Pamela Button, PsyD (Memorial University of Newfoundland)
Assistant Professor
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. 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.

Representative Research

Foley, G., Fowler, K., & **Button, P**. (2021) The role of social support in the positive mental health of Canadian adults with a history of childhood sexual abuse. Manuscript submitted to *Social Psychiatry and Psychiatric Epidemiology.*

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

Moores, 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, PhD (Memorial University of Newfoundland)
Lecturer in Counselling
Provisionally Registered Psychologist (NL)

Dr. Connolly is a registered psychologist (Newfoundland and Labrador) and a Lecturer in Counselling at the Student Wellness and Counselling Centre. He holds a Master's in Experimental Psychology, a master's in Counselling Psychology, and completed his PhD from Memorial University of Newfoundland. Dr. Connolly 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. Dr. Connolly's primary orientation is grounded in Cognitive Behavioural Therapy, but he incorporates solution-focused and interpersonal therapy into his clinical practice.

Representative Research

Connolly, R., Speed, D., & Hesson, J. (2020). *Investigating Self-Management as a Mediating Variable between Symptoms of Attention-Deficit Hyperactive Disorder and Substance Use among Undergraduate University Students.* Manuscript Submitted for publication.

Connolly, R., Speed, D., & Hesson, J. (2020). 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

Hesson, J. & **Connolly, R.** (2019). *Prevalence and Predictors of Suicidal Ideation in Adults Reporting a Diagnosis of Attention Deficit Hyperactivity Disorder (ADHD).* The Canadian ADHD Resource Alliance, Toronto, ON.

Connolly, R., Hesson, J, & Pickett, S. (2018). *Investigating Self-Management as a Mediating Variable between Symptoms of Attention-Deficit Hyperactive Disorder, Nicotine Dependence, Alcohol use, and Drug Use.* The Canadian ADHD Resource Alliance, Calgary, AB. http://dx.doi.org/10.13140/RG.2.2.35834.75209

Connolly, R., Speed, D., & Hesson, J. (2016). Probabilities of ADD/ADHD and Related Substance Use Among Canadian Adults. *Journal of Attention Disorders.* http://dx.doi.org/10.1177/1087054716647474

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

Dr. Fawcett is a registered psychologist (Newfoundland and Labrador) and faculty member at the Student Wellness and Counselling Centre, with cross-appointment to the Department of Psychology. She completed her master's and PhD in Clinical Psychology at Lakehead University in Thunder Bay, ON. She identifies as a scientist-practitioner who strives to use evidence-based therapeutic interventions. Her primary theoretical orientation is Cognitive-Behavioral, although she integrates elements of acceptance and commitment therapy, mindfulness, solution-focused, interpersonal, and Dialectical Behavioral Therapy into her clinical practice. Her clinical and research interests include mood and anxiety disorders - with a particular interest in women's mental health and clinical epidemiology. She also has extensive experience conducting collaborative meta-analyses. In addition to counselling and research, Dr. Fawcett is involved in the teaching, training, and supervision of psychologists in training, and for the past five years was involved or led psychotherapy training for psychiatry residents at Memorial University. She is also currently serving a three-year term on the Newfoundland and Labrador Psychology Board (NLPB) as one of five elected Directors.

Peer Reviewed Publications:

Drakes, D., **Fawcett, E.**, Rose, J., Carter-Major, J., & Fawcett, J. (2021). Comorbid OCD in individuals with eating disorders: a meta-analysis. *Journal of Psychiatric Research, 141*, 176-191. https://doi.org/10.1016/j.jpsychires.2021.06.035

Hall, K. J., **Fawcett, E.** J., Hourihan, K. L., & Fawcett, J. M. (2021). Emotional memories are (usually) harder to forget: A meta-analysis of the item-method directed forgetting literature. *Psychonomic Bulletin & Review*. https://doi.org/10.3758/s13423-021-01914-z

Moores, 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

Fawcett, E. J., Power, H., & Fawcett, J. M. (2020). Women are at greater risk of OCD than men: A meta-analytic review of OCD prevalence Worldwide. *Journal of Clinical Psychiatry, 81*(4), 19r13085. https://doi.org/10.4088/JCP.19r13085

Fawcett, J. M., Wakeham-Lewis, R., Garland, S. & **Fawcett, E.** (2020). Obsessive compulsive disorder prevalence may not increase with latitude: A re-analysis and extension of Coles et al. *Journal of Obsessive-Compulsive and Related Disorders, 25,* 100527. https://doi.org/10.1016/j.jocrd.2020.100527

Fawcett, E., Neary, M., Ginsburg, R., & Cornish, P. (2020). Comparing the effectiveness of individual and group therapy for students with symptoms of anxiety and depression: A randomized pilot study. *Journal of American College Health, 68*(4), 430-437. https://doi.org/10.1080/07448481.2019.1577862

Fawcett, E. J., Fairbrother, N., Cox, M., White, I., & Fawcett, J. M. (2019). The prevalence of anxiety disorders during pregnancy and the postpartum period: A multivariate Bayesian meta-analysis. *Journal of Clinical Psychiatry, 80*(4), 18r12527. https://doi.org/10.4088/JCP.18r12527

Fawcett, J. M., Fairbrother, N., **Fawcett, E. J.**, & White, I. R. (2018). A Bayesian multivariate approach to estimating the prevalence of a superordinate category of disorders. *International Journal of Methods in Psychiatric Research, 27*(4), e1742. https://doi.org/10.1002/mpr.1742

Cornish, P. A., Berry, G., Benton, S., Barros-Gomes, P., Johnson, D., Ginsburg, R., Whelan, B., **Fawcett, E.**, & Romano, V. (2017). Meeting the mental health needs of today's college student: Reinventing services through Stepped Care 2.0. *Psychological Services, 14*(4), 428-442. https://doi.org/10.1037/ser0000158

Fawcett, E. J., Fawcett, J. M., & Mazmanian, D. (2016). A meta-analysis of the worldwide prevalence of pica during pregnancy and the postpartum period. *International Journal of Gynecology and Obstetrics, 133*, 277–283. https://doi.org/10.1016/j.ijgo.2015.10.012

Russell, E. J., Fawcett, J. M., & Mazmanian, D. (2013). Risk of obsessive-compulsive disorder in pregnant and postpartum women: A meta-analysis. *Journal of Clinical Psychiatry, 74*, 377–385. https://doi.org/10.4088/JCP.12r07917

Fawcett, J., **Russell, E.**, Peace, K., & Christie, J. (2013). Of guns and geese: A meta-analytic review of the 'weapon focus' literature. *Psychology, Crime, and Law, 19,* 35-66. https://doi.org/10.1080/1068316X.2011.599325

Mehta, R., & **Russell, E.** (2009). Effects of pretraining on acquisition of novel configural discriminations in human predictive learning. *Learning & Behavior, 37,* 311-324. https://doi.org/10.3758/LB.37.4.311

Lisa Moores, 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 wellness and health promotion, healthy campus communities, cross-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 interprofessional training, 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. She currently serves as President of the Association of Psychology, Newfoundland and Labrador.

Representative Scholarship

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

Moores, 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.

Moores, 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 29th International Congress of Applied Psychology convention, Montreal, Quebec.

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

Moores, L., & Popadiuk, N. (2011). Positive aspects of international student transitions: A qualitative inquiry. *Journal of College Student Development 52*(3), 291-306.

Beth Whelan, PhD (Reading University)
Associate Professor/Training Director
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.

Moores, 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., Moores, 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).