

SEAN COLVIN

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Interests: Group Therapy, Psychotherapy, Psychological Assessment, Trauma

EDUCATION

APRIL 2020

MASTER OF SCIENCE – COUNSELLING PSYCHOLOGY, UNIVERSITY OF CALGARY

THESIS: PROGRAM EVALUATION OF THE ALBERTA HEALTH SERVICES (AHS) ADOLESCENT DAY TREATMENT PROGRAM (SUPERVISOR: DR. JOSE DOMENE)

AUGUST 2016

BACHELOR OF ARTS (HONOURS) – PSYCHOLOGY, MOUNT ROYAL UNIVERSITY

THESIS: THE ROLE OF EMOTIONAL INTELLIGENCE & ADVERSE LIFE EVENTS ON UNIVERSITY STUDENTS' PSYCHOLOGICAL FUNCTIONING (SUPERVISOR: DR. TRUDY KWONG)

CLINICAL EXPERIENCE

FEBRUARY 2023 – PRESENT

REGISTERED PSYCHOLOGIST, GREY PSYCHOLOGY

Duties: Psychotherapy (online and in-person) with older adolescents and adults with a variety of presenting challenges, including anxiety, depression, trauma, suicidality, and ADHD; and conducting psychoeducation and psychological assessments with children, youth, and adults.

SEPTEMBER 2020 – JANUARY 2023

REGISTERED PROVISIONAL PSYCHOLOGIST, LIGHTHOUSE PSYCHOLOGY SERVICES

Duties: Conducting psychoeducation and psychological assessments with children, youth, and adults; individual therapy (online and in-person) with adolescents and adults with a variety of presenting challenges, including anxiety, depression, trauma, suicidality, and ADHD; and co-facilitating ADHD groups for adults.

NOVEMBER 2020 – AUGUST 2022

FAMILY COUNSELLOR, ADOLESCENT DAY TREATMENT PROGRAM (AHS)

Duties: Case management, individual, family, and group therapy (interpersonal and psychoeducational), milieu therapy, and **psychoeducational assessment**. Population includes youth with various presenting challenges such as self-harm, suicidality, depression, anxiety, ADHD, PTSD, gender dysphoria, and other severe emotional/behavioural challenges. Training and supervision utilizing CBT, DBT, TF-CBT, and emotion focused therapy.

AUGUST 2020 – APRIL 2021

REGISTERED PROVISIONAL PSYCHOLOGIST, CANLEARN SOCIETY

Duties: Conducted individual therapy (online) with youth with a variety of presenting challenges, including anxiety, depression, ADHD, emotional/behavioural challenges, and school refusal.

JULY 2020 – JANUARY 2021

REGISTERED PROVISIONAL PSYCHOLOGIST, BEAUTIFUL MINDS INC.

Duties: *Conducted psychoeducational and psychological assessments* with children and youth, including the administration, scoring, and interpretation of the WAIS-IV, WISC-V, WIAT-III, MMPI-A-RF, Connors ADHD Rating Scale 3, and the Multidimensional Anxiety Scale for Children 2.

APRIL 2019 – JULY 2020

PSYCHOMETRIST, INGENUITY PSYCHOLOGICAL RESOURCES

Duties: *Conducted psychoeducational assessments* with children and youth, including the administration and scoring of the WISC-V, WIAT-III, MASC-2, and Connors ADHD Rating Scale 3.

AUGUST 2018 – MAY 2019

PRACTICUM STUDENT, ADOLESCENT DAY TREATMENT PROGRAM (AHS)

Duties: Case management, individual and group therapy (interpersonal and psychoeducational), milieu therapy, and *psychoeducational assessment*. Population included youth with various presenting challenges such as self-harm, suicidality, MDD, SAD/GAD, ADHD, PTSD, gender dysphoria, and other severe emotional/behavioural challenges. Received supervision utilizing CBT, TF-CBT, emotion focused therapy, and narrative therapy.

MAY 2019

CO-FACILITATOR/CLINICAL SUPPORT, VETERANS TRANSITION PROGRAM

Travelled to the UK with Dr. Marv Westwood and the Veterans Transition Program (VTP) to support the delivery of a workshop on group therapy processes. Duties: Helping to design the workshop, facilitating small group work, and providing support to veterans throughout the workshop.

JANUARY – APRIL 2018

STUDENT ASSESSOR, CANLEARN SOCIETY

Conducted a psychoeducational assessment that included a clinical interview (SID-5), WISC-5, WIAT-III, and PPVT-4, as well as several rating scales, including the Adolescent Psychopathology Scale, CDI, and SNAP-IV.

JANUARY – APRIL 2018

PRACTICUM STUDENT, RENFREW EDUCATIONAL SERVICES

Duties: Case conceptualization, individual counselling with children/parents, classroom support, and in-home support. Population included students with a variety of presenting challenges such as ASD, ADHD, ODD, and other severe emotional/behavioural challenges. Utilized a variety of interventions drawn from Person Centred Therapy and Cognitive Behavioral Therapy.

CLINICAL WORKSHOPS ATTENDED

OCTOBER 2022

THERAPEUTIC ENACTMENT – GROUP THERAPY – LEVEL II TRAINING, UBC

This three-day, 25-hour workshop with Dr. Marv Westwood and Dr. Richard Lafleur focused on acquiring the core clinical skills for co-leading TE-based client groups. Training specifically focused on how to plan, design, facilitate, and provide client follow-up in a TE context.

JUNE 2022

THERAPEUTIC ENACTMENT – GROUP THERAPY – LEVEL I TRAINING, UBC

This three-day, 25-hour workshop with Dr. Marv Westwood and Lin Langley focused on augmenting professional competencies for working with trauma in group contexts. The primary focus was learning how the Therapeutic Enactment (TE) method can be employed in work with clients who have been traumatized in a range of life contexts.

JANUARY 2022

COGNITIVE BEHAVIORAL THERAPY FOR ANXIETY DISORDERS, BECK INSTITUTE

This 20-hour online workshop with Dr. Robert Hindman focused on learning how to apply evidence-based cognitive and behavioral interventions for clients diagnosed with anxiety disorders through lecture, role plays, and case discussions. Learning objectives centered on how to create a case conceptualization, identify and evaluate anxious thoughts, incorporate mindfulness into treatment, and implement behavioral experiments and exposure exercises.

SEPTEMBER 2021

COLLABORATIVE PROBLEM SOLVING – TIER I TRAINING, ADTP

This 12-hour workshop led by Matt Sticksf focused on learning how to apply the Collaborative Problem Solving (CPS) model within a day treatment setting.

JANUARY 2021

EMOTION FOCUSED INDIVIDUAL THERAPY & TRAUMA LEVEL I, VICEFT, ONLINE

This 12-hour workshop with Dr. Sue Johnson focused on learning how to adopt an attachment perspective to distill core emotional experiences and promote emotional balance. This workshop focused on learning the five moves of the EFT Tango to shape corrective emotional experiences.

OCTOBER 2020

DBT SKILLS FOR ADOLESCENTS & FAMILIES, PSYCHWIRE, ONLINE

This 12-hour workshop with Dr. Alec Miller and Dr. Jill Rathus focused on developing an understanding of the biosocial model underpinning DBT, learning to orient clients to therapy, developing strategies for increasing commitment and engagement, and developing skills in each of the five DBT modules used with adolescence. The core of the workshop was spent learning how to foster skill development among adolescents in the areas of mindfulness, distress tolerance, dialectical thinking, interpersonal effectiveness, and emotional regulation.

SEPTEMBER 2019

ADVANCED GROUP THERAPY TRAINING, UNIVERSITY OF BRITISH COLUMBIA

This three-day, 25-hour workshop with Dr. Marv Westwood focused on how to promote group member change. This experiential workshop focused on developing advanced group facilitator skills necessary to facilitate client change. Theoretical models included Yalom's Interpersonal Model, Gestalt Therapy, and Wallen's Model of Communication.

JANUARY 2019

GROUP THERAPY TRAINING: LIFE REVIEW, UNIVERSITY OF BRITISH COLUMBIA

This three-day, 25-hour, retreat-based workshop with Dr. Marv Westwood focused on developing an understanding of how clients' life histories, including traumatic histories, can be explored within a group context in a manner that is safe, ethical, and highly effective. This experiential workshop is designed to provide clinicians with the requisite skills to build safe, cohesive, therapeutic groups.

OCTOBER 2018

ACHIEVING INDIVIDUAL AND GROUP THERAPIST EFFECTIVENESS, CALGARY, AB

This full-day didactic and experiential workshop focused on developing an understanding of the most integral factors involved in effective therapy. Dr. Molyn Leszcz paid specific attention to fostering the therapeutic alliance and group cohesion, as well as the effective and ethical use of self-disclosure and countertransference

MAY – JUNE 2018

INTRODUCTION TO GROUP THERAPY, UNIVERSITY OF CALGARY

This six-week course introduced group therapy processes and included an applied component focused on the development of basic group facilitator skills (e.g., linking, confronting, modelling).

JUNE 2018

APPLIED SUICIDE INTERVENTION SKILLS TRAINING, CENTER FOR SUICIDE PREVENTION

This two-day workshop focused on applied suicide intervention skills training, in which participants were taught the pathway for assisting life (PAL) model to connect with suicide, understand choices, and assist with life for individuals suffering from suicidal ideation.

JANUARY 2018 – APRIL 2018

PUTTING THE WHEELS ON THE DSM-5, CANLEARN SOCIETY

This two-day workshop focused on *developing an understanding of the DSM-5 in clinical practice* and how to make clinically informed differential diagnoses using the DSM-5. The workshop also provided training on a screening interview (SID-5) that is intended to be used with the DSM-5.

JANUARY 2018

SOAR TRAINING, ADOLESCENT DAY TREATMENT PROGRAM

This full-day workshop focused on the importance of mindfulness in clinical practice; the importance of gathering necessary and relevant information prior to forming clinical judgments; and the tendency for clinicians to focus on what is wrong at the expense of what is right.

OCTOBER - NOVEMBER 2016

INTRODUCTION TO MINDFULNESS MEDITATION, CALGARY, AB

This six-week course provided foundational tools to help cultivate focus and clarity, manage stress, relax the mind and body, and find more balance in our daily lives by implementing mindfulness practices

JUNE 2015

FOCUSED ACCEPTANCE & COMMITMENT THERAPY IN PRIMARY CARE, CALGARY, AB

This full-day workshop introduced Focused Acceptance and Commitment Therapy (FACT), assessment, case formulation, and intervention tools.

RESERACH

2017 - 2020

M.Sc. THESIS RESEARCH, UNIVERSITY OF CALGARY

Designed a program evaluation of the Adolescent Day Treatment Program. The primary aim of this mixed-method study was to empower youth by providing them with an opportunity for their voices to inform the very practices/policies that are designed to assist them and reduce their suffering.

SEPTEMBER 2017 – JANUARY 2018

PROJECT MANAGER, MOUNT ROYAL UNIVERSITY

Organized, planned, and coordinated research team meetings and grant applications, while overseeing the study entitled, “*The Health Effects of the Alberta Wildfire and Evacuation: Pediatric Resiliency*” (CIHR). Duties: training research assistants, recruiting participants, **conducting interviews with children and parents**, analyzing data, and knowledge mobilization.

APRIL 2016 – JANUARY 2018

RESEARCH MANAGER, MOUNT ROYAL UNIVERSITY

Organized, planned, and coordinated research meetings, while overseeing the operations of the study, entitled, “*Alberta Resilient Communities Research Project*” (ARC). Duties: participant recruitment, **interviewing children and parents**, and developing project outputs.

APRIL 2013 – AUGUST 2014

RESEARCH ASSISTANT, UNIVERSITY OF CALGARY

Employed by the “*Adverse Childhood Experiences Study (ACEs)*” to support with recruitment, to assist participants as they completed the ACEs questionnaire, and to train new research assistants on recruitment strategies and protocols.

PEER REVIEWED PUBLICATIONS & PRESENTATIONS

COLVIN, S. A., Domene, J. (2021). Key ingredients of an adolescent day treatment program: Accessing youth voices. *Psychological Science*. (submitted for publication)

McDonald-Harker, C., Drolet, J., & **COLVIN, S. A.** (2021). The role of sport in building resilience among children and youth impacted by disaster. *International Journal of Sports and Society*.

COLVIN, S. A. (2018, May). *The pragmatics of conducting interview-based research with children and youth: Enabling children's voices to emerge*. In M. Zwiers (chair), interview-based research with children and youth: Challenges, opportunities, and innovations. Symposium conducted at the International Qualitative Methods Conference, Banff, AB.

COLVIN, S. A. (2015). Ribbentrop: Guilty as charged. *Mount Royal Undergraduate Humanities Review*, 3, 93-101.

VOLUNTEER & LEADERSHIP ACTIVITIES

SEPTEMBER 2015 – APRIL 2016

COACH, RANGERS SOCCER CLUB

Facilitated a safe and motivating environment focused on the development of social skill, teamwork, mutual respect, personal discipline, and soccer specific skills.

JANUARY 2014 – APRIL 2016

GROUP FACILITATOR, MOUNT ROYAL UNIVERSITY

Developed a study group that consisted of assisting student-athletes foster positive study habits and learn methods to cope with test anxiety.

SEPTEMBER 2010 – DECEMBER 2014

VOLUNTEER, INN FROM THE COLD

Assisted people experiencing at Inn From the Cold.

APRIL 2013 – AUGUST 2014

FRANCHISE MANAGER, UNIVERSITY FIRST CLASS PAINTERS

Owned and operated a painting franchise during my undergraduate degree. Duties: Managing 15 employees, marketing, completing large scale projects, payroll, and dealing with clients.

SEPTEMBER 2011 – APRIL 2014

CAPTAIN, STUDENT-ATHLETE, MOUNT ROYAL UNIVERSITY

Captain of the Men's Soccer Program for four years. Duties: Assisting the coach with strategic development and roster selection, as well as motivating and supporting teammates.

AWARDS

JULY 2018

SSHRC GRADUATE SCHOLARSHIP, UNIVERSITY OF CALGARY

Graduate Scholarship, The Social Sciences and Humanities Research Council of Canada.

MARCH 2018

SCHOLARLY ENGAGEMENT AWARD, UNIVERSITY OF CALGARY

Graduate Programs in Education Scholarly Engagement Award, Werklund School of Education.

APRIL 2015

HOLOCAUST EDUCATION AWARD, MOUNT ROYAL UNIVERSITY

Awarded to the student with the highest quality paper on the Holocaust. Paper was subsequently published in the Mount Royal Undergraduate Humanities Review.