Memorial University Student Wellness and Counselling Centre

Doctoral Professional Psychology Residency Program Brochure 2019-2020

Accredited by the Canadian Psychological Association
Memorial University Student Wellness and Counselling Centre
University Centre, UC 5000
Memorial University of Newfoundland
St. John's, Newfoundland, Canada
A1C 5S7
TEL (709) 864- 8500
FAX (709) 864- 2087
www.mun.ca/counselling

Acting Director of Training (September 1, 2018 – August 31, 2019)
Lisa Moores, PsyD, R.Psych, Assistant Professor lmoores@mun.ca

Director of Training (On Sabbatical, September 1, 2018 – August 31, 2019)
Elizabeth Whelan, PhD, R.Psych. Associate Professor ewhelan10@mun.ca

Accredited by the International Association of Counseling Services (IACS) www.iacsinc.org

Participating Member of:

Canadian Council of Professional Psychology Programs (CCPPP) www.ccppp.ca
Association of Counseling Center Training Agents (ACCTA) www.accta.net
Association of Psychology Postdoctoral and Internship Centers (APPIC) www.appic.org
Philosophy and Goals of the Student Wellness and Counselling Centre

The philosophy of service delivery within the Memorial University Student Wellness and Counselling Centre rests upon encouraging the development of students’ own unique resources and supporting their personal growth and well-being. In implementing this philosophy, the Centre strives to promote a developmental and preventive framework for campus services as well as meeting the immediate needs of students.

Memorial’s Student Wellness and Counselling Centre comprises counselling (i.e. psychology), student health (i.e. medicine and nursing), and wellness professionals (i.e. case management). The newly renovated Centre houses all three components of student care and is committed to developing and furthering interprofessional practice and research to advance the Healthy Campus movement. The SWCC collaborates closely with other student services, including the Glenn Roy Blundon Centre, the Internationalization Office, and Student Support and Crisis Management. The new dynamic and integrated Student Wellness and Counselling Centre facilitates collaborative interprofessional relationships, resulting in more efficient and higher quality student care. Interprofessionalism is integral to our innovative stepped care wellness model.

The stepped care wellness model includes a wide array of varying intensity programs that are designed to assist students, including online e-mental health, blended in-person / online interventions, drop-in seminars and workshops, structured and unstructured groups, one-on-one counselling sessions, and community referrals. Treatment intensity is informed by initial and ongoing assessment and can be either stepped up or down, depending on the level of student distress or need. The stepped care approach offers flexibility and presumes that individuals may need different types of programs at different times. We encourage students to ask questions and to work collaboratively with their counsellor to find the program(s) that will work best for them. For more information about the model, visit https://goo.gl/VxA2V0.

The Student Wellness and Counselling Centre is also an integral part of the academic community; thus, research and training are core activities. Centre faculty fulfil their academic functions through avenues such as applied research, professional writing, faculty and professional obligations and consultation to the community at large. Faculty rank, promotions and tenure are granted within the Centre, rather than through other departments, and are based upon faculty members' counselling and scholarly performance.

For more information about the Student Wellness and Counselling Centre visit our web site at www.mun.ca/counselling.
Philosophy and Program Summary of the Doctoral Residency Program

The Centre endorses a training philosophy oriented toward encouraging the professional development of each trainee in the broadest possible terms. The 1850-hour training programme offers training in two main ways: developing competency in a number of central areas for professional psychology and exposure to issues and topics relevant to professional psychology.

There are three residency positions available in the Student Wellness and Counselling Centre: **APPIC CODE # 181112.**

**Training in core competencies:**

The nine areas of training identified as core competencies are: personal counselling and psychotherapy, interprofessional education and training, supervision, assessment, group counselling, career counselling, applied research, professional ethics and standards, and outreach and consultation. Training in each competency area involves four components: *experiential* - the resident has direct experience in this area; *supervision* - the resident receives individual and/or group supervision focussed on this area; *didactic* - the resident has the opportunity to read and discuss relevant issues in a small group format; and *evaluative* - the resident’s level of skill is evaluated in the area. With all the core competencies, residents are expected to achieve a designated level of skill. As residents gain training in specific competencies, they are also encouraged to identify their own training goals and interests, and faculty members work with them to help them realize these goals.

**Exposure to topics and issues relevant to professional psychology:**

Residents are exposed to a wide variety of issues and topics applicable to professional training, such as perfectionism, single-session interventions, thriving and resiliency, diversity, Dialectical Behavioural Therapy (DBT), Acceptance and Commitment Therapy (ACT), and couples counselling. Exposure areas are differentiated from competency areas in that all four components (experiential, supervision, didactic, evaluative) may not be present in the training. When residents are exposed to different areas, this is usually through didactic sessions, although in some instances residents may also have the opportunity for an experiential component and direct supervision. One thing that distinguishes training in all exposure areas from the training in the core competencies is that residents’ level of skill in these areas is not formally evaluated.

Multicultural and diversity issues are integrated throughout the training curriculum. Each competency area of training has a diversity and multicultural component where issues are addressed that are pertinent to that area. Residents will read and discuss articles related to diversity and multicultural issues relevant to each core competency.
Professional Training Goals and Competencies

SUPERVISION

Individual supervision. Residents receive three hours per week of formal individual supervision, which includes direct video review for their individual caseloads. Additional supervision is provided when a resident and faculty member co-facilitate a group. Residents rotate primary supervisors every six months.

Group supervision. Residents receive one hour per week of formal group supervision throughout the year.

Supervision of supervision. While supervising practicum students and teaching medical residents, residents receive one hour weekly of supervision of supervision.

Case conferences. Interprofessional Case conferences are typically held one hour per week. Faculty, residents, case management, nursing, and physicians present cases from their current clinical work for which they would like additional perspectives and consultation.

CORE COMPETENCIES

Training is provided in nine core competencies:

1. Personal Counselling & Psychotherapy. Approximately 10 hours per week is devoted to individual counselling and psychotherapy. Clients are undergraduate and graduate students who present with concerns such as depression, anxiety, interpersonal problems, family problems, eating disorders, and adjustment to university. The purpose of training in this competency area is to enhance residents’ skills in the provision of individual therapy from both brief and long-term approaches as well as a variety of therapeutic orientations.

   Requirements: Approximately ten hours per week of individual counselling

2. Interprofessional Education and Practice. Training in this competency is intended to develop the residents’ proficiency and skills in working with an interprofessional team. The Student Wellness and Counselling Centre takes an integrated care approach to student health and well-being. Therefore, residents will be expected to coordinate client care where appropriate with the physicians, nurse and/or case manager. In addition, residents will have the opportunity to present cases during weekly case conference meetings and receive feedback from professionals from members of the interprofessional team.
Throughout the year, residents will be involved in interprofessional education activities organized by the Centre for Collaborative Health Professional Education (CCHPE) housed in the Faculty of Medicine. Residents will be expected to facilitate interprofessional education small group sessions with teams composed of students from the Faculty of Medicine, Schools of Social Work, Pharmacy, Nursing, Clinical Psychology, Police Studies, Human Kinetics, and Recreation. This activity will allow residents to develop teaching and group facilitation skills in an interprofessional environment.

All residents are expected to participate in interprofessional education activities offered by the CCHPE. However, there is the possibility to engage in additional activities offered by the CCHP. For example, a resident could participate in leading the facilitator training for the Interprofessional Education activities or co-lead interprofessional workshops in the community. If you are interested in having additional exposure to interprofessional education or if you have any questions, please email Dr. Olga Heath at oheath@mun.ca.

Requirements: Attend facilitator training sessions
Lead Interprofessional Education small group sessions
Grade student assignments
Attend weekly case conference meeting
Coordinate client care where appropriate with the medical/health services

3. Supervision. Training in this area of competency is intended to facilitate residents’ proficiency at carrying out professional supervision. The aim of this training is to facilitate the transition from supervisee to supervisor. Residents are typically involved in the training of two different groups of trainees: doctoral PsyD practicum students in clinical psychology, and first-year medical residents. Residents receive individual supervision of supervision from SWCC faculty.

Residents will also rotate through co-facilitation of the Interprofessional Psychotherapy Training (IPPT), which meets one morning a week through an eight-week cycle. The participants in this seminar are first-year medical residents and the focus is on developing and refining counselling skills in a variety of areas, such as stress management, working with diverse clients, cognitive behavioural therapy, motivational interviewing and solution-focused therapy.

Requirements: Supervise one practicum student
Receive supervision of supervision
Co-facilitate Interprofessional Psychotherapy Training

4. Assessment. The assessment competency is designed to facilitate the development of the skill of assessment, the primary purpose of which is to provide an understanding that informs a practical plan of action. These skills are consistent with those outlined in the Mutual Recognition Agreement (Canadian Psychological Association) and the Newfoundland and Labrador Psychology Board. Residents are expected to possess skills in formulating a referral question, selecting appropriate methods of information collection and processing, psychometric methods, formulating hypotheses and making appropriate diagnoses, report writing, and formulating an action plan.

Both formal and informal assessments frame the opportunities available at the Student Wellness and Counselling Centre. While the assessments that are required are
psychoeducational in nature (e.g. ADHD and learning disabilities), residents also have the option to seek out additional training opportunities in psychodiagnostic assessment. Residents will also address more general issues as anchored in their current client work. During the training seminars devoted to assessment, faculty and residents analyze specific assessment instruments, new developments in assessment, and share ideas regarding approaches relevant to clients.

Requirements: At least two psycho-educational assessments

5. **Group Counselling.** Training in this area of competency is aimed at acquiring knowledge of group counselling techniques and developing a demonstrated capacity to apply these skills in group sessions at a level commensurate with that of an entry-level professional psychologist. Specifically, residents will develop an awareness of group process/dynamics and apply this understanding in group-level interventions. Residents will also learn to work collaboratively and therapeutically in group sessions with a co-therapist. Each resident will co-facilitate (with a faculty member), or lead (with their practicum student), a process-oriented and/or skills-based counselling group. Residents may participate in group screening sessions as required. In addition, residents have the option to develop groups based on their own interest or centre needs (e.g. mindfulness group, emotion regulation group).

Requirements: Co-facilitate a process-oriented and/or skills-based counselling group

6. **Career Counselling.** Approximately one hour per week is focussed on delivering career workshops, through the resident led career seminars. Residents work with students to clarify students’ interests and values in order to help define and pursue appropriate career goals. Residents will also complete one comprehensive career assessment battery followed by a written report.

Requirements: Facilitating the career workshops for two semesters
One comprehensive career assessment battery with report

7. **Applied Research.** The purpose of this core activity is to engage in scholarly research at a level as would be expected of a professional psychologist. Each resident will complete a research oriented project during the residency year. Residents will be provided with weekly protected research time which can be used to complete their dissertation and/or a research project that organizes knowledge in some area of interest at the appropriate professional level. For example, residents may choose to prepare a colloquium related to ongoing dissertation research, conduct a literature review for the purposes of delivering a professional development workshop at the SWCC, or work on a collaborative research project with all residents and supervising faculty members.

Requirements: Completion of one research project

8. **Professional Ethics and Standards.** Residents will learn to apply the CPA Code of Ethics for Psychologists (4th ed.) in all aspects of their professional work. Training is provided in multiple formats including individual/group supervision, supervision of supervision, and
didactic instruction. Specific training seminars on the topic of ethics and standards alone are included, as well as a focus on ethics integrated within other seminars.

**Requirements:** Demonstrate knowledge of ethics and applicable standards in clinical caseloads

9. **Outreach and Consultation.** Residents are expected to carry out a minimum of four consultative activities which could be self-initiated or be in response to a request from the university community (e.g., to various academic and non-academic departments). Examples of self-initiated outreach activities have included provision of specialized training to PsyD practicum students and informational workshops on mental health with varsity athletes and coaches.

**Requirements:** A minimum of four consultative activities with documentation
Professional Development

Continuing Education, Workshops, and Conferences

Residents may participate in a variety of workshops involving other graduate level professionals (e.g., the suicide prevention training program). Attendance at external conferences and seminars is also encouraged and up to $500 is available for professional development activities. Residents are encouraged to consult with provincial and national psychological organizations to seek funding opportunities.

Evaluation and Feedback

The SWCC is committed to hearing and integrating resident feedback through ongoing and reciprocal evaluation and feedback. These measures include residents’ feedback on the orientation program, individual schedules acknowledging the resident's particular training needs, and a clear and realistic process of evaluation and feedback.

The primary goal of training evaluation is to facilitate personal and professional growth by providing feedback on an ongoing basis. Formal and informal procedures are followed in order to inform residents of their strengths and areas of growth. When performance is not at the expected level, a remediation plan is negotiated. In recognition of the power differential between faculty and residents, grievance procedures are available should situations arise in which a resident challenges an evaluation or an action taken by a faculty member, or has any other complaint regarding faculty or other residents.
Residents will complete a 40-hour work week. A typical week-at-a-glance is provided below.

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<th>Monday</th>
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<tr>
<td>9-10</td>
<td>Peer Supervision</td>
<td>Supervision of</td>
<td>PsyD Student</td>
<td>Case Conference</td>
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<td>10-11</td>
<td>Individual Supervision</td>
<td>Resident Seminar</td>
<td>Therapy</td>
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<td>11-12</td>
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<td>Staff Meeting</td>
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<td>Lunch</td>
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<td>Therapy</td>
<td>Group Therapy</td>
<td>Administration</td>
<td>Career Workshop</td>
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<td>Therapy</td>
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<td>Intake/Walk-In</td>
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<td>4-5</td>
<td>Group Supervision</td>
<td>Administration</td>
<td>PsyD Student</td>
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<td>Supervision</td>
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Individual Research OR Inter-professional Education
Physical Facilities

Each Student Wellness and Counselling Centre Resident office includes videotaping equipment as well as a computer and telephone.

Top Left: University Centre
Top Right: Waiting Area
Middle Left: Resident Office
Middle Right: Meeting Room
Bottom: Group Room
Requirements for Residency

Applicants must have completed all requirements for their doctoral program except the doctoral thesis. In accordance with Canadian Immigration requirements, only applicants who are Canadian citizens or permanent residents of Canada will be considered. Memorial University is committed to employment equity and encourages applications from qualified women and men, visible minorities, aboriginal people and persons with disabilities.

**Stipend**
The stipend for each resident position for the 2019-2020 year is set at $35,500 CAD.

**Benefits**
1. **Travel expenses:** Residents will be refunded for travel expenses, to and from the residency, to a maximum of $500 (receipts required).
2. **Health care:** Residents are eligible to apply for coverage under the Newfoundland Medical Care Plan.
3. **University holidays:** Residents will be entitled to 14 scheduled university holidays.
4. **Vacation and professional development leave:** Residents will receive 10 days of vacation and five days of professional development leave. Funds up to $500 may be available to assist with professional development activities.
5. **Sick leave:** Residents will be entitled to the same sick leave benefits as beginning full-time university staff members.
Application Process

Applicants are required to submit:

1. A completed APPIC Application for Psychology Internships (AAPI). Applicants must demonstrate a minimum of 600 hours of practica activities, which includes a minimum of 300 hours of direct service hours in intervention and assessment and 150 hours of supervision, with the remaining hours as support activities.
2. Applicants must register for the Match using the online registration system on the Match website at natmatch.com/psychint;
3. A statement of interest describing professional goals;
4. Official transcripts of graduate course work;
5. A current curriculum vitae;
7. Documented evidence of professional liability insurance prior to September 1, 2019.

Completed applications must be received through the APPIC Online Service (AAPI) by midnight, Thursday November 15, 2018.

Short-listed candidates will be notified via email by December 3 2018. All interviews will be conducted using Skype and will be one hour in duration.

This residency site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept or use any ranking-related information from any resident applicant.

Memorial University is committed to employment equity and encourages applications from qualified women and men, visible minorities, aboriginal people and persons with disabilities.

Employees of Memorial University are required to complete training that is compliant with the Personal Health Information Act (PHIA). Information can be obtained from this location: http://www.mun.ca/iapp/privacy/training.php.
The University Setting

The City of St. John's
St. John's, with a metropolitan area population of 219,000, is the capital city of Newfoundland and one of the oldest communities in North America. The city borders on the North Atlantic and is rich in maritime history. Its name refers to John Cabot's discovery of Newfoundland on June 24, 1497, the feast day of St. John the Baptist. St. John's has played an historic role in the development of transatlantic communication and travel, as a receiving point for the first transatlantic wireless signal in 1901 and departure point for the first successful non-stop transatlantic flight in 1919.

Memorial University of Newfoundland
Memorial University of Newfoundland is situated on 82 hectares of land in St. John's and Corner Brook. Its current full-time and part-time enrollment for its three campuses is approximately 18,000 students. Adjacent facilities include the Arts and Culture Centre, a focus for a wide range of activities involving the visual and performing arts; the Aquarena and the Canada Games Park.

Memorial University College was opened in 1925 with two objectives: to be an ecumenical institution outside the traditional denominational structure of education in Newfoundland, and to stand as a living war memorial to those who had lost their lives in defense of their country. After Newfoundland joined Confederation in 1949, Memorial was raised to full university status. By 1962, when the university moved to its present site, there were 1,900 students registered. The rapid growth of demand for post-secondary education in Newfoundland has led to the expansion of the university.

Sending its roots deep into its own province, the university encouraged faculty members to draw upon the resources of the regional environment. Regional research has been performed in a wide range of disciplines, including marine science, folklore, linguistics, anthropology and history. The medical school, providing needed physicians and improved health care, answered special needs in Newfoundland with the inclusion of the cottage hospital system in its training program. Advances in distance education, including telemedicine and teleconferencing systems, enabled the Faculty of Medicine and the Division of Continuing Education to reach into the farthest corners of the province, overcoming problems presented by a widely dispersed rural population. Research concentrations in cold ocean engineering and earth resources focus upon the specific needs of this region for future development. The Labrador Institute of Northern Studies, the Maritime History Group, the Institute of Social and Economic Research, the Institute for Educational Research and Development, the Centre for Newfoundland Studies and the Folklore and Language Archive all define their goals with special reference to Newfoundland and its people.

The impetus that led to the creation of Memorial University -- the need to raise the level of education in the province -- continues to sustain its growth. Since its first convocation in 1950, the university has conferred more than 119,000 degrees. For further information and detail, see the most current Memorial Fact Book.
Counselling Faculty

Pamela Button, PsyD (Memorial University of Newfoundland)
Assistant Professor
Registered Psychologist (NL)

Dr. Button is a registered psychologist (Newfoundland and Labrador) and a faculty member at the Student Wellness and Counselling Centre. She holds a master’s in Applied Social Psychology and completed her doctoral training in Clinical Psychology from Memorial University in Newfoundland. Prior to her appointment at the SWCC, Dr. Button worked at the Dr. L.A. Miller Centre with the Rehabilitation and Continuing Care Program with a focus on interprofessional health psychology and working with clients with physical and neurocognitive impairments. Her clinical and research interests include interprofessional education and team dynamics, stress and coping, help-seeking behaviours, acceptance and commitment therapy, and supervision. Further professional interests include wellness and health promotion, interpersonal process, equine assisted therapy, advocacy, applied psychological research, and program evaluation. Dr. Button practices from a client-centered and humanistic integrative orientation and her clinical approach is strongly grounded in interpersonal process therapy and acceptance and commitment therapy.

Representative Research


AnnMarie Churchill, PhD (Carleton University)
Assistant Professor, Consultant and Trainer
Registered Social Worker (NL)

With a Masters in social work and PhD in experimental psychology, Dr. Churchill contributes an interprofessional perspective to the SWCC, delineating and bridging the roles of both orientations. Through extensive clinical experience, including work in indigenous communities, Dr. Churchill has developed a resilience based approach to counseling, grounded in personality, social-ecology, systems theory, and the positive psychology movement. Dr. Churchill is a proponent of early intervention and prevention strategies for mental health and wellness across the life span. Her clinical and research interest is in knowledge translation and client centered mental health care that focuses on the identification and development of individual, family and community strengths to ameliorate common disorders such as anxiety and depression and to overcome adverse events. Dr. Churchill is also a professional speaker and trainer, delivering workshops and presentations on mental health issues and the development of psychological resilience.

Peter Cornish, PhD (University of Saskatchewan)
Associate Professor
Registered Psychologist (NL, SK)
On Leave September 2018-February 2020

Dr. Cornish’s clinical and research interests include online mental health, stepped care programming (see www.https://steppedcaretwopoint0.ca), mental health service innovations, change management, interprofessional team functioning, interpersonal and group dynamics, wellness community development and gender issues. His empowerment-oriented approach to professional practice is situated within the context of the multiple determinants of health and draws heavily on feminist, community of practice and interpersonal/psychodynamic theory. Dr. Cornish is a registered psychologist (Newfoundland and Labrador; Saskatchewan) and works part-time in private practice with Cornish & Gilleta.

Representative research


Lorraine Dicks, PhD (Université Laval)
Assistant Professor, Memorial University of Newfoundland, Psychologist III, Eastern Health
Registered Psychologist (NL)

Dr. Dicks completed graduate studies in Behavioural Neuroscience through Université Laval in Quebec City, Carlton University in Ottawa, as well as Memorial. Her emphasis has been in the area of neuropsychological assessment and intervention as applied to neurological and psychiatric populations. She has worked with Eastern Health since 1990 in the areas of neuro-rehabilitation as well as in providing neuropsychological assessment services to the Early Psychosis Program, EH. She also provides diagnostic cognitive information to Geriatric Psychiatry. Dr. Dicks maintains a small private practice where she conducts cognitive assessments of individuals referred by a third party (insurance companies, lawyers) related to personal injuries (e.g., traumatic brain injury, whiplash). She was Co-Chair of the NL Neuro-trauma Initiative Program (a partnership with the Rick Hansen Institute and the Canadian Paraplegic Association and The Brain Injury Association). She sits on the Disciplinary Panel for the Newfoundland and Labrador Psychology Board.

Michael Doyle, EdD (University of Toronto)
Associate Professor, Associate Training Director, and Outreach Coordinator
Registered Psychologist (NL)

Following completion of his doctoral studies in applied psychology from the University of Toronto, Dr. Doyle worked as a practitioner in the mental health field. Current activities in the Centre involve counselling for academic support and learning skills, wellness and outreach consultations, and training administration. He co-developed and taught UCC2020: Applied Cognitive and Affective Learning Strategies, a 3-hour credit course for fifteen years. His research interests include the first-year student experience, the use of narratives and learning journals to foster metacognitive awareness, study processes in students, the development of time competence in students, and the impact of health issues on psychological functioning. He completed an 8-year term as chair of the Newfoundland Board of Examiners in Psychology and almost two decades as secretary-treasurer of the Canadian University & College Counselling Association.

Representative research

Doyle, M. S. (2015, October). Mind Mapping: A tool for academic success and personal wellness. Presentation at the Atlantic Universities’ Teaching Showcase, Memorial University, St. John’s, NL.


Emily Fawcett, PhD (Lakehead University)  
Assistant Professor  
Registered Psychologist (NL)

Dr. Fawcett is a registered psychologist (Newfoundland and Labrador) and a faculty member at the Student Wellness and Counselling Centre. She completed her master’s and PhD in Clinical Psychology at Lakehead University in Thunder Bay, ON. She identifies as a scientist-practitioner who strives to use evidence-based therapeutic interventions. Her primary theoretical orientation is Cognitive-Behavioral, although she incorporates elements of mindfulness, solution-focused, interpersonal, and Dialectical Behavioral Therapy (DBT) into her clinical practice. Her clinical and research interests include mood and anxiety disorders - with a particular interest in women’s mental health. She also has an interest in the area of clinical epidemiology and enjoys conducting meta-analyses in areas of interest. In addition to counselling and research, Dr. Fawcett is involved in the teaching, training, and supervision of psychology and psychiatry residents.

Representative Research


Cornish, P., Fawcett, E., & Stuckless, J. (2017, May). Implementing efficient and empowering mental health programming through stepped care 2.0: Practical considerations for clients, providers and trainees. Panel discussion conducted at the Annual Canadian Counselling and Psychotherapy Association (CCPA) conference, St. John’s, NL.


doi:10.1080/1068316X.2011.599325
Olga Heath, PhD (Memorial University of Newfoundland)
Associate Professor, Faculty Scholar and Director, Centre for Collaborative Health Professional Education
Registered Psychologist (NL)

Dr. Heath has a joint faculty appointment with Student Wellness and Counselling Centre and the Faculty of Medicine. Her primary responsibility since joining Memorial University in 2006 has been the development, implementation and evaluation of interprofessional education for health professional students and practitioners in the community. In her work with the Student Wellness and Counselling Centre, Dr. Heath leads research development for faculty and provides group supervision for residents. She also teaches and supervises theses for PsyD students in the Psychology Department. As a Registered Psychologist, Dr. Heath has more than 20 years of experience providing clinical services and leadership in the healthcare system and private practice.

Representative Research

Grants

Publications

Presentations

Lisa Moores, PsyD (Memorial University of Newfoundland)
Assistant Professor
Registered Psychologist (NL)

Dr. Moores is a registered psychologist and has been a faculty member at the Student Wellness and Counselling Centre for the past five years. She holds a master’s in Counselling Psychology from Simon Fraser University in Burnaby, B.C. and completed doctoral training in Clinical Psychology at Memorial University. Dr. Moores has a particular interest in wellness and health promotion, healthy campus communities, cross-cultural counselling, and students in transition. She has conducted research on the international student transition experience in large and small urban centres. Further professional interests include interprofessional training, positive psychology, advocacy, qualitative research, and career and group counselling. She practices from a humanistic and client-centred integrative orientation and her clinical approach is strongly influenced by positive psychology. Dr. Moores is involved in a wide range of teaching, training, and supervision activities for psychologists in training and sees clients with a variety of clinical concerns.
**Representative Research**


Moores, L., & Whelan, E. (2015, June). Interpersonal Process Recall seminar with medical residents and psychology interns. In *Psychology in medical education at Memorial University*. Symposium conducted at the 76th Annual Canadian Psychological Association Convention, Ottawa, ON.


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**Kelly Neville, RN-C, MN., BSN. (Memorial University of Newfoundland)**

**Wellness Consultant/Case Manager**

**Registered Nurse (NL)**

Kelly has been an advanced practice nurse since 2002 after completing her Masters in nursing focusing on Individual Counselling using Brief Solution Focused Therapy. She has worked in psychiatry and mental health since 1991 and has had extensive experience in both Acute Psychiatry and Intensive Outpatient Mental Health Programming while conducting both group and individual therapy. And Kelly has been a certified psychiatric and mental health nurse since 1994 through the American Nurses Association. Kelly has worked with individuals who have experienced anxiety and depression, personality disorders, thought disorders, substance, gambling and sexual abuse and eating disorders. In the past, Kelly has taught at Memorial's School of Nursing instructing in the clinical area of mental health and teaching "therapeutic communication techniques". Kelly currently supervises students who coordinate wellness and well-being for the university students and provides consultations in health and wellness education and outreach events, mental health screenings and mental health first aid. Kelly provides supervision to nursing, MUCEP, SWASP, HKR and Counselling Psychology graduates and volunteer students. Kelly uses a case management model focused on problem and solution focused interventions when meeting with students with Health and Wellness concerns and for students who are on the Pervasive Development and Autism Spectrum. Kelly maintained a private practice from 2002-2012 counselling individuals who had difficulty with stressful situations, who needed to learn and refine skills to change behavioural, emotional and thinking patterns associated with problems that cause misery and distress, self-esteem enhancement, assertiveness and communication training (including setting limits and boundaries), and wellness/health promotion and prevention (including personal problem solving, and goal setting). Research includes NCHA comprehensive health survey for university students, evaluation of an online alcohol treatment program for university students and the healthy minds study with university students. Kelly’s current role as case manager for students is intricate in the inter-professional treatment team involving residents, faculty, physicians and nursing and is a collaborative leader with student support and crisis management, internationalization office, residence and the Blundon Centre.

**Beth Whelan, PhD (Reading University)**

**Associate Professor and Training Director**

**Registered Psychologist (NL)**
On Sabbatical September 1, 2018 – August 31, 2019

Dr. Whelan is a registered psychologist and has been a faculty member at the Student Wellness and Counselling Centre for the past five years. She holds a master’s in Counselling Psychology & Expressive Arts Therapy from Leslie University in Cambridge MA and a PhD in Psychology at the University of Reading, UK. Dr. Whelan has over 20 years’ experience working with a wide array of clients in a variety of inpatient and outpatient settings. Her clinical and research interests include the assessment and treatment of eating disorders across the lifespan, Mindfulness Based Stress Reduction (MBSR), Mindfulness for clinician wellness and resilience, motivational stages of change theory, interpersonal and group dynamics. Dr. Whelan is also a Professor in the clinical PsyD. Program and is very involved in teaching, training and supervision of practicum students and Doctoral Residents. Dr. Whelan is a registered Psychologist (Newfoundland and Labrador) and is currently completely completing the requirements to become a fully registered MBSR teacher, through the university of Massachusetts medical school.

Representative Research


Moores, L., & Whelan, E. (2015, June). Interpersonal Process Recall seminar with medical residents and psychology interns. In Psychology in medical education at Memorial University. Symposium conducted at the 76th Annual Canadian Psychological Association Convention, Ottawa, ON.


Lester Marshall, BSc, MEd (Memorial University of Newfoundland)
Learning Specialist
Registered Psychologist (NL)

Mr. Marshall has been involved in the development of the Centre’s learning-to-learn program, designed to implement recent findings from the fields of cognitive and educational psychology for the enhancement of students’ academic performance. He also serves on committees and facilitates special programs to specific groups on campus, including international students, residence-hall students, and students with learning and other disabilities. As a registered psychologist, he supports the Centre’s mandate to students in a variety of counselling and supervisory capacities, including co-facilitation of cognitive skills, relationship skills, and chronic disease self-management psychoeducational groups.

Representative Research

Marshall, L.G. (2005, May). Motivation theory and academic resilience at university. Presentation at the national conference of the Canadian Counselling Association, St. John’s, NL.
Medical Staff

Nurse

Missy Power, BN, MPH, RN; Primary Health Care Lead

Physicians

Sonya Brown-Brake, MD, CCFP
Colleen Crowther, MD, FRCPC
Rachel Gough, MD, CFPC
Barbara Grandy, MD, CCFP
Johanne Lacelle, MD, CCFP
Alison Marr, MD, CCFP

Administrative Staff

Julie Broderick, Administrative Support/Front Desk Supervisor

Patricia Coady, Administrative Assistant (Director/SWCC)

Craig Norman, Administrative Staff Specialist III

Front Desk Clerks

Dayna Cutler
Shawna Fowley
Beverly Squires
Cross-Appointed Faculty

Gregory Harris, BA (Hon), MSc, PhD (University of Alberta)
Full Professor (Faculty of Education)
Registered Psychologist (NL)

Dr. Harris was cross-appointed to the University Counselling Center in 2007. He has been with the Faculty of Education since December 2006 in the area of Counselling Psychology and is also cross-appointed with the Department of Psychology. He is a Registered Psychologist and has varied clinical work experiences in hospital and community counselling agency settings. His theoretical model is eclectic, although experiential models heavily inform his counselling framework. His primary research interests focus on HIV/AIDS, counselling/psychotherapy, prevention of high-risk behaviours, and positive psychology (e.g., hope, empowerment). Homepage link: http://www.mun.ca/educ/people/gharris.

Representative Research


Greg Radu, MD (Carol Davila University), MBA (University of Liverpool), FRCPC  
Director of Psychotherapy Training Program and Associate Professor of Psychiatry

Dr. Radu is a consultant psychiatrist at St. Clare's Mercy Hospital and director of psychotherapy training in the Faculty of Medicine at Memorial University. At St. Clare’s, Dr. Radu works in an interdisciplinary team to provide rapid access to mental health services for individuals requiring urgent psychiatric care. His clinical practice is defined by an approach to care which is patient centered and aimed at promoting recovery and psychological resilience. His clinical practice is integrated with educational and research activities in the area of psychotherapy in the Disciplines of Psychiatry, Family Medicine and the Counseling Centre at Memorial University. Dr. Radu’s academic activities focus on promotion of a humanistic approach to psychiatric care, interprofessional education and cultivation of social responsibility. His current interests include the scientific study of strengths and virtues that build resilience, self-awareness, self-efficacy and enable individuals and communities to thrive. Dr. Radu currently serves on the Board of Directors of the Canadian Mental Health Association (Newfoundland and Labrador) and is also on the Board of Stella’s Circle. He is past President of the Newfoundland and Labrador Psychiatric Association and previously served as Chair of the Section of Psychotherapy of the Canadian Psychiatric Association. Homepage:  
http://www.med.mun.ca/Medicine/Faculty/Radu,-G.aspx
Doctoral Residents

**Current Residents**

2018-2019

Diana Brooks, Memorial University of Newfoundland
Jessica Butler, Memorial University of Newfoundland
Bill MacMurray, Chicago Professional School of Psychology
Marsha Rowsell, Memorial University of Newfoundland

2014-2015

Rebecca Ginsburg, Memorial University of Newfoundland
Heather Quinlan, Memorial University of Newfoundland
Jennifer Titus, McGill University

**Former Residents/Interns**

2017-2018

Bahar Haji-Khamneh, University of Windsor
Maya Michel, Antioch University, New England
Sarah Nutter, University of Calgary

2013-2014

Heather Patterson, Memorial University of Newfoundland
Carla Petker, University of Alberta
Leah Wilson, University of British Columbia

2012-2013

Pam Button, Memorial University of Newfoundland
Kyle Handley, Adler School of Professional Psychology, Chicago, IL.
Lisa Moores, Memorial University of Newfoundland

2011-2012

Tyla Charbonneau, University of Calgary
Jodi Stuckless, Memorial University of Newfoundland
Nikita Yeryomenko, University of Windsor
Afshan Afsahi, Antioch University, New England
Kimberly Kiley, University of Manitoba
Kent Klippenstine, Argosy University, Phoenix

2010-2011
Melissa McGonnell, Dalhousie University
Emily Orr, University of Windsor

2009-2010
Loren Bush, Antioch University New England
Quynn Morehouse, Antioch University New England

2008-2009
Elaine Greidanus, University of Alberta
Kristine Knauff, Lakehead University
Leah Puddester, University of Ottawa

2007-2008
Birdie Bezanson, University of British Columbia
Sarah MacAulay, University of New Brunswick
Amanda Maranzan, Lakehead University

2006-2007
Denise Bernier, Dalhousie University
Beth Robinson, West Virginia University

2005-2006
Kristin Newman, University of New Brunswick

Susan Pardy, Queen’s University

2004-2005
Karen Gilleta, University of Saskatchewan
Jacqueline Hesson, University of Victoria

2003-2004
David Gingerich, Alliant International University/California School of Professional Psychology
Robin Lynn Patterson, Dalhousie University

2002-2003
Jonathan McVicar, University of British Columbia
Melissa Wright, Argosy University - Twin Cities Campus; Minnesota School of Professional Psychology

2001-2002
Jamie Lynn Ahnberg, University of Calgary
Jennifer Volsky Rushton, Concordia University

2000-2001
Kellie Haden, University of Saskatchewan
Jodi Spiegel, California School of Professional Psychology

1999-2000
Jeffrey Cunningham, Minnesota School of Professional Psychology
Eileen Mahoney, Northern Arizona University
Siobhan O’Toole, California School of Professional Psychology

1998-1999

Lynda Bruce, California School of Professional Psychology
James Grant, Fuller Theological Seminary
Kieron Downton, University of Alberta

1997-1998

Philip Carverhill, University of Saskatchewan
Lorena Covington, University of Illinois at Urbana-Champaign
Sherry Hunstad, Minnesota School of Professional Psychology

1996-1997

Diana Benton, Georgia School of Professional Psychology
Mike Mattock, Minnesota School of Professional Psychology

1995-1996

Ann Athorp, Utah State University
Sandy Hoover, Minnesota School of Professional Psychology

1994-1995

Stacey Yother, University of Hartford

1993-1994