

Marking Transitions and Looking Forward

MARTIN M. ANTONY, Ph.D. – CPA President

I am grateful for the opportunity to serve as CPA president for 2009-2010. Let me begin with a special thank you to outgoing president, Dr. Catherine Lee for her mentorship and support over the past year, and for her many contributions to CPA and Canadian psychology during her time on the Board, so far.

During Dr. Lee's term as president, CPA's Board voted to launch new Science and Practice Directorates that will better serve the needs of our members and improve CPA's ability to advocate for both psychological science and practice. CPA also signed memoranda of understanding with national psychology associations in both Russia and South Africa. I look forward to working with Dr. Lee over the next year, as she remains on the Board in the role of immediate past-president.

I also want to thank three outgoing Board members for their contributions over the past three years. Dr. Thomas Hadjistavropoulos served as CPA President during 2007-2008. During his tenure on the Board, CPA launched CPA Press and formed a new section on Aboriginal Psychology. Among his many contributions, Dr. Hadjistavropoulos was instrumental in reorganizing the CPA Foundation in a way that will ensure its success going forward. Thanks also to outgoing Board members, Dr. Nicole Aubé, who served as member at-large in a seat designated for a Francophone, and who worked hard to identify issues for private practitioners, and to Dr. Keith Dobson who represented the Council of Canadian Departments of Psychology (CCDP). Finally, a warm welcome to three new Board

members who bring with them a wealth of administrative experience and a commitment to psychological science and a passion for psychology, more broadly: Dr. Suzanne MacDonald (Chair, Department of Psychology, York University) has joined the Board as the new representative for CCDP; Dr. Jean-Paul Boudreau (Chair, Department of Psychology, Ryerson University) has joined the Board in a seat designated for a Francophone; Dr. Aimée Surprenant (Professor, Department of Psychology, Memorial University of Newfoundland) has joined the Board in a seat designated for psychological science.

Looking forward, there are a number of priorities for the coming year. Now that the Practice and Science Directorates have been approved in principle, CPA will be shifting its efforts to focus on their implementation. In the case of the Practice Directorate, we will work with our partner, the Council of Professional Associations of Psychologists, to make sure that the appropriate resources and infrastructure are in place. Over the next year, several other priorities include (1) developing resources to help new graduates find appropriate work in psychology, (2) teaming up with other relevant organizations (e.g., the Canadian Council of Professional Psychology Programs) to



Dr. Catherine M. Lee passes CPA Presidential Gavel to Dr. Martin M. Antony.
D^{re} Catherine M. Lee remet le maillet présidentiel au D^r Martin M. Antony.

improve opportunities for internship training in Canada (especially opportunities in underserved areas and opportunities in counseling and school psychology), (3) Strengthening links between CPA and our sister organization, the Canadian Society for Brain, Behaviour and Cognitive Science (CSBBCS), and (4) enhancing the visibility of CPA (including CPA accreditation and CPA publications) outside of

Canada. With respect to this fourth priority, CPA is currently in discussions with APA about the possibility of mutual recognition of APA and CPA accreditation. CPA is also committed to signing a contract for at least one book through CPA press over the coming year.

Interests in science, practice, and education in psychology are all very well represented by the current CPA leadership. There is

lots of work ahead, but I am very excited to be part of such a great team, including the Board, CPA committees and sections, executive director Dr. Karen Cohen, and the CPA staff. I also welcome all ideas and suggestions from you. The best way to contact me is through e-mail, at president@cpa.ca.

Points de transition et perspective d'avenir

MARTIN M. ANTONY, Ph.D. – Président de la SCP

Je suis très heureux de l'occasion qui m'est donnée de servir à titre de président de la SCP en 2009-2010. Laissez-moi d'abord commencer par remercier tout particulièrement la présidente sortante, D^{re} Catherine Lee, pour son mentorat et son appui au cours de l'année qui vient de s'écouler et pour ses très nombreuses contributions à la SCP et à la psychologie canadienne pendant son séjour au conseil d'administration, jusqu'à maintenant.

Au cours du mandat de D^{re} Lee à titre de présidente, le conseil d'administration de la SCP a décidé de lancer la nouvelle Direction générale de la science et la Direction générale de la pratique qui desserviront mieux les besoins de nos membres et amélioreront la capacité de la SCP de faire des représentations pour la science et la pratique de la psychologie. La SCP a également

conclu un protocole d'entente avec l'association de psychologie nationale de Russie et celle d'Afrique du Sud. L'idée de travailler avec D^{re} Lee au cours de la prochaine année m'enchantant étant donné qu'elle siègera encore au conseil d'administration à titre de dernière présidente sortante.

Je tiens également à remercier trois membres du conseil d'administration sortants pour leurs

contributions au cours des trois dernières années. D^r Thomas Hadjistavropoulos a assuré la présidence de la SCP en 2007-2008. Au cours de son mandat au conseil d'administration, la SCP a lancé les Presses de la SCP et mis sur pied une nouvelle section sur la psychologie autochtone. Parmi ses nombreuses contributions, D^r Hadjistavropoulos a joué un grand rôle dans la réorganisation de la fondation de la SCP d'une manière à assurer son succès à l'avenir. Je tiens aussi à remercier les membres du conseil d'administration sortants, D^{re} Nicole Aubé, qui a siégé à titre de membre non désigné pour un siège désigné pour un francophone et qui a travaillé avec acharnement à définir les problèmes des psychologues dans la pratique privée et à D^r Keith Dobson qui a représenté le Conseil canadien des départements de psychologie (CCDP). En dernier lieu, je tiens à accueillir bien chaleureusement les trois nouveaux membres du conseil d'administration qui apportent avec eux une richesse d'expérience administrative et un engagement envers la science psychologique et une passion pour la psychologie, de soit : D^{re} Suzanne MacDonald (directrice, département de psychologie, Université York) qui vient siéger au conseil à titre de nouvelle représentante du CCDP, D^r Jean-Paul Boudreau (directeur, Département de psychologie, Université Ryerson) qui se joint au conseil d'administration au siège désigné pour un francophone et D^{re} Aimée Surprenant (professeure, Département de psychologie, Université Memo-

nadien des départements de psychologie (CCDP). En dernier lieu, je tiens à accueillir bien chaleureusement les trois nouveaux membres du conseil d'administration qui apportent avec eux une richesse d'expérience administrative et un engagement envers la science psychologique et une passion pour la psychologie, de soit : D^{re} Suzanne MacDonald (directrice, département de psychologie, Université York) qui vient siéger au conseil à titre de nouvelle représentante du CCDP, D^r Jean-Paul Boudreau (directeur, Département de psychologie, Université Ryerson) qui se joint au conseil d'administration au siège désigné pour un francophone et D^{re} Aimée Surprenant (professeure, Département de psychologie, Université Memo-

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CANADIAN PSYCHOLOGICAL ASSOCIATION
SOCIÉTÉ CANADIENNE DE PSYCHOLOGIE

Advancing
Psychology for All

L'avancement de la
psychologie pour la
collectivité

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Président

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rial de Terre-Neuve) qui occupera le poste désigné pour la science psychologique.

En perspective, il y a un certain nombre de priorités pour l'année à venir. Maintenant que les directions générales de la pratique et de la science ont été approuvées en principe, la SCP concentrera ses efforts sur leur mise en œuvre. Dans le cas de la

Direction de la pratique, nous allons travailler avec notre partenaire, le Conseil des sociétés professionnelles de psychologues (CSPP), pour nous assurer que les ressources appropriées et l'infrastructure sont en place. Au cours de la prochaine année, nous entendons 1) créer des ressources visant à aider aux nouveaux diplômés à trouver du travail approprié en psychologie, 2) nous allier à d'autres organismes connexes (p. ex. le Conseil canadien des programmes de psychologie professionnelle) en vue

d'améliorer les occasions de formation en internat et en stages au Canada (particulièrement les possibilités dans les domaines mal desservis et les occasions en counseling et en psychologie scolaire), 3) renforcer les liens entre la SCP et notre organisation sœur, la Société canadienne des sciences du cerveau, du comportement et de la cognition (SCSCCC) et 4) améliorer la visibilité de la SCP (y compris celle de l'agrément et des publications de la SCP) à l'extérieur du pays. En ce qui concerne cette qua-

trième priorité, la SCP tient actuellement des discussions avec l'APA au sujet de la possibilité d'une reconnaissance mutuelle de l'agrément de l'APA et de la SCP. La SCP travaille également à conclure une entente de publication d'au moins un livre aux Presses de la SCP au cours de l'année à venir.

Les intérêts en science, en pratique et en éducation en psychologie sont très bien représentés par la direction de la SCP. Il y aura beaucoup de travail à faire, mais je suis très enthousiasmé de

faire partie d'une équipe aussi formidable, notamment le conseil d'administration, les comités et les sections de la SCP, la directrice générale D^{re} Karen Cohen et le personnel de la SCP. J'accueillerais avec beaucoup d'intérêt toutes vos idées et vos suggestions. La meilleure façon de communiquer avec moi est par courriel à l'adresse president@cpa.ca.

Registrar, Accreditation Panel, Canadian Psychological Association

The Accreditation Panel of the Canadian Psychological Association announces an opening for the position of Registrar. This is a .4FTE position, located in Ottawa, open to a psychologist with the following credentials:

- Registration, or eligibility for registration, as a psychologist.
- Doctoral training, preferably from a CPA-accredited programme, in an area of professional psychology (clinical psychology, counselling psychology, school psychology, clinical neuropsychology).
- Familiarity with standards and requirements for training, accreditation, credentialing and registration in psychology in Canada.
- Bilingual, good interpersonal skills, efficient, organized, able to work independently and with a team, good communicator, able to process and review high volumes of written materials.
- Administrative experience an asset.
- Some travel necessary.

Position and Duties

The Registrar is responsible to the Accreditation Panel of CPA through its Chairperson and reports administratively within CPA to the Executive Director. The Accreditation Panel is a 7 member, volunteer, term-limited board which is responsible for setting Accreditation Standards and Policies, reviewing applications for accreditation and re-accreditation, and making accreditation and annual affirmation decisions for its 50+ accredited doctoral and internship programmes. Information about the activities of the Accreditation Panel can be found at <http://www.cpa.ca/accreditation/>.

The Registrar's duties are as follows:

- Liaise with members of the psychological training community and act as a source of information to programmes seeking and maintaining accreditation.
- Initiate and maintain written communication and correspondence in Psynopsis and with accredited programmes.
- Monitor Policy and Procedure and, in collaboration with the Chairperson of the Panel and the Accreditation Assistant, revise these when necessary.
- Prepare tentative yearly budget, monitor expenditures, advise the Associate Executive Director of status of budget.
- Supervise Accreditation Assistant.
- In collaboration with Chairperson and Accreditation Assistant, prepare agendas and organize Accreditation Panel meetings held semi-annually (meetings are two days long, one and sometimes both of which are convened over a weekend).
- In collaboration with the Accreditation Assistant, maintain the official set of Panel archives.
- In collaboration with the Accreditation Assistant, maintain records to ensure that accredited programmes comply with Standards and Procedures to include remittance of fees, scheduling of site visits, and submission of self studies and annual reports.
- Review annual reports submitted by accredited programmes and prepare re-affirmation letters for review by the Panel.
- Review applications for accreditation and re-accreditation for the purposes of authorizing site visits as directed by the Accreditation Panel.
- In collaboration with senior staff, attend meetings and engage with partners on matters relating to training, accreditation, and credentialing.

Start Date: as soon as possible

Application Process: Letters of application, with accompanying curriculum vitae, should be sent by **September 1st, 2009** to:

Director of Administration, Canadian Psychological Association
141 Laurier Avenue West, Suite 702
Ottawa, Ontario, K1P 5J3
admindirector@cpa.ca

For more information about the position, contact:

Marie-Christine Pearson
Director of Administration, Canadian Psychological Association
admindirector@cpa.ca
613-237-2144, ext. 329 or 888-472-0657, ext. 329

Registraire, Jury d'agrément, Société canadienne de psychologie

Le Jury d'agrément de la Société canadienne de psychologie est à la recherche d'un ou d'une registraire. Les candidatures pour ce poste .4ETP, au siège social de la SCP à Ottawa, seront acceptées de psychologues possédant les qualités suivantes :

- Agrément, ou admissibilité à l'agrément, au titre de psychologue.
- Formation doctorale dans un domaine de la psychologie professionnelle (psychologie clinique, psychologie du counseling, psychologie scolaire, neuropsychologie clinique) préféralement d'un programme agréé de la SCP.
- Familiarité avec les normes et les exigences relatives à la formation, à l'agrément, à l'accréditation et à l'inscription en psychologie au Canada.
- Bilingue (anglais et français), entreprenant, efficace, bien organisé, capable de travailler en autonomie et en équipe, bon communicateur, capable de traiter et d'examiner des volumes élevés de documents écrits.
- Expérience en administration un atout.
- Apte à faire des déplacements occasionnels.

Poste et fonctions

Le registraire est responsable envers le Jury d'agrément de la SCP par le biais du (de la) président(e) et, d'un point de vue administratif, il relève de la directrice générale de la SCP. Le jury est constitué d'un conseil de sept membres bénévoles, dont le mandat est de durée déterminée, responsable de l'établissement des normes et des politiques d'agrément, de l'examen des demandes d'agrément et de réagrément ainsi que des décisions relatives à l'agrément et à l'affirmation annuelle de plus de 50 programmes de doctorat et de stage agréés. L'information au sujet des activités du jury d'agrément se trouve à l'adresse <http://www.cpa.ca/psychologieauCanada/universitescanadiennes/agrément/>.

Les tâches du (de la) candidat(e) qui sera retenu(e) sont les suivantes :

- Assure la liaison avec les membres du milieu de la formation en psychologie et agir à titre de source d'information pour la direction des programmes qui cherchent à obtenir ou à maintenir l'agrément.
- Établit et maintient une communication et une correspondance écrites dans Psynopsis et avec la direction des programmes agréés.
- Surveille les politiques et les procédures et les révise en collaboration avec le (la) président(e) du jury et l'adjoint(e) à l'agrément, s'il y a lieu.
- Prépare un budget annuel provisoire, contrôle les dépenses et informe la directrice générale adjointe de l'état du budget.
- Supervise l'adjoint(e) à l'agrément.
- En collaboration avec le (la) président(e) du jury et l'adjoint(e) à l'agrément, prépare les ordres du jour et organise les réunions du Jury d'agrément qui ont lieu aux six mois (une de ces réunions et parfois les deux ont lieu au cours de la fin de semaine).
- En collaboration avec l'adjoint(e) à l'agrément, tient à jour les archives officielles du jury.
- En collaboration avec l'adjoint(e) à l'agrément, tient à jour les dossiers afin d'assurer que les programmes d'agrément se conforment aux normes et aux procédures relatives à la perception des frais, la planification des visites d'installations et la présentation des autoanalyses et des rapports annuels.
- Examine les rapports annuels présentés par les programmes agréés et prépare les lettres de réaffirmation pour fins d'examen par le jury.
- Examine les demandes d'agrément et de réagrément aux fins d'autorisation des visites d'installations, à la demande du jury d'agrément.
- En collaboration avec le personnel de la haute direction, assiste à des réunions et s'occupe avec les partenaires de questions relatives à la formation, l'agrément et la titularisation.

Date de début d'emploi : le plus tôt possible

Processus de demande : La lettre de demande d'emploi, accompagnée d'un curriculum vitae, doit parvenir au plus tard le **1^{er} septembre 2009** à l'adresse suivante :

Directrice de l'administration, Société canadienne de psychologie
141, avenue Laurier ouest, bureau 702
Ottawa (Ontario) K1P 5J3
admindirector@cpa.ca

Pour plus d'information au sujet du poste, prière de communiquer avec :

Marie-Christine Pearson
Directrice de l'administration, Société canadienne de psychologie
admindirector@cpa.ca
613-237-2144, poste 329 ou 888-472-0657, poste 329

NEWS / NOUVELLES

Advocacy – A Gap and Opportunity for the Science and Practice of Psychology

KAREN R. COHEN, Ph.D., CPA Executive Director



A theme that has resonated very much throughout the 2009 convention and since is the extent to which the discipline and profession underscore the need for advocacy. Whether it is working to improve the support for psychological research among the granting councils, secure the resources to support education and training within our universities and internship settings, or improve access to psychological services for the Canadian public – the imperative is clear: advocacy is a key element to the success of the discipline and profession and to the contributions we can make to Canadian society.

Several students, who attended the 2009 convention symposium moderated by CPA Humanitarian Award winner André Picard about gaps and opportunities in mental health care delivery in Canada, have been in touch to ask how they can learn to become advocates for the science and profession they are on the brink of joining. What are the courses, workshops or applied experiences they can undertake to help bring about change – change not just for the profession or discipline itself but change that will enable psychologists to affect their expertise to its fullest potential.

Students and psychologists alike point out that we need to teach graduate students about social, health and educational policy and about how to effectively advocate with policy and decision-makers. Having perused the course curricula of many of Canada's graduate programmes over my years at CPA, it is clear that social, health or educational policy or advocacy don't figure prominently. Graduate programmes are increasingly challenged by the need to impart the knowledge and skills required of accreditation, licensure and the academic, research and practitioner

marketplaces and to do all of this timely and to do it well. Adding more to the curricula can mean less.

That said, students graduate to research, teaching and practice environments where they find themselves in want of skills to create change – not just change in the clients they treat or the knowledge they create but in the systems within which science and practice take place. What are the skills and knowledge we need to bring this kind of change about?

There are several elements to being a successful advocate

- Understanding your subject matter
- Understanding the systems in which you want to bring about change
- Being able to convince policy and decision-makers that change is valuable

Although any researcher or practitioner should by definition have a good grasp of his or her subject matter, we don't necessarily have a comparable grasp of the systems within which we work or of how to talk to and engage policy and decision makers.

Understanding of these systems derives from knowledge about economics, health systems, sociology, administration, epidemiology, and political science to name only a few of related disciplines. In addition, there is an entire knowledge base around how to prepare to meet a policy or decision maker, how to position and send a message, how to comport oneself during a meeting and how to followup – some of which knowledge is rooted in social psychology!

Though some of us who have been involved in advocacy for the discipline and profession learnt much of what we know from mentors and on our feet, we need to do a better job of organizing and disseminating what we know about advocacy to the next generation of psychologists. This may be, but is not nearly only the role of our graduate and internship programmes, it is the responsibility of our professional associations – in the form of education and continuing education.

CPA has had a parliamentary intern on several occasions – a doctoral student who has spent a

day a week over the course of an academic year participating in advocacy activities. This has most often meant contributing to the preparation of briefs to governmental standing committees and the development of position papers. The limitations of what we have been able to offer in the past are that the positions, not being remunerated and being part-time, are limited to local students and those with other forms of financial support. They are also reliant on whatever advocacy activity or agenda is ongoing during the internship year.

In partnership with CPAP, CPA has also helped to host advocacy forums – a way of contributing to the advocacy training of post-degree professionals. With the launch of CPA's Science and Practice Directorates, we hope that the role and traction of advocacy activity will be enhanced. With time, planning and our own successful advocacy among psychology's collective memberships, we hope to be able to develop, fund and contribute to the advocacy training of the discipline and profession as well.

Représentation – Lacunes et occasions pour la science et la pratique de la psychologie

KAREN R. COHEN, Ph.D., directrice générale de la SCP



Depuis le début du congrès de 2009, l'étendue à laquelle la discipline et la profession soulignent la nécessité de la représentation demeure un thème récurrent. Qu'il s'agisse de travailler à améliorer le soutien à la recherche en psychologie auprès des conseils subventionnaires, trouver les ressources pour appuyer l'éducation et la formation au sein de nos universités et les contextes d'internat et de stage, ou améliorer l'accès aux services de psychologie pour le public canadien, l'impératif est on ne peut plus clair : la représentation est un élément clé du succès de la discipline et de la profession et de notre apport à la société canadienne.

Plusieurs étudiants au congrès qui ont assisté au symposium animé par André Picard, le récipiendaire du prix humanitaire de la SCP, portant sur les lacunes et les occasions dans la prestation de soins de santé mentale au Canada, ont communiqué avec nous pour demander comment ils pouvaient apprendre à devenir des défenseurs de la science et de la profession dans laquelle ils sont sur le point de s'engager. Quels sont les cours, les ateliers ou les expériences appliquées qu'ils peuvent suivre pour aider à apporter le changement, non seulement pour la profession ou la discipline proprement dite, mais le changement qui permettra aux psychologues de faire valoir leurs compétences leur plein potentiel.

Les étudiants unissent leur

voix à celle des psychologues pour souligner qu'il faut enseigner aux étudiants diplômés les politiques en matière sociale, de santé et d'éducation et la façon de faire des représentations efficaces auprès des décideurs. Au cours de mes années à la SCP, j'ai parcouru le programme de cours de nombreux programmes d'études supérieures au Canada, et il est bien évident que la politique sociale, de santé et d'éducation ainsi que les activités de représentation ne figure dans aucun de façon prééminente. Les programmes d'études supérieures sont de plus en plus mis au défi par le besoin d'impartir la connaissance et les habiletés requises d'agrément, d'octroi d'autorisation d'exercer et des marchés universitaires, de la recherche et des praticiens et de

le faire de manière opportune et convenable. L'ajout au programme d'enseignement peut davantage signifier une dilution.

Cela étant dit, les étudiants entrent en recherche, en enseignement et dans les milieux de la pratique où ils se trouvent en manque d'habiletés pour créer le changement – non seulement le changement chez les clients qu'ils soignent ou la connaissance qu'ils créent, mais dans les systèmes au sein desquels la science et la pratique évoluent. Quelles sont les habiletés et les connaissances dont nous avons besoin pour opérer ce changement?

Il y a plusieurs éléments pour être un bon défenseur de la profession

- Comprendre la matière
- Comprendre les systèmes où vous voulez apporter un changement
- Être en mesure de convaincre les décideurs que le changement vaut son pesant d'or

Même si le chercheur ou le praticien devrait d'emblée avoir bien saisi sa matière, nous n'avons pas nécessairement une compréhension comparable des systèmes au sein desquels nous œuvrons ou de la façon de parler et d'engager les décideurs. La compréhension de ces systèmes découle de la connaissance des aspects économiques, des systèmes

de santé, de la sociologie, de l'administration, de l'épidémiologie et de la science politique pour ne nommer que quelques-unes des disciplines connexes. De plus, il y a une base de connaissances entière sur la façon de se préparer à rencontrer un décideur, de se positionner et de communiquer un message ainsi que sur la façon de se comporter au cours d'une réunion et d'en assurer le suivi. Une part de ces connaissances provient de la psychologie sociale!

Même si certains d'entre nous qui se sont engagés dans des représentations pour la discipline et la profession ont appris beaucoup de mentors et par nous-mêmes, nous avons besoin de faire un meilleur travail d'organisation et de diffusion de ce que nous savons au sujet de la représentation pour la prochaine génération de psychologues. Cela pourrait être, mais ce n'est vraiment pas le seul rôle de nos diplômés et de nos programmes d'internat et de stages, mais c'est la responsabilité de nos associations professionnelles, par le biais de l'éducation et de l'éducation permanente.

La SCP a placé des stagiaires au Parlement à plusieurs occasions – un étudiant au doctorat qui passait une journée par semaine au cours d'une année universitaire a participé à des activités de représentation. Cela a le plus souvent

signifié une contribution à la préparation de mémoires aux comités permanents du gouvernement et la création d'exposés de position. Les limites de ce que nous avons été en mesure d'offrir par le passé sont que les postes, n'étant pas rémunérés et étant à temps partiel, sont limités à des étudiants locaux et à ceux qui obtiennent d'autres formes de soutien financier. Ils sont également tributaires des activités de représentation ou du programme au cours de l'année d'internat.

De concert avec le Conseil des sociétés professionnelles de psychologues (CSPP), la SCP a également aidé à organiser des forums de représentation – une façon de contribuer à la formation à la représentation des professionnels diplômés. Avec le lancement des directions générales de la science et de la pratique à la SCP, nous espérons que le rôle et l'influence des activités de représentation seront améliorés. Au fil du temps, la planification et nos propres représentations auprès des membres du milieu de la psychologie, nous espérons être en mesure de mettre sur pied, financer et contribuer à la formation en représentation des membres de la discipline et de la profession.

E D U C A T I O N / É D U C A T I O N

Preventing a Shortage of Psychologists

PETER J. BIELING, Ph.D., Leader, Education

There are numerous signs that our field will soon be facing a shortage of psychologists. CPA has been watching this issue closely for a number of years and has set up a task force on the problem led by Drs. Catherine Lee and Wendy Josephson.

The job of counting ourselves is complex - there is no single source of comprehensive data on the number of psychologists in the country. Even licensing bodies can only count those who are registered, and this would exclude a number of providers and many academics. Considering the "demand" side of the equation is also daunting; some estimates can be made based on demographic factors, and positions that are permanent and will require replacement. However, demand can also be fluid and will depend on market conditions for psychologists' services, administrative will, and the politics of healthcare in the future. Despite these moving targets, it's a good bet that we simply will not have as many psychologists as we're going to need in the next several years.

What can be done? CPA and its many partner organizations have lobbied for and materially supported efforts to create more psychology training spaces in this country. Our new president, Dr. Martin Antony, has made this one of his priorities, particularly around internship spots which can be a major bottleneck in clinical preparation to practice. This certainly is going to help "treat" the acute problem of too few psychologists preparing for practice. However, it is also important to focus on "prevention", going earlier in the life course and doing more to create interest for our training and our profession. While it's not a perfect analogy, prevention in this sense involves some effort to make sure that we are attracting enough gifted young people, who become undergraduate students, and then graduate students, to consider the science and practice of psychology as their number one professional aspiration.

Now of course it is true that introductory psychology courses and access to the major at many universities are over-subscribed in Canada. Many students already want to learn about psychology, and will often sit a spell on a waiting list to do so, but this doesn't mean we need to slow down on our efforts to attract the most talented and motivated students. In fact, that is exactly what we need in order to enhance competition and our ability to select the best potential scientists and practitioners. The more of these excellent students we attract, the more likely it is that we can push to develop more training spaces and new programs. A highly accomplished, motivated, and large audience of learners would not go unserved for very long in the academic marketplace, especially when it is also known that jobs post-training in both the scientific and clinical fields are plentiful and go wanting for strong applicants.

Toward this end, CPA has also made some strides to speak to young people considering both their university major and longer term career aspirations. In August 2009, CPA will publish a career guide written by Dr. Marvin Simner on its website. The guide is thorough and detailed, the likely audience would be a university

bound student in their final year of high school or perhaps a first year university student settling down to decide on a major. There is a great deal of valuable information in the guide and considerable work was done to put it all together in one place. But this guide shouldn't mark the end of our efforts in this regard. A student reading the guide might be considered to be in the "preparation", even "action" phase of the stages of change model - they know they are interested in psychology and are willing to sink their teeth into the details of what's needed and what they can expect. But of course we also want to engage in a dialogue with those who are in pre-contemplation and contemplation mode, young people who may not know what they don't know, who receive pitches in both formal and informal ways about career choices, and who have the intellectual capacity, curiosity, character, and work ethic to become a professional psychologist.

How do we reach these students? This is a question we're still considering but some things are not difficult to anticipate. Students in this category may not hunker down with a career guide and read it cover to cover; they are likely on the internet and "googling" for information that interests them, deciding whether or not it does in seconds not minutes. They are probably not searching the web pages of professional associations (since they wouldn't necessarily know those exist), but they may be using key search terms we can predict. They'd want to read things in bite sized chunks, and be prone to stick with things that are designed well, incorporating both text and graphics. Materials that get to a bottom line relatively quickly, but with the ability to drill down into content as a person becomes more engaged in the finer points. One can imagine more strategies beyond simply "materials" on the internet, including our professional groups reaching out to schools and guidance counselors, but the foregoing would be a great start.

Finally, in addition to the work a professional association can do on attracting new students to psychology, each of us as individuals probably has an equal, if not more important role. We will all touch the lives of young people we come to know with what we do; some will be very close to us, others we may know more casually. And there are many of these young people who would be fascinated by what we do day to day and the meaning of our work for people and science. Sure, there are little things that get to us in our work and career lives, and those things often receive more of a focus when we think about our own jobs. But when you are speaking to a young person who's interested (even if they don't look that way), be enthusiastic about what psychology can do for them and what it can do for the world, tell them about CPA and resources it has they can browse anytime. Help us recruit the best and brightest.

Prévenir la pénurie de psychologues

PETER J. BIELING, Ph.D., Chef, éducation

De nombreux indices laissent croire que notre profession fera bientôt face à une pénurie de psychologues. La SCP surveille ce problème de près depuis un certain nombre d'années et, à cet égard, a mis sur pied un groupe de travail présidé par D^{res} Catherine Lee et Wendy Josephson.

Le recensement dans notre profession est très complexe parce qu'il n'y a pas une source unique de données exhaustives sur le nombre de psychologues au pays. Même les organismes qui octroient les autorisations d'exercer ne pourraient dénombrer que les personnes inscrites et ceci exclurait un certain nombre de fournisseurs et de nombreux universitaires. Il est également décourageant de tenter de résoudre l'équation du côté de la « demande »; certaines estimations peuvent être faites à partir des facteurs démographiques et des postes permanents qui devront être comblés. Cependant, la demande peut également être fluide et dépendra des conditions du marché des services de psychologie, de la volonté administrative et de la politique en matière de soins de santé à l'avenir. Malgré ces cibles mouvantes, tout porte à croire que nous n'aurons tout simplement pas le nombre de psychologues nécessaires au cours des années à venir.

Que faut-il faire pour contrer cette tendance? La SCP et ses nombreux organismes partenaires ont fait des représentations et appuyé matériellement des efforts pour créer davantage de lieux de formation en psychologie au pays. Notre nouveau président, D^r Martin Antony, en a fait sa première priorité, particulièrement en ce qui concerne les places d'internat ou de stages qui peuvent produire un engorgement majeur dans la préparation clinique à la pratique. Cela aidera certainement à « soulager » le problème aigu du trop petit nombre de psychologues qui se préparent à entrer dans la pratique. Cependant, il est aussi important de se concentrer sur la « prévention », en intervenant plus tôt auprès des jeunes et en déployant davantage d'efforts pour créer de l'intérêt pour notre formation et notre profession. Même si ce n'est pas une analogie parfaite, la prévention dans ce sens suppose qu'il faut mettre l'épaule à la roue pour s'assurer que nous attirons suffisamment des jeunes doués, qui deviennent des étudiants de premier cycle puis des étudiants diplômés, qui aspirent au premier chef à une carrière professionnelle en science ou en pratique de la psychologie.

Aujourd'hui, bien entendu, il est vrai que les cours d'introduction à la psychologie et l'accès à la spécialisation dans plusieurs universités sont sur-souscrits au Canada. De nombreux étudiants veulent déjà en

apprendre au sujet de la psychologie et attendront un bout sur une liste d'attente pour le faire, mais ceci ne signifie pas que nous devons ralentir nos efforts pour attirer les étudiants les plus talentueux et motivés. En fait, c'est ce dont nous avons besoin pour améliorer la compétition et notre capacité de sélectionner les scientifiques et les praticiens ayant le meilleur potentiel. Plus nous attirons un grand nombre d'excellents étudiants, plus nous serons en mesure de préconiser la création d'un plus grand nombre de lieux de formation et de nouveaux programmes. Un auditoire d'apprenants grandement accompli, motivé et large ne passerait pas inaperçu pendant très longtemps sur le marché universitaire, particulièrement lorsque l'on sait que les emplois après la formation dans les domaines scientifique et clinique sont nombreux et toujours en quête de bons candidats.

À cette fin, la SCP a aussi déployé des efforts pour parler à des jeunes qui songent à leur spécialisation universitaire et à leurs aspirations de carrière à plus long terme. En août 2009, la SCP publiera un guide de carrière rédigé par D^r Marvin Simner sur son site Web. Ce guide est approfondi et détaillé, le public cible vraisemblable serait les étudiants qui s'orientent vers l'université après leur dernière année de secondaire ou les étudiants de première année en voie de prendre une décision concernant leur spécialisation. Le guide regorge d'information précieuse et du travail considérable a été fait pour la colliger. Mais ce guide ne devrait pas constituer la fin de nos efforts à cet égard. Un étudiant qui lit le guide pourrait être considéré dans la phase de « préparation » ou même « d'action » du modèle de changement - il sait qu'il est intéressé en psychologie et il est prêt à s'attaquer aux détails de ce qui est nécessaire et ce à quoi il peut s'attendre. Mais bien entendu nous voulons aussi nous engager dans un dialogue avec ceux qui sont en mode précontemplation et contemplation, des jeunes qui veulent savoir ce qu'ils ne savent pas, qui reçoivent des invitations de manière officielle et non officielle au sujet des choix de carrière, et qui ont la capacité intellectuelle, la curiosité, la personnalité et l'éthique de travail pour devenir un psychologue professionnel.

Comment pouvons-nous communiquer avec ces étu-



dants? C'est une question à laquelle nous songeons encore, mais certaines choses ne sont pas difficiles à anticiper. Les étudiants dans cette catégorie pourraient ne pas se pencher sur un guide de carrière et lire d'un couvert à l'autre; ils naviguent vraisemblablement dans Internet et cherchent de l'information susceptible de les intéresser, et décide en l'espace de quelques secondes et non pas de minutes de ce qui les captive. Ils ne cherchent probablement pas dans les pages Web des associations professionnelles (étant donné qu'ils ne sauraient pas nécessairement qu'elles existent), mais ils pourraient utiliser des termes de recherche clés que nous ne pouvons prédire. Ils voudraient lire des choses à petites doses et seraient enclins à utiliser des choses qui sont bien conçues, alliant le texte à des graphiques. Du matériel qui leur permet d'obtenir un résultat relativement rapidement, mais qui donne aux personnes la possibilité de creuser le contenu à mesure qu'elles s'intéressent davantage aux détails plus infimes. On pourrait imaginer d'autres stratégies au-delà du « matériel » simplement sur Internet, notamment recourir à nos groupes professionnels qui communiquent avec les écoles et les conseillers en orientation, mais ce que nous venons de décrire précédemment serait un bon point de départ.

En dernier lieu, en plus du travail qu'une association professionnelle peut accomplir pour attirer de nouveaux étudiants dans le monde de la psychologie, chacun d'entre nous en tant que personnes peut également jouer un rôle tout aussi important. Nous touchons tous à la vie des jeunes que nous venons à connaître dans le cadre de nos activités; certains d'entre eux seront très près de nous, d'autres moins, parce que nous les rencontrons moins souvent. Et un grand nombre d'entre eux seraient sans doute fascinés par ce que nous faisons au quotidien et la signification de notre travail pour les personnes et la science. Bien entendu, il y a de petites choses qui nous atteignent dans notre travail et nos vies professionnelles et ces choses reçoivent souvent plus d'attention lorsque nous pensons à nos propres emplois. Mais lorsque vous parlez à un jeune qui est intéressé (même s'il ne le montre pas), soyez enthousiaste au sujet de ce que la psychologie peut faire pour eux et ce qu'elle peut faire pour le monde, dites-lui ce que vous savez au sujet de la SCP et de ses ressources qui peuvent être consultées en tout temps. Aidez-nous à recruter les meilleurs et les plus brillants.

Restructuring of the Granting Councils

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

Coincident with the economic downturn, or what some have called an “economic hurricane,” were the results of the Strategic Review of the major granting councils. CIHR, SSHRC and NSERC were among a number of government organizations required to review their spending and assess whether their programs are effective and efficient, meet the priorities of Canadians and align with core federal mandates. Due to funding cuts and the results of the strategic reviews, CIHR, SSHRC and NSERC are restructuring their research programs.

One of the ways in which the granting agencies have restructured has been through the elimination of various programs or aspects of granting programs. For example, SSHRC funding for health-related research will be eliminated. In addition, funding for Research Time Stipends (intended to allow more time for faculty to devote to research) has been eliminated. The CIHR Open Team Grant program will be discontinued and funding through the Indirect Costs Program will be reduced. Multiple NSERC programs will be cut, including the Centres for Youth Research, Science Teaching and Learning (CRYSTAL), Research Capacity Development and Special Research Opportunity programs.

An important implication of this restructuring to psychology is that the granting councils are now more explicitly creating research silos – a decision that runs counter to trends in research that are increasingly interdisciplinary. Although SSHRC has, over the past 10 years or so, also funded health-related research they will no longer do so. Instead, all health-oriented research grants will be reviewed by CIHR. Psychology is an example of a discipline whose research spans the granting councils and whose field of study is by its nature interdisciplinary. A risk of siloed research funding for psychology is that research that falls into a grey zone may fall through the cracks. The SSHRC committees responsible for psychology (i.e., 10 and 27) have also been restructured. Committee 27, which, among other things, focuses on health, counseling and psychotherapy will cease to exist. The remaining areas of psychology formerly listed under this committee (e.g., developmental) will move over to Committee 10. Will basic psychological health research find a home at CIHR?

In April, I participated in an experts’ consultation on a revised statement that guides researchers to the appropriate funding agency. The granting agencies are in the process of readjusting and clarifying their mandates following the strategic review so as to remove overlap in

funding (see http://www.sshrc.gc.ca/site/apply-demande/background-reseignements/selecting_agency-choisir_organisme_subventionnaire-eng.aspx). The main argument is that the 1995 shift from MRC to CIHR involved a mandate to move beyond disciplines; because this transition is now complete, the granting councils would like to move all health research to CIHR. Many among us continue to be concerned that CIHR has not sufficiently moved beyond its biomedical focus – a concern that is amplified with the SSHRC move to stop funding health-related research.

Psychology is fairly comfortable with permeable boundaries but the granting agencies clearly are not – they do want silos. Another example that came to the attention of the Scientific Affairs Committee had to do with a clinical psychology student who was told that s/he had to either switch to an experimental program or decline funding from NSERC. Indeed the eligibility requirements on the NSERC website currently state that “Clinical psychology programs are not normally eligible for NSERC support.” The exclusion of students in Clinical psychology programs will soon be even more explicit. However, the content, focus and intention of the research (rather than the specific area of psychology in which an individual is housed) should determine eligibility.

At the 2009 CPA convention, CPA invited senior representatives from the granting councils to discuss funding of psychological research. CPA and its officers and the Scientific Affairs Committee have held and planned meetings with each Council to discuss a variety of concerns about eligibility for funding (NSERC), funding of masters’ level students in doctoral programmes (SSHRC), and funding of biopsychosocial health research (CIHR). Proceedings from these meetings are reported in this issue by CPA Associate Executive Director, Dr. Lisa Votta-Bleeker and will be updated in the Fall issue of *Psynopsis*.

Restructuration des conseils subventionnaires

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

Les résultats de l’examen stratégique des principaux conseils subventionnaires ont été en coïncidence avec le ralentissement économique, ou ce que certains ont appelé la « tourmente économique ». Les IRSC, le CRSH et le CRSNG faisaient partie de certains des organismes gouvernementaux qui étaient tenus d’examiner leurs dépenses et d’évaluer l’efficacité et l’efficacité de leurs programmes en fonction des priorités de la population canadienne et de l’harmonisation avec les mandats fédéraux qui les sous-tendent. En raison de la réduction du financement et des résultats des examens stratégiques, les IRSC, le CRSH et le CRSNG ont dû procéder à une restructuration des programmes de recherche.

L’élimination de divers programmes ou de certains aspects des programmes de subvention a été l’un des moyens préconisés pour procéder à cette restructuration. C’est ainsi, par exemple, que le financement du CRSH pour la recherche liée à la santé sera éliminé. De plus, le financement des allocations de temps de recherche (destinées à permettre aux membres des corps professoraux de consacrer plus de temps à la recherche) a été éliminé. Le programme ouvert de subventions d’équipe des IRSC a été suspendu et le financement du programme des coûts indirects sera réduit. Le financement de nombreux programmes du CRSNG seront réduits, notamment celui du Centre de recherche sur l’enseignement et l’apprentissage des sciences (CREAS), ainsi que les programmes de renforcement de la capacité de recherche et d’occasions spéciales de recherche.

Une conséquence importante de cette restructuration pour la psychologie est que les conseils subventionnaires créent maintenant explicitement des cloisonnements de recherche, une décision qui va à contre-courant des tendances en recherche qu’on veut de plus en plus interdisciplinaires. Même si le CRSH a, au cours des 10 dernières années ou à peu près, financé aussi de la recherche liée à la santé, il ne pourra plus le faire. Plutôt, toutes les subventions de recherche liées à la santé feront l’objet d’un examen des IRSC. La psychologie est un exemple de discipline où la recherche s’intéresse à ce qui se fait dans les trois principaux conseils subventionnaires, puisque ses domaines d’intérêt sont, de par

nature, interdisciplinaires. Le risque de cloisonnement du financement de la recherche pour la psychologie demeure que la recherche qui se trouve dans une zone grise pourrait être laissée de côté. Les comités du CRSH qui se penchaient sur la recherche en psychologie (p. ex. 10 et 27) ont également été restructurés. Le Comité 27, qui, entre autres, se concentrait sur la santé, le counseling et la psychothérapie a été aboli. Les autres domaines de la psychologie qui relevaient anciennement de ce comité (p. ex. la psychologie du développement) seront dévolus au Comité 10. Mais voudra-t-on aux IRSC s’occuper de la recherche fondamentale en santé psychologique?

En avril, j’ai participé à une consultation d’experts sur un énoncé révisé dans le but d’orienter les chercheurs vers l’organisme de financement approprié. Les organismes subventionnaires sont en voie de réajuster et clarifier leurs mandats à la suite de l’examen stratégique en vue d’éliminer le chevauchement du financement (reportez-vous à http://www.sshrc.gc.ca/site/apply-demande/background-reseignements/selecting_agency-choisir_organisme_subventionnaire-fra.aspx). Le principal argumentaire est que le changement en 1995 du CRM aux IRSC supposait un mandat visant à transgresser les disciplines; étant donné que cette transition est maintenant accomplie, les conseils subventionnaires aimeraient dévoluer la recherche en santé aux IRSC. Nous sommes nombreux à continuer de croire que les IRSC ne se sont pas éloignés suffisamment de leur concentration biomédicale –



une inquiétude qui est amplifiée avec la décision du CRSH de mettre fin au financement de la recherche liée à la santé.

La psychologie est assez à l’aise avec des frontières perméables, mais les organismes subventionnaires ne le sont évidemment pas – ils veulent des cloisonnements. Un autre exemple qui a été porté à l’attention du Comité des affaires scientifiques concernait un étudiant en psychologie clinique à qui on a dit qu’il devait plutôt opter pour un programme à saveur expérimentale ou refuser le financement du CRSNG. En effet, les exigences d’admissibilité sur le site Web du CRSNG stipulent actuellement que les « programmes de psychologie clinique ne sont normalement pas admissibles à l’appui financier du CRSNG. » L’exclusion des étudiants dans les programmes de psychologie clinique sera même encore plus explicite. Cependant, le contenu, le point de mire et l’intention de la recherche (plutôt que le domaine particulier de la psychologie dans lequel un individu étudie) devraient déterminer l’admissibilité.

Au Congrès de la SCP de 2009, la SCP a invité des cadres des conseils subventionnaires à discuter du financement de la recherche en psychologie. La SCP et ses représentants et le Comité des affaires scientifiques ont tenu et planifié des réunions avec chaque conseil afin de discuter de diverses préoccupations au sujet de l’admissibilité au financement (CRSNG), le financement des étudiants au niveau de la maîtrise dans les programmes de doctorat (le CRSH) et le financement de la recherche en santé biopsychosociale (IRSC). Les comptes rendus de ces réunions sont rapportés dans ce numéro par la directrice générale associée, D^{re} Lisa Votta-Bleeker et seront mis à jour dans le numéro d’automne de *Psynopsis*.

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PRACTICE / PRATIQUE

Implications of PsyD for Canadian Practice

LORNE SEXTON, Ph.D., Leader, Practice

A decade has passed since CPA President Janel Gauthier initiated and Bob Robinson chaired the PsyD Task Force.

The November 2008 final report, accepted unanimously by CPA, made several key recommendations for CPA to:

- Retain the doctorate as the national standard in professional psychology.
- Endorse both the scientist-practitioner (PhD) and the scholar-practitioner (PsyD) models for doctoral training in professional psychology.
- Support the development of university based PsyD programs.
- Encourage the implementation of PsyD mid-career training options.

CPA support for the PsyD has a lengthy history. Adrien Pinard's 1964 CPA Presidential address is likely the first documented consideration in Canada of developing dual academic (PhD) and professional (PsyD) options. In 1991 the CPA/CPAP Task Force on Mid-Career Training for Psychologists strongly recommended consideration of PsyD programs. The 1994 Mississauga Conference on Professional Psychology called for the "creation" of doctoral programs "with the potential for accreditation" that "vary in the relative emphasis on practice and research," specifying the PsyD alternative. In 2003, CPA took the concrete step of establishing a model PsyD curriculum. CPA granted the first PsyD program accreditation to Université Laval in 2006 (which co-exists in the same department with a PhD clinical psychology program).

Academic interest in the PsyD is increasing. PsyD programs employing the CPA model curriculum have been established at Laval University, the University of Montréal, and, beginning this September, at Memorial University in Newfoundland. The University of Moncton is developing a PsyD program with an anticipated 2010 start. PsyD programs also exist (though not specifically deploying the CPA model) at the Universities of Sherbrooke, Québec at Trois Rivières, and Québec at Montréal (UQAM).

The PsyD has important practice implications. CPA task forces have seen the potential of PsyD programs to:

- provide professional practice and applied research training directly applicable for the majority of graduates who seek practitioner careers.
- solve practitioner supply and demand issues through appropriate

training models and durations.

- open the door, in discussions within psychology and with governments, to have a national doctoral standard of independent professional practice.

Reasons for a PsyD have not changed since 1964, but they have become more compelling. A recent survey by CPA's accreditation panel indicated that PhD students average 7.3 years of graduate study (McIlwraith & Caputo, 2007), sometimes with additional postdoctoral training. Overly extensive dissertations and excessive practicum training were cited as problems. This equates to 11-12 years of university study to produce a practicing doctoral level psychologist. This rate was calculated as at best providing retirement replacement with no growth potential.

Scientist-practitioner (PhD) training requires original and extensive research projects. While this is a necessary preparation for successful academic careers, it is an inefficient and inapplicable model for professional practitioner training. Research training within a scholar-practitioner model (PsyD) emphasizes applied research skills relevant to practice settings such as epidemiology, treatment outcome and program evaluation, and implementation of new assessment technologies.

Embedded in the 1991, 1994, and 1998 CPA reports' recommending the PsyD, is the hope that the PsyD might provide efficient practitioner training and midcareer upgrading opportunities that would potentiate a viable national doctoral standard. In a recent meeting with a former provincial health official, I was told candidly: "the problem is that psychology can never get its act together concerning standards of practice." With the full roll out of the Federal Agreement on Internal Trade where it appears that the professions will be accountable to the lowest entry to practice standard set by a Canadian jurisdiction, it's time we did. As envisioned by previous CPA task forces, the PsyD option, coupled with midcareer training, may be the means to accomplish this goal. It would be timely for universities to consider further PsyD development. It would be timely for regulatory organizations to open discussions about a viable national standard of practice based on dual doctoral level options.

Conséquences d'un D.Psy. pour la pratique au Canada

LORNE SEXTON, Ph.D., Chef, pratique

Une décennie s'est écoulée depuis que le président de la SCP Janel Gauthier a mis sur pied et que Bob Robinson a présidé le groupe de travail sur le D.Psy.

Le rapport final de novembre 2008, qui a été accepté à l'unanimité par la SCP, a formulé plusieurs recommandations clés à la SCP, notamment :

- de conserver le doctorat comme norme de formation nationale en psychologie professionnelle.
- d'endosser les modèles de scientifique-praticien (Ph.D.) et de chercheur praticien (D.Psy.) pour la formation doctorale en psychologie professionnelle.
- d'appuyer la création de programmes de D.Psy. dans les universités.
- d'encourager la mise en place d'options de formation en D.Psy. en milieu de carrière.

L'appui de la SCP au D.Psy. remonte à très longtemps. En 1964, l'allocation du président de la SCP, Adrien Pinard, est sans doute la première considération documentée au Canada où il était question de créer deux options de formation universitaire (Ph.D.) et professionnelle (D.Psy.). En 1991, le groupe de travail de la SCP/CSPP sur la formation en milieu de carrière des psychologues a fortement recommandé d'examiner la création d'un programme de D.Psy. À la conférence de Mississauga de 1994 sur la psychologie professionnelle, on préconisait déjà la « création » de programmes de doctorat « qui pourraient être agréés » qui « varieraient dans l'insistance relative sur la pratique et la recherche », ce faisant, soulignant l'alternative du D.Psy. En 2003, la SCP a mis de l'avant une mesure bien concrète en établissant un modèle de programme d'enseignement du D.Psy. La SCP a accordé le premier agrément à un programme de D.Psy. à l'Université Laval en 2006 (qui coexiste dans le même département que celui du programme de Ph.D. en psychologie clinique).

De plus en plus, les universités commencent à s'intéresser à offrir un D.Psy. Des programmes de D.Psy., qui s'inspirent du modèle de pro-

gramme d'enseignement préconisé par la SCP, ont été établis à l'Université Laval, à l'Université de Montréal et, à compter de septembre prochain, à l'Université Memorial de Terre-Neuve. L'Université de Moncton est en voie d'élaborer un programme de D.Psy. qui devrait voir le jour en 2010. Les programmes de D.Psy. existent aussi (même s'ils ne s'inspirent pas spécifiquement du modèle de la SCP) aux universités de Sherbrooke, Québec à Trois-Rivières et Québec à Montréal (UQAM).

Le D.Psy. a des conséquences importantes sur la pratique. Des groupes de travail de la SCP ont vu le potentiel des programmes de D.Psy., soit :

- d'assurer une formation en pratique professionnelle et en recherche appliquée qui correspond directement à la majorité des diplômés qui veulent poursuivre une carrière de praticien.
- de résoudre certains des problèmes d'offre et de demande de praticiens grâce à des modèles et des durées de formation appropriés.
- d'ouvrir la porte à des discussions au sein de la psychologie et avec les gouvernements, dans le but de créer une norme de doctorat nationale pour la pratique professionnelle indépendante.

Les raisons pour la création du D.Psy. n'ont pas changé depuis 1964, mais elles sont devenues plus attrayantes. Une enquête récente du Jury d'agrément de la SCP a fait valoir que les étudiants au Ph.D. ont en moyenne 7,3 années d'études supérieures (McIlwraith et Caputo, 2007), parfois avec une formation postdoctorale additionnelle. Des dissertations et une formation pratique trop longues ont été citées comme des problèmes. Il faut de 11 à 12 années d'études universitaires pour produire un psychologue de niveau doctoral dans la pratique. À cette vitesse on pourra au mieux assurer le remplacement des retraités, mais il n'y



aucun potentiel de croissance de l'effectif.

La formation de scientifiques-praticiens (Ph.D.) fait appel à des projets de recherche originaux et approfondis. Même si cette préparation est nécessaire pour des carrières universitaires fructueuses, il s'agit d'un modèle inefficace et inapplicable pour la formation des praticiens professionnels. La formation en recherche au sein d'un modèle de chercheur praticien (D.Psy.) met l'accent sur les habiletés en recherche appliquée pertinentes au contexte de la pratique comme l'épidémiologie, le résultat des traitements et l'évaluation de programme et la mise en œuvre de nouvelles technologies d'évaluation.

Au cœur des rapports de la SCP de 1991, 1994 et 1998 commandant la création d'un D.Psy., se trouve l'espoir que le D.Psy. puisse assurer la formation de praticiens efficaces et des possibilités de formation en rattrapage en milieu de carrière qui pourraient produire une norme de doctorat nationale viable. À l'occasion d'une réunion récente avec un ancien représentant de la santé provinciale, on m'a dit de manière candide : « le problème est que la psychologie ne peut jamais se mettre d'accord au sujet des normes de pratique. »

Avec la mise en œuvre de l'Entente sur le commerce intérieur fédérale suivant laquelle il semblerait que les professions seront responsables de la norme de pratique la plus faible établie par la sphère de compétence canadienne, il est grand temps que nous le fassions. Tel qu'envisé par les groupes de travail antérieurs mis sur pied par la SCP, l'option du D.Psy., conjuguée à la formation en milieu de carrière, pourrait représenter un moyen d'accomplir cet objectif. Il serait opportun pour les universités de songer à la création d'un D.Psy. Il serait opportun aussi pour les organismes de réglementation d'ouvrir les discussions au sujet d'une norme nationale viable de pratique basée sur deux options de niveau de doctorat.

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Access to Careers in Psychology, CPA Journals Online, Membership Directory, Annual Reports, List of Fellows, CPA Awards, Information on Sections, Continuing Education, and so much more at www.cpa.ca

UPDATE ON CPA'S SCIENCE ACTIVITIES

ELIZABETH VOTTA-BLEEKER, Ph.D., CPA Associate Executive Director

As CPA's new Associate Executive Director, a primary focus of my portfolio, in collaboration with CPA's Scientific Affairs Committee, is to promote the science of psychology and operationalize the Science Directorate. Below is an update of some of the ongoing science-related activities with which CPA is involved in recent months and which it has planned.

National Granting Councils

The 2009 Federal budget heralded some mandated strategic reviews for Canada's granting councils. The nature of these reviews and their consequent planned restructuring are reported by Dr. David Dozois, Leader for Science in this issue.

At the 2009 Convention, CPA convened a symposium in which senior level representatives from each of the three national granting councils (CIHR, SSHRC and NSERC) spoke to the membership about support for psychological research, directions and initiatives related to psychological research, as well as gaps and opportunities.

The symposium addressed issues of relevance to students, new faculty and faculty with established research portfolios/interests. Key issues around which discussion focussed included:

SSHRC's decision to no longer fund health-related research;

NSERC's decision to explicitly state that it will not fund psychology students in clinical programs, regardless of whether they are conducting research in the basic sciences; and

CIHR's mandate to fund health-related research with no additional funding.

CPA will be writing a summary report on the symposium; the report will be sent to the national granting councils and highlights from the report will be reported in upcoming issues of CPA news. CPA also brought these issues to the attention of the Canadian Consortium for Research (CCR).

Meeting with NSERC Representatives

Following the Granting Council Symposium at the Convention, CPA representatives met with Isabelle Blain, Vice-President, Research Grants and Scholarships, NSERC. The focus of this meeting was on NSERC's criteria that it will not fund students in clinical (i.e. applied) psychology programs even when research has a basic sciences focus. CPA argued that funding decisions should not be based on a student's program but rather on the content, focus and intent of their research. CPA representatives also stated that while many students may begin in a clinical program, they may switch to an experimental program or finish their clinical studies but pursue a basic sciences

research career. Given the many implications of this decision on students and psychology as a whole, CPA and NSERC agreed to meet following the convention to further discuss this issue.

Meeting with SSHRC Representatives

Prior to the convention, CPA representatives met with representatives from SSHRC on April 27th, 2009. A major focus of this meeting was funding for post-baccalaureate masters students. Following meetings with CPA last year, SSHRC conducted a thorough analysis of the different types of programs in order to avoid unfairness in combined programs. Based on this analysis, SSHRC plans to move to allow all students in combined MA-PhD programs to apply for MA funding in the first year. They expect to make this announcement in late spring or early summer for the fall competition. Updates will be provided in upcoming issues of CPA News and Psynopsis.

Also discussed during the meeting was SSHRC's re-structuring as related to health- and psychology-related applications. Moving forward, SSHRC will no longer be funding health-related research. Prior to the re-structuring, committees 10 and 27 were responsible for psychology research; with the re-structuring, committee 27, which focused on health, counseling and psychotherapy, will no longer exist.

Other issues discussed during the meeting included the different ways that psychology programs are described on university websites and the efforts of the three granting councils to harmonize their policies and submission procedures.

Since the April 27th meeting, SSHRC has updated its website regarding selecting the appropriate federal granting agency. As eligibility will be stricter in coming years, please visit SSHRC's website for further information:

http://www.sshrc.gc.ca/site/apply-demande/background-reenseignements/selecting_agency-choisir_organisme_subventionnaire-eng.aspx

http://www.sshrc.gc.ca/site/apply-demande/background-reenseignements/selecting_agency-choisir_organisme_subventionnaire-fra.aspx

Meeting with CIHR Representatives

We hope to set up a meeting with representatives from CIHR's Institute of Neurosciences, Mental Health and Addictions for the fall to discuss the relevance and applicability of psychological research within and across CIHR's institutes. CPA will also inquire about CIHR's ability to fund students in clinical programs that are doing basic sciences research and its capacity to fund psychological research previously funded by SSHRC.

CPA has also been a source of information for CIHR. Recently CIHR engaged CPA to help develop a list of key words they could use to search their database for psychology-related research that they have funded.

CPA Web-based Survey on Promotion of Science

As a discipline, the CPA would like to know what else it can be doing to support the science underlying psychological research, education and practice. To this end, CPA liaised with the Chair of CPA's Scientific Affairs Committee and the Chair of the Council of Canadian Departments of Psychology (CCDP) to develop a survey to solicit feedback from the psychology community about what they would like to see CPA do more of or differently in support of the science of psychology. The survey was open until July 1st. Findings from the survey will be presented in future issues of CPA News and Psynopsis.

Research Hub

Are you looking to connect with researchers who share your research interests, or find out who may be doing research in a given area? CPA is currently developing a research network hub that will allow CPA members to find out the areas of research in which other CPA members are involved. This service will be specific to members only for the time-being. Updates on the Research Hub will be provided in CPA News, CPA's electronic newsletter.

Seeking Research Participants

Are you looking for psychologists, students or other researchers to participate in your research? CPA is currently developing a web-based service that will allow CPA members the opportunity to post requests for other CPA members to serve as research participants. Individuals will have to submit a brief description of their project, stating who they are looking to recruit. They would need to provide evidence of REB approval, as well as the dates of recruitment (if none are provided, CPA will only post the project for one month). At least one member of the research team must be a student or full member of CPA and a psychologist must be among the research team. CPA will not actively solicit or recruit subjects, nor will it give out members coordinates to the researchers. It will be up to the individual member to decide to contact the researcher to volunteer as a participant - they would do this by visiting the ad on the research page and clicking on the link to the specific researcher. CPA will announce new projects listed on the research page in CPA News each month. Updates on this service will be provided in CPA News.

Liaisons with University Deans

In consultation with the Chair, Scientific Affairs, CPA also plans

to write a letter to university deans, highlighting current issues related to psychological research, including but not limited to: the heavy supervision burden on faculty members given the increased push for graduate students, but no concurrent increase in faculty; increased cuts to psychology departments; limited influx of new/young faculty; different funding distribution of three councils.

As noted, this is a sampling of some of the science-related activities with which CPA is currently involved or has planned. If you have any questions or suggestions on what CPA can be doing more of or differently to promote the science of psychology, please do not hesitate to let me know at executiveoffice@cpa.ca.

BOARD / CONSEIL 2009-2010



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

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Vos commentaires et suggestions sont les bienvenus.
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Canada is still not Chicago

IAN R. NICHOLSON, Ph.D., Director of Clinical Training
London Clinical Psychology Residency Consortium



A few years ago, I wrote an article for "Psynopsis" entitled "Canada is not Chicago". The article recognized that the considerable information on the internship match comes from American sources. The aim of the article at the time was "to point out some of the larger issues that Canadian intern applicants should be aware of that separates our system from the US system." Since the same issues and concerns still apply, it is a good opportunity to restate some of these issues.

First, there are considerable statistics on the number of applicants being far greater than the number of positions available. In the 2005 match, across the US and Canada there were 3,825 applicants for 3,051 positions. However, the statistics for Canada are much more even with 130 applicants for 129 positions. In other words, in the US there were 773 fewer positions than applicants while in Canada there was only 1 fewer.

While we have lost some internship programmes in Canada in recent years, we continue to have new programmes develop in other areas of the country. As well, there are some areas of the country, such as Toronto and the surrounding area, where there are considerably fewer positions available than there are students graduating from the local universities. However, if interns are willing and able to travel to a match, the odds are much, much better for Canadians to be matched in Canada than for Americans to be matched in the US.

Another issue is that interns feel they "must" travel to sites to be competitive at them. Most Canadian programmes follow the guidelines put forth by the Canadian Council of Professional Psychology Programs (CCPPP) that state "An *in-person interview should not be required.*" In the US, many intern applicants are able to apply for numerous sites within their city. For example, the APPIC directory lists 45 internships in metro Chicago. There are 39 listed in the Los Angeles area and 61 in New York City. The APPIC directory only lists 27 for our country. The model of internship applications in these areas, where it would look badly if the intern decided not come across

town to an interview, cannot be applied to Canada. The internship directors know this. They know it is more difficult and very expensive to travel across Canada to visit sites. They also know that January is not the optimal time to travel in Canada.

This is not meant to imply that visiting a programme is not a valuable experience. It is generally agreed by many candidates that it is very valuable to visit the sites to see what they are "really like". However, Canadian internship directors generally do not require it. They realize that it was becoming an increasing problem (and major expense) for interns to be traveling across the country from day to day to go to interviews. It is sometimes not feasible given the geography of our country. That was the reason for developing the guideline for Canadian internship programmes to try and follow wherever possible. They realize that Canada is not Chicago – the rules that apply there from many US-based programmes cannot apply here. Yet, the number of telephone interviews, certainly at our site, has declined over the last 15 years.

Internship directors have begun to look at video-conferencing as option for interviews. While an interesting idea, there are still some technical and cost issues that need to be worked out before it can become a regular option. However, while we hear from some students they would take advantage of such an option, others have indicated that their anxiety would still likely push them to visit - "just in case" - if given the choice between visiting and video-conferencing.

Another aspect of Canada not being the same as Chicago is also important to recognize. Since there are not many internships



close to intern applicants, there is a greater likelihood that interns will be forced to move for internships. It is difficult for interns to stay in the same geographic area as they lived in for their doctoral programme. One of the main reasons for many applicants not receiving an internship is because they can't move for personal reasons and limit the places and numbers of applications they submit.

This is not to state that Canadian interns must make the same number of applications as American applicants must make. For example, in 2005, the numbers would suggest that in the US interns submitted rankings for 7.4 applications that year, likely reflecting applications for 11-12 programmes. In Canada, the number was rankings of 6.2 applications, likely reflecting 9-10 applications per year. In other

words, the number of applications for someone applying within Canada is a bit lower than what you would expect to make if you were applying in the US. While the average number of applications appear to be going up in the US, the same appears not to be the case in Canada.

Another issue that often arises in the intern listserv is the issue of post doctoral fellowships (post docs). In many places in the US, they are assuming that you will likely want to stick around for a post doc for one or two years, if you are a good fit with the programme at the internship level. In Canada, the rules on post doctoral supervised hours are different because those paying the salary often see someone in post doctoral supervision as an entry level psychologist. In other words, in Canada the psychologist is often expected not to be registered be-

fore they start his or her first job as supervision is received "on the job". Therefore, you may want to think about the setting and geographic location in terms of long term work opportunities and not in terms of post docs that are available. Differences in licensure requirements are one of the main reasons that post docs are much less available in Canada, particularly clinically-oriented post docs.

The internship application procedure is anxiety provoking. It is often something that applicants believe they have little control over. However, those applying for internships should ask themselves if what they are hearing is an American or Canadian issue. This may assist the applicant to keep their anxiety to a more reasonable level.

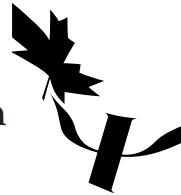
Jon Mills, Psy.D., Ph.D., ABPP, past-chair of the Section on Psychoanalytic and Psychodynamic Psychology of the Canadian Psychological Association, was awarded an \$8000 grant for his next book from the Canadian Federation for the Humanities and Social Sciences, through the Aid to Scholarly Publications Program, funded by the Social Sciences and Humanities Research Council of Canada. This grant is for his 11th book, *Origins: On the Genesis of Psychic Reality*, and will be published by McGill-Queens University Press. It is the first systematic psychoanalytic metaphysics in the history of ideas.

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CPA is proud to host its 71st Annual Convention in Winnipeg. Known for its rich history, Winnipeg is also a thriving cultural centre and is well known for its natural attractions.

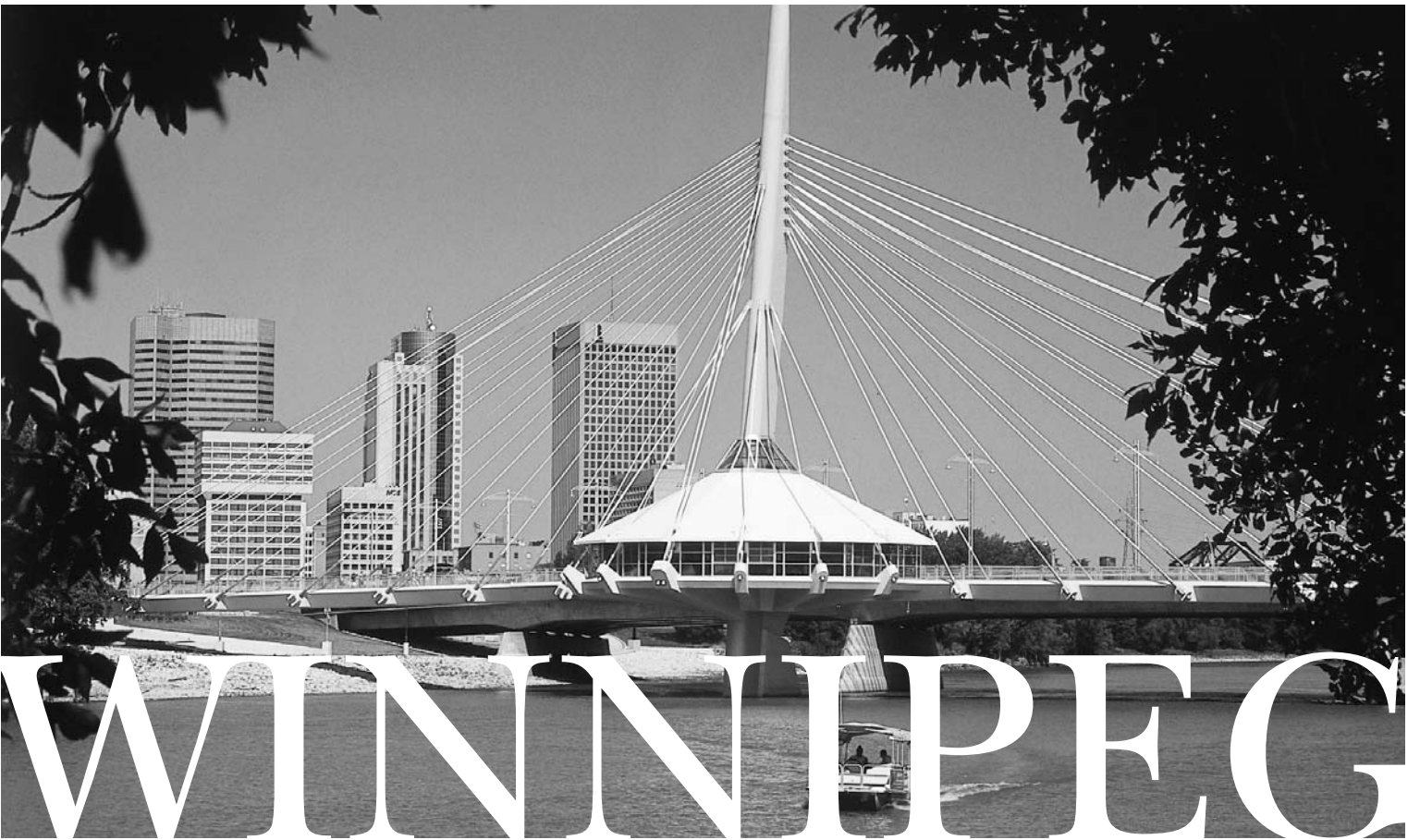


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Dr. Jennifer Frain presents Dr. Adam Radomsky with CPA Distinguished Contributions to Public or Community Service.



Dr. Martin M. Antony with Keynote Speaker Dr. David H. Barlow.



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Behind the Scenes at the Convention

PETER GRAF, Ph.D.,
2009 Convention Committee Chair



The annual convention is CPA's most important and largest event. Kathy Lachapelle-Petrin, the CPA convention manager, takes us behind the scene and talks about what is required to create this event.

PG: What are your responsibilities vis-à-vis the convention?

KLP: I am the Convention Manager, responsible for convention planning — dealing with submissions, scheduling, registration, social activities, and a myriad of other large and small tasks. This role requires me to be flexible, patient, focused and calm with all players involved.

PG: How did you get your position, and what do you enjoy most about it?

KLP: I started small. CPA co-hosted the International Congress of Psychology in Montreal in 1996 and I was responsible for several components. Shortly thereafter, in the fall of 1996, I was offered and accepted the position of convention manager. My greatest joy comes from interactions with conference attendants and making the event personal.

PG: What is your worst fear prior to a convention?

KLP: To have forgotten any of the things I have promised to do or should have done when they ought to have been done.

PG: When do you start planning for a convention?

KLP: Planning for a convention starts about 5 years into

the future with the signing of a venue-contract, and this is truly scary. So many things need to be considered. If the convention returns to a location we were at in the past, you know that it works; however, if the location is new, it's a whole other ballgame and triggers worries about whether the venue is big enough, conveniently located, easily reachable by air or train, whether hotel rooms are available and affordable, whether there are nearby sightseeing attractions for family members, etc.. And shortly after each convention, we begin preparing for the next one, by updating the submission data-base, the call for submissions, by informing section chairs of deadlines about section programs, etc..

PG: Our convention is the reunion that brings CPA family together from all parts of the country, and like other family reunions, everybody arrives with lots of expectations. What do you think the average attendant expects from the convention?

KLP: I believe everybody expects to learn something new and to network. First time presenters are excited and nervous all at the same time and they just need the reassurance that someone is there to help them out when needed.

PG: You and your team clearly share part of the responsibility for meeting the expectations of convention attendants? Equally clearly, however, it is not possible to meet special requests that were not communicated or that were communicated too late and the responsibility for this kind of communication lies with convention attendants. What message do you have for convention attendants who have special requests?

KLP: The message is simple: We try our best to accommodate special requests, but don't leave things to chance;

don't assume we can read your mind. If you have a special request, contact us well ahead of the convention and if we can pull it off we will! And please inform yourself about the convention by reading Psynopsis, CPA news and the website.

PG: How do you rate the 2009 convention? Are you happy with the way it turned out?

KLP: I rate this year's convention a success; I am pleased with the way things turned out, especially with the fact that most people were happy with the convention as a whole, with the fact that we had a large number of wonderful presentations, a great venue, a beautiful city and of course enjoy each other's company.

PG: I noticed a number of new features at this year's convention, especially the much wider use of LCD screens in the hallways which help me find sessions and rooms. What other aspects were new at this year's convention?

KLP: For the first time this year, we used USB sticks instead of printed abstract books; we also used a new style of badges and colorful bags which we hope will bring the CPA message to super-markets across Canada. We are always looking for improvements. If you have any suggestions, please write to me at conventionmanager@cpa.ca.

PG: How do you feel about receiving praise for this year's convention, and do you have a preferred way of receiving this praise?

KLP: I think that it would be wonderful to hear any kind of feedback that helps us improve and continue to serve in the manner to which CPA members are accustomed!

CONVENTION / CONGRÈS



D^{re} Catherine M. Lee présentant le **Prix Donald O. Hebb** pour contributions remarquables à la psychologie en tant que science au **D^r Charles Morin**.

CPA Past Presidents - Quelques anciens présidents de la SCP :
Drs. Michel Sabourin, Luc Granger, Keith Dobson, John Arnett, Pat O'Neill, John Conway, Catherine Lee, Cannie Stark, Jean Pettifor and Thomas Hadjistavropoulos.



CPA Professional Award recipient Dr. Ian Manion and CPA President Dr. Catherine M. Lee.



Dr. Keith Dobson presents **Dr. Robert Pihl** with **CPA Gold Medal for Distinguished Lifetime Contributions to Canadian Psychology.**



Dr. Catherine M. Lee with the **President's New Researcher Award Recipients, Drs. Simon Sherry, Brett Thombs and Andrew Ryder.**



Ms. Kelly B. Smith presents **Dr. Meredith Kimball** with **CPA Award for Distinguished Contributions to Education and Training in Psychology.**



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CALL FOR NOMINATIONS FOR PRESIDENT-ELECT AND FOUR DIRECTORS ON THE CPA BOARD OF DIRECTORS FOR 2010

Nominations are required for President-elect and four Directors who will assume office at the 2010 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 is 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**. However 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, 2009** at CPA Head Office and should be sent preferably by email to:

admindirector@cpa.ca

Dr. Catherine M. Lee

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

INSTRUCTIONS FOR ONE SECTION-NOMINATED DESIGNATED DIRECTOR SCIENTIST-PRACTITIONER POSITION

Designated Directors who are nominated by the Sections represent the three categories of Scientist, Scientist-Practitioner and Practitioner. For the 2010 elections, nominations are required for one Scientist-Practitioner 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 position of **Scientist-Practitioner**.

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.

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 Director Scientist-Practitioner position must be received at CPA Head Office by **November 9, 2009** and should be sent preferably by email to:

admindirector@cpa.ca

Ms. Juanita Mureika

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

CALL FOR NOMINATIONS FOR ELECTION TO THE STATUS OF FELLOW OF THE CANADIAN PSYCHOLOGICAL ASSOCIATION 2010

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:**

admindirector@cpa.ca

Dr. Catherine M. Lee

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/cpafellows/>

PRESENT BOARD REPRESENTATION

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

President:

Martin M. Antony, Ryerson University, Toronto, ON, Clinical

Past President:

Catherine M. Lee, University of Ottawa, ON, Clinical

President-elect:

Peter Graf, University of British Columbia, Vancouver, BC, Brain, Behaviour and Cognition

Directors retiring 2010

Scientist-Practitioner – Peter Bieling, McMaster University & St. Joseph Hospital, Hamilton, ON, Clinical

At-large – Juanita Mureika, N.B. Department of Education, School Psychology, Fredericton, NB

At-large – Aimée Surprenant, Memorial University, St. John's, NL, NSERC Scientist

Director representing the Canadian Psychological Association's Section on Students – Kelly Smith, Doctoral Student, Queen's University, Kingston, ON

Directors retiring 2011

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

Practitioner – Lorne Sexton, University of Manitoba, Winnipeg, MB, Health Psychology

Directors retiring 2012

At-large – Jean-Paul Boudreau, Ryerson University, Toronto, ON, Developmental

Director representing the Council of Canadian Departments of Psychology (CCDP) – Suzanne MacDonald, York University, Toronto, ON, Clinical

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

<http://www.cpa.ca/aboutcpa/by-laws/>

A F F A I R E S D E L A S C P

APPEL DE MISES EN CANDIDATURE AU CONSEIL D'ADMINISTRATION DE LA SCP POUR LES POSTES DE PRÉSIDENT DÉSIGNÉ ET DE QUATRE POSTES DE DIRECTEURS POUR 2010

Des mises en candidature sont requises pour les postes de président désigné et de quatre directeurs qui assumeront leurs fonctions lors de l'assemblée générale annuelle de 2010. 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**. Un poste de directeur désigné scientifique praticien nommé par les sections est 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 2009**, préférablement par courriel, à l'adresse suivante:

admindirector@cpa.ca
D^{re} Catherine M. Lee
Présidente 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 LE POSTE DE DIRECTEUR DÉSIGNÉ SCIENTIFIQUE PRATICIEN NOMMÉ 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 2010, des candidatures pour un poste de scientifique-praticien 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**.

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.

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 2010** préférablement par courriel à l'adresse suivante :

admindirector@cpa.ca
Mme Juanita Mureika
Présidente du Comité sur les Sections
Société canadienne de psychologie
141, avenue Laurier ouest, bureau 702
Ottawa, Ontario K1P 5H3

APPEL DE PRÉSENTATION DE MISE EN CANDIDATURE POUR LE TITRE DE FELLOW DE LA SOCIÉTÉ CANADIENNE DE PSYCHOLOGIE

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 psychologues 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 élu fellow si sa contribution ou son service a été trouvé vraiment exceptionnel par le Comité.

Les mises en candidature doivent parvenir préférablement 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:

admindirector@cpa.ca
D^{re} Catherine M. Lee
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/fellowsdelascp/>

COMPOSITION ACTUELLE DU CONSEIL D'ADMINISTRATION

Président

Martin M. Antony, Ryerson University, Toronto, ON, psychologie clinique

Présidente sortante

Catherine M. Lee, Université d'Ottawa, Ottawa, ON, psychologie clinique

Président désigné

Peter Graf, University of British Columbia, Vancouver, CB, cerveau, comportement et cognition

Directeurs dont le mandat se termine en 2010

Scientifique-praticien - Peter Bieling, McMaster University et St. Joseph Hospital, Hamilton, ON, psychologie clinique

Non désigné - Juanita Mureika, Département de l'éducation du N.B., Frédéricton, NB, psychologie scolaire

Non désigné - Aimée Suprenant, Memorial University, St. John's, NL, scientifique CRSNG

Directrice représentante la Section des étudiants en psychologie de la SCP

- Kelly Smith, étudiant au doctorat, Queen's University, Kingston, ON

Directeurs dont le mandat se termine en 2011

Scientifique - David Dozois, University of Western Ontario, London, ON, psychologie clinique

Praticien - Lorne Sexton, University of Manitoba, Winnipeg, MB, psychologie de la santé

Directeurs dont le mandat se termine en 2012

Non désigné - Jean-Paul Boudreau, Ryerson University, Toronto, ON, psychologie du développement

Directrice représentant le Conseil canadien des départements de psychologie (CCDP) - Suzanne MacDonald, York University, Toronto, ON, psychologie clinique

Veillez consulter notre site web pour prendre connaissance du règlement IX - Mise en candidature au <http://www.cpa.ca/aproposdelascp/reglementsgeneraux/>

CALL FOR NOMINATIONS FOR 2010 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 practitioner 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 for these awards shall consist of a letter of nomination and a supporting statement by a Member or Fellow of the Association, a curriculum vitae of the nominee, and **letters of support from three people** familiar with the nominee's contributions. In the case of the Member of the Year Award, the number of letters of support is two rather than three.

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:

admindirector@cpa.ca

Dr. Catherine M. Lee

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 PAPERS FOR THE 2010 CPA PRESIDENT'S NEW RESEARCHER AWARDS

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 both the applicant's record of early career achievement and the merits of an article submitted for review. A maximum of three awards are conferred annually in diverse areas of psychology.

Eligible papers must meet the following criteria:

1. Be first-authored by an individual who is a CPA member with five years or less post-graduate training experience (e.g., post-Masters, post-Ph.D.);
 - a) The award is for people who have graduated and are 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.
 - b) Students enrolled in post-doctorate programs must be CPA members to be considered for the award (not student members).
2. Currently be in-press or been established during the past 2 years.

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.

A review committee consisting of the President, the immediate Past President, the President-elect, and the Chair of the Scientific Affairs Committee will judge papers.

Submissions must be sent by October 15 and must include a copy of the paper and the author's curriculum vitae (in PDF Format). Submissions are directed preferably by email to:

admindirector@cpa.ca

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



CAREER ADS IN PSYCHOLOGY

www.cpa.ca/careers

A F F A I R E S D E L A S C P

PRÉSENTATION DE MISES EN CANDIDATURE POUR LES PRIX DE LA SCP 2010

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 éminente, 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 éminente, 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 éminente, 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 compétences 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.

MODALITÉS DE MISE EN CANDIDATURE

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 que **trois lettres de personnes pouvant témoigner des réalisations de ce candidat**. Dans le cas du Prix du membre de l'année John C. Service, le nombre de lettres sera de deux au lieu de trois.

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 :

admindirector@cpa.ca

D^{re} Catherine M. Lee

Présidente 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 DISSERTATION POUR LE PRIX DU NOUVEAU CHERCHEUR DÉCERNÉ PAR LE PRÉSIDENT DE LA SCP 2010

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 ainsi que sur la qualité de l'article soumis. Trois prix au plus seront décernés chaque année.

Les dissertations admissibles doivent répondre aux critères suivants :

1. Avoir pour premier auteur une personne membre de la SCP, possédant cinq années d'expérience ou moins liée à la formation de deuxième ou de troisième cycle (suivant la maîtrise ou le doctorat);
 - a) le prix est pour les personnes diplômées qui ne sont plus inscrites comme étudiant dans un programme de troisième cycle. Cependant, un étudiant titulaire d'une maîtrise mais qui est encore dans un programme de troisième cycle n'est pas admissible.
 - b) l'étudiant inscrit dans un programme postdoctoral doit nécessairement être membre à part entière de la SCP (et non membre étudiant) pour être admissible.
2. Être actuellement sous presse ou avoir publié au cours des deux dernières années.

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.

Les dissertations seront évaluées par un comité d'examen, composé du président, du tout dernier président sortant, du président démissionné et du président du Comité des affaires scientifiques.

Les documents, comprenant une copie de la dissertation et du curriculum vitae de l'auteur, doivent être envoyés par courriel d'ici le **15 octobre** à l'adresse suivante :

admindirector@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

INTERNATIONAL RELATIONS COMMITTEE

Memorandum of Understanding between the Canadian Psychological Association and the Psychological Society of South Africa

Un protocole d'entente entre la Société canadienne de psychologie et la Société de psychologie de l'Afrique du Sud

JANEL GAUTHIER, Ph.D., Chair, CPA International Relations Committee
CATHERINE M. LEE, Ph.D., CPA Past President

We are pleased to announce that a memorandum of understanding expressing the common goal of both the Canadian Psychological Association (CPA) and the Psychological Society of South Africa (PsySSA) to advance psychology and to share ideas has been approved by the boards of both organizations. The document was signed by their respective presidents in the spring of 2009. This is the second memorandum of understanding approved by the CPA Board in less than a year. In December 2008, a memorandum of understanding between CPA and the Russian Psychological Society was signed in Moscow.

The memorandum of understanding between CPA and PsySSA is the result of a formal meeting between the officers of PsySSA and the members of a Canadian Psychology Professional Delegation visiting South Africa in the fall of 2008. During the meeting, PsySSA reiterated its interest in drawing up a memorandum of understanding with CPA. As the Leader of the Delegation, Janel Gauthier informed the President of CPA that the President of PsySSA was looking forward to discussing with her the idea of a memorandum of understanding with CPA. As Chair of the CPA International Relations Committee, Janel Gauthier expressed strong support

for the idea. His visit to South Africa had convinced him that a memorandum of understanding between CPA and PsySSA would help to pave the way for more professional and cultural exchange between Canadian and South African psychologists, something highly desirable and much needed in a globalising world.

At its February 2009 meeting, the CPA board discussed the proposal. There was a strong consensus among the board that such a memorandum of understanding would make an explicit statement about CPA's openness to work with psychologists from other countries, recognizing that collaboration serves to advance psychology for all. During a teleconference, Janel Gauthier briefed the board about the PsySSA. Subsequently, the board voted unanimously in favour of the principle of such an agreement. The board is convinced of the potential benefits of this memorandum of understanding, recognizing that Canadian psychologists have a great deal to learn from working with South African psychologists, as well as a great deal to offer to our South African colleagues.

PsySSA is the professional body representing psychologists in South Africa. It was formed in January 1994, out of various bodies then existing and representing psychology in South Africa (such as the Or-

ganisation for Appropriate Social Services in South Africa, the Psychological Association of South Africa, and Psychologists Against Apartheid). The current President of the Society is Professor Norman Duncan of the University of the Witwatersrand in Johannesburg.

PsySSA is comprised of Divisions (Clinical, Clinical Hypnosis, Counselling, Educational, Health and Sport, Industrial, Psychometric, Research, Forensic, Neuropsychology, Student), Standing Committees (Ethics, Equity and Redress, Publications, South African Qualifications Authority, Tariffs and Private Practice Issues, Public Services Issues, International Union of Psychological Science, International Test Commission), Branches (Free State, KwaZulu-Natal, Northern Province, Western Cape), and Affiliates (South African Clinical Neuropsychology Association, Society for Student Counselling in Southern Africa, The South African Wilderness Therapy Institute, UNISA Center for Applied Psychology).

PsySSA publishes quarterly a scientific journal (*South African Journal of Psychology*), as well as a newsletter (*PsyTalk*). The annual South African Psychology Congress hosted by PsySSA, is the highlight of the South African scientific psychological calendar, attracting academics and practitioners from all over the country and abroad.

The Society regularly liaises with local, national and international structures to fa-

cilitate professional development and the exchange of ideas that underpin the discipline. The Society has signed memoranda of understanding with the American Psychological Association, the British Psychological Society, the Norwegian Psychological Association, the Australian Psychological Society, the Zimbabwean Psychological Association, the Jordanian Psychological Association, the Union of Psychologists' Associations of Czech Republic, the Psychological Association of Namibia, the Psychological Society of Ireland, the National Academy of Psychology (an Indian organisation), the Swedish Psychological Association, and the Chinese Psychological Society. These memoranda of understanding reflect great interest in establishing collegial links with the rest of the world. They are extremely important to countries that have undergone a period of prolonged isolation. The Apartheid era has left indelible marks on South African society and South Africans are in the process of creating a new society.

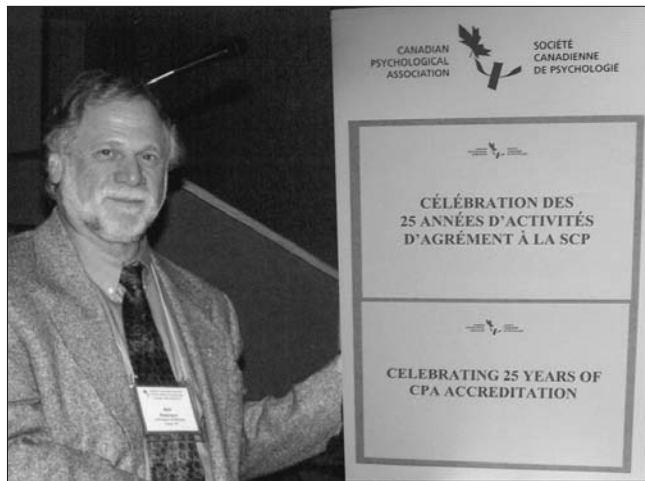
Please remember that the next International Congress of Psychology will be held in Cape Town, South Africa, July 22-27, 2012. Canadian psychologists have an open invitation to attend the Congress. We sincerely hope that you will give it full consideration. You will enjoy discovering South Africa, its people and its culture.

ACCREDITATION PANEL UPDATE

The Silver Anniversary of Canadian Accreditation in Professional Psychology

BOB ROBINSON, Ph.D., Calgary, Alberta

The inaugural CPA Accreditation Panel celebrated 25 years, its Silver Anniversary – indeed a quarter of a century of Canadian Accreditation - this June at the CPA Convention in Montreal. We were first assembled in Halifax in June 1984. Going west to east the CPA Accreditation Panel was composed as follows: Ken Craig, Chair (British Columbia), Bob Robinson (Alberta) John Conway (Saskatchewan), Terry Hogan (Manitoba), Henry Edwards and Harvey Brooker (Ontario), Anna-Beth Doyle and Mireille Mathieu (Québec) and Janet Stoppard (New Brunswick). I can tell you we were very dependent procedurally on APA, and Paul Nelson, the Director of Accreditation, APA, was generously supportive in the most gracious and most respectful way. In the first year we did not accredit a single programme as we were busy building processes, forms and an Accreditation Manual. And we needed criteria and a training programme to establish a Site Visitor's Roster. When we finally started making 'decisions' in 1985, we gave a free pass to Canadian programmes that were Accredited by APA, subject, of course, to a rigorous Canadian review of their documentation.



Now that may convey the impression of cloning, but on the inside looking out, we were fiercely Canadian and ready to support the Ontario Psychological Association retiring from the Accreditation field, and shortly after, negotiating a Memorandum of Understanding (MoU) with the American Psychological Association. The MoU was negotiated with strategy and determination just two stone throws from the White House and indeed, formed the

foundation of many years of productive collaboration with the APA via concurrent accreditation. When later we were advocating for mutual recognition or reciprocity with the APA, Janel Gauthier, the CPA President, made sure we were at the Château Laurier in Ottawa, and we always had our guests face the Parliament Building with the Maple Leaf furling in their faces - at every meeting and every meal. No immediate results, but one of our most patriotic moments! However, upon reflection Accreditation in Canada has come to fruition and maturity, and I would assert that APA ultimately relinquished any claim on our accreditation because they were not needed and could not do it better.

For an incisive analysis of the development of CPA Accreditation, see *Accreditation in Canada* (2008) by Karen R. Cohen. In Judy Hall and Elizabeth Altmaier (Eds.), *Global Promise: Quality Assurance and Accountability in Professional Psychology*, Oxford University Press and *Accreditation of Canadian Psychology Programs: Obstacles and Opportunities*, Canadian Psychology, Volume 50:2, May 2009, by Terry-Lynn MacKay and Keith S. Dobson.

Well done, my Canadian colleagues!

NEWS

Applying the Scientist-Practitioner Model: A Commentary on the University of Ottawa's Academic Day

MELISSA A. VLOET, Ph.D. Candidate, University of Ottawa
With Contributions From:
TIFFANY PURSOO, Ph.D. Candidate, University of Ottawa
KATHARINE FILBERT, Ph.D. Candidate, University of Ottawa

In May 2009, the University of Ottawa hosted an academic research day organized by the division of Child and Adolescent Psychiatry in collaboration with the University of Ottawa's School of Psychology and Faculty of Education.

The event showcased current research initiatives of several hospital- and community-based youth mental health programs, such as the use of the internet as an effective tool for clinical data management and exchange, and developing group interventions for youth with borderline personality disorder traits. By bringing together various community agencies, educators, hospital staff (including nurses, psychiatrists, and psychologists), academic personnel, scientific researchers, and graduate students, the organizers were able to facilitate the bridge between the aforementioned current research initiatives and their clinical application.

A small group of Clinical Psychology graduate students from the University of Ottawa attended the event which was marked by a spectacular workshop series. Lead by a prominent team of

cross-appointed faculty and researchers, the students were given the opportunity to explore current literature, examine emerging theories (e.g., current issues in outcome measurement, bio-psychosocial models of the teenage brain), and critically analyze ethical and methodological questions (all that and lunch for free!). In addition, they were challenged to generate ideas in terms of implementing emerging research findings within their current clinical practice. Equally important, students were encouraged to create interpersonal relationships with a wide variety of professionals involved in various aspects of the service delivery process. Speaking about the impact of the workshops, Clinical Psychology student Katharine Filbert commented that, "The workshop series provided an excellent forum for interdisciplinary

communication. Through discussion of the importance of evidence-based treatment for child and adolescent depression, to important conceptual and measurement issues related to developmental trajectories and diagnosis, students and professionals in a variety of disciplines gained further insight into the growing area of child and adolescent mental health." Her colleague, Tiffany Pursoo, noted, "The presentations were each delivered in a way that spoke to individuals across educational, psychological and psychiatric disciplines. I was inspired by the clinical application possibilities of many of the treatment approaches and research findings discussed."

The academic conference also afforded students the opportunity to expand their knowledge of research initiatives in youth mental health within several settings in the Ottawa area. During the course of the event, Dr. Mario Cappelli, Director of Mental Health Research at the Children's Hospital of Eastern Ontario Research Institute, spoke about student-lead initiatives in scientist-practitioner programs and referred to students as the rising stars of our research institutes. He urged us to become involved in collaborative research partnerships within the community, and touched on current career opportunities and funding

sources available to psychology students. For students who were previously unfamiliar with research occurring outside the psychology department, this event provided access to the work of faculty who hold joint positions and who are not always visible within the department due to external commitments.

This event challenged me to utilize emerging research in combination with best practice guidelines during service delivery, as

outlined by presenter Dr. Barry Schneider in his examination of the literature surrounding adolescent depression. The workshop series also inspired me by reminding me that I am part of a greater research community and a wide group of service providers who can all offer me invaluable support and whose projects help affirm the importance and relevance of my own clinical and scientific work.

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For further information contact: Leah Dilley
Phone: 905-857-5348 Fax: 905-857-8977
caledonmassage@hotmail.com



CALL FOR NOMINATIONS

for a Canadian Delegate To the General Assembly of the International Union of Psychological Science

Nominations are required from CPA Members and Fellows for a "Canadian Delegate to the General Assembly of the International Union of Psychological Science." Nominees must be Members/Fellows in good standing of the Canadian Psychological Association (CPA). Preference will be given to persons who have been involved in national or international organizations in psychology and whose major professional activity involves research and teaching, and whose CVs are judged by the Canadian National Committee for the International Union of Psychological Science to meet these criteria.

The name of the preferred nominee will be submitted to the CPA Board of Directors for approval and appointment for an eight-year term.

Each nomination shall consist of:

- a letter from the nominator 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;
- a current curriculum vitae of the candidate (including educational background, present and former positions, research and professional activities, organization membership and involvement, and international congress participation); and
- two supporting letters from individuals familiar with the nominee's contributions.

The deadline to submit nominations shall be OCTOBER 9, 2009. Nominations and supporting documents shall be sent by e-mail to the Chair of the Canadian National Committee at the following address: janel.gauthier@psy.ulaval.ca



CALL FOR NOMINATIONS

FOR AT-LARGE MEMBERS ON THE CANADIAN NATIONAL COMMITTEE FOR THE INTERNATIONAL UNION OF PSYCHOLOGICAL SCIENCE

Nominations are required from CPA Members and Fellows for member-at-large positions on the Canadian National Committee for the International Union of Psychological Science (IUPsS), to be assumed immediately after the election.

Seven positions are vacant: three of them are positions reserved for social scientists (one of them is for a 3-year term, another for a 2-year term, and still another for a one-year term), two for health scientists (one of them is for a 3-year term and the other for a 1-year term), and two for neuro/bio/behavioural scientists (one of them if for a 3-year term and the other for a 2-year term). All terms are renewable once for three years.

Any CPA Member or Fellow whose primary activities are in research and teaching can be nominated. Given the nature of the activities to be performed by the Committee, candidates who are a member of an international association or have attended at least one international congress will be given preference.

Each nomination shall consist of:

- a letter from the nominator 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;
- a current curriculum vitae of the candidate (including educational background, present and former positions, research and professional activities, organization membership and involvement, and international congress participation); and
- supporting statements from two CPA Members/Fellows.

The deadline to submit nominations shall be OCTOBER 15, 2009. Nominations and supporting documents shall be sent by e-mail to the Chair of the Canadian National Committee at the following address: janel.gauthier@psy.ulaval.ca

Financing your growing practice



Like all businesses, professional practices succeed through hard work, planning and investment. Expanding services, opening new locations, updating technology, buying another practice or simply redecorating your office, can all build revenue and increase your success—and they all require cash to make them happen. This is where financing can help.

There are three main sources of financing: loans, investors and leases. The best choice for you depends on how you'll use the money, and your willingness and ability to take on additional debt or business partners.

Loans provide cash with specific repayment terms. A loan can be used for any purpose and it doesn't dilute your ownership of your firm.

Investors also provide cash. While you don't have debt as a result of investment, you may give

up a percentage of ownership of your firm. Investors may be silent, in that they allow you to use the money as you deem fit, or they may ask for an active voice in the future of your practice. Unless your investors fall into the "family and friends" category, they are usually looking for a return on investment that is greater than what they can get elsewhere.

Leases can be used to acquire a variety of assets including cars, equipment or office space. They don't help with a growing payroll

or minor expenses, but they can be a good way to help expand without incurring additional debt. Leases reduce the demand for cash up front and distribute the cost of using equipment or space over time, thereby freeing up money for other purposes.

Before deciding on the type of financing you want, discuss your options with a financial advisor, banker and accountant to ensure that your choice makes sense from both a business and tax perspective.

Prepare for success

Obtaining financing is easier when you take the time to prepare in advance.

Write a business plan that describes the proposed project, and its goals and timelines. A good plan will include sales projections, a projected income statement and

a cash flow forecast.

Be specific about how much money you'll need and how long you will take to repay it.

If you are purchasing an existing practice or expanding your current practice, be ready to supply historical financial statements and tax returns for the business.

Providing a personal statement of Net Worth outlining both assets you own and personal debts.

Check your credit rating and ensure that it is correct. You don't want to be affected by an inaccurate or poor credit rating.

Provide a printed copy of your business plan or use a PowerPoint presentation to present your opportunity to prospective lenders or investors.

Be prepared to answer questions about your plan.

Start looking for financing early

Securing the right loan or an investment deal can take some time, so begin the process early to make sure the cash is ready when you are. Use your cash flow forecast to identify exactly when your business will need funds and factor in a reasonable time to make the arrangements.

Understanding your financing options, establishing a strong business plan with clear goals, and working with the right advisors will help you get the financing you need to grow your professional practice to the next level.

To learn more, speak to a Scotiabank Small Business advisor, or visit <https://www.getgrowingforbusiness.com>.

Le financement de la croissance de votre cabinet professionnel

Comme toutes les entreprises, les cabinets des membres des professions libérales réussissent grâce au travail acharné, à la planification et aux investissements. L'expansion des services, l'ouverture de nouveaux bureaux, la mise à niveau de la technologie, l'achat d'un autre cabinet ou simplement la décoration de votre bureau, peuvent accroître le chiffre d'affaires et votre succès. Toutefois, vous aurez besoin d'argent pour réaliser ces projets. Or, mettre en place le financement approprié est souvent un élément d'une stratégie d'expansion efficace.

Il y a trois principales sources de financement : les prêts, les investisseurs et le crédit-bail. Le meilleur choix pour vous dépend

de la façon dont vous utiliserez l'argent et de votre volonté et de votre capacité à composer avec un endettement accru ou des par-

tenaires commerciaux.

Les prêts offrent des liquidités avec des conditions de remboursement spécifiques. Un prêt peut servir à n'importe quelle fin et il ne dilue pas la propriété de votre firme.

Les investisseurs apportent aussi des liquidités. Bien que vous n'ayez pas de dette suite à leur investissement, vous devrez peut-être céder un pourcentage de la propriété de votre firme. Les investisseurs peuvent être passifs, c'est-à-dire qu'ils vous permettent d'utiliser l'argent comme bon vous semble, ou ils peuvent demander un rôle actif dans votre

firme ultérieurement. À moins que ces investisseurs ne soient de la catégorie des « proches et des amis », ils recherchent un rendement sur le capital investi qui est supérieur à ce qu'ils peuvent obtenir ailleurs.

Les contrats de crédit-bail servent à acquérir divers éléments d'actif, y compris des voitures, du matériel ou des locaux à bureaux. Ils ne sont pas utiles pour régler la croissance du nombre d'employés ou les dépenses mineures, mais ils peuvent être un bon moyen de favoriser l'expansion sans créer de dette supplémentaire. Les contrats de crédit-bail réduisent la demande pour de l'argent immédiat et distribuent le coût d'utilisation du matériel ou des locaux sur une période de temps, libérant ainsi de l'argent pour d'autres fins.

Avant d'opter pour un type de financement, discutez de vos options avec un conseiller pour petites entreprises et votre comptable pour veiller à ce que votre choix soit judicieux d'un point de vue commercial et fiscal.

Se préparer pour le succès

Obtenir du financement est plus facile lorsque vous vous y préparez.

Dressez un plan d'affaires qui décrit le projet proposé, ainsi que ses objectifs et échéanciers. Un bon plan comprendra des projections de ventes, un état des revenus projetés et des prévisions de flux de trésorerie. Visitez le site www.depassez-vouspourentreprise.com pour utiliser un outil gratuit appelé Rédacteur de plans de gestion pour entreprise^{MC}.

Soyez précis quant au montant d'argent dont vous aurez besoin et du temps requis pour le rembourser. Intégrez ces hypothèses dans vos prévisions de flux de trésorerie.

Si vous achetez un cabinet existant de membres de professions libérales ou que votre cabi-



net prend de l'expansion, vous devrez sans doute présenter les états financiers historiques et les déclarations de revenus de l'entreprise.

Vous devrez fournir un relevé personnel de votre avoir net, qui décrira l'actif que vous possédez et vos dettes personnelles.

Vérifiez votre cote de crédit et son exactitude. Une cote de crédit inexacte ou mauvaise peut nuire à vos projets.

Utilisez une copie imprimée de votre plan d'affaires ou utilisez une présentation PowerPoint pour présenter vos projets à des prêteurs ou des investisseurs potentiels.

Préparez-vous à répondre aux questions sur votre plan.

Commencez tôt à chercher du financement

Obtenir le prêt approprié ou une bonne entente d'investissement peut prendre du temps. Vous devez donc commencer tôt pour que l'argent soit disponible lorsque vous serez prêt. Utilisez vos prévisions de flux de trésorerie pour cerner exactement quand votre entreprise aura besoin de fonds et calculez un délai raisonnable pour conclure une entente à ce sujet.

La compréhension de vos options de financement, l'établissement d'un plan d'affaires solide et avec des objectifs précis et le recours aux conseillers appropriés vous aideront à obtenir le financement dont vous avez besoin pour faire passer votre cabinet au niveau suivant.

Pour plus d'informations, veuillez communiquer avec un conseiller de la Banque Scotia pour les petites entreprises, ou visitez le site <https://www.depassez-vouspourentreprise.com>.

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McGill University

(Department of Educational and Counselling Psychology & Department of Psychology)

SANDRA MANSOUR – Graduate student representative – McGill University (Department of Educational and Counselling Psychology)

McGill University is recognized worldwide as an outstanding university with a reputation for strong academics, teaching and research. There are 21 faculties and professional schools that offer over 300 areas of study including psychology. Accordingly, McGill attracts a wealth of international faculty and students. Moreover, given that McGill is located in the second largest French-speaking city in the world, over 20% of McGill students are French-speaking.

McGill is also unique when it comes to psychology programs and departments, as there are two departments that offer various undergraduate and graduate programs in psychology. Within the Faculty of Education, you will find the Department of Educational and Counselling Psychology (ECP). The ECP Department is committed to advancing knowledge in the area of cognition and development in typical and atypical populations across the lifespan. ECP is composed of several graduate programs, which include Master of Arts degrees in Educational Psychology (with streams in School/Applied Child Psychology, Learning Sciences, Health Professions and Human Development) and Counselling Psychology, Master of Education degrees in Educational Psychology (specializations in General Educational Psychology, Family Life Education, Inclusive Education and Learning Sciences), and PhD programs in School/Applied Child Psychology, Counselling Psychology and Educational Psychology. As well, ECP offers numerous diploma and certificate programs. A variety of undergraduate psychology classes for students training to become teachers are also offered, such as Educational Psychology and Exceptional students.

Within the Faculty of Science, you will find the Department



of Psychology. Undergraduate psychology programs in this department can lead to a Bachelor of Arts or a Bachelor of Science degree in Psychology. Graduate programs can lead to a Master of Arts or Master of Science in Experimental Psychology and to a PhD in Clinical Psychology (combined research and clinical training) or

Experimental Psychology. Six research areas are well represented in the Department of Psychology which includes: cognition-language-perception, behavioral neuroscience, developmental psychology, social-personality psychology, health psychology, and quantitative-modeling psychology. The PhD in Clinical Psychology in the Department of Psychology and the PhD in School/Applied Child Psychology and the PhD in Counselling in the Department of Educational and Counselling Psychology have full CPA and APA accreditation.

Finally, McGill is affiliated with numerous teaching and research hospitals around Montreal, therefore providing excellent research and clinical training for its students. These include: the Douglas Mental Health University Institute, the Montreal Neurological Institute, the Montreal Children's Hospital, the Montreal General Hospital, the Royal Victoria Hospital, and the Sir Mortimer B. Davis - Jewish General Hospital.

Finally, McGill University is located in downtown Montreal, a cosmopolitan city with diverse linguistic and cultural groups. Students living in Montreal enjoy its exciting night life, numerous summer festivals (including the International Jazz and Just for Laughs festivals), gorgeous parks and scenic views from Mount Royal. Montreal is known for its European-like atmosphere making it one of the most popular cities in Canada. As well, Montreal is the second largest city in Canada next to Toronto, therefore all over the city of Montreal you will come across an incredible variety of restaurants, cafés, and boutiques suited for everyone's tastes. The town of Old Montreal is filled with 17th and 18th century architecture making it one of the most charming areas of Montreal. And of course, the best bagels you will ever taste are available by the dozen in the Plateau Mont Royal situated about 15 minutes from McGill.

The Value of Grades in Graduate School

CHRISTINE M. CABRERA, M.Sc, University of Ottawa, Canadian Psychological Association Student Affiliate
DELYANA I. MILLER, B.A, University of Ottawa, Canadian Psychological Association Student Affiliate



Receiving grades is the quintessential scholastic experience. We have been receiving grades since elementary school and they have been the external reward for our academic efforts. Grades are used to ensure we consistently strive and that this striving is a significant effort (the so called "110 %").

In addition, they also serve as a mark of comparison by which we can be measured against our fellow students. Although grades may serve their purpose in the undergraduate environment, in our opinion, the value of grades is greatly diminished upon entering graduate school. *Self-determination theory* (SDT), which emphasizes the importance of three main components related to intrinsic motivation: autonomy, competence and relatedness (Deci, Vallerand, Pelletier, Ryan, 1991), is a useful frame by which to examine the value of grades in graduate school.

Grades are often advocated as an impetus for striving. However, grades are external rewards and as such may hinder the intrinsic motivation of graduate students. Motivational research in the field of psychology has suggested that external re-

wards can be detrimental to fostering intrinsic motivation. A meta-analytic review examining the effects of external rewards on intrinsically interesting activities found that external rewards undermined students' involvement in these activities (Deci, Koestner, Ryan, 1999). Graduate school is purported to be the environment where we begin our professional training and the qualities of autonomy and competence tied to intrinsic motivation would greatly benefit us as professionals. Throughout our future work we may encounter many challenges, from a research roadblock to a difficult clinical case, where the external rewards may not be present and a cultivation of autonomy would fuel our ability to succeed.

Grades in graduate school are meant to reinforce us to reach for that extra bit of ef-

fort but the standard by which we compare ourselves is an external one. We continue to compare ourselves to this standard scale, as opposed to comparing ourselves to our own internal standards and values. We give value to a letter instead of giving value to our experiences in learning, and the sense of competence we have fostered within ourselves. Furthermore, the effort that comes from intrinsic motivation is lasting, and can change with your professional experiences. External motivations, on the other hand, only reinforce a behavior as long as they are present (Deci et al., 1999).

A key function of grades is that they provide an opportunity for ranking students and comparing their performances. This comparison is the standard by which students are accepted into graduate school. Yet, the range of grades in graduate school can be restricted and this limits the ability of grades to discriminate among students. While it is often argued that this discriminatory ability is critical in determining the adequacy of candidates for academic scholarships, the limited range of grades often leads to the evaluation of candidates by other accomplishments (i.e. publications, presentations). Given that presentations and publications are closely linked to our future profession they may serve as an

alternative tool by which to discriminate among students in terms of potential for professional contribution.

In our opinion, there are alternative evaluation methods to grades in graduate school, methods which will foster intrinsic motivation. In our experience with classes at the University of Ottawa, a pass/fail system of evaluation which includes qualitative feedback has been very useful. The pass/fail format of evaluation allows the student to set their own personal standards for success. In addition, the qualitative evaluation component offers viable academic feedback which can more easily be incorporated into our professional development. It is possible that this format of evaluation will further contribute to the autonomy and competence of future psychologists.

References

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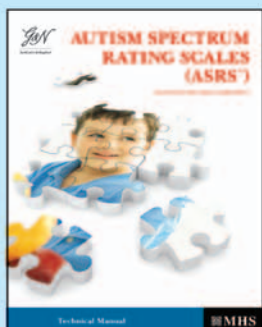
Errata:

In the Spring Issue of *Psynopsis*, the article "Advocating for Psychology as a Profession: A Clinical Psychology Student Initiative" was attributed to Pamela Seeds, Department of Psychology, Westminster Hall, The University of Western Ontario when it should have been attributed to "Advocacy Through Action: Students Bringing Psychology to Our Community" which is a student group from the University of Western Ontario. We apologize for the error.

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