

**Memorial University  
Student Wellness and Counselling Centre**

**Doctoral Professional Psychology  
Residency Program Brochure 2024-2025**

Accredited by the Canadian Psychological Association

## **Canadian Psychological Association**

141 Laurier Avenue West, Suite 702

Ottawa, Ontario K1P 5J3

Current Accreditation Term: 2017/2018 – 2022/

[www.cpa.ca/accreditation/cpaaccreditedprograms](http://www.cpa.ca/accreditation/cpaaccreditedprograms)

## **Memorial University Student Wellness and Counselling Centre**

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Memorial University of Newfoundland

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### **Additional Accreditation by:**

International Association of Counseling Services (IACS) [www.iacsinc.org](http://www.iacsinc.org)

### **Participating Member of:**

Canadian Council of Professional Psychology Programs (CCPPP) [www.ccppp.ca](http://www.ccppp.ca)

Association of Counseling Center Training Agents (ACCTA) [www.accta.net](http://www.accta.net)

Association of Psychology Postdoctoral and Internship Centers (APPIC) [www.appic.org](http://www.appic.org)

# Philosophy and Goals of the Student Wellness and Counselling Centre

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

Memorial's Student Wellness and Counselling Centre comprises counselling (i.e. clinical and counselling psychology; personal and academic counselling), student health (i.e. medicine and nursing), and wellness professionals (i.e. nursing, wellness navigators and case management).

The Centre houses all three components of student care and is committed to developing and furthering interprofessional practice and research to advance the Healthy Campus movement. The SWCC collaborates closely with other student services, including the Glenn Roy Blundon Centre, the Internationalization Office, and Student Life. The Student Wellness and Counselling Centre facilitates collaborative interprofessional relationships, resulting in more efficient and higher quality student care.

Our service model includes a wide array of programs that are designed to assist students, including one-at-a-time counselling, seminars and workshops, structured and unstructured counselling groups, brief individual counselling services, and community referrals. Treatment planning is informed by initial and ongoing assessment and is responsive to changes in student goals, resources, distress and/or need. We encourage students 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, scholarship and training are core activities. SWCC faculty members are engaged in therapy and teaching activities, research and scholarly activities (i.e. scholarship of discovery, teaching, integration, and application), and academic and professional service. Faculty rank, promotions, and tenure are granted within the Centre.

For more information about the Student Wellness and Counselling Centre visit our web site at [www.mun.ca/studentwellness](http://www.mun.ca/studentwellness)

# Philosophy and Program Summary of the Doctoral Residency Program

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

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

## **Training in core competencies:**

The seven training areas identified as core competencies are: interpersonal relationships and post-secondary population, intervention, assessment, interprofessional education and practice supervision, applied research and evaluation, 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 the core competencies, residents are expected to achieve a designated level of skill. As residents gain exposure, they are also encouraged to identify their own training goals and interests, and faculty members work with them to help them realize these goals.

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

Residents are exposed to a wide variety of issues and topics applicable to professional training, such as perfectionism, single-session interventions, thriving and resiliency, diversity, Dialectical Behavioural Therapy (DBT), Acceptance and Commitment Therapy (ACT), and mindfulness. 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.

# Professional Training Goals and Competencies

## SUPERVISION

**Individual Supervision.** Residents receive three hours per week of formal individual supervision, which includes direct video review and/or live supervision of their caseloads. Additional supervision is provided when co-facilitating a group with faculty. Residents rotate primary supervisors every six months.

**Supervision of Supervision.** While supervising practicum students and teaching medical residents, residents receive 90 minutes of supervision of supervision per week.

**Case Conference/Journal Club.** Interprofessional case conferences and journal club are typically held monthly for an hour per week and will include Faculty, residents, master's in counselling students, master's in education students, wellness navigators, case managers and advanced practice nurses. Individual cases and relevant articles will be discussed.

**Group Supervision.** Residents will receive one hour of group supervision per week, with a senior faculty member. Residents will have the opportunity to discuss all issues related to the SWCC residency and associated competency areas.

**Peer Supervision.** Residents will meet 1-hour weekly for peer supervision.

## CORE COMPETENCIES

Training is provided in seven core competencies:

- 1. Interpersonal Relationships and Post-Secondary Populations** – Resident training in this foundation competency area will focus on enhancement of knowledge regarding interpersonal dynamics within psychotherapy and their impact on the therapeutic alliance, goals, boundary setting, and treatment planning, as well as their evolution over different phases of therapy. Residents are expected to demonstrate a working knowledge of such dynamics in supervision as well as a knowledge of themselves and their communication with and impact on therapeutic and professional relationships. Didactic training in this competency area will also highlight diverse client groups and topics specific to counselling post-secondary populations, including academic counselling.

Residents are also expected to carry out a minimum of four outreach or consultative activities, which could be self-initiated or be in response to a request from the university community (e.g. to various academic and non-academic departments). Examples of self-initiated outreach activities have included provision of specialized training to SWCC

practicum students, collaboration with the Internationalization Office, and informational workshops on mental health with varsity athletes and coaches.

**Requirements:** A minimum of four outreach/consultative activities with documentation, with at least one self-initiated activity as discussed with primary supervisor.  
Residents are expected to integrate post-secondary/career/academic support into their interventions with clients and discuss with supervisors in the context of supervision.

- 2. Intervention** – Approximately 15 hours per week is devoted to individual counselling and psychotherapy. Clients are undergraduate and graduate students who present with concerns such as depression, anxiety, interpersonal problems, family problems, and adjustment to university, as well as more complex presentations including chronic mental health concerns, eating disorders, personality disorders, comorbidities etc. Training objectives for this competency area are enhancement of residents’ psychotherapy skills from both brief and longer-term approaches, as well as a variety of therapeutic orientations.

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

**Requirements:** Approximately 15 hours per week of individual counselling  
Co-facilitate a process-oriented, skills-based or hybrid counselling group (minimum of 1)

- 3. Assessment** – The assessment competency facilitates the development of the psychological assessment skills, the primary purpose of which is to arrive at a shared understanding that informs a practical plan of action. Skills targeted are consistent with those outlined in the Mutual Recognition Agreement (Canadian Psychological Association) and the Newfoundland and Labrador Psychology Board. Residents are expected to demonstrate skill in formulating a referral question, selecting appropriate methods of information collection and processing, psychometric methods, formulating hypotheses and making appropriate diagnoses, report writing, provision of feedback, and formulating a treatment plan.

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

Requirements: Two psycho-educational assessments.

- 4. Interprofessional Education and Practice (includes consultation)** – Training in this competency is intended to develop the residents’ proficiency and skills in working with an interprofessional team. The Student Wellness and Counselling Centre takes an integrated care approach to student health and well-being. Therefore, residents will be expected to coordinate client care where appropriate with the physicians, nurses and/or case managers and engage in interprofessional consultation. In addition, residents will have the opportunity to present cases during monthly case conference meetings and receive feedback from members of the interprofessional team.

Throughout the year, residents will be involved in interprofessional education activities organized by the Centre for Collaborative Health Professional Education (CCHPE) housed in the Faculty of Medicine. Residents will be expected to facilitate interprofessional education small group sessions with teams composed of students from the Faculty of Medicine, Schools of Social Work, Pharmacy, Nursing, Clinical Psychology, Police Studies, Human Kinetics, and Recreation. This activity will allow residents to develop teaching and group facilitation skills in an interprofessional environment and further interprofessional consultation skills.

Requirements: Lead interprofessional Education small group assignments  
Provide feedback and/or evaluation of student assignments  
Consultation in weekly case conference meetings and presents at least 1 client formally in case conference  
Coordinate client care where appropriate with the medical health services (with at least one documented professional consultation)  
Facilitate one to two cohorts of IPPT

- 5. Supervision** – Residents are expected to demonstrate proficiency in carrying out professional supervision. The aim of this training is to facilitate the transition from supervisee to supervisor. Residents are typically involved in the training of two different groups of trainees: doctoral PsyD practicum students in clinical psychology, and first-year medical residents. Residents receive individual and group supervision of supervision from SWCC faculty.

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

Requirements: Supervise one practicum student  
Active participation in supervision of supervision  
Active participation in group supervision  
Active participation in peer supervision

- 6. Applied Research and Evaluation** – The purpose of this core activity is to engage in scholarly research at a level expected of a professional psychologist. Each resident will complete a research-oriented project during the residency year. Residents will be provided

with weekly protected scholarship and professional development time, which can be used to complete their dissertation and/or a research project that organizes knowledge in some area of interest at the appropriate professional level as arranged with the Director of Training. For example, residents may choose to prepare a colloquium related to ongoing dissertation research, conduct a literature review for the purposes of delivering a professional development workshop at the SWCC, or work on a collaborative research project with all residents and supervising faculty members.

Requirements: Research presentation (dissertation or national conference) for faculty and staff at the SWCC  
Two Journal club presentations as well as leading discussion

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

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



# 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 may be available for professional development activities. Residents are encouraged to consult with provincial and national psychological organizations to seek funding opportunities.



# Evaluation and Feedback

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

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

# Summary of Core Activities



## Summary: Core Activities

Residents will complete a 40-hour work week. A typical week-at-a-glance is provided below.

|       | Monday                 | Tuesday                    | Wednesday                | Thursday                 | Friday   |
|-------|------------------------|----------------------------|--------------------------|--------------------------|--|
| 9-10  | Peer Supervision       | Supervision of Supervision | PsyD Student Supervision | Individual Supervision   | Case Conference  |
| 10-11 | Individual Supervision | Resident Seminar           | Therapy                  | Therapy                  | Staff Meeting  |
| 11-12 |                        |                            | Therapy                  | Therapy                  | Individual Research, Professional Development, OR Inter-professional Education |
| 12-1  | Lunch                  | Lunch                      | Lunch                    | Lunch                    |  |
| 1-2   | Therapy                | Group Therapy              | Administration           | Therapy                  |  |
| 2-3   | Therapy                |                            | Intake/Walk-In Clinic    | Therapy                  |  |
| 3-4   | Therapy                | Administration             |                          |                          |  |
| 4-5   | Group Supervision      | Administration             |                          | PsyD Student Supervision |  |
| 5-6   | Admin                  | Admin                      | Admin                    | Admin                    |  |

# Physical Facilities

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



Top Left: University Centre  
Top Right: Waiting Area

Middle Left: Resident Office  
Middle Right: Meeting Room

Bottom: Group Room

# Requirements for Residency

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

## Stipend

The stipend for each resident position for the 2024-2025 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 (let home province know you will be in another province for the year if applying). As well, Residents and their family are able to avail of medical services (i.e. Family Physician) within the Student Wellness and Counselling Centre.
3. **University holidays:** Residents will be entitled to 15 scheduled university holidays, including SWCC closure for year-end holiday period.
4. **Vacation and professional development leave:** Residents will receive 10 days of vacation and five days of professional development leave. Funds up to \$500 may be available to assist with professional development activities.
5. **Sick leave:** Residents will be entitled to the same sick leave benefits as beginning full-time university staff members.



# Application Process

## Applicants are required to submit:

1. A completed APPIC Application for Psychology Internships (AAPI). Applicants must demonstrate a minimum of 600 hours of practica activities, which includes a minimum of 300 hours of direct service hours in intervention and assessment and 150 hours of supervision, with the remaining hours as support activities.
2. Applicants must register for the Match using the online registration system on the Match web site at [natmatch.com/psychint](http://natmatch.com/psychint);
3. A statement of interest describing professional goals;
4. Official transcripts of graduate course work;
5. A current Curriculum Vitae;
6. Letters of recommendation from three persons familiar with the applicant's counselling performance.
7. Documented evidence of professional liability insurance prior to September 1, 2024.

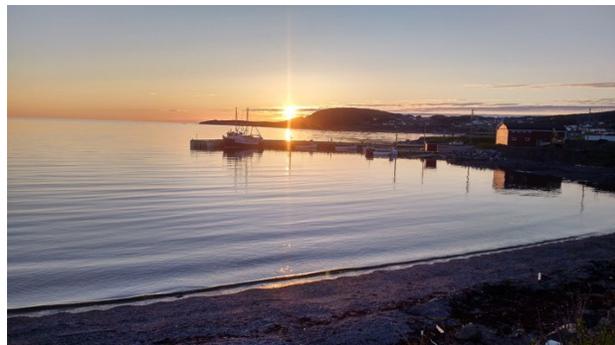
**Completed applications must be received through the APPIC Online Service ([AAPI](#)) by midnight, Friday, November 10, 2023.**

Short-listed candidates will be notified via email by December 15, 2023. All interviews will be conducted in January 2024 using WebEx 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 206,000, is the capital city of Newfoundland and one of the oldest communities in North America. The city borders on the North Atlantic and is rich in maritime history. Its name refers to John Cabot's discovery of Newfoundland on June 24, 1497, the feast day of St. John the Baptist. St. John's has played an historic role in the development of transatlantic communication and travel, as a receiving point for the first transatlantic wireless signal in 1901 and departure point for the first successful non-stop transatlantic flight in 1919.

## **Memorial University of Newfoundland**

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

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

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

The impetus that led to the creation of Memorial University -- the need to raise the level of education in the province -- continues to sustain its growth. Since its first convocation in 1950, the university has conferred more than 136,000 degrees. For further information and detail, see the most current Memorial [Fact Book](#).

# Counselling Faculty

**PAMELA BUTTON, MASP, PsyD (Memorial University of Newfoundland)  
Interim Training Director, Associate Professor (September 2023), Lead PCRU  
Registered Psychologist (NL)**

Dr. Button is a registered psychologist and faculty member with the Student Wellness and Counselling Centre. She is also the Lead of the SWCC Psychosocial Collaborative Research Unit (PCRU). 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 practice, stress and coping, resilience, social support, and help-seeking behaviours. Further interests include wellness and health promotion, interpersonal process, positive psychology, equine assisted therapy, advocacy, applied psychological research, and program evaluation. Dr. Button practices from a client-centered and humanistic integrative orientation and her clinical approach is strongly grounded in interpersonal process therapy and acceptance and commitment therapy. Dr. Button is involved in teaching, training, and supervision for psychologists in training. She also serves as Communication Director for the Association of Psychology, Newfoundland and Labrador and is the Memorial/Newfoundland Counselling Divisional Representative for the Atlantic Association of College & University Student Services (AACUSS).

## **Representative Research:**

Button, P., Fallon, L., & Fowler, K. (2022). Understanding the Impact of Perceived Social Support, Coping, and Resilience in Health Professional Students During COVID-19 and Matched Peers. Revisions submitted to BMC Psychology.

Foley, G., Fowler, K., & **Button, P.** (2021). Positive mental health in Canadian adults who have experienced childhood sexual abuse: exploring the role of social support. BMC Psychiatry, 22, 666. <https://doi.org/10.1186/s12888-022-04279-2>

Moore, L., & **Button, P.** (2021). The Impact of Stepped Care implementation on registered psychologists in Newfoundland and Labrador. Paper presented at the Canadian Psychological Association 2021 Virtual Event, June 2021.

Moore, L., **Button, P.**, Fawcett, E., & Whelan, B. (2021). Puppies, Plants, Painting, and Popcorn: Evaluation of an Integrated Outreach Program. Journal of College Student Psychotherapy. DOI: 10.1080/87568225.2021.1881860

Holmqvist, M., **Button, P.**, & Heath, O (2019). Together We Stand: The Imperative for Interprofessional Education in Psychology Education and Training. *Canadian Psychology*, 60(4), 255-264.

Holmqvist, M., **Button, P.**, & Heath, O (2019). Interprofessional Education for Professional Psychology Training: A Call to Action. *Psynopsis*, 41(1), 25-27.

**ROSS CONNOLLY, MEd, Registered Psychologist (NL), MSc, PhD (Memorial University of Newfoundland)**  
**Assistant Professor in Counselling**

Ross is a registered psychologist and faculty member at the Student Wellness and Counselling Centre. He completed his PhD from Memorial University of Newfoundland. He has worked with various community groups with a focus on improving mental health and substance use outcomes. His clinical and research interests include Attention Deficit Hyperactivity Disorder, mood disorders, and substance use disorders. His primary orientation is grounded in Cognitive Behavioural Therapy, but he incorporates interpersonal and solution-focused therapy into his clinical practice.

#### **Representative Research:**

Connolly, R., Lamont, A., & Speed, D. (2023). Perceived Social Support on the Relationship Between ADD/ADHD and Both Anxious and Depressive Symptoms Among Canadian Adults. *Journal of Attention Disorders*, 27(3), 283–293.  
<https://doi.org/10.1177/10870547221136227>

Connolly, R., Speed, D., & Hesson, J. (2021). Probabilities of PTSD and Related Substance Use among Canadian Adults. *International Journal of Mental Health and Addiction*.  
<http://dx.doi.org/10.1007/s11469-020-00311-2>

Murphy, C., Hesson, J. & **Connolly, R.** (2023). The Positive Side of Things: Examining Factors that Predict Positive Mental Health in Individuals with Problematic Substance Use. *J. Psychosoc. Rehabil. Ment. Health*. <https://doi.org/10.1007/s40737-023-00344-5>

**LISA MOORES, MA, PsyD (Memorial University of Newfoundland)**  
**Associate Professor**  
**Registered Psychologist (NL)**

Dr. Moores is a registered psychologist and faculty member at the Student Wellness and Counselling Centre. She holds a Master's in Counselling Psychology from Simon Fraser University in Burnaby, B.C. and completed a Doctorate in Clinical Psychology at Memorial University. Dr. Moores has a particular interest in leadership, clinical programme development, multi-cultural counselling, adult ADHD, and students in transition. She has conducted research on the international student transition experience in large and small urban centres. Further professional interests include positive psychology, advocacy, qualitative research, and strengths-based counselling. She practices from a humanistic and client-centered 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. Dr. Moores has been actively involved in

provincial and national mental health advocacy efforts throughout her career and has served as President of the Association of Psychology, Newfoundland and Labrador (APNL), Co-Chair of the Campus Mental Health Community of Practice for the Canadian Association of College and University Student Services (CACUSS), and provided provincial representation within the Council of Professional Associations of Psychologists (CPAP).

### **Representative Scholarship:**

Rashid, T., DiGenova, L., Fogarty, A., **Moore, L.**, & Gibbons, R. (2022, June). *Campus Mental Health: Ongoing Impact of COVID-19 - Perspectives from Student Affairs Leaders*. Presented at the 49<sup>th</sup> Annual Canadian Association of College and University Student Services conference, Live Streamed.

Moore, L., & Rashid, T. (2022, January). *Outside, Inside and In-between: Mental Health Challenges Faced by International Students in the Current Phase of COVID-19*. Invited presentation for the International Student Affairs and Campus Mental Health Communities of Practice, CACUSS.

Hogan, E., Fowler, K., & **Moore, L.** (2022). *Post-Secondary Students' Response to COVID-19 [Manuscript submitted for publication]*. Department of Psychology, Memorial University of Newfoundland and Labrador.

Moore, L., & Button, P. (2021, July). APNL Psychologist Feedback: Changes to Provision of Provincial Mental Health Services. Final report presented and submitted to the Minister of Health and Community Services, Government of Newfoundland and Labrador. <http://www.apnl.ca/assets/PDFS/Stepped-Care-in-NL-APNL-Final-Report.pdf>

Moore, L., & Button, P. (2021). *The Impact of Stepped Care implementation on registered psychologists in Newfoundland and Labrador*. Paper presented at the 82<sup>nd</sup> Annual Canadian Psychological Association Convention, Live Streamed.

Moore, L., Button, P., Fawcett, E., & Whelan, B. (2021). Puppies, Plants, Painting, and Popcorn: Evaluation of an Integrated Outreach Program. *Journal of College Student Psychotherapy*. <https://doi.org/10.1080/87568225.2021.1881860>

Moore, L. (2019, June). *Practicing Stepped Care at a University Counselling Centre: On Promise and Pitfalls*. Paper presented and symposium moderated at the 80<sup>th</sup> Annual Canadian Psychological Association Convention, Halifax, NS.

Moore, L. (2019, May). *Caring Communities, Healthy Campus, Creative Solutions: Student Wellness and Counselling Centre*. Paper presented within a symposium at the annual Atlantic Association of College and University Student Services Conference, Halifax, NS.

Moore, L., Button, P., & Cornish, P. (2018). *Can we build what's strong while we fix what's wrong? Applying the Stepped Care 2.0 framework to create a healthier campus*. Paper presented within a symposium at the 29<sup>th</sup> International Congress of Applied Psychology convention, Montreal, Quebec.

Whelan, B., **Moore L.**, Quinlan H., & Reid A. (2017). Evaluation of a Psychotherapy Skills Training Program with Family Practice and Psychiatry Residents, *MedEdPublish*, 2017, 6, [1], 40, <https://doi.org/10.15694/mep.2017.000040>

Moore, L., & Popadiuk, N. (2011). Positive aspects of international student transitions: A qualitative inquiry. *Journal of College Student Development*, 52(3), 291 - 306. <https://doi.org/10.1353/csd.2011.0040>

**BETH WHELAN, PhD (Reading University)**  
**Associate Professor/Training Director (on leave until February 2024)**  
**Registered Psychologist (NL)**

Dr. Whelan is a registered psychologist and has been a faculty member at the Student Wellness and Counselling Centre since 2011. She is an associate professor and is the training director for the SWCC's CPA accredited psychology doctoral residency. She holds a master's in Counselling Psychology & Expressive Arts Therapy from Leslie University in Cambridge MA and a PhD in Psychology from the University of Reading, UK. Dr. Whelan has over 25 years' experience working with a wide array of clients in a variety of inpatient and outpatient settings. Her clinical and research interests include the role of shame and other emotions in medical education, assessment and treatment of eating disorders across the lifespan, mindfulness for clinician wellness and resilience, motivational stages of change theory, interpersonal and group dynamics. Dr. Whelan is cross-appointed to the faculty of Family Medicine, is the curriculum development lead at the University of Bergen for the Profmed project and is very involved in teaching, training and supervision of psychology practicum students and Doctoral Residents. Dr. Whelan is a registered Psychologist (Newfoundland and Labrador)

#### **Peer-reviewed Published Papers:**

Whelan, E., Hjorleifsson, S. & Schei, E. (2021) Shame in medical education: "You just feel like dirt under someone's feet." Perspectives in Medical Education.

Moore, L., Button, P., Fawcett, E., & **Whelan, E.** (2021) Puppies, Plants, Painting, and Popcorn: Evaluation of an Integrated Outreach Program. *Journal of College Student Psychotherapy*.

Whelan, E., Schei, E. & Hutchinson, T. (2020) Shame in Medical Education: A Mindful Approach. *International Journal of Whole Person Care*. 7 (1):11

Schei, E., **Whelan, E.** & Hutchinson, T. (2020) "I wish I had laid my hand on her shoulder." Fostering compassion in first year medical students. *International Journal of Whole Person Care*. 7 (1):11

Whelan, E., Moore, L., Quinlan, H & Reid, A. (2017) Description of a new education method or tool for evaluation of a psychotherapy skills training program with family practice and psychiatry residents. *Meded Publish Volume 6 (1)*.

**CAROLYN ZWICKY-PÉREZ, PsyD (Adler University Vancouver)**  
**Assistant Professor (Contractual)**  
**Provisionally Registered (NL)**

Dr. Zwicky-Pérez obtained her Doctorate of Psychology in Clinical Psychology at Adler University in Vancouver, BC, and is seeking provisional registration in Newfoundland. She is currently an Assistant Professor at Memorial University of Newfoundland (MUN). Dr. Zwicky-Pérez identifies as having an integrative theoretical orientation that combines feminist psychology, evolutionary psychology, Acceptance and Commitment Therapy (ACT), and interpersonal processes. She is a scientist-practitioner who strives to promote social justice and to maintain an intersectional perspective of mental health. Dr. Zwicky-Pérez is interested in continuing to explore how psychologists integrate activism into their work, and in empowering her clients to move towards their goals.



# Wellness Staff

**Amy Baird, BEd, BSpEd (Memorial University of Newfoundland), MA Counselling Psychology (Yorkville University)  
CCC, RCC  
Wellness Navigator**

Amy is a Certified Canadian Counsellor with the Canadian Counselling and Psychotherapy Association (CCPA), as well as a Registered Clinical Counsellor with the British Columbia Association of Clinical Counsellors (BCACC) dating back to 2009. Amy completed her Bachelor of Education (Primary/Elementary) degree in 2005, and Bachelor of Special Education degree in 2006, and continued working in education while completing a Master of Arts degree in Counselling Psychology in 2009. Amy has worked as an Inclusion Specialist and Employment Counsellor for individuals with disabilities, as well as Coordinator for the counselling training program, Lead Program Coordinator, and Director, Student Services at Vancouver Community College in Vancouver, British Columbia, where she lived for several years before moving back home to NL. Amy began working with Memorial in the Student Support and Crisis Management unit in 2015 prior to beginning her role as Wellness Navigator with the Student Wellness and Counselling Centre in 2019. Amy has worked with clients in the areas of trauma, grief and loss, depression, anxiety, self-esteem, stress management, and personal growth and wellness.

**VALERIE BROWN, BA, Bed, MEd (Memorial University)  
CCC  
Wellness Navigator**

Valerie's background includes a Bachelor of Arts and Bachelor of Intermediate Education, both of which were completed at Memorial University of Newfoundland and Labrador from 2000-2006. After finishing her undergraduate degrees, Valerie worked as a teacher until 2015, and went on to complete a Masters in Counselling Psychology from Memorial. Valerie completed her counselling internship at the Student Wellness and Counselling Centre, and went on to work as a Crisis Counsellor with Morneau Shepell's Employment Assistance Program. Valerie enjoys practicing with a theoretical background in Person Centered Therapy, Cognitive Behavioural Therapy, and Solution Focused Therapy. Valerie is a Certified Canadian Counsellor (CCC), and returned to the Student Wellness and Counselling Centre as a Wellness Navigator in 2021.

**DENYSE LANE, BMus/BMus Ed (conj.), MEd (Couns. Psych.) (Memorial University)  
CCC  
Wellness Navigator**

Denyse holds Bachelors of Music and Music Education degrees (conjoint) and a Master's in Education in the area of Counselling Psychology from Memorial University. Denyse is also a Certified Canadian Counsellor (CCC) with the Canadian Counselling and Psychotherapy Association of Canada (CCPA). Denyse began her work in 2014 in the

community non-profit sector in St. John's, before coming to Memorial in 2020 in the role of Wellness Navigator. Denyse's theoretical grounding includes Positivism, Cognitive Behavioral Therapy, Narrative Therapy and Solution Focused Therapy.

**KIM OLDFORD, BA, BEd, MEd (Couns. Psych.) (Memorial University)**

**CCC**

**Wellness Navigator**

Kim is a certified professional member of the Canadian Counselling and Psychotherapy Association and has had several years of experience that includes group facilitation and individual counselling in both private practice and non-profit community settings. Kim has enjoyed the privilege of working with students through the Student Wellness and Counselling Centre as well as the Blundon Centre. As a member of the SWCC Wellness team, Kim's duties have included individual case management, outreach education and also short-term counselling interventions. Kim works primarily from a client-centered, strengths-based approach and endeavors to collaborate with and support students in reaching their goals and achieving solutions to their concerns.

**LESTER MARSHALL, BSc, MEd (Memorial University)**

**Wellness Lead, Wellness Navigator**

**Registered Psychologist (NL)**

Mr. Marshall is involved with the Centre's learning-to-learn program, intended to implement findings from the fields of cognitive and educational psychology to develop programs 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 students, and students with learning and other disabilities. As a registered psychologist, he supports the Centre's mandate to serve students in a variety of counselling and supervisory capacities. He helps coordinate the on-site supervision of Master's-level counselling and clinical psychology students who do internship placements through the Centre. He also co-facilitates learning skills, cognitive skills, relationship skills, and other 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.

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, NL.

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, NL.

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.

**KELLY NEVILLE, RN-C, MN, BSN (Memorial University)**

**Wellness Lead**

**Advanced Practice Registered Nurse (NL)**

**Certified Psychiatric and Mental Health Nurse**

Ms. Neville has been an advanced practice nurse since 2002 after completing her Masters in nursing at Memorial University focusing on Individual Counselling using Brief Solution Focused Therapy with university students. 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. Ms. Neville has been a certified psychiatric and mental health nurse since 1994 through the American Nurses Association and has worked with individuals who have experienced anxiety and depression, personality disorders, thought disorders, substance misuse, gambling and sexual abuse and eating disorders. In the past, Ms. Neville has taught at Memorial's School of Nursing instructing in the clinical area of mental health and teaching "therapeutic communication techniques" and has recently completed a 2-year interim position as the Director of the Student Wellness and Counselling Centre (SWCC). She currently supervises students who coordinate wellness and well-being for the wider campus of university students and provides consultations in health and wellness education and outreach events, mental health screenings, mental health first aid and the delivery of the ASIST training program. Ms. Neville provides individual supervision and consultation and inter-professional supervision to nursing, MUCEP, SWASP, HKR and Counselling Psychology graduates and volunteer students. She has used a stepped-care and 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. Ms. Neville 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 for 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 the 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. Ms. Neville's role as the Student Wellness Program Lead is intricate in the inter-professional treatment team involving residents, interns, faculty, physicians and nursing and is a collaborative leader with student support and crisis management, internationalization office, residence, the Blundon Centre, the risk management office and across campus.

# Medical Staff

## **Nurse/Primary Health Care Lead**

Missy Power, BN, MPH, RN

## **Physicians**

Sonya Brown-Brake, MD, CCFP

Laura Butler, MD, CCFP

Danielle Colbourne, MD, CCFP

Colleen Crowther, MD, FRCPC

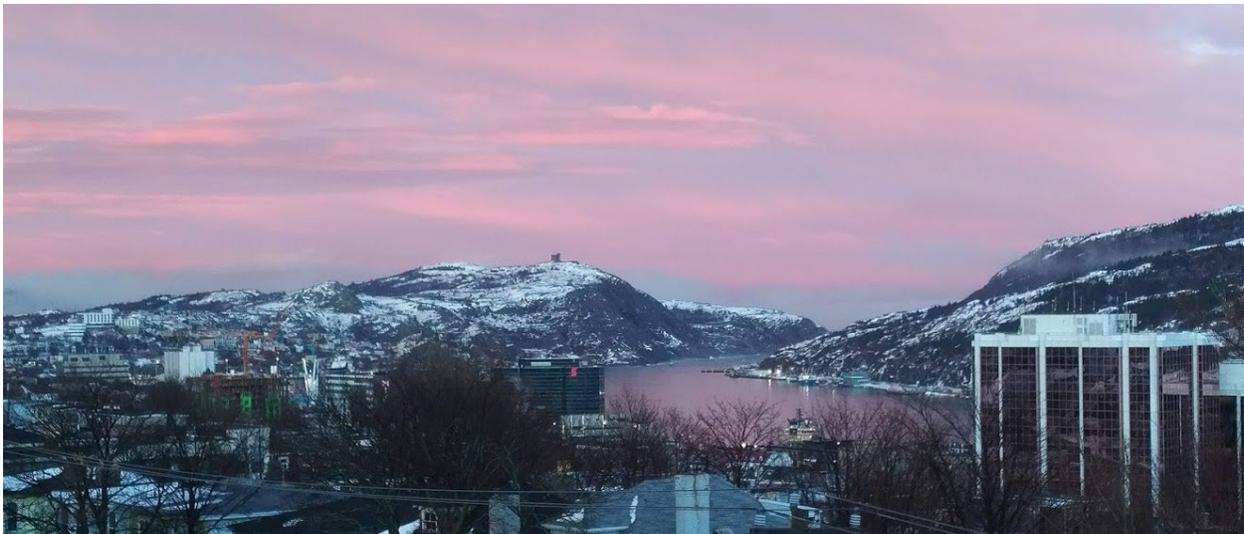
Alison Marr, MD, CCFP

Kurt Moyst, Consulting Psychiatrist

Anita Pushpanathan, MD, CCFP

Melissa Smallwood, MD, CCFP

Christine Zadorozny, MD, CCFP



# Administrative Staff

Julie Broderick, Academic Program Administrator (Assistant to the Director/Training Director)  
Lori Cooper, Intermediate Clerk Stenographer (Counselling)  
Dayna Cutler, Administrative Program Assistant  
Craig Norman, Administrative Staff Specialist III/Financial Lead

## **Front Desk Receptionists**

Sheridan Clarke  
Michelle Ellis  
Shawna Sears  
Beverly Squires



# Doctoral Residents and Interns

## **Current Residents**

### **2023-2024**

Hilary Power, University of Regina  
Fiona Trend-Cunningham, Fielding Graduate University

## **Former Residents**

### **2022-2023**

Sarah Cabecinha-Alati, McGill University  
Syler Hayes, University of British Columbia-Vancouver  
Emma Schmelefske, McGill University

### **2021-2022**

Leah Baugh, University of British Columbia  
Michael Edmonds, University of Regina  
Robbie Woods, Concordia University

### **2020-2021**

Jessica Barrington, University of Windsor  
Erin deJong, University of New Brunswick  
Alex Huang, University of British Columbia-Vancouver

### **2019-2020**

Damien Dowd, University of Manitoba  
Benjamin Gould, University of Saskatchewan  
Carolyn Zwicky-Perez, Adler University Vancouver

### **2018-2019**

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

### **2017-2018**

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

### **2016-2017**

Tyla Charbonneau, University of Calgary  
Jodi Stuckless, Memorial University of Newfoundland  
Nikita Yeryomenko, University of Windsor

### **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  
Lisa Moores, Memorial University of Newfoundland

### **2011-2012**

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

### **2010-2011**

Melissa McGonnell, Dalhousie University  
Emily Orr, University of Windsor

### **2009-2010**

Loren Bush, Antioch University New England  
Quynn Morehouse, Antioch University New England

### **2008-2009**

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

### **2007-2008**

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

**2006-2007**

Denise Bernier, Dalhousie University  
Beth Robinson, West Virginia University

**2005-2006**

Kristin Newman, University of New Brunswick  
Susan Pardy, Queen's University

**2004-2005**

Karen Gilleta, University of Saskatchewan  
Jacqueline Hesson, University of Victoria

**2003-2004**

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

**2002-2003**

Jonathan McVicar, University of British Columbia  
Melissa Wright, Argosy University - Twin Cities; 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**

Peter Cornish, University of Saskatchewan

Stacey Yother, University of Hartford

**1993-1994**

Ted Ciesinski, California Institute of Integral Studies

**1990-1991**

Mark Leach, University of Oklahoma