Clinical Behavioural Sciences Program
Health Sciences Post Professional Program

CBS Program Calendar
Post-Baccalaureate Diploma and Selected Studies Program
Faculty of Health Sciences, McMaster University

www.fhs.mcmaster.ca/cbs/
Welcome to the Clinical Behavioural Sciences Program! (CBS)

Mission Statement

**We enhance** expertise of health related services provided to individuals, community organizations and the community.

**We provide** an innovative, collaborative, specialized and shared educational experience in a supportive atmosphere for our learners.

**We offer** to our learners a distinctive, diverse and interdisciplinary curriculum that enriches and benefits their professional, personal and career goals.

**We value** and acknowledge the dedication and expertise of our members in developing and delivering creative and important curriculum.

**We help** our partners to pursue their vision

Overview

The CBS program is a McMaster University, Health Sciences, Post Professional Diploma Program. The Faculty are experienced clinicians with expertise in providing advanced training to professionals looking to enhance their skills. The program is designed for professionals who are working in the health services field. Courses are developed for adult learners and have an interprofessional small group approach. This program will enhance your knowledge and skills and will provide you with the current clinical skills you need. Students have the option of taking select courses or may choose to complete the Diploma.

Course Offerings

The CBS program has a variety of courses offered in the following areas:

- Acceptance and Commitment Therapy
- Applied Behavioural Analysis and Therapy
- Clinical Supervision
- Cognitive Behaviour Therapy
- Community Health: Planning & Prevention
- Family Assessment and Formulation
- Geriatric Mental Health
- Group Studies
- Integration (Final Process for Diploma Students)
- Motivational Interviewing
- Organizational Studies
- Post Traumatic Stress Disorder
- Psychodynamic Psychotherapy
- Interpersonal Psychotherapy of Depression III
- Selected Studies in Acquired Brain Injury
- Working Effectively in Teams

New courses continue to be designed to meet the demands and needs of our students. Take a moment to browse through our brochure to see what our program can offer you!
Continuing Education Credits

Upon completion of the diploma, students may be granted up to 24 units of credit towards an undergraduate degree at McMaster University, as determined by the Faculty into which they are applying.

The following Associations have approved CBS courses for continuing education credits:

- CRCC (Commission on Rehabilitation Counsellor Certification)
- Physicians are eligible to claim the courses for Maintenance of Certification (MOC) program under the Credit Validation Program (Section 4-c) upon providing the required criteria to the Royal College of Physicians and Surgeons of Canada

Admission

For further information please refer to the website, www.fhs.mcmaster.ca/cbs/

The Diploma and Selected Studies Program is available to people with basic professional qualifications (by degree, certificate, or experience through current job) who are occupying positions in counselling, psychology, nursing, social services, medical and para-medical services and other health services fields. Not all courses are available to all students. Students apply directly to the CBS office. Interviews may be required.

Admission Deadlines

- **Fall Term**
  - Applications must be submitted to the CBS Office by early August. Interviews, if necessary, will take place in August for September courses.

- **Winter Term**
  - Applications must be submitted to the CBS Office by early December. Interviews if necessary, will take place during December for January courses.

Policies & Procedures

Course Attendance

Course attendance at each session is crucial. If a student finds that it is impossible to come to a class, the CBS Office must be notified prior to the scheduled class time in order to assure the student’s place is held. If a student misses a significant percentage of class time, e.g. more than 20%, or more than three classes, an incomplete may be recorded for the course.

Medical/Legal Responsibilities

The CBS Program/Faculty of Health Sciences assumes no medical/legal responsibility for clients/patients seen under supervision who are not officially registered in one of the psychiatric facilities in Chedoke/McMaster or St. Joseph’s Healthcare Hamilton, and such clients should not be seen at McMaster University facilities.

For residents, whose supervision cases are officially registered in one of the McMaster network psychiatric facilities, the MD education supervisor provides medical/legal backup in most instances. The MD education supervisor may designate an alternate if necessary, but it is his/her responsibility to clarify with the supervisee in writing both the accountability procedures and the medical/legal responsibility for patients. Patients of residents must be registered in one of the hospitals, and the patients’ charts updated by the supervisee and countersigned by the appropriate MD supervisor. In the case of a non-medical education supervisor, the MD responsible for medical/legal backup must be designated and the above procedures followed.

Confidentiality

Because actual case material is used for educational purposes, measures to assure confidentiality must be properly negotiated and these must be observed and respected by all those involved in the educational process. Students expected to bring case material from their setting for a course must obtain approval to do so from their place of employment.

Student Evaluation

At the completion of each course, the instructor will evaluate the student’s performance. A copy of this evaluation is kept in the student’s file; the original will be distributed to the student. Entry into the next level of each Studies Area is contingent upon satisfactory completion of the preceding level.

Confidentiality

Because actual case material is used for educational purposes, measures to assure confidentiality must be properly negotiated and these must be observed and respected by all those involved in the educational process. Students expected to bring case material from their setting for a course must obtain approval to do so from their place of employment.

Student Evaluation

At the completion of each course, the instructor will evaluate the student’s performance. A copy of this evaluation is kept in the student’s file; the original will be distributed to the student. Entry into the next level of each Studies Area is contingent upon satisfactory completion of the preceding level.
Available Courses

- Acceptance and Commitment Therapy
- Applied Behavioural Analysis and Therapy*
- Clinical Supervision
- Cognitive Behaviour Therapy*
- Cognitive Behaviour Therapy for Chronic Pain
- Community Health: Planning & Prevention
- Family Assessment and Formulation*
- Geriatric Mental Health
- Group Studies*
- Integration (Final Process for Diploma Students)
- Interpersonal Psychotherapy of Depression III
- Motivational Interviewing
- Organizational Studies
- Post-Traumatic Stress Disorder
- Psychodynamic Psychotherapy*
- Selected Studies in Acquired Brain Injury
- Working Effectively in Teams

*Core Courses

Areas of Study

For Further information please refer to the website, www.fhs.mcmaster.ca/cbs/course_description.html

Acceptance and Commitment Therapy (ACT)

913 – ACT (Acceptance and Commitment Therapy) (12 weeks)
The primary goal of this course is to teach the basic philosophy, behavior change procedures and techniques of ACT. In addition to the conventional lecture and classroom discussions, this course gives a primary emphasis on teaching the core therapeutic processes of ACT experientially.

Behavioural Studies

946 – Applied Behavioural Analysis and Therapy – Level I (12 weeks)
Introduction to learning and conditioning principles: respondent conditioning, operant conditioning, social learning theory and cognitive psychology upon which behavioural and cognitive behavioural assessment, formulation and therapy are based. Introduction to basic assessment and formulation skills.

946 – Applied Behavioural Analysis and Therapy – Level II (12 weeks)
Introduction to the basic principles and techniques of Applied Behavioural Analysis and Behaviour Therapy as applied to various clinical populations, including for example, autism spectrum disorder, developmental disability and acquired brain injury.

946 – Applied Behavioural Analysis and Therapy – Level III (20 weeks)
Level III content is negotiated based on faculty and student interest. Content areas may include, but are not limited to, Applied Behavioural Analysis (ABA) in autism spectrum disorder, ABA in developmental disability, ABA in brain injury rehabilitation.

Clinical Supervision

905 – Clinical Supervision – Level 1 (7 weeks)
Introduction to the basic principles and techniques of clinical supervision, including theories, models of supervision, legal, ethical and professional issues. Theory and skills are geared to individuals who provide therapy supervision in a clinical setting and want to further their development as supervisors.
Cognitive Behaviour Therapy for Anxiety & Mood Disorders

913 – Cognitive Behaviour Therapy – Level I (12 weeks)
Review of paradigms underlying anxiety and mood disorders. Review of behavioural and cognitive procedures and techniques applied to anxiety and mood disorders in adults.

913 – Cognitive Behaviour Therapy – Level II (12-16 weeks)
This course is designed for students who are experienced clinical therapists but who need more exposure to CBT prior to Level III. Participation in cognitive behavioural group or individual therapy for 12-16 weeks. The student will participate as a co-therapist and will be able to observe and apply cognitive behavioural therapy skills.

913 – Cognitive Behaviour Therapy – Level III (20 weeks)
Individually tutored application of Level I knowledge and skills, plus introduction of more specialized concepts and methods for the particular disorder that is the focus chosen by the student. Level III will focus on only one disorder, but may be repeated so that skills in applying CBT with other disorders can be acquired. The student will be tutored on two cases.

Cognitive Behaviour Therapy for Chronic Pain

914-IA – Cognitive Behaviour Therapy for Chronic Pain (12 weeks) *New course
Criteria for Admission: Satisfactory completion of CBT Level 1-3. This course is designed for students who are experienced clinical therapists.

Understanding the experience and impact of chronic pain through use of the cognitive behavioural model in addition to other empirically supported theoretical models (e.g., biopsychosocial model, gate-control theoretical model). In-depth learning/understanding of assessment techniques and cognitive and behavioural treatment strategies for the management of chronic pain as well as mood disturbances (e.g., depression, anxiety, anger) that often result from pain conditions, in both adults and seniors.

914-IIB – CBT for Chronic Pain – Level 2 (12 weeks minimum)
Criteria for admission: Satisfactory completion of CBT for Chronic Pain Level 1. This course is designed for students who are experienced clinical therapists.

Application of Level I knowledge and skills in the implementation of chronic pain management. Students will provide treatment both in the form of a group and individual therapy to patients who have chronic pain conditions that are interfering with their functioning (e.g., pain from an injury, arthritis, chronic regional pain syndrome, fibromyalgia, etc.). The student will participate in one CBT group for pain management (lasting 6 sessions/weeks in duration) and be supervised on one individual case lasting 6 sessions/weeks thereafter.

914-IIIC – CBT for Chronic Pain – Level 3 (12 weeks)
Criteria for admission: Satisfactory completion of CBT for Chronic Pain Level 1 and 2. This course is designed for students who have acquired basic skills in the treatment of chronic pain but who wish to pursue more in depth knowledge and experience in treating chronic pain (as well as the mood difficulties/disorders that often accompany it). Acquire advanced skill in treating chronic pain with an individual over a longer period of time (12 sessions).

Community Health

912 – Community Health: Planning and Prevention – Level I & II Combined (14 weeks)
This course is designed to introduce students to conceptual and practical issues pertaining to planning, implementing and evaluating community models of service delivery.

930 – Community Health: Planning and Prevention – Level III (20 weeks)
This level is designed for students who have major responsibilities and activities that require them to work in the community with several systems. Development of a Program proposal to effect change in a defined problem of an inter-agency nature.
Family Therapy Studies

911 – Family Assessment and Formulation – Level I & II (20 weeks)
The areas covered in this course are the following: Concept of Family, Understanding Families in their Context, Systems Theory, Family Development, Structure of the Family, Family Relationships, Transactional Patterns and Process and Formulation.

911 – Family Therapy Treatment – Level IIIA (20 weeks)
Assessment, formulation and family therapy skills.

911 – Family Therapy Treatment – Level IIIB (20 weeks)
Intermediate family therapy skills.

911 – Family Therapy Supervision – Level IV (20 weeks)
Problems and techniques of becoming a Family Therapy supervisor.

Geriatric Mental Health

943 – Geriatric Mental Health – Level I (12 weeks)
This Course is designed to enhance participants’ skills to communicate with, and support, older adults with mental health issues who are experiencing emotional distress and behavioural difficulties. The course will use videos, experiential exercises, role playing, critical reflective practice and assignments. It is anticipated that the above will increase participants’ abilities and add to a “practical toolkit” of approaches for/with clients.

943 – Geriatric Mental Health – Level II (12 weeks)
This Course Level II is designed to teach students the basic principles of supportive psychotherapy as specifically applied to the problems of the older adult. The course will use analysis of case transcripts/case studies, role playing, critical reflective practices and assignments.

Group

908 – Group Studies – Level I (10 weeks)
This course examines group work practice by exploring a range of theoretical concepts and frameworks. The areas covered in the course include: stages of group development, cohesion, therapeutic factors, leadership skills, social roles and ethical issues. Students lead weekly seminars based on the readings. Seminars are followed by a group tutorial where concepts are discussed and reviewed in greater depth. Students have an opportunity to reflect on their own concerns and questions about group work practice.

908 – Group Studies – Level II (5-day block)
An experiential group activity based on a conceptual framework derived from the Tavistock (Bion) approach to understanding group phenomena.

908 – Group Studies – Level IIIB (10 weeks) *New Course
The course will focus on the development and practice of group leadership skills through lectures and the provision of opportunities for in class, experiential learning. Students will participate in small groups to develop specific skills for effective group leadership.

908 – Group Studies – Level IIIA (20 weeks)
Students are expected to lead two groups as a requirement of completion. In the first group, the student may be co-leading a group with a more seasoned group facilitator (and so be in a more junior role). However, for the second group, the student must be in a primary leadership role. The course focuses on: Screening and selection of group members, Pre-group preparation, Forming the group (if applicable), Identifying individual and group objectives, Identification of group dynamics and working with those dynamics, Identification of co-leader and other system dynamics, Formulation skills (learning how to formulate interventions), Intervention skills (how, when, and why to intervene), Review of selected and relevant literature.

Motivational Interviewing

007 – Motivational Interviewing (10 weeks)
Appropriate client counselling experience and an understanding of the Stages of Change model as determined by the Study Area Chair is required. Motivational Interviewing Level I will focus on understanding the theoretical underpinnings and evidence supporting the use of this therapeutic approach for clients who are ambivalent about change. Students will develop and practice beginning and advanced motivational interviewing skills through discussion, case studies and practice in class in pairs and small interprofessional groups.
Organizational Studies

909 – Organizational Studies – Level I (10 weeks)
This introductory course in Organizational Studies will provide students with a model and tools to assess organizations and will introduce them to major concepts in the field of organizational behaviour. In this course, students can discover and apply concepts to both explain and influence how their own organizations work. Specific topics will include purpose, structure, change, communication, relationships, leadership, rewards and performance.

909 – Organizational Studies – Level II (10 weeks)
Building on the concepts, theories and themes introduced in Level 1, students will apply a change management methodology to formulate a planned change project that is relevant and applicable to their workplace. An organizational change map will be explored in depth as it relates to five key success factors for overall change management success: (1) active and visible senior leader sponsorship, (2) use of a structured change management approach, (3) frequent and open communications around the need for change, (4) dedicated resources for change management, and (5) employee engagement.

909 – Organizational Studies – Level III (20 weeks)
Building upon the concepts and models explored in Level II change projects, students will research the literature to extend and deepen their understanding of the complexities that influence organizations through change. A combination of academic perspectives and personal engagement will provide students with a mentored learning experience to enable them to understand and apply the principles of organizational theory and evaluation to their own organizations.

Post-Traumatic Stress Disorder (PTSD)

971 – Post Traumatic Stress Disorder – Level I (12 weeks)
Satisfactory completion of CBT Level I, II, III or equivalent experience is required. This course is designed for students who are experienced clinical therapists. Pre-screening by the course coordinator will be conducted. Review of cognitive behavioural formulations of posttraumatic stress disorders. In-depth learning of Prolonged Exposure (PE) treatment protocol for single incident traumas resulting in posttraumatic stress disorder (PTSD) in adults.

971 – Post-Traumatic Stress Disorder – Level II (12 weeks minimum)
Satisfactory completion of PTSD Level 1 is required. Under review, please contact the CBS Program Office for further details.

971 – Post-Traumatic Stress Disorder – Level III (12 weeks)
Criteria for admission: satisfactory completion of PTSD Level 1 and Level 2. Under review, please contact the CBS Program Office for further details.

Psychodynamic Psychotherapy

906 – Psychodynamic Psychotherapy – Level I (7 weeks)
This is an introductory course to key concepts in Psychodynamic Psychotherapy. The overall objective of Psychodynamic Psychotherapy Studies is for students to gain a basic understanding of some of the psychodynamic psychotherapy concepts and clinical applications: Key concepts such as the unconscious, the internal world, defense mechanisms, the therapeutic relationship, transference, counter-transference and working through are addressed. Formulating a case from a psychodynamic perspective will also be introduced. For those interested in using clinical applications these will be addressed in Levels II & III.

906 – Psychodynamic Psychotherapy – Level II (12 weeks)
Completing this level will allow you the option of completing Psychodynamic Psychotherapy Level III or Interpersonal Psychotherapy of Depression III. Clinical material brought by the students from their own work form the basis for learning formulation for psychodynamic framework. Each student brings video, audio or process notes of the interviews with the client to the class. If needed, case material will be provided to the student. The group jointly form their understanding about the client based on the psychodynamic concepts learned in Level I. The Literature made available from Level I will continue to be directly used in Level II.

906 – Psychodynamic Psychotherapy – Level III (20 weeks)
Criteria for admission: Satisfactory completion of Level I and Level II. An interview may be required with the course coordinator. Students must have at least one long term clinical case where there is ongoing weekly counseling for the 20-week duration to develop executive skills for individual psychodynamic psychotherapy.

Integration – Diploma students only

299 – Integration (20 weeks)
Criteria for admission: Open only to students registered for the Diploma. Enrolment must be preceded by successful completion of all other Diploma requirements.

Content: Development of the ability to use relevant information, both conceptual and experiential, in the identification, formulation and presentation of job-related problems or issues. Three different theoretical models are used to examine a problem of interest that has been defined by the student in conjunction with the supervisor.
Interpersonal Psychotherapy of Depression

965 – Interpersonal Psychotherapy for Depression – Level III (20 weeks)

Students may enter IPT without completing Psychodynamic Psychotherapy Levels I and II provided that they have a minimum of: a bachelor’s degree and one year of supervised psychotherapy experience and a firm grasp of psychodynamic psychotherapy principles and techniques. Students applying for this option may be requested to complete an examination and/or to be interviewed by the IPT Course Coordinator.

Interpersonal Psychotherapy of Depression (IPT) is a short term, contractual, “here and now” focused psychotherapy. IPT has two main goals: 1) the relief of depressive symptoms and 2) the individual’s adaptation to the social and interpersonal circumstances associated with the onset of the depression.

This psychotherapy focuses on the resolution of social and interpersonal problems that would be associated with mood problems. The emphasis of IPT is to facilitate restoration of the client’s previous level of functioning.

Working Effectively in Teams

919 – Working Effectively in Teams (12 weeks) *New course

This course is for professionals who are working in organizations where they are required to lead, participate, or engage as a team member of a small group.

Working effectively in teams, will introduce learners to the theory needed to understand how to make groups effective and will help to build the skills required to apply that knowledge in everyday work situations. Students will develop tools and will participate in groups in class and will discuss how these tools will apply in their workplace situations.

Participants will gain knowledge and hands-on experiences in learning how to develop, participate in and lead small groups or team meetings effectively.

Selected Studies in Acquired Brain Injury

967 – Selected Studies in Acquired Brain Injury (12 weeks)

This course is for Health care professionals working in hospital and community based ABI programs, case managers, insurance adjusters, legal assistants, patient advocates.

This interprofessional course exposes students to selected topics in acquired brain injury in order to help them develop skills in the management of complex clinical, social and re-integration issues faced by survivors of acquired brain injury. Areas Covered; Rehabilitation paradigms, Cognitive and behavioral sequelae of ABI, Principles of functional and collaborative rehabilitation, Mild brain injury, Slow to recover patients, Long term living and quality of life, Behavioural assessment and management, Teaching and rapport building, ABI and mental health, Psychotherapy and ABI, The child and adolescent’s brain, Power and empowerment in rehabilitation.

FOR THE CURRENT COURSE SCHEDULE, AND FOR further course information REGARDING THE COURSES LISTED, please refer to the website; http://fhs.mcmaster.ca/cbs/courses.html
Registration

Please refer to the CBS Website
For the current tuition fees and to download the registration forms

http://fhs.mcmaster.ca/cbs/registration.html

*PLEASE NOTE: course fees are subject to change without notice.

CBS Students may apply for bursaries and awards through McMaster Association of Part-Time Students (MAPS).
Please refer to the MAPS website for further details.
http://www.mcmaster.ca/maps/bursaries.html

Contact

For information please contact:

Tracey Oliphant
Coordinator,
Clinical Behavioural Sciences Program

McMaster University
HSC-3H46A
1280 Main St. W.
Hamilton ON L8S 4K1

Email: cbs@mcmaster.ca
Tel: (905) 525-9140 ext. 22706

www.fhs.mcmaster.ca/cbs/

http://www.facebook.com/pages/Clinical-Behavioural-Sciences-Program-McMaster-University/133658580041572
Clinical Behavioural Sciences Program Members

**Acceptance and Commitment Therapy**

Peter Walsh, RN, BSN, MEd, Counsellor, McMaster University

**Behavioural Studies**

Chuck Meister, MA, Assistant Professor (PT), Dept. of Psychiatry and Behavioural Neurosciences, McMaster University, Chair, Behavioural Studies, Autism Spectrum Disorders - School Support Program, McMaster Children’s Hospital.

Eleni Hapidou, PhD, C. Psych, Associate Professor, Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Joel Hundert, PhD, C. Psych, BCBA, Director Behaviour Institute.

Wanda Smith, PhD, C.Psych, Assistant Clinical Professor, Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Jane Summers, PhD, C.Psych, Assistant Professor (PT), Clinical Director, Behaviour Therapy Consultation Service, Clinical Supervisor, Hamilton-Niagara Regional Autism Intervention Program, McMaster Children’s Hospital, Hamilton Health Sciences.

**Clinical Supervision**

Randi McCabe, PhD, C. Psych, Associate Professor, Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Debbie Nifakis, LD, Chair, CBS Program, Associate Clinical Professor (PT) Dept. of Psychiatry and Behavioural Neurosciences.

**Cognitive Behavioural Studies**

Susan Chudzik, MSc, C. Psych Assoc, Chair, Cognitive Behaviour Therapy, Co-morbidity Team Coordinator, Mood Disorders Program, St. Joseph’s Healthcare Centre for Mountain Health Services. Assistant Professor (PT), Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Sharon Berry, R.N, Mood Disorders Program, St. Joseph’s Healthcare Centre for Mountain Health Services.

Peter Biebling, PhD, Associate Professor, Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Lisa Bourque, Psy.D., C.Psych., Assistant Professor (PT), Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Linda Cox, MSW, RSW, Assistant Professor (PT), Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Mary Lou Doxtator, Assistant Professor (PT), Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Karen Francis, PhD, C.Psych., Child and Youth Mental Health Program, HRSC.

Joel Goldberg, PhD, C.Psych, Associate Professor (PT), Dept. of Psychiatry and Behavioural Neurosciences, McMaster University, Associate Professor, Dept. of Psychology, York University.

Sheryl Green, PhD, C.Psych, Assistant Professor (PT), Department of Psychiatry and Behavioural Neurosciences, McMaster University.

Florence Knight, MSW, RSW, Assistant Professor (PT) Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Marilyn Korzekwa, MD, FRCP, Assistant Professor, Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Michele Laliberte, PhD, C.Psych, Assistant Professor (PT), Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Joelle LeMoult, M.A., Psychology Fellow, Anxiety Treatment and Research Centre, St. Joseph's Healthcare, Hamilton.

Andrea Liss, MSW, RSW Assistant Professor (PT), Dept. of Psychiatry and Behavioural Neurosciences, Associate Member, Dept. of Family Medicine, McMaster University.

Katie McCabe, MSW, RSW, Assistant Professor (PT), Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Randi McCabe, PhD, C. Psych, Associate Professor, Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Angela McHolt, PhD, C. Psych, Child Advocacy & Assessment Program (CAAP), Assistant Professor (PT), Dept. of Psychiatry & Behavioural Neurosciences, McMaster University. Associate Faculty, Dept. of Psychology, University of Guelph.

Margaret McKinnon, PhD, C.Psych, Psychologist, Mood Disorders Program and Assistant Professor, Department of Psychiatry and Behavioural Neurosciences, McMaster University.

Laura O’Neill, MSW, RSW, Assistant Professor (PT) Dept. of Psychiatry andBehavioural Neurosciences, McMaster University.

Paulo Pires, PhD, C.Psych, Child and Youth Mental Health Program, McMaster Children’s Hospital, Hamilton Health Sciences, Assistant Professor (PT), Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Joe Pelizziari.

Karen Rova, PhD, C. Psych, Assistant Professor, Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Adrienne Sloan, RN, BSN, CPMH(N) (C), MHC Hamilton Family Health Team.

Wanda Smith, PhD, C.Psych, Assistant Clinical Professor, Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Terri Ann Tabak, MSW, RSW, Assistant Professor (PT), Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Debbie Wilkes-Whitehall, MD, COPPFCP, CGP, Dip. CBS, Family Physician, Medical Director Niagara Eating Disorder Outpatient Program, Medical Advisor for New Port Centre, Assistant Part-Time Clinical Professor, Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Heather A. Wheeler, Ph.D., Psychologist Assistant Professor, Dept. of Psychiatry and Behavioural Neurosciences, McMaster University Adjunct Professor, Dept. of Psychology, Centre for Mental Health Research, University of Waterloo.

**Community Health:**

Henk VanDooren, MSW, Chair, Community Health, Planning and Prevention, Assistant Clinical Professor, Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Donald Jaffray, BA, Assistant Professor (PT), Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

**Family Therapy Studies**

Kristy Keeber, BA, MSW, Chair Family Studies, Assistant Clinical Professor, PT, Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Peter Evans, MA, RMFT, Registered Family Therapist, Assistant Professor, Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Paulo Pires, PhD, C. Psych, Child and Youth Mental Health Program, McMaster Children’s Hospital, Hamilton Health Sciences, Assistant Professor (PT), Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Paul A. Ricketts, M.A. R.M.F.T., Private Practice. Assistant Professor (PT) Department of Psychiatry & Behavioural Neurosciences, Faculty of Health, McMaster University.

Marlene Traficante, BA, BSW, MSW, Assistant Professor (PT), Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

**Geriatric Mental Health**

Louise Seaton, RN, Chair, Geriatric Mental Health Studies Area, Niagara Geriatric Outreach Program.

Gail Elliot, MA, Assistant Director, McMaster Centre for Gerontological Studies.

William Sulis, BSc, MA, MD, PhD, FRCP, Associate Clinical Professor, Dept. of Behavioural and Neurosciences, McMaster University.

Neil Tarswell, BSW, MSW, RSW, Clinical Lecturer, Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Ann Tassonyi, RN, B.Sc.N., Psychogeriatric Resource Consultant, Alzheimer Society of the Niagara Region & Niagara Geriatric Mental Health Outreach Program.

Diana Watson, RN [UK], B.A.(GERON/SOC), MSW/ RSW, Case Manager, Hamilton Niagara Halimand Brant Community Care Access Centre, Hamilton Branch.

**Group Studies**

Linda Cox, MSW, RSW, Chair, Group Studies Area, Assistant Professor (PT), Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Marilyn Korzekwa, MD, FRCP, Assistant Professor, Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Peter Kondra, MD, MSc, FRCP, Assistant Clinical Professor, Dept. of Psychiatry and Behavioural Neurosciences, McMaster University, Consultant Provincial Schools Branch Ministry of Education and Hamilton Family Health Team.

Robert Lang, MSW, RSW, CBS Dip., Assistant Clinical Professor, Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.
Brenda Mills, Clinician, Dept. of Psychiatry and Behavioural Neurosciences, McMaster University, Coordinator, Child & Youth Mental Health, Hamilton Family Health Team.

Liliana Monti, MD, FRCP, Assistant Clinical Professor, Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Deirdre Quinney, RSW, MSW, CPSC, Alcohol Drug & Gambling Services.

Laura Sergeant, MSW, RSW, Assistant Professor (PT), Dept of Psychiatry and Behavioural Neurosciences, McMaster University.

Helen Harris, RN, BSc(HN) (C), MHC Hamilton Family Health Team.

David Smith, MSW, RSW, Assistant Clinical Professor and IPT Module Coordinator, Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Leslie Born, MSc, PhD, Assistant Professor (PT), Department of Psychiatry & Behavioural Neurosciences.

Colleen Clairmont, MSW, RSW, Assistant Clinical Professor, Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Ruth Harris, RN, CPMHN(C), Assistant Professor, Dept of Psychiatry and Behavioural Neurosciences, McMaster University.

Steve Webb, MD, FRCP, Assistant Professor (PT), Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.


Debbie Bang, RN, BSN, MHCs (Health Promotion), Assistant Clinical Professor, School of Nursing, McMaster University.

Helen Harris, HHSCE Manager Dept Social Work, Charlton Campus

Anna Jendzio, Program Coordinator, Hamilton Health Sciences

Men’s Withdrawal Management Centre

Holly Raymond, MSW RSW, Manager Hamilton ACTT 2 Schizophrenia and Community Integration Service

Motivational Interviewing

Debbie Bang, RN, BScN, MHSc (Health Promotion), Assistant Clinical Professor, School of Nursing, McMaster University.

Helen Harris, HHSCE Manager Dept Social Work, Charlton Campus

Anna Jendzio, Program Coordinator, Hamilton Health Sciences

Men’s Withdrawal Management Centre

Holly Raymond, MSW RSW, Manager Hamilton ACTT 2 Schizophrenia and Community Integration Service

Organizational Studies

John W. Marshall, IPMA, CPP, Chair, Organization Studies, Assistant Professor (PT), Dept of Psychiatry and Behavioural Neurosciences, McMaster University.

Nancy Fenton, BSc, MEd, PhD, Assistant Professor (PT), School of Geography and Earth Sciences, McMaster University, Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Monique Armstrong, BA, Managing Partner, OK, So Now What?

Marilyn Hunt, RN, BA, BEd, MEd, Clinical Assistant Professor, Dept. of Psychiatry and Behavioural Neurosciences and Sessional Tutor, School of Nursing, Faculty of Health Sciences, McMaster University.

Basilia Iatomasi, MEd, RSW, Counsellor, Mohawk College.

Niky Melichar, BA, MA, Assistant Professor (PT), Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Mary Anne Sersen, BSc, MEd, Organizational Development Specialist, Hamilton Health Sciences

Susan Ward, RN MBA Business Development Manager, Bay Area Health Trust.

Psychodynamic Psychotherapy

Adele Wolpert-Zur, M.S.W. RSW, Chair, Psychodynamic Psychotherapy Studies Area, Assistant Clinical Professor, Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

James A. Bourgeois, MD, Professor and Vice Chair, Education, Consultation-Liaison Service, Department of Psychiatry & Behavioural Neurosciences, Faculty of Health Sciences, McMaster University

Alan Eppel, MB, FRCP, Associate Clinical Professor, Dept of Psychiatry & Behavioural Neurosciences, McMaster University.

Janet Fletcher, MSW, RSW, Special Immunology Clinic, Hamilton Health Sciences, Assistant Professor (PT) Dept of Psychiatry and Behavioural Neurosciences, McMaster University.

Debbie Nifakis, EdD, Chair, Clinical Behavioural Sciences, Assistant Professor (PT), Dept of Psychiatry and Behavioural Neurosciences, McMaster University.

Pauline S. Pytka, BA, MD, FRCP, Assistant Clinical Professor (PT), Dept. of Psychiatry and Behavioural Neurosciences, McMaster University.

Priyanthy Weerasekera, MD, M.Ed, FRCP, Associate Professor & Postgraduate Psychotherapy Coordinator, Department of Psychiatry & Behavioural Neurosciences, McMaster University.

Selected Studies in Acquired Brain Injury

Esther McEvoy, BHS, OT Reg (Ont), Chair, Selected Studies in Acquired Brain Injury, ABI Slow to Recover Program, Hamilton Health Sciences.

Glenn Adrian, Behaviour Therapist, Acquired Brain Injury Program, Hamilton Health Sciences.

John Davis, Ph.D., C.Psych., ABPP, Psychologist and Clinical Director, Brain Injury Community Re-Entry (Niagara)

Jane Gillett, BSc., MHSc.MD FRCP, Medical Director, Acquired Brain Injury Program, Hamilton Health Sciences.

Joanne Tee, MA, MSW, RSW, CPRP, Acquired Brain Injury Program, SJH.


Diana Velikonja, PhD, Assistant Professor (PT) Dept of Psychiatry and Behavioural Neurosciences, McMaster University, Neuropsychologist and Chair of Research for the ABI Program, Acting Chief of Psychology at Hamilton Health Sciences.