Toronto Area Internship Consortium in Clinical, School & Health Psychology

Internship Brochure 2015 - 2016
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INTRODUCTION:

The Toronto Area Internship Consortium (TAIC) is a pre-doctoral clinical-counselling psychology internship training program, hosted by OISE/University of Toronto, comprised of two tracks:

- Child Track (6 positions): School – Clinical Psychology
- Adult Track (2 positions): One position in Clinical Psychology and one position in Health/Neuropsychology.

The training program takes place over a 12-month, 1600-hour internship.

The over-arching goal of the TAIC is for interns to develop competencies in the core areas of psychological practice, including psychological assessment, diagnosis, therapeutic intervention, consultation, program evaluation and research. These clinical skills will be developed and applied through the lenses of, and the various training opportunities unique to, the specific tracks and rotations of the consortium.

CONSORTIUM PARTNERS:

The twelve member organizations of the consortium are:

School-Clinical Track:

(i) OISE, University of Toronto, Applied Psychology and Human Development Department, School and Clinical Psychology Program (OISE, SCCP)
(ii) Toronto District School Board (TDSB)
(iii) Toronto Catholic District School Board (TCDSB)
(iv) Integra
(v) Kinark Child and Family Services
(vi) Youthsdale Treatment Centres
(vii) North York General Hospital (NYGH)
(viii) Markham Stouffville Hospital

Adult Track:

(i) OISE, University of Toronto, Applied Psychology and Human Development Department
(ii) St. Mike’s Hospital, Department of Psychiatry
(iii) University Health Network
(iv) York University Psychology Clinic
**Internship Structure:**

The consortium is hosted by OISE, University of Toronto. The Director of Internship Training (DIT) is on faculty in OISE’s Department of Applied Psychology and Human Development and is based there. The Consortium is comprised of several partners: OISE/UT (an academic training program), two Toronto school boards, several hospitals and several community and university-based mental health settings.

**Child Track - School-Clinical**

The TAIC will be offering six full-time internship positions in its School-Clinical Track. Each intern will spend 2.5 days a week in one of the school boards, 2 days a week at one of the clinical training sites. In addition, all interns will come together at OISE/University of Toronto for .5 days per week throughout the year.

The central goal of the Clinical-School track is to graduate interns who have competency in both school and clinical psychology with an emphasis on children, youth, and families. This goal is pursued through the provision of training in core areas of psychological practice, including assessment, diagnosis, therapeutic intervention, psycho-educational and psychological testing and consultation within both school and clinical rotations.

The training interns receive will equip them with the skills needed to assess, diagnose and remediate learning and complex mental health problems, as well as skills to intervene effectively in both school and community settings with children and youth experiencing mental health concerns. The high quality training interns will receive will also prepare them for post-doctoral supervised practice in psychology.

**Adult Track**

Two full-time positions will be offered within the Adult Track:

**Clinical-Counselling** (One position): The intern will have two part-time rotations simultaneously at St. Mike’s Psychiatry Department and at the York University Psychology Clinic (YUPC).

The goal of these rotations is to prepare interns for independent practice as professional psychologists who are scientifically informed. By combining these two rotations, interns will work with clients covering the full spectrum of mental health problems, from a university-based population to one with severe mental illness.

**Health/Neuropsychology** (One position): The intern will have four rotations (two rotations every six months) within the University Health Network. These are Psychosocial Oncology and Palliative Care, Bariatric Surgery, Neuropsychology and Spinal Cord rehabilitation.

In addition, all interns will come together at OISE/University of Toronto for .5 days per week throughout the year.
After the completion of these rotations, interns will have acquired the skills needed to assess, diagnose and treat complex primary psychological issues; psychological issues that are secondary to medical conditions or that contribute to medical problems or impede health recovery, as well as neuropsychological problems.

**Training Goals:**

1. To provide interns with a broad-based training program in core area of psychological practice – assessment, diagnosis and treatment.
2. To facilitate the development of the interns in their professional identity as psychologists.
3. To facilitate the development of the skills necessary for functioning as psychologists participating in inter-disciplinary teams, both within and across organizations.
4. To develop interns’ understanding and skills required for working in the multiple systems involved in the lives of their clients, e.g., families, schools, employment, health, mental health, child welfare and justice systems.
5. To increase interns’ appreciation and understanding of individual differences, including gender and multicultural issues.
6. Facilitating interns’ integration of research and best practices into their professional roles.

Additional training goals specific to the **child track** are:

1. To provide interns with a broad-based training program in both clinical and school psychology
2. To provide interns with an understanding of how to integrate clinical and school perspectives in order to best serve children and youth.

Additional training goals specific to the **adult track** are:

1) Develop a deeper understanding of psychopharmacological and medical issues that accompany or contribute to psychological distress.
2) Develop the skills to assess, diagnose and treat psychological issues which contribute to medical conditions or impede health recovery.

In order to ensure that this internship meets professionally agreed upon standards and ensures employment mobility for our graduates, we have become members of the Canadian Council for Professional Programs in Psychology (CCPPP) and the Association of Psychology Post-Doctoral and Internship Centers (APPIC). We participate in the APPIC Computerized Matching Program and will ultimately seek accreditation status with the Canadian Psychological Association (CPA).
Consortium Partner Descriptions (School-Clinical Track):

OISE, University of Toronto

Located in Toronto, Ontario, the Ontario Institute for Studies in Education (OISE) of the University of Toronto is an international leader in the research, teaching and study of issues that matter in education. OISE is part of the University of Toronto, Canada’s largest university, established in 1827 and recognized as a global leader in research and teaching.

The School and Clinical Psychology Program (SCCP) is a program within OISE’s Applied Psychology and Human development Department. The SCCP program is CPA accredited. The central mission of SCCP is to provide students with theoretical, research, and professional training in preparation for leadership in psychological practice with children, adolescents and families in school, mental health, private practice, and research settings. The child track of the consortium, organized in collaboration with the Toronto District School Board (TDSB), The Toronto Catholic District School Board (TCDSB), OISE and several community partners, is established with the same mandate.

http://www.oise.utoronto.ca/aphd/Students/Internship_Consortium/index.html

Toronto District School Board (TDSB):

The Toronto District School Board (TDSB) is the largest school board in Canada, with 265,000 students and 580 schools. TDSB students come from a diverse range of ethnic and socio-economic backgrounds. Fifty-three percent have a language other than English, with more than 80 languages represented. About 17% of students receive some form of Special Education support. Given the range of needs at the TDSB, the work of psychological services providers is consistently exciting and challenging, and offers opportunities for continued professional growth.

http://www.tdsb.on.ca/

Toronto Catholic District School Board (TCDSB):

The Toronto Catholic District School Board (TCDSB) is the largest Catholic school board in Canada, with over 92,000 students and 200 schools. TCDSB students come from a diverse range of ethnic and socio-economic backgrounds. The work of Psychological Services staff addresses the continuum of needs from prevention to assessment and intervention, and from mental health promotion and training to program design and evaluation. In addition to School Psychology as their declared area of competence, a number of Psychological Services staff are also licensed to practice in Clinical and/or Counselling Psychology (as per their registration by the College of Psychologists of Ontario).
Integra

Integra is located in downtown Toronto. Integra is the only accredited children’s mental health agency in Canada to provide mental health services exclusively to children and youth whose mental health issues (MH) are complicated by learning disabilities (LD). Integra provides family-centred, evidence-informed intervention to children and youth with diagnosed LD ages 8 to 18 years in the Toronto region, including individual, family, and group therapy. Understanding a child’s learning profile is central to the development of the mental health treatment plan, given Integra’s philosophy that mental health treatment is learning. Integra tailors evidence-based practice to the child’s specific processing and regulation abilities and creates and evaluates innovative evidence-informed therapies (such as Integra’s Mindfulness Martial Arts).

Kinark Child and Family Services

Kinark Child and Family Services is a leading children’s mental health organization in Ontario that provides evidence-based services that include individual, family and group counselling for children and youth living with mental health issues. Kinark provides community-based mental health services across multiple geographies in Ontario including York region, Durham, Simcoe, Peterborough and Northumberland as well youth justice and forensic services at Syl Apps Youth Centre in Oakville. Kinark is providing one clinical rotation within the Toronto Consortium: Syl Apps Youth Centre.

Syl Apps Youth and Secure Treatment Centre (SAYC) is the only facility for adolescents in Canada comprised of the three secure programs: Detention, Custody and Treatment. The centre was accredited as a Children’s Mental Health Centre in 2003.

i) Secure Treatment: Syl Apps has two ten bed, co-ed units for a maximum of 20 Secure Treatment beds. The Secure Treatment Program is a provincial resource and is mandated by the Child and Family Services Act. Youth are admitted through the Family Courts from all regions of the province. Youth who are in the Secure Treatment Program at SAYC may or may not be Young Offenders. All Secure Treatment residents do, however, have a diagnosed mental disorder and as a result have caused or attempted to cause serious bodily harm to themselves or someone else. The Secure Treatment Program is designated as a hospital to maintain clients under the Ontario Review Board - clients who have committed an offence but are not criminally responsible for their actions and/or are unfit to stand trial.

ii) Specialized Mental Health Youth Justice Program: Syl Apps Currently has 30 beds in the Youth Justice Program for secure custody and detention. Each of the three living units houses 10 residents. As part of our continuum of services for youth with
demonstrated mental health needs, this specialized program is available to male youth aged 12 – 17 at the time of the offence who are identified as requiring enhanced clinical supports.

**http://www.kinark.on.ca/**

**Youthdale Treatment Centres**

Youthdale is a non-profit, charitable community agency funded by the Ministry of Children and Youth Services and the Ministry of Health and Long-Term Care and overseen by a public Board of Directors. Youthdale’s clinical services include outpatient consultation, residential treatment, and psychiatric crisis response.

Youthdale’s "continuum of treatment" provides integrated mental health services to children and youth aged 6 to 18 and their families, simplifying access and allowing families to focus on their children's well-being. Youthdale's mandate also includes research into new approaches for helping troubled youth and their families. Youthdale’s comprehensive mental health services include mobile crisis response, psychiatric emergency admission and hospitalization, residential treatment, educational programming, and a variety of outpatient services. Youthdale provides family therapy for all the families of youth in our residential and day treatment programs. Outpatient services include: specialized assessment and consultation (i.e., psychiatric, psychological, neurological, and neuropsychological), sleep and family therapy for children residing with their parents or guardians. Youthdale also provides an Intensive Support and Supervision Program (ISSP) for young persons with mental health needs who are likely to be sentenced to custody for their criminal offences, but who can alternatively be appropriately supported and supervised in the community.

Psychological assessment and consultation is available to all of the above Youthdale programs. Additionally, a range of fee-for-service psychological assessments are offered on an outpatient basis.

**www.youthdale.ca**

**North York General Hospital**

North York General Hospital (NYGH) is one of Canada’s leading community academic hospitals. NYGH offers a wide range of mental health services that meet the specific needs of individuals of all ages and their families. Our services include inpatient and outpatient assessments and treatment. Specific programs include Inpatient Services, Day Hospital Program, Urgent Care Clinic, Outpatient Program, Eating Disorders Program and Developmental Clinic.
NYGH serves children, adolescents, and their families who live in the North Toronto catchment area. Patients are referred to our programs for a variety of mental health and adjustment issues. NYGH provides an interdisciplinary approach to care; psychiatry, social work, occupational therapy, nursing, dietetics, and psychology work together to meet the needs of our patients. Evidence-based approaches guide our treatment. Cognitive-behavioural therapy (CBT) is the primary modality used and treatment is offered in individual, family, and group therapy formats.

http://www.nygh.on.ca

Markham Stouffville Hospital

Markham Stouffville Hospital is a progressive, two-site, community hospital with leading diagnostic services and clinical programs in acute care medicine and surgery, mental health, and maternal and child health. The Mental Health Services at MSH include Children and Adolescent Services (C&AS), ATLAS day hospital program (Adolescent Teaching and Learning Alternative Service), Adult Outpatient Services (OPMH), Crisis Services, and the Bridge Adult day treatment program.

Child & Adolescent Services

The Child and Adolescent Services team offers assessment and treatment for a wide range of mental health concerns affecting children and adolescents under the age of 19. The ATLAS program is targeted towards teens of high school age that are struggling with depression and/or anxiety and are having significant difficulty attending or succeeding at school. The program combines a classroom experience and group therapy to help participants learn to better cope with their difficulties in order to prepare them for a return to school. The ATLAS program provides a unique opportunity for students to benefit from daily physical activity through a strong partnership with the Cornell Community Centre, the only community centre in Canada connected to a hospital.

www.msh.on.ca

Consortium Partner Descriptions (Adult Track)

St. Michaels Hospital, Department of Psychiatry

St. Michael’s Hospital, founded by the Sisters of St. Joseph in 1892, is known as Toronto’s Urban Angel and has a proud heritage and a distinct culture that sets us apart from many other hospitals in the city. We fulfill two distinct but complementary missions. First, as a teaching and research hospital, we provide training for 26 different health disciplines and conduct cutting edge research. Second, we have a continuing role as a community hospital serving the inner city.
The goals of St. Michael’s Mental Health Services are to contribute to the academic mission of the Department of Psychiatry and St. Michael’s Hospital, and to lead in the development of programs focusing on people with complex mental health needs. As part of the inner city health program, our mental health service provides a continuum of innovative, high quality, integrated, comprehensive mental health services to the surrounding community of Southeast Toronto and beyond. Our objective is to produce psychology interns who are competent in a wide-range of professional activities, including psychological assessment and diagnosis, crisis intervention, evidence-based treatment planning and delivery, and providing collaborative care as part of an interdisciplinary team.

http://www.stmichaelshospital.com

University Health Network

University Health Network (UHN) is Canada’s leading research academic hospital. Building on the strengths and reputation of each of its programs, UHN brings together the talent and resources needed to achieve global impact and provide exemplary patient care, research and education. UHN is a caring, creative and accountable academic hospital, transforming health care for our patients, our community and the world. Our values include: Caring, Excellence, Teamwork, Innovation, Integrity, Leadership and Respect. UHN is a network of teaching hospitals that comprises: the Princess Margaret Cancer Centre, Toronto General Hospital, Toronto Western Hospital and the five sites of the Toronto Rehabilitation Institute covering ten program areas. Each hospital is recognized for excellence in distinct areas of specialization, a long and proud history, a highly committed group of supporters and a highly committed staff. Across the four hospitals are numerous inpatient and outpatient units focusing on care in a diverse range of medical issues and complex diseases. UHN serves the needs of both young and older adults from an extremely large catchment area with a diverse cultural background. Psychologists work within interdisciplinary team settings to provide exemplary care for patients dealing with a range of complex medical issues with a focus on assessment, diagnostics and interventional techniques.

http://www.uhn.ca/

York University Psychology Clinic (YUPC)

YUPC is a state-of-the art community mental health clinic and training centre associated with the Department of Psychology in the Faculty of Health and located on the Keele Campus of York University. The clinic was established several years ago with a main goal to enrich training experiences for York’s two clinical doctoral psychology programs: Clinical Developmental which primarily focuses on the infant/child/youth populations and Clinical which primarily focuses on the adult population. Both programs are CPA accredited and the Clinical program is also accredited by APA. The Clinical Area offers opportunities to engage in clinically-relevant
research in psychotherapy process and outcomes, neuropsychology, health psychology and personality.

The clinic provides a range of leading edge, effective mental health services on a fee for service basis to keep people of all ages living healthy, productive lives. The clientele are not restricted to those seen in a typical university counselling service but rather are a broad range of community and university referrals of individuals, couples and families who live in the Greater Toronto Area. Services include comprehensive psychological assessments (psychoeducational, psychodiagnostic and neuropsychological), therapy (individual and group) and health promotion activities such as mindfulness mediation groups.

www.yupc.org

INTERNSHIP PROGRAM – Child Track (School Clinical)

Interns will be assigned to a major and a minor school psychology rotation within the TDSB or TCDSB and a major rotation in clinical child psychology at either Youthdale, Kinark, Integra, Markham Stouffville Hospital or North York General Hospital. In addition, they will have a one half day minor rotation at OISE from September to August, with the potential to increase time during the summer months. Each intern will spend 2.5 days a week in one of the school boards, 2 days a week at one of the clinical training sites, and .5 days a week at OISE/UT. Tentative rotation assignments will typically be made at the time of application review and interview. Rotations will be discussed with the applicants and assigned on the basis of experience and preferences.

A typical schedule of rotation is outlined in the table below.

<table>
<thead>
<tr>
<th>Rotation</th>
<th>Days/week</th>
<th>Months</th>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major School Psychology</td>
<td>2 days per week</td>
<td>Sept. – June</td>
<td>TDSB or TCDSB</td>
<td>Elementary and Secondary School Psychology Rotation</td>
</tr>
<tr>
<td>Minor School Psychology</td>
<td>.5 days per week</td>
<td>Sept. – June</td>
<td>TDSB or TCDSB</td>
<td>Special Projects School Psychology Rotation (e.g., working with students with complex needs, engaging in clinical research and evaluation).</td>
</tr>
<tr>
<td>Major Clinical Child Psychology</td>
<td>Tues./Thurs 2 days per week</td>
<td>Sept. – Aug.</td>
<td>One of: Integra, Youthdale, Kinark, NYGH, or MSH</td>
<td>See descriptions in the body of the brochure.</td>
</tr>
</tbody>
</table>
OVERVIEW OF CLINICAL ROTATIONS

Rotations in School Psychology (TDSB)

Psychological Services providers at the TDSB are assigned to specific schools, based on a weighting of the needs at each school, and are part of a multidisciplinary group of Professional Support Services that includes Psychology, Social Work, Speech and Language, Child and Youth Workers, and Occupational Therapists.

Psychological services at the TDSB are conceptualized according to a three-tier model. Tier 1 reflects universal intervention and includes activities such as reading interventions in the classroom, resilience programming, PD to educators about mental health and learning issues, and research to inform practice in psychology and education in general. Tier 2 reflects targeted intervention and includes membership on school teams, crisis intervention, social skills groups, and support of teachers leading remedial groups. Tier 3 reflects intensive intervention and includes psychological assessment and consultation, individual counselling, and membership on Identification, Placement and Review Committees. Internship opportunities primarily involve Tier 3 activities, with some involvement at the Tier 1 and 2 levels in the following Major and Minor School Psychology Rotations.

Major School Psychology Rotation: Elementary and Secondary School Psychology Rotation (TDSB)

School Psychologists play a significant role in the TDSB in helping to develop and promote mentally healthy schools. They do this through the provision of a full range of psychological work in schools including consultation, assessment, intervention, participation in multidisciplinary teams and communication with outside agencies. School psychologists are also involved in providing professional development to staff within their assigned schools and with working closely with teachers and special education teachers to translate psychological findings to students’ Individual Education Plans (IEP). Finally, school psychologists represent the role and contribution of the profession of psychology within their schools, districts and the TDSB more broadly.

In this rotation, interns will receive two full-year (Sept to June) assignments to one Elementary and one Secondary School. Within those schools, they will take on all the responsibilities associated with the role of School Psychologist. They will conduct assessments, write reports tailored to address the needs of parents and the school system, do consultation, work with
special education and resource teachers, provide intervention, etc. Interns work with teachers and special education teachers to translate assessment findings to Individual Education Plans (IEP) for students. Interns may be involved in providing professional development to staff within their assigned schools. They may also be involved in providing counselling and crisis intervention and may have opportunities to work with other professionals to run intervention groups (e.g. social skills, positive psychology, cognitive-behavioural groups).

**Minor School Psychology Rotation: Special Projects (TDSB)**

There are a variety of services within the TDSB that are supported and led by Psychological Services. Examples include working with students with complex needs (e.g., developmental delay, autism, significant behavioural needs), positive psychology strength-based approach to middle school students with LD, program evaluation for mental health initiatives, development of reading intervention, and Caring and Safe Schools. These teams are multidisciplinary and may or may not be tied to a specific school.

Interns will work with their primary supervisor and with the Director of Internship Training to select and organize placement in one or more of these special teams over the year, depending on each intern’s interest and training goals and the opportunities available. Students will be involved with a secondary supervisor while in these special team placements.

Minor Rotations include:

ASD Specialization - Psychological Services helps assess and identify students who display traits associated with ASD. This involves specialized assessment using such instruments as the ADOS II, ASRS, observation, and acquiring information from parents and school staff. These assessments are undertaken within the framework of a multidisciplinary team. Interns will work closely with professionals from Speech and Language, Occupational Therapy, and members of the TDSB ASD team.

Strength Based Resilience Initiative (Positive Psychology) – Interns will work with specially trained staff to train teachers and students to lead more optimistic and resilient lives. The program includes helping participants to identify and build on their own character strengths, values, and positive actions.

Caring and Safe Schools – Several settings are provided to accommodate students whose disruptive behavior, aggression, and noncompliance result in suspension or expulsion. Assessments, clinical interventions, and support with transitions, are undertaken within the framework of a multidisciplinary team (including social workers, teachers, and child and youth workers). Interns will work closely with psychological service providers and other staff from Caring and Safe Schools.

**Supervisors:** Carolyn Lennox Ph.D., C.Psych., Paul O’Connell, Ph.D., C., Psych., David Schwartzbein Ph.D., C.Psych.
Rotations in School Psychology (TCDSB)

Psychological Services staff at the TCDSB are assigned to specific schools (elementary and secondary) and are members of each school’s interdisciplinary team which also includes Social Workers, Speech-Language Pathologists, Assessment and Programming Teachers, the school Principal and appropriate school staff.

At the TCDSB, psychological service provision is based on a pyramidal, multi-tiered prevention/intervention model, whereby the intensity of supports and the levels of interventions are provided based on need. At the primary (Tier 1) level, broad scale universal preventative and proactive interventions are provided to entire schools or classrooms. These may include whole class prevention programs, as well as the provision of professional development and training (to teachers, guidance counselors, school administrators and support staff) on topics such as, e.g. mental health, special education needs of students with disabilities, classroom behaviour management, etc. At the secondary (Tier 2) level, targeted prevention and intervention is provided to at-risk groups or individuals. These may include the provision of needs-based group intervention (e.g., anxiety reduction, anger management, social skills development), consultation to teachers and school staff, crisis response, and involvement in threat and risk assessment teams. At the tertiary (Tier 3) level, intensive intervention and remediation efforts are tailored to individuals with significant needs. These may include psychological assessment, development of positive behaviour support plans and safety plans, behavioural assessment and programming, participation on specialized support teams (e.g., autism team, behaviour team), implementation and evaluation of individualized programs, and provision of individual counseling and treatment.

Internship opportunities are available at all levels. Supervision is provided by psychologists with declared competency in School and/or Counselling, and/or Clinical Psychology. The following Major and Minor School Psychology Rotations are available:

**Major School Psychology Rotation:** Elementary and Secondary School Psychology Rotation (TCDSB)

In this rotation, interns will receive assignments to one Elementary and one Secondary School. Within each of these schools, they will work alongside a Psychologist, and will complete the following professional activities: conduct teacher focused consultations, participate in the school’s interdisciplinary team meetings and case conferences, provide professional development presentations to school staff or parents, conduct full psychological assessments, write reports (tailored to address the needs of parents and the school system), work with teachers and special education teachers to translate assessment findings to Individual Education Plans (IEP) for students, present at Identification, Placement and Review Committee meetings, provide intervention/counseling.

Other opportunities for interns may include: Participation in our annual "Stop the Stigma" week offered in secondary schools in the Spring, providing crisis intervention, working with other professionals to run intervention groups (e.g. social skills, cognitive-behavioural groups).
There are a variety of other types of services within the TCDSB that are supported and/or led by Psychological Services, such as providing and overseeing school-wide and board-wide mental health initiatives (e.g. the annual student mental health conference), providing classroom based mental health prevention programs, involvement in program design and support for students with special education needs, program evaluation, etc. These services are provided in a collaborative interdisciplinary context and may not be tied to a specific school. Interns may choose to participate in one or more of these services.

In addition, interns will be invited to participate in professional development activities/events organized regularly for the members of the TCDSB Psychological Services Department.

**Minor School Psychology Rotation: Special Programs (TCDSB)**

In addition to the above, there are specialized services provided by Psychological Services staff to support students with complex needs. In this rotation, membership on a specialized interdisciplinary team will allow for the opportunity to gain experience and develop skills in working with students with specific needs or disabilities.

Interns will work with their primary supervisor to select and organize placement in one or more of these special teams over the year, depending on each intern’s interest and training goals and the opportunities available. Students will be involved with a secondary supervisor while in these special team placements.

Minor Rotations include:

**Central Team - Autism Services:**
This interdisciplinary team provides support to students with Autism Spectrum Disorders in elementary and secondary school and includes professionals from Psychological Services, Social Work, and Speech and Language Pathology, who work closely with Teachers and Educational Assistants. Interns on this team will have opportunities to conduct specialized assessments, to develop, implement, and monitor behavioural and social-emotional interventions, to assist with transitional planning, and provide consultation and training to teachers, support staff, and parents.

**Central Team- Behaviour Programs:**
This interdisciplinary team provides support to students with significant social, behavioural, and emotional challenges in elementary and secondary school and includes professionals from Psychological Services and Social Work, as well as Assessment and Programming Teachers. At the elementary level, interns will work primarily with students who are enrolled in Intensive Support Programs and will gain experience in consultation to teachers, support staff and parents; psychological, behavioural, and social-emotional assessment; development of positive behaviour support plans and safety plans; case management and liaison with community mental health agencies; and design and implementation of behavioural, cognitive-behavioural, and social-emotional interventions. At the secondary level, interns will gain experience in conducting high school preparation workshops for grade 8 students, secondary transition
planning, and consultation to secondary teachers, support staff, school based support team, and parents.

Central Team – Deaf and Hard of Hearing Programs:
This interdisciplinary team provides support to students who are Deaf or Hard of Hearing enrolled in regular classes or in Intensive Support Programs in elementary and secondary schools. The team includes professionals from Psychological Services, Social Work, and Speech and Language Pathology, as well as an Audiologist and Teachers of the Deaf or Hard of Hearing. Interns will gain experience in specialized assessment, consultation, and development and implementation of behavioral and social-emotional interventions.

Central Teams attached to alternative school programs:
Interns may join Interdisciplinary teams servicing the Monsignor Fraser Alternative Secondary School Program (which provides support to students aged 16 to 21), and the APPLE program (for students who have been expelled from elementary or secondary school due to struggles with noncompliance, aggression, and disruptive behavior). Interns on this team will gain experience in consultation to teachers, support staff, and parents; psychological, social-emotional, and behavioural assessment; counselling and intervention; and liaison with service providers in the community (e.g., hospitals, mental health agencies, juvenile justice system, etc.).

Supervisors: Maria Kokai, Ph.D., C.Psych. Chief Psychologist

Major Clinical Child Psychology Rotation (Integra)

The Integra intervention rotation provides opportunities for the intern to carry a varied caseload of therapeutic modalities, including individual therapy (most often tailoring CBT to the child’s LD) and family therapy (collaborative problem solving, family systems, narrative, solution focused). Interns will co-lead groups, such as our social competence group program, mindfulness martial arts, or parent groups (Triple P or parent support). The intern may work directly with multidisciplinary Child & Family Therapists, and may supervise a practicum student. There is also opportunity to participate in parent workshops, community education, case consultation to staff, and program evaluation. Typically, each intern will complete or supervise one to two comprehensive psychological assessments over the course of the year, which includes providing feedback to child, family, treating therapist and school.

Supervisor: Marjory Phillips, Ph.D., C.Psych.

Major Clinical Child Psychology Rotation (Youthdale)

Though many of the children and families who come to us face complex challenges, they also bring their strengths and the capacity for growth and change. Our goal is to help each individual realize their full potential as a self-sufficient and contributing member of their family and
society. Youthdale utilizes several treatment modalities including: psychiatric monitoring and psychopharmacology, milieu treatment, cognitive behaviour therapy, psychodynamic therapy, multi-systemic therapy, family therapy and Dialectical Behaviour Therapy.

Youthdale firmly believes that clinical psychologists should have a thorough understanding and ability to conduct comprehensive psychological assessments, which would include providing accurate diagnoses and valuable treatment recommendations. As such, Interns will be expected to conduct comprehensive psychological assessments (i.e., a combination of psycho-educational and personality assessments). Interns will also be provided the opportunity to attend family therapy seminars that will give Interns a thorough understanding of family therapy theory to better inform their practice. Interns will also be provided the opportunity to take on individual and or family psychotherapy cases, and to participate and or observe a variety of clinical team meetings.

**Supervisor:** Sylvia Kemenoff Ph.D.

Research and partnerships:

Ongoing research has led to continuous improvement in Youthdale’s clinical services, with current studies focusing on:

- The biological, familial, and psycho-social factors that contribute to mental health problems in children
- Effective strategies for treating children with complex emotional, behavioural, cognitive, and neurological difficulties
- A descriptive study of the youth in the Intensive Support and Supervision Program (ISSP)

Our research team consists of child psychiatrists, child psychologists, social workers, registered nurses, and child and youth workers. Interns may participate in these opportunities as well.

**Major Clinical Child Psychology Rotation (Kinark)**

**Syl Apps**

Training opportunities:

At Syl Apps, psychology is involved in the initial screening and intake/admission procedures, ongoing risk assessments (for suicide and self-harm, risk of violence, etc.) as well as to provide psychological assessments as needed. Psychology also provides ongoing consultation to the various clinical teams, provides clinical direction and consultation regarding Dialectical Behaviour Therapy (DBT), provides individual and family therapy (within the DBT framework), and co-facilitates DBT skills groups. Opportunities to co-facilitate other therapeutic groups are available as well to psychology interns.

**Research and partnerships:**
Kinark and the Syl Apps Centre are committed to research and have developed partnerships with a number of universities and colleges to foster initiatives in the area of youth justice and mental health. Furthermore through specific partnerships the Syl Apps Centre provides educational and practicum/clinical training opportunities for a number of professional schools such as social work, Child and Youth Work, Psychology, Nursing and Psychiatry.

**Supervisor:** Diane Warling, Ph.D., C.Psych,

**Major Clinical Child Psychology Rotation (NYGH)**

**Training Opportunities**

Internship rotations are offered across programs in children’s mental health. At the General Site (4001 Leslie Street) we have a Child and Adolescent Inpatient program, Day Hospital program, Urgent Care Clinic, and an Eating Disorders program. At the Branson Ambulatory Care Centre (555 Finch Avenue West) we have an Outpatient Mental Health program and a Developmental program.

**Description of Training Activities:**

Students will have the opportunity to complete rotations in the Inpatient/Day Hospital and Outpatient programs. Training opportunities in the Inpatient and Day Hospital programs will include exposure to psycho-educational and psychological testing, as well as brief therapy with children, adolescents and families who are in crisis. The student will also co-lead a CBT group. In addition, students will have the opportunity to work in the Urgent Care clinic where they will conduct crisis assessments.

During the outpatient rotation, students will gain experience conducting individual, family, and group therapy with a diverse psychiatric population. Opportunities for assessment are also available.

**Supervisors:** Sandra Doyle-Lisek, Psy.D., C.Psych., Alissa Levy, Ph.D., C.Psych.

**Major Clinical Child Rotation (Markham Stouffville Hospital)**

Interns are offered the opportunity to gain direct experience in psychodiagnostic assessment and treatment of children and adolescents who have acute and/or chronic mental disorders. Interns are provided the opportunity to conduct diagnostic assessments using semi-structured clinical interviews and empirically validated measures. Therapy is offered in both group and individual contexts and the primary modality is Cognitive Behavioural Therapy (CBT); however, cases are conceptualized from and treatment strategies are offered from a variety of perspectives including psychodynamic and Dialectical Behaviour Therapy (DBT). Interns are provided with the opportunity to co-facilitate CBT groups for mood disorders as well as an emotion regulation group for patients in the day hospital.
Opportunities for program evaluation and research are potentially available and encouraged.

Over the course of the training year, interns gain an excellent understanding of interdisciplinary clinical practice. The multidisciplinary team consists of staff from a variety of training backgrounds including: psychology, psychiatry, social work, child and youth work, and education. There are also opportunities to gain exposure to inpatient mental health services (adult) and the crisis team in the ER.

**Core Internship Experiences include:**

- Diagnostic assessments both for C&AS as well as day hospital (ATLAS)
- Individual therapy cases
- Co-facilitation of therapy groups (both outpatient and day hospital)
- Supervision of a practicum student’s case (if possible)
- Weekly supervision
- Program evaluation (time permitting)
- Presentation of a clinical case at rounds

**Supervisor:** Jessica Cooperman, Ph.D., C. Psych.  [jcooperman@msh.on.ca](mailto:jcooperman@msh.on.ca)

**Minor Rotation (OISE)**

Friday afternoons will be devoted to a minor rotation at OISE. During this rotation, interns will meet for group supervision with the Director of Internship Training and will participate in seminars and engage in discussions of issues relating to professional practice in clinical psychology. Interns may carry a small clinical case load through the OISE Psychology Clinic under the supervision of Director of Internship Training. Interns will also have time for additional professional development.

**Minor Summer Rotation (OISE/Clinical Sites)**

Over the months of July and August, interns in the School-Clinical track will no longer be involved in their School Psychology rotations. During this time, intern will have the opportunity to increase their clinical experience through expanding their clinical work at their community settings. As well, during this time interns may pick-up assessment and intervention cases through the OISE Psychology Clinic. Experience in the clinic will be most similar to that of a psychologist working at a private or small group practice. Their work will be supervised by the Director of Internship Training who will provide individual supervision as well as addressing issues around professional practice in this smaller setting.

**Supervisor and DIT of the Consortium:** Debby Zweig, Ph.D., C. Psych.

At a minimum, 25% of interns’ time will be spent in the provision of direct face-to-face of psychological services to clients. Direct time will not exceed two thirds of training time.
**INTERNSHIP PROGRAM: Adult Track**

Interns in the Clinical – Counselling Psychology position will be assigned to a part-time major rotation at St. Michael’s Psychiatry Department and part- time to a half-time major rotation at YUPC. In addition, they will have a one half day minor rotation at OISE from September to August.

Interns in the Health-Neuropsychology position will be at the University Health Network (UHN) full time. Interns will have four part-time rotations, six months each. In addition, they will have a one half day minor rotation at OISE from September to August. A typical schedule of rotation is outlined in the table below.

<table>
<thead>
<tr>
<th>Rotation</th>
<th>Days/week</th>
<th>Months</th>
<th>Location</th>
<th>Description</th>
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<tr>
<td>Major Clinical Psychology</td>
<td>2 days-2.5 days</td>
<td>Sept. – Aug</td>
<td>St. Mike’s Dept. of Psychiatry</td>
<td>See descriptions in the body of the brochure.</td>
</tr>
<tr>
<td>Major Clinical Psychology</td>
<td>2 days-2.5 days</td>
<td>Sept. – Aug</td>
<td>YUPC</td>
<td>See descriptions in the body of the brochure.</td>
</tr>
<tr>
<td>Major Health-Neuropsychology</td>
<td>2 days-2.5 days</td>
<td>Sept. – Feb.</td>
<td>Two of: PM Cancer Centre, Bariatric Surgery Program, Neuropsychology, Spinal Cord Rehabilitation</td>
<td>See descriptions in the body of the brochure.</td>
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<tr>
<td></td>
<td></td>
<td>March-August</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor OISE</td>
<td>Friday afternoons</td>
<td>Sept. – Aug</td>
<td>OISE</td>
<td>Didactic seminars, group supervision, prof. development.</td>
</tr>
</tbody>
</table>

**OVERVIEW OF CLINICAL ROTATIONS**

**Major Clinical Psychology Rotation (St. Michael’s)**

**Description of Training Activities:**

The intern will serve as an integral part of the FOCUS team, alongside an interdisciplinary group of mental health care providers consisting of psychologists, psychiatrists, residents, addictions counselors, occupational therapists, pharmacists, registered nurses, peer support workers, vocational rehabilitation therapists, and social workers. The FOCUS team, based on the Flexible Assertive Community Treatment model, is the first of its kind in the province and is designed as a model for hospital community integration. The team supports adults (ages 18-65) who are experiencing serious mental health problems that significantly impair their ability to function and live well in the community, with a focus on providing patients with continuity of care in the
community and helping them work towards recovery goals. In addition to a primary mental health condition, these individuals may be marginally housed, homeless, suffering from comorbid addictions, and/or HIV-related disorders.

The goal of our rotation is to prepare interns for independent practice as professional psychologists who are scientifically informed. Interns will receive training and supervision in the psychological assessment and diagnosis of patients referred to our program, in order to determine suitability of the referral for our team. Interns will learn how to formulate a biopsychosocial conceptualization of patients and communicate feedback to patients, community stakeholders, and members of our team. Interns will also be involved in facilitating evidence-based group treatments using dialectical behaviour therapy (DBT) and cognitive behaviour therapy (CBT) principles. Interns will also provide individual therapy to a limited number of patients using evidence-based treatments. Finally, interns will have the opportunity to provide supervision and consultation to other allied mental health professionals on the team, as well as to other less senior psychology trainees.

**Rotation Goals:**

By the end of the rotation, goals for our interns include:

- Learn to work collaboratively and share care with health care professionals from other disciplines and participate effectively in multidisciplinary health care teams.
- Function with high competence in dealing with severe mental health issues, including suicidality, violence potential, psychosis, drug addiction, and comorbid medical issues.
- Develop a deeper understanding of psychopharmacological and medical issues that often accompany psychological distress.

Supervisor: Jenny Rogojansky, Ph.D., C.Psych rogojanskij@smh.ca

**Major Health-Neuropsychology Rotation (University Health Network)**

**UHN Rotations:**

**PRINCESS MARGARET CANCER CENTER – Psychosocial Oncology and Palliative Care (POPC)**
The Princess Margaret Psychosocial Oncology team pioneers new approaches through clinical care, research, education and international partnerships for understanding, supporting and caring for patient and their families as they cope with the impact of cancer on their lives. As an interdisciplinary team we assess and treat physical and emotional symptoms, such as pain, depression and anxiety, and assist patients and their families in managing the psychosocial complexities of having cancer. This help includes planning advanced care for those who are managing progressive disease.

As an intern within this rotation, you will have the opportunity to work with a variety of oncology patients of various ages and disease diagnoses at all stages of the disease trajectory. Within this rotation you will focus on the assessment and intervention of health-related psychosocial issues related to adjusting to diagnosis, treatment decision making, coping with
survivorship concerns, and accepting end of life. As well, you will have the opportunity to provide both individual and couples therapy (including sex therapy). Specifically, you will have the opportunity to provide counselling in a sexual rehabilitation clinic for couples, an adolescent and young adult psychosocial clinic, a survivorship consult clinic, and a clinic for patients with urologic cancer (testicular, prostate, bladder, and kidney). You will have the opportunity to participate in multidisciplinary rounds with psychiatry, psychology and social work.

An intern’s typical experience in this rotation comprises: one full day of clinical service provision including screening, assessment, and treatment; and one full day of supervision and training including individual and group supervision, and a variety of hospital-based clinical/research multidisciplinary rounds. A variety of research is also currently being conducted within our group including: impact of the late effects of cancer and cancer treatment on psychosocial development; transition from paediatric to adult health care; and health-related quality of life and survivorship in cancer patients. Interns are welcome to consider joining these research projects.

Contact Psychologists:

Andrew G. Matthew, Ph.D. C.Psych. Andrew.matthew@uhn.ca

Norma D’agostino, Ph.D. C.Psych. norma.dagostino@uhn.ca

TORONTO WESTERN HOSPITAL - Bariatric Surgery Department
The intern in this rotation will serve as in integral member of our psychosocial intraprofessional team, which consists of psychologists, psychiatrists, social workers, nurse practitioners and registered dietitians. This team assesses adults (ages 18-65 years) who have been referred for gastric bypass surgery. Patients referred for gastric bypass are required to meet a minimum Body Mass Index (MBMI) of 35 with a co-morbid obesity-related medical condition or a BMI of 40. Following referral, they must undergo an extensive assessment and educational process in order to ensure suitability for bariatric surgery.

As an intern in this rotation you will be working with bariatric patients undergoing gastric bypass surgery, both pre and post-surgery. You will learn to conduct semi-structured psychodiagnostic and psychosocial assessments for these patients both pre-operatively (to assess psychiatric stability and suitability for surgery) and post-operatively to assess adjustment to surgery and the development of any psychiatric issues. Within this rotation you will have the opportunity to also conduct short-term individual psychotherapy as well as observe/facilitate twice-monthly post-surgery support groups and an 18-month post-surgery psychoeducational group. Staff within this department work within a highly collaborative, interdisciplinary model and as an intern you will learn how to work within that type of a team setting.

An intern’s typical experience in this rotation comprises: one full day of clinical service provision including assessments and treatment intervention. There will also be another full day which will
comprise supervision, multidisciplinary rounds and time for report writing. A variety of interdisciplinary research projects are being conducted within the department including: impact of pre-surgical psychological status on adjustment to surgery and successful weight loss; bariatric patients and suicidality; impact of nutrition education on surgical outcome; impact of transition from pediatric to adult care within bariatric surgery programs; night eating; as well as mindfulness for bariatric patients. Interns are welcome to consider joining any of these projects and to attend our monthly team research meetings.

Contact Psychologist:
Marlene Taube-Schiff, Ph.D., C.Psych. marlene.taube-schiff@uhn.ca

TORONTO REHAB – Neuropsychology, Rumsey Site
The intern in this rotation will serve as an integral member of our interprofessional rehabilitation team consisting of psychiatry, neuropsychology, social work, occupational therapy, physiotherapy and speech language therapy services. This team offers assessment, consultation, treatment and education to individuals who have acquired non-degenerative neurological disorders. We help those with a brain injury work towards returning to work and to living more independently. Our interprofessional team works with patients and their families to help them meet their rehab needs and goals.

As an intern in this rotation you will be working with adult outpatients that have experienced a wide range of acquired brain injuries (e.g., traumatic brain injury, stroke, multiple sclerosis, anoxic brain injury, tumours, epilepsy, infectious illness, etc.) You will be conducting neuropsychological assessments with these patients and providing feedback to patients, family members and the interdisciplinary team as well as providing psychoeducation and making treatment recommendations. Interns will have the opportunity to work within an interdisciplinary team model and attend rounds for the various patient streams (i.e., Neurocognitive, Neuropsychical and Stroke). Interns are also welcome and encouraged to attend various other educational offerings (e.g., Brain Injury Education Series, journal clubs, IPE placements, etc.) and participate in research that may be ongoing.

Contact Psychologist:
Lesley Ruttan, Ph.D., C.Psych. lesley.ruttan@uhn.ca

TORONTO REHAB – Spinal Cord Rehab, Lyndhurst Site
The Spinal Cord Rehabilitation Program’s outpatient therapy and specialty clinics are designed to address any concerns our clients may have relating to their independence and overall health. The Spinal Cord Rehabilitation Program inpatient program is designed to be a short-term rehabilitation program. It is an adult program for patients 16 years of age and older. An individualized and interdisciplinary rehabilitation program has been developed that addresses the specific needs of each patient admitted to the program. The intent of the inpatient program is to help patients maximize independence and functional status in preparation for their return to the community.
As an intern in this rotation, you will be working with spinal cord injury patients in both the inpatient and outpatient setting. Clinical opportunities are available to conduct both clinical psychological and clinical neuropsychological assessments for individuals that have sustained both traumatic and non-traumatic spinal cord injuries. Students will also have the opportunity to work within an interdisciplinary inpatient clinical team and gain experience in the areas of health psychology and rehabilitation psychology. Clinical interventions including cognitive behavioral therapy interventions; mindfulness based intervention; behavioural medicine; supportive counseling and cognitive remediation can also be part of the clinical training experience.

**Contact Psychologist:**
Cheryl Bradbury, Psy.D., C.Psych.  [cheryl.bradbury@uhn.ca](mailto:cheryl.bradbury@uhn.ca)

**Major Clinical Psychology Rotation (York University Psychology Clinic)**

The YUPC rotation will be primarily affiliated with the Clinical training program and focus on intervention with adult clients who range in age, ethnicity and type of presenting problem. The Clinical doctoral program at York University provides in-depth training in evidence-based intervention strategies that are informed by a humanistic psychotherapy treatment model. Given the increased understanding of the importance of emotional processes in therapeutic change, the program provides a unique training opportunity that focuses on working directly with emotions in therapy. In particular, clinical psychology interns will receive in-depth training and supervision in an integrative, Emotion-focused therapy (EFT) treatment approach that highlights the importance of facilitating narrative, emotion, and new meaning making processes when working with a range of client presenting problems such as MDD, GAD, social anxiety and complex trauma. In addition, opportunities for comprehensive psychological assessment training experiences will be provided tailored to the intern’s interests and building upon previous experience with clinical testing of issues related to cognitive, academic and emotional problems.

**Rotation Goals:**

Be the end of the rotation, goals for our interns include:

- Increased understanding of emotional change principles
- Increased competency in psychopathology assessment; case formulation and EFT interventions
- Increased knowledge about professional and ethical issues related specifically to working in a setting similar to a group private practice

**Primary Supervisor:** Sandra Paivio, Ph.D., C.Psych.
**Contact:** lhartley@yorku.ca
EDUCATIONAL OPPORTUNITIES/DIDACTIC SEMINARS

There are a wide variety of educational experiences available to interns across the consortium sites. Each rotation includes educational and training activities, such as multidisciplinary case conferences and workshops. In addition, interns are encouraged to take advantage of a wide variety of other professional development activities including professional lectures, weekly grand rounds, workshops, seminars, and professional conferences. A partial list of opportunities available across sites is provided below. The Director of Internship Training will assist the interns in selecting and coordinating these opportunities across sites.

Educational Opportunities/Didactic Seminars within the TDSB:
Workshops are held throughout the year, most often on Fridays, on topics relevant to the practice of school psychology. Topics in past years have included ADOS training, crisis intervention, CBT training, risk and threat assessment, advanced psychometric training, multidisciplinary discussion of complex cases, etc. Opportunities are available to work with other professions (e.g., special education). Professional development/peer support meetings are scheduled throughout the year, every two or three weeks. Issues include quality assurance, group supervision, discussion of new measures, report writing group, etc.

Educational Opportunities/Didactic Seminars within Integra:
Integra actively promotes a culture of learning throughout the organization. Interns are encouraged to take advantage of Integra’s rich professional development opportunities, which include monthly psychiatric case consultations, clinical staff development in-services, webinars, team meetings, and workshops.

Educational Opportunities/Didactic Seminars within OISE:
There are monthly colloquia in the Applied Psychology Department at OISE on a variety of research and clinical topics in psychology that interns are welcome to attend. The half-day weekly session at OISE will include many topics relevant to the practice of psychology.

Educational Opportunities within St. Mike’s:
St. Mike’s, as an academic medical centre, St. Michael’s Hospital places great emphasis on training and education throughout the internship year. Interns will attend weekly multidisciplinary team meetings, which will allow them to receive consultation from others on the team on current clinical cases. In addition to didactics offered through the internship consortium, interns will also have the opportunity to attend weekly departmental grand rounds, case conferences, and lunch-and-learn seminars. Finally, should this be of interest, interns will have the opportunity to participate in research and program evaluation throughout the year.

Educational Opportunities/Didactic Seminars within UHN:
Within each rotation, interns will be expected to attend mandatory patient rounds as well as didactic seminars. In addition, interns are encouraged to take advantage of a wide variety of other professional development activities including: interdisciplinary clinical teaching rounds;
research rounds; weekly grand rounds; psychology team meetings; an education series for patients and families; as well as weekly and monthly journal club meetings.

**Educational Opportunities within Y UPC:**
Being associated with and housed in an academic institution enables Y UPC to provide a range of training and education activities throughout the internship year. There are monthly clinical rounds in which guest speakers present on a variety of therapeutic issues. In addition to these rounds, the intern will be offered the opportunity to attend similar rounds where the focus is on neuropsychology and health psychology topics, subspecialties with the York University Clinical Doctoral Program. Y UPC also sponsors a number of continuing education programs to community based professionals that the intern will have an opportunity to attend.

**SUPERVISION**

*All supervisors are clinically responsible for cases under their supervision.*

*Interns will receive a minimum of 3 hours of individual supervision and one hour of group supervision per week.*

At the **TDSB**, supervision of interns will be provided by staff who are registered with the College of Psychologists of Ontario, who have an established record of supervision and mentoring, and who have breadth and depth in their understanding of school psychology. In school rotations, supervision will cover all aspects of professional school psychology, including: consultation; assessment and diagnosis; intervention; ethics and professional conduct; the multidisciplinary approach; respect for diversity; and use of evidence based practice. Supervision will be provided by a primary supervisor for the major school-based rotation. A secondary supervisor may supervise the other projects, depending on the expertise required. At a minimum, interns will receive two hours per week of individual supervision from supervisors at TDSB.

At **Integra**, clinical supervision is highly valued and weekly individual supervision with the clinical director (psychologist) is part of the clinical practice for all front-line staff. Interns will receive a combination of formal scheduled supervision (regularly scheduled one hour per week with the clinical director) and informal supervision (live observation, ‘open door’ policy for dropping in with questions, peer supervision). Interns will meet for peer supervision with child and family therapists, particularly in the context of co-leading groups or for a family therapy case.

At **Youthdale**, supervision for all interns will be provided by the Director of Psychological Services, Dr. Sylvia Kemenoff who has a breadth of knowledge in the areas of clinical assessment, consultation and treatment with youth and their families. Dr. Kemenoff has been providing clinical supervision to a range of professionals, including psychological interns and Psychologists in supervised practice for over 15 years. Supervision will be provided weekly for all Interns in the form of individual supervision, and informal supervision with various other mental health professionals. Clinical supervision will cover aspects of case formulation, planning
and consultation; psychological assessment and diagnosis; in addition to intervention (i.e., individual and family therapy).

At **Kinark**, primary supervision will be offered by Dr. Diane Warling at the Syl Apps site and by Dr. Wendy Manel in the Community rotation. Supervision will be individually-based, one hour per week at a minimum.

At **North York General**, Interns will receive formal supervision through one regularly scheduled hour per week with their Primary Supervisor. Informal supervision is also provided through an open-door policy, and opportunities to observe various clinical activities.

At **OISE**, the Director of Internship Training will have regular weekly meetings with the interns and will provide a minimum of one-hour of group supervision to interns each week.

At **St. Mike’s**, given the complexity of the patients served by the FOCUS team, we place great emphasis on supervision to ensure that interns feel confident and competent throughout the year. Interns will receive a minimum of two hours of supervision per week, at least one of which will be individual supervision. Supervision will include audio and/or videotaping of therapy sessions, review of progress notes and reports, co-facilitation of group therapy and group supervision, and possible co-therapy with their supervisor for an individual therapy case. In addition, interns will participate in weekly multidisciplinary team meetings and case conferences.

At **UHN**, supervision of interns will be provided by staff who are registered with the College of Psychologists of Ontario and who have an established record of both supervision and mentoring. At a minimum, interns will receive 4 hours per week of individual supervision across their rotations.

At **YUPC**, mirroring our client centred therapeutic approach; the supervision of our interns is done in an individual format focused on the preparation for independent, professional practice. An intern can expect to carry a case load of 5-8 clients and receive a minimum of 2 hrs. of weekly supervision provided by a registered psychologist that includes a review of their videotaped sessions and integrative discussions of didactic material relevant to each case.

At **Markham Stouffville Hospital**, each intern receives a minimum of 1 hour of weekly supervision plus an open-door policy throughout the rest of the week. At the start of internship, live observation (in the room or behind the 1-way mirror) will be part of the supervision as well. Further, when feasible, interns are welcome to participate in group supervision with practicum students. In addition, every other week, psychology interns and practicum students in the adult and child streams come together for rounds where cases and tricky issues are presented and discussed.
<table>
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<tr>
<th>Name &amp; Credentials</th>
<th>Title &amp; Affiliation</th>
<th>Contact &amp; Website</th>
<th>Clinical Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheryl Bradbury, Ph.D, C.Psych</td>
<td>Neuropsychologist/ Psychologist UHN</td>
<td><a href="mailto:cheryl.bradbury@uhn.ca">cheryl.bradbury@uhn.ca</a> <a href="http://www.uhn.ca">www.uhn.ca</a></td>
<td>Cognitive &amp; emotional recovery second to brain and spinal cord injury. Psychological adjustment to illness/injury.</td>
</tr>
<tr>
<td>Jessica M. Cooperman, Ph.D, C.Psych</td>
<td>Clinical Psychologist, Child &amp; Adolescent Services, Markham Stouffville Hospital</td>
<td><a href="mailto:jcooperman@msh.on.ca">jcooperman@msh.on.ca</a> <a href="http://www.msh.on.ca">www.msh.on.ca</a> 905.472.7373 x 6187</td>
<td>Mood disorders in adolescence, evaluation of group based CBT treatments incorporating group exercise.</td>
</tr>
<tr>
<td>Norma D’agostino, Ph.D, C.Psych</td>
<td>Psychologist, UHN, Department of Psychiatry, U of T</td>
<td><a href="mailto:norma.dagostino@uhn.ca">norma.dagostino@uhn.ca</a> <a href="http://www.uhn.ca">www.uhn.ca</a> <a href="http://www.ellicsr.ca">www.ellicsr.ca</a></td>
<td>Pediatric cancer, adolescent and young adult oncology, health care transitions, cancer survivorship.</td>
</tr>
<tr>
<td>Sandra Doyle-Lisek, Ph.D, C.Psych</td>
<td>Psychologist, NYGH</td>
<td><a href="mailto:Sandra.Doyle-Lisek@nygh.on.ca">Sandra.Doyle-Lisek@nygh.on.ca</a> 416.756.6652 <a href="http://www.nygh.on.ca">www.nygh.on.ca</a></td>
<td>Mood and anxiety disorders, eating disorders, family difficulties and adjustment issues.</td>
</tr>
<tr>
<td>Louise Hartley, Ph.D, C.Psych</td>
<td>Director, Y UPC, York University</td>
<td><a href="mailto:lhartley@yorku.ca">lhartley@yorku.ca</a> 416.736.2100 x 30428 <a href="http://www.yorku.ca/yupc">www.yorku.ca/yupc</a></td>
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<tr>
<td>Sylvia Kemenoff, Ph.D, C.Psych</td>
<td>Director of Psych Services, Youthdale</td>
<td><a href="mailto:skemenoff@youthdale.ca">skemenoff@youthdale.ca</a> 416.464.3751 x 4214 <a href="http://www.youthdale.ca">www.youthdale.ca</a></td>
<td>Family therapy, youth who present with histories of trauma, neglect and/or abuse.</td>
</tr>
<tr>
<td>Maria Kokai, Ph.D, C.Psych</td>
<td>Chief Psychologist, TCDSB</td>
<td><a href="mailto:maria.kokai@tcdsb.org">maria.kokai@tcdsb.org</a> 416.222.8282 x 2524 <a href="http://www.tcdsb.org">www.tcdsb.org</a></td>
<td>Children &amp; youth with learning disabilities, prevention &amp; intervention programs in schools.</td>
</tr>
<tr>
<td>Paul Legzdins, C.Psych. Assoc</td>
<td>Chief of Psych. Services, TDSB (C)</td>
<td><a href="mailto:paul.legzdins@tdsb.on.ca">paul.legzdins@tdsb.on.ca</a> <a href="http://www.tdsb.on.ca">www.tdsb.on.ca</a></td>
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<tr>
<td>Alissa Levy, Ph.D, C.Psych.</td>
<td>Psychologist, NYGH</td>
<td><a href="mailto:alissa.elevy@nygh.on.ca">alissa.elevy@nygh.on.ca</a> 416.632.8706 <a href="http://www.nygh.on.ca">www.nygh.on.ca</a></td>
<td>Mood &amp; anxiety disorders, complex needs youth, comorbid diagnoses.</td>
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<tr>
<td>Carolyn Lennox, Ph.D, C.Psych.</td>
<td>Chief of Psych. Services, TDSB (SW)</td>
<td><a href="mailto:carolyn.lennox@tdsb.on.ca">carolyn.lennox@tdsb.on.ca</a>&lt;br&gt;416.394.3904&lt;br&gt;www.tdsb.on.ca</td>
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<tr>
<td>Andrew G. Matthew, Ph.D, C.Psych.</td>
<td>Psychologist, UHN, Departments of Surgery &amp; Psychiatry University of Toronto</td>
<td><a href="mailto:andrew.matthew@uhn.ca">andrew.matthew@uhn.ca</a>&lt;br&gt;www.uhn.ca&lt;br&gt;416.946.2332</td>
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<tr>
<td>Paul O’Connell, C.Psych</td>
<td>Chief Psychologist, (A), TDSB</td>
<td>Paul.o’<a href="mailto:connell@tdsb.on.ca">connell@tdsb.on.ca</a>&lt;br&gt;416.394.7402</td>
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</tr>
<tr>
<td>Sandra Paivio, Ph.D, C.Psych</td>
<td>Clinical Adjunct Faculty Member, York University</td>
<td><a href="http://www.york.ca/yupc">www.york.ca/yupc</a></td>
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<tr>
<td>Marjory Phillips, Ph.D, C.Psych.</td>
<td>Director of Clinical Services &amp; Community Ed., Integra</td>
<td><a href="mailto:mphillips@integra.on.ca">mphillips@integra.on.ca</a>&lt;br&gt;416.486.8055 x 224&lt;br&gt;www.integra.on.ca</td>
<td></td>
</tr>
<tr>
<td>Jenny Rogojanski, Ph.D, C.Psych</td>
<td>Psychologist, St. Michaels Hospital</td>
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<td>David Schwartzbein, Ph.D, C.Psych.</td>
<td>Chief of Psych. Services, TDSB (D)</td>
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<td>Marlene Taube-Schiff, Ph.D, C.Psych.</td>
<td>Psychologist, UHN Assistant Professor, Dept. of Psychiatry, U of T</td>
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EVALUATION

Each student is evaluated by their primary supervisor for each major and minor rotation. Written evaluations are conducted at the midpoint and end of each rotation. Interns receive a formal, written evaluation of their clinical skills and performance at the mid-point (sixth month) and end (twelfth month) of the internship year. It is expected by the end of the internship that interns are rated on all items within the top two categories. These evaluations are reviewed with the intern and rotation supervisor and are then sent to the Director of Internship Training (DIT) to be reviewed. Interns also complete written evaluations for each supervisor in each of their rotations, at the end of their rotations. Interns are encouraged to provide feedback on the quality of supervision, the time commitments involved in the rotation, the balance between direct and indirect hours, and other aspects of the rotation experience. The DIT is responsible for communicating with the intern’s home academic institution regarding the interns’ progress. Written feedback is sent to the home institution at the midpoint and at the time of completion of the internship.

STIPENDS

Interns will receive a stipend of $30,000. They will receive three weeks of holiday. In the case of the school rotation placements, holidays must be taken in December 2014 (2 weeks) and March 2015 (1 week). In the case of community rotation placements, interns can take their vacation as coordinated with their placements. All interns must hold Professional Liability Insurance during the full course of their internship training. Proof of liability insurance coverage will need to be demonstrated prior to beginning the internship. Interns in the School-Clinical Track must also have access to a car.

APPLICATION PROCESS

Eligibility/Minimum application requirements:

Applicants must be enrolled in a CPA or an APA accredited clinical psychology doctoral program (Clinical, Counselling or School-Clinical) or its equivalent. Minimum requirements include 600
hours of practicum experience, with both assessment and intervention experience required, as well as completion of comprehensive exams and acceptance of the dissertation proposal.

We are members of the Canadian Council for Professional Programs in Psychology (CCPPP) and the Association of Psychology Post-Doctoral and Internship Centers (APPIC). We participate in the APPIC Matching Program, abiding by all APPIC guidelines regarding the internship application and selection process. Canadian immigration policy requires that suitable Canadian Citizen and Permanent Resident applicants must be given preference, but non-Canadian applicants will be considered subject to clearance by Immigration Canada and may apply.

Application Procedure:

Application procedures involve submission of each the following using the AAPI Online:

• Cover letter
• APPIC Application for Psychology Internship (AAPI)
• APPIC Academic Program’s Verification of Internship Eligibility and Readiness
• Curriculum Vitae
• Graduate transcripts
• Three letters of reference (complying with CCPPP guidelines) – Please note, the Consortium may contact referees directly for further information.

Letters of reference should comply with the guidelines endorsed by the Canadian Council of Professional Psychology Programs for letters to Canadian internship programs. This standardized format for letters of reference includes a review of the applicant’s current professional and personal skills and strengths as well as comments on areas for potential growth and development. Further information regarding these guidelines is available at:


Please note that we require no supplemental material to be sent with the application.

Please use these program numbers when applying to the Toronto Consortium:

• 186311 School-Clinical Internship (6)
• 186312 Health/Neuropsych (1)
• 186313 Clinical Psychology Internship (1)

The application deadline is: November 2, 2015.

Contact Information:

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