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## 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 accom-

pany 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)



CPS Needle Phobia Team: From back left: Angela McHolm, with students Stacey Schell, Amber Johnston, Michelle Wesley and from front left,; Cailey Hartwick, Diana Audet, and Michelle Davis

After several referrals to the centre for Psychological services for specific phobias and student interest in learning effective approaches to their treatment, a group of student clinicians with the support of Dr. Angela McHolm (1998 alumnus and psychologist at CPS) organized a needle phobia clinical team and supervision group. The needle phobia group at the Centre meets once per week to discuss our ongoing needle phobia clients, using a cognitive-behavioural approach to case conceptualization and treatment. The group was formed after

Amber Johnston (4<sup>th</sup> 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.



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We are excited to be helping those in our community who experience this difficult phobia; particularly at a time where 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..

The manual: 'Overcoming Needle-Injury-Blood Phobias: A Cognitive -Behaviour Therapy Protocol for Youth and Adults', will soon be available through the CPS website.

## Alumnus Retrospective by Jo-Ann Hammond-Meiers ('75)

I remember my psychology professors, in particular. I liked absorbing the classes like a sponge and felt lucky to go to the University of Guelph as an undergraduate and then masters student. For me it was one seven year chapter in my book of life. I remember it as if it were yesterday—the students I started with from the small town of Waterford and meeting my second-cousin in the dormitory on my first day. She was assigned to me as a roommate and I had never met her before. I remember that there was a lot of politics on campus and a great newspaper run by industrious students. When I wasn't working on assignments or in the library, I spent time in the old basement coffee shop with other students eating the infamous hot cinnamon buns on cold winter days. I remember the wonderful friends I met. We did not have the internet, unfortunately, and over time I have lost track of many names and pictures. Perhaps this newsletter will help to reconnect us.

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 the 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.

My niece, Jenna Hammond and my nephew, Dean Hammond, are now attending the University of Guelph. I do come back yearly to Ontario to visit, mainly in the town of St. Marys, where I grew up. My younger brother, Richard Hammond is also a Guelph graduate... While in Edmonton, I have met several U of G grads over the many years, mostly through work or volunteer connections. The University of Guelph is indeed a wide family.



## 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

**Lisa Sedore** (2004)

### PHD DEGREE CONVOCATIONS February 2010

**Melanie Parkin.** Dissertation title: An Investigation of Adolescent Responses to Parental Rules: A Social Relational Approach. Advisor: Leon Kuczynski, External Examiner: Tim Cavell, U of Arkansas.

**Jennifer McTaggart.** Dissertation title: The Impact of Motivational Variables in a Reading Remediation Program using a

Self-Determination Theory Framework

Advisor: Rod Barron, External Examiner: John Kirby, Queens University.

### 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

**Meliisa 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

**Alexandra Gousse** (doctoral candidate) to Simon Jacques, March 6, 2010.

**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.

## 7 Report Writing Principles from U of G Helen Bienert ('85)



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 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 the 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 re-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*

## Photos of Joy and Pride



Latest addition:  
Miles Restivo (Blakely)



Presenting: Dr. Melanie Parkin  
and Dr. Jennifer McTaggart



Poolside party after Melanie Parkin's dissertation defense. From left to right, Eileen Gross, Michael Grand, and students Melissa Wells & babe, Mike Corbett, Jackie Roche, Jenn McTaggart, Alex Gousse, Alison Blakely, Nora Klemencic



## Sweet Northern Air (or On Writing a Book Chapter) M. A. Evans

In August '09 the October 15<sup>th</sup> 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 Horton'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 an-

other 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 my mother 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*), joe-pye 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 15<sup>th</sup>, 2010. The book chapter will appear in The Handbook of Early Literacy Vol. 3 (in press) by Susan Neuman and David Dickinson (Eds.)*



**DO SEND SUBMISSIONS—photos, memories, articles, comments, announcements—anything you think will be of interest to this “extended family”— for the next newsletter (planned release September 2010) to: Mary Ann Evans, Director of Clinical Training at [evans@psy.uoguelph.ca](mailto:evans@psy.uoguelph.ca); 519-824-4120 ext 53080**



**DO COMPLETE REUNION PREFERENCE SURVEY**  
at [http://portal.psychology.uoguelph.ca/hennig/cpade\\_f09.html](http://portal.psychology.uoguelph.ca/hennig/cpade_f09.html).  
(It works best when done via Firefox.)

### 3 AWOCIs FOUND! Yippee!

### Help us find more alumni for whom we have no contact information

Over the years, many of you have kept contact with one or more faculty through seasonal letters, baby pictures, references requests, etc. We have always been happy to hear from you. There are several graduates with whom we have lost contact and have not been able to mail this newsletter. If you can reach any of the following people, please forward the newsletter to them and encourage them to send their e-mail address to [alumnirecords@uoguelph.ca](mailto:alumnirecords@uoguelph.ca) or to go to <http://www.alumni.uoguelph.ca> and click “Stay Connected”, so that we can add them to our mailing list for future newsletters. Here's our list of AWOCIs at this point:



**Ken Gore '76**

**Kathleen Lent '75**

**Darlene Bennet-Bauer '72**

**Sandra Campbell '79**

**Barbara Balwin (Bell) '76**

**Cathy MacLeod (Bannerman) '79**

**Sandy Vermette '87**

**Andrea Carr (Frykas) '02**

**Keith Cameron '76**

**Laura Cantarutti '94**

**Kathleen Witt (Schell) '91**

**Keith Lanthier '75**

**Erica Mirc '79**

**Gordon Beckett '77**

**Sharon Delaney '97**

**Beverly Gilligan '81**

**P.S.: AWOCi= away without contact information**