Thesis abstracts from the graduating class of the

Honours Bachelor of Behavioural Psychology program

St. Lawrence College, 2018
Welcome

The Honours Bachelor of Behavioural Psychology graduating class of 2018 would like to welcome you to the annual Building Behavioural Solutions Conference and the Behavioural Psychology Poster Gala event. The posters presented during the gala display the hard work the graduating class has put into not only their theses, but all coursework throughout the past four years. The theses presented today would not have been possible without the support, expertise, and time of college and agency supervisors, second readers, and BPSYC faculty.

Our program at St. Lawrence College is the first of its kind in Canada. This comprehensive four-year undergraduate degree offers the unique combination of classroom instruction and 1,100 hours of supervised placements in three different community agencies. Over four years, students take 19 courses in the areas of Applied Behaviour Analysis (ABA), Behavioural Counselling, and Cognitive-Behavioural Therapy as well as 12 courses in related areas of psychology. Our students acquire knowledge and skills in behavioural psychology that may be employed in schools, or a variety of social service settings including addictions, corrections, developmental disabilities, autism, and acquired brain injury.

In this booklet, you will find all of the abstracts from the graduating class’ theses that will be on display during the gala. The posters will be organized within the room for the gala by field of study. The students will be prepared to answer questions and discuss topics related to the theses that they have completed this year.

The students have worked endlessly and diligently to prepare their theses for this event. We would like to extend a heartfelt thank you to everyone participating in today’s event and we are eager to share our experiences and projects with you. Please feel free to look around, ask questions, and connect with others.
Table of Contents

Welcome ......................................................................................................................................................... ii
Message from Associate Dean Louise Chatterton Luchuk ................................................................. 1
ADDITIONS ..................................................................................................................................................... 2
  Alana Brankin ........................................................................................................................................... 3
  Jenna Milligan .......................................................................................................................................... 4
  Rosarie Planetta ...................................................................................................................................... 5
APPLIED BEHAVIOUR ANALYSIS (ABA) ............................................................................................. 6
  Abigail McNeilly ...................................................................................................................................... 7
  Alysha Charbonneau ............................................................................................................................. 8
  Andra Martin .......................................................................................................................................... 9
  Carter Milne .......................................................................................................................................... 10
  Jessica Jackson ...................................................................................................................................... 11
AUTISM AND DEVELOPMENTAL DISABILITIES ..................................................................................... 12
  Alyssa Whalen .................................................................................................................................... 13
  Rebecca Dietrech ................................................................................................................................. 14
  Cassidy Blackburn ............................................................................................................................... 15
  Julia Buckley ....................................................................................................................................... 16
CORRECTIONS ............................................................................................................................................. 17
  April McCarey ...................................................................................................................................... 18
  Karlie Stevens ..................................................................................................................................... 19
  Karlycia Payne .................................................................................................................................... 20
  Michaela Weaver ............................................................................................................................... 21
TRAINING MANUALS AND WORKSHOPS ............................................................................................... 22
  Abby Flexman ..................................................................................................................................... 23
  Ainslie Plouffe ................................................................................................................................... 24
  Amara Heisel ..................................................................................................................................... 25
  Amber Turcotte .................................................................................................................................. 26
  Olivera Bogdanovic ............................................................................................................................ 27
  Kelsey Rowsell ................................................................................................................................... 28
  Tiara Brant .......................................................................................................................................... 29
  Amanda Stolk ....................................................................................................................................... 30
  Jordan Clarke ...................................................................................................................................... 31
<table>
<thead>
<tr>
<th>Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah Dunnill</td>
<td>32</td>
</tr>
<tr>
<td>Chris Jenkins</td>
<td>33</td>
</tr>
<tr>
<td>Courtney Herritt</td>
<td>34</td>
</tr>
<tr>
<td>Danielle Porier-Froats</td>
<td>35</td>
</tr>
<tr>
<td>Katie Belej</td>
<td>36</td>
</tr>
<tr>
<td>Dayna Hearn</td>
<td>37</td>
</tr>
<tr>
<td>Griffin Chambers</td>
<td>38</td>
</tr>
<tr>
<td>Jazmine Battle</td>
<td>39</td>
</tr>
<tr>
<td>Meghan Desautels</td>
<td>40</td>
</tr>
<tr>
<td>Madison Arsenault-Ball</td>
<td>41</td>
</tr>
<tr>
<td>Megan Gougeon</td>
<td>42</td>
</tr>
<tr>
<td><strong>MENTAL HEALTH – ADULT</strong></td>
<td>43</td>
</tr>
<tr>
<td>Arianna Bullett</td>
<td>44</td>
</tr>
<tr>
<td>Bobbie-Ann Medeiros</td>
<td>45</td>
</tr>
<tr>
<td><strong>MENTAL HEALTH – CHILDREN &amp; YOUTH</strong></td>
<td>46</td>
</tr>
<tr>
<td>Dakota Mazzeo</td>
<td>47</td>
</tr>
<tr>
<td>Emma-Lea Barker</td>
<td>48</td>
</tr>
<tr>
<td>Taylor Beaubien</td>
<td>49</td>
</tr>
<tr>
<td>Hillary Brownlee</td>
<td>50</td>
</tr>
<tr>
<td>Lindsay Drew</td>
<td>51</td>
</tr>
<tr>
<td>Holly Johnstone</td>
<td>52</td>
</tr>
<tr>
<td>Lauranne Warner</td>
<td>53</td>
</tr>
<tr>
<td><strong>LITERATURE REVIEWS</strong></td>
<td>54</td>
</tr>
<tr>
<td>Jessie Platz</td>
<td>55</td>
</tr>
<tr>
<td><strong>EVALUATIONS AND ASSESSMENTS</strong></td>
<td>56</td>
</tr>
<tr>
<td>Claire Lubun</td>
<td>57</td>
</tr>
<tr>
<td>Colleen Robb</td>
<td>58</td>
</tr>
<tr>
<td>Mackenssie Pritchard</td>
<td>59</td>
</tr>
<tr>
<td>Sarah Elliott</td>
<td>60</td>
</tr>
<tr>
<td>Words of Wisdom from Faculty Members</td>
<td>61</td>
</tr>
<tr>
<td>Conclusion</td>
<td>65</td>
</tr>
</tbody>
</table>
Message from Associate Dean Louise Chatterton Luchuk

Congratulations to the graduating class of 2018. Your time in the Honours Bachelor of Behavioural Psychology program is represented in the posters you have created. During the course of this program, you have experienced a rigorous curriculum and a significant number of placement hours, in a variety of settings, to solidify your learning. You have researched, read about, discussed and engaged in activities to broaden your knowledge and skill base preparing you to enter your chosen field of behavioural psychology. You have also gained other important skills for your future success: working within groups, contributing to the community, learning about yourself, building relationships, utilizing critical thinking skills, digital citizenship, public speaking, and so on.

The quality of the posters you have created demonstrate not only your research findings but the culmination of what you have put into and received from this program. Congratulations on a job well done! You should be proud of your accomplishments and I wish you all the best as you finish up your studies and move into the next phase whether it be continued education or entering the workforce. #ProudtobeSLC

Louise Chatterton Luchuk, M.A. (Educational Studies)
Associate Dean – School of Community Services
St. Lawrence College ~ Kingston Campus
ADDICTIONS
Addictions Literacy: Development of Pre- and Post-Assessment Tool to Evaluate the Effectiveness of a Psycho-Educational Approach for Substance Use in Youth

Alana Brankin

Substance use among youth has been an increasing problem in Canada over the past several years (Paglia-Boak et al., 2007). Psycho-education has been used as a preventative approach to increase knowledge and reduce use among this population. This study used a pre-test, post-test design to evaluate the effectiveness of psycho-educational intervention. Youths in grades six, seven and eight from three various elementary schools in Kingston, Ontario took part in a six-week, one-hour workshop where they learned about cannabis, alcohol, tobacco and fentanyl presented by an addictions counsellor from KAIROS- Youth Diversion. Prior to the onset of the workshop, the youth completed an assessment tool that was comprised of 13 questions, using a four-point Likert scale that assessed their level of addictions literacy (as defined as a six week, 1-hour workshop developed by KAIROS addictions counsellors to provide psycho-education about cannabis, alcohol, tobacco and fentanyl to youth in elementary schools in Kingston, Ontario). The results from the pre- and post-assessment were then calculated in Microsoft-Excel for statistical analysis (using descriptive statistics and T-Test analysis). The results indicated that there was a statistically significant result whereby participants demonstrated an increased knowledge regarding addiction literacy using a psycho-educational approach.
Modifying Stress Management Information in a Program for Men with Substance Use Problems

Jenna Milligan

Stress, if not managed effectively, can have a significantly negative impact on an individual’s physical and mental health. Substance abuse is one domain where those struggling could benefit from developing healthier stress management coping strategies. The placement agency services clients with addictions by offering a variety of CBT-based sessions. The current thesis focused on updating a group session for stress management, using CBT, to be presented in a more informative, interactive manner. Using worksheets, psychoeducation, and handouts, clients were provided CBT-based stress management skills. The updated content was evaluated by staff that would be facilitating the group through a feedback questionnaire. The findings gathered from the facilitator feedback form suggested that the session met the agency’s expectations. Due to time constraints, the session was not implemented and, therefore, no client feedback could be provided. Strengths and limitations are discussed.
A descriptive study was conducted with a statistical analysis that included 40 months of archival data from a non-medical Detoxification Center in southern Ontario. A data recording sheet was utilized to collect information from client files for the purpose of investigating potential trends in the population. A total of 1445 client files were included in this study from September 2013 to December 2015. The information analyzed was partitioned divided into three sections: (1) Client characteristics; (2) Drug use; and (3) Use of services. Comparison graphs were created with a randomized sample of 100 client files. Six hypotheses were tested: (1) The age of clients will be positively skewed; (2) The client age will have a positive correlation with the number of detox visits; (3) There will be a greater population of male to female clients; (4) The will be a greater population of urban to rural clients; (5) Alcohol will be the most frequently used substance; (6) More than 50% of client will have poly-drug use. The first five hypotheses were supported; however, the final hypothesis did not show a statistically significant difference in single verses poly-drug use.
APPLIED BEHAVIOUR ANALYSIS (ABA)
Home-Based Sleep Intervention and Behavioural Parent Training to Increase Compliance in a 10-year-old Youth

Abigail McNeilly

Children who receive insufficient sleep as a result of disruptive sleep patterns can experience detrimental effects on cognitive development, impacting learning, memory consolidation, and overall executive functioning of the brain; which can also relate to behavioural noncompliance (Mindell, Kuhn, Lewin, Meltzer, & Sadeh, 2006). In order to comply, it is required that the child attend to a command, create a plan to complete the task, keep the plan in working memory, and then behaviourally complete the task. The detrimental impact of improper sleep on these processes have been well researched and evidence shows that addressing sleep quality first can quickly improve overall functioning. The purpose of this study was to test the hypothesis that the use of a home-based sleep intervention paired with behavioural parent training would increase positive behaviours of sleep and compliance. One ten-year-old youth diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and Oppositional Defiance Disorder (ODD) struggling with sleep disturbances and noncompliance behaviours participated in an 8-week program. Pre-test and post-test measures were used, which evaluated parent rating scores of positive sleep behaviours and compliance, on a 11-point rating scale with 0 being the lowest and 10 being the most ideal positive behaviours. Analyses examining the changes from the pre-test to the end of treatment indicated significant improvements in both parent ratings of child compliance and positive sleep behaviours. Results of the study suggest that the use of a sleep protocol prior to behavioural parent training for youth struggling with sleep disturbances and noncompliance can positively improve maladaptive behaviours. For future research, the use of a larger sample size with valid standardized measures would be beneficial for generalization and significance of results.
Using Positive Reinforcement to Increase Appropriate Social Interactions in a 3-Year-Old Girl Diagnosed with 22q11.2 Duplication within a Day Care Integration Program

Alysha Charbonneau

Social interactions among children with developmental delays can be difficult and cause social complications within future endeavors in school, work, and society (Gena, 2006). Social skills are also crucial to building relationships, communicating with others, and contributing to various settings and situations. Children diagnosed with 22q11.2 duplication possess characteristics symptoms that effect the appropriateness of how the individual interacts socially (Unique, 2016). By using positive reinforcement to assist in teaching social skills in children who have developmental delays at a young age, it is theorized to make transitions, social settings, and interactions much easier as the child develops throughout life. The participant was a 3-year-old girl diagnosed with 22q11.2 duplication participating in a group setting. It was hypothesized that positive reinforcement delivered on a continuous duration schedule would result in an increase of appropriate social interactions with other. This hypothesis was explored through an AB design over a 7-week period. The study consisted of positive reinforcement, prompting, and plastic poker chips as a reinforcer to increase the target behaviour. The results of the intervention concluded a significant increase in social interactions, however, the data was deemed unstable and ineffective based on specific criterion. In conclusion, the intervention did increase the desired behaviour of social interaction. To improve stability and effectiveness, it is recommended to address consistency, time constraints, and the confounding variables. This intervention assists in the Behavioural Psychology field and add to the minimal research of 22q11.2 duplication disorder in young children.
Comparing the Use of Sensory Toys Against a Token Economy for Increasing On-Task Behaviour in a Grade 6 Class

Andra Martin

This study was intended to increase students’ on-task behaviour in a Grade 6 classroom while comparing the use of fidget toys against a token economy using an ABAC design. Disruptive and off-task behaviours in students are often reported as a teacher’s biggest challenge within the classroom (Christiansen, Young, & Marchant, 2004). There are two commonly used methods that teachers use in classrooms to help diminish problem behaviours: sensory toys and ABA techniques. A total of 17 individuals were chosen to participate in the study from two Grade 6 classes at a Public School, eight from one class and nine from the other. The ‘A’ condition of the study was baseline data, which were collected by this author. The ‘B’ condition consisted of the implementation of the proposed intervention involving the Fidget Cubes. After the ‘B’ condition, the researcher returned to baseline by removing the Fidget Cubes from the class. The ‘C’ condition was the implementation of a token economy. A momentary time sample method was used to observe on-task behaviour. The students were required to exhibit on-task behaviour at the end of each interval. The student needed to exhibit a required level of on-task behaviour prior to receiving a token and exchanging it for a reinforcer. The Fidget Cubes were given at the beginning of each class and returned to the research student at the end of each class. The students were told that they were to use the cubes to help them stay focused during class. Across class one, the participants showed on average 60% on-task behaviour during intervention. The percentages ranged from 44% to 88% and had a standard deviation of 6.4 and showed little variance. Across class two, the participants showed on average 70% on-task behaviour during intervention. The percentages ranged from 38% to 90% and had a standard deviation of 7.3 and showed little variance.
Using Reinforcement to Reduce Handholding Restrictions with a 55-Year-Old Man with Down Syndrome

Carter Milne

Individuals with Down syndrome often display aggression and or acting out towards other and objects within their vicinity (Feeley & Jones, 2006). The subject of this intervention in the present thesis often hit other individuals when walking near them, causing the need for a hand holding restraint to be put in place. This aggressive behavior restricted interaction with others and community involvement. To discover the function that maintained the problem behaviour, the staff at the agency conducted a functional analysis with three conditions: control, alone, and attention. Informal interviews with staff and a Questions About Behaviour Function survey were conducted. The main function of behaviour was found to be attention across all assessments. Based on this knowledge, positive reinforcement literature was reviewed and studied. Based on the individual’s disability, the literature pointed in the direction of using non-contingent reinforcement, as well as differential reinforcement of alternative behaviours. Training staff was an important component of the intervention. The individual had a 24/7 residential staff team, and a day program team working with the individual were both trained in delivering the intervention. Results from the intervention show that the program was effective in reducing aggression and acting out behaviour. During the 28 days of baseline, 41 instances of aggression and acting out were recorded, and during the 33 days of intervention only 33 instances of aggression and acting out recorded. More studies using techniques such as NCR and DRA should be implemented with individuals with developmental disabilities to see if they are reliable and valid interventions to implement.
Increasing Compliance in a 4-Year-Old Boy with Prompting and Positive Reinforcement

Jessica Jackson

According to the literature, compliance refers to an individual following an instruction that is provided to them and is regarded as a key part of development during childhood. Non-compliance, however, has been found to be a growing concern among many early years teachers and families with young children. Studies found in the literature have addressed this growing issue and suggested the implementation of descriptive or specific praise as well as minimum-maximum prompting procedures. The current study aimed to increase compliant behaviour through the use of minimum-maximum prompting as well as visual prompts and positive reinforcement in the form of descriptive praise. The participant was a 4-year-old male. The intervention was conducted in an after-school program each day over a 6-week period. The intervention would be implemented by the staff in the participant’s classroom. Latency, the time elapsed between an instruction being given and being followed, was recorded. The least-to-most intrusive prompting procedure was implemented by providing the participant with a prompt to follow the instruction every 30 seconds after the initial instruction until the participant complied, at which time the recorded latency period was over. The results from this study demonstrated an increase in compliant behaviour after the implementation of the intervention. Future research might include further exploration into the effectiveness of least-to-most intrusive prompting on compliant behaviour. Additionally, it is recommended that future research focuses on educating teachers on interventions to increase compliant behaviours.
AUTISM AND DEVELOPMENTAL DISABILITIES
Teaching Appropriate Social Skills to Adults with Developmental Disabilities
Using a Modified Educational Board Game

Alyssa Whalen

Adults with developmental disabilities, such as autism spectrum disorder or Down syndrome, often experience difficulties engaging in appropriate social interaction. These individuals may struggle participating in conversations, social language skills and/or interpreting and responding to social cues. These difficulties in turn affect the individual’s ability to navigate social spaces like shops without someone to assist them. Improving communication skills can lead to a better quality of life and possibly more independence for adults with developmental disabilities. This thesis project was the development of a social skills board game using a modification of the game Cranium Cadoo™. Board games, like Cranium Cadoo™, were identified as a desired activity within the agency. The board game mixes social skills questions and roleplays with general questions to keep participants interested, and provides reinforcement through the ability to move forward. The game simultaneously gives participants a cooperative space to practice social behaviours such as turn taking, asking for help and helping others, which are then socially reinforced. The limitations of this thesis project included motivating participants to begin the game if it is not a desired activity and the potential for cheating. This thesis can be used as a model for people to create their own social skills board game, and could be used to further literature of board game teaching models.
Utilizing a Functional Assessment and Biopsychosocial Model to Guide a Psychoeducational Intervention for Caregivers’ of an Individual with Smith-Magenis Syndrome

Rebecca Dietrech

Smith-Magenis Syndrome is a rare chromosomal neurodevelopmental disorder characterized by distinct developmental, physical, medical, cognitive, and behavioural features. The rarity and complexity of this disorder may present challenges especially to caregivers, as few patients and families are provided with information about the disorder upon diagnosis. Knowledge and understanding of this disorder and its complex implications are vital when supporting an individual with complex needs. The subject of interest was a 22-year-old female, who recently received a provisional diagnosis of Smith-Magenis Syndrome. The subject had been given several misdiagnoses in the past, which had impacted caregivers’ perception of the subject and consequently their behaviour when interacting with her. It was anticipated that the psychoeducational intervention would provide support and information to aid in the caregivers’ understanding, daily care, and management of the subject; specifically, managing challenging behaviour displayed by the subject. A functional assessment and biopsychosocial approach was completed to identify remote and recent context contributing to challenging behaviour displayed by the subject. This information was used to guide a psychoeducational intervention for caregivers. The psychoeducation contained information about Smith-Magenis Syndrome in the form of an interactive workshop to educate caregivers about the disorder and its implications to the subject across biological, psychological, and social domains. Unfortunately, due to time constraints, the psychoeducational intervention and post intervention follow up with caregivers was not completed during the study period. The psychoeducation was developed to be used by the community agency to educate caregivers and assist in providing support to the subject at a future date. It is recommended that the psychoeducation be provided to caregivers once the diagnosis of Smith-Magenis Syndrome is genetically confirmed and that a post-intervention evaluation be completed to determine if the psychoeducation contributed to caregivers’ ability to manage challenging behaviour displayed by the subject.
Use of Modified Cognitive Behavioural Therapy Paired with Parent Training on Differential Reinforcement Procedures to Decrease Obsessive Compulsive Tendencies in Children with Autism

Cassidy Blackburn

Obsessive compulsive (OC) tendencies are highly comorbid with Autism Spectrum Disorder (ASD). These tendencies have been noted to be intrusive, interfere with daily living, impair social functioning, and effect their ability to focus and sleep. The aim of the study was to evaluate the effectiveness of implementing parental training in differential reinforcement and a modified cognitive behavioural therapy (CBT) to decrease OC tendencies in youth diagnosed with ASD. Two participants were referred to this study, one aged 13 and the other 15. Prior to the study modified functional interviews were completed with the parents of the participants, and the Children's Yale-Brown Obsessive Compulsive Scale (CY-BOCS) was completed as a pre-test measure. This study consisted of three phases; a parental training phase, a psychoeducation phase with participants, and modified CBT phase. Participants were asked to self-report on their level of obsessions/compulsions after each session in the first and second phases. The results of this self-report measure display a decrease in levels of obsessions/compulsions throughout treatments. The post intervention CY-BOCS was completed at the end of the study. From pre-test to post-test the CY-BOCS scores decreased for both participants. A one-month follow-up interview was also completed with parents of the participants whom both reported the progress made during treatment was maintained, indicating the potential long-term benefits. Future recommendations are also offered, as this study is exploratory, which include recruiting more participants, and extending the parental training phase of the study.
Using Instructive Feedback to Teach Facial Expression Recognition of a Male Diagnosed with Autism Spectrum Disorder

Julia Buckley

Individuals diagnosed with autism spectrum disorder (ASD) have difficulty identifying facial expressions, which prevents adequate recognition of the six basic emotions (i.e., happiness, sadness, fear, surprise, anger, and disgust). Each emotion, which can sometimes be expressed as a brief micro-expression, has corresponding facial action units that describe how the facial muscles move on the face when that emotion is being expressed. This single-subject study evaluated the effectiveness of an intervention that used instructive feedback during app-based micro-expression training to increase correct recognition of facial expressions through listener (receptive) and speaker (tact) responses. Instructive feedback, which highlighted the facial action units associated with each of the six basic emotions, was delivered as the consequence to the participant’s listener response for each item on the Body Language – Expressions app-test that presented micro-expressions to be identified by the participant. In comparison to pre-intervention probe data, post-intervention speaker response probes showed that the participant improved his ability to tact emotions enough to correctly label all facial expression pictures displaying the six basic emotions. Additionally, post-intervention probe data showed an improvement across the listener response, and indicated that the participant improved the ability to receptively identify all six basic emotions when they were presented as micro-expressions through the Body Language – Expressions app-test.
CORRECTIONS
Cannabis legalization has become a topic of interest within the last several years. New legislation for cannabis legalization has been developed by the Liberal Government and is expected to become law by July 2018. The purpose of this thesis and subsequent literature review was to provide an examination of the current literature available on cannabis legalization and policy development in regards to community corrections. The articles chosen were peer-reviewed and obtained from databases such as, EBSCOhost and St. Lawrence College, Queen’s University and Lakehead University. Articles that met specific criteria were reviewed, summarized, and placed in an annotated bibliography. These criteria included specific key words or phrases and articles must have been published within the last 15 years. The literature suggested countries that have legalized cannabis could not provide accurate data on what to expect for Canada as not enough time has elapsed. Further attention must be paid to concerns raised within the current legislation and how national and international regulations can affect cannabis distribution. In addition, cannabis clubs may also provide a safe method of cannabis distribution within communities. Uruguay, the first country to legalize cannabis from seed to sale, may provide a model for what Canadians could expect with the new legislation. Information summarized in this literature review provided a starting point for potential areas for further research and identified areas of concern for community corrections. Recommendations for future research are to identify the impact on marginalized populations, the effects of legalizing cannabis in the community, and gaining additional feedback and information from community resources. In addition, more research on developing accurate roadside testing for cannabis is highly recommended. These recommendations can provide further insight on how to keep the public safe and create more inclusive treatment plans for clients being supervised in the community.
An Examination of Skill Acquisition and Feelings Towards Others Following a Group Program Module for Adult Male Offenders

Karlie Stevens

Many offenders who are incarcerated participate in programs to address factors that led to their criminal activity. The present study assessed one module of a pre-existing institutional criminogenic group program focusing on freedom and personal control. The module was delivered to seven men who were incarcerated in a maximum security unit and already participating in a moderate-intensity multi-target program. The aim of the program is to teach offenders to apply coping skills relevant to factors related to their criminal history (i.e., impulsivity, substance abuse, and problem-solving skills). Two questionnaires; one on skill acquisition and one on feelings of support towards others were developed by the Behavioural Psychology student and completed by the offenders involved in the program using a pre- post- test design. It was hypothesized that the participants would demonstrate a higher level of self-reported understanding of skills relating to freedom and personal control (the focus of the module) and a higher level of feeling support towards others (based on the group format of the program) at post-treatment evaluation. A visual analysis of descriptive statistics based on participants’ self-reported answers indicated that participants reported that their use and understanding of skills taught during the module increased. Participants also self-reported increased feelings of support towards others supporting the hypotheses. Limitations included evaluating only one module of a program and using self-report measures. Future research should focus on assessing more than one group or one module, comparing group and individual programs, as well as studying the effectiveness of programs delivered to participants from different security levels. Additional recommendations are to use a more objective assessment measure, such as behavioural observation report, and include a follow up period.
Presently, the incarcerated population in Canadian correctional facilities who experience chronic pain have few available treatment options. These individuals often are exposed to pharmacological approaches, which also can elicit other concurrent problems and possible risk factors related to safety. As a result, other options for pain management are viewed as necessary in this population. According to recent literature, specific psychological approaches, such as cognitive behaviour therapy (CBT) as well as specific mindfulness approaches, display effective results in decreasing certain symptomology related to pain and promote positive skill building. This thesis was a program evaluation that reviewed the effectiveness of a 7-week CBT and mindfulness based group psychotherapy program aimed at decreasing chronic pain symptomology. Five individuals who had experienced pain symptoms for a minimum of six consecutive months participated in the study. Specific psychological variables were examined for change using both the Brief Symptom Inventory as well as the Pain Patient Profile in a pre- and post-assessment. Individuals also completed a post-group questionnaire as a self-report measure to indicate whether levels of pain had decreased since participating in the group. When statistically analyzing the data, it was indicated that the pain management group did not show a statistical significance in decreasing specific psychological symptoms in relation to pain, but a portion of group members stated that they had decreased pain symptoms as well as gained appropriate alternative pain management skills. Due to specific limitations of this study as well as minor changes purposed for future groups, research should be continued in this area of study as it could be seen as effective with certain modifications.
Literature Review Evaluating the Effectiveness of Correctional Programming in Psychopathic Offenders

Michaela Weaver

The effectiveness of interventions to reduce recidivism in psychopathic offenders has been represented extensively in the literature. Previously, it had been thought that psychopaths were beyond rehabilitation—a viewpoint that has affected therapists’ perceptions of offenders as well as public opinion. Additionally, the definition of psychopathy has encountered much debate and is often confused with antisocial personality disorder (ASPD). This overlap has created implications in the treatment of psychopathic offenders. The purpose of the current review was to alleviate the confusion about the definition of psychopathy as well as provide empirical evidence to the effectiveness of psychopathic offender rehabilitation. Numerous online databases and other academic sources were used to locate relevant information including PsychINFO, PsychARTICLES, PsychBOOKS, ERIC, and the Criminal Justice Collection. Academic textbooks and the Correctional Service Canada website were also used as supporting literature. Despite the negative view of psychopathic criminals, adherence to the risk-need-responsivity model (RNR) has shown promise in reducing recidivism rates for this population. Awareness of the responsivity challenges associated with psychopathic offenders can facilitate more effective programming. Additionally, the debate of psychopathy as a taxon and the validity and reliability of the widely used Psychopathy Checklist—Revised (PCL-R) are discussed. Empirical studies support the use of cognitive-behavioural therapy (CBT) or CBT-based programming in rehabilitating this unique population.
TRAINING MANUALS AND WORKSHOPS
Modifying a Manual for a Skill Development Training Program Delivered to At-Risk Children

Abby Flexman

During a placement with Rev. Norm Johnston Youth Residence (Lanark, Leeds ‘n Grenville Inc.) (RNJ Youth Services), a research gap, that there were no skill development training programs for children between the ages of 8 and 12, was identified and a manual targeting older youth was modified to fill this gap. This modified manual included an outline of an eight-week skill development training program, along with the required materials needed to run the group. Modifications to this manual included reducing the amount of reading and writing required by participants, and adding more discussion, visuals, and treatment principals from cognitive behavioural therapy, and behavioural skills training. It was designed for building skills in communication, decision-making, goal setting, emotions and coping, friendship, bullying and peer pressure, cyber safety, respect, and family. Tools, such as a pre and post-test, and a Likert scale, have been provided in the manual to measure the program outcome and effectiveness. It is recommended that this manual be tested on the age group in order to determine the effectiveness of the manual.
The Use of Mindfulness Techniques to Prevent Occupational Burnout and Compassion Fatigue in Individuals Working with an Alzheimer’s Population

Ainslie Plouffe

Individuals providing care for individuals diagnosed with Alzheimer's disease are at risk for developing occupational burnout and compassion fatigue. Mindfulness techniques promote overall well-being and contribute to work-life balance. The goal of this thesis was to develop an 8-week workshop to teach mindfulness techniques to individuals providing care to clients diagnosed with Alzheimer's disease attending a recreational day program in a long-term care facility. In order to garner feedback from the staff to get a better idea about what they would find useful in a workshop, an hour-long presentation was provided. The feedback and information from research articles was used to develop an 8-week workshop. The workshop outline accompanied by a facilitator manual and a participant’s workbook were made available to the staff at the facility. The workshop outline provides a timeline of the topics to be delivered (week one is an introduction to Alzheimer’s Disease, occupational burnout, and compassion fatigue; week two the topic is self-care and the importance of overall wellness; week three is an introduction to the use of mindfulness; week four is meditation; week five diaphragmatic breathing; week six is yoga; week seven is progressive muscle relaxation; the eighth week is a conclusion session). All information needed for the workshop is provided in the facilitator's manual, and all participant materials needed (worksheets, activity instructions) are in the participant's workbook. The 8-week workshop was not delivered due to time constraints. Next steps include implementation of the workshop by an employee at the facility with pre- and post-intervention data related to occupational burnout, compassion fatigue, and overall wellness.
Barriers to remaining offence free come from many different aspects of an individual’s life. These include social, family, education, stigma, associates, and interactions amongst other individuals (Andrews, Bonta, & Wormith, 2011). For some clients, mental health issues and/or addiction can increase risk for recidivism. Andrew’s et al. identified antisocial associates as one of the major four risk factors. This particular factor was identified in the justice service program as one that required intervention due to the resulting consequences. Some of the negative consequences included aggression, physical and verbal altercations, drug use, and offending behaviours. This thesis critically analyzed recent research regarding offenders and use of CBT (specifically the interplay of thoughts, emotions and behaviour). The justice services team did not have any resources in targeting associates and positive interactions to use with their clients which created a gap in the program and hindered treatment for individuals. This module was created using CBT techniques such as education, role play, and feedback. The pre and post quiz was created to determine whether CBT techniques addressing associate interactions could increase an individual’s awareness on which decision they would make in a variety of different scenarios. Based on increases in scores on the measure, CBT can improve the client’s ability to identify positive ways to respond in particularly difficult interactions with associates. All aspects and parts of this thesis were created and implemented by this student with assistance from a college and on-site supervisor. All strengths, limitations, recommendations for future research, and multilevel challenges to service implementation are highlighted in this thesis.
Functional Communication Training Manual and Workshop using Behavioural Skills Training

Amber Turcotte

Children with autism can have problems with communication, and functional communication training (FCT) is a procedure for replacing a problem behaviour with a socially acceptable alternative. Behaviour analysts have a large influence on developing and supporting individuals with autism spectrum disorder (ASD) and individuals with challenging behaviours. Training staff who work with individuals with ASD to better understand and implement FCT protocol can increase the effectiveness of FCT sessions. One of the most effective ways to train staff is using the behavioural skills training (BST) model. This allows staff to not only be provided with information but also practice and master the required skills. This thesis consists of a training manual that provides information about FCT and a workshop that provides the same information and follows the BST model. A step by step guide to FCT is a gap in the literature and training for behavioural analysts. The training manual and workshop presented aimed to teach behavioural analysts, or those aiming to become one, about what FCT is, how to create and implement a FCT protocol, which will ultimately improve clinical skills in FCT. The training manual and workshop can be shared within the agency and within St. Lawrence College to further education about FCT. The results, as well as strengths and limitations are addressed.
A Manual to Facilitate a Peer-Led Educational Event Program (PLEEP) Among College Students for Alcohol and Drug Related Incidences in Residence

Olivera Bogdanovic

Over the past 4 decades college drinking has been a significant problem across college campuses (National Institute of Alcohol Abuse and Alcoholism [NIAAA], 2015). College drinking can negatively impact students’ academic achievement, social relations, mental health, and can even lead to death. These potential negative outcomes not only affect students, but also their families, residence staff members, and the community as a whole. Alcohol and drug use have become a common occurrence that many students see as part of the college experience (NIAAA, 2015). First year college students who live in residence seem to be the most vulnerable and susceptible to alcohol and drug experimentation. The residence staff members’ job is to keep the students safe and promote a healthy living space. However, due to alcohol and drug related incidents that occur within residences, such as students causing damage to the residence building, acts of vandalism, and/or physical aggression to oneself or others while under the influence. This makes it more difficult for residence staff members to keep students safe. A peer-led educational event program (PLEEP) was developed and tailored for students who live in residence hall. The PLEEP focuses on educating students on the risks of alcohol and drug use, which, in turn could help prevent and decrease alcohol and drug related incidents. The scarcity of literature in regards to alcohol and drug prevention programs among this target population causes difficulty for staff to find effective and cost sensitive strategies to help prevent or decrease incident reports. The manual was designed using information and evidence gathered from EBSCOHOST. The PLEEP manual consists of 10 educational events that could be facilitated by the residence staff members and student volunteers. The program could also help in the development of trusting relationships between staff and students. It was hypothesized that the PLEEP manual would provide a guide for program implementation to residence staff members, so that these activities could be used to help decrease alcohol and drug reported incidents. The aim of the PLEEP is a model that could be used in other college and university residence settings. However, due to time constraints the author was unable to evaluate the effectiveness of the PLEEP manual. Future research should focus on implementation of the PLEEP in residence settings in order to measure its effectiveness.
The Facilitators Guide to Motivational Interviewing: Improving Youth Motivation and Job Readiness

Kelsey Rowsell

In Canada’s descending economy, youth aged 15 to 29 are faced with limited employment opportunities resulting in a lack of experience, employment readiness, and therefore are sacrificing the maximization of their full potential (Lakes, 2005 as cited in Byrne, 1999; Hills, Le Grand & Pachaud, 2002; MacDonald, 1997; Pierson, 2002). In response to youth unemployment, the Ministry of Ontario developed the Youth Job Connection (YJC), which provides youth with paid pre-employment training and job placements to enhance job-readiness skills. The purpose of the YJC is to support youth transitioning from education to work. The current thesis aims to enhance facilitators and career coaches’ knowledge of Motivational Interviewing (MI) and the Employment Readiness Scale (ERS). Strategies covered include the Spirit of MI, OARS- Client centered approach, Stages of Change, change talk, scaling tool, and rolling with resistance. By educating staff on these skills they will feel more confident in integrating these strategies into their clinical practice and with helping clients elicit their own motivation to find, obtain, and maintain employment at the organization’s three, six, and twelve month follow-ups. A workshop and training manual was created for agency staff to develop their clinical skills in utilizing MI and ERS. Recommendations for future areas of study include three, six, and twelve month follow-ups with staff and participants to determine the comprehension and utilization of the skills previously discussed (Hajek & West, 2010); as well as obtaining follow up data on the success rates of those who obtain gainful employment following.
A Facilitator’s Manual Outlining the Best Intervention Practices in Children’s Mental Health

Tiara Brant

Mental health difficulties such as anxiety or behaviour problems are a growing concern for families who are involved in the military. This growing need was identified by the agency and they requested information on the best practices for youth. The goal for this thesis was to create a best practice manual that focused on empirically proven therapies that effectively address mental health issues in youth aged 6-18. Psychoeducation about brief and intensive cognitive behaviour therapy, strength based cognitive behaviour therapy, and family therapy was provided. The manual also included specific activities for the mental health professionals to use with their clients. Due to time constraints, the manual was not implemented or tested for efficacy. The student expected that the manual would provide staff with a resource to strengthen therapeutic alliance and improve the effectiveness of therapies they provide at the agency. The manual was provided the agency to be used in individual therapy sessions with their youth clients. It is recommended that future research evaluates the effectiveness of this manual.
Compassion Fatigue, Burnout and Self-Care: A Resource Manual for Staff Employed by a Mental Health and Addictions Service Agency

Amanda Stolk

Compassion fatigue is prevalent for those who work with individuals living with mental health and addictions issues. Compassion fatigue has been defined as the “state of exhaustion and compilation of emotional, physiological, biological and cognitive effects that is the result of working directly with, and empathetically engaging with others who have experienced significant trauma, (Hanson, 2014, p. 7-8)”. Mindfulness-based stress reduction is one of the most effective techniques that helps to reduce compassion fatigue and build resiliency against it. A “Guide to Compassion Fatigue, Burnout and Self-Care” was developed as a guide manual, in both physical and electronic forms, to help support and provide psychoeducation regarding compassion fatigue specifically for workers in an agency that serves individuals struggling with mental health and addictions issues. The main goals of the manual are to teach employees how to become self-aware of the effects of compassion fatigue and its impacts on a person’s social, mental and physical well-being as well as to provide information on self-care techniques including mindfulness-based stress reduction therapy. Literature was reviewed on interventions used for compassion fatigue and supported the use of psychoeducation on self-care and compassion fatigue, through workshops and manuals. This current guide is intended to be a future companion of the compassion fatigue workshops that will be conducted at the mental health agency. In addition, the guide manual will be provided as a general resource for new employees of the agency. Although this guide was developed completely, its use in workshops is not known at this time, and therefore is part of the limitations for implementing this guide manual. Future research should focus on the implementation of such manual, such as conducting feedback surveys to assess if this guide manual was a useful contribution to community mental health and addictions agencies.
Training Manual for Social Supports for Survivors of Sexual Assault

Jordan Clarke

Survivors of sexual assault are at risk of experiencing psychological and emotional distress as a result of their trauma. Trauma-related symptoms can be lessened when provided with adequate support. Studies have found that non-professional relationships including family, friends and partners tend to be the top choice of support for survivors. Individuals who fulfill the support role may place more emphasis on their role than their own self-care. As a result, their well-being may be at risk. The purpose of the current thesis was to create a manual that covered a range of topics addressing the needs of social supports. Topics include psychoeducation regarding the role of social supports, and the effects of trauma, effective strategies to support a survivor and the importance of maintaining self-care. Future research examining the efficacy of the manual for use by social supports was recommended.
Guidelines for the Treatment of Children and Youth with Eating Disorders

Sarah Dunnill

Eating disorders are a serious and persistent mental health disorder which often develop in youth and adolescents. Untreated eating disorders can have an impact on individuals’ lives as a result of heightened risk of health-related issues as well as chronicity and comorbidity. The purpose of the present thesis was to create treatment guidelines for clinicians treating youth and adolescents with eating disorders that include recommendations for empirically supported treatments. The literature supporting the use of dialectical behaviour therapy, cognitive behaviour therapy, cognitive remediation therapy, interpersonal therapy, and motivational interventions for the treatment of anorexia nervosa, bulimia nervosa, avoidant restrictive food intake disorder and other specified eating disorders is reviewed within the guidelines. Recommendations are made regarding which treatment option might be most beneficial depending on the clients’ specific circumstances. The guidelines were developed for use by therapists working within a multidisciplinary team in a clinical setting. It is hoped that these treatment guidelines could be adopted in other clinical settings to improve treatment of youth and adolescents with eating disorders. Although the hospital guidelines include model treatment sessions, due to copyright and privacy issues these were not included in the present thesis but can be obtained through the hospital. Limitations to the present thesis include a lack of implementation data supporting the efficacy of the treatment guidelines in ensuring better treatment integrity. Future research should include the implementation of the treatment guidelines in a clinical setting evaluating the therapist adherence, the efficacy of the treatment plan, and ease of implementation.
The need for a manual and activity guide for use with Montessori activities available at a facility was identified during discussions with key staff members of a long-term care home in Ontario, Canada. This agency offers 170 single-resident accommodations for a geriatric population with a variety of needs, from physical and medical needs, to behavioural and emotional needs, such as residents with dementia. The population in this facility has a wide age range, from approximately 45 years old to over 100 years old. A Montessori activity room was already present in the home, but the materials were not labelled and there were no guidelines on how to use each activity to benefit the residents of the facility; therefore the room was not being used to the best of its ability in order to serve the residents. Also, many of the activities that were present in the room were not age-appropriate for an adult or geriatric population. The activity coordinator at the agency recommended cleaning, reorganizing, and repurposing the room to use activities that followed the Montessori Method of working with residents with dementia. Research was conducted on the principles of Montessori-Based Programming for Dementia, and activities were chosen for inclusion in the manual based on their adherence to these principles as well as the availability of required materials at the home. Research indicates that volunteers are able and willing to run Montessori-based activities, so the manual was designed in order to provide education on working with clients with dementia, as well as the Montessori Method, from the perspective of somebody that is new to the home. Research also indicated that Montessori-Based Activity Programming can have a variety of benefits to residents of long-term care facilities, ranging from a decrease in depressive and anxious episodes, as well as increased engagement with activities available at the facility (Jarrot, Gozali, Gigliotti, 2008). A list of requirements to include in the manual was created, with the help of the activity and volunteer coordinators. This manual was then created and revised based on feedback by staff at the home and supervisors of the project. The goal is that, by providing this guide and the required materials in one location, visitors to the home, including family members and volunteers, will be more likely to assist residents to engage with activities that will be enriching to the residents’ overall quality of life. Prior research has indicated that individuals with dementia who participate in Montessori-based activities may see beneficial results in terms of their mood and behaviour. Previously established research has indicated that residents who participate in Montessori-Based Activity Programming are likely to benefit in terms of their engagement with the activities, and in terms of their observed levels of agitation, among other negative emotions and behaviours (Femia, 2006). The manual is a total of 25 pages long, and offers 15 different activity guides for use with residents.
A Relaxation Training Workshop Manual Adapted for Indigenous Male Offenders in a Correctional Setting

Courtney Herritt

In recent years Correctional Services Canada has become aware of the over representation of the Indigenous population within their institutions. Analysis of the increase in Indigenous male offenders prompted CSC to introduce and offer Indigenous specific programming. The prevalence of intergenerational trauma and mental health disorders among this population has highlighted the importance of offering more Indigenous specific treatment options. Through a review of CSC’s current programs, it was identified that relaxation training was included in other programs offered by CSC but not offered to the Indigenous population. As relaxation techniques have shown to decrease symptoms prevalent among those experiencing trauma, Indigenous specific relaxation training should benefit this population. Therefore, a comprehensive manual was created for Correctional Services Canada that outlined a three-day workshop on relaxation training. The manual incorporates cultural aspects and focuses on three relaxation techniques: progressive muscle relaxation, cue relaxation, and counting breathing. Due to lack of time, results were not collected on the effectiveness of this manual; therefore, this thesis focuses on the creation of the manual. Furthermore, this thesis examines current empirically based evidence to support the development of this workshop. Strengths, limitations, and recommendations for future studies are addressed.
Using Behavioural Skills Training to Improve Job-Related Knowledge in Staff

Danielle Porier-Froats

Maintaining the most current forms of practice is important to staff members in order to maximize the effectiveness of their implementation of behavioural programs. This study examines if delivering a workshop using a behavioural skills training (BST) model would be more effective than using workshop literature paired with a lecture on material alone. The workshop literature defines and explains five applied behaviour analysis principles and concepts; reinforcement, motivational operations, differential reinforcement, punishment, and antecedent control procedures. The current study reviewed previous research on BST and the four components to make up the model; instruction, modeling, rehearsal, and feedback. Two groups were offered the same workshop material, with one group receiving BST training to determine if BST would improve the pre- and post-test scores over the control group. The staff that received the instructional material and lecture only format yielded a higher posttest average than the experimental group, which received the BST model. Limitations are explored such as; difference in training environments, training times, instructional components, prior participant knowledge, and as well as time constraints. The workshop literature and training techniques used provided a refresher in job-related knowledge in staff. Although the results of this study concluded that the workshop material and lecture alone format were enough to improve scores, the author identifies many factors that may have impacted the scores and potentially decreased the effectiveness of BST. Other workplace environments can benefit from using a BST model when training staff members as it provides visual models of the skills, the ability to rehearse each skill, and opportunities to receive feedback on the rehearsal of the skills. Possible areas for future research are also explored to add to the literature of BST and employee training.
Effective Treatment of Institutionalized Sexual Offenders: A Facilitator’s Manual for Best-Practice Procedures

Katie Belej

Sexual offences warrant great public concern due to the societal damage resulting from these crimes. Correctional programming is therefore essential for teaching sexual offenders the appropriate skills to decrease recidivism. In order to be more effective, program facilitators need to be educated in the treatment models found to be effective in treating sexual offenders. Therefore, this thesis sought to develop a comprehensive treatment manual for correctional staff to use in the treatment and supervision of federally incarcerated sexual offenders. A permanent product in the form of a facilitator’s best-practice manual was created. The contents of the manual were chosen based on an extensive literature review, and input from correctional staff. The research hypothesized that developing a resource manual for the agency would allow program facilitators to provide the most effective programming and applicable treatment techniques to individuals participating in sex offender treatment. Due to time restraints, the author was not able to formally evaluate the effectiveness of the manual. Therefore, this thesis focuses on the development of the treatment manual, guided primarily by current research. Furthermore, strengths, limitations, multilevel challenges to service implementation, and recommendations for future research are discussed.
Manual for Using Social Stories with Children in Licensed Child Care Programs

Dayna Hearn

The ‘Manual for Using Social Stories with Children in Licensed Child Care Programs’ was developed by the researcher as a practical and educational resource for staff members. The content of the manual focused on Applied Behaviour Analysis (ABA) principles and social story interventions in pre-school classrooms for children with Autism Spectrum Disorder (ASD). The purpose of the manual was to assist as an educational tool for staff members; it consists of behavioural techniques aimed at teaching students’ appropriate social skills. The content of the manual was adapted to meet the needs of licensed child care agencies and programs. The manual focused on these following areas: effective use of the manual, basic principles of ABA, relevant ABA techniques, and development and application of social stories. The manual also provides numerous social story resources for staff members to implement and encourages students to develop appropriate social skills. The manual was not assessed empirically or tested in pre-school classrooms. However, the utility of the manual was designed by the requests and feedback for each section provided by staff members. This was done to ensure that the applicability and usability of the manual would meet the needs of particular individuals and classroom settings. Qualitative feedback provided from agency supervisors and staff members highlighted the manual’s practicality for the staff members, as well as, staff’s high degree of satisfaction with its content. The thesis addressed strengths, limitations, recommendations for future research, and multilevel challenges in creating the manual. Strengths identified in the thesis include: strong empirical evidence from the literature; the manual is individualized to the setting and population; and a collaboration of individuals assisted in the development of many social stories. A major limitation identified was that no quantitative data was collected, which potentially limits the manual’s generalizability. It is recommended that future research be conducted to assess the manual’s suitability to be used by staff members, its impact on social skills development for children with autism, and its overall impact on the behaviour of staff members using the manual.
Development of a Manual to Increase Job Satisfaction for Adults with Autism Spectrum Disorders and Intellectual Disabilities

Griffin Chambers

There is an underrepresentation of people with disabilities in the workforce. People with disabilities experience challenges on a daily basis which hinder their involvement in the workforce. The creation of a manual to assess the vocational interests of people with disabilities will increase enjoyment felt by participants, and decrease staff time spent at unsuccessful volunteer/workplace opportunities. By understanding different external and internal motivating factors that specifically affect people with disabilities, the manual will help give the participants a more fulfilling vocational experience. The participant will feel better equipped to work in an environment rich with external supports. The staff will be better prepared to support the participant entering the workforce by examining and understanding relevant theories of internal workplace motivation. The theories examined were: the social cognitive theory, self-determination theory, stages of change theory, and motivation and engagement wheel theory. The theories conclude that by increasing adaptive behaviours and cognitions while decreasing maladaptive behaviours, should lead to increased internal motivation to work among participants. The manual provides two non-verbal vocational assessments designed for people with disabilities who have limited verbal and comprehension skills. The assessments use either pictures or videos to display various tasks to describe the job to the viewer. Both assessments are computer-based and will require staff to be present to assist the participant. The goal of the manual is to increase overall workplace enjoyment felt by participants and to decrease staff time spent at unsuccessful jobs.
Mental Health Awareness Manual for Youth: Let’s Talk About It

Jazmine Battle

In our society, mental illness is often misunderstood. Research suggests that the more mental health is discussed and the more familiar and aware people become of mental health issues, the less misunderstanding and mental illness individuals report. Further, it is important for individuals with mental health issues to be able to speak openly and seek help without facing the associated stigma that often accompanies being identified with mental health issues. Consequently, there is a need to promote mental health literacy and awareness. The purpose of the present project was to design a resource manual for educators, child care staff, mental health staff and youth to promote mental health awareness as well as provide tools and resources to develop healthy coping mechanisms to prevent and manage stress. This project focused on using art based activities in conjunction with psychoeducation to encourage youth to participate and express themselves freely.
Substance misuse and dependence is a widespread issue that can lead to significant physical, mental and interpersonal dysfunction for the individual. Although studies have highlighted the prevalence of Substance Use Disorders (SUD’s) and polysubstance use among people who use substances and have demonstrated the need for effective, timely and accessible intervention, support and treatment for substance misuse and dependence remains limited. The goal of this thesis was to develop an evidence-based treatment manual to assist staff at KFL&A Addiction & Mental Health Services in facilitating a drop-in group to address substance misuse and dependence, as well as to address skill deficits related to substance use. The manual is designed to be delivered by agency staff with clients who are experiencing dysfunction as a result of substance use, and provides detailed instructions for weekly group sessions, as well as reviews evidence-based practice in terms of teaching skills and providing psycho-education within a harm reduction framework. However, due to time constraints, the authors was not able to formally evaluate the effectiveness of the manual. As such, future research should aim to evaluate the efficacy of the manual, as well as the treatment protocol included, in addressing substance misuse and dependence within a community setting.
Sexual offenders face significant challenges upon release from a federal correctional institution. Barriers such as community stigma, housing and employment, social support, program planning, and treatment maintenance impact the successful release of a sexual offender. Difficulties acquiring these above resources in a pro-social manner could increase the likelihood of re-offending due to increased stress and vulnerability leading to a poor quality of life. The thesis explored these barriers and the impact they have on a sexual offender’s risk of recidivism. The thesis also explored the role of a parole officer and effective pre-release planning to assist a sexual offender’s successful reintegration. A resource manual was developed to assist parole officers in the decision-making process for the community release of a sexual offender. It provided an overview of definitions, prevalence, categories and typologies of sexual offences, risk of recidivism, past and current treatment, assessments used, challenges to implementation, multi-Target Correctional programming, types of conditional releases, barriers to successful community release, and parole officer’s roles. Concluding the resource manual was a resource catalogue for housing, employment, community treatment, and community partners. Parole officers employed within the federal correctional institution completed a Staff Questionnaire assessing the visual appearance, ease of use, and relevance of information. The results of the Staff Questionnaire indicated a general agreeability of appearance, use, and relevance among all participants. Future recommendations included verification of resources to ensure they were beneficial in assisting the facilitation of the successful release of sexual offenders. Additionally, reviews of information for relevance should be completed regularly as well as updates of policies and procedures.
Transgender and Gender Dysphoria: A Manual for Federal Correctional Staff

Megan Gougeon

It has been reported that prison staff may unintentionally contribute to the victimization of transgender offenders due to a lack of knowledge and training. A resource manual entitled Transgender and Gender Dysphoria: A Manual for Federal Correctional Staff was the product of this thesis. The student researcher constructed the manual to provide an overview of information regarding transgender individuals and gender dysphoria. In particular, the manual included material relating to LGBTQ+ definitions, interventions sought by transgender individuals, and challenges transgender individuals encounter in correctional facilities as well as in the community. The manual was also integrated with procedures of the field placement agency and a list of additional resources available for correctional staff. Additionally, 13 staff members at the field placement agency completed a satisfaction survey for the manual to determine how beneficial the manual would be to the agency. The satisfaction survey that the student researcher created included nine questions that evaluated various areas of the manual. The survey was rated on a seven-point Likert scale ranging from completely dissatisfied and completely satisfied. In particular, the components of the manual that were assessed included visual components, content, user-friendliness, relevance, and likelihood for staff to recommend. The results of the satisfaction survey indicated that the manual would be beneficial to the agency to use as a resource when working with transgender offenders. Furthermore, written recommendations from the staff included few suggestions for improvement. For future research, the writer recommends completing formal evaluations of the effectiveness of using a resource manual to train staff on the topics of transgender and gender dysphoria. It would also be beneficial to introduce manuals of this kind into diverse agencies in order to generalize the data.
MENTAL HEALTH – ADULT
Examining the Effects of Previous Cognitive Behavioural Therapy on Acceptance and Commitment Therapy

Arianna Bullett

Cognitive behavioural therapy (CBT) and acceptance and commitment therapy (ACT) are two empirically based approaches for treating anxiety and depression. However, CBT and ACT are no more efficacious than other mainstream therapies, and it is unknown if CBT and ACT would enhance each other’s techniques when delivered sequentially. This study sought to investigate the impact of previous CBT on ACT. Eight participants, who had difficulties with depression and anxiety, were recruited from a community vocational rehabilitation agency. The participants were organized into two groups: individuals who had attended the agency’s CBT-based program and individuals who had not. The groups attended two ACT sessions a week for six weeks. It was hypothesized that the previous CBT group (PCBT) would have greater decreases in depression and anxiety symptoms and greater increases in mindfulness and psychological flexibility than the non-CBT group (NCBT). Depression and anxiety symptoms, mindfulness, and psychological flexibility were measured using the Depression Anxiety Stress Scale 42, Five Facet Mindfulness Questionnaire, Acceptance and Action Questionnaire – II, and caseworker rating scale. A Friedman test and Wilcoxon Signed Rank test were utilized to determine the impact of ACT on all participants. Percentage of improvement, mean, and standard deviation were used to analyze the results between the two groups. Overall, the hypothesis was not supported. At post-test and at the 2-month follow-up, the NCBT group had greater decreases in depression and anxiety symptoms and greater increases in mindfulness and psychological flexibility. These results suggested that previous experience with CBT might reduce the benefits of ACT. However, limitations, such as a lack of participant exclusion criteria and a lack of control over the participants’ past psychotherapy, were present. Therefore, these results should be interpreted with caution. Future studies should further examine the relationship between CBT and ACT.

Bobbie-Ann Medeiros

Divorced and separated parents are at a disadvantage when considering the parent-child relationship, and can experience extraneous amounts of stress surrounding their lives as divorced parents. Strengthening the parent-child relationship has been shown to decrease levels of stress in this population. The present thesis described the development and design of the revised Restructuring After Divorce (RAD) program and accompanying facilitators’ manual for the parental group. The program was created to fill the gaps in the literature pertaining to a treatment rooted in delivery of cognitive-behavioural therapy sessions for parents with concurrent sessions for their children. These sessions provide behavioural techniques, psychoeducation and behavioural rehearsal together to reduce stress and strengthen and promote a positive parent-child relationship. The RAD program aims to increase parent-child relationship, coping skills, communication skills, and reduce stress levels of both parent and child through a concurrent psychoeducation curriculum and parent-child activities surrounding learned techniques. The facilitator’s manual has two editions, one for parents and one for children. The development of the adult manual was outlined. The manual included weekly lessons that identify the skill being taught, a layout of the lesson including discussion, psychoeducation and the parent-child activity. The manual had all handouts, and information the facilitator should need. The target participants, possible recruitment outlets, design, setting, materials and measure for the second revised integration of this program were also described. Recommendations and future areas of study include adapting the program for a wider range of participants, and using a wider range of standardized measures.
MENTAL HEALTH – CHILDREN & YOUTH

Dakota Mazzeo

In Canada, 43.1% of marriages ended in divorce before reaching their 50th anniversary in 2011 (Statistics Canada, 2011). The province of Ontario was above the national average with nearly 27% of separated or divorced parents having a minimum of one child at the age of 18 or younger (Statistics Canada, 2011). In the context of divorce, children are at a heightened risk to experience psychological, behavioural, emotional, or academic difficulties (Hopf, 2010; Amato & Keith, 1991; Kelly, 2000). This thesis provided a description of the development and design of an intervention and the creation of a manual that addressed the gaps found within the literature for treatment of children of divorce. The second iteration of the Restructuring After Divorce (RAD) program implements cognitive behavioural therapy, behavioural skills training, behavioural rehearsal, and mindfulness activities that involve both the parents and the children. The aim of this manual was to increase coping skills, improve parent-child relationships for divorced or separated families, and decrease behavioural difficulties in children of divorce. The facilitator’s manual for this program was developed for two different target populations, one for the child group, and another for the parent group. The creation of the child manual was outlined in the thesis. The manual included the following: weekly sessions, topics for discussion, handouts, child activities, overview of the behavioural skills training component, and the parent-child activity. Participants, setting, design, and measures of the second iteration of RAD was also discussed. Recommendations as well as future areas of study included the expansion and adaptation of the manuals for different populations of divorce and the utilization of a larger array of assessment measures.
Increasing Time Management Skills Among Adolescent Females in a Residential Home Setting

Emma-Lea Barker

The purpose for conducting this study was to determine if using a combination of life skills, self-monitoring, and group counselling would increase time management skills and habits with adolescents residing in a residential home. A literature review was conducted which presented extensive research regarding the use of life skills to reduce high-risk behaviours in adolescents. The literature surrounding self-monitoring and group counselling was extensive but did not include the targeted population. However, there was an abundance of support for the techniques used. The current study consisted of two female participants aged 14 and 16. This study was extended over a 3-week period with 30-minute sessions occurring once a week. A pre-test-post-test design was used where prior to the first group session participants were required to fill out two self-assessments regarding their time management skills and habits. Participants also completed the same self-assessments during the last session and the results between the pre-test and post-test were then compared. The results from the self-assessments indicated that the chosen intervention techniques were unsuccessful in increasing time management skills and habits. There were a number of challenges that interfered with the implementation of the study, thus the results were inconclusive regarding the effectiveness of the provided intervention. Several limitations accompanied this study, influencing the recommendations for further research and investigation identified. Future research should aim to include more investigation into the adolescent population in secondary school, rather than focusing on at-risk adolescents. It would also be beneficial for research to investigate group home environments and what intervention approaches would be most beneficial for this population, as well as other populations (i.e., males). Multilevel challenges were also discussed regarding the implementation of the intervention program and important considerations when working with this client group.
Increasing School Attendance and Decreasing Mental Health Symptomology for Children and Youth with School Avoidance Behaviour Using a Functional Model and Cognitive Behavioural Therapy

Taylor Beaubien

Over the past decade, there has been a significant increase in emergency department visits and hospitalizations for children and youth seeking treatment for mental health concerns in Ontario. In addition, a substantial amount of children and youth remain on a waitlist for over a year before receiving services. Unaddressed mental health concerns can also affect children and youth by interfering with regular school attendance. The research literature conveys the effectiveness of behavioural approaches and cognitive behavioural therapy (CBT) for addressing mental health concerns and school refusal behaviour. The research also states that utilizing a collaborative approach between school staff, mental health professionals, the client, and their parents is also effective when developing an intervention for increasing school attendance. The current study hypothesized that the use of a functional model and CBT, with a collaborative approach between multiple professionals, should increase school attendance and decrease the severity of mental health symptoms among the selected youth. Participant 1 did not have a formal diagnosis of any mental health concerns, but displayed school refusal behaviour and symptoms of anxiety and depression. Participant 2 was diagnosed with attention deficit disorder, anxiety, a mood disorder, and displayed school refusal behaviour in the previous school year. The intervention consisted of psychoeducation based on anxiety, cognitive and behavioural principles, and practicing coping skills using a CBT manual for anxiety and a modified CBT approach for anger. Each participant completed the School Refusal Assessment Scale – Revised – Child (SRAS-R-C) and Beck Youth Inventory – Second Edition (BYI-II). Participant 1 also completed the Self Compassion Scale (SCS). Additionally, attendance records were obtained from the school board following intervention for each participant. The results showed to be clinically effective as participants experienced less severe mental health symptomology and an increase in school attendance. In conclusion, the strengths of this study included individualized treatment for each client, utilizing a collaborative approach between multiple professionals, and generalization of coping skills to multiple environments. Future research should focus on duplicating the research study with a larger sample size and increase parent involvement during intervention.
Use of Relational Frame Theory to Change Youth Attitudes of Impaired Driving

Hillary Brownlee

The leading cause of death in young drivers aged 16 to 25 is traffic related accidents; of those accidents 55% involved drugs, alcohol or both. Using relational frame theory (RFT) to change youth attitudes about impaired driving; its consequences and risks can be beneficial in providing multiple research-based options of effective strategies. RFT challenges thoughts and views on language which in turn can change human behaviour. The goal of the manual is to support staff and students in a school setting to begin programs to promote sober driving. The training manual will include information about RFT, various theories, strategies, and information about impaired driving. The manual will contain several tools and campaigns to facilitate active dialogue and promote changing attitudes towards impaired driving. The setting for the campaign will take place in a high school setting. The results are projected to have a positive change in attitudes among youth, which may decrease impaired driving rates among youth. A future recommendation of implementation of the manual to assist the staff and students to begin the campaign, troubleshoot and provide modifications in order to promote a successful campaign.
Increasing School Attendance and Decreasing Mental Health Symptomatology for Children and Youth with School Refusal Behaviour Using a Functional Model and Cognitive Behavioural Therapy

Lindsay Drew

School refusal behaviour and mental health concerns often co-occur, and can increase the risk of negative short- and long-term outcomes for affected children and youth. This study sought to identify whether the use of a functional model, cognitive and behavioural techniques, and a collaborative approach would increase school attendance and decrease the severity of mental health symptoms for selected participants. The multidisciplinary team consisted of school attendance counsellors from local school boards, Hotel Dieu Hospital supervising clinicians, St. Lawrence College faculty and students, and the Centre for Behavioural Studies. Two participants completed the study; a 14-year-old male and a 12-year-old female. The male participant had a history of trauma and school refusal behaviour, and displayed symptoms of anxiety. The female participant also had a history of chronic school-refusal, and had been diagnosed with anxiety and a learning disability. A functional model of school refusal behaviour was used to identify the variables maintaining the participants’ behaviour, and the Beck Youth Inventories – Second Edition (BYI-II) and the Self-Compassion Scale (SCS), were used as pre- and post-outcome measures to identify mental health symptoms. Individualized interventions were developed to address the functional variables and mental health symptomatology using cognitive behavioural therapy (CBT). Cognitive and behavioural components of the interventions included psychoeducation about CBT and anxiety, cognitive restructuring, and relaxation techniques. In addition to individual sessions, a five-session psychoeducational workshop was provided to parents of participants covering information about school-refusal behaviour, mental health, and cognitive and behavioural strategies to support their children. Results were nonsignificant for both student participants, thereby disconfirming the study’s hypothesis. However, there were several uncontrolled variables that may have influenced the outcome, including family support and parent mental and physical health. Despite these limitations, this study contributes to existing research on the importance of using function-based assessment methods to identify the salient variables contributing to school refusal behaviour. Future research should focus on the contingencies in the environment and ensure that treatment sessions are adequately paired with reinforcement to facilitate participant engagement.
Increasing School Attendance and Decreasing Mental Health Symptomology for Children and Youth with School Avoidance Behaviour Using a Functional Model and Cognitive Behaviour Therapy

Holly Johnstone

Within the school setting, anxiety is a rising concern amongst children and youth. Children and youth who encounter anxiety have an increased risk of engaging in school-refusal behaviour, which can lead to poor academic achievement and dropout. School refusal is categorized into four domains based on the function that the behaviour serves; avoidance, escape, attention, and tangible. Cognitive behavioural therapy (CBT) is an empirically supported treatment that has shown to be effective in numerous populations. The School Attendance Project was a joint collaboration research study between Hotel Dieu Hospital mental health professionals, school board attendance counsellors, faculty and students of the Honours of Behavioural Psychology Program, and the Centre for Behavioural Studies at St. Lawrence College. It was hypothesized that the use of a functional model and CBT, with a collaborative approach among multiple professionals, would increase school attendance among participants. Participants for the project were recruited from the attendance counsellors due to previous and current issues with their school attendance. The participants included two youth, one male (P1) and one female (P2); 14 and 16 years old. Each of the participants displayed symptoms of anxiety however, P2 was the only individual diagnosed with an anxiety disorder. The research project was implemented over a 14-week period, which consisted of an AB design. Participants were provided with one-on-one CBT sessions in addition to attending a 7-week CBT group. CBT sessions included goal setting, progressive muscle relaxation, exposure tasks, and challenging maladaptive thoughts. Additionally, a 5-week parent psychoeducation workshop on school refusal and behavioural strategies was offered to the participants’ parents. To evaluate the effectiveness of treatment, pre- to post-test assessments were compared, which included the School Refusal Assessment Scale-Revised (SRAS-R) child and parent versions, Beck Youth Inventories Second Edition (BYI-II), Self-Compassion Scale, and the participants’ school attendance records. Results showed an increase in one of the participants’ school attendance and a decrease in both of their mental health symptoms. Further research is recommended to evaluate the effectiveness of using a functional model and CBT based intervention to increase school attendance, as the findings were inconsistent.
Considerable research has been done to determine the unique needs of transitional-aged youth and the most effective way for service providers in the mental health and addiction fields to meet these needs. However, there has been limited exploration into the application of these evidence-based recommendations, and no research has been found which examines the use of these protocols within Kingston, Frontenac, and Lennox & Addington counties (KFL&A). This study endeavored to examine the implementation consistency of evidence-based best-practice protocols for transitioning youth into adult mental health and addiction services within KFL&A. A literature review was conducted, which identified three phases of youth service transition: (a) providing youth-specific services, (b) preparing youth for transition, and (c) transitioning youth to adult services. This information was then used to develop the Best-practices for Transitional-aged Youth - Agency Questionnaire, a 69-item survey designed to explore implementation consistency of evidence-based best-practices when transiting youth into local adult mental health and addiction services. The questionnaire asked local agencies to identify whether various best-practice protocols were always, sometimes, or never integrated into youth-specific mental health and addiction services and transitions. An electronic version of the questionnaire was completed by 11 mental health and addiction service providers for youth between the ages of 13 and 24 years old in KFL&A. A descriptive analysis of the data demonstrated that consistent implementation of best-practices was most evident during the preliminary phases of transition, including the provision of youth-specific services and the planning of youth services transitions. The implementation of best-practices during the transition of youth into adult services was less consistent. The relationship between access to written best-practice documentation and the implementation of evidence-based protocols was also examined, however, the results demonstrated an inconclusive connection between these factors. Many limitations were identified, including the use of a small and non-representative sample. The study did, however, identify a gap in the research and offered several suggestions for future exploration of youth transitions into adult mental health and addiction services.
LITERATURE REVIEWS
A Literature Review Examining Recovery and Adolescents Living with a Mental Health Illness

Jessie Platz

“Recovery” has a variety of meanings depending on an individual’s use and perspective. This focused literature review examines recovery in a mental health context as a means of allowing an individual with a mental health diagnosis to live and acknowledge that their life is meaningful. As recovery-oriented practices have been created for the adult mental health population, it appears that no such approach was found within the literature review that matches the needs and values of the adolescent mental health population. The findings from this focused literature review revealed that even though adults and adolescent share some similar concerns, overall, there are differences in their identity development including how the role of family and peers impact their overall well-being and recovery. In addition, this paper examines the current state of recovery-oriented practices, which includes the CHIME model (connectedness, hope and optimism, identity, meaning and purpose, empowerment). The findings from the literature review can be linked to the CHIME model, specifically the principles of connection and identity which appeared to be most relevant to the lives of adolescents. To further inquire the needs and wants of adolescents, this paper explores two possible methods, photovoice and journey mapping, that appear to be beneficial and practical to use amongst the adolescent mental health population.
EVALUATIONS AND ASSESSMENTS
The Impact of Socialization and Language Learning in a Group Setting to Minimize the Cognitive Effects of Mild to Moderate Alzheimer’s and Dementia

Claire Lubun

Current research surrounding Alzheimer’s disease and dementia focuses primarily on the use of two medication: (1) cholinesterase inhibitors, which are used for individuals with mild to moderate symptoms of Alzheimer’s disease and dementia; and (2) memantine, an N-methyl D-aspartate antagonist, used for individuals with moderate to severe symptoms of Alzheimer’s disease and dementia (National Institute of Health, 2016). There is limited research into non-pharmaceutical interventions to prevent and manage the progression of the symptoms of Alzheimer’s disease and dementia. According the researchers (Mahendra & Arkin, 2003), learning a foreign language may assist in maintaining current cognitive and memory function, and the additional element of socialization can aid in mental well-being and protect against loneliness and depression (Rue et al, 2013). The rate at which individuals are being diagnosed with Alzheimer’s and dementia is on the rise and, as a result, there is a need for cost-effective treatments that do not require extensive formal training for facilitators. The goal of this study was to examine foreign language acquisition in a group setting and its’ effect on short-term and long-term memory. The impact of socialization in late age individuals was also investigated. This study utilized a non-experimental, repeated measures design, with pre- and post-intervention measures administered to participants for comparison. The Spanish language course took place over the course of nine weeks, using the internet app Duolingo, and a modified errorless group-learning approach. There were four participants included in this study: 3 females and 1 male, diagnosed with either Alzheimer’s or dementia. Other residents of the long-term care facility were encouraged to join the group lessons. Results indicated that participants experienced no degradation of long-term memory, and demonstrated an increase of short-term memory scores. As well, there was a positive correlation between enjoyment and attendance. Participants stated they believed that their memory had been impacted in a positive way. They reported that their thought processes were quicker, they demonstrated increased problem-solving skills, and experienced clearer thinking. The participants also stated that the socialization aspect of the study was impactful. This study provides support for practical solutions in long-term care facilities that are cost-effective, easily implementable and provide functional socialization. Recommendations for future research are a concurrent treatment for Alzheimer’s disease and dementia that would include a weekly cognitively challenging group program with emphasis on group socialization and error-less group learning.
Use of Modified Paulhus Deception Scales to Compare Socially Desirable Responding Between a Forensic and Non-Forensic Sample

Colleen Robb

The use of self-report measures in psychological testing is advantageous for collecting data on discrete or unobservable behaviours; however, there is a possibility that individuals will provide false or exaggerated responses to appear more favorable. This behaviour is referred to as socially desirable responding (SDR) and will irrefutably distort the results of an assessment. This research study sought to determine if individuals required to complete a court-ordered parental capacity assessment (PCA) would engage in more SDR than a comparative sample. PCAs use self-report measures as part of the overall assessment to assist the court in reaching decisions regarding an individual’s ability to provide proper care for a child. This research study recruited participants (N = 201) for both a forensic and non-forensic group. The Paulhus Deception Scales (PDS) and the L²P/F v.54 form were used to measure SDR and a two-way quasi-independent ANOVA design was employed to compare the amount of SDR between the two groups. The PDS is a tool used to measure the level of SDR in self-report measures and the L²P/F v.54 form was developed specifically for this research study. Results found that the forensic group engaged in more SDR than the non-forensic group across most of the constructs. Using correlational matrices, it was also determined that the L²P/F v.54 form demonstrated convergent validity with the PDS, thus indicating that the modified scale is similar to the PDS in measuring SDR. The results were consistent with the current literature and the proposed hypothesis which stated that the forensic group would engage in more SDR overall. Recommendations for further research include gathering more participants for the forensic group and modifying some questions of the L²P/F v.54 form to further enhance the convergent validity with the PDS.
Developing a Program Evaluation Model for an Inpatient Forensic Mental Health Unit

Mackennsie Pritchard

Individuals in the forensic mental health system often have complex needs and difficulty integrating into public mental health programs, and as such, it is essential to provide them with meaningful services. The purpose of this thesis was to develop an evaluation framework with which to assess whether the model of group intervention Providence Care’s Forensic Mental Health Services offers is meeting the needs of their clients. Currently, there are no formal evaluation procedures for assessing the group interventions. The thesis consisted of two main components. Firstly, a thorough literature review that highlights current evidence based practices in the forensic mental health population was completed to empirically support the existing group interventions and to identify any potential service gaps. Secondly, a program evaluation plan was created, encompassing a program logic model (PLM), a stakeholder map and analysis, an evaluation framework, suggested assessment measures, along with recommendations on how to implement the plan. The PLM provides an operationalized view of the program’s current services and desired outcomes. Along with the literature review, the PLM served as the basis for the evaluation plan presented as a manual for the staff to incorporate into their routine practices. The evaluation framework proposes a pre-post research design to assess the impacts of each group, based on a utilization-focused evaluation approach. The chosen approach contains both summative and formative evaluation aspects and aims to elicit information about what and how clients benefit from engaging in the group interventions. Implementation of the proposed evaluation plan should provide clinical staff at Providence Care with an easy-to-use tool that can identify program strengths, client outcomes, and areas for improvement.
Needs Assessment of Agencies Serving Youths Aged 15-24 with Moderate- to High-Functioning Disabilities in the Kingston, Frontenac, Lennox and Addington Area

Sarah Elliott

Having enough services for youths with disabilities that target significant components and concerns are important to the disability community. To date in the Kingston area, very little information has been available on the needs of moderate-to high-functioning youth with disabilities for services and capacity of existing services to meet that need. The Disability Service Committee (DSC), a sub-committee of the Children and Youth Services Planning Committee, asked the Center for Behavioural Studies for a service need and capacity assessment to identify the service gaps and needs of moderate- to high-functioning youth with disabilities in the Kingston Frontenac, Lennox, and Addington so they could use the information to improve further planning within the target population. The DSC was consulted and an online survey was created to capture information on the target population. The survey focused on the definitions agencies used, the agencies’ perception of needs to the target population and the capacity of programs/services agencies offered to the target population. Eighteen agencies were identified as providing services to the target population and invited to take an online survey. Eleven agencies completed the survey, for a completion rate of 61.11%. The quantitative and qualitative data from the survey were analyzed through descriptive statistics and thematic grouping. The main areas in the survey were about the capacity of current agency programs, agency and respondents’ opinions of the needs in the community for the targeted demographic. Agencies reported using different definitions of disability which may impact program/service funding and system navigation for youth with disabilities. The majority of programs and services for the target population were at or over capacity. Currently a wide range of programs/services are available to the target population but agencies consistently reported a need for behavioural programming. Other identified gaps included: community intergradation/socialization, pre-employment/employment, supported/independent living, and life skills.

Limitations of the study were confusion with survey questions and agencies’ perspectives not being represented in the survey. Future research should examine the reason for the gaps in programs/services in this population and how the system of programs and services can address them.
Words of Wisdom from Faculty Members

It is with great honour that we are celebrating your accomplishments! It has been a blessing to be part of your learning journey and we are so proud of your achievements in the Honours Bachelor of Behavioural Psychology Program. You have invested hours of study, hard work, and overcame challenges to successfully learn the foundational theory and applied skills to provide evidence-based behavioural services to meet the needs of clients you will serve. Throughout your placements, you have developed professional skills and learned to work in collaboration with other professionals. In addition, you have acquired research and critical thinking skills, which are shown by the excellent quality of the theses presented at this Poster Gala. This is the end of your journey with us but the beginning of a wonderful future with many opportunities. As stated by Malcom X “Education is the passport to the future, for tomorrow belongs to those who prepare for it today.” Wishing you the best!

Marie-Line Jobin, M.A., C. Psych
Coordinator and Professor, Years 2 & 3 and Placement
Honours Bachelor of Behavioural Psychology Program, St. Lawrence College

Class of 2018! Well, you’ve made it, congratulations! You’ve worked hard, you’ve learned an incredible amount, and you’ve grown into competent and professional individuals. Know that your education and training has prepared you for what’s to come, but that there is still a lifetime of learning ahead of you. When you enter the workforce, take every opportunity to learn, grow, and network. You never know who your next supervisor is going to be, so always put your best self forward in everything you do. Finally, know that we all started somewhere, so while the "perfect job” may not be the first offer you get, you may be missing valuable experience and networking opportunities if you turn something down in hopes that something better may come along. Continue to work hard and learn lots, and it will all work out as you planned.
Laura Campbell, MA, BCBA
Coordinator, Years 1 & 2
Professor in Honours Bachelor of Behavioural Psychology Program, St Lawrence College
Continue to be a part of the field of applied behavior analysis. Join ONTABA, come to the annual ONTABA conference or the ABAI conference and network with your colleagues to ensure you have support during your career.

There are no limits. Push the boundaries of the field. Explore and learn from experienced clinicians and bring the field even further.

Pamela Shea, M.ADS., Board Certified Behaviour Analyst
Professor in Honours Bachelor of Behavioural Psychology Program, St. Lawrence College

To the graduating class of 2018
I’m so pleased to congratulate you all on completing your theses and your degrees. Your hard work, resilience, and dedication have paid off, and the evidence is here in this booklet of abstracts.
As you prepare to enter the work force in your new roles as graduates of the Bachelor of Behavioural Psychology Honours program, I hope you remember a few things from your long-ago communications course:
• Words are powerful; use them carefully.
• While you aim for clarity in your writing, always be respectful of both your audience and the people about whom you are writing.
• Commas have meaning, spelling always counts, and the passive voice is written by zombies.
• When in doubt, the APA Manual is right.
• Most importantly, to ensure that exclamation points retain their impact, be sure to use them for only the most important occasions.
Congratulations!
(You have earned it.)

Sara Beck, MAJ, B.Ed., BAH
Professor in Honours Bachelor of Behavioural Psychology Program, St. Lawrence College
Class of 2018
Transition and Generalization
It’s almost time for us to move on to the next phases of our lives: Retirement 2.0 for me, and Graduation for you!

I’m taking Retirement to the next level by taking a special return trip to visit my sister in Amsterdam for the first time since 2010 plus having my wife join me in this new ecobehavioural context, as she retired last month! This is ‘undiscovered country’ [Star Trek VI movie reference] for both of us. Similarly, you are also leaving the ‘safety’ and structure of the BPSYC degree timetables, and due dates for assignments, and tests to ??

So, we all are transitioning and moving into uncharted territory…but we are not ‘flying blind’!

Beyond the BPSYC CONTENT that you’ve learned, remember that you now have transferable SKILLS that can be generalized to other settings. You know how to set goals and plan how to achieve them, manage your time, prioritize, problem solve, assess new environments, build up a personal supports and use ‘positive scanning’ to look for the strengths in the social ecology!

Personal Growth and Impact on Others
I regret that I could not attend your Thesis Poster Gala and miss the opportunity to learn first-hand what exciting work you did in your final year. But, I ‘enjoyed the ride’ of teaching you, and loved the opportunity to get to know some of you more while mentoring you on placement. You’ve all taught me a lot about human behaviour, not in textbooks!!

You’ve shown human services agencies that a behavioural perspective, techniques and empirical evidence has the power to help them understand and create positive changes in their clients. Overall, you’ve ‘done BPSYC proud’!

Next Steps
Remember my fav quote on PERSISTENCE by former US president Calvin Coolidge:
NOTHING in this world can take the place of persistence. Talent will not; nothing
is more common than unsuccessful men with talent. Genius will not; unrewarded genius is almost a proverb. Education will not; the world is full of educated derelicts. Persistence and determination alone are omnipotent. The slogan "press on" has solved and always will solve the problems of the human race.

Now, you have the key skills and knowledge tools to MAKE A DIFFERENCE, so what’s left is for you to BELIEVE in yourself and show the world what BPSYC can do!

As you deal with obstacles in your career, use the behavioural skills we taught you and stay true to your principles & values. Remember that YOU can be the catalyst for change the world desperately needs. But the key feature of a catalyst is to initiate change in others, without being consumed in the process. So, take care of yourself to prevent compassion fatigue.

Finally, remember what Astronaut Chris Hadfield said about how your choices shape your life:
Every decision you make, from what you eat to what you do with your time tonight, turns you into who you are tomorrow, and the day after that.

So, make wise and careful choices in your life, as these choices define your character!

Gary Bernfeld, PhD,
BPSYC Professor, 2004-2017; Coordinator, 2004-2010
Conclusion

We would like to thank everyone for attending this year’s Honours Bachelor of Behavioural Psychology Poster Gala. We hope you have enjoyed your time learning about the work we have completed during our studies.

And just like that, it is over. The poster gala is a good opportunity for the 2018 graduates to reflect on our time in the Behavioural Psychology program. Throughout the years, we have been supportive of one another and thrived on each other’s success. Every one of us has grown, both as students and as individuals. We have made amazing bonds, created memories, and developed skills that we can carry forward in our lives and careers. This would not be possible without the support of our faculty who have helped shape us into who we are today - for which we thank them endlessly.
For inquiries regarding the Honours Bachelor of Behavioural Psychology degree program and the theses listed in this booklet, please contact MJobin@sl.on.ca

Full copies of the theses will be available in the St. Lawrence College library at the Kingston campus in June of 2018.