

Issue no-1

JANUARY 2018

Kaleidoscope

Newsletter of the Counselling Psychology Section

Canadian Psychological Association



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Kaleidoscope focuses on teaching, scholarship and practice for Counselling Psychologists and graduate students in training. We're proud to offer quarterly newsletters and an active new blog site to our membership and hope that you will feel inspired to give us your feedback and become even more involved with our growing community.

www.cpacounselling.wordpress.com

CHAIR EDITORIAL

ANUSHA KASSAN

Happy New Year everyone - from our silly family to yours! I hope you had a nice break surrounded by loved ones... It is hard to believe that things are back in full swing already. As we dive into the winter semester, I have a lot of exciting news and updates to share with you...

First, a little bit about the 2018 Canadian Counseling Psychology Conference (2018 CCPC). Planning is well underway and we have secured all of our co-facilitators for the six working groups as well as our keynote speaker. We are honored to have Dr. Ada L. Sinacore fulfill this role. The Call for Proposals is now open and will be extended until the end of January 2018. We hope that you are considering presenting and/or attending the Conference! It will be really exciting to gather as Counselling Psychology professionals across Canada. You can find more information about the submission process below.

Furthermore, we will need reviewers for the 2018 CCPC. Please see below for those details as well. Please consider helping us with this important service work! Also, we would love to hear your thoughts on what additions we should make to the Conference, for example, the possibility of a closing panel, a town hall, etc. Let me know what you think! Each of our last issues of Kaleidoscope have included updates on the 2018 CCPC from the Organization Committee - Drs. José Domene, Rob Bedi, and Kaori Wada as well as Taylor Schembri, MSc (Co-Chair of the Student Committee and liaison to the Organization Committee). Feel free to go back to those issues for updates on the Conference and make sure to peruse the introduction from Jann Tomaro, MA (Co-Chair of the Student Committee) in the current issue. We are very pleased with our planning efforts thus far and are extremely excited about this upcoming event! Check our website for regular updates: <http://www.werklund.ucalgary.ca/ccpc>



For the past year since I became Chair of the Section, we have been discussing membership issues. Last year, our annual report indicated that we were down to 176 members (105 members and 71 student affiliates). That was the lowest number I had seen since becoming involved with the Section as a graduate student. I am happy to report that the situation has improved. We currently have 306 members (166 members and 140 student affiliates). While this increase represents good news, we still have a lot of work to do! The Section has been brainstorming ideas to continue to grow our membership. For example, we recently decided to start offering travel awards for student affiliates who attend the Annual Convention. Please stay tuned for more information in our next newsletter and via the list serve. We would also love to hear your thoughts! So, please do not hesitate to get in touch with me with your ideas...

Chair Editorial, continued

Despite a shift in membership in recent years, we are still maintaining a well-balanced budget. In fact, we have been in a position to support other CPA Sections with presentations at the International Congress of Applied Psychology (ICAP), which will take place in Montreal in June 2018. Specifically, the Section has agreed to sponsor two Pre-Congress Workshops as well as a Congress Invited Speaker and a Section Featured Speaker. These efforts are in addition to securing our own Section Featured Speaker. Please see Dr. José Domene's update below for more information about the Section's financials. Moreover, in our next issue this spring, we will have full Congress details.

Along with our membership conversations, we have been talking about representation on the Executive Committee. Over the past few years, it has been somewhat challenging to find volunteers to serve on the Committee. Moreover, it has been difficult to secure the next Chair of the Section. This year, we are working with a smaller group, and while we have been very cohesive and productive, it would be great to introduce some new perspectives on the Executive Committee. If you or anyone you know are interested, please get in touch with me! As of June 2018, we will be in need of a Chair-Elect, Member-at-Large (Review Coordinator), Secretary-Treasurer, and Student Representative. Relatedly, we have a new webmaster. Please join me in welcoming Andrea Rivera to our team! You can see her bio below. I would like to take this opportunity to thank Melanie Fuller, our previous webmaster, for over two years of dedicated work to the Section.

Of particular interest in this issue of Kaleidoscope, we are continuing our practitioner series. So, please make sure to check out Dr. Jennifer Thannhauser's article below on her experience of working at the Wellness Centre at the University of Calgary. We are also featuring another pre-doctoral internship in professional psychology (London Clinical Psychology Residency Consortium - Counselling Track) as part of our internship series. Thank you to Cherie Moody, Kath-

ryn Dance, PhD, and Brent Hayman-Abello, PhD for their contributions!

Also, a reminder that the student representatives on the last two Executive Committees (Julie A. Cohen, MA and Theresa Jubenville, MSc) have developed a resource for prospective graduate students in psychology. This PowerPoint presentation, which outlines the differences and similarities among various streams of psychology, is available on our Section's website:

<http://www.cpa.ca/docs/File/Sections/Counselling/Graduate%20Studies%20in%20Counselling%20Psychology%20Presentation%20-%20%20September%20%202017.pdf>

For those of you in the Calgary area, you may be interested to know that members of the CPA Accreditation Panel will be offering a site visitor training at the University of Calgary on Thursday May 17th, 2018 from 9am to 3pm. This training is a great opportunity to get to know the ins and outs of accreditation. Moreover, it offers the possibility of serving as a site visitor. This training is open to any interested CPA member and space is limited, so please let me know if you would like to join us!

Well, I think I have said enough - for now ;)

I wish you a great semester and hope to see you at ICAP in my hometown!

Anusha Kassan, Ph.D., R. Psych.

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Executive Update



Hello Everyone,

Wishing everyone a wonderful start to the New Year! I hope the holidays were a time of relaxation and connection. Thank you to everyone who took the time to submit an abstract to the ICAP conference in Montreal. I am looking forward to learning more about the interests and passions of the Counselling Psychology student community at this year's conference. I hope to see everyone there, and please check out our Facebook page closer to the conference to keep up to date with our Sections events.

Sadly, this will be my final year in the position of student representative for the Counselling Psychology Section. I have felt very privileged to work alongside a wonderful group of professionals during my time on the Executive. This position has afforded me countless opportunities to get involved with the Counselling Psychology community, contributing my time and ideas to the field. My time has been largely spent developing and disseminating a PowerPoint presentation that informs prospective students about the field and training one receives in Counselling Psychology.

Additionally, I have assisted with the Internship Series featured in our newsletters over the past year. This unique series provides an inside look at CPA accredited internship sites across Canada from the perspectives of current interns and clinical training directors. Perhaps the most enjoyable part of my role has been connecting with student members from across Canada. Most recently, I have been reaching out to students in graduate Counselling Psychology programs to understand what students find valuable in their membership with the Counselling Psychology Section. Feedback from student members has been enlightening and will help to enhance the benefits of our membership to students. Any additional feedback or ideas from students would be welcomed.

My departure from this role marks an opportunity for a student in Counselling Psychology who may be looking to develop their volunteerism and leadership skills, and make a meaningful contribution to the field of Counselling Psychology. If you may be interested in the role of student representative and would like some additional information, please reach out to me! Stay warm this winter.

Best,

Theresa Jubenville-Wood
tmjubenv@ucalgary.ca

Theresa Jubenville
STUDENT REPRESENTATIVE

Executive Update



After spending the holiday season in Labrador, I looking forward to all the things that 2018 will bring for the Counselling Psychology Section. We will be co-sponsoring several speakers at the International Congress of Applied Psychology conference in Montreal this June (plus it looks like counselling psychology will have a large presence at the province, based on the record number of submissions that we received this year). Things are also shaping up well for the 2018 Canadian Counselling Psychology Conference, which our section is sponsoring, and which will be held in Calgary in October. I really think that 2018 will be a year of great things for the section.

In terms of things that are specific to the Secretary-Treasurer position, our finances remain on solid ground in 2017. In fact, we were able to make funding commitments to help bring a couple of speakers whose work is focused on various aspects of counselling psychology to the ICAP conference (check out the conference program for details). In addition, between the ICAP conference and the 2018 CCPC, I anticipate that our membership will be growing this year, which is always a positive thing in terms of our finances.

I wish you all an excellent start to the new year, and I hope to see many of you in Montreal or Calgary!

José

José Domene
SECRETARY-TREASURER

José Domene, PhD., LPsych, RCT
 Faculty of Education,
 University of New Brunswick
 jfdomene@unb.ca

Executive Update

The CPA Counselling Section is pleased to introduce our new Web Master Andrea Rivera. Andrea is a first year M.Ed student in the Counselling Program at the University of New Brunswick. She has worked with culturally diverse groups as an ESL Coordinator and a Student Career Advisor and consequently, she is interested in counselling culturally diverse groups. Additionally, she is keen to contribute to the development of online counselling services. She has stepped up to support our Section's website and will be working to update links and integrate new materials. If you have suggestions on how to further improve our site, please contact Andrea at arivera@unb.ca.



Andrea Rivera
WEB MASTER

Don't forget about our
Students' Facebook Page!

<https://www.facebook.com/pages/CPA-Counselling-Psychology-Section-Student-Page/177731629100144?fref=nf>

Executive Updates

Dear members, Happy New Year!

Back in the fall, our Section nominated two of our members for the CPA Fellow Award, and we are now gearing up for more award nominations. We invite you to read more about these awards below and consider nominating a colleague for the Section Distinguished Member Award or a student for their outstanding dissertation / thesis.

2018 Counselling Psychology Distinguished Member Award

The award is intended to recognize individuals who have made significant contributions to the field as a practitioner or as a researcher. Nominees must be a member of CPA Section 24 and, preferably, will have been active in the profession for at least 10 years. Nominees should have made a distinguished contribution in one or more of the following ways:

1. Outstanding counselling psychology service;
2. Scholarly research that has moved the profession of counselling psychology forward;
3. Development of practice materials that have contributed to the provision of counselling psychology service by others;
4. Outstanding service to professional associations, in particular to the CPA Counselling Psychology Section.

Other factors that will be considered are the depth and breadth of the influence of the nominee's work on the profession of counselling psychology (i.e., is it moving the profession forward; how many people have been affected by the work etc.). Nominators should provide a rationale for nominating the individual for the award, as well as supporting information (e.g., a current CV, detailed descriptions of the nominee's work, samples of the work, independent evaluations of the work, letters of support from colleagues, students and/or clients; description of positions held and /or service contributions).

Please send nominations to martha.chamodraka@mcgill.ca by **May 15, 2018**.



2018 Student Awards Best Doctoral Dissertation & Best Master's Thesis Awards

The Best Doctoral Dissertation and Best Master's Thesis Awards are given annually to one doctoral and one Master's student for their outstanding research conducted in a Canadian counselling psychology program.

Inclusion Criteria:

1. A nomination letter, written by a section member, must accompany the application.
2. The research must have been successfully defended within 2 years prior to the annual award submission date.
3. 10 page summary of the thesis/dissertation, written by the student including: (a) double spaced, 12-point font, 1 inch margins, (b) tables and figures must be integrated into the document, not attached as appendices, and (c) title page and references do not count against the page limit.
4. A student's research can only be nominated once for each award.

Evaluation rubric: a) Contribution to knowledge and understanding in counselling psychology; b) Originality; c) Quality of the research, as evidenced by (i) clear and compelling statement of research problem/question, (ii) appropriate methodology and methods, (iii) findings/results that are clear and show evidence of rigor, (iv) compelling and well-grounded conclusions and implications, and (v) discussion of limitations; d) Quality of the writing

Nominators are kindly invited to submit the student's 10-page summary and nomination letter to martha.chamodraka@mcgill.ca by **May 15, 2018**.

All these awards will be announced at the Section Annual Meeting at the 2018 ICAP in Montreal. Winners of these awards not attending will be emailed after the Congress. Good luck to all our nominees!

Martha Chamodraka, PhD, OPQ (Psychologist)
Wellness Consultant - Academic Associate
the WELL Office, Faculty of Medicine, McGill University
martha.chamodraka@mcgill.ca

Martha Chamodraka Awards Coordinator

PRACTITIONER SERIES



This article is the third in our series of pieces which feature the work of Canadian Counselling Psychologists. We know that our activities are diverse, our spaces are unique and so much of our practice happens behind closed doors. We hope that this series will spark both curiosity and inspiration. If you (or someone you know) would like to contribute to this series, please contact our Editor at jbmillier@mtroyal.ca.

And now,
on to our featured practitioner...

Dr. Jennifer THANNHAUSER

1) In which settings do you work?

I am a registered psychologist in the province of Alberta. I work full time in the Wellness Centre of a large, research-intensive post-secondary institution. The university attracts approximately 30,000 students/year, in undergraduate, graduate, and post-doctoral programs.

2) Tell us about what a typical day is like for you in each setting?

My work in a post-secondary setting is highly diverse and multi-faceted. I am a member of a larger mental health team. This team includes student support advisors, health promotion coordinators, graduate practicum counsellors, provisional psychologists, social workers, and psychologists. We collaborate with members of a multi-disciplinary clinic, including physicians, psychiatrists, and a nutritionist.

Students primarily present with personal concerns, including loneliness, anxiety, depression, relationship issues, trauma, self-esteem, perfectionism, to name a few. The severity and complexity of concerns have seemingly increased over the years I have practiced in the post-secondary context. We have also seen an increase in demand for our services over recent years, resulting in a persistent pace during the academic year. To address the increase in demand, we have moved toward a stepped care service delivery model that matches level of need with type of service. Students may be referred to online resources, workshops, therapeutic

groups, brief individual counselling, or longer-term community supports depending on nature and/or severity of presenting concerns. The majority of my time is spent working individually with students to address personal, academic, or career issues through a brief therapy model. I am a generalist in my practice as students present with such diverse areas of concern. Our psychology team also offers solution oriented single sessions, that support students with briefer and time-sensitive needs, and daily emergency drop-in appointments to support students in high distress. I am regularly consulting with other campus partners, often in an advocacy role, to help support the students with whom I work.

In addition to individual counselling, I am also actively involved in developing, facilitating, and evaluating a variety of groups and workshops on a range of mental health topics. We regularly receive specific workshop requests from campus groups to enhance personal well-being and academic success. I value the opportunity to connect with students in different ways through the various modes of service delivery. In addition to my therapeutic role, I also serve as

FEATURE ARTICLE - PRACTITIONER SERIES - CONTINUED

a supervisor for graduate practicum students. I appreciate supporting the development of new counsellors and being a witness to their personal and professional growth. Being part of a large university organization, I have opportunity to be actively engaged in various department and university committees that foster resilience and support a healthy and caring campus community. Most recently, I have been involved in the development and implementation of the University of Calgary Campus Mental Health Strategy. I value the opportunity to support and advocate for student mental health on both individual and systems levels.

3) How do you see your professional identity intersecting with your work?

My professional identity as a counselling psychologist is multifaceted, including as counsellor, mentor, teacher, co-creator, advocate, and leader. The diversity of work in a post-secondary context creates ample opportunity for me to engage in these various roles. Work in a post-secondary environment is also inherently collaborative and I believe change is best supported at both individual and system levels.

I believe in people's potential to thrive and flourish in their lives when they are equipped with appropriate knowledge, skills, resources, and supports. To this end, I adopt a strengths-based approach in my work and have specialized in the areas of resilience and wellness. I consider it an honour to be a witness to the lives of the students I meet.

4) What advice do you have for counselling psychology practitioners and students who are interested in working in a post-secondary setting?



The post-secondary context is a very stimulating, and often demanding, environment within which to work. The work can be challenging, at times unpredictable, and the pace intense. Setting clear boundaries between work life and home life has been important for maintaining energy and staying grounded. Surrounding myself with a positive support community helps to sustain me. I often talk with students about nurturing their whole self. To this end, I engage in intentional practices to care for my emotional, social, intellectual, physical, spiritual, and environmental well-being.

Intentionally investing in strong collaborative relationships within my

work environment has also been essential to my success. The work we do can be emotionally, mentally, and time-demanding. As colleagues, we look out for each other and support each other's well-being, allowing us to subsequently better support the students with whom we work. It has been important to remember that we work as part of a larger system, thus building a network of care with other campus partners (e.g., Faculties, Student Services, Ombuds, etc.) is essential to providing support to students.

For those interested in more information, Jennifer can be contacted at: jthannha@ucalgary.ca

Canadian Counselling Psychology conference

University of Calgary - - - October 26th to 28th, 2018.

Call for Reviewers

The Canadian Counselling Psychology Conference (CCPC) is seeking volunteers to peer review submissions to the 2018 conference to be held in Calgary, AB from Oct 26 – 28, 2018. The CCPC Program Committee uses a process whereby conference proposals are reviewed using a set of pre-determined criteria. We rely on the expertise of our reviewers to assess the content and quality of conference proposals.

Reviewers will receive their assigned proposals by February 15, 2018 and will be expected to complete all assigned reviews during the two-week period between February 15 - February 28, 2018. We anticipate that each reviewer will be responsible for 5 - 10 proposals with an anticipated time commitment of 1.5 - 3 hours. Reviewers will assess conference proposals using a provided Program Review Rubric.

We are pleased to offer this opportunity to both counselling psychology doctoral students and academics/practitioners.

If you are interested in serving as a reviewer for the 2018 Canadian Counselling Psychology Conference please e-mail 2018ccpc@ucalgary.ca with the following information:

Name:
Position/Title:
Institution:
E-mail:
Phone:

Have you submitted or will you submit a proposal for CCPC 2018?
Yes ___ No ___ Unsure ___

Please inform us of your interest by **February 1st, 2018** by email to 2018ccpc@ucalgary.ca

Thank you!!

Canadian Counselling Psychology conference planning team

Hello!

I am Jan Tomaro, a first year Ph.D. student in Counselling Psychology at McGill University.

I am studying in the Social Justice and Diversity lab, directed by Dr. Ada Sinacore, who was the chair of the Inaugural Canadian Counselling Psychology Conference in 2010.

For the current summit, I am a student co-chair
with Taylor Schembri, organizational extraordinaire.

Together we are organizing events to facilitate connection among participants.

We will be looking for more student volunteers to help on our sub-committees as the date approaches.

If you are interested, please contact us! 2018ccpc@ucalgary.ca



Call for Proposals

2018 Canadian Counselling Psychology Conference

“Advocating for Ourselves, Advocating for our Community:
Canadian Counselling Psychology into the Next Decade and Beyond”

October 26th to October 28th, 2018
MacEwan Conference and Event Centre at the University of Calgary

Conference Website: <http://www.werklund.ucalgary.ca/ccpc>

Proposals are now being accepted for sessions which feature (1) printed poster presentations, (2) individual paper presentations, and (3) symposium presentations (3 to 4 speakers).

- Submission format: 300-word maximum abstract (PDF, Microsoft Word, or .rtf format)
- Include a title for the presentation
- Include full name, position/affiliation, and contact information (e-mail, phone, mailing address) for each author.
- Symposium submissions must also include a title for the symposium, an abstract for the symposium (300 words), and titles and abstracts (300 words each) for all included papers (3-4 papers) within a single attachment.
- Submissions that are relevant to the conference theme are particularly welcomed.
- Limit of two first-author submissions per presenter.

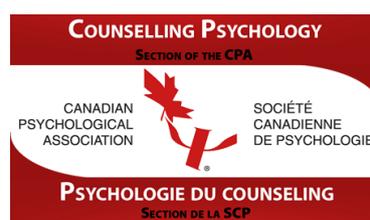
Completed submissions should be e-mailed to 2018ccpc@ucalgary.ca

Individual paper submissions will be combined with similarly themed papers into panel presentations by the conference organizers. If there is insufficient space to accommodate all paper submissions, authors may be invited to have their paper reconsidered as a poster submission. Presentations can be offered in French or English.

Deadline for submissions 7:00pm Pacific Time Thurs Feb 1, 2018 [EXTENDED DEADLINE]

It is anticipated that the results of the proposal evaluations will be communicated via e-mail in April 2018

Sponsored by:



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WERKLUND SCHOOL OF EDUCATION

Appel à Propositions

Conférence 2018 sur la Psychologie de Counseling au Canada

:Plaidoyer pour Notre Discipline, Plaidoyer pour Nos Communautés :
La Psychologie de Counselling au Canada dans la Prochaine Décennie ...
et au-Delà”

Du 26 au 28 Octobre 2018

À l'Université de Calgary (MacEwan Conference and Event Centre)

Site internet de la conférence: <http://www.werklund.ucalgary.ca/ccpc>

Nous sollicitons des propositions pour des présentations (1) d'affiche imprimée;
(2) d'article individuel; et (3) de symposium (3 à 4 présentateurs / présentatrices).

- Format: Résumé d'un maximum de 300 mots (format PDF, Microsoft Word, ou .rtf)
- Prière de nous fournir un titre pour la présentation
- Ainsi que le nom complet, le poste/établissement, et les coordonnées (adresses courriel, numéro de téléphone, adresse postale) pour chaque auteur.
- Les propositions de symposiums doivent également comporter un titre et un résumé (300 mots maximum) pour le symposium ainsi qu'un titre et résumé pour chaque présentation (300 mots maximum) soumissent dans une seule pièce jointe.
- Nous invitons particulièrement les soumissions qui correspondent au thème de la conférence.
- Maximum deux soumissions de premier auteur par personne.

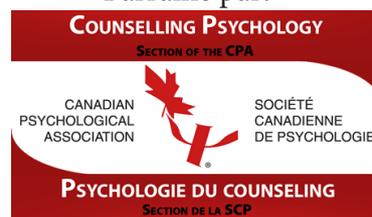
Nous vous prions d'envoyer vos propositions à l'adresse courriel suivante: 2018ccpc@ucalgary.ca

Les planificateurs et planificatrices de la conférence grouperont les articles individuels suivant des soumissions comparables. Si cela n'est pas possible, les auteurs seront invités à soumettre leur article en format d'affiche. Les soumissions sont acceptées en français ou en anglais.

La nouvelle date limite pour nous faire parvenir vos propositions est
jeudi le 1 février 2018 à 19h00 heure normale du Pacifique.

La communication des résultats des soumissions est prévue pour le mois d'avril 2018

Parrainé par:



UNIVERSITY OF CALGARY
WERKLUND SCHOOL OF EDUCATION

INTERNSHIP

PROFILE

It is our pleasure to continue this internship series profiling Counselling Psychology pre-doctoral internship sites from across Canada. Each internship opportunity profiled in Kaleidoscope includes reflections from both an intern and site supervisors, faculty or staff. The site featured in this edition is the

PRE-DOCTORAL INTERNSHIP PROGRAMME

COUNSELLING TRACK

@

LCPRC

LONDON CLINICAL
PSYCHOLOGY
RESIDENCY
CONSORTIUM

INTERN'S PERSPECTIVE

CHÉRIE MOODY

Psychology Intern
London Clinical Psychology Residency Consortium
Doctoral Candidate, McGill University



OVERVIEW OF THE INTERNSHIP

The fact that my internship program is part of the London Clinical Psychology Residency Consortium means that there are several unique and special aspects to it. We are twelve residents in all, across five tracks. I'm in the Counselling Track, while others are in the Adult Mental Health Track, or the Neuropsychology Track, for example. The variety in professional psychology backgrounds or training leads to a rich learning environment where I am exposed to an interdisciplinary team as well as learning opportu-

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INTERNSHIP

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nities, which is beneficial to my overall growth and development. In the Counselling Track, I have a major and minor rotation for the first six months of the year (September to February) and a different major and minor rotation for the second half of the year (March to August). While both of my major rotations are located at the University of Western Ontario's (UWO) Student Development Centre's Psychological Services, the focus of my training differs. My first major rotation is in Integrative CBT, while my second major rotation will be in Contemporary Humanistic Therapy. Currently, I am completing a minor rotation (also at UWO's Psychological Services) in a Crisis/Intake and Urgent Intervention rotation.

A unique aspect of the London Clinical Psychology Consortium is the opportunity for residents to choose from 20 or so minor rotations outside of your primary area of practice.

As such, this March I will be completing a 6-month minor rotation in a hospital setting in the Prevention and Early Intervention Program for Psychoses (PEPP). In addition, another unique aspect of my internship program can be found in UWO's Psychological Services' mandate of offering brief, change-focused therapy in order to try to meet the demand for service with the resources we have. This means that I am currently learning how to assess, case conceptualize, treatment plan, and conduct interventions in a total of 3-5 sessions per client. It is very intensive work and is helping me learn to be very focused.

Lastly, there is a big focus on work-life balance here at UWO, from the consortium DCT down to individual rotation supervisors in the Counselling Track.

Work-life balance was something I was seeking from an internship site, as it was very important for me to be able to balance working full time at my site, being a doc-

toral student and working part time on my dissertation, as well as co-parenting full time when my kiddo is not in daycare. As an added bonus, residents are considered hospital employees, which means I get paid vacation and sick days, extended health benefits, access to free occupational health services such as vaccinations and physiotherapy, and a yearly book allowance.

TYPICAL DAY

My days are quite busy and fulfilling. I see 4-5 individual clients per day, co-facilitate a 2-hour group one day a week, have 4 hours of individual supervision per week, and supervise a first-year doctoral practicum student for 1 hour per week. I also offer supervision to other practica students on an as-needed basis. I see some clients on a crisis same-day basis and will soon be offering single sessions for exam stress. My fellow resident and I have offices right next to each other, and we pop into each other's offices daily to catch up or for peer-consultation. Lastly, Wednesdays are protected non-clinical days, with time to work on our dissertations or other non-clinical activities in the morning and seminars in the afternoon where we are exposed to a variety of topics in professional psychology. Following these Wednesday seminars, the residents part-take in what's called "forced collegiality." This is a time when all twelve residents get together for at least 1 hour to hang out and share our experiences of being residents. This has proven to be a wonderful experience, especially since we are spread across half a dozen sites in London every other day of the week.

THE ROLE OF AN INTERN

I have found that I am treated as a junior colleague at UWO, which is a wonderful experience. On the one hand I am a trainee and treated as such (e.g., my supervisors make sure I don't overextend myself, which is a growth area I am working on!), and on the other hand I am regarded as a junior colleague and treated as such (e.g., I am referred to as a resident and differentiated

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INTERNSHIP

... continued

from the trainees earlier in the programs, such as master and doctoral level practica students, who are referred to as interns.)

As a junior colleague I have a certain amount of autonomy. For example, I set my own schedule within the Psychological Services' business hours, decide if I have capacity to see a crisis client or not, and am asked to give availability if there is a time-sensitive need for counsellor availability. However, I am not expected to take on all the responsibilities of staff members, such as coming in on weekends for crisis services. I have found this approach, of being considered and treated as a resident/junior colleague, to be extremely useful in helping me develop my professional identity as a psychologist-in-training who is less than a year away from entering the workforce.

WHAT TYPE OF TRAINING OR EXPERIENCE DO YOU RECEIVE IN AREAS RELATED TO MULTICULTURAL COUNSELLING, DIVERSITY and/or SOCIAL JUSTICE?

The consortium organizes weekly learning seminars for residents and bi-weekly individual difference seminars, which have been very helpful and informative. In addition, UWO has a student population of 35 000, with 4300 international students from 127 different countries. As such, I have the privilege of working with many international students in individual therapy, and each Counselling Track resident is asked to co-facilitate one semester of TALK (Talking About Life in Canada); a discussion group for international students, in collaboration with the International and Exchange Student Centre. I am developing and will be offering an affirmative and intersectional LG-BTQIA2S+ therapy and psychoeducation group for UWO students next semester. This second group is my own initiative and I have received nothing but high levels of support, encouragement, and guidance regarding the planning and development of this group.

WHAT HAS RELOCATING BEEN LIKE?

I must admit, at first relocating felt very daunting due to the fact that I had to pack up and move an entire household, as I moved with my partner and toddler! My toddler was 14 months old at the time and I didn't have any experience of moving with a kiddo, so it did feel overwhelming and anxiety provoking at first. However, over time, I was able to reframe it as an adventure the three of us were embarking on and began to be able to connect with my gratitude of being able to do this en famille (as a family). Dr. Haymen-Abello, the Consortium DCT, was a wonderful resource while I prepared to move. He was (and is) always available to answer questions either by phone or email, and is invested in each individual resident's adjustment and well-being. For example, he recommended a daycare to me when I expressed worry about finding a daycare for my kiddo. In addition, it was important to me to stay as close to my family in Toronto and Montreal as possible, and so London is a good fit in that way. Lastly, London's cost of living is reasonable, which is a bonus!

LOOKING TO THE FUTURE

I will be ABD (all but dissertation) at the end of internship, so of course my next step is to finish and defend my dissertation. I anticipate needing an extra semester for that. As a McGill student, I intend on becoming licensed in Québec and then through the Mutual Recognition Agreement, I intend on pursuing my license in Ontario as well, to be able to work in both Montréal and Toronto. Once in the work force, I hope to split my time between private practice, a community organization that specializes in LGBTQIA2S+ mental health, offering supervision, and research.

Chérie Moody can be reached at:
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INTERNSHIP

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Photo Courtesy of Western University

SITE PERSPECTIVE #1

DR. KATHRYN DANCE

Track Coordinator, London Clinical Psychology Residency Consortium

1. Who are you and what is your role in training interns/residents in the Pre-Doctoral Internship Program in Professional Psychology at the London Clinical Psychology Residency Consortium?

My name is Kathryn Dance, and I am a psychologist and the Track Coordinator for the Counselling Track of the LCPRC. As Track Coordinator, I assist in the selection of residents, through coordination of, and/or active involvement with all stages of the process (application review, interview, and ranking). I also meet with the residents in the Track

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INTERNSHIP

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periodically through the year, and help with any tasks assigned by the Consortium's Director of Clinical Training. Finally, I usually supervise a resident, which is my favorite of the various activities!

2) What kinds of experiences can counselling psychology doctoral students expect to obtain if they were to take part in the Counselling Track? We offer one of the few accredited residency positions in a University counselling centre. It's an interesting time to be involved with campus mental health, with many exciting new initiatives/directions emerging, albeit in the context of very high demand for service.

Residents in the counselling track will have an opportunity to be exposed to a wide range of presenting concerns, many of which are complex and challenging.

Our population is very diverse. While our focus is on the provision of short-term, change oriented therapy, we value the learning opportunities presented by longer-term therapy, and endeavor to ensure that residents have those experiences as well. Lots of opportunity for crisis work is available!

Our service also offers groups (29 last year) and psycho-educational outreach lectures,

and we encourage residents to participate in those activities, either by running an existing group or lecture, or providing one of specific interest to them. We offer the opportunity to supervise clinical and/or counselling students as well.

3) What qualities, education, and/or experiences are you looking for when you are evaluating applicants for the Counselling Track?

We consistently feel lucky to have so many excellent applicants for our two positions! We have found that a wide range of backgrounds and experiences can be a good fit for our residency.

Assuming minimal requirements are met, we would consider candidates from both clinical and counselling backgrounds.

We are excited by candidates with breadth of experience. Experience with the emerging adult population and student mental health is an asset but definitely not a requirement. Additional experiences such as having lived abroad, or having worked with marginalized groups only adds to a candidate's application.

4) Where have past residents secured employment and in what types of positions? Some of our residents have secured contract work with us, with one joining our team on a full time basis. Many other residents have landed in private practices in and beyond Ontario. Some residents have also obtained employment with university or youth oriented mental health services.

Dr. Kathryn Dance, Ph.D., C.Psych.
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INTERNSHIP

... continued



Photo Courtesy London Health Sciences Centre

SITE PERSPECTIVE #2

DR. BRENT HAYMAN-ABELLO

Director of Clinical Training for the London Clinical Psychology Residency Consortium

1) Who are you and what is your role in training interns/residents in the Pre-Doctoral Internship Program in Professional Psychology at the London Clinical Psychology Residency Consortium?

I am Dr. Brent Hayman-Abello, C.Psych., a Psychologist registered for autonomous practice in Ontario, Clinical Neuropsychologist with the Epilepsy Programme at London Health Sciences Centre, adjunct professor with Western University's Department of Psychology, current President of the Canadian Council of Professional Psychology Programs (CCPPP), and Director of Clinical Training for the London Clinical Psychology Residency Consortium (LCPRC).

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INTERNSHIP

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I completed my Ph.D. in Clinical Psychology at the University of Windsor, an APA-accredited pre-doctoral internship at the University of Chicago Hospital, and a post-doctoral fellowship at the Baycrest Center for Geriatric Care. I then moved to London, Ontario to begin working at the London Health Sciences Centre where I have been ever since.

My role as Director is to oversee, coordinate, and administer the many aspects of our Consortium including the training of our 12 residents every year, ensuring we comply with the CPA Accreditation Standards and provide the best training we can to our soon-to-be colleagues. This includes:

- organizing and moderating the monthly meetings of our Consortium Committee;
- preparing materials for public websites containing information about our programme (APPIC, CCPPP, our own programme's webpages);
- helping organize the annual AAPI file review and interview process for each year's applicants, and coordinating the National Match process with Track Coordinators, developing individualized Training plans for incoming residents based on their preferences/goals;
- meeting regularly with residents throughout the year (monthly as a group, four times per year individually) to check in on experiences and training as well as discuss plans, goals, and various professional issues;
- reviewing resident's monthly reports of workload, activities, supervision;
- communicate regularly with residents' graduate program's Training Directors through written correspondence three times in the training year describing how each resident has settled in near the start, progress after the mid-point of the training year, and summarizing their activities after the second half their training year has been completed;
- writing Annual Reports to CPA for accreditation, and at re-accreditation coordinating and preparing the Consortium's self-study - as well as helping organize the site visit for the Accreditation Panel site visit team;
- and helping co-coordinate the final resident year-end celebration barbecue party

2) What is the history of your internship program?

Before the Consortium was formed, there were two independent pre-doctoral internship programs in London one at the University Hospital and one at the Victoria Hospital. Both separately accredited by CPA from 1991-1995. In 1995 those hospitals merged into the London Health Sciences Centre, with that amalgamated program accredited by CPA in 1999, then re-accredited in 2002. The London Clinical Psychology Residency Consortium formed in 2008 initially with four partner agencies: the London Health Sciences Centre, St. Joseph's Health Care-London, Child and Parent Resource Institute, and Vanier Children's services. It was originally titled the London Clinical Psychology Internship Consortium and was accredited as a Consortium by CPA in 2009. The following year it was renamed the London Clinical Psychology Residency Consortium to more accurately reflect our use of the term "resident" for our trainees.

In 2011 the Student Development Centre at Western University joined as our fifth Consortium partner and added the Counselling Track to our training options. The program was re-accredited by CPA in 2014 for a seven-year term.

3) What is unique about your internship program?

Probably the main unusual feature of our program is its size. This is not just in terms of the number of internship positions (12, not unique itself in Canada but still uncommon), but also our range of training sites, Major

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INTERNSHIP

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and Minor Rotations, and variety of specialty Training Tracks which allow us to offer good depth and breadth of training.

Probably the main unusual feature of our program is its size.

Our Consortium structure allows us to provide a specialized/focussed training program within specific Tracks (such as Counselling) so residents can spend the majority of their clinical training time within an area of their choosing or focus (Major Rotations), while also offering a wider breadth of experience beyond that setting or area. Residents can work with several supervisors operating from a range of theoretical orientations and have experience in various intervention approaches (such as individual, group, brief/short-term, and – again – from different theoretical orientations.) Breadth is also provided through our Minor Rotations with training in areas outside of the specialty Tracks for one day per week over the second six months of the residency. This Minor Rotation may be fairly in-depth or more of an introductory experience, depending on the background and experience of the individual resident.

Our size and range of Tracks also gives our residents the opportunity to have a close supportive network of fellow trainees.

These trainees go through the residency year together, sharing many common features while still pursuing their specialty areas. Residents attend weekly seminars as a group with a variety of didactic topics of importance to all residents professional development/training. We also provide two protected periods of time each week for residents. First, one-half day per week (typically Wednesday mornings) is set aside for resident-directed professional development time. Residents are encouraged to use this non-rotation time for reading, paperwork, dissertation (if needed), job-search/application activities (typically later in the year), other research

projects if residents are interested in such opportunities, or whatever professional activities they choose.

We also provide a protected period of time every week after seminars for all residents to meet as a group for informal discussion and peer support. These meetings can occur onsite or offsite, and are typically a relaxed, collegial atmosphere for residents to get to know each other, discuss issues related to training, job search, or just life in London and beyond. Although our size and variety of training sites provides much flexibility to residents in developing their training year, it also means they spend much of their time in programs spread across the city. This protected meeting time thus provides an important, opportunity for residents to interact as a group without any requirements or expectations other than just getting together. We regularly have feedback from residents about how much they value these meetings to connect and maintain contact with each other throughout the year.

4) Your program is accredited by the CPA. From your perspective of someone who is involved in the training of psychologists, why should students complete their pre-doctoral internship/residency at a CPA-accredited site?

Completing residency at a CPA-accredited site provides a strong assurance that the training you receive meets several standards of quality and appropriate support for both residents and training staff. Attending a CPA-accredited site means that it has met the approval of the larger community of professional Psychology ensuring key aspects are taught, major information/learning is conveyed, and that the residents are evaluated in fair, appropriate means that will prepare them for registration and eventual work/employment as Psychologists. There will be certain key aspects one can expect such as getting paid for their work, having didactic training beyond just direct clinical activity which may be somewhat focused, having a reasonable workload and expectations for supervision provided, and more.

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INTERNSHIP

In addition, all of these features are monitored regularly by Psychologists within and also outside the training programme to ensure these standards are continuously followed by the training site.

Beyond the residency year itself, CPA-accreditation also helps with the registration/licensing process as it tells regulatory bodies that the training you received met these national standards.

With an un-accredited programme, even if that program provided excellent training, one always has to explain and/or justify that it was “just as good” as an accredited one to regulatory colleges and potential employers.

5) What are the benefits of applicants completing your internship program? Beyond the benefits from attending a CPA-accredited programme, in London

our residents benefit from being able to have the combination of a large proportion of their training time focused in areas of their specific interest through our Training Tracks, while still being able to have additional training either fairly similar or quite different from work they’ve already done by the means of our Minor Rotations.

This can be particularly helpful in the Counselling Track where the majority of the clinical training time is spent within a large university-based Counselling centre.

Our training is not limited to that setting and residents also have frequent, regular interactions with fellow trainees in other Tracks, thus gaining more perspectives and insights into what kind of work their contemporaries are doing.

Our Counselling Track has always offered experiences with a range of theoretical orientations, but now also provides training in both more traditional therapy practices as well as brief/short-term therapy (which is becoming a more important skill to have in all areas of Psychology).

We are also fortunate to have a large, enthusiastic and dedicated staff of Psychologists who actively enjoy training and working with our residents. We can offer a great deal of flexibility through our multiple Tracks and training options within them, allowing customizable individual training plans to our residents with a range of settings and supervisors.

For more information, please contact

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Adjunct Faculty, Department of Psychology,
Western University

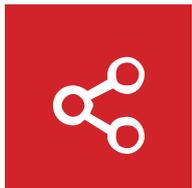
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A complete brochure outlining the Consortium is available online:

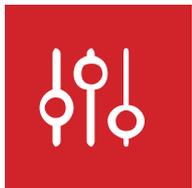
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APPS FOR THAT

Whether we see it as a supplement to therapy, or as a light form of entertainment, self-help apps are certainly being well used among



Cold Turkey. This free app is designed to help curb distractions. It's like putting a temporary padlock on your computer. You choose what should be blocked and for how long, and once the "switch" is flipped - there's no going back. Students say it helps them to study by locking them out of their favourite websites or applications. It can even be set to block all online activity.



Elevate. It likely won't improve your overall IQ, but this brain-training app does claim to boost confidence, productivity and mental sharpness. The training exercises target communication and analytical skills, and in addition to being popular with downloaders, in 2014 Apple called it the best free iPhone app of the year.

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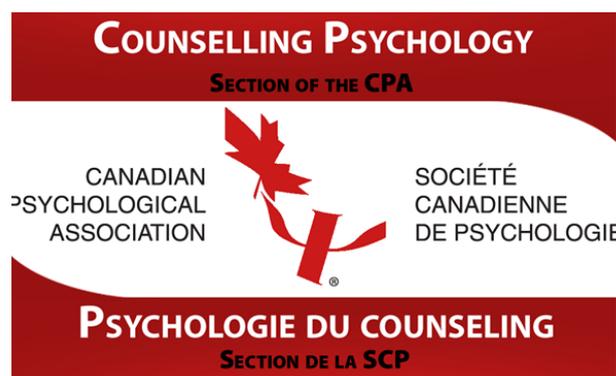


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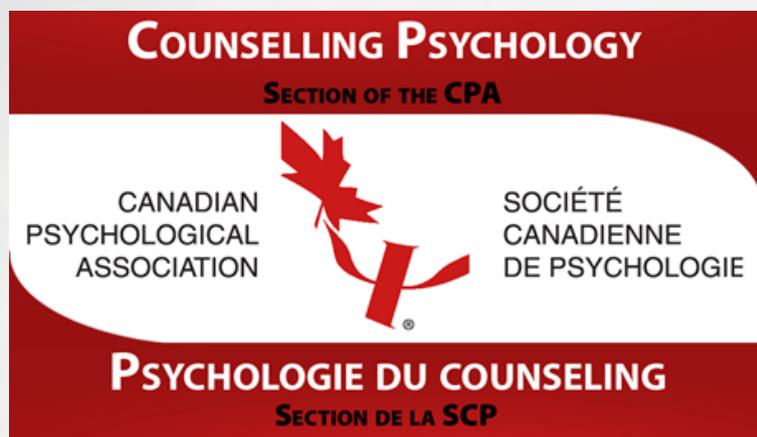
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CPA Counselling Psychology Section
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