



**DALHOUSIE  
UNIVERSITY**

**Clinical Psychology Residency Program**

**2027-28 Academic Year**



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## Acknowledgements

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The Dalhousie University Senate acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people.

Dalhousie University also recognizes that African Nova Scotians are a distinct people whose histories, legacies and contributions have enriched that part of Mi'kma'ki known as Nova Scotia for over 400 years.



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### Introduction

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The Clinical Psychology Residency Program at Dalhousie University offers four full-time doctoral residency positions each year, with multiple rotations options across two sites, the Dalhousie Centre for Psychological Health and Dalhousie Student Health and Wellness. Our program is accredited by the Canadian Psychological Association and is designed to meet the standards for registration as defined by the Nova Scotia Regulators of Psychology. We are full members of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and the Canadian Council of Professional Psychology Programs (CCPPP).

#### Halifax Regional Municipality

Our residency is located in Halifax Regional Municipality. As the largest municipality in Atlantic Canada (estimated population of 439,819 in 2022), Halifax is the capital of Nova Scotia. Founded in 1749, Halifax has been shaped by its history as a port city and a place of settlement for various groups, including the Mi'kmaq, Nova Scotia's original inhabitants who play a vital role in Halifax's culture. Halifax is also home to a significant African Nova Scotian community; many of whom are descendents of settlers who migrated from the United States 400 years ago. Halifax was the site of Pier 21, an immigration facility for over a million immigrants which shaped its multicultural identity. Halifax continues to welcome immigrants from across the globe who contribute to its development as a multicultural city.

Halifax serves as a major centre for commerce, government, transportation, shopping, tourism, entertainment, education, and health care. Halifax is recognized as one of North America's most beautiful cities with its historic harbour development, Victorian architecture and vibrant downtown. With six universities, the city boasts the highest ratio of educational facilities to population in North America. Halifax is both a cosmopolitan city with exciting nightlife, theatres, galleries, museums, vibrant live music scene, fine dining, and home to stunning beaches, oceanside trails and urban parks.

#### Dalhousie University

Dalhousie welcomes 21,000 students from across the country and more than 115 countries around the world.

We are Nova Scotia's leading research-intensive university, with 13 faculties that expand understanding through teaching excellence and a drive for discovery resulting in more than \$210 million in external research funding each year.

Dalhousie's blend of groundbreaking research with outstanding teaching and makes for a unique and collaborative environment that empowers all our students, professors, researchers, and staff to achieve excellence and make a positive impact for our province, our country, and our world



## Clinical Psychology Residency Program

The [Department of Psychology & Neuroscience](#) conducts world-class research and training. We offer Bachelor's, Master's, and PhD degrees in Psychology and Neuroscience, as well as an accredited doctoral program in Clinical Psychology.

The Department of Psychology and Neuroscience is committed to providing a safe environment that is diverse, equitable, and inclusive. We support and encourage all members of our departmental community to share a commitment to providing a space for learning and research in which we can all thrive. We recognize the importance of supporting and involving members of our local communities, including African Nova Scotian and Mi'kmaq Peoples. Broader representation of the people who make up our community could help disrupt the historical exclusion of members of these groups from academia. We acknowledge the systemic barriers present in our academic institutions and are actively working towards eliminating these barriers.

### Clinical Settings of the Residency Program

The Dalhousie Predoctoral Residency operates out of two centres at Dalhousie University, the Centre for Psychological Health (CPH) and the Student Health and Wellness Centre (SHW). Residents will complete training at both centres during their residency year. The SHW Centre is located on the main campus of Dalhousie University and the CPH is located nearby (approximately 2km) in a medical centre.

**The Centre for Psychological Health (CPH)** is a community-based clinic dedicated to improving access to psychological services, by providing low barrier and evidence-based mental health care while also meeting student training needs. CPH uses an equity-based model, which allows us to serve low-income clients aged 5+ who experience systemic barriers in accessing mental health services, prioritizing clients who identify as being part of the following populations and communities: African Nova Scotians, 2SLGBTQIA+, Indigenous peoples, newcomers or refugees and Children in care (current or former). We work in partnership with several community organizations and residents may have the opportunity to provide both outreach and services to clients at our partner organizations.

Co-Directors: Dr. Shannon Johnson  
Dr. Alissa Pencer

Supervisors: Dr. Cheryl Aubie (Residency Co-Director of Training)  
Dr. Alim Awadia  
Dr. Susan Battista  
Dr. Debbie Emberly  
Dr. April Sullivan  
Dr. Julie Wershler

**The [Dalhousie Student Health and Wellness Centre \(SHW\)](#)** is an interprofessional health centre providing primary physical and mental health care to students at Dalhousie University and the University of King's College. The Centre is staffed by psychologists, counsellors, social workers, physicians (including psychiatry), nurses, and health promotion staff. SHW is committed to providing quality health care and services to promote and enhance students' good health, mental health and well-being. The services are easily accessible and geared toward the unique health needs and concerns of students. The healthcare and administrative staff include over 60 team members who strive to provide best practices in the integrated collaborative care to the



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diverse students of Dalhousie and King's. Students come from over 120 countries of the world contributing to a rich diversity of cultural, spiritual, and lived experiences and the university community supports a strong resource network to support the needs of indigenous, African Nova Scotia and Canadian, international and 2SLGBTQ+ students. Dalhousie Student Health and Wellness offers a variety of services to support students such as same-day (single session) counselling, ongoing counselling, group counselling and counselling to support students with neurodevelopmental presentations. Health promotion activities often focus on sexual health, responsible drinking, substance use and away-from-home support.

Director: Interim Director TBD

Supervisors: Dr. Jason Chatman  
Dr. Stillman Jacquard  
Dr. Susan Lavoie  
Dr. Heather Patterson (Residency Co-Director of Training)

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## Overview of the Program

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### Philosophy of the Program

The Dalhousie Clinical Psychology Residency Program is designed to provide an intensive 12-month training (or part-time equivalent) experience for advanced graduate students in Clinical Psychology and in Counselling Psychology. Our program supports the goals and objectives of the scientist-practitioner model of training for clinical psychologists and emphasizes clinical training and professional development. The aim of the program is to prepare residents to transition toward independent practice as a professional psychologist.

We focus on helping residents gain knowledge and skills in areas central to practice, as outlined in the Mutual Recognition Agreement (MRA; <https://cpa.ca/docs/File/MRA.pdf>) which delineates expectations for professional practice in psychology across Canada.

The training curriculum at Dalhousie University is focused on providing high-quality, evidence-based assessment and treatment for children, adolescents, adults, couples and families. We provide services to both university students and the wider community, and thus serve a diverse clientele. Delivery of equity-based and culturally competent care is central to our practice and the training objectives of our residency program.

We offer a warm, supportive atmosphere, and aim to support the career development of our associates, residents, and students and aim to foster an atmosphere of collegiality, consultation, and mentorship amongst our team members.



## Clinical Psychology Residency Program

### Goals of Training

Our overarching goal at the Dalhousie Psychology Residency Program is to prepare our residents to become successful autonomous psychologists. Through responsive and supportive supervision, our program will help residents advance their clinical skills in assessment, treatment, consultation and program evaluation skills to prepare them to excel as psychologists and professionals, beyond residency. We are deeply committed to preparing our residents to confidently advance to the next step in their careers, and be prepared to succeed in any area within the scope of practice of a psychologist. As such, residents are expected to develop core, profession-wide functional competencies in the following areas:

**1) Assessment skills.** Residents will become proficient with the use of semi-structured diagnostic interviews, psychometric testing, differential diagnosis, and the provision of treatment recommendations and feedback. Case conceptualization is also an important focus during initial treatment sessions in order to formulate the presenting problem, as well as select appropriate interventions.

**2) Intervention skills.** Residents will become proficient in planning treatment goals and plans, and providing evidence-based psychological treatments, such as Cognitive Behavioural Therapy, Acceptance and Commitment Therapy, and Emotion Focused Therapy. Process issues related to the interventions will also be an important focus.

**3) Consultation.** Residents will develop skills for consulting with other health care or educational professionals for the coordination and provision of care. Residents will work with other disciplines in an effective, positive, and collaborative manner.

**4) Research and Program Development and Evaluation.** Residents will develop knowledge and skills needed to complete a research or program evaluation project. Development of research and program evaluation, working in partnerships and dissemination of results will be an important focus.

**5) Development through supervision.** Supervision will be provided by doctoral-level psychologists, and it matched to each residents' training needs and skills. Initial supervision sessions may be more instructive, with the intention of the resident taking more autonomy in later supervision sessions. Residents are also provided training and supervision in the provision of supervision and will have the opportunity to provide supervision to junior psychology students during their residency.

In addition to functional competencies, our training also places a strong emphasis on the foundational values inherent in the practice of psychology. There is a focus on professional development, helping the resident grow into their professional role through self-reflection, critical thinking, using evidence-based knowledge and methods and interdisciplinary collaboration. Residents will receive didactic training and supervision on working with clients from diverse cultural backgrounds and will become aware of cultural differences in the context of their assessment and treatment work.

Residents will become proficient in their knowledge and application of ethical and professional principles of psychologists. Ethical standards are regularly discussed in supervision to ensure that residents demonstrate a comprehensive and advanced knowledge of ethical standards, codes of conduct, ethical decision-making, and legal obligations related to the practice of psychology.



## Clinical Psychology Residency Program

We offer training and didactics focused on autonomous registration in Canada, as well as post-residency employment. Our supervisors have worked across diverse settings, such as hospitals, university centres, specialized treatment clinics and private practice – we strongly believe in preparing our residents to enter any practice setting or academic setting and thrive.

### Program Structure

The residency program will run from September through the end of August and will cover a total of 1600 hours of practice under supervision. While specific hours will depend on each resident and their respective clinical interests, residents are expected to work a typical 35-hour week, with 3-week vacation plus additional professional development time. Approximately 2/3 of the week will be spent in direct client contact, which will vary depending on several factors (e.g., resident goals, training modality, preparation, etc.). In addition, residents will also attend training seminars, supervision, team meetings, case conferences and complete readings.

### Didactic Seminars and Peer Support

Residents participate in weekly 2-hour seminars developed specifically for residents. These include presentations about relevant child, youth, and adult issues by psychologists working in all Halifax-based residency programs, other health professionals, and individuals working in other community settings. These seminars are a joint learning opportunity shared between the Dalhousie residency program and the two hospital-based residency programs in Halifax. Individual, social, and cultural diversity considerations are embedded within this series, with multiple seminars dedicated to diversity-focused topics each year.

The following is a list of possible seminars:

- Keys to a Successful Residency
- Professional Psychology in Nova Scotia and Beyond
- End of Life Issues: Palliative Care
- NSBEP/NS standards and legislation
- Self-care Supervision
- Finding Employment
- Cultural Diversity
- Avoiding Complaints to the Board
- Private Practice
- Psychopharmacology
- Program Evaluation

Residents will also attend case presentations, weekly case consultation meetings, and other professional development opportunities at Dalhousie University and the wider psychology community.

CPH also hosts monthly consultation and/or “lunch and learns” for staff and students/residents on topics related to our multi-cultural counselling such as working with refugees and anti-racist practices, working with interpreters in therapy and topics related to working with Indigenous clients.



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It is also possible to obtain educational leave to attend workshops or conferences of interest and residents are eligible to apply for funding.

~~Mandatory peer support sessions occur weekly immediately following the seminar presentation. Peer support sessions allow residents to discuss issues relevant to their residency experience and to provide support to one another. Residents determine the structure of these sessions, within some overall guidelines covering specific areas (e.g., confidentiality). Residents often choose to spend time together socially following peer support sessions.~~

## Training Opportunities

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There are two areas of clinical focus available to residents: lifespan focus or adult focus. Resident applicants are asked to note a preference for lifespan or adult-focused rotations at time of application but dependent on supervisor availability, we may be able to offer flexibility around preferences for rotations as these are not distinct tracks with separate applications.

### **Adult-Focus:**

Residents who are focused on working with adults will gain experience in adult intervention and assessment for twelve months. They will divide their time between the Centre for Psychological Health (CPH) and Student Health & Wellness (SHW), generally spending six months at each clinic.

### **Lifespan-Focus:**

Lifespan-focused residents will have the opportunity to work with children, youth and adults during their residency year. They will spend six months working with children and families at Centre for Psychological Health (CPH) and will spent six months at Student Health & Wellness (SHW) working with an adult population.

### **Concentration of Training Opportunities:**

Throughout their year, residents will engage in clinical training in assessment, intervention, consultation, provision of supervision and program development. The depth of training in each of these five functional competencies will vary based on each residents' training needs and future career goals.

The categories of training residents will receive in each of the competencies will be divided into three levels:

- Exposure (1 day/week)
- Experience (2-2.5 days per week)
- Emphasis (3-4 days per week)

**Assignment of supervisors and rotations will depend on student preference, experience in intervention, training needs and best fit and will take place post-match.**



## Clinical Psychology Residency Program

### Assessment Opportunities

There are a variety of options for assessment at our residency., the majority of which will take place at CPH. Residents are exposed to a wide range of psychological assessment opportunities that reflect the complexity of the populations we serve. Many referrals are multifaceted, shaped by the significant psychosocial stressors and systemic barriers faced by individuals. There are currently long wait times for assessment within Nova Scotia's public mental health and school systems (particularly in adult neurodevelopmental assessment), resulting in many clients and families experiencing prolonged delays in accessing appropriate diagnostic services. Our clients are typically experiencing comorbid conditions and a variety of life stressors that influence their functioning and need to be taken into consideration when exploring diagnostic possibilities and recommendations. Residents therefore gain valuable experience working within a high-need context that emphasizes integrative assessment, differential diagnosis, and the translation of findings into meaningful, trauma-informed, and contextually relevant recommendations.

Our services offer the following assessments, providing residents with opportunities to gain experience across the lifespan:

- **Psychoeducational assessment** – comprehensive evaluation of cognitive and academic strengths and challenges, and behavioural profile, to explore potential diagnosis of learning challenges/disabilities and/or intellectual disabilities.
- **Mental health diagnostic assessment** – comprehensive evaluation of current and past mental health status, symptoms, and functioning with possible DSM-V diagnoses.
- **Autism Spectrum Disorder (ASD) assessments** – comprehensive ASD assessments for children/adolescents/adults.
- **Attention-Deficit/Hyperactivity Disorder (ADHD) assessments** – comprehensive ADHD assessments for children/adolescents/adults.
- **Neurodevelopmental screening** - neurodevelopmental/psychoeducational screening, learning strategy support, and advocacy services for post-secondary students to identify concerns such as learning disabilities, attention-deficit/hyperactivity disorder, and autism spectrum disorder.
- **Assessment for suitability for therapy** – evaluation of symptoms in terms of a specific disorder, transdiagnostic issue or recurring interpersonal challenge and assessment of readiness for therapy, therapy goals, and recommended course of evidence-based treatment

### Adult Intervention Opportunities

At both the CPH and SHW sites, residents will have the opportunity to work with adults from diverse backgrounds who are seeking mental health support for a wide range of clinical presentations. Although the client population varies somewhat between our two sites, individuals often present with mood disorders, anxiety disorders, post-traumatic stress disorder, eating disorders, psychotic disorders, neurodevelopmental disorders, concurrent/comorbid disorders, and personality disorders, as well as health psychology concerns and other difficulties issues such as grief, marriage/relationship difficulties, sexual health and gender identity concerns, role transitions, and school and work difficulties.



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Opportunities to gain experience in interprofessional consultation, single-session work, short-term and ongoing counselling/therapy are available across our two sites. Our supervisors approach therapy from a variety of therapeutic orientations and residents may have the opportunity to receive training and supervision in evidence-based treatments such as:

- Cognitive behavioural therapy (CBT)
- Acceptance and commitment therapy (ACT)
- Prolonged exposure therapy (PE)
- Cognitive Processing Therapy (CPT)
- Motivational Interviewing (MI)
- Emotion-Focused Therapy (EFT)
- Emotion-Focused Therapy for Couples
- Interpersonal process groups
- Dialectical Behaviour Therapy (DBT) skills group
- Neurodevelopmental Counselling

Residents will be able to tailor their experiences to their training needs based on options they select at Student Health and Wellness and the Centre for Psychological Health.

### **Child/Adolescent, and Family Intervention Opportunities**

Lifespan residents will work with children and/or adolescents from age 5 to 17 years old, as well as their parents/caregivers where appropriate, from diverse backgrounds, and presenting with a wide range of clinical presentations such as mood and anxiety disorders (depression, anxiety), obsessive compulsive disorder, trauma- and stressor-related disorders, neurodevelopmental disorders, concurrent/comorbid disorders, chronic health conditions affecting mental health, sex/gender identity concerns, disruptive behaviour disorders, issues with school and parenting supports.

Supervisors for this rotation approach therapy from a variety of therapeutic orientations and residents may have the opportunity to receive training and supervision in variety of evidence-based treatments, including cognitive behaviour therapy, acceptance and commitment therapy, trauma-focused CBT, motivational interviewing, DBT and emotion-focused family therapy.

### **Research and Program Evaluation Opportunities**

The Centre for Psychological Health has a research mandate focused on health services evaluation and clinical research in an applied setting aligned with the justice, equity, diversity, and reconciliation mission of the CPH. Partnerships between the CPH and community are the key drivers of achieving this mission.

In this rotation, residents are expected to complete a research or program evaluation project. The design of this project is flexible to accommodate the resident's interests, but will consist of involvement in, or design of, a research project or program evaluation initiative that supports the work of the CPH and/or an identified community partner. A small pool of projects will be available for residents to select from at the beginning of the year.



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These initiatives are supported by the Health Outcomes Scientist and Research Lead with the CPH, the co-directors and other supervisors within the CPH, SHW, Dalhousie Psychology and Neuroscience and researchers in the community or health system. Factors related to the selection of topics for these projects include supervisor project availability, evaluation needs of clinical/community programs, and Resident interests. Examples of projects include: interviewing referral partners regarding access and experience of care at the CPH; surveying PhD students related to achievement of goals in their practicum placement; evaluation of community based group intervention for seniors mental health; assessing impacts of group interventions.

### Supervision Opportunities

Residents will have the opportunity to receive training and supervision in the provision of supervision to practicum students. Both CPH and SHW accept multiple practicum students each year and residents will supervise junior students in intervention and/or assessments. Supervision opportunities may occur within the residents' own assessment or intervention rotation or it may be a separate experience where they concentrate specifically on developing competency in supervision.

### Consultation Opportunities

While interprofessional consultation is embedded in both the intervention and assessment rotations at both sites, there may be additional opportunities for residents to consult with, or provide service to some of the community partner organizations associated with CPH. These consultation opportunities are continuing to expand as we develop our partnerships and conduct needs assessments across the province with partner organizations. Residents may be offered unique consultation opportunities throughout their time at the Dalhousie Clinical Psychology Residency Program.

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## Facilities

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**Facilities:** The Dalhousie Predoctoral Residency operates out of two centres at Dalhousie University, the Centre for Psychological Health (CPH) and the Student Health and Wellness Centre (SHW). The SHW Centre is located on the main campus of Dalhousie University and the CPH is located nearby (approximately 2km) in a medical centre.

**Offices:** While at Student Health and Wellness (SHW), residents will have a primary office including a desktop computer with video recording capabilities as well as access to a locked filing cabinet, printer, and necessary office supplies. Residents will also have access to Dalhousie campus-wide wifi, email, and an account for secure video storage for supervision purposes. Dalhousie Student Health and Wellness (SHW) utilizes the ACCURO electronic medical record (EMR) system for scheduling/appointment booking, secure messaging with clients, records exchange/consultation with medical providers within the clinic, as well as electronic records storage.

While at the Centre for Psychological Health (CPH), residents will share office space during their nonclinical time and therapy and assessment rooms can be booked in advance for their client contacts. Clinical rooms used for psychological services are equipped with video recording equipment and computers. Client files are



## Clinical Psychology Residency Program

stored in the facility filing space. Residents will have a desk and computer, office supplies, access to Dalhousie campus-wide wifi, email and accounts for video storage and sharing with supervisors as well as OWL practice management software for appointment booking, secure messaging with clients and electronic records storage.

Both facilities have conference/group rooms and a kitchenette and resource library onsite.

**Administrative Support:** Administrative support is available to psychologists and residents.

**Libraries:** Dalhousie University has a large library system that is connected to the Nova Scotia University Libraries Network with hundreds of journal subscriptions, access to various electronic databases and tens of thousands of books that is staffed by professional librarians.

There is also a library of books, manuals, psychological tests and electronic psychology resources onsite at both locations.

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## Supervision

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The provision of supervision is in alignment with CPA and APPIC standards, and our residents receive at least four hours of supervision per week by a doctoral-level, registered psychologist. Residents will be assigned their supervisors based upon matching clinical interests, as well as availability of supervisors. To meet resident interests and needs, a minimum of two supervisors will be available for each resident. Group supervision may also be provided in addition to their individual supervision hours. Supervisors will meet weekly with each resident.

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## Evaluations

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**Resident Evaluations:** Over the course of the residency year, formal written evaluations will be conducted at the midpoint and end of all major and minor rotations. Each mid-rotation evaluation is completed by the supervisor and reviewed together with the resident. This review is intended to identify areas of strengths and/or weaknesses that can be further developed through the remainder of the rotation (and residency) and to ensure that progress regarding goals and objectives are monitored and adjusted, as needed. These evaluations are competency-based, focusing on assessing profession-wide functional and foundational competencies.

At six and 12 months, a summary of the residents' progress will be submitted to the resident's graduate training director to ensure ongoing communication between the graduate program and the residency program regarding progress.



## Clinical Psychology Residency Program

**Supervisor and Site Evaluations:** Residents will have the opportunity to evaluate their experiences with the residency site, their rotations and their supervisors. Evaluations will be submitted to the Residency Co-Directors.

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## Accreditation

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Our Program is a Full Member of the *Association of Psychology Postdoctoral and Internship Centers (APPIC)* and are members of the *Canadian Council of Professional Psychology Programs (CCPPP)*.

Our program is accredited by the Canadian Psychological Association's (CPA) *Accreditation Standards for Doctoral and Residency Programs in Professional Psychology* for a term of seven years beginning in 2026.

Questions about CPA Accreditation can be addressed to:

Canadian Psychological Association  
1101 Prince of Wales Drive, Suite 230  
Ottawa, ON K2C 3W7 Canada  
Phone: (613) 237-2144  
Email: [accreditation@cpa.ca](mailto:accreditation@cpa.ca)

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## Stipend

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At Dalhousie Residency Program, we highly value our residents and strongly believe in the care they deliver. Full time residents will receive a stipend of \$54,115.00 for the full year, paid monthly.

Our residents will receive 15 working days of vacation and be allocated 5 business days for professional development of any kind (i.e., dissertation related work, job interviews). The University is closed between December 25 and January 1 with this time additionally granted as non-working days.

Residents will have access to primary care services through the Dalhousie Student Health and Wellness Centre ([www.dal.ca/campus\\_life/health-and-wellness/my-health.html](http://www.dal.ca/campus_life/health-and-wellness/my-health.html)).



## Application Process

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### **Qualifications:**

All candidates must be enrolled in a CPA or APA accredited Clinical Psychology or Counselling Psychology Doctoral program and have completed some CBT coursework and clinical application prior to application submission.

Four resident positions will be available for the 2027-28 year. One position each year may be reserved for students enrolled in the Clinical Psychology Ph.D. program at Dalhousie University.

Prior to commencing the residency program, residents must have completed all requirements of their doctoral program, excluding the completion of their dissertation. A minimum of 300 direct client contact hours (i.e. assessment and/or group and individual treatment) will also be required.

We are committed to offering equal opportunity employment and encourage applications from all qualified individuals regardless of race, religion, cultural or ethnic background, gender, sexual preference, and disability. The program will make all efforts to ensure program access to those with disabilities by ensuring the accessibility of the physical site and by making further necessary accommodations on a case-by-case basis through our Co-Directors of Training.

### **Applications:**

The deadline for receipt of applications is November 15, 2026.

Applicants must register for the internship Match, using the online registration system on the Match website: [www.natmatch.com/psychint](http://www.natmatch.com/psychint). Our Match number is 1893.

Applications are to be submitted via the AAPI Online Centralized Application Service. No printed documents are to be mailed directly to our program.

The following materials must be included in the AAPI online submission:

1. APPIC Application for Psychology Internship (AAPI, which includes the DCT's verification of eligibility and readiness)
2. A Cover Letter indicating the applicant's training and career goals, and the types of experiences they are hoping to have during the residency year. Applicants are encouraged to elaborate on their existing skills and experiences with evidence-based practice, particularly those that relate to the types of clinical experiences the applicant is hoping to have during their residency.
3. Graduate Transcripts
4. Curriculum Vitae
5. Three letters of reference using the APPIC Standardized Reference Form (SRF)
  - One letter should be from an individual familiar with the applicant's research skills



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- One letter should be from an individual familiar with the applicant’s clinical skills.

Applications will be accepted until November 15, 2026. Interview notifications will take place on Canadian Universal Notification Day – December 4, 2026.

Questions regarding the Clinical Residency Program or Application Process should be directed to Residency Co-Directors Dr. Cheryl Aubie at [cheryl.aubie@dal.ca](mailto:cheryl.aubie@dal.ca) or Dr. Heather Patterson [h.patterson@dal.ca](mailto:h.patterson@dal.ca).

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## Supervisors

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### Clinical Supervisors

**Cheryl Aubie, Ph.D.**                      Psychologist, Centre for Psychological Health  
(she/her)                                      University of Windsor, 2006

As one of the Co-Directors of Training, I have a particular interest in the training needs of residents. Working both at CPH and in private practice, I provide therapeutic support for individuals, couples and families of all genders and sexual identities facing life’s most painful and emotional challenges, such as mental health issues, stressful life transitions, grief, relationship strain, parenting concerns and separation/divorce/co-parenting issues. Using an emotion-focused and attachment framework, I am especially interested in helping couples and families resolve complex relational difficulties. I offer emotion-focused skills training (EFST) to parents struggling with a mental health concern in their child (of any age, including adults) and provide workshops in EFST to clinicians internationally. I also have an expertise in working with individuals with eating disorders, body image issues and disordered eating and am especially passionate about clinical training and process-oriented supervision. [cheryl.aubie@dal.ca](mailto:cheryl.aubie@dal.ca)

**Alim Awadia, D.Clin.**                      Psychologist, Centre for Psychological Health  
(he/him)                                      University College London, 2011

I works at Dalhousie Centre for Psychological Health and offer both CBT and psychodynamic supervision. In both my clinical work and supervision, I use a structured framework that emphasizes fidelity to evidence-based protocols and the ongoing monitoring of client progress. I have been accredited as a CACBT Cognitive Behavioural Therapist. [alim.awadia@dal.ca](mailto:alim.awadia@dal.ca)

**Susan Battista, Ph.D.**                      Psychologist, Dalhousie Centre for Psychological Health  
(she/her)                                      Dalhousie University, 2014

I have worked with children, adolescents, and adults in numerous settings including hospitals, universities, and school boards. I currently work in private practice and at the Dalhousie Centre for Psychological Health. I am trained in Cognitive Behavioural Therapy (CBT), Motivational Interviewing (MI), and Acceptance and



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Commitment Therapy (ACT). Although I work with clients presenting with various concerns, I have a specific interest in Concurrent Disorders (co-occurring mental health and substance use disorders). [Susan.battista@dal.ca](mailto:Susan.battista@dal.ca)

**Jason Chatman, Ph.D.**                      Psychologist, Dalhousie Student Health & Wellness  
(he/him)                                      University of California, Los Angeles, 2006

In my work at SH&W, I provide therapeutic and counseling support for post-secondary students as they navigate the unique stressors encountered during this stage in their academic development to improve their psychological functioning and achieve academic success. I work to support students experiencing a wide range of issues including difficulties with attention and focus, mood dysregulation, anxiety, interpersonal difficulties, navigating trauma, and many others. I use an eclectic model of care drawing primarily from cognitive-behavioural therapy, acceptance and commitment therapy, and emotion-focused therapy. Operating with a cultural humility lens and from an anti-racist stance, I am especially interested in helping students cope with the impact of racism and discrimination and develop healthy identities that they can celebrate. I endeavour to help break down barriers to access to care and improve awareness across campus to the unique context of students with marginalized backgrounds. My supervision style marries an integrative developmental model with a systems approach. In addition to my work at SH&W, I also teach a graduate course on working with diverse clients to the PhD clinical psychology students at Dalhousie University and regularly provide workshops on cultural humility, cultural safety, and cultural competence to organizations across the province. Finally, I maintain a small private practice where I see families and clients across the lifespan. [Jason.Chatman@dal.ca](mailto:Jason.Chatman@dal.ca)

**Debbie Emberly, Ph.D.**                      Health Outcomes Scientist/Research Lead, CPH  
(she/her)                                      Dalhousie University, 2010

Coming from a career in service delivery, health service development and evaluation within the public mental health and addictions sector (child and adolescent focus), my role at the CPH is dedicated to measuring, reporting and understanding the impact of the care offered at the CPH on the clients, students, and community partner organizations with whom we work. At the CPH we use a measurement informed care approach where the tools that assist in shared decision making regarding the best care for the individual client are also used to demonstrate the impact of the work. We have a responsibility to demonstrate and share the effectiveness of the care that we provide and capture the intended and unintended consequences of our work, e.g., improving team morale in community. In my work I centre the voice of the client as the expert in their lives and ensure their views, preferences, and values are prioritized. From an evaluation lens, using both qualitative and quantitative methods I am interested in partnering to tell the story of the CPH, of our clients, of our students and of our community. As research lead, my role involves developing innovations in research, supporting key initiatives, e.g., culturally adapted CBT and seeking funding and research partnerships to advance our goals of culturally informed and low barrier access to care. [debbie.emberly@dal.ca](mailto:debbie.emberly@dal.ca)



## Clinical Psychology Residency Program

**Stillman Jacquard, Ph.D.** Dalhousie Student Health and Wellness  
University of British Columbia, 2010

I am a registered psychologist with a doctorate in psychology from the University of British Columbia (APA/CPA accredited). I am a practitioner of decolonial mental health and offer liberation oriented, anti-oppressive, culturally informed therapy, and practice from a justice oriented, system-informed framework, encompassing trauma sensitive care. My clinical orientation is influenced by person-centred therapy and cognitive behaviour therapy within the context of a multimodal lens. I look for opportunities to engage in adventure and movement-based therapy and value building community within an Indigenous wholeness. I am proud to be of Metis heritage. My current research pursuits include embodied listening, mindfulness, self-compassion and movement within the context of the therapeutic relationship. [stillman.jacquard@dal.ca](mailto:stillman.jacquard@dal.ca)

**Shannon Johnson, Ph.D.** Psychologist/Co-Director, Centre for Psychological Health  
(she/her) University of Victoria, 2003

I am an Associate Professor in the Departments of Psychology and Neuroscience and Psychiatry, Director of Clinical Training for the Clinical Psychology PhD Program, and Co-Director of the Centre for Psychological Health at Dalhousie University. I oversee the research strategy of CPH and work closely with Dr. Emberly to supervise student research and program evaluation projects in the centre. I have expertise in a wide range of assessment activities across the lifespan, with specific interests in neuropsychological and adult autism spectrum disorder assessments. My intervention interests include supporting those with attention, learning, and neurodevelopmental differences, cognitive impairment, and associated mental health difficulties. [Shannon.johnson@dal.ca](mailto:Shannon.johnson@dal.ca)

**Susan Lavoie, Ph.D.** Dalhousie Student Health and Wellness  
(she/her) University of New Brunswick, 2015

I am a Clinical Psychologist at Dalhousie Student Health and Wellness since 2012. My overarching clinical interest is very client centred with an aim to enhance client relationships with their emotions in order to live lives with emotions rather than to avoid emotions (aka building a life worth living). My theoretical orientation is primarily grounded in Acceptance and Commitment Therapy and Dialectical Behavioral Therapy, with foundations in Cognitive Behavioral Therapy. My supervision style is also very intern/resident centred with an aim to hone individual professional and clinical identity. Prior to working at Dalhousie, I also worked in several Nova Scotia Health settings (Community Mental Health, Outpatient Eating Disorders Clinic, and Borderline Personality Disorder Treatment Program). I have also done Private Practice in the area of physical rehabilitation psychology. [susan.lavoie@dal.ca](mailto:susan.lavoie@dal.ca)



## Clinical Psychology Residency Program

**Heather Patterson, Psy.D.** Dalhousie Student Health and Wellness  
(she/her) Memorial University, 2016

I am a Registered Psychologist and faculty member within Dalhousie Student Health and Wellness. I completed a Master's in Clinical Psychology from Acadia University (2008), and my doctoral training in Clinical Psychology from Memorial University of Newfoundland (2016). My clinical interests include attentional and mental health concerns in the university student population and hold a particular interest in the areas of identity development, interpersonal relationships, attachment, gender, and human sexuality. As a clinician, I strive to provide an empathetic therapeutic space with the goals of assisting my clients to explore their struggles and expand ways of coping in a non-pathologizing fashion. Working from a short-term (brief) client-centered foundational model, I employ a collaborative, integrative approach to my work with clients, incorporating evidence-based techniques from a variety of modalities (interpersonal [IPT], feminist, cognitive-behavioural [CBT], acceptance and commitment [ACT], dialectic behavioural [DBT], mindfulness, attachment-focused/emotion-focused [EFT], and solution-focused). Providing a trauma-informed and culturally relevant lens is central in my work with clients, as is the acknowledgement of (and work against) the systemic oppression (both societal and institutional) faced by marginalized populations. [h.patterson@dal.ca](mailto:h.patterson@dal.ca)

**Alissa Pencer, Ph.D.** Psychologist/Co-Director, Centre for Psychological Health  
(she/her) University of Calgary, 2004

I am a Senior Instructor within the Departments of Psychology and Neuroscience and Psychiatry, Field Placement Coordinator for the Clinical Psychology Program, and Co-Director of the Centre for Psychological Health at Dalhousie University. My clinical and research interests are in the areas of e-mental health, trauma-based therapies, prevention and treatment of anxiety and mood disorders, obsessive-compulsive and related disorders, severe mental illness, and substance use in youth and young adults. [alissa.pencer@dal.ca](mailto:alissa.pencer@dal.ca)

**April Sullivan, Ph.D.** Psychologist, Centre for Psychological Health  
(she/her) York University, 2010

I provide supervision in evidence-based assessment and interventions for children, youth, and families with complex mental health needs. I have experience in assessment and treatment of neurodevelopmental disorders across the lifespan, family-based interventions, and dialectical behaviour therapy. I support students to use attachment theory to understand and support families, and dialectical behaviour therapy to structure their approach to intervention with young people who have a multitude of coexisting problems. [April.sullivan@dal.ca](mailto:April.sullivan@dal.ca)

**Julie Wershler, Ph.D.** Psychologist, Dalhousie Centre for Psychological Health  
(she/her) University of New Brunswick, 2018

At the Centre for Psychological Health, I provide supervision for assessment and intervention with school-age children, adolescents, and adults. For assessment, I specialize in psychoeducational and ADHD assessments for individuals across the lifespan, as well as mental health diagnostic assessments. Opportunities for experience in adolescent and adult Autism Spectrum Disorder (ASD) assessments may also be available. For intervention, my primary approaches include CBT (including trauma-focused CBT), DBT skills, and ACT. I also have an interest in group therapy. I primarily provide supervision for anxiety and mood disorders, emotion regulation



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challenges, trauma, and ADHD/executive functioning. I also have a strong interest in supervising trainees in the provision of supervision. My approach to supervision is collaborative and based on developmental and competency-based methods. I strive to ensure students feel supported while also building their autonomy in further developing their clinical skills and considering the impact of the therapeutic process and diversity factors. Supervision methods include case discussion, direct observation (live or through video-recording), and review of written work. [Julie.wershler@dal.ca](mailto:Julie.wershler@dal.ca)

### Other Psychology Staff

**Marriam Abou-El-Haj, M.Sc.** Psychologist, Dalhousie Student Health and Wellness  
(she/her) California State University, Chico 2000

I am a registered Psychologist and have worked in various university and private practice settings. I currently work at Dalhousie Student Health and Wellness and have been since 2018. I work with students navigating various issues including, but not limited to, anxiety, depression, eating disorders, interpersonal struggles, self worth and resiliency. My therapeutic orientation is integrational, trauma informed using empirically based treatments (e.g. Solution Focused Therapy, Acceptance and Commitment Therapy, Person Centered, Interpersonal Therapy and Cognitive Behavioural Therapy) within the context of a feminist multicultural model. My hope is to empower clients to increase their quality of life and overall sense of well-being. [M.abou-el-haj@dal.ca](mailto:M.abou-el-haj@dal.ca)

**Neera K. Datta, M.Sc.** Psychologist, Dalhousie Student Health and Wellness  
(she/her) University of Calgary, 2004

I am a Registered Psychologist with specialization in the area of school psychology. I have worked at Dalhousie Student Health & Wellness (Counselling and Psychological Services) since 2007. My clinical interests include enhancing learning and mental health outcomes, assessment, intervention, consultation, and advocacy. Prior to working at Dalhousie, I worked in a hospital setting, university, public and private schools, and private practice. I enjoy working with university students and assisting them with understanding their learning needs, implementing appropriate learning strategies, and helping them to move forward in their academic careers. [ndatta@dal.ca](mailto:ndatta@dal.ca)

**Joanne Mills, M.A.** Psychologist, Dalhousie Student Health and Wellness  
(she/her) Wilfrid Laurier University, 1996

I am a Registered Counselling Psychologist who has worked within post-secondary student mental health since 1997, first in my home province of Newfoundland and Labrador with the College of the North Atlantic before moving to Nova Scotia and working at Mount Saint Vincent University before coming to Dalhousie Student Health and Wellness in 2014. My clinical interests revolve around issues that arise often for students in an academic setting and at this stage of their life including procrastination and motivation issues, evolving identity formation and relationship difficulties. I also enjoy program development and outreach opportunities that support our entire university population. My theoretical orientation originates from a feminist psychology lens rooted in Community Psychology values and has grown over the years through further education and interest in using techniques from many psychological frameworks including cognitive behavioural therapy,



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dialectical behavioural therapy and acceptance and commitment therapy. I have been actively involved with the profession of Psychology in Nova Scotia throughout my career with both the Association of Psychologist of Nova Scotia and the Nova Scotia Board of Examiners in Psychology. [Joanne.Mills@Dal.Ca](mailto:Joanne.Mills@Dal.Ca)