**So far, so better than good**  
M.A Evans

Being an editor of a research journal can be can be trying, I would think. While I do many manuscript reviews, the role of journal editor has never appealed to me. But editing the CP:ADE Newsletter has been a joy, each issue a celebration of our programme, our graduates, and the students currently in it. After our first issue, I received several e-mails from graduates, expressing their pleasant surprise at receiving the first newsletter, how it brought back fond memories, and how that in itself was a Christmas gift. I am delighted that this newsletter includes submissions from two alumni and I look forward to more alumni submissions to accompany what I piece together. Look for profiles of our new faculty and a description of an exciting CP:ADE initiative in the next issue of this newsletter. Happy Summer to all of you in this hemisphere and (winter to those elsewhere.) As always we hope that the days we will shine kindly upon you, bringing health, happiness, and peace.

**Treatment Protocol for Needle-Injury-Blood Phobia**  
**Developed at CPS**  
Michelle Davis (doctoral student)

Amber Johnston (4th year Ph.D. candidate), under the supervision of Angela McHolm, began compiling a Needle-Blood-Injury Phobia manual following multiple experiences treating adolescents and young adults with specific phobias at the CPS. This is the first specialized supervision group at the CPS that focuses on cognitive-behavioural techniques for treating childhood, youth and adult phobias.

Although there is literature on the treatment of this phobia for adult populations, our goal is to extend this work to be applicable to child and youth populations. Building upon adult intervention models, we strive to formulate, plan and implement developmentally-appropriate and evidence-based interventions for our clients. Each week, we focus on case complexities, developing skills in intervention, working toward a completed intervention protocol, and we discuss inherent challenges to child work (e.g., how to include the family in this process). We also use this time together to strategize about how we can apply this clinical skill set to broader classes of phobia clients and anxiety issues in general.

We are excited to be helping those in our community who experience this difficult phobia; particularly at a time when public health initiatives (e.g., H1N1) involve the administration of injections. We are also optimistic that our ongoing collaboration will help to inform the completion of the developing protocol.

Alumnus Retrospective by Jo-Ann Hammond-Meiers (‘75)

Time has passed and since then I completed courses in dance/movement therapy, became registered with the American Association of Dance Therapy, completed a doctorate in counselling psychology at the University of Alberta, I became registered as a psychologist in Alberta, and received an advanced graduate diploma at he Vancouver Art Therapy Institute. My husband, Gary Meiers, a psychologist, and I have a private practice with others, and I have kept my academic hat by teaching on-line courses at the University of Lethbridge and Campus Alberta, being a supervisor or external reader for theses, and supervising dance/movement therapy internships. I continue to be interested in e-learning and clinical/counselling psychology (especially art therapy, dance/movement therapy, EMDR, populations who are healing from the experience of trauma) and teaching applied psychology.

Transitions and Congratulations! (note this is not just for current students)

REGISTRATION as PSYCHOLOGIST
December 2009
Jubilea Mansell (2008)
Deborah Shaw (2008)

REGISTRATION as PSYCHOLOGICAL ASSOCIATE,
December 2009

PhD DEGREE CONVOCATIONS
February 2010


MA DEGREE CONVOCATIONS
October 2009 and February 2010
Stacey Schell (Advisor: Barb Morrongiello)
Dan Zdzieborski (Advisor: Karl Hennig)
Michelle Davis (Advisor Stephen Lewis)
Stephanie Deveau (Advisor: Michael Grand)
Laura Paret (Advisor: Heidi Bailey)
Brae-Anne McArthur (Advisor: Barb Morrongiello)

INTERNSHIPS COMPLETED
August ‘09
Mellisa Wells, KidsLink and Grand River Hospital, Kitchener, ON

PARENTHOOD 09/10
Alison Blakely (doctoral student), a son (her first) Miles, born March, 19 2010

APPOINTMENTS
Meghan McMurtry, of Dalhousie University will join the CP:ADE programme as assistant professor (tenure track position) beginning August 15th.

WEDDINGS
Jill Schonderbeek (MA student) to Brian St Denis, April 10, 2010

A GOLD MEDAL for Each faculty member from the Psych Society at its winter gathering.
Has it really been that long?!? Yes!! It was September 1983 when I first arrived in Guelph – anxious and eager to begin life as a graduate student. Although the humidity that first day was memorable, it was the prettiness of the campus that was most noteworthy. I expect that core beauty of the campus has remained intact. Also vivid in my memory is the initial introduction to the Applied Child Psychology program. It was a warm and welcoming experience – both from faculty and from the second-year students. While there were stressful times and difficult days, memories of my University of Guelph experiences are always fond, and the experiences are something I will always be grateful for. They marked a wonderful beginning to my professional future. In addition, good friendships developed – some still in place today, the rest still bringing warm smiles in recollection.

The course material and the practicum experiences provided critical foundations to my doctoral studies and to my current work as a clinical psychologist. Small classes allowed the learning experiences to be both personal and in-depth. So much knowledge was shared in those two short years by some wonderfully talented and kind professors (Mary Ann Evans, Michael Sobol, Gary Frankie, Andrew Winston, Rod Barron, Roland Chrisjohn, David Piggins, Victor Lotter, and Norma Bowen). It was exciting to see some of those individuals mentioned in the last newsletter. Thank you everyone.

Although psycho-educational assessment is not the primary aspect of my work now, it is a frequent reason for referral and constitutes an important dimension of my practice. The style of assessment taught by Mary Ann Evans and supported by other faculty is one that I continue to use. It is also one that is highly regarded by assessment recipients—parents, agencies and institutions, and reflects seven principles that I learned in the program. We were taught to respect the client, and the power of the assessment. We were taught the importance of going significantly beyond jargon when explaining findings, and the importance of discussing results in terms of their academic and day to day living implications. We were taught the critical importance of behavioural observations to help paint a picture of the child. I remember Mary Ann once stressing that the behavioural observations were as important as the statistical findings. We were taught the importance of integrating findings in a report to help recipients better understand how the individual approaches tasks and acts when frustrated or uncertain, and the various strategies that he or she has developed to solve problems. We were taught the importance explaining what the t-scores, percentiles, and other statistical terms mean (and not assume that everyone will know). Finally, we were taught the critical importance of accuracy. I continue to follow these principles and they guide each of my assessments. This approach produces a lengthier report requiring more hours to compose than one relying heavily on tables of statistics, and/or a computer generated discussion. But it produces a report that is valued by the client and respectful of the assessment process undertaken; that promotes a more accurate and comprehensive understanding of the findings; and that enables a more complete appreciation of how a child functions.

So, once again, thank you. The things I was taught at the University of Guelph continue to be of significant assistance to me. Report writing is definitely a challenge and is most often a time-consuming endeavour. However, when undertaken with the principles taught at the University of Guelph the end product is routinely well-received.

After graduating from the U.of Guelph, Helen completed her doctoral degree and began work at the Beechgrove Children’s Centre in Kingston. In 2003 she was honored with the Canadian Council of Professional Psychology Award for Excellence in Professional Training.
In the August '09 the October 15th deadline for a chapter on emergent reader's visual attention to print loomed, preceded by the annual accreditation report, several defenses, the semester review of students, course preparations, and various meetings at the College of Psychologists. I confess that I procrastinated on the chapter by tending to this other business. Thus my laptop had to accompany me for my one week trip to Kirkland Lake to visit my mother (then age 99), hoping that the northern air would inspire me. Day 1 after breakfast found me walking from the house in which I grew up to a beaver pond and Tim Hortons's beyond, and returning coffee in hand to face the computer, positioned on the kitchen table, the northern air blowing in through the adjacent window and screen door. Page 1—a tentative title and then the authorship neatly centered. After reflecting on it for 4 minutes, the title still tentative still sat alone, strangely satisfying. Under it went key instructions from the editor to keep me on track. That filled another five lines in the semblance of progress.

Four hours later, interspersed with the likes of dusting, feeding the cat, checking the ripening raspberries in the backyard, and putting away some toys of my childhood, I was on page three and ready for a serious break. I walked to the nursing home, past the soccer field where my elementary school once stood, it's playground, swings and monkey bars still in place but merry-go-round long gone, through a creek-side park past the spot where the old outdoor swimming pool once was, and along a bush path to the nursing home. The wind blew and the sun shone intermittently from behind deep clouds in a searing blue sky, warming the air sweet with the scent of purple thistle and clover. Wild blueberries and raspberries along the way were just starting to ripen and I shared a small and slightly sour handful. The walk back followed a different bush path and fire lanes that run between the streets, secretly lining backyards, at places deep in grass and giant plantain, and draped with overhanging branches. A rainbow of every wild flower got picked along the way— ox-eye daisy (chrysanthemum leucanthemum); yellow buttercup (ranunculus acris) and evening primrose (oenothera biennis); white yarrow (achillea millefolium) and meadowsweet (spira melilotus); purple tufted vetch (vicia cracca) and Canada thistle (cirsium arvense); pink sweet clover, mallow (malva neglecta), joepye weed (asclepias striata) and fireweed; blue vipers bugloss (echium vulgare) and orange hawkweed (hieracium aurantiacum) -- each positioned in a drinking glass beside my laptop for the remainder of my stay. I don't know if the chapter will be the best piece I will ever complete, but drafting it was certainly the sweetest. Postscript. Mary Ann's mother died April 15th, 2010. The book chapter will appear in The Handbook of Early Literacy Vol. 3 (in press) by Susan Neuman and David Dickinson (Eds.).