

Submission Date: February 23, 2017

Tri Council Policy Statement (TCPS 2) Tutorial Date: September 28, 2015

Most recent review of REB FAQs Date: February 1, 2017

1. RESEARCH TEAM

1.1 Research Title

The common key personal and professional experiences of senior registered psychologists practicing psychotherapy in Canada and the influences on professional development.

1.2 Applicant (Student Researcher or Principle Researcher)

Name: Gloria Lee Phone: ----- Email: -----

Program: Doctor of Psychology in Clinical Psychology (Psy.D.)

1.3 Co-Principal Researcher(s) or Faculty Supervisor (Supervising Faculty)

Name: ----- Email: -----

1.4 Research Team Members (Investigators/Second Reader/Committee Members/Consultants)

Name: ----- Email:-----

Affiliation: -----

1.5 Research Team Experience

APPLICANT:

The student researcher holds a Bachelor of Arts degree with a Major in Psychology and a Diploma in Liberal Arts from Simon Fraser University, and a Master of Counselling degree from Trinity Western University. Currently, the student researcher is completing her doctoral degree in Clinical Psychology at Adler University, and as part of the program, she has completed a graduate-level Research and Psychometric Theory course (PsyD 510), Applied Research Design in Clinical Psychology course (PsyD 515), and Statistics course (PsyD 550). She has also completed a community service practicum, a clinical assessment practicum, and a clinical intervention practicum. The remainder of her coursework will be completed by July 2017. The student researcher also has been working as a counsellor for almost 20 years.

RESEARCH TEAM:

Dr. -----

Dr. -----

Transcriptionist, TBD

Research Assistant, TBD

1.6 Research Support Members (if applicable)

Transcriptionist: TBD

Research Assistant: TBD

2. SUMMARY OF STUDY AND RECRUITMENT

2.1 A. Overview of Research Study (Maximum 300 words)

Summarize the research proposal using the following headings 1) Purpose, 2) Research Question or Hypothesis, 3) Rationale, 4) Objectives

1) Purpose

To explore and describe the common key personal and professional experiences of senior registered psychologists practicing psychotherapy in Canada and understand how these experiences have contributed to their professional development.

2) Research Question

What are the personal and professional experiences of senior registered psychologists that they believe have contributed to their growth and development over the years?

3) Rationale

Both the personal and the professional experiences of psychologists influence their professional growth and development (Adams, 2013; Jennings et al., 2003; Jensen, 2007; Orlinsky et al., 1999b, 2005; Orlinsky & Rønnestad, 2015; Skovholt & Rønnestad, 1992). However, much of the current literature related to this topic has combined psychologists' development together with psychotherapists as a group. As well, most studies have been based on surveys and self-report questionnaires, thus a gap in the research remains for the need to explore the narratives of psychologists, especially that of senior psychologists. Little research exists in the current literature on the personal and professional experiences of registered psychologists in Canada. Therefore, the findings of previous research may not necessarily be generalizable to senior registered psychologists working in Canada. To help fill this gap in the literature, this study aims to consider how key personal and professional experiences have influenced professional development of senior registered psychologists practicing primarily psychotherapy in Canada.

4) Objectives

To explore the common key personal and professional experiences of senior registered psychologists in Canada and understand how these experiences have influenced their professional development.

2.1 B. Summary of Research Procedures (Maximum 500 words)

A grounded theory (GT) qualitative research design was chosen because it allows for an in-depth and detailed exploration about processes related to lived experiences over time, including those with developmental stages (Creswell, Hanson, Plano, & Morales, 2007). A general theory or explanation emerges directly from the participants' data, and is thus, "grounded" or derived from the participants themselves (Corbin & Strauss, 2008; Glaser & Strauss, 1999). This design is advantageous in exploring the key personal and professional experiences over the career span of senior registered psychologists, and formulating a theory based on the main findings.

Senior registered psychologists with a doctoral degree (those who have been practicing for a minimum of 25 years) who are currently practicing predominantly psychotherapy (minimum 55% of caseload) in the Lower Mainland of British Columbia.

Selection of participants will be carried out by homogenous sampling (Creswell, 2012) identified by key informants (Charmaz, 2006; Creswell, 2012; Jennings & Skovholt, 1999) and snowball sampling (Charmaz, 2006; Creswell, 2012; Patton, 2002).

No specific group assignment will be required in this study. Inclusion/exclusion criteria will be followed.

Demographic Information Collected for Descriptive Purposes:

- Gender identity
- Age
- Cultural/ethnic background(s)
- Years of experience
- Practice setting
- Type(s) of service(s)

Procedures:

- The student researcher will contact key informants and potential participants with the In Person/Telephone Invitation Script to Nominate Senior Registered Psychologists (Appendix A) and/or the Invitation Letter to Nominate Senior Registered Psychologists (Appendix B) by email to invite interest in participating in this study.
- Key informants and potential participants will contact the student researcher by email to nominate potential participants or self-nominate.
- After compiling a pool of potential participants, the student researcher will call potential participants to screen them, describe the study, and schedule the first interview using the Script for the Initial Telephone Screening of Potential Participants (Appendix C).
- The Informed Consent Form (Appendix D), Interview Questions Email (Appendix E), and Demographic Questionnaire (Appendix F) will be emailed to participants immediately after the screening interview to review and prepare.
- At the beginning of the first interview, participants will receive a \$20 Starbucks gift card. The student researcher will revisit the purpose of the study, answer participants' questions, and review the Informed Consent Form (Appendix D). After signing the Informed Consent Form, participants will complete the Demographic Questionnaire (Appendix F) and be interviewed following the Interview Questions Email (Appendix E). Participants will be informed that all



questions on the demographic questionnaire and all three questions in the interview must be answered for their data to be included in the study.

- A transcriptionist will transcribe the audio recorded interviews after signing the Confidentiality Agreement for Research Team (Appendix G).
- Participants will be emailed the Transcription Validation Email (Appendix H) and a password protected attachment copy of their transcribed interview and given two weeks to review and request for edits or removal of any part of their interview data from the transcript.
- Once the student researcher receives the edited transcript by email from participants, she will contact participants via email or telephone to book a 15-30 minute transcription validation telephone call that will occur within two weeks of receiving the edited transcript by email from participants.
- Once the student researcher completes the analysis of common themes, participants will be emailed for their review the Summary Interpretation Validation Email (Appendix I) and a password protected attachment copy of the summary interpretation of the overall results from all of the interviews.
- Two weeks after the student researcher sends the Summary Interpretation Validation Email (Appendix I) to participants, she will contact participants via email or telephone to book a 10-15 minute summary interpretation validation phone call.

Analytic Strategies:

- The student researcher will use NVivo 11 qualitative data analysis software to help with the data analysis process (QSR International Incorporated, 2016) using grounded theory.
- A research assistant will assist with the common themes analysis (cross code, review for bias, and evaluate interpretations).

Dissemination Strategies:

- Participants who opt to receive a copy via email of the final analysis of common themes and summary interpretations.
- Research findings from this study will be published in a completed dissertation document.

2.2 References

- Adams, M. (2013). *Myth of the untroubled therapist: Private life, professional practice*. Florence, KY: Taylor and Francis.
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage.
- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3rd ed.). Thousand Oaks, CA: SAGE Publications, Inc.
- Creswell, J. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson.
- Creswell, J., Hanson, W., Plano, V., & Morales, A. (2007). Qualitative research designs selection and implementation. *The Counseling Psychologist*, 35(2), 236–264.



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Jennings, L., Goh, M., Skovholt, T., Hanson, M., & Banerjee-Stevens, D. (2003). Multiple factors in the development of the expert counselor and therapist. *Journal of Career Development*, 30(1), 59–72.

Jennings, L., & Skovholt, T. (1999). The cognitive, emotional, and relational characteristics of master therapists. *Journal of Counseling Psychology*, 46(1), 3–11. <https://doi.org/10.1037/0022-0167.46.1.3>

Jensen, P. (2007). Special Section: On learning from experience: Personal and private experiences as the context for psychotherapeutic practice. *Clinical Child Psychology and Psychiatry*, 12(3), 375–384. <https://doi.org/10.1177/1359104507078468>

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Orlinsky, D., Rønnestad, M., Gerin, P., Davis, J., Ambühl, H., Davis, M., ... Schröder, T. (2005). The development of psychotherapists. In *How psychotherapists develop: A study of therapeutic work and professional growth*. (pp. 3–13). Washington, DC: American Psychological Association.

Skovholt, T., & Rønnestad, M. (1992). Themes in therapist and counselor development. *Journal of Counseling and Development: JCD*, 70(4), 505.

Patton, M. (2002). *Qualitative research & evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage Publications.

2.3 Inclusion Criteria

- Currently reside in the Lower Mainland (Metro Vancouver and the Fraser Valley Regional District)
- Have doctoral level training as a psychologist
- Currently be practicing as a registered psychologist in the Lower Mainland
- Be practicing psychotherapy at a minimum of 55% of their workload
- Currently be registered as a registered psychologist (R.Psych.)
- Have been practicing psychology for a minimum of 25 years
- Have access to the Internet and a computer or a Smartphone to correspond with the student



researcher

- Be able to communicate in English for the interviews, although English does not have to be their first language (the student researcher will assess for English level during the initial telephone screening)
- Be in good standing with the College of Psychologists of British Columbia (CPBC)

2.4 Exclusion Criteria

- Senior registered psychologists who identify during the screening interview that they currently have complaints being investigated by the CPBC.

This exclusion criterion protects participants from the need to withdraw from the study sometime during the course of the study because their status with the CPBC (i.e., not be in good standing with the CPBC) might change due to the potential results of the investigation.

- Senior registered psychologists who used to practice psychotherapy at a minimum of 55% of their workload, but are not currently doing so.

This exclusion criterion ensures that all participants are currently practicing psychotherapy at a minimum of 55%, in order to reflect a homogeneous participant pool.

2.5 Recruitment

- Homogeneous sampling will be used to identify senior registered psychologists as potential participants. The main goal of homogeneous sampling is to intentionally target specific characteristics of the population of interest, which in turn, best facilitates the generation of a theory (Creswell, 2012). Because this study seeks to gather information from a homogenous sample of senior registered psychologists, this purposeful sampling method is appropriate for recruitment.
- After receiving approval from the Adler University Research Ethics Board (REB), the student researcher will contact key informants and potential participants in person, by telephone, or by email to invite interest in participating in this study (Appendix A: In Person/Telephone Invitation Script to Nominate Senior Registered Psychologists and Appendix B: Invitation Letter to Nominate Senior Registered Psychologists). Key informants and potential participants will contact the student researcher by email to nominate potential participants or self-nominate.
- In this proposed study, key informants will include: 1) Psy.D. faculty members of Adler University; 2) the student researcher's practicum supervisors; 3) the student researcher's colleagues and personal contacts; and 4) the participants themselves. These key informants are selected based on Jennings and colleagues' (1999; 2003) criteria for selecting key informants for a qualitative study: (a) involvement in training psychologists, (b) long-term and extensive participation in the local mental health field, and (c) reputation of being a well-respected clinician. Each key informant will be asked (in person, by telephone, or by email) to nominate senior registered psychologists (as defined in Appendix A and Appendix B) within the Lower Mainland and will be emailed the criteria for nomination (Appendix B: Invitation Letter to Nominate Senior Registered Psychologists). The student researcher will inform key informants



that their participation in nominating potential participants or self-nominating is voluntary and confidential.

- The student researcher will inform key informants that all contact information will only be used for the purpose of contacting potential participants. The list of potential participants' contact information will be kept on a password-protected and encrypted Universal Serial Bus (USB) key and stored in a locked file cabinet in the student researcher's home when not in use. The list will be permanently deleted once all potential participants have been contacted. This snowball sampling process will be repeated until the student researcher has collected sufficient data (Charmaz, 2006).
- After compiling a pool of potential participants, the student researcher will contact potential participants by telephone to determine if they are interested in being part of this study.
- Interested participants will be screened during this telephone call for inclusion and exclusion criteria and informed about the nature of the study (Appendix C: Script for the Initial Telephone Screening of Potential Participants).
- For the respondents who meet all the inclusion criteria and have given verbal consent to participate in the study, an interview will be scheduled immediately over the telephone, the student researcher will inform them that a formal written Informed Consent Form (Appendix D) will be emailed to them immediately, along with the interview questions (Appendix E) and the Demographic Questionnaire (Appendix F) to review and prepare. In the same email, the student researcher also will confirm the interview date, time, and place, and inform that all questions on the demographic questionnaire and all three questions in the interview must be answered for their data to be included in the study.

2.6 Access to Records for Recruitment

Are you accessing records to identify potential participants?

Yes ____ No x

2.7 External Approvals

N/A

2.8 Number of Participants

How many participants do you anticipate recruiting for your Research?

Approximately 12 participants. With grounded theory (GT) studies, no fixed or predetermined number of participants is specified prior to the study (Charmaz, 2006). Rather, participants are simultaneously and sequentially recruited (i.e., theoretical sampling) based on adequacy and quality of data. Recruitment stops at the point of saturation, when any new material gathered does not add to the theory (Charmaz, 2006; Creswell, 2012; Guest, Bunce, & Johnson, 2006). Therefore, by using saturation as a guiding principle during data collection in this proposed study, the appropriate number of participants will be reached.

If part of a larger study, how many participants will be recruited overall?



N/A

2.9 Deception:

Is deception being used in this research?

Yes ____ No ☒ ____**3. FUNDING INFORMATION & CONFLICT OF INTEREST****3.1 Source of Funding**

N/A

3.2 Restrictions on Information Disclosures

N/A

3.3 Actual or Perceived Conflict of Interest

- Do any Research Team Members or their immediate family members have past or current affiliation with an agency, institution, community, or individual that will provide assistance with recruiting sources or participants, data collection sites, participant populations or follow-up assistance for this research? This includes workplaces, volunteer organizations, practicum sites, and community-based groups.

Yes ____ No ☒ ____

If yes, please explain the relationships between Research Team Members and the agency, institution, community, or individual in question and indicate how you plan to mitigate actual or perceived conflicts of interest or dual-relationships:

- Do any Research Team Members or their immediate family members receive personal benefits (e.g. salary, overtime hours, consultant fees, or other financial gain) in connection with this research over and above the direct cost of conducting this study?

Yes ____ No ☒ ____

If yes, please explain and indicate how you plan to mitigate actual or perceived conflicts of interest:

**4. RISK LEVEL and RISK MANAGEMENT****4.1 Determining Level of Risk**

Minimal

Rationale:

- Participants will have a doctoral degree and are practicing registered psychologists; therefore, they are not considered a vulnerable population.
- The probability and magnitude of possible harms that could be experienced during the research is no greater than those encountered by participants in aspects of their everyday lives.
- Participants may have a temporary emotional reaction to the interview questions, but this reaction may be transient and is unlikely to be beyond that which they would experience in their everyday lives.

4.2 Description and Management of Risks

Describe what is known about the risks (harm) of participating in the proposed research and any possible vulnerability that needs to be considered. Indicate how you will address these risks. Include literature related to the risks and the management of risks if relevant. Include any information about discomfort or incapacity that the participants are likely to experience as a result of the research.

- Risks to participants

Participants are asked in the interview about their personal and professional experiences that have influenced their professional growth and development. In speaking about these experiences, participants may experience some negative feelings (e.g., regret, guilt, embarrassment, and sadness) related to increased reflection and self-awareness, especially if they reminisce about negative experiences. Participants may also fear social stigmatization or threats to reputation if there is information in their interview data that they deem too identifiable.

- Management of risks

Before the interview, participants will be verbally informed regarding the purpose of the study, the basic research design, the potential risks of participation, and the storage of confidential data (as per the Informed Consent Form, Appendix D).

The student researcher will verbally inform potential participants that if they decide to withdraw from the study within two weeks of receiving their interview transcript, their data will be immediately destroyed. . Please see section 4.3 *Anonymity and Confidentiality* for details.

To manage potential negative feelings, participants will be verbally informed of their rights, as outlined in the Informed Consent Form (Appendix D), that they can decide not to answer a particular question, take a break from the interview, re-schedule the interview, or withdraw from the research at any time for any reason. However, their data cannot be withdrawn once the student researcher has begun the analysis.



To manage the risk of data being too identifiable, participants will be ensured that all interview data will be de-identified and that participants will be assigned a number that will be used to identify the information they provide (as per the Informed Consent Form, Appendix D). They will also have the opportunity to request for parts of their transcript (that they deem too identifying) to be edited or removed during the transcription validation stage. Please see section 4.3 *Anonymity and Confidentiality* for details.

4.3 Anonymity and Confidentiality

- If you indicate that you are collecting anonymous or anonymized data online, how you are ensuring the anonymity of participants?

N/A

- Are you collecting information or data that can reasonably be expected to identify participants? If so, how will you protect participants' confidentiality both during (collection and use of information) and after (dissemination of results) the research study?

During:

The audio recorded interviews will be available to the transcriptionist. The transcriptionist will sign the Confidentiality Agreement for Research Team (Appendix G) and will be emailed password-protected attachments of audio recordings of interviews, as they are conducted. The transcriptionist will remove all identifiable information when transcribing audio recordings. The transcriptionist will be required to password-protect transcribed interviews prior to emailing them back to the student researcher. All files, including emails will be deleted once they are transferred.

A research assistant who will be helping with data analysis will sign a confidentiality agreement before starting to help.

Participants will be informed on the written Informed Consent Form (Appendix D) that their name or any other information that might identify them will not be included in any writing or presentation. Furthermore, all identifiable information will be removed from direct quotes.

Participants will be informed on the written Informed Consent Form (Appendix D) that all interview data will be de-identified and that participants will be assigned a Research Number that will be used to identify the information they provide. By assigning numbers to each participant, the confidentiality of participants' information will be protected and kept organized.

The student researcher will keep a list of the numbers assigned to participants on a password protected electronic document stored on an encrypted Universal Serial Bus (USB) key, which will be kept separate from all other data and files for the research. The USB key will be stored in a locked file cabinet in the student researcher's home for five years. The student researcher will be the only one who has access to the locked file cabinet. The student researcher will know which number goes with which name and participants will know their own number; the research supervisor will also know, if needed, for supervisory purposes. No one else will know the name or answers to the different

questions.

All other research material and documents, including the student researcher's filed notes and memos, will be kept in an electronic document that is password protected and stored on an encrypted (USB) key in a locked file (separate from the one used to store the USB key with the list of numbers assigned to participants) in the student researcher's home for five years. This will be a separate locked file cabinet than the one used to store the USB key with the list of numbers assigned to participants. The student researcher will be the only one who has access to the locked file cabinet. No electronic data files will be stored on a desktop or laptop computer.

After:

For five years after the research study has been completed, the paper and electronic documents that are already password protected and kept on an encrypted USB key, will be stored in a locked file cabinet in the student researcher's home

After the five years, all data and files for the study will be destroyed; all paper documents will be cross-cut shredded and electronic documents will be permanently deleted, in accordance with the Adler University Research Ethics Board (REB) policy.

- How will you ensure that participants cannot be identified or re-identified through demographic data and/or direct quotes and/or participant descriptions (e.g. job description) in any dissemination of your research (including thesis or dissertation)?

All identifiable information will be removed from direct quotes. During the transcription validation telephone call (Appendix H), participants will have the opportunity to request for parts of the transcript (that they deem too identifying) to be edited or removed.

Demographic data will be pooled with all the participants to describe the sample and no individual participant's data will be used in any identifying way.

- What, if any, limits to confidentiality are considerations in your research, what is your rationale for including them, and how will they be communicated to participants?

Participants will be informed orally and on the written Informed Consent Form (Appendix D) of the limits to confidentiality, which states that the Research Team will need to tell someone if participants indicate in writing or verbally that someone is at risk of abuse or neglect or harm, which includes the participant or anyone else, including a child or elder. Additionally, in the event of a court order or subpoena, the Research Team is legally required to comply.

4.4 Benefits

The benefits to participation include:

- Participants may learn something new about themselves as a result of answering the interview questions.
- Participants may discover that they have some common key personal and professional experiences with other senior registered psychologists practicing in Canada.



- Participants may feel satisfaction from contributing to new Canadian research on psychologist professional development, and perhaps, advancing this field of research.

4.5 Peer Review

N/A

5. PARTICIPANT INFORMATION AND CONSENT PROCESS**5.1 Sites for Study**

Suitable locations may include a reserved room at Adler University, a private room at the local library, or the psychologist's office. If the psychologist's office is chosen as the meeting location, the student researcher will ask the psychologist to book off that time, in effort to prevent potential interruptions (e.g., telephone calls or clients) and to ensure privacy and flow of interview. At the start of the meeting, right before the interview begins, the student researcher will remind the psychologist to turn off the phone.

5.2 Time Requested of Participants

How much time will each participant be asked to dedicate to the research study?

- Participants will be asked to dedicate to this research study approximately 2-3 hours total over a six month period (60-90 minutes in person audio recorded interview, 15-30 minutes review of interview transcript, 15-30 minutes telephone call for transcription validation, 10-15 minutes review of summary interpretations, and 10-15 minutes telephone call for confirming summary interpretations).

5.3 Reimbursements and Incentives for Participation

Participants will be given a \$20 Starbucks gift card at the initial interview before interviewing begins.

5.4 Assessment of Capacity**A. Initial assessment of capacity for the purposes of informed consent**

Will every participant have the capacity to give fully informed consent on his/her own behalf?

Yes x No

Rationale:

- Potential participants are registered psychologists, of legal age, with a doctoral level of education. They are required by College of Psychologists of British Columbia to adhere to a standard of practice and a code of ethics, which include the use of informed consent with clients. Therefore, they are familiar with the usage and process of informed consent. It is also likely that they are familiar with research and the protocols of research.

B. Ongoing assessment of capacity

How will capacity be assessed throughout the research if the participants' involvement goes beyond a single interview or completion of a questionnaire?

N/A

5.5 Explanation of Consent Forms to Potential Participants

- How will the Informed Consent Form be reviewed?

The written Informed Consent Form (Appendix D) will be emailed immediately following the initial telephone screening to potential participants.

The Script for the Initial Telephone Screening of Potential Participants (Appendix C) and the written Informed Consent Form (Appendix D) will provide an overview of the research purpose and process.

At the start of the in person audio recorded interview, prior to interviewing, the student researcher will thoroughly discuss the Informed Consent Form (Appendix D) with potential participants and they will have the opportunity to ask the student researcher any questions about the study before the interview begins. Following this conversation, potential participants may choose to sign the Informed Consent Form (Appendix D), thereby providing formal consent to participate in the study.

- How much time will the participants have to review the Informed Consent Form?

Once verbal consent to participate in the study is obtained during the initial telephone screening (Appendix C), the student researcher will immediately email participants the Informed Consent Form (Appendix D). Participants will be able to review the Informed Consent Form from this date until the date of their scheduled interview, which will hopefully be within the month after the initial telephone screening. In addition, this form will be reviewed and discussed again at the start of the in person interview, prior to interviewing.

5.6 Explanation of Assent Forms to Potential Participants

Will you be using Assent Forms in your research?

Yes ____ No x

If yes, explain your process for presenting and completing the Assent Form, including who will be involved in each step: general process for assent:

N/A

5.7 Assistance with Consent

N/A

**5.8 Translation**

Will any of your recruitment, consent or other documents be available in a language other than English?

Yes ____ No x

Will interactions with participants be taking place in any language other than English?

Yes ____ No x

If Yes to either or both questions, provide information regarding the translation process.

N/A

5.9 Withdrawal of Data

How will participants be informed of their right to request their data be withdrawn from the study and how will you remove the data?

- Participants will be informed of their right to request their data be withdrawn from the study within two weeks of receiving the interview transcript during the initial telephone screening, utilizing the Script for the Initial Telephone Screening of Potential Participants (Appendix C).
- The Informed Consent Form (Appendix D) will also state that during the transcript validation phase participants will have the opportunity to request edits or removal of any part of their interview data from the transcript that they deem too identifying, or request their data be withdrawn from the study.
- During the transcription validation phase, utilizing the Transcription Validation Email (Appendix H), participants will be informed that they can request edits or removal of any part of their interview data from the transcript that they deem too identifying. They will be provided with a password protected Word document attachment of the interview transcript and given two weeks to review and request for edits or removal. Once the student researcher receives back the edited transcript by email from participants, she will contact participants via email or telephone to book a 15-30 minute transcription validation telephone call. This telephone call will occur within two weeks of receiving the edited transcript by email from participants. The purpose of this call will be for the student researcher to ask participants some follow-up questions or to clarify their feedback and edits. Even if participants do not email back the edited transcript, the student researcher will call them two weeks after she has emailed participants the Transcription Validation Email. If the student researcher cannot get a hold of or does not hear from participants within two weeks, she will assume that participants do not have additional feedback to provide, there are no parts of the transcript that they would like edited or removed, and that the student researcher may proceed with using their interview data as she has presented it to them. The decision to make the final revisions will rest upon the



student researcher.

- If participants request that their data be removed within two weeks of receiving the Transcript Validation Email (Appendix H) from the student researcher, then the student researcher will immediately shred all paper copies of forms and documents with participant-identifying information. Any electronic data (including audio recordings, transcriptions, or data analysis) will be permanently erased immediately from the encrypted and password protected USB key by the student researcher. The student researcher will inform participants (via the Initial Telephone Screening of Potential Participants, Transcription Validation Email, and Informed Consent Form) that their data cannot be withdrawn once data analysis has begun following confirmation and finalization of the transcription.

5.10 Summary of Results to Participants

How will you provide a summary of results to participants – including strategies for maintaining anonymity if that has been included in informed consent process?

- On the Informed Consent Form (Appendix D), participants can indicate that they would like to receive a copy of the final analysis of common themes and summary interpretations by checking the box and providing their email address.
- All identifiable information will be removed from the direct quotes, and that if quotations are used, participants will have an opportunity to review these quotes and request particular information be edited or removed.

6. SECURITY OF INFORMATION AND DATA

6.1 Access to Information or Data by Persons within Adler University – Vancouver Campus

During data collection and analysis, who will have access to information collected or data related to your research study?

- Student researcher: Gloria Lee
- Supervising Faculty: -----
- Second reader: -----
- Transcriptionist: TBA
- Research assistant: TBA

How will all of those who have access to that information or data be made aware of their responsibilities to protect confidentiality?

- The transcriptionist and the research assistant will review and sign the Confidentiality Agreement for Research Team form (Appendix G).

Please describe in detail what information or data will be transferred among researchers (including



research team and transcription services etc.) during data collection and analysis?

- The student researcher, Supervising Faculty, and second reader will have access to all of the research data collected and analyzed (with exception to the list of numbers assigned to participants, which will only be accessible to the student researcher and the Supervising Faculty).
- The transcriptionist will have access to the audio recorded interviews and transcripts.
- The research assistant will have access to the transcriptions of the interviews and the research data but not the audio recordings.

How will you maintain confidentiality concerning participants' identities and how will you communicate this to participants?

- Participants will be informed on the written Informed Consent Form (Appendix D) that their name or any other information that might identify them will not be included in any writing or presentation. Furthermore, all identifiable information will be removed from direct quotes.
- Participants will be informed on the written Informed Consent Form (Appendix D) that all interview data will be de-identified and that participants will be assigned a Research Number at the beginning of the interview, after signing the Informed Consent Form, which will be used to identify the information they provide. By assigning numbers to each participant, the confidentiality of participants' information will be protected and kept organized.
- Only the student researcher will know which number goes with which name and participants will know their own number; the Supervising Faculty will also know, if needed for supervisory purposes. No one else will know the participant's name or what their answers are to the different questions.
- The Informed Consent Form (Appendix D) will state how confidentiality will be maintained. This information will also be reviewed at the start of the interview.

6.2 Access to Information or Data by Persons Outside of Adler University – Vancouver Campus

Will any information collected during or raw data relating to your research study be available to persons or agencies outside of Adler University-Vancouver Campus?

Yes ☒ No ☐

If yes, describe in detail what information or data will be available, how it will be transferred and stored, how participants' identities will be protected, and how you are communicating this to participants.

- The audio recorded interviews will be available to the transcriptionist. The transcriptionist will sign the Confidentiality Agreement for Research Team (Appendix G) and will be emailed



password-protected attachments of audio recordings of interviews, as they are conducted. The transcriptionist will remove all identifiable information when transcribing audio recordings. The transcriptionist will be required to password-protect transcribed interviews prior to emailing them back to the student researcher. All files, including emails will be deleted once they are transferred. This information will be communicated to participants through the Informed Consent Form (Appendix D).

6.3 Post- Study Storage and Security of Data

During your research, how will data be secured (original and back-ups)? Please include information on storage and deletion of participant's contact information, where applicable, as well as data collected during research.

- The audio recorded interviews will immediately be transferred onto a password-protected and encrypted USB key, which will be stored in a locked file cabinet in the student researcher's home when not in use. The audio recording will be transcribed and all identifiable information will be removed. All files, including emails will be deleted once they are transferred.
- Throughout the entire process of the research project, all electronic documents will be password protected and kept on an encrypted USB key. No electronic data files will be stored on a Smartphone, a desktop, or a laptop computer. All research material and documents, including the student researcher's field notes and memos, will be stored in a locked file cabinet in the student researcher's home for five years. This will be a separate locked file cabinet than the one used to store the USB key with the list of numbers assigned to participants. The student researcher will be the only one who has access to the locked filing cabinet.

After research (collection, use, dissemination) has been completed, how will different forms of data (original and back-ups) be stored and how will you maintain storage security for 5 years? If data will be kept on the Web, what precautions have been taken to keep it secure?

- For five years after the research study has been completed, the paper and electronic documents that are already password protected and kept on an encrypted USB key, will be stored in a locked file cabinet in the student researcher's home. All paper documents and electronic documents will be destroyed (i.e., cross-cut shredded or permanently erased) five years after completion of this dissertation, in accordance with the Adler University REB policy.

6.4 Future Use of Data

N/A

7. APPLICATION SUBMISSION

7.1 Process for Submitting REB Application

7.2 Appendices

Appendices must be included for all verbal or written communication with external institutions or agencies (including collaborators), key informants or other recruitment sources, potential participants and participants. They must be included in the chronological order they will be used during your



research. The labelling (Appendix A; Appendix B; and so on) must match the labelling in your Application.

Please list all Appendices below:

- Appendix A: In Person/Telephone Invitation Script to Nominate Senior Registered Psychologists
- Appendix B: Invitation Letter to Nominate Senior Registered Psychologists
- Appendix C: Script for the Initial Telephone Screening of Potential Participants
- Appendix D: Informed Consent Form
- Appendix E: Interview Questions Email
- Appendix F: Demographic Questionnaire
- Appendix G: Confidentiality Agreement for Research Team
- Appendix H: Transcription Validation Email
- Appendix I: Summary Interpretation Validation Email

Appendix A: In Person/Telephone Invitation Script to Nominate Senior Registered**Psychologists**

Hi _____,

This is Gloria Lee. As you may know, I am a student at Adler University in the Doctor of Psychology in Clinical Psychology program. I am conducting a research study as part of the requirements for my doctorate degree. The purpose of the research is to learn more about the common key personal and professional experiences of senior registered psychologists in Canada (who primarily practice psychotherapy) and how these experiences have influenced their professional development.

I'm wondering if you may know of any registered psychologists (who have been working for at least 25 years) who may be interested in participating in my study? Or if you, yourself would be interested in participating? Your participation in nominating potential participants or yourself is voluntary and confidential.

If the respondent answers no:

Thank you for your time. I appreciate your consideration.

If the respondent answers yes:

Thank you for supporting my study. Since you may know of some registered psychologists who may be interested in participating in my study (or you are interested in participating), I would like to email you the Invitation Letter that will further explain the purpose of the study, the entailments of participation, and the eligibility requirements. This way you can decide which colleagues you may want to pass this information along to (or if you would still like to participate). (*If I do not already have their email address.*) Could you please give me your email address? (*I will write down their email address.*) Thank you, I will email you the Invitation Letter today. Please watch for my email in your inbox or junk mail box. I would really appreciate if you could forward the Invitation Letter to your colleague(s) at your earliest convenience. Please know that all contact information will only be used for the purpose of contacting potential participants. Thank you.



Appendix B: Invitation Letter to Nominate Senior Registered Psychologists

INVITATION TO NOMINATE SENIOR REGISTERED PSYCHOLOGISTS

Dear Colleague,

My name is Gloria Lee. I am a student researcher and Doctor of Psychology in Clinical Psychology student at Adler University in Vancouver, British Columbia. I am conducting a research study under the supervision of -----, as part of the requirements for my doctorate degree. The purpose of the research is to learn more about the common key personal and professional experiences of senior registered psychologists in Canada (who primarily practice psychotherapy) and how these experiences have influenced their professional development.

You are invited to nominate senior registered psychologists for participation in this research (self-nominations are welcome as well, assuming you meet the inclusion criteria detailed below). Your participation to nominate or self-nominate is voluntary and confidential. Their identities and responses will be kept confidential. Participants will be asked three primary questions in a semi-structured open-ended audio recorded interview lasting between **60-90 minutes** (although two hours will be booked). The interviews will be conducted at a time and place convenient to participants. Around two weeks after the interview, participants will be emailed the interview transcript to review that will take approximately **15-30 minutes** to review. Next, they will be asked to partake in a follow-up telephone call that will last approximately **15-30 minutes** to confirm the accuracy of the interview transcript. Once the student researcher has analyzed all the data, participants will be emailed the summary interpretation of themes to review that will take approximately **10-15 minutes** to review. Finally, participants will be asked to partake in a last follow-up telephone call that will take approximately **10-15 minutes** to confirm the summary interpretation of themes.

In order to be eligible, nominees must:

- Currently reside in the Lower Mainland (Metro Vancouver and the Fraser Valley Regional District)
- Currently be practicing as a doctoral level registered psychologist in the Lower Mainland
- Be practicing psychotherapy at a minimum of 55% of their workload
- Currently be registered as a registered psychologist (R.Psych.)
- Have been practicing psychology for a minimum of 25 years
- Have access to the Internet and a computer or a Smartphone to correspond with the student researcher
- Be able to communicate in English for the interviews, although English does not have to be their first language (the student researcher will assess for English level during the initial telephone screening)
- Be in good standing with the College of Psychologists of British Columbia (CPBC)

If you know of anyone who might fit this description and may like to participate, please contact the student researcher, Gloria Lee, by email at ----- to arrange a phone call for more information and to schedule an interview. Again, self-nominations are welcome! It would be very helpful if you could provide each nominee's name and email address in your reply.



Thank you for your thoughtful consideration in the nomination of senior registered psychologists for participation in this study.

Sincerely,

Gloria Lee, MC, RCC

Student Researcher, Doctor of Psychology in Clinical Psychology student

Supervising Faculty: -----

Appendix C: Script for the Initial Telephone Screening of Potential Participants

Hi (insert potential participant's name),

My name is Gloria Lee. I am a student researcher and Doctor of Psychology in Clinical Psychology student at Adler University in Vancouver, British Columbia. I am conducting a research study under the supervision of -----, as part of the requirements for my doctorate degree. You indicated an interest in participating in my dissertation research about understanding the common key personal and professional experiences of senior registered psychologists in Canada that have influenced their professional growth and development.

I would like to thank you for your interest in my study. The first step in this process is for me to ask you some initial questions in order to ensure that you meet the inclusion and exclusion criteria for the study. This should take no longer than five minutes, plus any questions that you might have. All your responses will be kept confidential, even if you decline to be part of this study. You are also free to withdraw from the research at any time during this call. Do you have any questions or concerns before I begin?

Before I go over what will be involved in this study, how confidentiality will be maintained, and other pertinent information for this research, I will need to ask you some questions:

1. Are you a registered psychologist currently working as a psychologist in the Lower Mainland?
2. Do you have doctoral level training as a psychologist?
3. As part of your practice, does psychotherapy represent at least 55% of your workload?
4. Do you currently reside in the Lower Mainland?
5. Do you have a minimum of 25 years experience working as a registered psychologist?
6. Would you be willing to fill out a demographic questionnaire that will take about five minutes to complete?
7. Do you have any current complaints against you with the College of Psychologists of British Columbia (CPBC)?
8. Are you currently in good standing with CPBC?
9. Do you have access to the Internet and a computer or a Smartphone to correspond with the student researcher?
10. Are you able to read and understand English?

11. Are you comfortable communicating in English for the interviews?
12. Are you willing and available to take part in a 60-90 minute individual, in person audio recorded interview (although two hours will be booked), a 15-30 minute review of the interview transcript that will be emailed to you, a 15-30 minute follow-up telephone call, a 10-15 minute review of the summary interpretation that will be emailed to you, and a second 10-15 minute follow-up telephone call? All these activities will happen within the next six months.

If the respondent answers no to any of the questions above or yes to number seven:

Thank you for taking the time to answer these questions. To participate in this research, there are specific criteria that must be met. Unfortunately, you do not meet all of the criteria required for this study. I thank you for your time and interest in this study.

If the respondent answers yes to all the questions above and no to number seven:

Thank you for taking the time to answer these questions. Your responses indicate that you meet the inclusion criteria required for this study. I am delighted to include you in my research. I would now like to tell you more about what being a part of this study involves. You will be asked to participate in these activities with me over the course of up to six months. The first activity is an in person and audio recorded interview, and will last approximately 60-90 minutes (please book off two hours). I will be asking you questions pertaining to the dissertation topic, which explores the key personal and professional experiences of senior registered psychologists in Canada in order to describe how these experiences have contributed to your professional development. We can meet at any mutually agreeable confidential setting such as your office or a private room at a local library.

The second activity is a 15-30 minute telephone call. Prior to the telephone call, I will email you (approximately two weeks after the interview) a password-protected Word document attachment of the interview transcript. You will be given you two weeks to review and request for edits or removal of any part of your interview data from the transcript that you deem too identifying and send it back to me. The review and edit will take approximately 15-30 minutes. Once I receive back the edited transcript by email, I will contact you by email or telephone to set up a day and time that is mutually convenient for a 15-30 minute telephone call. This telephone call will occur within two weeks of returning your edited transcript by email. The purpose of this telephone call is to confirm and validate the accuracy of the transcription. I will ask you some follow-up questions or to clarify your feedback and edits. You may also ask me questions or provide further feedback. This telephone call will not be recorded but I will take notes. Even if you do not email back the edited transcript, I will call you two weeks after I have emailed you the Transcription Validation Email. If I do not get a hold of or hear back from you within two weeks,, I will assume that you do not have additional feedback to provide, there are no parts of the transcript that you would like edited or removed, and that I may proceed with using your interview data as I have presented it to you. The decision to make the final revisions will rest upon me, the student researcher.

If you request that your data be removed within two weeks of receiving the interview transcript Word document email from me, I will immediately shred all paper copies of forms and documents with participant-identifying information and permanently erase any electronic data (including audio recordings, transcriptions, or data analysis) from the encrypted and password protected universal serial bus (USB) key. Your data cannot be withdrawn once data analysis has begun following confirmation and finalization of the transcription.

The third activity is a 10-15 minute telephone call. Prior to the telephone call, a password-protected Word document attachment of the summary interpretation for the final report will be emailed to you to read, which will take approximately 10-15 minutes to review. You will not need to write your responses to the summary interpretation. Two weeks after I have emailed you the summary interpretation, I will again contact you by email or telephone to set up a day and time that is mutually convenient for a 10-15 minute telephone call. This telephone call will not be recorded, but I will take notes. This final telephone call is for the purpose of reviewing and confirming the validity of the final analysis of common themes and summary interpretations found by the student researcher. During the telephone call, I will ask you how well these common themes represent your story and experiences. If I do not get a hold of you or hear back from you within two weeks, I will assume that you do not have additional feedback to provide and that I may proceed with using the summary interpretation as I have presented it to you. The decision to make any final revisions will rest upon me, the student researcher.

Do you have any questions at this point?

Having reviewed with you the procedure for the study, if you are still interested in participating in my research, we can now schedule an interview date, time, and place. Immediately after our conversation, I will email you the confirmed interview date, time, and place, along with the informed consent, demographic questionnaire, and interview questions. Please review these documents before the initial interview. I will bring to the initial interview a copy of the informed consent to be signed and the demographic questionnaire to be completed prior to the start of the interview. Note that all questions from the demographic questionnaire and all three interview questions will need to be answered in order for your information to be included in the study.

You can withdraw from the study at any time, however, your data cannot be withdrawn once data analysis has begun following confirmation and finalization of the transcription.

If you have any questions or concerns, please feel free to email or call me. My contact information will be on the email. What is the phone number and email address that is best for reaching you at? Is there a preferred time of day to contact you by telephone?

If the respondent answers no to participation in the study:

Thank you for your time. I appreciate your interest in my study. If you have any other questions, please feel free to contact me.

Appendix D: Informed Consent Form
INFORMED CONSENT FORM

**THE COMMON KEY PERSONAL AND PROFESSIONAL EXPERIENCES OF SENIOR
REGISTERED PSYCHOLOGISTS PRACTICING PSYCHOTHERAPY IN CANADA
AND THE INFLUENCES ON PROFESSIONAL DEVELOPMENT**

The Researchers

My name is Gloria Lee. I am conducting this research as part of my Doctor of Psychology Degree in the Doctor of Psychology in Clinical Psychology Program at Adler University (Vancouver Campus).

If you have any questions about the research, you can contact me or my Supervising Faculty. Our contact information is below:

Student Researcher: Gloria Lee

Email: -----

Supervising Faculty: -----

Program: Doctor of Psychology in Clinical
Psychology

Phone #: -----

Email: -----

The research has been approved by the Adler University (Vancouver Campus) Research Ethics Board (REB).

This Research

The research focuses on the common key personal and professional experiences of senior registered psychologists in Canada (who primarily practice psychotherapy) and how these experiences have influenced their professional development.

You are being invited to participate because you are a senior registered psychologist, who has been practicing for a minimum of 25 years, primarily in the area of psychotherapy (minimum 55% of your workload), and is currently practicing in the Lower Mainland.

As part of this research, you are being asked to do the following: Tell about your personal and professional experiences over the years that you believe have contributed to your professional growth and development as a senior registered psychologist in Canada.

You will be asked three questions:

1. What are the key personal and professional experiences throughout your lifetime that you believe have contributed to your growth and development as a senior registered psychologist?

2. How have these experiences influenced your professional growth and development over the years as a psychologist?
3. From what you have learned through these key personal and professional experiences, what would you tell your younger, less experienced psychologist self?

We will also ask you some questions about yourself – for example: personal background information and professional background information. Below are some examples of questions asked:

What is your gender identity?

What is your age?

What is your cultural/ethnic background(s)?

How many post-doctoral years of experience do you have as a practicing registered psychologist?

What type of setting(s) do you currently practice in?

What type(s) of service(s) are you currently providing?

What other information do you believe is important for me to know about you?

This information will be used to describe participants' backgrounds. Your data will not be used in any identifying way. The data will be pooled with the rest of the participants to describe the sample.

These background questions have been emailed to you to review. You have been asked in the email to complete these questions at the beginning of the initial interview, prior to the start of the interview. All questions must be completed for your data to be included in the study.

You will be asked to spend **60-90 minutes** for an audio recorded, in-person, semi-structured interview (although two hours will be booked). This initial interview will be booked ahead of time with you at a mutually agreed upon time and location in the Lower Mainland (e.g., your office).

A transcriptionist will transcribe the interview and the student researcher will check over the transcription. The transcriptionist will be given the Confidentiality Agreement for Research Team to sign and, once the confidentiality agreement is signed, the transcriptionist will be emailed the password-protected attachments of audio recordings of interviews, as they are conducted. The transcriptionist will also remove any identifiable information during transcription and be required to password-protect transcribed interviews and will email transcripts back to the student researcher within two weeks of receiving them. The transcribed interviews will immediately be transferred onto a password-protected and encrypted USB key, which will be stored in a locked file cabinet in the student researcher's home when not in use.

Approximately two weeks after the interview, you will be provided with a copy of the written transcript of our interview. This will be sent to you via email on a password protected Word document attachment. A separate email will be sent with the password to open the document. You are asked to spend approximately **15-30 minutes** to read over the written transcript for



accuracy and correction. You can make comments or mark changes on the Word document using the “track changes” feature. If you are unfamiliar with this feature, you can ask the student researcher for assistance. You are asked to complete and email the edited transcript back to the student researcher within two weeks.

Once the student researcher receives the edited transcript from you by email, she will contact you via telephone or email to book a **15-30 minute** transcription validation telephone call that will occur approximately two weeks after the she has received the edited transcript by email from you. The purpose of this telephone call is to confirm and validate the accuracy of the transcription. The student researcher will ask some follow-up questions to clarify your feedback from the reviewed transcript. You may also ask any questions or provide further feedback at this time. The transcription validation telephone call will not be recorded but the student researcher will take notes. Even if you do not email back the edited transcript, the student researcher will call you. If the student researcher does not get a hold of or hear from you within two weeks, she will assume that you do not have additional feedback to provide or parts of the transcript that you would like edited or removed, and that the student researcher may proceed with analyzing the interview transcript. The student researcher will make any necessary amendments to the corresponding transcript and incorporate your feedback into the final analysis of your interview.

If you request that your data be removed within two weeks of receiving the interview transcript Word document, the student researcher will immediately shred all paper copies of forms and documents with participant-identifying information. Any electronic data (including audio recordings, transcriptions, or data analysis) will be immediately permanently erased from the encrypted and password protected universal serial bus (USB) key by the student researcher and email accounts. Your data cannot be withdrawn once data analysis has begun following confirmation and finalization of the transcription.

After the student researcher analyzes all participants’ transcripts for themes, you will be emailed a password protected attachment copy of the summary interpretation of overall results from all of the interviews and asked if the common themes resonate with your personal experiences. You will also be emailed a separate email with the password to open the attachment copy of the summary interpretation. You will be given two weeks to review the summary interpretation. This review will take approximately **10-15 minutes** to complete. You will not need to write your responses to the summary interpretations. Two weeks after the student researcher has emailed the summary interpretation to you, she will contact you by telephone or email to schedule a **10-15 minute** telephone call for the purpose of confirming the validity of the final analysis of common themes and summary interpretations found by the student researcher. This telephone call will not be recorded though the student researcher will take notes. You will be asked to think about how well these common themes represent your story and experiences. The decision to make the final revisions will rest upon the student researcher. If the student researcher does not get a hold of or hear from you within two weeks, she will assume that you do not have additional feedback to provide and that the student researcher may proceed with using the final analysis and summary interpretation as presented to you. You will be asked to spend a total of approximately three and a half hours over the course of six months.



Once the research is complete, you will be invited to read over the final analysis of common themes and summary interpretations, if you choose to do so. If so, you will be provided a copy of the document.

For the first interview, we will meet somewhere private and quiet that works for both of us. All other conversations will happen via telephone.

For example: your office, a reserved room at Adler University, or a reserved room at the public library.

As part of this research, you will receive a \$20 Starbucks gift card at the beginning of the initial interview, prior to interviewing.

The Research is Voluntary

You can decide if you want to participate in the research. There will be no problem if you say “no.” If you decide to participate, you will need to answer all of the questions on the demographic questionnaire and all three questions in the interview in order to have your answers included in the research.

You can withdraw from the study at any time, however, your data cannot be withdrawn once the student researcher has begun the analysis.

The Research is Confidential

All the information you give us will be confidential.

All interview data will be de-identified during transcription and you will be assigned a Research Number at the beginning of the initial interview (after signing the informed consent) that will be used to identify the information you provide. By assigning a number to you, the confidentiality of your information will be protected and kept organized.

A transcriptionist will transcribe the interview and will be given the Confidentiality Agreement for Research Team to sign and, once the confidentiality agreement is signed, the transcriptionist will be emailed the password-protected attachments of audio recordings of interviews, as they are conducted. The transcriptionist will be required to password-protect transcribed interviews and will email transcripts back to the student researcher within two weeks of receiving them. The transcribed interviews will immediately be transferred onto a password-protected and encrypted USB key, which will be stored in a locked file cabinet in the student researcher’s home when not in use.

A research assistant who will help with data analysis will have access to your information and will be given the Confidentiality Agreement for Research Team to sign before helping with data analysis.



Your name or any other information that might identify you will not be included in any writing or presentation. Furthermore, all identifiable information will be removed from direct quotes.

Only the student researcher will know which number goes with which name and you will know your own number; the Supervising Faculty will also have access to the numbers, if needed for supervisory purposes. No one else will know your name or what your answers are to the different questions. A file of assigned research numbers will be kept on an electronic document that is password protected and stored on an encrypted Universal Serial Bus (USB) key separate from all other data and files for the research.

All other research material and documents, including the student researcher's field notes and memos, will be kept in an electronic document that is password protected and stored on an encrypted USB key in a locked file in the student researcher's home for five years. This will be a separate locked file cabinet than the one used to store the USB key with the list of numbers assigned to participants. The student researcher will be the only one who has access to the locked filing cabinet. No electronic data files will be stored on a desktop or laptop computer. For five years after the research study has been completed, the paper and electronic documents that are already password protected and kept on an encrypted USB key, will be stored in a locked file cabinet in the student researcher's home. After that all paper documents and electronic documents will be permanently erased and destroyed (cross-cut shredded), in accordance with the Adler University Research Ethics Board (REB) policy.

Limits to what is Confidential

- A) You will be giving information as a participant in an interview. The Research Team will keep your information confidential.
- B) We will need to tell someone if you indicate in writing or verbally that anyone is at risk of abuse or neglect or harm. This includes yourself or anyone else, including a child or elder.
- C) In the event of a court order or subpoena, the Research Team is legally required to comply.

The Results of the Research

The student researcher will publish the results of the research in her dissertation. She may also write or speak about the research. Your name or any other information that might identify you will NOT be included in any writing or presentation.

If your direct quotations are used, you will have an opportunity to review these quotes and agree to their inclusion or ask that particular information be changed or removed. The decision to make the final revisions will rest upon the student researcher.

If you want a copy of the summary of the final analysis of common themes and summary interpretations, you can ask for it at the end of this form.

The Risks and Benefits

You might feel some stress when the student researcher asks you about your personal and professional experiences that you believe have influenced your professional development. If you feel too distressed you can:

- 1/ decide not to answer a particular question
- 2/ take a short break from answering questions
- 3/ re-schedule your interview
- 4/ withdraw from the research at any time

You may also feel you have learned something new about yourself as a result of answering the questions. You may also find that you have some common key personal and professional experiences with other senior registered psychologists. As well, you may feel satisfaction from contributing to new Canadian research on psychologist professional development, and perhaps, advancing this field of research.

If you have any concerns about your treatment as a participant, you may contact the Chair of the Research Ethics Board. Her contact information is below:

REB Chair: Debbie Clelland Ph.D. 236-521-2478
E-mail: dclelland@adler.edu

Consent for this Research:

- I understand my participation in this research is voluntary.
- I know I can refuse to answer any question.
- I know I can withdraw from the research at any time.
- I know that the information I give will be kept confidential.
- I know I can ask that all my information be destroyed five years after the research is completed (as noted above, the student researcher will take responsibility to do so without your requesting it).
- I know that what I say will be audio recorded and quotations might be used.
- My name will NOT be used and any information that will identify me will be removed.
- I know that I have not given up any legal rights concerning this research even though I have signed this form.
- I am giving my consent to participate in this study.
- I have received a copy of this Informed Consent signed by the student researcher.

Participant Signature

Date

Participant Name (Print)



Student Researcher Signature

Date

Student Researcher Name (Print)

I would like to receive a copy of the summary of the final analysis of common themes and summary interpretations.

_____ Yes _____ email address

Appendix E: Interview Questions Email

Dear Research Participant,

Thank you for agreeing to be part of my research regarding the common key personal and professional experiences of senior registered psychologists in Canada and how these experiences have influenced your professional development. I have attached a copy of the consent form and the demographic questions to this email.

I have compiled the following questions for our interview. Please consider the following prior to our meeting.

1. What are the key personal and professional experiences throughout your lifetime that you believe have contributed to your growth and development as a senior registered psychologist?
2. How have these experiences influenced your professional growth and development over the years as a psychologist?
3. From what you have learned through these key personal and professional experiences, what would you tell your younger, less experienced psychologist self?

Please consider these questions to be initial prompts and by no means exclusive. During our interview, I will ask follow-up questions and you can feel free to elaborate on your answers as needed. These questions are simply used as a guide to what you may want to include in our upcoming interview.

Sincerely,

Gloria Lee, MC, RCC
Student Researcher, Doctor of Psychology in Clinical Psychology student
Supervising Faculty: -----



Appendix F: Demographic Questionnaire

The following demographic information is being collected for descriptive purposes. Please complete all questions to the fullest extent possible. You will need to answer all of the questions if you want your data to be included in the study.

Name of Participant: _____

Office Address: _____

Phone Number To Be Reached At: _____

Email Address: _____

1. Gender Identity: _____

2. Age: _____

3. Cultural/ethnic background(s):

4. Number of post-doctoral years of experience you have as a practicing registered psychologist: _____

5. Type of setting(s) in which you currently practice (e.g., private practice, public health):

6. Type(s) of service(s) currently providing:

7. Other information that you believe is important for me to know about you:

Appendix G: Confidentiality Agreement for Research Team

TITLE OF PROJECT: The common key personal and professional experiences of senior registered psychologists practicing psychotherapy in Canada and the influences on professional development

Student Researcher: Gloria Lee

Supervising Faculty: -----

CONFIDENTIALITY AND ANONYMITY AGREEMENT

Through my work with Adler University as a _____, I understand my responsibilities concerning the anonymity and confidentiality of any research data collected by myself or by others.

As part of my orientation and training for this project, I have reviewed the relevant parts of the Research Ethics Board submission and discussed the process of informed consent and measures for safeguarding data for the duration of the project with the student researcher. I understand that I must maintain confidentiality regarding research participants' participation in the research project (what participants say and do) and protect their anonymity as participants.

I understand it is possible to talk generally about the research data if there is no possibility of identifying the source of the information. I also understand that the research process and findings may be discussed among other research team members who have signed confidentiality agreements.

A copy of this Agreement has been given to me for my records.

Name

Signature

Date

Student Researcher contact information: -----

Supervising Faculty contact information: cweisbart@adler.edu

Appendix H: Transcription Validation Email

Dear Research Participant,

I am following up with you about your participation in my dissertation research on the common key personal and professional experiences of senior registered psychologists in Canada and their influence on professional development. Your participation in the interview process was much appreciated and I would like to invite you to engage in the second step with the participant transcription validation. Your perspective and feedback are extremely valuable to this research study in validating the interview data.

I have attached a password protected Word document of the transcript from our interview for you to read. This review should take approximately 15-30 minutes. The password to open the document will be sent in a separate email. You may request for information to be edited or removed from this transcript that you deem too identifying.

Please write your feedback using the “track changes” feature on the Word document. Please let me know if you are unfamiliar with this tool and I will guide you through its use. After you have read through the interview and commented on the transcript, please email back the edited transcript document *within two weeks*. Once you have emailed the edited transcript back by email, I will contact you via email or telephone to book a 15-30 minute transcription validation telephone call. This telephone call will occur approximately two weeks after I have received back the edited transcript document. The purpose of this call is for me to ask you some follow-up questions or to clarify your feedback. This telephone call will not be recorded, though I will take notes. You may also ask any questions or provide further feedback at this time. Even if you do not email back the edited transcript, I will still call you. If I cannot get a hold of or do not hear from you within two weeks, I will assume that you do not have additional feedback to provide, there are no parts of the transcript that you would like edited or removed, and that I may proceed with using your interview data as I have presented it to you. The decision to make the final revisions will rest upon me, the student researcher.

If you decide to withdraw from the study within two weeks of receiving the Transcription Validation email, I will immediately shred all paper copies of forms and documents with participant-identifying information. Any electronic data (including audio recordings, transcriptions, or data analysis) will be permanently erased immediately from the encrypted and password protected Universal Serial Bus (USB) key.

Please feel free to contact me by email -----, if you have any questions about this process. Thank you for your time and I look forward to hearing your feedback.

Gloria Lee, MC, RCC
Student Researcher, Doctor of Psychology in Clinical Psychology student
Supervising Faculty: -----

Appendix I: Summary Interpretation Validation Email

Dear Research Participant,

I am following up with you about your participation in my dissertation research on the common key personal and professional experiences of senior registered psychologists in Canada and their influence on professional development. Your participation in the transcription validation process was much appreciated and I would like to invite you to engage in the last step with the summary interpretation validation. Your perspective and feedback are extremely valuable to this research study in validating results from my analysis.

I have attached a password-protected copy of the summary interpretation for you to read. The password to open the document will be sent in a separate email. Please read through the document and think about how well these common themes represent your story and experiences. You will be given two weeks to review the summary interpretation. This review should take approximately 10-15 minutes. You will not need to write your responses to the summary interpretations.

Two weeks after I have emailed you the summary interpretation, I will contact you by telephone or email to book a 10-15 minute telephone call. This telephone call is intended to confirm the validity of the final analysis of common themes and summary interpretations found by the researcher. You will be asked how well these common themes represent your story and experiences. The decision to make the final revisions will rest upon me, the student researcher. The final telephone call will not be recorded, although I will take notes. If I do not get a hold of you or do not hear back from you within two weeks, I will assume, in keeping with the informed consent document, that you do not have additional feedback to provide, you are satisfied with the summary interpretation, and that I may proceed with using the summary interpretation as presented to you. Please feel free to contact me by email -----, if you have any questions about this process. Thank you for your time and I look forward to hearing your feedback.

Sincerely,

Gloria Lee, MC, RCC
Student Researcher, Doctor of Psychology in Clinical Psychology student
Supervising Faculty: -----