



## In This Issue:

- President's Report
- Editor's Corner
- BCASP Website
- An Ethical Process
- Archivist Report
- About the PRAXIS
- Praxis Registration
- Psych Matters
- Job Opportunities
- Ministry Update
- ADHD Guidelines
- An Ethics Reminder
- NASP News of Note
- UBC Corner
- Final Thoughts

## President's Report

Welcome Back!

I hope that your return to your various schools has gone well and that this message finds you all in good health and good spirits. It is hard to believe that the summer is over and we are back at it, *"full steam ahead."* My mother warned me about how time goes by more quickly the older you get – and she was right.

I am even in greater shock to think that it has almost been a year since our current Executive was elected. It was in the Fall 2007 edition of In-Psyghts that I campaigned on the promise that I and my fellow Executive members would champion the cause of BCASP by maintaining and enhancing our professional relationships with our partner agencies. These positive relationships that BCASP has forged with her partner agencies, in particular, the Ministry of Education and BC CASE, has given the hardworking and dedicated members of the LD Committee the opportunity to not only share with education policy makers throughout the province their *"Best Practices Guidelines for the Assessment, Diagnosis and Identification of Students with Learning Disabilities"* document, but also the opportunity to be seen as the true authority on LD assessment, diagnosis and identification.

The very successful co-sponsored workshop on the *"Ethical Issues in School Psychology"* with the College of Psychologists of BC has not only raised our profile and credibility as an organization with BC Registered Psychologists, but has also offered us the opportunity to look at the possibility of again doing a co-sponsored workshop on another relevant topic of professional practice.

The on-going topic of discussion between BCASP, the Ministry of Education and the other various stakeholders in the delivery of school psychology services over the past year has been the infamous "A school psychologist **should** have the following qualifications" (Sp. Ed. Manual, p.30) versus a more desirable "A school psychologist **must** have the following qualifications" statement has reached a fortuitous conclusion. At the August BC CASE meeting when Susan Kennedy, Director, Diversity, Equity and Early Learning Branch, was asked directly about the qualifications for school psychologists she responded very clearly that *"they must either be Members of BCASP or registrants with the College of Psychologists of BC and could no longer be neither."*

*(continued on the next page)*

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I bring this to your attention to illustrate that this did not happen totally by chance. BCASP is not immune from the growing pressure, from a variety of sources, to demonstrate that our membership is current and competent. BCASP has learned, like all certifying bodies, whether they are educational or psychological that we cannot confuse credentials with competency. In order to maintain our current professional standing within the Exemption Clause of the Health Professions Act, BCASP needs to ensure that our membership standards are universally recognized as fair and rigorous. Having a university degree, in and of itself, does not mean that one knows how to apply the specialized knowledge, skills, and judgements necessary to interpret the findings of a myriad of psychological instruments. It is for this reason that in 1996 BCASP incorporated the PRAXIS School Psychology exam used by NASP. BCASP needed then and still needs today, an external objective measure of professional competency.

BCASP will continue to promote the ongoing professionalism of its members by finding additional avenues to offer our membership the opportunities to learn from and to share their expertise with other BCASP members and fellow professionals. It has been an enjoyable and productive year. I thank you for the opportunity. Doug

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## Editor's Corner

It is not often that I have used my role as the editor of In-Psyghts to write an item for the newsletter about being an editor. I usually only write items in the newsletter that relate specifically to the practice of school psychology since that is my real job five days a week. My voluntary role as an editor is strictly a weekend and late-night activity for me. Nonetheless, recent motions that will be discussed at the upcoming AGM have prompted me to write this unusual comment as editor.

The motions that Thomas Moro has submitted to the AGM for discussion are suggesting that the newsletter be used as a communication device between the members of BCASP with restricted editorial control by the editor.

The difficulty with these motions, although they are well intended, is that they fail to take into account two important issues. For one, In-Psyghts is becoming a very public document. It is not only read by our members, it is also read by the Ministry of Education, BC CASE, BCTF, and the College of Psychologists. As a result, the BCASP Executive must be very careful about what is printed in the newsletter. We have already been asked by some of those organizations to clarify certain statements in our newsletter. Secondly, the suggestion that the editor must obtain the permission of the writer before the editor can change their submissions is not a common practice, and it is not very feasible during rushed, last minute and late-night editing sessions.

I appreciate Mr. Moro's desire to help, but this is not the type of help that our newsletter needs. Ed.

*Please visit:  
<http://blog.bcasp.ca/>*

*The Membership  
Application is now  
an easily  
downloadable  
document.*

*“A copy of these  
proposed  
Procedures will be  
provided to  
Members in advance  
of the Fall AGM, as  
an insert in the Fall  
2008 InPsyghts.”*

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## BCASP Website

### We're Blogging!

The Discussion Board section of the website has been replaced with an easy to use Blogger service that will be certain to round up numerous member postings, inquires and comments. The intention of the blog service is to make it easier for BCASP members to communicate with each other to discuss important professional issues. Please visit <http://blog.bcasp.ca/>

Another update to the website has been the addition of our BCASP Membership Application form. This easily downloadable document package is now available to any member candidate.

Our web presence at [www.bcasp.ca](http://www.bcasp.ca) is intended to serve as the "information portal" for "Societal" matters specific to the practice of School Psychology in British Columbia. Following our recent site update (May, 2008) we are now experiencing dramatically higher levels of web traffic. Some recent statistics: (1) We are averaging 1,223 site visitors per day, (2) Our busiest hour is 1:00pm to 2:00pm, (3) Our busiest day of the week is Wednesday, and (4) The most 'out of country' traffic comes from the U.S. followed by The Netherlands.

So, be sure to keep pace with the world and bookmark (or add as a favourite) the [www.bcasp.ca](http://www.bcasp.ca) webpage so that you can visit your organization's website, provided for its members, frequently --- whenever 'surfing' the internet!

Kenneth Cole  
BCASP Webmaster

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## An Ethical Process

### Update from The Chair, BCASP Ethics and Practice Committee:

The BCASP Ethics Committee - Barbara Holmes/UBC, Sue Wagner/SD 36 (Surrey), Maureen Godfrey/SD 38 (Richmond), Michael Scales/SD 39 (Vancouver), and Kenneth Cole/SD36 (Surrey) - has now completed the primary Committee task recently assigned to this workgroup by the BCASP Executive. This task was the development of formalized "Procedures" that would be used to respond to Ethical Inquiries as well as for reports of Alleged Non-Compliance with Ethical Standards. The Committee has developed a full narrative process as well as a flowchart schematic that constitutes these Procedures, which have now been reviewed by the BCASP Executive and will be presented to Members at the Fall AGM for approval as our official Procedures. A copy of these proposed Procedures will be provided to Members in advance of the Fall AGM, as an insert in the Fall 2008 InPsyghts.

Ken

## Archivist Report

### Archivist Report #3

As we approach the 21<sup>st</sup> Annual BCASP Conference, here is the history of past events.

Year	Conference Title	Dates	Location
1988	<i>Meeting the Challenge</i> (no details)	Nov 24-26	International House UBC
1989	<i>Framing the Future</i> (program only)	Nov 16-18	Sheraton Plaza 500
1990	<i>Assessments: Challenges &amp; Changes</i>	Nov 15-17	Richmond Inn
1991	<i>Mean Deviations</i>	Nov 14-16	Richmond Inn
1992	<i>Implications, Applications, Reflections</i> (Cohosted with CASP)	Oct 15-17	Hotel Georgia
1993	<i>Psychodyssey</i>	Nov 18-20	Pacific Pallasades
1994	<i>Grey Matters</i>	Nov 17-18	Pacific Pallasades
1995	<i>Ain't Misbehavin</i>	Nov 15-17	Pacific Pallasades
1996	<i>By Popular Demand</i>	Nov 20-22	Pan Pacific
1997	<i>Conference X</i>	Nov 12-14	Pan Pacific
1998	<i>Embracing Diversity</i> (Cohosted with WASP)	Nov 12-13	Westin Bayshore
1999	<i>The Past, The Present, The Future</i>	Nov 8-10	Pan Pacific
2000	<i>Psychology in the New Millennium</i> (Cohosted with WASP)	Nov 1-3	Westin Bayshore
2001	<i>14<sup>th</sup> Annual Conference</i>	Nov 14-16	Hilton Metrotown
2002	<i>New Directions, New Demands</i>	Nov 6-8	Hilton Metrotown
2003	<i>The Quest</i>	Nov 19-21	Hilton Metrotown
2004	<i>Celebrating Psychology in Schools</i>	Nov 8-10	Plaza 500
2005	<i>Our Conference: A Meeting Place, A Friendly Face, A Year of Grace</i>	Nov 8-10	Plaza 500
2006	<i>School Psychology—Content Matters</i>	Nov 8-10	Pacific Pallasades
2007	<i>Psych Matters</i>	Nov 7-9	Pacific Pallasades
<b>2008</b>	<b><i>Psych Matters</i></b>	<b>Nov 12- 14</b>	<b>Metropolitan Hotel</b>

From:  
*Meeting the  
Challenge*

To:  
*Psych Matters*

From:  
*The International  
House at UBC*

To:  
*The Metropolitan  
Hotel*

*We have come a  
long way!*

## Selected Highlight Speakers Over the Years

(This is not intended in any way to overlook the multiple contributions of others, but I thought you might like to know, or remember, some who have joined us in the past.)

- 1988 Tony Brummet, Minister of Education; CASP representatives
- 1989 Dan Reschly (*Special Education Reform, Behaviour Assessment*)
- 1990: J.P. Das (*Cognitive Assessment—Alternatives to IQ Testing*)
- 1991: Jack Naglieri (*Draw-A-Person, PASS*); R.M. Thorndike (*Stanford-Binet IV*); C.K. Leong (*Cognitive-Linguistic Parameters in Reading*)
- 1992 Jack Naglieri (*Behaviour Rating Scales*); Virginia Berninger (*Theory-Based Assessment and Remediation*)
- 1993 Frank Gresham (*Social Skills*); Perry Seidelman (*Tourette Syndrome*)
- 1994 Robert Sylwester (*New Brain Theories*); Byron Rourke (*Nonverbal Learning Disabilities*)
- 1995 Keith Connors (*ADD*)
- 1996 Cecil Reynolds (*Memory Disorders; Clinical Interpretation of WISC-III*); George Hynd (*Neuropsychological Bases of LD & ADHD*)
- 1997 Alan Kaufman (*Measures of Adolescent & Adult Intelligence; WISC-III and WAIS-III*); Robert Sternberg (*Successful Intelligence*)
- 1998 Jack Naglieri (*CAS & PASS Theory*); Jerome Sattler (*Children at Risk*)
- 1999 Morris Cohen (*Children’s Memory Scale*); Kim Kerns & Sarah Archibald (*Role of Executive Functioning in ADHD*)
- 2000 Randy Kamphaus (*BASC*); Scott Poland (*School Violence*)
- 2001 Steven Feifer & Phillip Defina (*Neuropsychology of Writing*)
- 2002 Kevin Cameron (*Threat Makers—Assessment & Intervention*)
- 2003 Robert Sylwester (*Cognitive Neuroscience*)
- 2004 Jack Fletcher (*Neuropsychology of Learning Disabilities*); Don Saklofske (*WISC-IV & WISC-IV Integrated*); Gail Roid (*SB-V*); Gordon Neufeld (*Working with Stuck Kids*)
- 2005 Randy Kamphaus (*Clinical Assessment in Schools*); Steven Taylor (*PTSD*); David Worling (*Depression in School Aged Children*)
- 2006 Steven Feifer (*Neuropsychology of Math*); Alison Brooks (*The Brain of FAS*)
- 2007 Kevin McGrew (*CHC Theory*); Colin Elliott (*DAS*); Virginia Beringer (*PAL II*)

“The thing I like about our BCASP Conference is “The Conference.” Everything about it is first class and it is one of the best professional development opportunities of each year.”

**Quotable Quip:** *The thing I like about our BCASP Conference is “The Conference.” Everything about it is first class and it is one of the best professional development opportunities of each year. [Would you believe that William (Bill Benson) had to explain to me that X meant 10, not some vision of the unknown!?!]*

Dawn Jamieson, Newsletter Editor, *InPsyghts* (Winter, 1998). “Reflecting on Conference X”

**FYI** Your Archivist needs **everything** past (ancient, middle ages & modern). Please bring all donations to the conference in November. I will come with a big empty trunk and help clean out your storage areas by filling up mine!

See you in November

Barbara Holmes

## About the PRAXIS

*“I am like everyone who has become a member of BCASP since 1996; I have successfully written the PRAXIS.”*

I am writing this article in an attempt to demystify the Educational Testing Service (ETS) School Psychology PRAXIS exam. I am like everyone who has become a member of BCASP since 1996; I have successfully written the PRAXIS. The PRAXIS consists of 120 multiple-choice questions designed to assess a candidate’s understanding of the content and process issues that are relevant to the practice of psychology in a school setting.

The PRAXIS consists of six content areas – Data Based Decision Making, Research-Based Academic Practices, Research-Based Behavioural and Mental Health Practices, Consultation and Collaboration, Applied Psychological Foundations, and Ethical, Legal, and Professional Foundations - with 40 questions in the Data Based Decision Making section and 15 to 20 questions in each of the other five sections. Interestingly, the section that we hear about as being the least relevant to the practice of school psychology in BC is the section on Ethical, Legal, and Professional Foundations and it only constitutes 12% of the total exam. However, BCASP has attempted to address this concern by accepting a lower score on this section. A very comprehensive breakdown of each section as well as sample questions is available at ETS’ website [www.ets.org](http://www.ets.org) link to the PRAXIS Series (School Psychology [0401]).

At any given time there are multiple versions of the exam in use and some versions are recognized as more difficult or easier than other versions. ETS uses a statistical conversion technique to essentially “equalize” all versions of the test. This means that 98 out of 120 questions on one exam might not yield the exact same scaled score as 98 out of 120 correct for another exam. This adjustment for difficulty makes it possible to give the same interpretation of identical scores even across different editions of the exam.

*“To help facilitate the exam writing process BCASP will be arranging for PRAXIS preparation workshops for future sittings of the exam.”*

After completing a “norming” sample of the PRAXIS exam among practicing school psychologists in BC the BCASP Executive decided that they would use the same “660” standard as the National Association of School Psychologists (NASP) and four out of the six other American Boards of Psychology as a passing mark. For the entire exam-taking sample, across the last year and a half, only about 20% of those candidates scored below the “660” cut-off.

The ETS recently announced that beginning September 1, 2008 a new version of the PRAXIS School Psychology exam will be administered. The exam has been reviewed and updated, but the content has not been changed extensively. Previously scores were on a scale ranging from 250-990 and 660 was a passing score. Now, PRAXIS II scores are on a scale ranging from 100-200 with 165 as the equivalent passing score.

To help facilitate the exam writing process BCASP will be arranging for PRAXIS preparation workshops for future sittings of the exam. Doug

*Registrations for  
Praxis-II  
Examinations must  
be completed by  
mail well in advance  
of the registration  
deadline date.*

*Our New Location:  
**Metropolitan Hotel***

*“Special information  
is provided to help  
school psychologists  
from outside of the  
province or the  
country to obtain  
employment in BC.”*

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## Praxis Registration

There was a time in the recent past when candidates could register online through the ETS website for a Praxis-II Examination administration in Canada. Apparently, that option is no longer provided. Now, registrations for all “outside of the U.S.” Praxis-II Examinations must be completed by mail (Canada Post) well in advance of the registration deadline date.

The current registration procedures, including test dates, are available in the Membership section of our website at: [www.bcasps.ca/membership.html](http://www.bcasps.ca/membership.html)

Ken

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## Psych Matters

***“See you at the Met!”***

I assume that everyone reading this will be attending our annual Psych Matters Conference from November 12<sup>th</sup> to November 14<sup>th</sup>. Please keep in mind that the conference will be at a new location this year. It will be at the **Metropolitan Hotel** at 645 Howe St. It is close to the corner of Georgia and Howe, and it is close to the Granville SkyTrain Station.

Ed.

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## Job Opportunities

***“Opportunities at the Click of a Mouse”***

Traditionally, school psychologist jobs have been advertised in newspapers and, more recently, on districts’ and BCASP’s websites. Candidates were forced to spend precious time sifting through newspapers and multiple district websites in order to find and apply for jobs. In order to reduce the time from job-search to application for school psychologists and others in the education profession, the Make a Future website was created. The launch of Make a Future is meant to streamline the job-search process and make it easier for candidates to apply for jobs on-line.

Make a Future is the exciting new one-stop job board created by the British Columbia Public School Employer’s Association. By unifying the employment listings for all 60 BC school districts, candidates are now conveniently able to search province-wide for a variety of jobs. In addition, special information is provided to help school psychologists from outside of the province or the country to obtain employment in BC. <http://www.makeafuture.ca/>

Ed.

## Ministry Update

September 25, 2008

Dear Mr. Agar:

I am writing to confirm the expectations regarding the practice of school psychology in BC boards of education. As of 2006, government determined that the exemption from the restriction on the use of the title “psychologist” will be maintained for persons employed by boards of education for three to five years. This exemption does not apply to persons who provide school psychology services as independent contractors, who must be registered with the College.

Special education policy in BC describes that school psychologists should be registered with the College of Psychology or hold a Master’s degree in school/educational psychology or a related field with a focus on school psychology and qualifications that meet the standard for membership in BC Association of School Psychologists (BCASP). Guidelines also advise boards of education that they should ensure that a person who is providing contracted services meets the registration requirements of the College of Psychologists of BC as established in its bylaws under the Health Professions Act.

Government has agreed to the exemption clause due to the high standards that are required for BCASP Certification. In addition, government expects that these BCASP Certification standards will be periodically reviewed and if necessary increased to ensure continued excellence for the practice of School Psychology in our Province. Failure to maintain the existing rigorous standards could directly result in the exemption clause no longer being in effect.

As a result of the exemption clause, it is the intent that all those who are practicing school psychology while in the employ of boards of education meet either the standards for registration with the College of Psychologists or the standards for membership in BCASP within a reasonable time period. I am pleased that the Ministry partnered with BCASP to encourage those persons who are practicing school psychology without membership in either the College of Psychologists or BCASP to obtain membership in the organization(s) of their choice.

I appreciate the leadership your organization has provided in the practice of school psychology.

Sincerely,

Susan Kennedy  
Executive Director  
Diversity, Equity and Early Learning Branch  
Governance and Accountability Division

*“Failure to maintain the existing rigorous standards could directly result in the exemption clause no longer being in effect.”*

## ADHD Guidelines

### Canadian ADHD Resource Alliance

CADDRA, the Canadian Attention Deficit Hyperactivity Disorder Resource Alliance, is a national independent not-for-profit association. CADDRA is a national Canadian alliance of professionals working in the area of ADHD, dedicated to world class research, education, training and advocacy in the area of ADHD across the life-span. It is the voice of doctors who support patients and their families, who suffer from ADHD. As leaders in the field, their members conduct research, treat patients, and design practice guidelines for ADHD. Information about CADDRA can be found at:

<http://www.caddra.ca/joomla/>

CADDRA has recently produced "The Canadian ADHD Practice Guidelines" (CAP-G). The guidelines were constructed to help Canadian physicians diagnose and treat ADHD. The CAP-G Committee is part of CADDRA and is composed of experts selected to represent different specialties from across Canada based on their contributions to treatment, education and research in the area of ADHD. The guidelines can be downloaded from:

<http://www.caddra.ca/joomla/index.php?Itemid=70>

School psychologists will find Appendix 9 of particular interest since CADDRA recommends that students being examined for ADHD should have a psychoeducational assessment.

#### Appendix 9

#### Request for Psychoeducational Testing

Dear Principal:

Re: (name of child) \_\_\_\_\_ DOB: (dd/mm/yr) \_\_\_\_\_

The above named child is being assessed for the possibility of an Attention-Deficit/Hyperactivity Disorder (ADHD). In accordance with the Canadian ADHD Resource Alliance (CADDRA) Practice Guidelines for this disorder, a psychological evaluation is essential. The minimal assessment will include the full Wechsler Intelligence Scale for Children (Fourth Edition) and some measure of individual achievement. Careful attention should be placed on assessing graphomotor or written output, audio processing and executive functioning. Other tests may be conducted as indicated by the psychologist.

While it is understood that a psychoeducational assessment puts a high financial burden on the school board and/or community's resources, it is an important part of the overall assessment as many children with ADHD have concurrent learning disabilities. It is necessary to do the testing as quickly as possible.

I appreciate your diligence in this matter. Should you have any further questions or concerns, you may contact me for information.

Yours truly,

Signature \_\_\_\_\_

Print name \_\_\_\_\_

Ed.

*"CADDRA recommends that students being examined for ADHD should have a psychoeducational assessment."*

*"The minimal assessment will include the full Wechsler Intelligence Scale for Children (Fourth Edition) and some measure of individual achievement."*

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## An Ethics Reminder

### STANDARDS FOR PROFESSIONAL PRACTICE FOR MEMBERS OF THE BRITISH COLUMBIA ASSOCIATION OF SCHOOL PSYCHOLOGISTS

#### Section III D. OTHER PROFESSIONALS

2. School psychologists work in full cooperation with other psychologists and other professionals and agencies in a relationship based on mutual respect and recognition of the multidisciplinary service needed to meet the needs of students.

*Section III D (2) indicates that "professional practice" for serving the students in our public schools may require a coordination of activities that reaches into the greater community of professionals, beyond the usual borders of the student's public school system. Provided with proper consent allowing for an exchange of professional information, School Psychologists in the public schools should support the involvement and services of other community professionals, seeking the increased benefit that invariably results whenever a team of professionals works together to support the unique needs of each of our students and their families.*

Kenneth D. Cole, Ph.D.  
Chair, Ethics and Practice Committee  
BC Association of School Psychologists

*"School Psychologists in the public schools should support the involvement and services of other community professionals."*

*School Psychology Awareness Week, November 10-14, 2008*

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## NASP News of Note

### School Psychology Awareness Week, November 10-14, 2008

The School Psychology Awareness Week theme is "We Make a Difference: Connecting, supporting and ensuring all our students are ready to learn," which builds on key messages in major NASP policy documents (e.g., *Ready to Learn, Empowered to Teach*) and the NASP president's theme. A central feature will be the "Difference Maker on Behalf of Children" program, similar to last year's successful "Resilience Builders" program. School psychologists will be recognizing teachers and others in their schools who go to exceptional lengths to make a difference in the lives of students. Details and useful resources are available at

<http://www.nasponline.org/communications/spawareness/index.aspx>

and

[http://www.nasponline.org/about\\_sp/whatis.aspx](http://www.nasponline.org/about_sp/whatis.aspx)

Ed.

## UBC Corner

*“Life on the Point: Update on the UBC School Psychology Program’ will be an informative and interactive session at the BCASP Psych Matters Conference on Friday morning November 14<sup>th</sup>.”*

*“We recently received funding from the Ministry of Advanced Education to help address the shortage of school psychologists in British Columbia in what we call the UBC School Psychology Program Expansion.”*

**What’s the Point?** Point Grey that is....That is the title of a session just announced (hot off the press in your BCASP newsletter) at BCASP this November. **Life on the Point: Update on the UBC School Psychology Program** will be an informative and interactive session at the BCASP Psych Matters Conference on Friday morning November 14<sup>th</sup>. Many of you are graduates of the UBC School Psychology program, others supervise practicum students and interns or work with our recent graduates, still others may be new to British Columbia and maybe some of you may want to come back to graduate school to complete additional coursework or doctoral study in School Psychology. This is the place to be on Friday morning if you want to learn more about School Psychology at UBC.

In the session, UBC faculty and adjunct faculty along with current and recent students will highlight and discuss the following key features and developments in our program in School Psychology at UBC:

- *Our Model of Service Provision.* We emphasize systems change at all levels of our program, from coursework to practicum to internship. You will gain perspective on the details of both our masters and doctoral programs
- *The UBC School Psychology Internship Consortium.* What is the consortium? How does it work? What are the benefits of having an Intern? How can you become involved?
- *The Supervision Seminar.* We recently expanded our doctoral supervision seminar to include our field supervisors. This is a great opportunity for our colleagues in the field to enhance your on-going professional development.

UBC school psychology students will also be presenting posters highlighting their research during the conference and the program will have a booth at the displays.

As we highlighted in an earlier newsletter, it is an exciting time at UBC and a lot of changes have occurred since many of you last visited Point Grey. We recently received funding from the Ministry of Advanced Education to help address the shortage of school psychologists in British Columbia in what we call the UBC School Psychology Program Expansion. As a result, we are more than doubling the number of masters’ program students we admit to our program each year. We are also moving forward with the CPA Accreditation process for our doctoral program and anticipate submission of the self-study documents this winter.

We look forward to seeing you at the conference.

Laurie Ford & William McKee

UBC School Psychology Program

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## Final Thoughts

1. To succeed in politics, it is often necessary to rise above your principles.
2. The severity of the itch is inversely proportional to the ability to reach it.
3. Monday is an awful way to spend 1/7 of your life.
4. You never really learn to swear until you learn to drive.
5. Two wrongs are only the beginning.
6. The problem with the gene pool is that there is no lifeguard.
7. The sooner you fall behind the more time you'll have to catch up.
8. A clear conscience is usually the sign of a bad memory.
9. Change is inevitable except from vending machines.
10. Get a new car for your spouse -- it'll be a great trade!
11. Plan to be spontaneous -- tomorrow.
12. Always try to be modest, and be proud of it!
13. If you think nobody cares, try missing a couple of payments.
14. How many of you believe in telekinesis? Raise my hand...
15. Love may be blind but marriage is a real eye-opener!
16. If at first you don't succeed, then skydiving isn't for you.
17. The hardness of butter is directly proportional to the softness of the bread.
18. To steal ideas from one person is plagiarism; to steal from many is research.

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