



PSYCH-LINKS

The Clinical Psychology Graduate Practicum Newsletter
University of Victoria

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Practicum Coordinator's Comments



[Dr. Lara Robinson](#)

It has been a great year for practicum training. Our students have had an opportunity to train in a wide variety of settings (see below). We have worked to maintain positive relationships with our practicum supervisors. Also, we have developed a new practicum evaluation form (see the update later in the newsletter for details). I want to thank all of the supervisors for their active engagement in our program, including attending our annual feedback session/reception, providing us with feedback informally throughout the year, and responding to our request for additional information and updated CVs in preparation for our CPA re-accreditation self-study. Your active engagement with us contributes to our ability to provide our students with a strong and dynamic clinical psychology graduate program.

For the January-November 2014 period, we had students at 18 practicum sites:

- UVic Psychology Clinic, Victoria, BC
- Anxiety Clinic, VIHA Adult Mental Health Services, Victoria, BC
- UVic Student Counselling Centre, Victoria, BC
- Saanich Child and Youth Mental Health, Victoria, BC
- Victoria Child and Youth Mental Health, Victoria, BC
- Neuropsychological Services at QACCHHealth, Victoria, BC
- VGH Outpatient Neurorehabilitation, Victoria, BC
- Psychiatric Services – Adult, Victoria, BC
- A.T. Malcolm & Associates - Therapy, Victoria, BC
- Mental Health Services, Canadian Forces, Victoria, BC
- GF Strong Rehabilitation Centre, Vancouver, BC
- Neuropsychological Services, VGH, Vancouver, BC
- OCD program, Children's Hospital, Vancouver, BC
- Epilepsy Service, VGH, Vancouver, BC
- Geriatric Psychiatry Outreach Team, VGH, Vancouver, BC
- Medical Psychology Rotation, Children's Hospital, Vancouver, BC
- Hospital for Sick Kids, Toronto, ON
- Hamilton Health Sciences, Hamilton ON

Many of these sites have provided supervision for more than one student during this time period. I would like to thank all of the practicum supervisors for your time, commitment and continued dedication to our students and contribution to our program's commitment to delivering high quality training! *LR*

Director of Clinical Training Update



Dr. Catherine Costigan

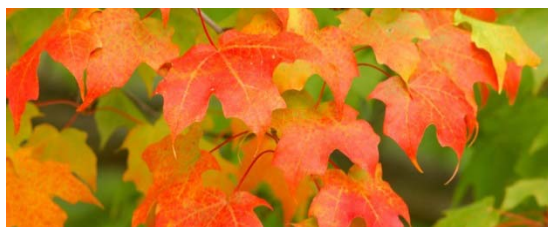
It's hard to believe that the leaves are falling from the trees and the days are getting shorter already – it seems like the term just started yesterday! This year is particularly busy for the program as we complete the re-accreditation process with the Canadian Psychological Association. We are currently putting the final touches on a self-study that outlines our program objectives and the benchmarks we rely on to determine if we are successfully meeting these objectives. Our practicum supervisors are an essential part of meeting our training objectives and we are grateful to everyone for responding to our requests for CVs this summer. We anticipate that the CPA site visitors will visit us next March or April; we will keep everyone updated about

opportunities to meet with the re-accreditation team. We are also excited to be in the midst of another search for a new faculty colleague. We are searching for someone whose research and clinical skills incorporate a behavioural perspective, broadly defined. In this time of fiscal constraint, we feel very fortunate to have the opportunity to add a new member to our program faculty.

In addition to welcoming a new faculty member, in September we welcomed six new students to the program:

- **Raquel Graham** (Clinical Lifespan, S. Hofer supervisor)
- **Abigail Graves** (Clinical Lifespan, U. Mueller supervisor)
- **Drew Halliday** (Clinical Neuropsychology, S. MacDonald and M. Garcia-Barrera, co-supervisors)
- **Chantel Mayo** (Clinical Neuropsychology, J. Gawryluk supervisor)
- **Kristen Silveira** (Clinical Neuropsychology, C. Smart supervisor)
- **Vivien So** (Clinical Lifespan, C. Costigan supervisor)

We are happy to welcome these students to the program and we look forward to introducing them to our practicum supervisors at this year's reception on November 20th at the University Club.
CLC



Highlights Clinical Psychology Faculty Member

Dr. Jodie Gawryluk joined the Psychology Department in January 2014. Her primary area of clinical practice is in adult neuropsychology. She is currently going through the registration process for BC. As part of her teaching load, she offers a graduate course in the history and theory of neuropsychology. In addition, once registered, she plans to supervise neuropsychological assessments at the Psychology Clinic. Her research combines neuroimaging and neuropsychology with a common focus: to develop research-driven approaches that can be implemented clinically to advance neuropsychological assessment. Specifically, her research uses magnetic resonance imaging (MRI) techniques, to study the brain-behavior relationship in patient populations (e.g., epilepsy, multiple sclerosis, dementia, brain injury) and healthy controls. She is currently using the Alzheimer's Disease Neuroimaging Initiative (ADNI) database to identify the brain changes that occur earliest in the Alzheimer's disease process. *JG*

Recent Publications:

Gawryluk, J.R., Mazerolle, E.L., D'Arcy, R.C. "Does functional MRI detect activation in white matter? A review of emerging evidence, issues and future directions." *Frontiers in Neuroscience* (2014).

Gawryluk, J.R., Mazerolle, E.L., Beyea, S.D., D'Arcy R.C. "Functional MRI activation in white matter during the Symbol Digit Modalities Test." *Frontiers in Human Neuroscience* (2014).

Mazerolle E.L., Gawryluk J.R., Dillen K.N.H., Patterson S.A., Feindel K.W., Beyea S.D., Stevens M.T.R., Newman A.J., Schmidt M.H., D'Arcy R.C.N. "Sensitivity to white matter fMRI activation increases with field strength," *PLOS ONE* (2013).

D'Arcy R.C., Gawryluk J.R., Beyea S.D., Hajra S.G., Feindel K.W. and Clarke D.B. "Tracking cognitive changes in new-onset epilepsy: functional imaging challenges," *Epilepsia* 52 (2011) Suppl 4: 43-6.

Gawryluk, J.R., D'Arcy, R.D., Connolly, J.F., and Weaver. D.F. "Improving the clinical assessment of consciousness with advances in electrophysiological and neuroimaging techniques." *BMC Neurology* 10 (2010): 11.



Highlights Clinical Practicum Site

We are lucky to have a large number of clinical practicum sites that provide a high level of training and supervision to our graduate students. As the practicum coordinator I have the opportunity to connect with these supervisors. I am continually impressed with the dedication and professionalism with which these individuals approach their supervisory role. This dedication is evident with our practicum site at the Anxiety Clinic at Victoria Mental Health Services. This site has taken a student almost every term (3 x/year) since it first started accepting students from our program. *LR*

Anxiety Clinic, Victoria Mental Health Services

The Anxiety Clinic is a part-time clinic that provides outpatient services to individuals with anxiety disorders. Generally individuals referred to the clinic have complicated clinical presentations, including multiple diagnoses and complicated personal circumstances. The primary psychotherapy approach used is CBT and the primary treatment modality is group therapy. The team psychiatrists provide pharmacotherapy treatment and monitoring where indicated. There are now two registered psychologists working at the clinic (Dr. Eric Ochs, R.Psych. and Dr. Ned Baess, R. Psych.) who work collaboratively with the multidisciplinary team of psychiatrists (including the chief psychiatrist for the clinic, Dr. Cliff Duncalf), Social Workers, Mental Health Nurses (RN, RPN), Occupational Therapists, and other counselors. All disciplines are involved in providing some supervision/guidance for practicum students, although Dr. Ochs remains the primary supervisor for all UVIC practicum students.

This site is able to provide a part-time half practicum experience to our clinical psychology graduate students who are seeking to complete their first therapy practicum (505) or advanced practicum (603) experience (note: part-time = 2-2.5 days/week, half = 60 hours of client contact total). We are very grateful for Drs. Ochs and Duncalf's ongoing willingness to be involved in training our novice students, as well as our more experienced ones! This practicum provides our students with a great psychotherapy training experience, as well as an opportunity to work within a multidisciplinary setting. Students are primarily involved in co-facilitating an Obsessive Compulsive Disorder (OCD) group with Dr. Ochs, as well as providing some individual therapy sessions for a few clients under Dr. Ochs' supervision. Through this group and individual work, students are exposed to and develop skills in Exposure and Response Prevention (CBT treatment for OCD). In addition, they have the opportunity to shadow Dr. Duncalf and/or one of the other psychiatrists, providing them with an opportunity to see how psychiatric consultations and assessments are done. They also may have an opportunity to provide some co-therapy with Dr. Duncalf or Dr. Baess, and/or co-facilitate one of the other anxiety disorder groups (e.g. GAD, MBSR, SAD, Panic Disorder) with one of the other team clinicians. Students regularly attend and participate in team meetings. *EO*

NOTE: Dr. Ned Baess has recently joined the ADC to provide leadership in developing and running a GAD group.



Highlights Students on Internship (2014-2015)

These students have worked hard to achieve a high level of clinical and professional competency. They have been supported during this period by numerous practicum supervisors and practicum settings. I want to acknowledge the hard work and dedication of both these students and their practicum supervisors! *LR*

Paul Brewster

Previous Practica: 503: UVic Psychology Clinic - Assessment, Victoria, BC
505: Atholl Malcolm & Assoc., Victoria, BC
505: Anxiety Clinic, Adult Mental Health Services, Victoria, BC
603: Baycrest Centre for Geriatric Care, Toronto, BC
501: Youth Forensics, Victoria, BC

Current Internship: *University of California-San Diego Consortium & VA Medical, San Diego, California*

Josie Hua

Previous Practica: 503: UVic Psychology Clinic - Assessment, Victoria, BC
505: Victoria Child & Youth Mental Health Team, Victoria, BC
603: Psychology Clinic - Therapy, Victoria, BC
603: Anxiety Clinic, Adult Mental Health Services, Victoria, BC

Current Internship: *University of Manitoba-Clinical Health, Winnipeg, Manitoba*

Sasha Jouk

Previous Practica: 503: UVic Psychology Clinic - Assessment, Victoria, BC
505: Psychology Clinic - therapy, Victoria, BC
505: Anxiety Clinic, Adult Mental Health Services, Victoria, BC
603: Cognitive Rehabilitation, VGH, Victoria, BC

Current Internship: *VA Medical Center, W. Los Angeles, California*

Highlights Students on Internship (2014-2015) ~ continued

Carmen Lukie

Previous Practica: 503: UVic Psychology Clinic - Assessment, Victoria, BC
503: Youth Forensic Psychiatric Services, Victoria, BC
505: Psychology Clinic – Therapy , Victoria, BC
505: Anxiety Clinic, Adult Mental health Services, Victoria, BC
603: CF Mental Health Services, Victoria, BC

Current Internship: *River Valley Health, Fredericton, New Brunswick*



Rotem Regev

Previous Practica: 503: UVic Psychology Clinic - Assessment, Victoria, BC
505: West Shore Child & Youth Mental Health Team, Victoria, BC
603: Student Counseling Services, UVic, Victoria, BC

Current Internship: *University of Ottawa – Centre for Psychological Services, Ottawa, Ontario*



Stacey Ross

Previous Practica: 503: UVic Psychology Clinic - Assessment, Victoria, BC
505: Cognitive Rehabilitation, VGH, Victoria, BC
603: Hamilton Health Services, Hamilton, BC

Current Internship: *London Clinical Psychology Residency, London, Ontario*



Alina Sotskova

Previous Practica: 503: UVic Psychology Clinic - Assessment, Victoria, BC
503: Youth Forensic Psychiatric Services, Victoria, BC
505: DBT Program, Victoria Mental Health Services, Victoria, BC
603: Athol Malcolm Practice - therapy, Victoria, BC
603: Anxiety Clinic, Adult Mental health Services, Victoria, BC

Current Internship: *University of Ottawa – Centre for Psychological Services, Ottawa, Ontario*

CONGRATULATIONS!!

New Practicum Evaluation Form Update:

We have developed a new practicum evaluation form. All supervisors and students should have received an electronic copy of this form in September.

The new evaluation form was based on the structure of the Canadian Council of Professional Psychology Program's Reference form that is used for predoctoral internship reference letters and on feedback from a number of practicum supervisors. Our hope is that this new form will be easier to use, address some of the concerns expressed by supervisors regarding the previous form, and make it easier for supervisors to write internship reference letters when requested.

Based on feedback from many supervisors, the new evaluation form does not contain the rating continuum from very poor to excellent. The continuum has been replaced with what we hope is a simpler rating scale, focusing on achievement of competency for someone at the student's level of training. This rating is followed by a space for supervisors to provide a written narrative explaining the rating, as well as discussing the student's strengths and weaknesses in this area.

The new evaluation form has 3 parts (see copy of form below in this newsletter):

Part I – to be completed by the student and forwarded to the supervisor (who is to confirm accuracy of content);

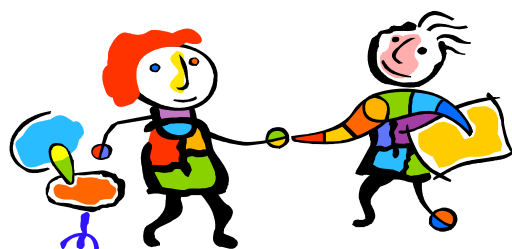
Part II – to be completed by the supervisor regarding the student's competencies (this includes an optional section related to specific practicum goals);

Part III – provides space for a summary of feedback from the supervisor and a response from the student. This section also includes a spot for both the supervisor and the student to sign the document (signatures required).

We have also created an "Individualized Practicum Goal Setting" document to be completed together by the supervisor and student at the beginning of the practicum and then used in the completion of the individualized goal evaluation section (Part II – Area 3) at the end of the practicum. Both the Individualized Practicum Goal Setting document and the Individualized Practicum Goal Setting Evaluation section are optional.

The expectation is that once the supervisor has completed Part II & III of the evaluation form, the supervisor and student will have an in-person meeting to discuss the supervisor's feedback. Keeping in mind the power differential between the supervisor and the student, the student should be asked to add their comments to Part III and sign the form after the supervisor has signed it and the in-person meeting has been completed. Also, the student should be allowed to do this step on their own.

I would like to thank everyone who has provided feedback regarding the old evaluation form. It was very helpful in developing this new form. *LR*



PRACTICUM STUDENT EVALUATION

Introduction and Instructions

Part I should be completed by the student and then the evaluation form should be passed on to the supervisor.

Part II should be completed by the supervisor(s), outlining their evaluation of the student's clinical competencies.

Part III provides space for the supervisor to summarize their feedback, the student to write a brief reaction to the feedback, and both the supervisor(s) and student to sign the evaluation. The evaluation form should be dated and signed by the supervisor(s) completing the form.

This evaluation form should ideally be completed electronically, but we will accept hand-written documents. If completing by hand, sufficient space should be added to narrative responses prior to printing.

Upon completing Part II of the evaluation form, we recommend that the supervisor meet in person with the student to go over their evaluation. The student should be given an opportunity to write their response to the evaluation (in Part III) and sign the form prior to submitting the evaluation to the clinical program Practicum Coordinator.

The completed form can be returned to the program in the following ways:

Email: lkr@uvic.ca

Traditional Mail: Dr. Lara Robinson
 Department of Psychology
 PO Box 1700, STN CSC
 University of Victoria
 Victoria, BC V8W 2Y2

In Part II of this form, there is an optional section (Part II - Area 3) for the supervisor to describe and evaluate the student on individualized training goals. Although this section is not mandatory, we strongly encourage supervisors to discuss with students at the start of the practicum specific concrete training goals and to evaluate the student's level of progress on these goals at the completion of the practicum. This goal-specific evaluation of students is in keeping with the competency-based approach to supervision.

Part I: Nature of student-supervisor contact

Note: This section should be completed by the student and provided to the supervisor. However, the supervisor should verify the accuracy of this information.

1. Student's name: _____ 2. Student Number: _____
3. Practicum Site: _____
4. Supervisors:
 - a. Primary Supervisor's name: _____
 - b. Other Supervisors' names: _____

Note: This evaluation form may be completed by the primary supervisor in consultation with the other supervisors or collaboratively by all supervisors or each supervisor may complete an evaluation form. If more than one evaluation form is completed at a site, all information in this section (e.g., nature of student-supervisor contact) should be the same.

5. Starting and ending dates of Practicum: _____
6. Activities performed by student (assessment, therapy, etc.): _____

7. Client contact Hours (i.e., in-person contact involving assessment, intervention, etc.. May include live observation although observation should only be a small portion of these hours. Should not include indirect contact such as paperwork or administrative contacts such as telephone contacts scheduling appointments)
 - a. Total hours of "client contact" at practicum: _____
 - b. Total hours of assessment contact: _____
 - c. Total hours of therapy contact: _____
8. Supervision Hours:
 - a. Total hours of supervision at practicum: _____
 - b. Total hours of supervision with primary supervisor: _____
 - c. Total hours of supervision with other supervisors: _____
9. Nature of supervision by this supervisor: ___live ___audiotape ___videotape ___discussion
other (please specify) _____
10. Population(s) seen at this practicum (e.g., child, adolescent, adult, geriatric, couple, family):

11. Theoretical approach(es) taken at this practicum: _____

Part II: Supervisor’s Evaluation

Part II - Area 1: Current skills of the student (mandatory)

Basis of your evaluation:

___ My observations/supervision or ___ My and other supervisors’ observations/supervision

Description of training experience & setting (optional): (Supervisors are invited to describe the training experience offered to this practicum student, if so desired) (*expand as needed*)

Amongst the many qualities on which one can comment, please consider:

1. Clinical knowledge and skills for assessment, case conceptualization, diagnosis, intervention, etc.

Assessment:

- _____ Student met appropriate levels of competency relative to level of training
- _____ Student showed growth towards meeting appropriate levels of competency
- _____ Student does not yet met appropriate levels of competency relative to level of training
- _____ Was not part of this practicum experience

Case Conceptualization:

- _____ Student met appropriate levels of competency relative to level of training
- _____ Student showed growth towards meeting appropriate levels of competency
- _____ Student does not yet met appropriate levels of competency relative to level of training
- _____ Was not part of this practicum experience

Diagnostic Skills:

- _____ Student met appropriate levels of competency relative to level of training
- _____ Student showed growth towards meeting appropriate levels of competency
- _____ Student does not yet met appropriate levels of competency relative to level of training
- _____ Was not part of this practicum experience

Intervention/Therapy:

- _____ Student met appropriate levels of competency relative to level of training
- _____ Student showed growth towards meeting appropriate levels of competency
- _____ Student does not yet met appropriate levels of competency relative to level of training
- _____ Was not part of this practicum experience

Other professional and/or clinical skills (describe: _____):

- _____ Student met appropriate levels of competency relative to level of training
- _____ Student showed growth towards meeting appropriate levels of competency
- _____ Student does not yet met appropriate levels of competency relative to level of training
- _____ Was not part of this practicum experience

Please provide a brief narrative explaining your rating, as well as discuss the student’s strengths and weaknesses in these areas. (*expand as needed*)

2. Work skills: judgment, critical thinking, organizational ability, motivation, initiative, determination, timeliness, dependability, independence, interest in discovery, etc.

- _____ Student met appropriate levels of competency relative to level of training
- _____ Student showed growth towards meeting appropriate levels of competency
- _____ Student does not yet met appropriate levels of competency relative to level of training
- _____ Was not part of this practicum experience

Please provide a brief narrative explaining your rating, as well as discuss the student’s strengths and weaknesses in this area. (*expand as needed*)

3. Communication skills: quality of written & oral communications with colleagues, other professionals, clients, etc. (e.g., report-writing, feedback)

- _____ Student met appropriate levels of competency relative to level of training
- _____ Student showed growth towards meeting appropriate levels of competency
- _____ Student does not yet met appropriate levels of competency relative to level of training
- _____ Was not part of this practicum experience

Please provide a brief narrative explaining your rating, as well as discuss the student’s strengths and weaknesses in this area. (*expand as needed*)

4. Other interpersonal skills & personal resources: ability to establish and maintain rapport, trust and respect in professional relationships; self-awareness, self-reflectiveness, openness to supervision, resiliency and capacity to cope with the internship experience, etc.

- _____ Student met appropriate levels of competency relative to level of training
- _____ Student showed growth towards meeting appropriate levels of competency
- _____ Student does not yet met appropriate levels of competency relative to level of training
- _____ Was not part of this practicum experience

Please provide a brief narrative explaining your rating, as well as discuss the student’s strengths and weaknesses in this area. (*expand as needed*)

5. Professional conduct: knowledge of ethics, ability to act proactively and consistently for resolution regarding ethics & professional standards, readiness to seek and use supervision, awareness of limitations, respect and knowledge with regard to diversity and individual differences, etc.

- _____ Student met appropriate levels of competency for someone at her/his level of training
- _____ Student showed growth towards meeting appropriate levels of competency
- _____ Student did not met appropriate levels of competency for relative to level of training
- _____ Was not part of this practicum experience

Please provide a brief narrative explaining your ratings, as well as discuss the student’s strengths and weaknesses in this area. (*expand as needed*)

Part II - Area 2: Areas for growth and development (Mandatory)

Please comment on areas where you believe the student would most benefit next from supervisory guidance. How could their next training experience contribute to the course of learning and development of this student? Please provide specific feedback (more than “needs more experience”). *(expand as needed)*

Part II - Area 3: Individualized Practicum Goals (Optional)

Use the “Individualized Practicum Goal Setting” form at the start of the practicum to develop an individualized practicum goal document for the student’s practicum experience. Attach that document to the evaluation form and refer to it when completing this portion of the evaluation.

The following format may be copied as many times as needed to cover the goals developed at the beginning of the practicum.

Goal #__:

Ways to meet goal:

Way to assess if met:

Status at end of practicum

Supervisor’s perspective:

Student’s perspective:

Part III: Summary (signatures mandatory)

Supervisor’s Summary Please briefly summarize your overall evaluation of the student’s performance. *(expand as needed)*

Signature of Supervisor,

Date

(add additional signatures, as needed)

Student’s Summary: Please respond to your clinical supervisor’s evaluation of your performance. *(expand as needed)*

Signature of Student,

Date

Individualized Practicum Goal Setting

Individualized Practicum Goals

- These goals should be decided upon at the beginning of the practicum in a collaborative discussion between the student and the supervisor.
- These goals are not meant to be adhered to in a rigid manner but are to be used as guides for the student and supervisor to focus the student’s training experience.
- The number of goals will vary depending on student, supervisor, service, and setting.
- Significant concerns about a student’s rate of progress on a specific goal should be identified early enough in the practicum experience to allow for the student and supervisor to discuss ways to support the student in making the necessary improvements.

The following format may be copied as many times as needed to cover the goals developed at the beginning of the practicum.

Goal #__:

Ways to meet goal:

Way to assess if met:

Status at end of practicum:

Supervisor’s perspective:

Student’s perspective:

EXAMPLE

Goal: Further reduction in STUDENT’s anxiety related to conducting therapy.

Ways to meet goal: (a) Having greater experience, (b) work together on STUDENT being more comfortable with therapy not going exactly as planned and (c) working together to help STUDENT better balance the amount of time spent preparing with his ability to tolerate uncertainty.

Way to assess if met: (a) Decrease in STUDENT’s subjective experience of anxiety at the end of his practicum and (b) decrease (slowly across the practicum) in STUDENT’s reliance on extra supervision.

Status at end of practicum:

Supervisor’s perspective: I look forward to hearing STUDENT’s thoughts regarding this goal. I noticed a significant increase in his comfort in therapy as demonstrated by his decreased use of extra supervision, his decreased need for detailed session plans, and his increased willingness to trust his own instincts.

STUDENT’s perspective:

(the student provides comments at time of evaluation)

Psychology Clinic Journal Club Update



The Psychology Clinic Journal Club is sponsored by the Graduate Program in Clinical Psychology and the Psychology Clinic. Journal club meetings are held on campus at the Graduate Students' Centre from 5:15–6:45 p.m. on the third Wednesday of the month. The Journal Club reflects our intention to support and connect with Registered Ph.D. Psychologists within the Victoria area. It is also a mechanism for keeping in touch with and thanking community members who supervise our graduate students. Focusing discussion on research readings, the club assists local psychologists in meeting the CPBC required continuing education criteria for *Structured Interactive Activities*, providing a venue to discuss clinical, professional, and ethical issues in relation to current clinical research and literature.

The articles chosen cover a wide variety of clinical topics (e.g., therapy, assessment, psychopathology, and ethics) representing the Clinical Psychology Program's lifespan-developmental perspective. Articles cover each of the following age groups: children and adolescents, adults, and older adults. The Psychology Clinic Coordinator selects articles based upon feedback from the clinical faculty and journal club participants.

To date this year the following articles have been discussed:

<i>Date</i>	<i>Age Group</i>	<i>Article</i>
January 2014	Children & Adolescents & Ethics	Bernal, A.T. & Coolhart, D. (2012). Treatment and ethical considerations with transgender children and youth in family therapy. <i>Journal of Family Psychotherapy</i> . 23: 287-303.
February 2014	Adults & Ethics	Birky, I & Collins, W. (2011) Facebook: Maintaining ethical practice in the cyberspace age. <i>Journal of College Student Psychotherapy</i> . 25: 193-203.
March 2014	Older Adults & Ethics	Muzacz, A.K. & Akinsulure-Smith, A.M. (2013) Older adults and sexuality: Implications for counseling ethnic and sexual minority clients. <i>Journal of Mental Health Counseling</i> . 35(1): 1-14.
September 2014	Children & Adolescents	Ware, J.N. & Taylor, D.D. (2014) Concerns about confidentiality: The application of ethical decision-making within group play therapy. <i>International Journal of Play Therapy</i> . 23(3): 173-186.
October 2014	Adults	DeGeorge, D.P., Walsh, M.A., Barrantes-Vidal, N. & Kwapil, T.R. (2014). A three-year longitudinal study of affective temperaments and risks for psychopathology. <i>Journal of Affective Disorders</i> . 164: 94-100.
November 2014	Older Adults	Hillman, J. & Hinrichsen, G.A. (2014). Promoting an affirming, competent practice with older lesbian and gay adults. <i>Professional Psychology: Research and Practice</i> . 45(4): 269-277.

The journal club is open to all registered PhD psychologists in the Victoria area, who can join by emailing us at pcjclub@uvic.ca. We look forward to continuing to offer this service and seeing you all in the future. LR

Current Victoria Area Clinical Psychology Practicum Sites

Site	Emphasis	Supervising Psychologists (*contact person)
UVic Psychology Clinic	Assessment	Dr. Lisa VanBruggen, R. Psych.* Dr. Claire Sira, R. Psych.
UVic Psychology Clinic	Therapy	Dr. Lara Robinson, R. Psych.* Dr. Wally Craver, R. Psych.
Youth Forensic Psychiatric Services	Assessment	Dr. James Sawchyn, R. Psych.* Dr. Scott Bezeau, R. Psych. Dr. Christine Schwartz, R. Psych. Dr. Marei Perrin, R. Psych. Dr. Louise Clark, R. Psych. (in Nanaimo)
UVic Counselling Centre	Therapy	Dr. Rita Knodel, R. Psych.* Dr. Ai-Lan Chia, R. Psych.
Victoria Child & Youth Mental Health	Therapy	Dr. Josh Slatkoff, R. Psych.* Dr. Katherine Herbert, R. Psych. Dr. Alina Carter, R. Psych.
Saanich Child and Youth Mental Health	Therapy	Dr. Laurel Townsend, R. Psych.* Dr. Kim Lane, R. Psych.
West Shore Child & Youth Mental Health	Therapy	Dr. Shirley Graham, R. Psych.*
Anxiety Disorders Clinic, Victoria Mental Health	Therapy	Dr. Eric Ochs, R. Psych.*
Preschool Assessment at Queen Alexandra Centre for Children's Health	Assessment	Dr. Mary Anne Leason, R. Psych.*
Neuropsychological Services at Queen Alexandra Centre for Children's Health	Assessment	Dr. Kelly Price, R. Psych. Dr. Chand Taneja, R. Psych.*
A.T. Malcolm & Associates, private practice	Therapy	Dr. Tamara Goranson, R. Psych.* Dr. Leah Hatton, R. Psych.
Dr. Sylvain Boies, private practice	Therapy	Dr. Sylvain Boies, R. Psych.*
Forensic Psychiatric Services - Adult	Assessment/ Therapy	Dr. Tony Dugbartey, R. Psych.* Dr. Shauna Darcangelo, R. Psych. Dr. Heather Scott, R. Psych.
Outpatient Neurorehabilitation Services, Victoria General Hospital	Assessment/ Therapy	Dr. Karen Kit, R. Psych.*
Inpatient & Outpatient Mental Health Services at Queen Alexandra Centre for Children's Health	Assessment/ Therapy	Dr. Loren McMaster, R. Psych.* Dr. Alissa Schachtman, R. Psych. Dr. Laila Thaiss, R. Psych. Dr. Lisa Van Bruggen, R. Psych.
Mental Health Services/Canadian Forces Health Services Centre (Pacific)	Assessment/ Therapy	Dr. Ron Penner, R. Psych. Dr. Robert Kline, R. Psych. Dr. Sam Morgan, R. Psych. Mr. Mark Carter, Manger* Dr. Janny Thompson, R. Psych.
Outpatient DBT Program, Victoria Mental Health	Therapy	Dr. Elisabeth Hallam, R. Psych.*

Note: We are hoping to add some new supervisors as well as new practicum sites to this list soon.

Current Clinical Psychology Faculty Members

[Catherine Costigan](#), Ph.D., R. Psych., Associate Professor, Director of Clinical Training

[Marion Ehrenberg](#), Ph.D., R. Psych., Associate Professor

[Mauricio Garcia-Barrera](#), Ph.D., Associate Professor

[Jodie Gawryluk](#), Ph.D., Assistant Professor

[Kimberly Kerns](#), Ph.D., R. Psych., Associate Professor

[Catherine Mateer](#), Ph.D., R. Psych., Professor

[Lara Robinson](#), Ph.D., R. Psych., Assistant Teaching Professor, Clinic & Practicum Coordinator

[Marsha Runtz](#), Ph.D., R. Psych., Associate Professor

[Colette Smart](#), Ph.D, R.Psych., Assistant Professor

[Holly Tuokko](#), Ph.D., R. Psych., Professor

[Erica Woodin](#), Ph.D., R. Psych., Assistant Professor

[Laurie Fitzgerald](#), M.Sc., Psychometry Instructor

