Toronto Area Internship Consortium in School, Clinical & Counselling Psychology

Internship Brochure 2017 - 2018
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INTRODUCTION:

The Toronto Area Internship Consortium (TAIC) is a pre-doctoral school, clinical and 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-Counselling 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, treatment/intervention, consultation and program evaluation/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 ten member organizations of the consortium are:

OISE, University of Toronto, Applied Psychology and Human Development Department, School and Clinical Psychology Program (OISE, SCCP) and:

School-Clinical Track

(i) Toronto District School Board (TDSB)
(ii) Toronto Catholic District School Board (TCDSB)
(iii) Integra Program, Child Development Institute
(iv) Youthdale Treatment Centres
(v) North York General Hospital (NYGH)
(vi) Markham Stouffville Hospital

Adult Track:

(i) Ryerson University Centre for Student Development and Counselling (CSDC)
(ii) University Health Network
(iii) 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 Ryerson University Centre for Student Development and Counselling (CSDC) 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 from diverse populations, covering a wide range of mental health problems.

**Neuropsychology major rotation/Health Psychology, minor rotation** (One position): The intern will have a full year major in clinical Neuropsychology/Rehabilitation within the Brain and Spinal Cord Rehabilitation program at Toronto Rehab and a minor rotation (six months part-time) in Psychosocial Oncology and Palliative Care at Princess Margaret.
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:**

In each organization, psychological services staff work within inter-professional teams. Within each organization there is a recognized need to train professionals in psychology in competencies related to the practice of psychology unique to that setting.

The following general goals of training are common to all members of the consortium:

1. To provide interns with a broad-based training program in core areas of psychological practice – assessment, diagnosis, consultation and treatment/intervention.
2. To facilitate the development of interns in their professionalism and professional identity as psychologists.
3. To facilitate the development of skills necessary for functioning as psychologists working within inter-disciplinary teams and with community partners.
4. To facilitate interns’ appreciation and understanding of individual differences, including gender and multicultural issues.
5. To facilitate interns’ integration of research and best practices into their professional roles.

More specifically, our objectives by the end of the internship year include:

- **Assessment/consultation:** Interns are expected to achieve competence in the following skills and judgments required for psychological assessment and consultation: interviewing; selecting psychological tests; administering and scoring psychological tests; interpreting test results; integrating findings from various sources; conceptualizing cases; diagnosing psychological disorders; formulating treatment recommendations; writing assessment/consultation reports; and giving feedback to clients/patients, families, and other professionals.

- **Treatment:** Interns are expected to achieve competence in the following skills and judgments required for psychological treatment: evaluating treatment needs, working with clients to set realistic treatment goals, selecting interventions, operating effectively within the chosen theoretical orientation(s), responding flexibly to clients’ needs as they
arise, managing crises, recognizing the need for consultation, and managing termination.

- **Sensitivity to differences**: Interns are expected to demonstrate sensitivity to individual and cultural differences by taking into account ethnic, gender, and sexuality differences when conceptualizing and diagnosing, and adjusting assessment and treatment approaches to meet the needs of patients representing various cultures, lifestyles, and levels of functioning.

- **Professional identity and functioning**: Interns are expected to demonstrate identification with the psychologist’s professional role and values by understanding the psychologist’s role on the multidisciplinary clinical team; participating actively in multidisciplinary clinical teams; participating in activities specific to psychologists; interacting respectfully with other disciplines; understanding the roles of other disciplines; showing awareness of ethical standards of psychological practice; showing awareness of mental-health and other relevant legislation; behaving ethically toward patients, colleagues, and other staff; managing workload responsibly; completing work promptly; integrating readings and research findings into clinical practice; and interacting with community partners (e.g., schools, probation, physicians) to facilitate client care.

- **Research grounding**: Interns will be comfortable in evaluating practice-related research and will base decisions about their work (assessment, intervention, consultation) with clients on current findings. They will be able to evaluate the quality of evidence used to support clinical decisions.

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, adhere to APPIC guidelines and are in the process of seeking accreditation status with the Canadian Psychological Association (CPA). Our internship training program adherences to CPA standards and criteria.

**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) and the Clinical and Counselling Program (CCP) are two CPA accredited programs within OISE’s Applied Psychology and Human Development Department, which hosts the consortium. 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. The Clinical and Counselling Psychology program at OISE prepares students to be scientist-practitioners in both areas of counselling and clinical psychology.

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 90,000 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).

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

Integra Program, Child Development Institute

The Integra Program at CDI is located in midtown Toronto. Integra amalgamated with the Child Development Institute in October 2014. The Integra Program at CDI is the only accredited children’s mental health organization 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. Typically, Integra clients have complex neurobiologies: 70% have
more than one diagnosis, and the majority of clients have been to more than two children’s mental health agencies before coming to the Integra program. Understanding a child’s learning profile is central to the development of the mental health treatment plan at Integra. Unique to our service, 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 Mindfulness Martial Arts or Integra Social Competence Group Program).

www.childdevelop.ca/

Youthdale Treatment Centres

Established in 1969, Youthdale is one of the founding members of the children’s mental health movement in Ontario, and continues to uphold the highest professional standards in meeting the needs of youth presenting with complex mental health needs and their families. Youthdale’s mandate also includes research into new approaches for helping troubled youth and their families. Youthdale’s comprehensive mental health services include: 24/7 crisis line services, mobile crisis response, psychiatric emergency admission and hospitalization, residential treatment (encompassing milieu treatment, individual and family therapy, day treatment, psychiatric and psychological assessment and consultation, and summer treatment camp), as well as a range of outpatient services. The latter services include: assessment (psychiatric, psychological, neuropsychiatric, neurological, occupational therapy, and speech and language) and therapy (individual, art, and family). Youthdale’s Sleep Centre also investigates and treats a wide variety of childhood and adolescent sleep disorders. Youthdale also provides an Intensive Support and Supervision Program (ISSP) for young persons with mental health needs who would likely be sentenced to custody for their criminal offenses, but who can alternatively be appropriately supported and supervised in the community. Youthdale has recently begun providing outpatient services for transitional-aged youth (16-19 years of age) and will soon have an inpatient program for that population.

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 including individual, group and family therapy across all programs. Specific programs include Inpatient Services, Day Hospital Program, Urgent Care Clinic, Outpatient Program, Eating Disorders Program. There are two sites at NYGH: The “General Site” is located at the main hospital (4001 Leslie St.), and the “Branson Site” which is a satellite clinic (555 Finch Ave. West).
NYGH serves children, adolescents, and their families who live in the North Toronto catchment area from diverse backgrounds. 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. While Cognitive-behavioural therapy (CBT) is the primary modality used, treatment is tailored to the individual needs of clients using an integrative approach.

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)

Ryerson University Centre for Student Development and Counselling (CSDC)

Set in the heart of downtown Toronto, Ryerson University is home to more than 35,000 full-time undergraduate students and 2,300 graduate students, with a culturally diverse student population from 146 countries. The Centre for Student Development and Counselling is part of a larger department - Student Health and Wellness which consists of the CSDC, Health Promotion, and the Medical Centre. The CSDC provides direct service to over 3,000 students annually through individual therapy, group therapy, and psychoeducational workshops. The
Student Health and Wellness is a multi-disciplinary team consisting of psychologists and social workers, a health promotion nurse, psychiatrists and general practitioners

www.ryerson.ca

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://wwwuhn.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 Minor rotations or special projects (see list in brochure) may be sought.</td>
</tr>
<tr>
<td>Major Clinical Child Psychology</td>
<td>2 days per week</td>
<td>Sept. – Aug.</td>
<td>One of: Integra, Youthdale, NYGH, or MSH</td>
<td>See descriptions in the body of the brochure.</td>
</tr>
<tr>
<td>Seminars/Intern Meetings</td>
<td>Friday PM</td>
<td>Sept. – Aug.</td>
<td>OISE</td>
<td>Didactic seminars, professional development, intern meetings</td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td>July-Aug</td>
<td>All sites</td>
<td>Hours increased at clinical sites.</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 multi-disciplinary 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).
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 may 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, time and the opportunities available. Students will be involved with a secondary supervisor while in these special team placements.

Special Projects 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.


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, alternative education 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 Psychology (and potentially in Counselling, and/or Clinical Psychology). The following Major School Psychology Rotations and special projects 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 classroom 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: Participating in our annual student-lead mental health awareness initiative ("Stop the Stigma") offered in secondary and some elementary schools, providing crisis intervention, working with other professionals to run intervention groups (e.g. social skills, cognitive-behavioural groups).

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

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 implementation for students with special education needs, participating in evaluation of new and/or existing intervention programs, 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 to the above, there are specialized services provided by Psychological Services staff to support students with complex needs. Involvement in such services will allow for the opportunity to gain experience and develop skills in working with students with specific needs or disabilities. Interns may participate in interdisciplinary teams servicing the Alternative Secondary School Program (which provides support to students aged 16 to 21), and the Alternative Program for students who have been expelled from elementary or secondary school due to struggles with noncompliance, aggression, and disruptive behavior. Interns will have an opportunity to gain experience in consultation to teachers, support staff, and parents; conducting psychological, social-emotional, or behavioural assessment, counselling and/or intervention, depending on the presenting need; and liaising with service providers in the community (e.g., hospitals, mental health agencies, juvenile justice system, etc.).

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

**Supervisor:** Dr. Maria Kokai, Ph.D., C. Psych.

**Major Clinical Child Psychology Rotation (Integra Program, CDI)**

The Integra Program rotation includes three primary areas of focus: (1) providing evidence-informed individual, family and group therapy for children and youth ages 8 to 18 years who have Learning Disabilities/Mental Health issues (LDMH); (2) providing psychological consultation to clients and Integra clinical staff; and (3) participating in research and program evaluation of our clinical, innovative interventions. The composition of the caseload and clinical activities are tailored to the intern’s learning goals.

**LDMH Informed Interventions:**
Typically, interns carry individual therapy cases (most commonly, adapting CBT to a child’s LD;
or conducting parenting interventions) and have an opportunity to conduct family therapy. Interns co-lead groups, which include the Integra Social Competence Group program, Integra Mindfulness Martial Arts, or Triple P Positive Parenting Program. Interns are considered as part of the Integra clinical team, and work directly and collaboratively with Child & Family Clinicians (social workers, psychotherapists).

Psychological Consultations:
Integra’s Psychology department has a central role in our Assessment and Consultation Clinic. Admission to Integra requires that clients have a completed psychological assessment and a documented Learning Disability. Unique to Integra, clients are first seen in a two-part clinic that includes an opportunity for the parents/guardians to meet with the psychologist or psychology intern and the Clinic therapist to understand the implications of the psychology assessment report findings for everyday life and for mental health services. Interns work closely with the Integra Psychologist and when ready, take on a regular consultation clinic of their own each week. Interns typically are not expected to complete a comprehensive psychological assessment although there may be opportunities for the intern to supervise a psychology practicum student.

Research & Learning Opportunities:
Interns are encouraged to select a research or program evaluation project of their interest. All of the innovative Integra clinical services are evaluated, and interns are supported by the Integra Research Manager and the Integra Director to participate in their preferred area of interest. For example, this has included any or all of the stages of evaluation, including: working with the clinical team to define and operationalize research questions, reviewing the literature, designing an evaluation or study, selecting measures, implementing a study, and analyzing and writing up the results for publication.
As a member of the Integra Clinical Team, interns attend monthly professional development inservices, clinical case conferences, and team/staff meetings. There are also opportunities to become involved in our Community Education program.

**Supervisor:** Marjory Phillips, Ph.D., C.Psych. (primary)
Jen Scully, Ph.D, C.Psych (secondary – for psychology consultations)

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

During the rotation at Youthdale Treatment Centres, interns will have the opportunity to learn how to complete comprehensive psychological assessments with youth presenting with the most complex mental health, learning, and behavioural needs from a variety of settings (inpatient, residential, outpatient services, and youth presenting for assessment and consultation to a trans-disciplinary team); as such, Youthdale interns develop assessment and diagnostic skills to provide psychological services across a wide variety of settings (e.g., community mental agencies, hospital settings, and private practice).
In terms of therapy, interns will have the opportunity to provide individual therapy (3-4 cases) to children and youth (with each intern’s caseload balanced between child and adolescent
clients presenting with diverse clinical needs) incorporating psychodynamic, CBT, DBT, systemic, and narrative models. As well, interns will have the opportunity to participate in Dr. Kemenoff’s weekly family therapy seminar, together with Youthdale psychiatry residents and social work students/staff. Details of this seminar (and other Youthdale educational opportunities) can be found in the EDUCATIONAL OPPORTUNITIES/DIDACTIC SEMINARS section of this brochure.

Upon commencing the internship, each intern will participate in a co-therapy family therapy case with Dr. Kemenoff and, in turn, will be expected to carry a family therapy caseload of 1-2 therapy cases, from a predominantly systems perspective, while integrating narrative techniques, collaborative problem-solving, and solution-focused interventions. Commencing June, 2017, interns will also have the opportunity to learn assessment and diagnostic skills for Autism Spectrum Disorder children and youth, under the supervision of Dr. Alissa Levy. While providing the above outlined range of psychological assessment and treatment services, interns will have many opportunities to consult with a range of professional staff members, including psychiatrists, social workers/family therapists, CYWs, and mental health managers. During the summer months, Youthdale interns will have the unique opportunity to participate in: mobile home visits with members of the Youthdale crisis team, Plan of Care team meetings as well as individual psychiatric consultation meetings at Youthdale’s Re-Entry (i.e., Northern Ontario) residential program, various shadowing opportunities within Youthdale’s pediatric sleep clinic, observations of Dr. Sandor (expert in tic disorders and their associated sequelae) and/or one of his psychiatric residents conducting neuropsychiatric assessments, as well as working with a senior manager/researcher in conducting a program evaluation study.

**Supervisors:** Sylvia Kemenoff, Ph.D., C. Psych., Director, Psychological Services

Alissa Levy, Ph.D., C. Psych., Staff Psychologist

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 (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, and Urgent Care. At the Branson Ambulatory Care Centre (555 Finch Avenue West) we have an Outpatient Mental Health program and Eating Disorders program.

Description of Training Activities:

Interns will have two, 6-month rotations, both of which focus primarily on therapy/intervention. The first opportunity will be in the Child and Adolescent Outpatient Program where they will carry a caseload of 6-8 children, adolescents or families. They will also gain experience with initial assessments, group therapy and consultation. Interns will participate in weekly multidisciplinary staff meetings. This rotation will be held at the Branson site of North York General Hospital.

The second rotation (at the General Site) is within the Child and Adolescent Inpatient Unit and Day Hospital Program. Interns will learn the dynamics of an inpatient system and participate in risk assessment and stabilization of high-risk youth with complex needs. The Day Hospital Program treats adolescents who are struggling with school attendance due to significant mental health needs. Interns will provide short-term treatment in both individual and group formats, and offer family support. Interns will work as part of a team and participate in multi-disciplinary rounds and meetings. Interns will also have the opportunity to participate in risk assessments through our Urgent Clinic.

North York General Hospital treats individuals and families from diverse backgrounds with a range of psychiatric needs. We offer individual, family and group therapy, as well as parent training. Interns will have the opportunity to provide both short and long-term therapy.


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)

**Friday Afternoons (OISE)**

On Friday afternoons all interns will come to OISE. During this time, interns will have didactic seminars or intern meetings with the Director of Training, participating in discussions of issues relating to professional practice in clinical psychology.

**Summer Rotation (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, interns will increase their clinical training experiences through transferring the balance of their hours to their clinical sites thereby expanding clinical work at their community settings. As well, there may be some clinical or research opportunities at other clinical sites or through the OISE Psychology Clinic.

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 Ryerson University Centre for Student Development and Counselling and part-time
to a half-time major rotation at the York University Psychology Clinic (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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<tbody>
<tr>
<td>Major Clinical Psychology</td>
<td>2 days-2.5 days</td>
<td>Sept. – Aug</td>
<td>CSDC</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 Neuropsychology/Health</td>
<td>2 days-2.5 days</td>
<td>Sept. – Feb</td>
<td>PM Cancer Centre, Brain and Spinal Cord Rehabilitation Brain and 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>Seminars/Intern Meetings</td>
<td>Friday afternoons</td>
<td>Sept. – Aug.</td>
<td>OISE</td>
<td>Didactic seminars, professional development, intern meetings</td>
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**OVERVIEW OF CLINICAL ROTATIONS**

**Major Clinical Psychology Rotation : Ryerson University Centre for Student Development and Counselling**

The CSDC offers a range of short term evidence based treatments. This internship will focus on training for both individual and group treatments as well as on knowledge of current clinical
research on best practices and new developments in treatment approaches. Assessment occurs through our semi-structured triage appointments, structured suicide risk assessments, and ongoing monitoring and assessment of client symptoms and progress through client self-report. Recognition of the developmental stage of the majority of our clients (late adolescents and young adults) is integral to assessment, treatment and therapeutic alliance, as is understanding of their cultural background, gender and any other relevant factors. Considerable attention is given to lifestyle changes, coping skills and adjustment issues within the context of specific disorders. Interns will have an exciting opportunity to work with an exceptionally diverse student body as our students come from a broad range of cultures, and present to the CSDC with a broad range of diagnostic issues.

Description of Training Activities:

Individual Therapy Training Rotation:

CBT Rotation: Training will focus on diagnosis, formulating a CBT collaborative case conceptualization incorporating predisposing and protective factors, using standard CBT session structure, forming and sustaining a positive therapeutic alliance, and following standard CBT treatment protocols for a wide range of disorders: Anxiety Disorders, Depressive Disorders, Insomnia (within the context of Depression), IBS, OCD Spectrum Disorders, and PTSD. We also provide short-term treatment for relationship issues, adjustment difficulties, dealing with family break up, grief, and loss. As adjunct to these protocols, there will considerable emphasis on strengths-based CBT and integration of the development of a personal model of resilience into appropriate cases. Training in crisis intervention skills and suicide risk assessment training and intervention is incorporated into client case management, as appropriate. Supervision is conducted from a developmental framework. Methods of supervision include discussion of cases, listening to audio recordings of sessions together, loan of DVDs by master clinicians, and co-therapy as appropriate. Techniques of supervision include: modeling, role-plays and role rehearsal.

Emotion Focused Therapy (EFT) Rotation: (not offered as a primary rotation for 2017-2018):

Training in EFT will take into account each intern’s unique developmental needs for the effective use of emotion focused therapy. Skill development will begin with review of verbal and nonverbal communication skills and empathic attunement underlying therapeutic presence as a foundation for building rapport and trust. Skill development will progress through exposure to relevant emotion theory and its application to practice, alongside development of competence in a range of marker-driven emotion focused therapy interventions including empathic attunement, promotion of affective experience, reprocessing tasks, and use of emotion to transform emotion through evocative tasks. Concurrently, interns will be exposed to concepts of process diagnosis and case conceptualization within an EFT framework. Those new to EFT may expect to work with individual clients presenting with a range of anxiety and mood disorder symptoms; those with more experience may request a focus on
treatment of symptoms of complex trauma. Interested interns may request to co-facilitate an EFT group with a focus on the use of two-chair tasks to resolve self-critical splits. Training in crisis intervention skills and suicide risk assessment is incorporated into client case management, as appropriate. Methods of supervision include completion of assigned independent reading and review of selected APA DVDs, experiential and self-reflective learning, collaborative review of intern’s audio recorded sessions, and discussion of cases.

**Group Therapy Training Rotation:**
Training in group therapy will focus on theory and practice of group therapy. Interns will be given the option of breadth (co-facilitating a wide range of groups) and/or the option of depth (focusing on a specific protocol for one or two disorders and co-facilitating several groups for that population). Opportunities to co-facilitate groups with your group therapy supervisor or another clinical psychologist include: CBT for depression, generalized anxiety, social anxiety, or panic disorder. Additional therapy groups offered by the CSDC include: mindfulness meditation for stress reduction, bouncing back (learning a five factor model of resilience), assertiveness training, relationship lab, facing loss, culture clash, and support group for eating disorders. A complete listing of current therapy programs may be viewed at the CSDC website at [www.ryerson.ca/counselling](http://www.ryerson.ca/counselling).

*For 2017-2018 the rotations offered will be the CBT and Group Therapy Rotations.*

**Rotation goals**
Interns will:
- develop competence in delivering evidence-based psychotherapy, delivering both individual CBT and group therapy to diverse clients with a wide range of presenting issues/disorders.
- consolidate their training in suicide risk assessment and crisis intervention, and increase awareness of ethical dilemmas as they pertain to these issues, develop group facilitation skills for a wide range of presenting issues/disorders using evidence based interventions
- acquire basic motivational interviewing skills
- refine their documentation skills, and enhance their identities as professionals in the field of clinical psychology

**Supervisors:**
Dr. Diana Brecher, C. Psych. [dbrecher@ryerson.ca](mailto:dbrecher@ryerson.ca)
Dr. Jesmen Mendoza, C. Psych. [j5mendoz@ryerson.ca](mailto:j5mendoz@ryerson.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 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, Neurophysical 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 Psychologists:  
Cheryl Bradbury, Psy.D., C.Psych.  cheryl.bradbury@uhn.ca  
Martha McKay, Ph.D., C.Psych.  martha.mckay@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 Youthdale:**
Youthdale interns will participate in Dr. Kemenoff’s weekly family therapy seminar, together with psychiatry residents and social work students/staff. This is an award-winning seminar, for which Dr. Kemenoff received a University of Toronto Psychiatry Department teaching award in 2007. After addressing the general concepts of change, family functioning, and systems theory, this seminar will provide an overview of major systems models and, in turn, a brief introduction to Narrative and Solution-Focused therapy, while inviting participants to join in various role plays and to share case examples. Dr. Levy will also offer some didactic sessions on assessing and treating youth with Autism Spectrum Disorders. Youthdale interns will also have the opportunity to participate in Youthdale’s grand rounds seminars offered throughout the year. Finally, interns will join Youthdale clinical staff at Youthdale’s annual all-day spring conference, during which a variety of speakers are invited to speak on current clinical issues that are determined to be of interest by Youthdale staff.

**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 ongoing half-day weekly intern meetings at OISE will include many topics relevant to the practice of psychology, with some seminars having external speakers and others with the DT and the intern group.

**Educational Opportunities within Ryerson CSDC**
We offer a weekly, two hour seminar/group supervision for all trainees on (1) CBT theory and interventions, (2) EFT theory and interventions and (3) common factors relating to therapeutic alliance and empathy. Our interns attend weekly case management meetings and monthly professional development seminars offered to all CSDC staff.

**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 YUPC:
Being associated with and housed in an academic institution enables YUPC 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. YUPC also sponsors a number of continuing education programs to community based professionals that the intern will have an opportunity to attend.

SUPERVISION
Psychological services provided by the intern are supervised by supervisors who are registered, doctoral-level and experienced psychologists, registered within their jurisdiction of practice, and deemed competent to provide the kind of psychological service for which they are providing supervision. Supervisors are clinically responsible for psychological services provided by the interns they are supervising.
Interns will receive a minimum of 4 hours of supervision time per week, at least three which are in individual supervision, across all internship sites.

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 will be primarily provided by the Director, Psychological Services, Dr. Sylvia Kemenoff, who has a breadth of knowledge and experience in providing psychological assessment and treatment (individual and family therapy) to youth and their families in a variety of clinical settings (i.e., inpatient, residential, outpatient, and schools). Dr. Kemenoff has been offering clinical supervision to a range of professionals in diverse fields (i.e.,
psychology, psychiatry, social work, and CYWs) for over 15 years. As of June 2017, some supervision will also be provided (details still to be determined) by Dr. Alissa Levy. Dr. Levy has knowledge and experience providing both psychological assessment and treatment to children, adolescents and their families (with particular expertise in dual diagnosis) and in providing clinical supervision to psychology students and interns. Supervision will be provided weekly in the form of regularly scheduled individual supervision sessions, as well as, on an as needed basis: impromptu supervision meetings and consultation with other Youthdale mental health professionals. Clinical supervision will cover: case formulation, assessment and diagnosis, consultation, treatment planning and intervention, while consistently encouraging the development of a reflective practice.

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 CSDC, for the individual CBT rotation, interns will participate in weekly individual and group supervision. Individual supervision includes a weekly review of cases, diagnostic clarification, case conceptualization, treatment planning, case management discussion of ethical dilemmas, and discussion of professional practice issues as they arise. This also involves the supervisor periodically listening to and scoring of the intern’s audio recording of sessions using the CT scale (providing feedback on progress), and review and co-signing of all session notes, referral letters and reports. Group supervision occurs in the context of our weekly 2 hour micro-skills seminars; whereby interns and practicum students present cases as they pertain to the topic of the week.

For the Group Therapy rotation, supervision will include discussion of best practices within group therapy, review and preparation for each group session prior to each group, and discussion and debrief analysis after each group. Group dynamics, client progress, therapy interfering behaviours etc. will be discussed and addressed. Session notes will be reviewed and co-signed by supervisor. Interns will initially observe and then will co-facilitate these therapy groups with their supervisor.

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.

**FACULTY**

<table>
<thead>
<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>Diana Brecher</td>
<td>Psychologist, Practicum and Internship Coordinator</td>
<td><a href="mailto:dbrecher@ryerson.ca">dbrecher@ryerson.ca</a> 416.979.5000x16631</td>
<td>Anxiety Disorders, depression, strength-based CBT, Suicide risk assessment</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</td>
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<td>Name</td>
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<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-Vitrello, Ph.D, C.Psych</td>
<td>Director of Psych Services, Youthdale</td>
<td><a href="mailto:skemenoff@youthdale.ca">skemenoff@youthdale.ca</a> 416.363.3751 x 4214 <a href="http://www.youthdale.ca">www.youthdale.ca</a></td>
<td></td>
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<tr>
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Family therapy, individual psychotherapy for youth with histories of trauma.

Children & youth with learning disabilities, prevention & intervention programs in schools.

Mood & anxiety disorders, complex needs youth, comorbid diagnoses.

Reading processes and intervention, learning disabilities, resilience.

Psychosocial oncology including program development and evaluation in treatment decision-making, sexual rehabilitation, survivorship & quality of life.
Marilisa Morea, Psy.D., Clinical Psychologist, NYGH

Jesmem Mendoza, psychologist

Paul O’Connell, C.Psych, Chief Psychologist, TDSB

Sandra Paivio, Ph.D, C.Psych, Clinical Adjunct Faculty Member, York University

Marjory Phillips, Ph.D, C.Psych., Director of Clinical Services & Community Ed., Integra

Lesley Ruttan, Ph.D, C.Psych., Neuropsychologist, UHN Practice Leader – Psychology, Toronto Rehab/UHN

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Anxiety and mood disorders in youth, parenting support, evaluation of mindfulness-based interventions

Group therapy, CBT, forensic psychology

Process-outcome research, trauma, role of emotion in therapy, treatment development and evaluation.

Learning Disabilities & mental health, social competence intervention, emotion regulation and executive functioning.

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 three categories. These evaluations are reviewed with the intern and rotation supervisor and are then sent to the Director of Training (DT) 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 DT 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 vacation. In the case of the school rotation placements, holidays must be taken in December 2016 (2 weeks) and
March 2017 (1 week). In the case of community rotation placements, interns can take their vacation as coordinated with their placements.

**REQUIREMENTS**

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 must also meet the specific eligibility requirements of their training sites such as Police Checks (VSS) and updated immunizations. 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,
- Completion of comprehensive exams,
- 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. We are not CPA accredited, though have begun preparing for the accreditation process. We adhere to CPA guidelines and standards.

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
- A summary of practicum hours
- Curriculum Vitae
• Graduate transcripts
• Three letters of reference. Please note, the Consortium may contact referees directly for further information.

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

Rotation Selection Process for the School-Clinical Positions

Students apply to the consortium, not to specific rotations. Once invited to interview and prior to the actual interview, candidates for the School-Clinical positions will be asked about their preferences for Major rotations. This will inform the interview process and better match applicants with interviewing faculty. Once matched, incoming interns will be asked for their final preferences. Consortium Committee members will take into account the preferences of the selected candidates as well as site-specific criteria in order to assign interns to their final individualized year-long training rotations. While many practical factors are taken into consideration during this process, intern interest, preference and the need to ensure that all interns have a broad-based clinical experience are important influences in the formation of the final schedule. All efforts are made to ensure that interns’ interests and needs are met for their Major Rotation selections. We attempt to offer interns one of their top two choices of rotations, but cannot guarantee this.

*Note: For two of the six School-Clinical positions, preference will be given to qualifying OISE applicants.

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

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

*Note: For two of the six School-Clinical positions, preference will be given to qualifying OISE applicants.

The application deadline is: November 2, 2016.

Contact Information:

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Ottawa, Ontario   K1P 5J3
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Toll free (in Canada): 1-888-472-0657
http://www.cpa.ca