
MEMORIAL UNIVERSITY COUNSELLING CENTRE

PREDOCTORAL PROFESSIONAL PSYCHOLOGY RESIDENCY PROGRAMME

2012-2013

Accredited by the Canadian Psychological Association

<http://www.cpa.ca/education/accreditation/CPAaccreditedprograms/>

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University Counselling Centre:
Accredited by the International Association of Counseling Services (IACS)

<http://www.iacsinc.org>

Participating Member:
Canadian Council of Professional Psychology Programs (CCPPP)

<http://www.cppp.ca>

Association of Counseling Center Training Agents (ACCTA)

<http://www.accta.net>

Association of Psychology Postdoctoral and Internship Centers (APPIC)

<http://www.appic.org>

PHILOSOPHY AND GOALS OF THE UNIVERSITY COUNSELLING CENTRE

The service philosophy of the Memorial University Counselling Centre 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.

The University 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 Counselling Centre visit our Web site at <http://www.mun.ca/counselling/residency>

PHILOSOPHY & PROGRAM SUMMARY OF THE PREDOCTORAL RESIDENCY PROGRAMME

The Centre endorses a training philosophy oriented toward encouraging the professional development of each trainee in the broadest possible terms. We believe that professional helping is a complex task which can, and should, be approached from a variety of perspectives. The 1800 hour training programme offers training in two main ways: competency training 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 Counselling Centre: **CODE # 181112**

Optional minor rotations with Eastern Health may be available depending on space and supervisor availability.

TRAINING IN CORE COMPETENCIES

The eight areas of training identified as core competencies are: personal counselling and psychotherapy, career counselling, supervision, group counselling, outreach, consultation and program development, 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

Through the training seminar and consults, residents are also exposed to a wide variety of issues and topics applicable to professional training, such as sexual abuse, sexual orientation, program development and evaluation, consultation, working with international students, couples counselling, feminist therapy, interprofessional educational practice, 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. Unlike the training in core competency areas above, exposure areas are not formally evaluated.

Multicultural and diversity issues are integrated throughout the training curriculum in what we call a laminated approach. 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 supervisors as appropriate,

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 Centre faculty member.

SUPERVISION OF SUPERVISION. While supervising practicum students and teaching family practice residents, residents receive one hour per week of supervision of supervision.

CASE CONFERENCES. Case conferences are typically held one hour per week. Monthly Interdisciplinary Conferences are also scheduled in the Centre that include 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 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:

- Ten hours per week of individual counselling. Residents are expected to ensure that 10% of their clients complete anonymous evaluation forms.
2. **CAREER COUNSELLING.** About one third of residents' counselling (approximately five hours per week) is focussed on career counselling, mostly through the resident-led career seminars and individual follow up. Residents work with students to clarify students' interests, values and needs in order to help define and pursue appropriate career goals. Test batteries are administered and interpreted as needed. 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 involved in the training of two different groups of trainees: master's level practicum students in Counselling Psychology, Social Work or Nursing and medical residents in Family Medicine. Residents typically supervise a practicum student during the middle four months of their residency, although supervision of practicum students during the first four months is also a possibility. Residents also receive individual supervision of supervision from Centre faculty. During the latter half of their residency, the residents 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 practice medical 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 counselling group during a semester. Residents are expected to participate in group screening sessions. The two most commonly offered groups with a process component are Developing Healthy Relationships and Coping & Support With Daily Living.

Requirements:

- Co-facilitate a process-oriented counselling group
 - Participate in group screening sessions
5. **OUTREACH, CONSULTATION AND PROGRAM DEVELOPMENT.** 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 will be 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, writing reports, and formulating an action plan.

Both formal and informal assessments are part of the opportunities available at the Counselling Centre. While most of a resident's 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 assessment issues as appropriate to their current client work. During the training seminars devoted to assessment, faculty and residents analyse specific assessment instruments, review 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 psychoeducational 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. Minimally, 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 are: elaborating upon or extending some aspect of dissertation research; a needs assessment of a defined group; an evaluation of an intervention; an analysis of institutional data of interest. Qualitative research, and other non-hypothetico-deductive approaches to research, are acceptable and supported.

Requirements:

- Completion of one research project.

8. **PROFESSIONAL ETHICS AND STANDARDS.** Residents will learn to apply the CPA code of ethics and standards 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 specific topics from the ethics and standards. As well, ethics and standards will be discussed as they apply to each specific core competency.

Requirements:

- Participate in ethics seminars.
- 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, couples counselling, feminist therapy, interprofessional educational practice, and independent practice.

EASTERN HEALTH POTENTIAL OPTIONAL ROTATION

Eastern Health, NL NL is the largest integrated health organization in Eastern Canada, serving a regional population of more than 290,000. The Health region extends from St. John's to Port Blandford and includes all communities on the Avalon, Burin and Bonavista Peninsulas. The organization offers unique provincial programs and services. Eastern Health employs over 12,000 health care and support services professionals.

Psychology Services are provided by 54 clinical psychologists, six psychometrists and one clinical sexologist. Services are provided to child, adolescent, adult and geriatric clients in a variety of areas. These areas include addictions, autism, community services, eating disorders, forensic, medicine, mental health, neuropsychology, oncology, pain management, rehabilitation, surgery, rheumatology and women's health. Eastern Health psychologists work in both urban and rural areas, including St.

John's, Harbour Grace, Clarenville, and Burin. Psychology services are often provided as part of an interdisciplinary team.

Resident rotations opportunities include placements in various clinical programs depending upon supervisor and space availability, resident interest, and prior training. If a resident is interested in a minor rotation within Eastern Health a meeting with the appropriate Eastern Health personnel is initiated during the first months of their residency to explore placement options.

Rotation Essentials required for all placements include a signed oath of confidentiality, a current certificate of conduct and an up to date immunization record, to include TB testing. Residents are also required to attend an Eastern Health orientation.

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.

EVALUATION AND FEEDBACK

The University Counselling Centre faculty acknowledges that the transition from graduate school to a residency may be stressful. Residents experience the professional 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 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 to 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.

SUMMARY: CORE ACTIVITIES

Averaged across the year, a resident's 40 hours per week will typically be allocated as follows:

ACTIVITY	HOURS PER WEEK
Individual Counselling and Assessment	15
Personal	
Career	
Academic	
On Call	4
Outreach, Consultation and Program Development	5
Group Counselling	1
Supervision	
Direct individual	3
Case conference	1
Group supervision	1
Supervision of	1
Practicum students	
Paraprofessionals	
IPR - Family Practice Residents	
Administrative Functions	3
Staff meetings	
Committees	
Case notes	
Training Consults/Seminars	2
Research and Professional Development	4
40 hours	

Note: The schedule will be modified as special projects (e.g., outreach/consultation) arise and according to individual resident's needs.

PHYSICAL FACILITIES

COUNSELLING FACILITIES

Each University Counselling Centre Resident office includes built-in videotaping and playback equipment. As well the centre provides each resident with an individual computer, broadband net access, and a telephone. One group room with a video recording and playback system is also available.

Career planning facilities are housed in the Centre for Career Development and Experiential Learning in Student Affairs and Services. This facility constitutes the most comprehensive career information 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 Grenfell College 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. Additionally, the Queen Elizabeth II Library provides high level access to the periodical literature including 520,000 e-texts and more than 120,000 periodical titles including almost 70,000 e-journals.

REQUIREMENTS FOR CANDIDACY

Candidates must have completed all requirements for their doctoral program except the doctoral thesis. In accordance with Canadian Immigration requirements, preference will be given to applicants who are Canadian citizens or permanent residents of Canada. 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 2012-2013 year is \$32,500 CAD.

BENEFITS

TRAVEL EXPENSES: Residents will be refunded for travel expenses, to and from the residency, to a maximum of \$500 (receipts required).

HEALTH CARE: Residents are eligible to apply for coverage under the Newfoundland Medical Care Plan.

UNIVERSITY HOLIDAYS: Residents are entitled to 14 scheduled university holidays.

VACATION AND PROFESSIONAL DEVELOPMENT LEAVE: Residents will receive 10 days of vacation and five days of professional development leave. There is support for up to \$500 for professional development expenses.

SICK LEAVE: Residents will be entitled to the same sick leave benefits as beginning full-time university staff members.

APPLICATION PROCESS

Applicants are requested to submit:

1. A completed [AAPI Online Application](#).
2. A statement of interest describing professional goals.
3. Official transcripts of graduate course work.
4. A current curriculum vitae.
5. Letters of recommendation from three persons familiar with the applicant's counselling performance.

Completed applications must be received by November 15, 2011.

Short-listed candidates will be interviewed by telephone. On-site interviews are not required.

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.

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 Labrador. It is 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. Its current full-time and part-time enrollment is approximately 17,000 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 in 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 50,000 degrees. See www.mun.ca/counselling for further information.

PROFESSIONAL FACULTY AND STAFF

COUNSELLING FACULTY

PETER CORNISH, PHD (UNIVERSITY OF SASKATCHEWAN)
ASSOCIATE PROFESSOR AND DIRECTOR
REGISTERED PSYCHOLOGIST (NL)

Dr. Cornish's primary administrative responsibilities include managing and assisting in the development of programs for Counselling, Wellness Education, Chaplaincy and the Blundon Centre for Students with Disabilities. A primary vision for these services is to promote academic, personal, career, and spiritual development of students. 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 interprofessional team functioning, interpersonal and group dynamics, individual and community empowerment, rural mental health service innovations, and gender issues. His empowerment-oriented approach to professional practice draws heavily on feminist, brief interpersonal dynamic and solution-focused methods. Dr. Cornish is a registered psychologist (Newfoundland and Labrador) and works part-time in private practice with Cornish & Gilleta.

Representative research

Cornish, P. A., & Osachuk, T. (in press). Canadian Men's Relationships and Help-Seeking Over the Lifespan: The Role of Public Narratives. In J. Laker (Ed.), *Canadian Perspectives on Men and Masculinities*. Oxford University Press.

Church, E. A., Heath, O. J., Curran, V. R., Bethune, C., Callanan, T. S., Cornish, P. A. (2010). Rural professionals' perceptions of interprofessional continuing education in mental health. *Health and Social Care in the Community, 18*, 433-443.

Church, E., Cornish, P. A., Callanan, T. S., & Bethune, C. (2008). Integrating self-help materials into mental health practice. *Canadian Family Physician, 54*, 1413-7.

Cornish, P. A., Callanan, T., Bethune, C., Church, E., Curran, V., & Younghusband, L. (2006, May). *Physician Participation in Interprofessional Rural Mental Health Care Training: A Report on 2 Pilots*. Paper presented at the 7th Annual Conference on Shared Mental Health Care, Calgary, Alberta.

Cornish, P. A., Church, E., Callanan, T., Bethune, C., & Curran, V. (2004, June). From Multidisciplinary to Interdisciplinary: The Evolution of Shared Training, Research and Mental Health Care at Memorial University. Paper presented at the 5th Annual National Conference on Shared Mental Health Care, Vancouver, BC.

Cornish, P. A., Church E., Callanan, T. S., Bethune, C., Miller, R., & Robbins, C. (2003). Rural interdisciplinary mental health team building via satellite: A demonstration project. *Telemedicine Journal*, 9(1), 63-71.

LORRAINE DICKS, PHD (MEMORIAL UNIVERSITY OF NEWFOUNDLAND)
ASSISTANT PROFESSOR
SENIOR PSYCHOLOGIST, HEALTH CARE CORPORATION (EASTERN HEALTH BOARD)
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 maintains a small private practice where she conducts cognitive assessments of individuals referred by a third party (insurance companies, lawyers) for litigation purposes related to personal injuries (e.g., traumatic brain injury, whiplash). She was Co-Chair of the NL Neurotrauma Initiative Program (a partnership with the Rick Hansen Institute and the Canadian Paraplegic Association, The Brain Injury Association, and the Provincial Government) for the past several years.

MICHAEL DOYLE, EDD (UNIVERSITY OF TORONTO)
ASSOCIATE PROFESSOR AND ASSOCIATE TRAINING DIRECTOR
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, learning disabilities, learning skills, outreach consultations, and teaching. His research interests include the first-year student experience and retention, helping faculty deal with students who are dealing with difficult issues, study processes 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

Adcock, L., Bishop-Stirling, T., Butler, K., Doyle, M., Hooper, D., & Ryan, V. (May, 2011). *EAP (Enhancing Academic Performance) pilot program initiative: A program for our most at-risk students*. Paper presented at the 38th National Teaching and Learning Conference – First Year in Focus, St. John's, NL.

Doyle, M. S. (July, 2011). *Using online learning journals for students with disabilities in a university setting*. Poster presented at the annual Association on Higher Education and Disability (AHEAD), Seattle, WA.

Doyle, M. S. (June, 2008). How to recognize your triggers when dealing with emotionally upset students. Paper presented at the annual conference of the Canadian Association of College and University Student Services, Memorial University of Newfoundland, St. John's, NL.

- Doyle, M. S. (April, 2006). Facilitator, Roundtable, *Dealing with Disruptive Students*, Student Crisis Response Programs. University of Toronto, Toronto, ON.
- Doyle, M. S. (February, 2003). Invited panellist, *The Codes of Conduct: ASPPB, APA, CPA: Dual relationships and mandatory reporting*. Midwinter meetings of the Association of State and Provincial Psychology Boards, San Antonio, TX.
- Doyle, M. S., & Garland, J. C. (June, 2009). *Learning journals as agents of change in a learning strategies course*. Paper presented at the annual conference of the Canadian Association of College and University Student Services, University of Waterloo.
- Doyle, M. S., & Garland, J. C. (May, 2009). *An online academic screening instrument for at-risk students*. Paper presented at the 35th National Teaching and Learning Conference – First Year in Focus: Engaging students in first year and beyond. Simon Fraser University, Burnaby, BC.
- Doyle, M. S., & Garland, J. C. (June, 2003). *A comparison of electronic and paper learning journals with first year students enrolled in a learning-to-learn credit course*. Paper presented at the annual conference of the Canadian Association of College and University Student Services, University of British Columbia, Vancouver, BC.
- Doyle, M., & Garland J. (2001). UCC2020: Cognitive and Affective Learning Strategies: A Course to Teach Learning Strategies to the General University Population. *Guidance and Counselling* 16, (3), 86-91.
- Hurley, G., & Doyle, M. (2002). Counselling psychology: From industrial societies to sustainable development. (Article). *The Encyclopaedia of Life Support Systems*. (A joint UNESCO-EOLSS Project.) EOLSS Publishers Co. Ltd., Oxford, UK. www.eolss.net/E6-27-toc.aspx
- Walker, L.S., & Doyle, M. S. (2003). GOALS. Getting on a learning success path. In Walker, L. A., & Schönwetter, D. J. *Success secrets of university students*. Prentice Hall: Toronto.

JOHN GARLAND, PHD (TEXAS CHRISTIAN UNIVERSITY)
ASSOCIATE PROFESSOR AND RESEARCH COORDINATOR
REGISTERED PSYCHOLOGIST (NL)

Dr. Garland has been on the centre's faculty since 1980. His primary interest is the application of research findings from cognitive psychology to students in the classroom. This has led to the development of student-centred programs for reading, studying, writing, thesis writing, test taking and test anxiety. He has co-developed an undergraduate credit course in learning strategies and is interested in computer applications, statistics and evaluation. Dr. Garland is a registered psychologist (Newfoundland) and served for 17 years as the registrar for the Newfoundland Board of Examiners in Psychology and is currently an elected director of the Newfoundland and Labrador Psychology Board.

Representative research

- Doyle, M. S., & Garland, J. C. (2003, June). *A comparison of electronic and paper learning journals with first year students enrolled in a learning-to-learn credit course*. Paper presented at the annual

conference of the Canadian Association of College and University Student Services, University of British Columbia, Vancouver, BC.

Garland, J.C. (2011) The regulation of psychology in Newfoundland and Labrador: 1985 to present. In D. Evans *The Law, Standards of Practice, and Ethics in the Practice of Psychology*, 3rd Ed. (in press)

Garland, J., & Doyle, M. (1995). *The effects of distance and the rural nature of Newfoundland on the practice of psychology*. Invited poster presented at the First International Congress on Licensure, Certification and Credentialing of Psychologists, New Orleans, LA.

Garland, J. C., & Doyle, M. S. (2003, June). *Fostering metacognition through electronic learning journals*. Paper presented to the annual conference of the Society for Teaching and Learning in Higher Education, University of British Columbia, Vancouver, B.C.

Garland, J.C., & Schoenberg, B.M. (1990, October). *Political realities for the college and university counseling center: A reexamination*. Paper presented to the Association of University and College Counseling Directors, 39th Annual Conference, Philadelphia, PA.

**KAREN GILLETA, PHD (UNIVERSITY OF SASKATCHEWAN)
ASSISTANT PROFESSOR
REGISTERED PSYCHOLOGIST (NL)**

Dr. Gilleta's primary interests are individual counselling, training, and supervision. She has clinical work experiences in hospital, university, and correctional settings. A majority of her clinical work has involved and continues to involve crisis intervention and the treatment of high-risk individuals with trauma-related disorders, personality disorders, eating disorders, and mood disorders. Her treatment approach is integrative with a strong interest in psychodynamic and interpersonal therapy. Dr. Gilleta maintains a private practice, Cornish & Gilleta, Registered Psychologists.

**OLGA HEATH, PHD (MEMORIAL UNIVERSITY OF NEWFOUNDLAND)
ASSOCIATE PROFESSOR, FACULTY SCHOLAR AND CO-DIRECTOR, CENTRE FOR
COLLABORATIVE HEALTH PROFESSIONAL EDUCATION
REGISTERED PSYCHOLOGIST (NL)**

Dr. Heath joined the faculty of the University Counselling Centre and the Faculty of Medicine in the fall of 2006 and has been involved in a variety of interprofessional education initiatives at the undergraduate and early practitioner level as well as with licensed practitioners from a number of health professions. She is cross appointed to Eastern Health Regional Health Authority to provide guidance and leadership in program development and research in the area of her clinical expertise, Eating Disorders. As a Registered Psychologist, Dr. Heath has more than 20 years of experience working with adults with Eating Disorders.

She has been involved in professional activities at both the provincial and national level. As Past-President of the Association of Psychology in Newfoundland Labrador, Dr. Heath has become involved in national and provincial advocacy for psychology services.

Representative Research

Publications

Heath, O., Cornish, P., Callanan, T., Flynn, K., Church, E., Curran, V., and Bethune, C. (2008). Building Interprofessional Primary Care Capacity in Mental Health Services in Rural Communities in Newfoundland and Labrador: An Innovative Training Model. *Canadian Journal of Community Mental Health, 27(2)*, 165 -178.

Curran, V., Heath, O. & Kearney, A. (2010) Evaluation of an Interprofessional Collaboration Workshop for Post-Graduate Residents and Nursing/Allied Health Professionals, *Journal of Interprofessional Care*. Accepted.

Church, E, Heath, O., Curran, V., Callanan, T., Bethune, C. & Cornish, P. (2010). Rural professionals' perceptions of interprofessional continuing education in mental health. *Health and Social Care in the Community*. Accepted.

Heath, O., Curran, V. (2008) Interprofessional Education and Practice in Newfoundland and Labrador: The Vision and the Challenges, *The Register Report, 34*, Fall Issue, 38-41

Presentations

Duggan, J.M., Button, P., Heath, O. & Heath, N.L. (June 2010) *Examining the Overlap Between NonSuicidal Self-Injury and Disordered Eating Behaviors*, Poster presentation at International Society for the Study of Self-Injury, Chicago, IL.

Heath, O., Kearney, A., & V. Curran (September 2009) *Interprofessional Collaboration Workshops: How Residents learn about the CanMEDS Collaborator Role in practicing teams*. Paper presentation at International Conference on Residency Education, Victoria, BC.

Heath, O., Church, E, Robinson, L. & Calverley, K. (June 2009). *Psychology and Interprofessional Education: Past, Present and Future*. Symposium for presentation at Canadian Psychological Association, Montreal, PQ.

Heath, O., & Maloney, K. (2008, February). An Integrated Provincial Model for a Continuum of Eating Disorder Services in Newfoundland and Labrador: From Specialized Tertiary Intervention to Rural Community Capacity Building. Workshop presentation at the *Eating Disorders Association of Canada*, Calgary, AB.

Heath, O., Bethune, Cheri., Callanan, T., Church, E., Cornish, P., Curran, V., Flynn., K., Forristall., J., Kearney, A., (2007, October) Where the Rubber Hits the Road: Interprofessional Continuing Education in Rural Communities. Presentation at the *Collaborating Across Borders Conference*, Minneapolis, Minnesota.

GEORGE HURLEY, PHD (UNIVERSITY OF MISSOURI-COLUMBIA)
PROFESSOR AND TRAINING DIRECTOR
REGISTERED PSYCHOLOGIST (NL)

Dr. Hurley has been on the centre's faculty since 1980 and is interested in program development, supervision, and outreach/consultation to the university and the community at large. His theoretical orientation is based on an integrationist model. Among other professional activities, Dr.

Hurley is a past president of the Canadian Register of Health Service Providers in Psychology (CRHSPP), the US based National Register of Health Service Providers in Psychology (NR) and a past chair of the Section on Counselling Psychology, CPA. Dr. Hurley currently is president-elect of the Canadian Council of Professional Psychology Programmes. He holds cross-appointments to the Discipline of Family Practice, Faculty of Medicine and the Department of Psychology. Dr. Hurley is a Fellow of the American Psychological Association. He is a registered psychologist (Newfoundland and Labrador) and is listed in the Canadian and National Registers of Health Service Providers in Psychology

Representative research

- Hurley, G. (2009, April). Teaching pre-doctoral psychology interns to train/supervise first year family practice residents on behavioural health theory and issues through a half-day 12 week seminar format. Paper presented at the Association of Psychology Postdoctoral and Internship Centers Conference, Portland, Oregon.
http://www.appic.org/Conference2009/Downloads/Teaching%20Pre-Doctoral%20Psychology%20Interns%20to%20Train%20APPIC%20March31_09%20draft.ppt.
- Hurley, G. (2008). Synthesis and concluding comments. In J. E. Hall and E. M. Altmaier (Eds.) *Global Promise: Accountability in Professional Psychology*. Oxford University Press.
- Hurley, G., & Hadden, K. (2005, Spring). Online video supervision: A case study. *The Register Report*, 31, 10-14.
- Hurley, G. (Speaker). (2005). Volume 2: Education, training, supervision & credentialing. In *Legacy of Excellence DVD series*, The National Register, Washington, DC, 2005.
http://www.nationalregister.org/legacy_bios.htm.
- Hurley, G. (2002). Interns: Got a Plan? *The Register Report*, 28 (4) 15-17.
- Hurley, G. (1998, August). Mobility for Canadian health service psychologists? The Canadian conundrum and possible compromise. In P. Nelson (Chair). *Education, training and credentialing standards for health service providers in psychology: Consensus and controversy within and between national communities*. Panel discussion conducted at the 24th International Congress of Applied Psychology, San Francisco, California.
- Hurley, G., & Doyle, M. (2002). Counselling psychology: From industrial societies to sustainable development. (Article). *The Encyclopaedia of Life Support Systems*. (A joint UNESCO-EOLSS Project.) EOLSS Publishers Co. Ltd., Oxford, UK www.eolss.net/E6-27-toc.aspx
- Hall, J. E., & Hurley, G. (2003). North American perspectives on education, training, licensing and credentialing. In I. B. Weiner (Editor in Chief) & G. Striker & T. A. Widiger (Vol. Eds.), *Handbook of psychology: Vol. 8. Clinical psychology* (pp. 471 - 496). Hoboken, NJ: Wiley.

KELLY NEVILLE, RN-C, MN., BSN. (MEMORIAL UNIVERSITY OF NEWFOUNDLAND)
WELLNESS COORDINATOR/PERSONAL COUNSELLOR

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 nursing students in the clinical area of mental health and teaching "therapeutic communication techniques". Kelly currently coordinates the Wellness Program for the university students. This involves the following; coordinating the health & wellness education and outreach events, the mental health screenings, the supervision of nursing, MUCEP, SWASP, HKR coop and volunteer students and counselling students with eating disorders. Since 2002, Kelly has been maintaining a private practice counselling individuals who have difficulty with stressful situations, who need 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). Clinical Faculty

WAYNE BRACE, BSC, MD (MEMORIAL UNIVERSITY OF NEWFOUNDLAND)
CLINICAL ASSISTANT PROFESSOR OF PSYCHIATRY
MEMORIAL UNIVERSITY OF NEWFOUNDLAND
GENERAL AND FORENSIC PSYCHIATRY

Dr. Brace is a Senior Psychiatrist having graduated from Medicine from Memorial University of Newfoundland in 1975 going on to do his Fellowship in Psychiatry at the University of Toronto. Dr. Brace has worked in a variety of clinical settings over the past thirty years. These include previous past Chief of Service of Psychiatric Rehabilitation at the Waterford Hospital site in St. John's, Staff Psychiatrist at the Mental Health Centre in Penetanguishene, Ontario, Forensic Services Program, and Chief of Service at the Psychiatric Department of the Avalon Consolidated Health Care Board, Carbonear Division now Eastern Health.

Dr. Brace has worked as a consultant in Psychiatry in the area of Risk Assessment as well as General Psychiatry in several provinces including Ontario, New Brunswick and Newfoundland as well as the North West Territories.

Currently, Dr. Brace is employed on permanent part-time basis with the Counselling Centre at Memorial University of Newfoundland and consults independently to a variety of agencies and legal firms in the area of Risk Assessment and Forensic Psychiatry. Dr. Brace is also the psychiatric member of the Mental Health Review Board for the Province of Newfoundland and Labrador.

Dr. Brace has held a number of administrative posts over his career, including President of Medical Staff at the Waterford Hospital, a member of the Salaried Physicians Negotiating Committee of the Newfoundland and Labrador Medical Association, Secretary of the Medical Staff of the

Penetanguishene Mental Health Centre and Director of the Ontario Physicians and Dentists in the Public Service.

TEACHING STAFF

LESTER MARSHALL, BSC, MED (MEMORIAL UNIVERSITY OF NEWFOUNDLAND)
LEARNING SPECIALIST
REGISTERED PSYCHOLOGIST (NL)

Mr. Marshall is involved with developing and conducting 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, native students, residence-hall students, and students with learning disabilities.

Representative research

Garland, J.C., & Marshall, L.G. (1988). Learning skills programs at Memorial University of Newfoundland: Philosophy and practice. In F. Goodchild, D. Palmer, & V. Thorsteinson, (Eds.), *Helping students learn at Canadian universities*. London, ON: Learning Skills Publications, Counselling and Career Development, University of Western Ontario, London, ON.

Garland, J.C., Marshall, L.G., & Doyle M. (2001, June). UCC2020: Applied cognitive and affective learning strategies. Presentation at the conference of the Society for Teaching and Learning in Higher Education, St. John's, Newfoundland, Canada.

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, Newfoundland, Canada.

Marshall, L.G. (1995, May). Obeying the rules: Cognitive guidelines for studying. Presentation at the national conference of the Canadian Guidance and Counselling Association, St. John's, Newfoundland, Canada.

ADMINISTRATIVE STAFF

WAYNE YETMAN
ADMINISTRATIVE ASSISTANT

PATRICIA COADY
INTERMEDIATE SECRETARY

JULIE BRODERICK
SECRETARY

CROSS-APPOINTED FACULTY

CHERI BETHUNE, MD, MCISC, CCFP, FCFP (MCMASTER UNIVERSITY)
PROFESSOR OF FAMILY MEDICINE

Dr. Bethune was cross-appointed to the University Counselling Centre in 1987. She has been on faculty with the Discipline of Family Medicine since 1984. Her major interests include the teaching of interviewing skills to medical students and family practice residents, reflective practice, professionalism, career choice, research in the doctor-patient relationship and the enhancement of interdisciplinary approaches to teaching and patient care. Other interests include sexuality, sexual abuse, and wife assault. She enjoys alternative healing approaches in the use of hypnosis and acupuncture. She has served on the executive of the College of Family Physicians of Canada for seven years.

She completed her masters of clinical science (Family Medicine) by distance through the University of Western Ontario. Her thesis topic was a qualitative analysis of learner's experience using a critical incident reflective journal during their family medicine training. This has led to further interests and research into the use of journals in adult education, distance education strategies, and the teaching of reflective practice.

Representative research

Bethune C, Brown JB. (2007) Residents' use of case-based reflection exercises. *Canadian Family Physician* 53.

Bethune, C. (1993). I and thou (Editorial). *Canadian Family Physician*, 39.

Bethune, C. (1989). To a safer place (Editorial). *Canadian Family Physician*, 35.

Bethune, C., & Finn, E. (1990, February). Family Practice and Social Work: Who really cares? *Canadian Family Physician*, 36.

Bethune, C., Hurley, G. & Garland, J. (1988, March). Short Course in Interviewing Skills. Poster display presented at NEGME, Montreal, PQ.

Bethune, C., Worrall, G., Freak, D., & Church, E. (1999). No Psychiatry? *Canadian Family Physician*, 45.

Cornish, P., Church, E., Callanan, T., Bethune, C., Robbins, C., & Miller, R. (2003). Rural Interdisciplinary Health Team Building Via Satellite: A Demonstration Project. *Telemedicine Journal and E-Health*, 9.

Leach, M., & Bethune, C. (1996, Jan). Assisting sexually abused adults. *Canadian Family Physician*, 42.

Pullman, D., Bethune, C., Duke, P., (2003). Memorial University of Newfoundland, Faculty of Medicine, The Medical Humanities in the Clinical Skills Course. *Academic Medicine*, 78(10).

SHELDON BIRNIE-LEFCOVITCH, PHD, RSW (WILFRID LAURIER UNIVERSITY)
ASSOCIATE PROFESSOR AND DIRECTOR, 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 current SSHRC-funded research investigates rural-urban differences in 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 was appointed Director in 2002 and is currently serving his second term.

Representative Research

Wintre, M., Gates, S., Pancer, M., Pratt, M., Polivy, J., Birnie-Lefcovitch, S., & Adams, G. (In press). The student perception of university support and structure scale: Development and validation. *Journal of Youth Studies*.

Provencher, V., Polivy, J., Wintre, M., Pratt, M., Pancer, M., Birnie-Lefcovitch, S., Adams, G. (2009). Who gains or who loses weight? Psychosocial factors among first-year university students. *Physiology and Behavior*, 96, 135-141. (R)

Wintre, M., Knoll, G., Pancer, M., Pratt, M., Polivy, J., Birnie-Lefcovitch, S., & Adams, G. (2008). The transition to university: The student-university match (SUM) questionnaire. *Journal of Adolescent Research*, 23(6), 745-769. (R)

Buote, V., Pancer, M., Pratt, M., Adams, G., Birnie-Lefcovitch, S., Polivy, J., & Wintre, M. (2007). The importance of friends: Friendship and adjustment among 1st-year university students. *Journal of Adolescent Research*, 22(6), 665-689. (R)

Birnie-Lefcovitch, S. (2002). "A vision for social work education". *Connecting Voices*. St. John's: NLASW

Birnie-Lefcovitch, S. (2002). Helping rural students succeed at university. In L. Walker & D. Schonwetter. *Discovering the seven secrets of successful students*. Toronto: Pearson Education (Addison-Wesley) .

Birnie-Lefcovitch, S. (2001). Conceptualizing and Implementing Student Retention Efforts. Presentation at the Deans and Directors Retreat, Memorial University.

Birnie-Lefcovitch, S. (2001). Primary prevention in child and adolescent mental health. Presentation to the staff of the Mental Health Division, Janeway Children's Hospital: St. John's, Newfoundland.

Birnie-Lefcovitch, S. (2000). Student perceptions of the transition from high school to university: Implications for preventative programming. *Journal of the First-Year Experience*, 12(2), 61-88.

Cameron, G., & Birnie-Lefcovitch, S. (2000). Parent mutual aid organizations in child welfare demonstration project: A report of outcomes. *Children and Youth Services Review*, 22(6), 421-440.

Birnie-Lefcovitch, S. (2000). Entering university: Developing strategies to enhance student learning and development. Workshop conducted at Spring Institute 2000, Instructional Development Office, Memorial University.

TERRENCE (TED) CALLANAN, MD (MEMORIAL UNIVERSITY OF NEWFOUNDLAND), DIP.
PSYCH. (MCGILL), FRCPC
MEMBER, CANADIAN PSYCHOANALYTIC SOCIETY
CHAIR, DISCIPLINE OF PSYCHIATRY (FACULTY OF MEDICINE)

Ted is professor and chair of the Discipline of Psychiatry, Faculty of Medicine at Memorial University of Newfoundland and holds a cross-appointment with the University Counseling Center. Ted is also a Faculty Scholar at the Center for Collaborative Health Professionals Education. He holds a clinical appointment as a psychiatrist at the START Clinic (a brief intervention out-patient mental health clinic) at St. Clare's Mercy Hospital. He studied psychology and medicine at Memorial and completed a Diploma in Psychiatry at McGill University. He is a member of the Canadian Institute Psychoanalysis, Quebec English Branch and is a senior consultant with the Montreal PAHO-WHO Collaborating Center for research and training in mental health.

Ted's recent research interests have focused on interdisciplinary collaboration, team work, group functioning and the use of self-help materials in mental health. The use of distance technology for direct patient care and the delivery interdisciplinary continuing professional development is been a special interest.

Recent Publications

Curran, VT, Heath, O, Adey, T, Callanan, TS, Craig, D, Hearn, T, Hollett, A, White, H. An Approach to Integrating Interprofessional Education in Collaborative Mental Health Care. In press: *Academic Psychiatry*.

Church, E.A., Heath, O.J., Curran, V.R., Bethune, C., Callanan, T.S., Cornish, P.A. Rural professionals' perceptions of interprofessional continuing education in mental health, *Health and Social Care in the Community*, Vol. 18, No. 4, July, 2010

Callanan, T.S., Truth Telling, Royal College of Physicians and Surgeons of Canada, Bioethics Education Project, available at: <http://rcpsc.medical.org/bioethics.cases/index.php>

Heath, O., Cornish, P., Callanan, T., et al, Building Interprofessional Primary Care Capacity in Mental Health Services in Rural Communities in Newfoundland and Labrador : An Innovative Training Model, *Canadian Journal of Community Mental Health*, Fall, 2008

Church, E., Cornish, P., Callanan, T., Bethune, C., How Self-Help Materials Can Enhance Mental Health Practice, *Canadian Family Physician*, Vol. 54, October, 2008

Callanan, Ted, When doctors strike, *Royal College Outlook*, p.26, Vol. 3, #1, Spring 2006.

Urness, D., Hailey, D., Delday, L., Callanan, T., Orlik, H. The Status of Telepsychiatry Services in Canada – A National Survey, *Journal of Telemedicine and Telecare*, 10:160-164, 2004.

Cornish, P.A., Church, E., Callanan, T., Bethune, C., Robbins, C., Miller, R., Rural Interdisciplinary Mental Health Team Building via Satellite: A Demonstration Project, *Telemedicine Journal and e-Health*, Vol. 9, No. 1, 2003.

Callanan, T.S., Anxiety Disorders, *The Canadian Journal of CME*, Vol. 13, No. 10, October 2001.

Callanan, T.S., Cornish, P., Church, E., Bethune, C., Miller, B. (abstract), Responding to Interdisciplinary Psychiatry Training Needs Via Distance Technology, in Proceedings of Canadian Psychiatric Association Annual Meeting, Montreal, 2001.

GREGORY HARRIS, BA (HON), MSC, PHD (UNIVERSITY OF ALBERTA)
ASSOCIATE 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 his theoretical model is eclectic, although he draws heavily on experiential models in his counselling practice. 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

Bedi, R., Havercamp, B., Beatch, R., Cave, D., Domene, D., Harris, G.E., & Mikhail, A. (in press). Counselling psychology in a Canadian context: Definition and Description. *Canadian Psychology*.

Harris, G.E., Cameron, J.E., & Lang, J. (2011). Identification with Community-Based HIV Agencies as a Correlate of Turnover Intentions and General Self-Efficacy. *Journal of Community and Applied Social Psychology*, 21, 41-54.

Harris, G.E. & Joy, R.M. (2010). Educational Psychologists' Perspectives on their Professional Practice in Newfoundland and Labrador. *Canadian Journal of School Psychology*, 25, 205-220.

Harris, G.E. & Jeffery, G. (2010). School Counsellors' Perceptions on Working with Student High-Risk Behaviour. *Canadian Journal of Counselling and Psychotherapy*, 44, 150-190.

Talbot, F., Harris, G.E., & French, D. (2009). Treatment outcome in psychiatric inpatients: The discriminative value of self-esteem. *International Journal of Psychiatry in Medicine*, 39, 227-241.

- Harris, G.E. (2009). In search of professional congruence: Reflections on ideological consistency between community-based research and counselling practice, *Canadian Journal of Counselling*, 43, 3-17.
- Harris, G.E., & Larsen, D. (2008). High-risk behaviours following an HIV diagnosis, *Counselling Psychology Review*, 23, 48-68.
- Harris, G.E., & Larsen, D. (2008). Understanding hope in the face of an HIV diagnosis and high-risk behaviours, *Journal of Health Psychology*, 13, 401-415.
- Harris, G.E. & Larsen, D. (2007). HIV peer counselling and the development of hope: Perspectives from peer counsellors and peer counselling recipients, *AIDS Patient Care and STDs*, 21, 843-859.
- Harris, G.E., & Alderson, K. (2007). An investigation of gay men's experiences with HIV counselling and peer support services, *Canadian Journal of Community Mental Health*, 26, 129-142.
- Harris, G.E. & Alderson, K. (2006). Gay men living with HIV/AIDS: The potential for empowerment, *Journal of HIV/AIDS and Social Services*, 5, 9-24.
- Harris, G. E. (2006). Practicing HIV/AIDS community-based research, *AIDS Care*, 18, 731-738.

PREDOCTORAL INTERNS

Current Interns

2011-2012

Afshan Afsahi (Antioch University, New England)
Kimberly Kiley (University of Manitoba)
Kent Klippenstine (Argosy University, Phoenix, AZ)

Previous Interns

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, 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)