Memorial University Student Wellness and Counselling Centre

Doctoral Professional Psychology Residency Programme
2018-2019

Accredited by the Canadian Psychological Association
www.cpa.ca/accreditation/cpaaccreditedprograms

Current term: 2012/13 – 2017/18
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Student Wellness and Counselling Centre:
Accredited by the
International Association of Counseling Services (IACS)
www.iacsinc.org

Participating Member:
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 service philosophy of the Memorial University Student Wellness and Counselling Centre (SWCC) rests upon the dual concepts of encouraging the development of students’ own unique resources and supporting their personal growth and intellectual development. 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 SWCC comprises counselling, student health, and wellness professionals. The newly renovated Centre is committed to developing and furthering interprofessional research and practice to advance campus-wide wellness. Interprofessionalism is integral to our innovative and leading stepped care wellness model. The model originally developed for primary care in the UK, has been re-imagined for rapid access to both traditional and online mental health services in a wide range of settings. It offers the lowest level of intervention intensity warranted by the initial and ongoing assessments. Treatment intensity can be either stepped up or down depending on the level of patient distress or need. For more information about the model, click here or type https://goo.gl/VxA2V0 into your browser.

A wide array of programs are available within the Stepped Care approach that are designed to assist students including online programs, blended in-person / online programs, drop-in seminars and workshops, structured and unstructured groups and one-on-one counselling sessions. Many factors can determine the most appropriate program for students including the type of issues they are facing, research evidence on best practices, student personality and preferences, and readiness for making difficult changes or engaging in complex therapeutic processes.

The Stepped Care approach is similar to that of a family physician practice – one that offers rapid access walk-in clinics every day to prevent more serious mental health conditions. The Stepped Care approach offers flexibility and presumes that individuals may need different types of programs at different times. Thus, a student may begin with one type of intervention and move to another as the needs change. We encourage students to ask questions and to work collaboratively with their counsellor to find the program(s) that will work best for them.

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 & Program Summary of the Doctoral Residency Programme

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 eight areas of training identified as core competencies are: personal counselling and psychotherapy, career counselling, supervision, group counselling, outreach and consultation, assessment, applied research, and professional ethics and standards. 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 of 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 sexual abuse, sexual orientation, program development and evaluation, academic support, working with international students, couple counselling, and independent practice. 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**

**SUPERVISION**

*Individual supervision.* Residents receive three hours per week of individual supervision and direct video review for their individual caseloads. Residents rotate primary supervisors every six months.

*Group supervision.* Residents' group work is usually supervised by the Centre faculty member with whom the resident works as a co-facilitator. Where two residents work as co-facilitators, they are both supervised by a SWCC faculty member.

*Supervision of supervision.* While supervising practicum students and teaching family practice residents, residents receive one hour weekly of supervision of supervision.
Case conferences. Case conferences are typically held one hour per week. Monthly Interdisciplinary Case Conferences may be scheduled that includes professionals from Medicine, Psychiatry, and Nursing. Faculty and residents present cases from their current clinical work which can include audio- or video-taped material.

COMPETENCY & EXPOSURE TRAINING
Training is offered through a weekly training seminar (two hours per week) and consists of a number of modules focusing on different aspects of clinical and professional practice. The emphasis in the seminars is on integrating theory with practice. Additional training occurs throughout the year where residents meet with Centre faculty and guests to discuss issues relevant to the consult area. These sessions are arranged based on resident needs and interests. Training is provided in eight core competencies:

1. **Personal Counselling & Psychotherapy.** About two-thirds of residents’ individual counselling (approximately 10 hours per week) is personal counselling and psychotherapy. Clients are undergraduate and graduate students who present with concerns such as depression, anxiety, interpersonal problems, family problems, eating disorders, adjustment to university, and sexuality issues. The purpose of training in this competency area is to develop residents’ skill in using briefer models of counselling and therapy so that they achieve a level of competency in this area commensurate with that of an entry-level professional psychologist.
   **Requirements:** Minimum of ten hours per week of individual counselling.

2. **Career Counselling.** About two-three hours per week is focussed on career counselling, mostly through the resident led career seminar and individual follow up. Residents work with students to clarify students' interests and values in order to help define and pursue appropriate career goals. Residents will complete at least one comprehensive career assessment battery followed by a written report.
   **Requirements:** Five hours per week of individual counselling and/or group session work
   One comprehensive career assessment battery with report.

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 their transition from supervisee to supervisor. Residents are typically involved in the training of three different groups of trainees: doctoral PsyD practicum students in clinical psychology, and first-year Family Medicine and Psychiatry residents. Residents receive individual supervision of supervision from UCC faculty. During the latter half of their residency, the residents independently co-facilitate the Interpersonal Process Recall (IPR) Seminar, which meets one morning a week through a twelve-week cycle. The participants in this seminar are first-year Family Medicine and Psychiatry residents and the focus is on developing and refining counselling skills in a variety of areas, such as stress management, working with gay and lesbian clients, interpersonal process recall (IPR), motivational interviewing and solution-focused therapy.
   **Requirements:** Supervise one practicum student
   Receive supervision of supervision
   Co-facilitate IPR Seminar

4. **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) a process-oriented and skills-based counselling group. Residents may participate in group screening sessions as required.
   **Requirements:** Co-facilitate and/or lead process-oriented and skills-based counselling groups
5. **Outreach and Consultation.** Residents are expected to carry out a minimum of four consultative activities: two will be in response to a request from the university community (e.g., to Student Housing, various academic and non-academic departments) and the other two self-initiated.

**Requirements:** A minimum of four consultative activities with documentation.

6. **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 most assessment experience is in the area of career planning, residents also develop skills involving intake and evaluation of clients concerns. Residents will also address more general issues as anchored in their current client work. During the training seminars devoted to assessment, faculty and residents analyse specific assessment instruments, new developments in assessment, and share ideas regarding approaches relevant to clients.

**Requirements:** At least one assessment battery followed by a written report.
At least two psycho-educational assessments.

7. **Applied Research.** The purpose of this core activity is to gain competence in carrying out applied research or evaluation at a level as would be expected of a professional psychologist. Each resident will complete a research project during the residency year by working with a faculty member on a pre-existing project. A research project is defined as a project which objectifies or organizes knowledge in some area of interest at the appropriate professional level. Some examples of past research include: a needs assessment of a defined group; an evaluation of an intervention; an analysis of institutional data of interest. Qualitative and other approaches to research are acceptable and supported. All recent residents have presented their work at National conferences.

**Requirements:** Completion of one applied 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 two formats: individual supervision and didactic instruction. Didactic instruction includes distinct training seminars on the topic of ethics and standards alone, as well as portions of seminars for each of the eight core competencies that focus on ethics related to that core competency.

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

As noted, residents can be exposed to other important training components primarily through didactic learning experiences offered through the weekly training seminars. Areas of exposure include but are not necessarily limited to the following topics: sexual abuse, sexual orientation, program development and evaluation, consultation, working with international students, multicultural issues, couple counselling, feminist therapy, and independent practice.
Potential External Minor Rotation Opportunity

Centre for Collaborative Health Professional Education (CCHPE) Minor Rotation
This minor rotation involves participating in the development, facilitation, and evaluation of interprofessional education activities involving students from the Faculty of Medicine, Schools of Social Work, Pharmacy, Nursing, Clinical Psychology, Police Studies, and Human Kinetics, and Recreation. Residents would also have the opportunity to engage in interprofessional activities within the multidisciplinary wellness centre. These activities would be negotiated between involved parties including, but not limited to, the direct supervisor, the training director and wellness centre primary care physicians. Supervision will be provided by Olga Heath, PhD, R Psych, Director, CCHPE. Interested applicants should contact Dr. Heath at oheath@mun.ca.

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 University Student Wellness and Counselling Centre faculty acknowledges that the transition from graduate school to a residency may be stressful. Residents usually experience the stresses inherent in carrying a full case load and becoming involved in crisis intervention. Supervision and evaluation may also contribute to a sense of professional and personal vulnerability.

The University Student Wellness and Counselling Centre is committed to providing special types of assistance to facilitate growth and minimize stress. These measures include an 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 when their performance is not at the expected level and to help them remediate any problems. 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.
Resident complete a 40 hour work week. Activities fall within stated ranges.

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<tr>
<th>ACTIVITY</th>
<th>HOURS PER WEEK</th>
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<td><strong>Group Counselling</strong></td>
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<td><strong>Supervision</strong></td>
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<td>Direct individual</td>
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<td>IPR - Family Practice and Psychiatry Residents</td>
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<td><strong>Administrative Functions</strong></td>
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<td><strong>Training Consults/Seminars</strong></td>
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<td><strong>Research and Professional Development</strong></td>
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Residents will receive the equivalent of one day per week of protected time allocated for professional development activities (for example, case conference, interprofessional activities, workshops, training activities, research).
Physical Facilities

Counselling Facilities
Each University Student Wellness and Counselling Centre Resident office includes built-in videotaping and review equipment as well as modern broadband video interactive computers and telephones for each resident. One group room with video system is also available.

The Centre for Career Development and Experiential Learning
The Centre for Career Development and Experiential Learning (4th floor), constitutes the most comprehensive career information and assistance resource in the province and is extensively utilized by the student population of the university and the wider community.

Professional Library
The Centre has a wide range of materials relevant to consultation and outreach to the campus and the wider community. The usual professional reference volumes are also available, together with self-help and professionally oriented videotapes, DVDs and audiotapes.

The University Library
The university library consists of the Queen Elizabeth II Library, the Health Sciences Library, and the Curriculum Materials Center, all in St. John's, and the Ferriss Hodgett Library at the Grenfell Campus in Corner Brook. These four units together have a collection equivalent to 2.5 million volumes. All units of the library system may be used by residents. The Queen Elizabeth II Library includes the Information Services Division that provides reference, interlibrary loan, and computer-assisted bibliographic search services and the newly opened University Commons. The Health Sciences Library is a designated Canadian MEDLINE Centre, which provides access to computer-assisted searches of the world's biomedical literature.

Requirements for Candidacy
Candidates 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 2018-2019 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 should submit:
1. A completed APPIC Application for Psychology Internships (AAPI); applicants must demonstrate a minimum of 600 hours of practica activities that includes a minimum of 300 hours of direct service hours in Intervention and Assessment, 150 hours in Supervision, and the remaining hours as Support Activities;
2. Applicants must register for the Match using the online registration system on the Match web site 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, 2018.

Completed applications must be received through the APPIC Online Service (AAPI) by midnight, Tuesday, November 15, 2017.

Short-listed candidates will be notified via email by December 2, 2017. 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 160,000, 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 19,000 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 118,000 degrees. For further information and detail, see the most current Memorial Fact Book located at http://www.mun.ca/ciap/Analysis/fact_book.php.
COUNSELLING FACULTY

Pamela Button, PsyD (Memorial University of Newfoundland)
Assistant Professor
Registered Psychologist (#500, NLPB)

Dr. Button is a registered psychologist (Newfoundland and Labrador) who is a recently appointed 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, program evaluation, and supervision. 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 and Director
Registered Psychologist (NL, SK)

Dr. Cornish’s primary administrative responsibilities include leading in the development of programs for Wellness, Counselling, and the Health Clinic. A primary vision for these services is to foster the academic, personal and social development of students within the context of a healthy campus community. Dr. Cornish is a strong advocate for interprofessional collaboration and encourages the development of partnerships with a broad range of disciplines (including medicine, nursing, psychology, social work, education, human kinetics) within the university and within the public health sector. His clinical and research interests include online mental health, stepped care programming, 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 (Memorial University of Newfoundland)
Assistant Professor, Memorial University of Newfoundland, Psychologist III, Eastern Health
Registered Psychologist (NL)
Dr. Dicks completed graduate studies in Behavioural Neuroscience through University 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 (eg. 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
Provisionally Registered Psychologist (NL)
Dr. Fawcett is a recent hire at the Student Wellness and Counselling Centre, as of Sept. 1, 2016. She completed her graduate degrees at Lakehead University, graduating in May 2016 with her PhD in Clinical Psychology. 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 enjoys conducting clinical meta-analyses in areas of interest as well as program evaluation. In addition to counselling and research, Dr. Fawcett is also involved in the training and supervision of psychology/psychiatry students.

Representative Research
Publications


Presentations
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.
Fawcett, E., Neary, M., & Cornish, P. (2015, June). Comparison of the effectiveness of group and individual therapy for university students with symptoms of anxiety and depression. Poster presented at the seventh annual Primary Healthcare Partnership Forum (PriFor), St. John’s, NL.
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 residents and 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 management positions in the healthcare system and private practice.

Representative Research

Grants

CIHR Team Grant; Community-Based Primary Healthcare: Audas, R.P. (PI); Ronis, S. (Applicant); Tilleczek, K.C.(Applicant); Zhang, M. (Applicant); Chafe, R.E. (Co-Applicant); Godwin, M. S. (Co-Applicant); Heath, O.J. (Co-Applicant); MacDonald, D. (Co-Applicant); Montelpare,W. J. (Co-Applicant); Yu, W. (Co-Applicant); Davies, B. (Co-Applicant); Simms, C. (Co-Applicant); (2013). Barriers and Facilitators in Access to Child/Youth Mental Health Services: A Mixed Methods, Inter-sectorial Study in Atlantic Canada (2.5 M).

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 four 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.


Moores, L. & Cornish, P. (2013, June). *Come from away, far away: The lived experience of international students in a predominantly homogeneous host culture*. Poster presented at the 74th annual Canadian Psychological Association Convention, Quebec City, QC.


Keating, K., & Moores, L. (2011, June). Working toward a common goal: Accessing resources and agencies. In *Using psychology to save the Psy.D. program: A student perspective*. Symposium conducted at the 72nd Canadian Psychological Association’s Annual Convention, Toronto, ON.

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

**Wellness Consultant/Case Manager**

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. Kelly has worked with individuals who have experienced anxiety and depression, personality disorders, thought disorders, substance and gambling 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 the Wellness Program 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.
Beth Whelan, PhD (Reading University)
Assistant Professor and Training Director
Registered Psychologist (NL)

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.


TEACHING STAFF

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.

ADMINISTRATIVE STAFF

Julie Broderick
Secretary

Patricia Coady
Intermediate Secretary

Wayne Yetman
Administrative Assistant
CROSS-APPOINTED FACULTY

Shelly Birnie-Lefcovitch, PhD (Wilfrid Laurier University), RSW
Associate Professor, School of Social Work
Registered Social Worker (NL)

Dr. Birnie-Lefcovitch was cross-appointed to the University Counselling Centre in 2003. His interests are in community mental health with a particular focus on primary prevention, normative life transitions, and informal social support. His SSHRC-funded research investigates student adaptation during the transition from high school to university and social support interventions during this transition. A faculty member in the School of Social Work since 1998, he served as the School’s Director from 2002-2009.

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 link: http://www.med.mun.ca/Medicine/Faculty/Radu,-G.aspx
DOCTORAL RESIDENTS

Incoming Residents
2017-2018
Bahar Haji-Khamneh
University of Winsor
Maya Michel
Antioch University, New England
Sarah Nutter
University of Calgary

Current Residents
2016-2017
Tyla Charbonneau
University of Calgary
Jodi Stuckless
Memorial University of Newfoundland
Nikita Yeryomenko
University of Windsor

Former Residents/Interns
2015-2016
Rebecca Ginsburg
Memorial University of Newfoundland
Heather Quinlan
Memorial University of Newfoundland
Jennifer Titus
McGill University

2014-2015
Emily Fawcett
Lakehead University
Allison Foskett
University of Alberta
Betty Rodriguez Rubio
University of Windsor

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
Afshan Afsahi
Antioch University, New England
Kimberly Kiley
University of Manitoba
Kent Kippenstine
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 Hadden
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
Ted Ciesinski
California Institute of Integral Studies

1990-1991
Mark Leach
University of Oklahoma