

The Newfoundland Psychologist



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Members' News

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From the newsletter committee:

The newsletter committee members are *Natasha Curran, Anne Murray and Jodi Spiegel*

The Newsletter will be delivered by email from now on.

We will also upload it to the ANP website: <http://www.nfpsych.com/>

The newsletter committee needs your input so that we can produce an interesting and informative newsletter that will reflect the activities of the membership and help build the community of psychologists in Newfoundland and Labrador. Send us your news, comments, letters, reports from other committees, responses to workshops and articles.

Give us your feedback on this issue of the newsletter.

In future, we would like to include colour pictures within the newsletter. For the present issue, we have emailed pictures separate from the newsletter. We have also included a hyperlink to the website. Before we include colour pictures in future issues, we need your feedback on:
1) currently, whether you experienced any difficulties in opening the attachment of pictures.
2) in future, whether you would anticipate difficulties in opening the newsletter, should it contain colour pictures.

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PRESIDENT'S REPORT TO THE ASSOCIATION OF NEWFOUNDLAND PSYCHOLOGISTS

ANNUAL GENERAL MEETING

June 2, 2005

Since our last AGM on June 18, 2004 your executive and committees have been very busy and productive. The initiatives that have been undertaken over the last year include:

Constitutional Amendments. The Executive carefully considered the amendments proposal at last year's AGM and will present the amendments again at this year's AGM.

Psychology Month. February 2005 was our first Psychology month and it was a tremendous success!! Special thanks go to Dr. Jodi Spiegel and her committee for the excellent job done. Our province was highlighted on CPA's web site for our accomplishments and our efforts are still getting special mention at CPAP Advocacy Committee Management Meetings. We will be looking for more involvement from members next year.

ANP Position Papers Completed and in Development.

Outline of Activities Related to Chronic Disease and Social Inequity (completed)

Primary Health Care in Newfoundland and Labrador: How Psychology Can Contribute (completed)

Early Intervention Post-Trauma (in development)

Fee schedule for psychologists (on hold due to concerns raised by some members)

Letter to Minister of Education supporting the NLCPA's position outlining concerns with respect to the Educational Psychologist positions

Strategic Planning. The executive combined a strategic planning half day with unpacking the new office and developed 3 major goals for the next year:

1. **Recruitment.** New members, new executive members and new committee members

2. **Advocacy.** More activities for next year's Psychology Month, regular press releases, science fair, VLTs and gambling addiction

3. **Development of a time line for activities for the year.**

Psy D. Program Committee. I have been sitting on this committee representing ANP and we are in the process of polling registered psychologists to determine where there is interest in providing practicum and/or internship placements for students in this program.

Central Director Vacancy. The Central Director position was filled conjointly by Heather Paul and Denise Butt. This is an arrangement that has worked well.

Office Space. In July 2004 ANP's office building was closed and we put our office contents in storage until a suitable space was found. In Feb. 2005 ANP and NBEP agreed to share office

space. The new-shared space is on Duckworth Street, Haymarket Square Building and we co-hosted an Open House wine and cheese on June 23, 2005

Liaison with NBEP. As President, I have been regularly attending NBEP meetings and we have been working together to address issues of mutual concern such as replacement for NBEP Board Members who leave. Together we have been successful in having Dr. M. Doyle's vacant position filled.

Student Award. Ms. Fotini Zachariades has been collaborating with Memorial University's Psychology Department to settle on a new process for selecting a suitable final year psychology student for the ANP Student Award. This process has been finalized and we will be making the award in the upcoming weeks.

Science Fair Award. The Executive has reached an agreement with Memorial's Psychology Department to be notified well in advance of when the judging will occur so that we can provide a judge and have some photographs for our newsletter. We were able to do that this year, thanks to David Jeans for judging and taking the photos. We issued a press release following the event congratulating the winners. Thanks to Fotini Zachariades for arranging the Press Release.

ANP/CCA Reciprocal Agreement. ANP entered into a reciprocal agreement with the Canadian Counselling Association in recognition of our mutual goals and directions. This represented no cost to the organization.

Healthy Workplaces Award. Letters sent out to APA members who are not members of ANP and to ANP Doctoral members who are not members of APA in an effort to reach the number of joint members needed (10-we have 6) to become an Associate of APA allowing us access to their Healthy Workplaces Award Program. We still do not have enough joint members in spite of our efforts.

I'd like to thank all the committees and their chairs for the excellent work that they have done over the past year. This work is important and sometimes it can be discouraging when you haven't enough psychologists to do the work you'd like to do.

Special thanks goes to the Continuing Education Committee who have spent many hours organizing excellent workshops and presentations for us. Without this committee's contribution we would face a significant financial crunch.

Dr. Olga Heath
President
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Advice for Supporting Anxious Children and Teens

Bev McLean, M.Sc.

Anxiety Disorders occur in up to 13% of children and adolescents, and often result in significant disruptions in social, family and academic functioning. Finding the most effective mix of empathetic support and therapeutic strategies is a regular challenge for parents, therapists and educators. The severity of the anxiety generally dictates the need for professional intervention, and the following guidelines are useful in making the determination to refer:

- 1. Developmental Appropriateness:** Separation anxiety is a normal developmental stage for young pre-schoolers, and is not highly unusual in the early primary grades. However, the 11-year-old who avoids socializing with friends for fear of being away from his or her parents is atypical of most preteens. Teenagers can be shy and socially reserved, but avoiding school for fear of being laughed at can result in significant academic decline. Other overwhelming fears may exist despite the evidence – the high achieving teen who is sick with fear of failing despite maintaining an A average.
- 2. Behavioural Changes:** Children and teens often have difficulty verbally expressing their anxious thoughts and fears. However, behavioural changes typically accompany anxiety disorders, and are often the primary means of self-expression. These include clinginess, crying, avoidance and disruptive behaviours, along with increased physical complaints such as headaches and stomach complaints. Whole families and entire classrooms may be held hostage to the demands of anxiety in attempts to soothe the sufferer.
- 3. Duration:** Most worries wax and wane, and can be easily resolved with common sense thinking and reassurance. Fears and worries that persist, or worsen, over time require intervention, particularly when they inhibit the child's daily activities and when efforts to reassure the child only makes things worse. If left untreated, anxiety disorders can result in an inability to finish school, impaired relationships, alcohol or other drug use, problems adjusting to work situations, and anxiety disorders in adulthood.

Basic Rules for Dealing with Anxiety

1. **Make anxiety the problem**: When it becomes tempting to view your child's symptoms as bad behaviour, remember that an anxiety disorder is an illness, and that your child is sick. Criticism and punishment distract from the goal of managing and reducing anxiety.
2. **Model appropriate ways to handle new situations**: Kids see what their parents are afraid of and how they handle their fears. It is important to balance the need for care and caution with building your child's confidence in facing the real world.
3. **Stop giving advice**: Children generally know that anxiety makes no sense. Reminding them of this makes them feel bad. Advice to just "stop it" has the same effect. They would stop if they could. Instead, help your child problem-solve through stressful situations, and encourage them to handle it effectively.
4. **Learn all you can**: There are many great resources for learning about anxiety – your child's therapist, books, websites, and organizations devoted to the understanding and management of anxiety.
5. **Be your child's cheerleader**: As a cheerleader you can be supportive as he or she takes on the task of confronting anxiety. Remain neutral and confident as you cheer on your son or daughter. Remember though, excessive reassurance actually rewards anxious behaviour. Instead, encourage realistic thinking and tell them that persistent requests for reassurance will be ignored.
6. **Keep your expectations appropriate**: The tasks of confronting anxiety may seem small and insignificant, but it is important that they occur at your child's pace. Remembering this will help you to remain supportive and avoid frustration.
7. **Avoid Avoidance**: A basic characteristic of anxiety is that the longer it's avoided, the longer it lingers and the larger it grows. It is often tempting, and frequently easier, to avoid distressing situations in order to prevent upset for your child. This short term solution does nothing to manage the anxiety in the long run.
8. **Encourage constructive self-talk**: Encourage and model realistic thinking. When your child becomes discouraged by efforts to handle the anxiety, help them to identify ways in which they have previously handled tough situations with courage.
9. **Reward non-anxious behaviour**: Learn how to appropriately apply rewards for "brave" behaviour. This is an important strategy for encouraging independence and courage. Your child's Psychologist is trained in behaviour management.
10. **Learn to ignore behaviour you don't want to encourage**: This involves removing your attention from your child's anxious behaviour and attending again when it has subsided. It is important that your child understand why you are ignoring certain behaviours, and what they can do to regain your attention.

Sample Accommodations for the Classroom

Anxious children perform best in a calm, supportive, but organized classroom. Because change and uncertainty can be unsettling, a structured classroom, calmly disciplined will let children feel safe and know what to expect. An ideal situation is a teacher who maintains authority positively, using reason and respect rather than fear for discipline.

Seating within the classroom Anxious children often struggle with the unlikely fear that they will get into trouble. Seating away from more rambunctious classmates will be less distracting, and may help them focus on their work rather than feeling responsible for the class.

Following directions Concerns about getting the directions wrong either because of distraction or misunderstanding are common. Signalling the class first when giving directions (flashing lights, clapping hands) and when possible having directions written on the board or elsewhere may assure anxious children that they have understood the directions.

Class participation Fears of getting the answer wrong, saying something embarrassing, or simply having other kids look at them may be concerns for an anxious child. Determine the child's comfort with either closed ended questions (requiring a yes or no) or with opinion questions, start with whichever is easiest. Use a signal to let the child know that his turn is coming. Provide opportunities for the child to share knowledge on topics in which he or she is most confident.

Class presentations Children with extreme social anxiety may have difficulty with oral reports. Consider having the child present to the teacher alone, or have the child audiotape or videotape the presentation at home.

Answering questions at the board For children with social anxiety, the combination of getting the answer wrong, and being visible to the whole class may be so overwhelming that they may opt to avoid school altogether. Consider having the child exempt from going up to the board until they are ready to handle that challenge, or, begin to approach that situation by eliminating the risk of being wrong, by simply asking the child to write the date on the board.

Testing conditions Extended time on tests will ease the pressure on an anxious child, and just knowing that the time is available may obviate the need to use it. Sometimes anxious children become distracted when they see other children working on their tests or turning them in, they may inaccurately assume that they don't know the material as well. Testing in an alternate, quiet location may be preferable for some children. Consider the use of word banks, equation sheets, to cue children whose anxiety may make them "blank out" on rote material.

Lunchroom/recess/unstructured activities Free choice times can be a welcomed and necessary break from the pressures of school, but fears of rejection in the cafeteria or in the playground can take the fun out of free time. Bridge the gap socially by creating ties between small groups of children. A lunch bunch with two or three children can create a shared experience which kids can then draw on later. When working in pairs or small groups, don't always have children choose the groupings themselves, alternate this with a "counting off" technique or drawing straws to allow variability in the groupings.

Safe person Having one person at school who understands the child's worries and anxieties can make the difference between a child attending school and staying home. A guidance counsellor, principal, or teacher can be identified as a point person for the child to check in with briefly to help dispel worry thoughts, take deep breaths and return to class.

Cool down pass Pressures build for anxious children, being able to leave the situation briefly to get a drink of water or wash their face can allow them to clear their heads and return to class on a less anxious track. Since anxious children may be hesitant to ask for this and risk being the center of attention, use an orange card which the child simply places on his desk, or the teacher's desk, which signals they are out on break.

Assemblies/large group activities Some children become anxious in crowds. Until a child has mastered the auditorium, allow them to sit where they feel most comfortable (e.g., at the end of the row in the back of the auditorium), with the goal of gradually rejoining their class.

Return after illness Ever responsible, anxious kids may be very distressed about work they have missed while they were out. Assign a responsible buddy to copy notes and share handouts. If tests are given the day of the child's return, give them the option to take the test at another time and use the test-time to make up any other missing work.

Field trips Compounding the daily stress of the anxious child, field trips include the factors of being away from home and parents, and a change in routine. Accommodate the child's level of readiness so that he or she can participate as fully as possible. Consider having the child in the "teacher's group," or having parents accompany the group until the child is ready to handle an excursion without these supports in place.

Change in routine/substitute teachers Because anxious children try very hard to please and predict what is required in a situation, changes of any sort may be experienced as very stressful. When possible, send a note home the day before to alert the child/family to a change in routine, this will allow the child to process the change in his or her comfort zone and will make the transitions go more smoothly the next day.

Fire/safety drills While these drills are for a child's safety, anxious children may be very distressed by imagining that these events were actually happening. If there is an opportunity to signal the child in person just before the alarm sounds, this may buffer the surprise of the drill and allow children to mobilize with less distress.

Homework expectations If children are spending inordinate amounts of time on homework because of OCD redoing, rechecking, rereading, or simply worrying that the assignment wasn't done thoroughly enough, the teacher can set a reasonable amount of time for homework and then reduce the homework load to fit into that time frame. Teachers can also provide time estimates for each assignment (this could be helpful to the entire class), so that the anxious child can attempt to stay with 10% of the estimated time. Eliminate repetition by having the child do every other math question, reduce reading and writing assignments, consider books on tape if a child is unable to read without repetition, for a child with writing difficulties, consider having parent, teacher, or another student "scribe" for the child while he or she dictates the answers.

From the Canadian Psychological Association

Back to School:

Check in with your kids...and yourself!

The end of summer can bring a mix of emotions – excitement that school is going to start and perhaps disappointment that summer is over. Whether or not your child's summer has been packed with activities, many kids – and parents – have a difficult time making the transition back to school. So while stocking up on new school supplies and clothes take the time to check in on your children's feelings about going back to school – and your own!

Whether your child is starting school for the first time, entering a new grade or a new school, a new school year brings new pressures for your child to face – both inside and outside the classroom. Ask them how they feel about going back to school. By asking open-ended questions you are allowing your child to explore his or her own feelings. Remind them that everyone feels a little nervous about the first day of school – even you and even the teacher. Also remind them that in no time, it will all become an everyday routine.

Being involved in your child's life can be a bigger factor in his or her success than money or education. So taking the time to listen to your children as they begin a new school year is an essential investment in their futures! Studies show that as children get older, the time they spend talking with their parents drops dramatically. And only a small percentage of youth say they have had conversations with their parents about important issues such as drugs. But with regular communication children are more apt to listen to important parental messages which will improve the quality of parent-child relationships, and help protect against dangerous behaviours such as alcohol use and early sexual activity.

Tips for parents:

- Make the time to talk to your kids about going back to school. Ask them what they are feeling – and let them know how you are feeling, too.
- Be an active listener - when your children are talking, listen. Be interested in what they have to say and focus on their feelings (rather than yours) when you are talking.
- Emphasize the positive things about going back to school like seeing old friends (or making new ones) and learning new things.
- Try to transition your child into a consistent school-night routine 1 or 2 weeks before school starts.
- Consider adjusting your own schedule so that you are home at the end of the school day for the first week. Many working parents do not have that flexibility so try to arrange your evenings so that can give your child as much attention as he or she needs.
- Resolve to eat dinner together as a family a few times a week. This is a good time to find out what your child has been up to – inside and outside of school.

Visit www.cpa.ca/advocacy/back-to-school for links to more great tips and information on making a smooth transition from summer to school.

Business Families Centre Memorial University reaches out to the Association of Newfoundland Psychologists – Dan Mosher

In June of 2005, the Business Families Centre (BFC) at Memorial University PJ Gardiner Institute for Enterprise and Entrepreneurship became a reality. It represents a financial partnership between the Faculty of Business Administration, ACOA, and the Business Families Foundation (BFF) of Montreal. The purpose of the BFC is to act as a source of information on family business development, governance, gender leadership, and entrepreneurship.

Historically, the needs of family businesses have been poorly understood and the vulnerabilities faced by family businesses in Newfoundland and Labrador have been inadequately addressed. The successful transfer of businesses from generation to generation, the addition to the business of family members by marriage, the role of family members not directly involved in the operation of the family business, and the identification of solutions to family conflict are some of the major issues facing family firms. The role of gender in the successful leadership and succession of family businesses is only now being investigated.

There is an opportunity to conduct comprehensive and relevant research into questions of unique interest to the family business dynamic and to further develop practical applications to address issues that arise from research activities. These findings would advance the training of business families to allow them to survive and prosper. This focus on creating the legacy of the family business will not only benefit the family but also the community in which they operate. In the words of the de Gaspé Beaubiens of the BFF, "...families face the same basic issues ... (that) revolve around developing a proper understanding of the intricate and overlapping nature of the business, family and ownership issues that are particular to the family entrepreneurial environment." (Road Map, 2000).

The Family Firm Institute (FFI) of Boston has emerged as a professional repository of knowledge related to family firms. As a member of FFI, the Business Families Centre is responsible for making a contribution to the development of the body of knowledge for the business family field. The complexity of this challenge is underscored by the unique nature of the study of business families. It is not a single discipline but a diverse group of professions such as law, banking, accountancy, psychotherapy, organizational behaviour, insurance, financial planning, and family therapy (psychology, social work, and psychiatry). Members of these groups call themselves family advisors although they come from vastly different specialties. The Business Families Centre is working with FFI's Body Of Knowledge Committee to identify, "...the level of cross-disciplinary knowledge appropriate (for a) family business professional...to identify himself or herself as a family business professional." (p. 4). BFC is very interested in hearing from you as a member of a professional group working closely with members of families in business in Newfoundland and Labrador. If you have an interest in being a part of a multi-discipline research group or would like to learn more about the field of family business, please contact the Business Families Centre. You can visit the Web site at www.business.mun.ca

Dan Mosher is the associate director of the Centre for Family Business at the P.J. Gardiner Institute for Enterprise and Entrepreneurship and a professor at the Faculty of Business Administration. You can contact him at dmosher@mun.ca

IN THE PSYCHOLOGIST'S CHAIR

Anne Murray interviewed Robert Gauthier

Robert Gauthier has worked as a psychologist and provincial consultant for Autism with the Department of Education of Newfoundland and Labrador. Robert has served as President of the Association of Newfoundland Psychologists and was chair of the Newfoundland Board of Examiners in Psychology (NBEP). I interviewed Robert in July 2005, just before he left the province to take up a new position with the Geneva Centre in Toronto.

Tell me what drew you to psychology?

I was in high school and it was just an idea I had. My mother said that I should look into it, so I did. It was the right decision for me although there are days when I would like to do other things.

What have you done in the field of psychology so far?

After university I became an educational therapist in Grand Bank, Newfoundland. Then I worked on Bell Island and in Torbay for seven or eight years. After that I moved into educational psychology with the St. John's RC School Board, then the Eastern Board, and finally I came to the Department of Education. I also did private practice for several years with a variety of clients. The largest part of my private work was in the treatment of adolescent sex offenders. For the past ten years my work has been specifically related to autism I am interested in the development of children with autism and behavioural programming and supports for them. I would like to have a better understanding of the impact of autism on families and I would like to develop a better understanding of what they need.

Do you see the impact of Autism being different from other areas of disability?

Initially I would have thought that it is different, and I still do to some extent. Lately it is all that I see, so I have a skewed perspective anyway. All the hype and medical attention around Autism makes it seem different although we know that it is not that much different. I had a conversation recently with a parent of a child with Down Syndrome, and she felt angry with people who tell her that she should be grateful that it is not Autism. That kind of attitude does not recognize that she is also going through a grieving process.

Do you think that you have made an impact with the work that you have done in this area?

I am told that I have. I guess that largely came to the fore when people found out that I was leaving. At some level I know that to be true. At the beginning I was involved with the Autism Society so I know a lot of the history around initiatives that are ongoing. I have been involved with the development of some of that. I know I have a level of credibility within the province. I believe that I have made an impact in terms of policy for children with autism.

You just referred to some changes in your life. Can you tell us where you are going?

I was offered a position at the Geneva Centre for Autism in Toronto. It is a management position, not specific to psychology. I hope to be offered a psychology position eventually. I am seeking registration in Ontario, since there is a possibility that will happen. In the meantime I think that my background in psychology will be helpful. We will offer support to families of children with Autism, who are implementing behavioural programming, using applied behavioural analysis strategies. The centre staff are comparable to senior ABA therapists in this province. They work with families, determine where the needs are, and implement programming. They consult with psychologists and speech language pathologists who contracted to work with the Geneva Centre.

How do you see psychology developing in Newfoundland?

I have been involved in the politics of it for along time, going back to the late 80s and early 90s, and then I have been on the Newfoundland Board of Examiners - this is actually my 9th year on the board. I think the profession has a lot to do in selling itself, and in taking an interest in the profession. There is a tremendous amount of apathy among psychologists. When you look at people who are involved in the politics, and by that I mean people who are on the Executive of the ANP or NBEP - they are mostly people who have been around for a long time. There are as many young psychologists, but we can't get them interested. We have not determined why that is. I don't see the profession dying, but within education there is a credibility issue with the role, and there is a workload issue with the role. There are enough people in the province to fill educational psychology positions, but they look for other positions. I remember when I started as an educational psychologist, I felt there was some prestige, some credibility, some support, and in recent years it is not there. It has to do with money - people would rather take positions with more money and fewer demands, e.g., guidance counsellors are perceived to have fewer demands. As the demands on educational psychologists increase, people are wanting out, and fewer people want in. In the St. John's region, there is less commitment and a lack of continuity and stability.

Do you think you need an education degree to function as an educational psychologist?

It is helpful. It is a credibility issue. But I have a background in education but I have never taught. It might be better to know what it is like to stand in front of a class, before I make recommendations for interventions.

What do you think the impact of working within multi disciplinary teams in health has been on psychology?

It contributes to a lack of professional identity. There is a sense of a movement to generic mental health workers. Many people who work as supervisors in health care settings may have no formal understanding of what psychology is, and that has made it difficult for psychologists to remain interested in the profession.

Have any underlying principles or philosophies guided your work so far?

I believe in people reaching their potential; in people feeling happier than they do now.

Do you have any advice for beginning psychologists?

Come in and join us. There are a lot of challenges with the politics of the profession. There is still work to be done in establishing ourselves as a credible contributing profession. But there are substantial rewards and much personal satisfaction to be gained - in knowing that you are able to help clients, whether those clients are individuals, groups or organizations.

Why is it important to join the Association of Newfoundland Psychologists?

It is important for people to join ANP, because it is only through lobbying by organizations such as ANP that things will change. This is how government will understand the needs and value of our profession. People should understand that and look beyond the walls of their offices, and look out at the profession in general and get involved.

The Geneva Centre for Autism: <http://www.autism.net>

The Autism Society of Newfoundland and Labrador: <http://www.autism.nf.net>

Q & A with Robert Gauthier

What is your bedtime reading? The **Globe and Mail** crossword

What are your guilty pleasures? Sweets, **chocolate** cheesecake.

What are your pet hates? I am going to sound old now- the way some **young people dress** in the office, pants hanging down.

What is your favourite movie? There are very few that I would want to see- **Les Choristes, Mad Hot Ballroom and Fried Green Tomatoes.**

Have you read any good books recently? **The Da Vinci Code.**

What music do you enjoy? **Light classical and easy listening.**

Have you any hobbies? I go to the **gym** to work out every day.

Do you have a final comment? I would like to **see this before it is in print!**

This interview series will be a regular column of the ANP Newsletter. We see it as an important component in building a sense of community within the ANP. Are you interested in being interviewed/ or would you answer a series of questions about your work by mail, or can you suggest someone whose life and work would be of interest to others? Would you like to write about what you or a colleague has achieved as a psychologist? Could you interview a colleague and submit it for publication? If you have answered “yes” to any of these questions, contact amurray@nl.rogers.com or tel: 722 1181.

ASSOCIATION OF NEWFOUNDLAND PSYCHOLOGISTS WORKSHOPS :

Tailoring the Therapeutic Relationship to the Individual Client

Presenter: John Norcross Ph.D.

Evidence based psychological practice is the integration of the best available research and clinical expertise within the context of client characteristics, culture, values and preferences.
(A.P.A. 2005.)

Client : *I hope she treats the problem I have.*



Therapist: *I hope he has the problem I treat*

John Norcross gave a brief overview of the concept of evidence-based approaches to therapy. He connected research findings with his observations of clients' responses in clinical settings, and presented a model based on stages of change that could be used to match therapy to individual needs.

What do we know about evidence-based therapy?

- Different strategies work for different people
- Different strategies work better at different times
- Different methods can be used to reach the same goal
- Most effective therapeutic interventions will be balanced to respond to the generality and particularity of each person.
- Although symptoms and disorders are similar, they are different with respect to origins, outcomes and the individual factors that have created or maintain them,
- Regardless of theoretical orientation, mode of treatment, duration, frequency, and the techniques used, comparisons between therapies have produced similar results, i.e. evidence-based bona fide therapies are effective but there is no evidence that any one approach is most effective.
- Similarities rather than differences between techniques explain why therapy works. Analysis of outcome variance, shows that 45 % are due to factors outside of therapy such as environment, self help and social supports. 25% of outcome factors are within the client, e.g., the severity of the problem, stage of change, or personality characteristics. 30% of outcome factors are related to therapy and are mostly connected with the therapeutic relationship and the person who is therapist.
- Therapeutic techniques empower the processes that work towards treatment outcomes.

Therapist variables

- Training and experience with a validated range of therapeutic techniques
- Client is matched to therapist based on individual needs, not just diagnostic label
- Therapist provides flexible responses to client at each stage of therapy
- Therapist is change focused

Client variables

- Nature of diagnosis and severity of presenting problem
- Readiness for change and level of resistance
- Internal factors: degree of functional impairment
- External factors: e.g. lack of social supports
 - Severity of need should be consistent with duration and amount of support

What techniques work for most people?

- Empathic supportive relationship with therapist
- Therapeutic alliance
- Goal consensus and collaboration

Are there exceptions to these findings?

- Personality disorders: Respond best to friendly, directive approaches from a slightly bossy therapist who sets clear boundaries, and always works with a team
- Obsessive-compulsive: Rogerian style empathy and listening to ruminations may be counter productive
- Paranoid delusional/ Violent offenders: Empathy is probably counter productive

Dr. Norcross recommended reviewing the material at the website: www.talkingcure.com which provides a range of information about EBTs. Certain factors are present across theories and account for successful outcomes. The client's theory of change and stage of change could be used to guide the choice of technique and integration of various therapy models. The therapist must consistently obtain valid and reliable feedback regarding the client's experience of the process and outcome of treatment.

For further information, Dr Norcross can be contacted at: norcross@scranton.edu

Anne Murray

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Contact any of the editorial team for information

Call for ANP Committee Members:

**Current vacancies exist on a number of committees. We need your help!
Contact any of the executive to enquire, self-nominate, or nominate another**

Psychology Month 2006: Call for Regional Involvement

**Let's make 2006 the best yet – promote your profession in your area!
Email: Jodi.Spiegel@hccsj.nl.ca**

Members' News

Dr. George Hurley:

The National Register of Health Service Providers in Psychology have featured Dr. George Hurley in the **Legacy of Excellence** DVD series. Check out the details at this url:
http://www.nationalregister.org/legacy_bios.htm

Dr. Hurley received his doctoral degree in counselling psychology from the University of Missouri - Columbia in 1980 and is a faculty member at Memorial University. He has been Director and Internship Training Director of the University Counselling Centre, Memorial University in St. John's, Newfoundland, Canada, and has helped train healthcare providers in Memorial's medical school. He continues to be involved with training and supervision issues and promotes standards for education and training across Canada and the United States. He is Secretary/Treasurer of the NR Board of Directors and previously served as President of the Canadian Register Board of Directors. He is a Fellow of APA and has a small independent practice in psychological services and consulting.

Let other psychologists know what is going on in the world of psychology.

Submit your news stories to us for our next newsletter.

ANP in Pictures 2005



The year got off to a great start with the proclamation of “**Psychology Month**” in February. From L-R are: Kelly Kavanagh; Olga Heath; John Ottenheimer, Minister of Health & Community Services; Nancy Dawson and Jodi Spiegel.



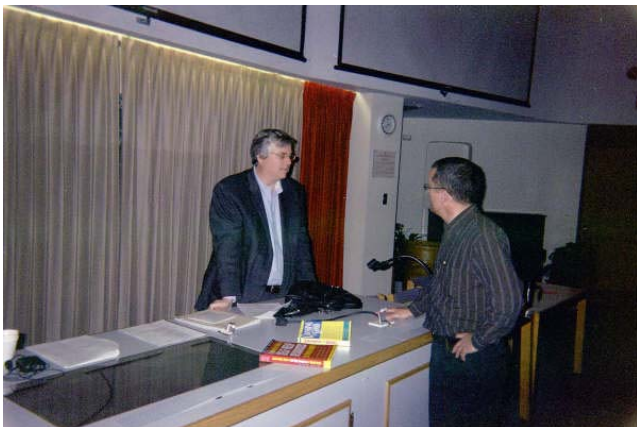
This year’s recipient of the **ANP Undergraduate Student Award** went to Karen Dickson. Health Sciences Psychiatry Department Psychologist and past Chair of ANP’s Professional Development and Public Relations Committee, Fotini Zachariades, presented the \$500 award at the ANP Spring Workshop. Congratulations Karen!



ANP’s ‘**happy hours**’ are becoming more popular, as psychologists from different backgrounds and areas of specialization get more acquainted. Watch for notice of the upcoming Christmas social!



St. Clare’s Psychologist and ANP Treasurer, Jill Blackwood and Bronwyn Evans, Terrace Clinic Psychologist and ANP member, welcome participants to the **ANP Spring Workshop** at the Health Sciences Centre Auditorium, May 2005.

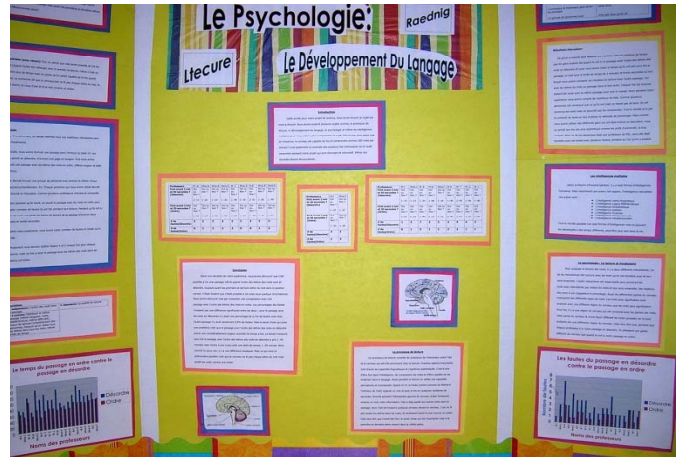


ANP’s Spring 2005 workshop (left) was another success thanks to **Dr. John Norcross**, whose presentation on evidence-based therapies was found to be very practical and helpful to participants.

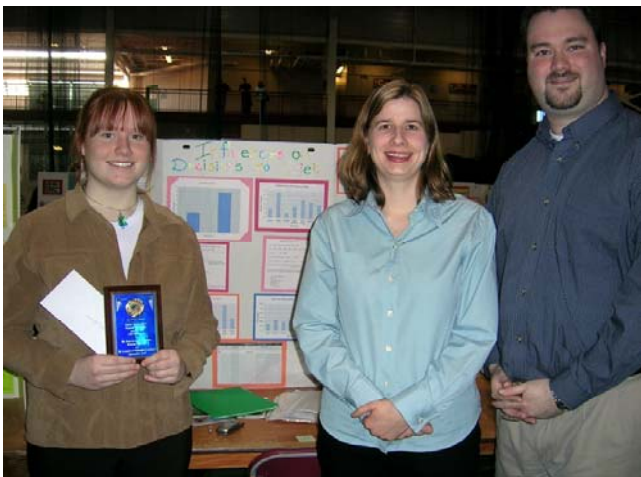
Thanks also go out to the ANP Continuing Education Committee for their ongoing efforts at securing the best in our field! If you have any suggestions for upcoming events, contact Valerie Crewe, Chair of the CE Committee. Valerie.Crewe@hccsj.nl.ca

MUN Science Fair - Psychology Award Winners

Junior high and high school students in the St. John's area participated in a science fair hosted by the Faculty of Science, MUN. Janeway Family Centre Psychologist and ANP member, Dave Jeans and wife Alissa Setliff, MUN Psychology Ph.D. student, judged 38 science projects which had a psychology focus, which is a lot considering many of the students had never taken a psychology course before! ANP co-sponsored the psychology awards with MUN's Psychology Department. Congratulations to all of the participants!



Junior Category winners were Madeline Fitzpatrick and Emily Jameson, grade 7 students at MacDonald Drive Junior High. Their science project was titled: “La Psychologie: Le Développement Du Langage”. They had university professors read passages with and without spelling mistakes and measured differences in reading times, errors and comprehension. Madeline and Emily’s project also took the Biology Award and won them a trip to Vancouver to compete in the National Science Fair!



Intermediate Category was taken by Allison Simms, a grade 10 student at St. Bon's College. Her science project was titled: “Influences on Decisions to Diet”. Allison conducted a school-wide survey to investigate dieting habits and reasons for dieting, such as media influences and peer pressure. Pictured with Allison (left) are Dave & Alissa.

Senior Category winners (right) were grade 11 Booth Memorial students Laura Ivany and Mary Winters with a project titled: “If You Don't Snooze, You'll Lose – Part II”. In addition to correlating hours of sleep with general academic performance, they had students complete cognitive tests during the morning, noon, and late afternoon in order to investigate the effects of fatigue and ‘body clocks’ on performance.

