CPA Practice Directorate. Dr. Service's contributions to CPA as its Executive Director (1993 to 2007) are well known and appreciated and his contributions to the Practice Directorate (2010 to 2012) have been similarly felt. We thank you John for making organized psychology your home, work and passion. Our professional associations are better for your work. Dr. Service's resignation is effective as of end December 2012. Recruitment for his successor is ongoing and information about the opportunity can be found at www.cpa.ca or by contacting executiveoffice@cpa.ca

Directeur, Direction générale de la pratique: Société cana- dienne de psychologie (SCP)

La SPC et la Direction générale de la pratique ont le regret d'annoncer la démission de D^r John Service, directeur de la Direction générale de la pratique de la SCP. Les contributions de D^r Service, alors qu'il était directeur général (1993 à 2007), sont bien connues et appréciées, tout comme le travail qu'il a accompli à la Direction générale de la pratique (2010 à 2012). Nous remercions John d'avoir fait de la psychologie organisée sa demeure, son travail et sa passion. Grâce à son travail, nos associations professionnelles se portent mieux. La démission de D^r Service prend effet à la fin de décembre 2012. Le recrutement du futur directeur de la Direction générale de la pratique est en cours. Pour avoir un complément d'information sur le poste, consultez le site Web de la SCP, au www.cpa.ca, ou communiquez avec le bureau de la direction, à l'adresse executiveoffice@cpa.ca.

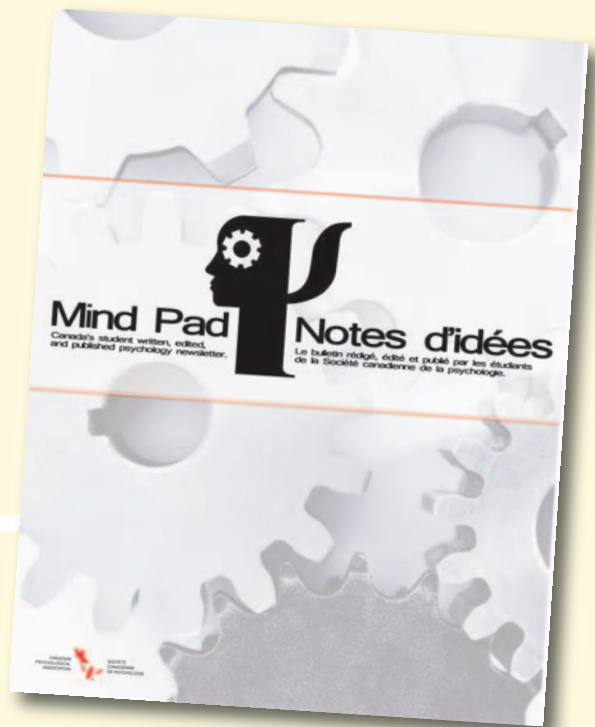
Look for the online
version of Psynopsis
www.cpa.ca

Dear students and psychology faculty,

The CPA student section is proud to present *MindPad*, the Student Sections' latest endeavour! It is a student written and reviewed newsletter. *MindPad* aims to publish material that is of interest to all who are practicing and studying psychology, but targets students in particular. **Our second issue is now available at <http://www.cpa.ca/docs/File/Students/MindPad/mindpadSpring2012/>.** You will find articles as diverse as our students. Topics explored are those of language comprehension impairments and psychosis, an examination of cross-cultural gender counselling and the role of psychologists in an aging Canadian population.

MindPad offers students the opportunity to experience both the writing and the formal reviewing process that every psychologist (and psychologist in training!) must navigate. *MindPad* is a platform for discussion and learning. I encourage you to support our section and students by submitting your comments to the articles or by your sending in your own submission! For more information on *MindPad* and the submission process, please visit www.cpa.ca/students/MindPad.

Rana Pishva MSc.
Editor
rana.pishva@gmail.com



À tous les étudiants et professeurs de psychologie

La section des étudiants de la SCP est fière de vous présenter *Notes d'idées*, la dernière entreprise de la section des étudiants! Il s'agit d'un bulletin écrit et révisé par les étudiants. *Notes d'idées* vise à publier du matériel qui intéresse tous ceux qui pratiquent et étudient la psychologie, mais cible tout particulièrement les étudiants. **Vous pouvez maintenant trouver notre deuxième numéro à l'adresse <http://www.cpa.ca/docs/File/Students/MindPad/mindpadSpring2012/>.** Vous trouverez des articles d'une diversité aussi grande que celle de nos étudiants. Les sujets explorés sont ceux des déficiences dans la compréhension du langage et les psychoses, un examen du counseling des genres interculturels et le rôle des psychologues dans la population vieillissante canadienne.

Notes d'idées offre aux étudiants la possibilité de s'exercer à la rédaction et de se frotter au processus de révision officiel comme le font tous les psychologues (et les psychologues en formation!). *Notes d'idées* est une tribune pour la discussion et l'apprentissage. Je vous encourage à appuyer notre section et les étudiants en présentant vos commentaires sur les articles ou en nous faisant parvenir vos propres articles! Pour plus d'information sur *Notes d'idées* et le processus de présentation d'articles, veuillez vous rendre à l'adresse www.cpa.ca/students/MindPad.

Rana Pishva MSc.
Rédactrice en chef
rana.pishva@gmail.com

Conference Support Available

CPA is pleased to announce that it will make available up to \$2,000 annually in support of psychology-related conferences that specifically target engagement and participation of undergraduate psychology students. Each successful request will receive up to \$500. Applications should include a brief description of the conference, detail how the conference has engaged the participation of undergraduate psychology students and indicate to which conference activities the funds will be applied. Applications must be received by September 31, 2012. For more information, please contact Dr. Lisa Votta-Bleeker at lvottableeker@cpa.ca.

Aide financière pour la tenue de conférences

La SCP est heureuse d'annoncer qu'elle offrira jusqu'à 2 000 \$ par année pour soutenir l'organisation de conférences portant sur la psychologie, qui visent précisément l'engagement et la participation des étudiants de premier cycle en psychologie. Le montant accordé pourrait aller jusqu'à 500 \$. Les demandes doivent comprendre une brève description de la conférence, expliquer comment l'organisation de la conférence a fait appel à la participation des étudiants de premier cycle en psychologie et indiquer de quelle façon le financement sera utilisé. Les demandes doivent nous parvenir avant le 30 septembre 2012. Pour plus de renseignements, veuillez communiquer avec D^{re} Lisa Votta-Bleeker, à l'adresse lvottableeker@cpa.ca.



Social Media

We're bringing CPA to you! You may have noticed 3 shiny new icons on the CPA website. They are your direct link to our newest online properties. You can now receive updates about the latest news in science, practice and education directly on your Facebook, Twitter or LinkedIn account. Visit www.cpa.ca for the links.

Médias sociaux

Nous amenons la SCP à votre porte! Vous pourriez avoir remarqué trois nouvelles icônes brillantes sur le site Web de la SCP. Elles sont vos liens directs à nos plus récentes propriétés en ligne. Vous pouvez maintenant recevoir les mises à jour au sujet des dernières nouvelles en science, en pratique et en éducation directement sur votre compte Facebook, Twitter ou LinkedIn. Visitez le site www.cpa.ca pour voir les liens.

Doctorate in Clinical Psychology

3 years full-time, based in the UK starting September 2013

Accredited by the British Psychological Society and the UK Health Professions Council

Train to become a Clinical Psychologist on the UK's second largest Clinical Psychology Doctoral programme. Self-funded places available for international students in September 2013 at Canterbury Christ Church University (south east of England).

This established Doctorate combines clinical, academic and research training to promote the highest quality of professional practice. UK-based clinical work placements will be undertaken in private, charitable and public sectors, working with people of all ages and with different needs.

LOCATION: Canterbury Christ Church University's Salomons Campus near Royal Tunbridge Wells
Salomons offers superb facilities in a unique location and only 1 hour from London by road and rail.

COST: £21,000 per year

APPLICATION DEADLINE: Monday 31 December 2012

APPLY NOW: Limited places available. Contact us now to find out more about the programme, entry requirements and how to apply:

t: 0044 1892 507779

e: linda.hammond@canterbury.ac.uk

www.canterbury.ac.uk/clinicalpsychology

Canterbury Christ Church University is a modern, multi-campus university, with a strong focus on teaching, learning and research for the professional public services including health and social care.

The University has a postgraduate community of over 1200 students drawn from over 80 countries and has been granted "Highly Trusted Status" under Tier 4 of the UK Border Agency's points-based system.

The University and its staff have a national reputation for excellence in teaching and research in Clinical Psychology.

Salomons
Canterbury Christ Church University
David Salomons Estate, Broomhill Road, Southborough, Tunbridge Wells, TN3 0TG



APPLY NOW
LIMITED PLACES AVAILABLE





Chatting. Reading. Taking a stroll down the street.

For someone who's having trouble leaving their home because they've lost their vision, simple things like socializing, reading the newspaper or travelling to the corner store can be a big challenge.

But having someone help can make all the difference.


We invite you to change the life of someone who's blind or partially sighted by joining CNIB's Vision Mate volunteering program.

As a Vision Mate, you'll be matched with someone with vision loss in your area to help them with everyday activities like buying groceries or finding things around the home.

To become a Vision Mate volunteer today, call the toll-free CNIB Helpline at **1-800-563-2642** or visit cnib.ca/volunteer.



NELSON EDUCATION



Now available for...
Intro Psychology

Aplia™ is a dynamic homework system dedicated to improving students' learning by increasing their effort and engagement a whole host of psychology courses! Aplia offers students premium, automatically graded assignments with detailed explanations that ensure they put forth effort on a regular basis.


Aplia™ combines engaging online content with intuitive navigation to help students succeed in the classroom and beyond.

- **Interactive problems and thought-provoking exercises** enhance textbook content and foster student self-discovery and lively classroom discussions.

- **Activities ask students to apply their knowledge to realistic case studies**, helping them strengthen the key academic skills necessary for success.

- **NEW! My Practice Reviews** generate additional practice questions around your students' areas of weakness, providing each student with an individualized review plan.

NELSON EDUCATION LTD. email: nelson.orderdesk@nelson.com www.nelson.com

 Correctional Service Canada
Service correctionnel Canada

The Correctional Service of Canada Le Service correctionnel du Canada


is now hiring / est à la recherche de

PSYCHOLOGISTS PSYCHOLOGUES

This exciting career opportunity involves treating offenders with mental health disorders and assessing their risk for reintegration into Canadian society / Cette possibilité de carrière stimulante consiste à traiter des délinquants atteints de troubles mentaux ainsi qu'à évaluer le risque qu'ils présentent en vue de leur réinsertion dans la société canadienne

For more information and to apply online, please visit:
Pour de plus amples renseignements ou pour présenter votre candidature en ligne, veuillez consulter:

jobs-emplois.gc.ca





IWK Health Centre

The Mental Health and Addictions program at the IWK Health Centre is looking for psychologists to join our growing teams. We are changing our service delivery model by implementing the Choice and Partnership Approach (CAPA) to make our services more family-centred and accessible. We are focused on providing evidence-based care, facilitating research-informed practice, and supporting on-going education for professional development. If you are looking for an exciting opportunity and wanting to join a dynamic mental health team, come and learn more about what we're doing and where we're going! We'd love an opportunity to learn more about you and your potential fit with our Health Centre.

For more information about the IWK Health Centre and the different areas of psychological services we offer, please check out the IWK website.

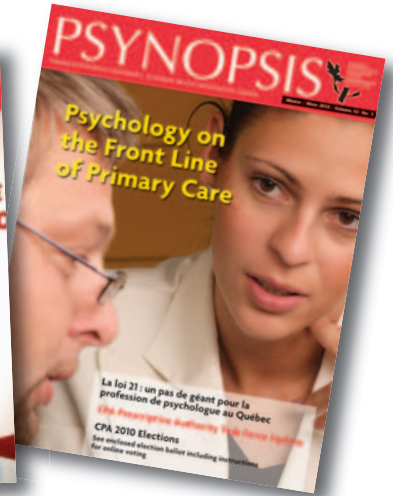
www.iwk.nshealth.ca

ADVERTISE IN

ANNONCEZ DANS LE MAGAZINE
DE PSYCHOLOGIE DU CANADA

PSYNOOPSIS

CANADA'S PSYCHOLOGY
MAGAZINE



Published quarterly, Psynopsis, Canada's Psychology Magazine, presents articles on a wide range of topics of interest to scientists, educators, and practitioners in psychology.

Help increase the awareness of your products and services, including job opportunities, by advertising in Psynopsis, the formal vehicle by which CPA, CPA members, psychologists and those outside of psychology communicate with the diverse psychology community in Canada.

With a circulation of more than 6,000 members, Psynopsis offers the widest and most effective penetration of the Canadian psychology marketplace.

Did You Know?

Psynopsis is also posted on the Canadian Psychological Association's website, one of the most powerful marketing tools available.

In 2010, the design, look and feel of the on-line edition of Psynopsis changed in leaps and bounds! See for yourself, visit <http://www.cpa.ca/membership/membershipbenefitsandservices/psynopsis/>

With flexible layout options and with the opportunity to display your advertisement in black and white or in colour, take advantage of our discounts by purchasing repeat advertising placements that can span over a couple of issues. To view our rates visit <http://www.cpa.ca/membership/membershipbenefitsandservices/psynopsis/advertisinginpsynopsis/>

To submit your advertisement for publication consideration contact the CPA Head office at publicrelations@cpa.ca.

Publié à tous les trimestres, Psynopsis, Le magazine de psychologie du Canada, présente des articles sur une vaste gamme de sujets d'intérêt pour les scientifiques, les enseignants et les praticiens en psychologie.

Vous pouvez aider à faire connaître davantage vos produits et services, y compris vos offres d'emploi, en annonçant dans Psynopsis, l'organe officiel par lequel la SCP, les membres de la SCP, les psychologues et tous ceux à l'extérieur de la psychologie communiquent avec la communauté de la psychologie canadienne dans toute sa diversité.

Avec un tirage de plus de 6 000 numéros, Psynopsis offre la pénétration la plus large et la plus efficace dans le marché de la psychologie au pays.

Saviez-vous que?

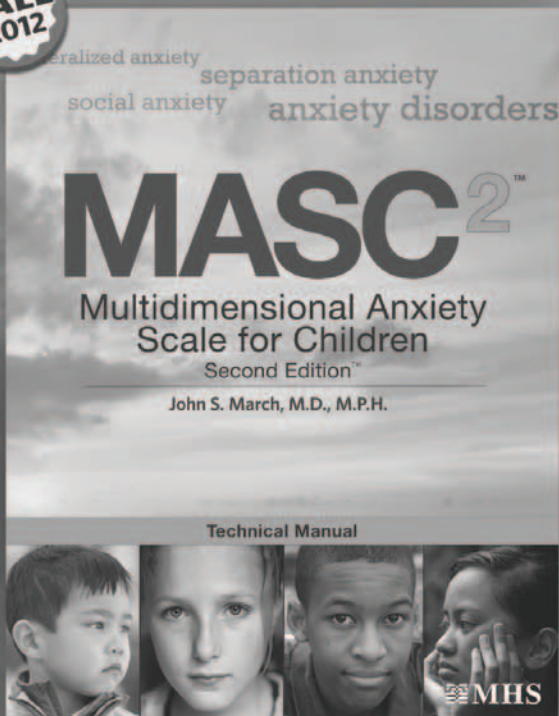
Psynopsis est également publié sur le site Web de la Société canadienne de psychologie, l'un des outils de commercialisation le plus puissant disponible.

En 2010, la conception, l'aspect et la convivialité de l'édition en ligne de Psynopsis ont changé à pas de géant! Rendez-vous compte par vous-même, visitez <http://www.cpa.ca/adhesion/avantagesdemembresdelascp/psynopsis/>

Grâce à des options de mise en page flexibles et la possibilité d'afficher vos annonces en noir et blanc ou en couleur, tirez avantage de nos rabais en achetant des placements publicitaires répétés qui peuvent s'étaler sur quelques parutions. Pour voir nos tarifs rendez-vous à <http://www.cpa.ca/adhesion/avantagesdemembresdelascp/psynopsis/publicite/>

Pour proposer votre annonce pour fins de publication, communiquez avec le siège social de la SCP à l'adresse publicrelations@cpa.ca.

FALL
2012



The Multidimensional Anxiety Scale for Children 2nd Edition™ (MASC 2™) assesses the presence of symptoms related to anxiety disorders in youth aged 8 to 19 years.

- Aids in the early identification, diagnosis, treatment planning and monitoring of anxiety-prone youth
- Assesses a broad range of emotional, physical, cognitive, and behavioral symptoms
- Generalized Anxiety Disorder (GAD) Index differentiates children with the disorder from the general population

www.mhs.com/MASC2

FALL
2012

CEFI | Comprehensive Executive Function Inventory

Jack A. Naglieri, Ph.D. & Sam Goldstein, Ph.D.

The most representative
Nationally Standardized
behavior rating scale of
Executive Function



The CEFI evaluates goal-directed behaviors controlled by executive function in youth aged 5 to 18 years.

Assesses overall Executive Function and provides scores on:

- Attention • Emotion Regulation
- Flexibility • Inhibitory Control
- Initiation • Organization • Planning
- Self-Monitoring • Working Memory

Normed on a sample of 50 males and 50 females at each year of age, and stratified to match the U.S. Census on:

- Race/Ethnicity
- Region
- Parental Education Level

Parent, teacher, and self-report versions allow for the following report options:

- **Interpretive**
See how a youth compares to other children, which scales are below average, what stands out as a strength or a weakness.
- **Progress Monitoring & Treatment Effectiveness**
Monitor treatment effectiveness over time
- **Comparative**
Compare multi-rater perspectives

www.mhs.com/CEFI