



Centre for Addiction and Mental Health

**CLINICAL PRACTICUM TRAINING  
PROGRAM IN PSYCHOLOGY**

**<https://www.camh.ca/en/science-and-research/clinical-divisions/psychology-division>**

**2023-2024**

**Director-of-Training: Dr. Longena Ng, Ph.D., C.Psych.  
Psychology Division Chief: Dr. Sean Kidd, Ph.D., C.Psych.**

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## OVERVIEW OF CAMH

### Working for Better Understanding, Prevention and Care

CAMH is the largest mental health and addiction facility in Canada and is recognized for its excellence. It was founded in early 1998 through the merger of the Addiction Research Foundation, Clark Institute of Psychiatry, Donwood Institute, and Queen Street Mental Health Centre. Since the merger, CAMH has focused on a seamless integration of addiction and mental health services in a functional and flexible environment. CAMH is affiliated with the University of Toronto and is a Pan American Health Organization / World Health Organization Collaborating Centre. Through accessible treatment, community services, research, education and prevention, CAMH works to improve the quality of life for people who are struggling with mental illness or addiction and to support their family and friends.

*“For me it was the courage, and I guess the courage comes from saying ‘hey, let’s make a change.’ And the courage to continue to do that. It’s so great now ... it is so good for me now. I love my life.”*

Susan E. Gapka, Courage to Come Back Award Recipient

### Care

*“One of the things about working with people who suffer from mental illness or people who struggle with addictions is that, to the public, this may seem like a discouraging environment – a place that’s not filled with hope. But for those of us who work clinically, just the opposite is true. I find a great deal of professional fulfillment in this environment because many, many people get better.”*

Dr. David Goldbloom, former Physician-in-Chief

CAMH is committed to providing comprehensive, well-coordinated, accessible care for people with addictions and severe mental illness. We have created a continuum of clinical programs, support and rehabilitation to meet the diverse needs of people who are at risk and at different stages of their lives and illnesses. Our services include assessment, brief early interventions, inpatient programs, continuing care, and family support. We also address the larger issues relating to the four major factors affecting health: housing, employment, social support and income support. Our client-centered philosophy of care recognizes that the client has individual social, physical, emotional, spiritual and psychological needs.

### Mental Health & Addictions

CAMH provides a wide range of inpatient, outpatient, and community-based treatment programs including: Child, Youth, and Emerging Adult; Borderline Personality; Forensics; Mood and Anxiety; Gender Identity; Work, Stress & Health; Addictions; and others.

## **Prevention**

*"Prevention involves a host of things. It's not just about preventing substance abuse or mental health problems. It's about supporting health and well-being and having environments that really are healthy environments."*

Akwatu Khenti, former Director of Education and Training Services

CAMH is committed to working with communities throughout Ontario to create environments that support health and prevent illness. CAMH consultants work with individuals, local service providers and community groups to apply initiatives in the community and design evidence-based systems and approaches. Consultation, support, and training focuses on preventing problems, promoting health and planning, and delivering treatment. By providing information to the general public, we empower people with the knowledge to reduce the likelihood, recurrence and/or intensity of addiction or mental health problems for themselves or others.

## **Understanding**

*"Only through education can we hope to improve the understanding of mental health and addiction problems and thus foster support for people who struggle with these challenges."*

Dr. Paul Garfinkel, former President and CEO

One of CAMH's goals is to be a leader in creating, applying and disseminating knowledge. Each year, the Centre receives many research grants, fellowships and awards, resulting in the publication of hundreds of scientific articles and studies. Our research guides our public policy priorities and is transformed into practical resource materials and training programs, which inform the practice of professionals and help educate the general public. Advancing our understanding of mental illness and addiction is key to future improvements in prevention and clinical care. Working with communities, we aim to foster understanding and reduce the stigma associated with these illnesses.



## OVERVIEW OF THE APPLICATION PROCEDURE

Clinical placements are available across a large number of specialty clinics, to be described below. All placements are for a minimum duration of **500 hours** and are offered either on a part-time or full-time basis. Traditionally, placements are either 2-3 days per week from September to May, or 4-5 days a week from May to August. Other combinations are possible and at the student and supervisor's discretion.

The deadline for applications is **WENESDAY FEBRUARY 1<sup>st</sup>, 2023** for Spring-Summer 2023 and Fall-Winter 2023-2024 placements. Applications submitted after this deadline will be reviewed after the Common Notification Day pending the availability of practicum spots (no exception and no phone calls or emails about exceptions please).

Applications are to include:

- 1) The completed application form (on the last 2 pages of this brochure)
- 2) A one-page statement of training goals and objectives
- 3) An up-to-date curriculum vitae
- 4) Undergraduate and graduate transcripts (can be unofficial)
- 5) Two letters of reference (ideally from an academic professor and a clinical supervisor) sent as a word or PDF attachment. Please advise referees **NOT** to send reference letters in the body of an email.

If you are from a CPA and/or APA accredited university program (or if your program is in the process of accreditation), please assemble all materials (except reference letters) prior to submission, and **email** them to Dr. Longena Ng at [Psychology.PracticumApplications@camh.ca](mailto:Psychology.PracticumApplications@camh.ca). Please ask referees to **email reference letters** with the name of the applicant in the subject line.

Students from non-accredited programs are asked to apply to potential supervisors directly (please review below which rotations are accepting non-accredited students).

Once your completed application is received, your submission will be reviewed. If deemed appropriate, your application will be sent to potential supervisors who may contact you for an interview. Most interviews take place within 6 weeks of the application deadline.

CAMH participates in **Common Notification Day** (March 22, 2023) with other GTA sites. You will be notified that day if we are offering you a placement. **If your university does not have an affiliation agreement with CAMH, this will need to be obtained before your acceptance.**

## **OVERVIEW OF CLINICAL ROTATIONS**

### **— CHILD and YOUTH TRACK —**

**The CHILD, YOUTH, and EMERGING ADULT Program (CYEAP)** is newly organized, incorporating the former Child Psychiatry Program and the Youth Addictions Service, both long-standing services at the Centre for Addiction and Mental Health.

Assessment and psychological testing includes objective tests, observational techniques, psychoeducational assessment, and structured diagnostic interviews. Such training includes development of integrated psychological report writing and the process of providing clinically sensitive feedback to parents and children. Therapeutic approaches rely on empirically-validated and best-practice models of intervention. These include individual psychotherapy, group therapy, family therapy, and parent counseling in various modalities (e.g., cognitive-behavioral, behavioral, solution-focused and strength-focused, and core conflictual relationship theme therapy). Services within the CYEAP often work within a multidisciplinary team of psychologists, psychiatrists, social workers, nurses, and child and youth workers. Thus, practicum students are able to enhance their understanding of the roles of multiple disciplines and develop skills in working together constructively.

Practicum students will receive intensive training in clinical assessment and diagnosis, psychological testing, consultation, and therapeutic intervention; however, these vary by rotation. Such training includes experience in clinical interviewing of children, youth, and their families, and diagnostic formulation, which includes a strong focus on the use of the DSM-5. The program also serves a diverse and multicultural population, giving the practicum student an awareness of their own personal and professional strengths, limitations, and areas of growth as a clinician, while developing the knowledge, sensitivity, and skills needed to work with diverse populations.

Training staff have a variety of theoretical interests, including attachment theory, the interface between developmental psychology and psychopathology, and evolutionary psychology.

#### **Youth Justice Assessment Clinic**

Supervisor: Julia Vinik, Ph.D., C.Psych.  
Teresa Grimbos, Ph.D., C.Psych.  
Tracey A. Skilling, Ph.D., C.Psych.

#### **\* accepts applicants from non-accredited programs**

The Youth Justice Assessment Clinic provides comprehensive assessment-only services to youth aged 12 and older. These youth are actively involved in the juvenile justice system or have other legal issues and are referred to the clinic because of their complex needs. Psychodiagnostic, psychoeducational, and risk/need assessments related to antisocial behaviour are completed with the youth and recommendations offered to the courts, families, and other involved agencies on how best to meet the needs identified. Comprehensive treatment plans are developed as part of the assessment process and treatment referrals to community agencies are recommended. Practicum students will have the rare

opportunity to conduct comprehensive psychodiagnostic and psychoeducational assessments for third parties within a youth justice context. Students will complete these assessments utilizing structured and semi-structured interviews, well validated cognitive and academic assessment measures, as well as self-report psychometrics. Students will also provide feedback to clients, families and referral agents. Assessments are often completed as a multidisciplinary team and students will have opportunities to work closely with professionals from other disciplines, including psychiatry and social work.

Students will also have the opportunity to observe court proceedings as well as visit youth detention facilities. Students may also have the opportunity to be involved in clinical research projects underway in the Clinic.

Experience with forensic assessments is not required. However, training and some experience with cognitive and academic testing are required. Both fall/winter and summer practicum placements are available.

### **Better Behaviours Service**

Supervisor: Brendan Andrade, Ph.D., C.Psych.

The Better Behaviours Service (BBS) provides therapeutic services for children, youth and their families who have challenges with disruptive behaviour, aggression, emotional difficulties, social skills difficulties, inattention and non-compliance at home and/or at school. Through semi-structured assessment, factors contributing to behavioural difficulties are identified. Individual, family and group-based treatments are offered to help children build skills, reduce emotional and behavioural difficulties and help caregivers develop more effective parenting strategies to reduce family conflict.

This is a clinical-research practicum. Students will be involved in assessment, detailed clinical formulation, intervention and consultation in the context of one or more clinical-research projects operating within the BBS. Students complete brief assessments and participate in delivery of structured group, individual and parent-child treatment. Training and supervision of implementation of Cognitive-Behavioural treatment and other evidence-informed approaches will be provided. Students will also have the opportunity to use existing clinical-research data to complete an applied research study, with the goal of manuscript submission.

Note: This is an intervention practicum. Only students who have completed an assessment practicum will be considered for this rotation.

### **Psychological Assessment Team for Children and Youth Service**

(Only available for Fall-Winter Practicum)

Supervisors: Liora Keshet, M.A., C.Psych.Assoc.

Pushpinder Saini, M.A., C.Psych.Assoc.

Psychometry service offers students opportunities for conducting comprehensive psychological assessments for children and youth (age 4-17) who are referred internally within the Child, Youth and

Family Program. Assessments are typically requested for psycho-educational, socio-emotional, and psycho-diagnostic considerations.

Practicum students will gain experience with regard to clinical and diagnostic interviewing, administering and interpreting standardized psychological assessment measures and tests, integrating clinical information with psychological test data, and provision of written and verbal feedback to clients, families, and referring agents.

Assessment tools include cognitive measurement, academic testing, assessment of learning, memory, and language, as well as socio-emotional, personality, and projective measures. Practicum students are trained via individual supervision and group supervision.

### **Mood and Anxiety Service**

(Only available for Fall-Winter Practicum)

Supervisor: Madison Aitken, Ph.D., C.Psych.

The Mood and Anxiety Service provides outpatient assessment and treatment to children, youth, and their parents, focused on primary presenting concerns involving anxiety and/or depression. Common clinical presentations include low mood, social anxiety, and generalized anxiety, as well as co-occurring concerns such as parent-child/adolescent relational difficulties, learning disabilities, ADHD, and externalizing behaviour. Students will be part of an inter-professional team, consisting of a psychologist, psychiatrists, social workers, an occupational therapist, and a nurse. Treatment is primarily cognitive behavioural (CBT), with other approaches integrated as appropriate based on case formulation and application of evidence-based practices. Practicum students will participate in delivering group and individual intervention for children, adolescents, and parents. Individual treatment will include assessments for treatment planning, and the development of a clinical formulation and a related treatment plan. In addition, students have the opportunity to be involved in clinical research projects currently happening in the clinic.

Note: This is a Fall-Winter intervention practicum. Only Ph.D. students who have completed an assessment practicum will be considered for this rotation.

— ADULT TRACK —

**ACUTE CARE PROGRAM**

**Addictions and Concurrent Disorders**

Supervisors: Julianne Vandervoort, Psy.D., C.Psych.

*\*\* No placement available for 2023-2024.*

*This is an onsite placement available to Ph.D. and Psy.D. level candidates having familiarity with cognitive behavioural therapy, as a part-time placement for the academic year (summer-only placements are not currently available).*

The Addictions and Concurrent Disorders rotation offers assessment and intervention experience with clients presenting with substance use disorders, often in the context of co-occurring mental health concerns. This rotation is based in the Concurrent Outpatient Medical & Psychosocial Addiction Support Service (COMPASS) within the CAMH Acute Care program. Students will gain experience working in a specialty psychiatric hospital alongside a multi-disciplinary team (psychologists, physicians, nurses, pharmacists, occupational therapists, social workers) under the supervision of a licensed psychologist.

Potential experiences include assessment and intervention opportunities in a multi-disciplinary addiction medicine clinic (which primarily serves clients with alcohol, cannabis, or opioid dependence) and co-facilitating group treatments for specific populations (e.g., cannabis use disorder; concurrent alcohol use disorder and mood disorder). Efforts are made to tailor clinic placements to students' skills and areas of interests.

This rotation includes primarily intervention experiences. Intervention approaches emphasize a biopsychosocial approach (i.e., behavioral and pharmacological interventions). Psychosocial interventions are guided by cognitive-behavioral (e.g., relapse prevention) and motivational enhancement principles and incorporate a harm reduction philosophy. Group treatment is the primary modality for psychosocial interventions. Students will receive weekly individual supervision, in addition to team meetings specific to individual clinics. Students will also have opportunities to attend a wide range of training and didactic seminars at CAMH.

Because this placement emphasizes a scientist-practitioner model, the ideal candidates for this rotation are those with strong motivation for pursuing both clinical and research experiences in the area of addiction and concurrent disorders.

## **BORDERLINE PERSONALITY DISORDER CLINIC**

### **Supervisors:**

Michelle Leybman, Ph.D., C.Psych

Shelley McMain, Ph.D., C.Psych.

Molly Robertson, Ph.D., C.Psych.

*This placement is available to Ph.D. and Psy.D. level candidates with clinical or research experience in dialectical behaviour therapy and/or BPD. The placement is available as a part-time placement for the academic year (summer-only placements are not currently available). This will be a hybrid placement with an expectation of at least one day per week on site. The location of the clinic is 60 White Squirrel Way.*

The Borderline Personality Disorder (BPD) Clinic is an outpatient program serving multi-disordered individuals with borderline personality disorder between the ages of 18 and 65. The BPD Clinic offers specialized training in the delivery of Dialectical Behaviour Therapy (DBT) and DBT adapted for the treatment of complex trauma. The standard DBT modes of therapy offered in the Clinic include weekly individual, group skills training, after-hours telephone consultation and therapist consultation. Trainees may also have the opportunity to participate in adaptations of standard DBT (e.g., prolonged exposure, DBT-PTSD). In this rotation, trainees will primarily gain experience in delivering DBT individual and group skills training. Trainees may be involved in conducting diagnostic and suicide risk assessments, and will be expected to participate in phone coaching offered to clients between sessions. Trainees are expected to attend a weekly consultation team meeting on Thursdays for all BPD Clinic staff and trainees. Trainees are expected to become familiar with the relevant research on BPD and DBT. The BPD Clinic is an active clinical, research, and training centre.

Ideal candidates for this rotation will have prior training or experience assessing and or conducting psychotherapy with individuals with personality disorders, trauma, or other complex mental illness. Previous training or experience working within a DBT model is an asset.

### **Gender Identity Clinic (GIC)**

**\*\* Not available for 2023-2024 placements**

The Gender Identity Clinic (GIC) is an outpatient clinic that assesses and treats adults who are referred because of gender dysphoria and/or the comorbid mental health concerns. The GIC sees a broad array of individuals including those who are considering or pursuing a social and/or medical transition. We also provide individual and group treatment for people of trans experience. Trainees may be interested in the wide diversity of clients, from various cultural and socioeconomic backgrounds, with presentations across a spectrum of diagnostic categories and levels of functioning, including complex cases. Our clients have unique health care needs, and our clinic is dedicated to providing training in high quality care for individuals across the gender spectrum. While our clients are population-specific,

this practicum provides trainees with excellent opportunities to sharpen general diagnostic, assessment and intervention skills.

The GIC offers trainees comprehensive training in holistic psychodiagnostic interviewing that appreciates the social determinants of health, including the impact of marginalization. The results of these assessments provide relevant diagnoses and for those seeking medical interventions, evaluate a person's eligibility and readiness using the principles articulated in the current World Professional Association for Transgender Health (WPATH) Standards of Care (SOC 7). Trainees will conduct initial clinical assessments, as well as follow-up and surgery readiness appointments. As part of the assessment process, trainees will work in an active circle of care that includes contact with other providers such as family doctors, psychiatrists and therapists. Trainees will also have the opportunity to provide time-limited psychotherapy and other relevant support where indicated. Trainees will become familiar with the literature, receive weekly individual supervision, and will actively participate in weekly multidisciplinary case conference meetings that include all clinic staff. Participation in research activities is available when there are active projects, and as time permits.

Psychology trainees at the Doctoral level are welcome to apply; familiarity with LGBTQ communities is preferred but not required.

### **Integrated Day Treatment (IDT)**

Supervisor: Judith Levy-Ajzenkopf, Ph.D., C.Psych.

Psychology trainees at the Doctoral level are welcome to apply; familiarity with DBT is preferred. We will be accepting applications for Spring Summer 2023. Fall Winter (2023-2024) availability depends on the outcome of the 2023 Psychology Residency Match.

The Integrated Day Treatment (IDT) is an intensive day-based service focused on improving access to care for clients (18 years and older) who would benefit from intensive programming for mood and anxiety, trauma and addictions. Trainees would engage in the DBT arm of the IDT program. Clients have a primary diagnosis of mood or anxiety disorder and may also experience secondary comorbid conditions including personality disorders, substance use disorders and trauma related conditions.

Practicum students will contribute primarily to the DBT arm of the program. There are 3 DBT intensity levels that span 6 to 12 weeks. Hi Intensity DBT is twice a week in addition to individual therapy and psychiatric consultation. This 12-session curriculum can be completed in 6 weeks with the option to extend to 12 weeks if clinician and client feel there is clinical utility. Medium Intensity DBT is run for 12 weeks, one group a week and one individual therapy session a week. Low Intensity DBT is run for 12 weeks with just group therapy. Empirical efforts are underway to better understand the effectiveness of these 3 streams and who is best served in each stream.

### **Mood and Anxiety Ambulatory Services (MAAS)**

Supervisor: Judith Laposa, Ph.D., C.Psych.

*\*\* No placement available for 2023-2024*

The Mood and Anxiety Ambulatory Services is a clinical and research unit staffed by individuals from a wide range of disciplines including psychology, psychiatry, social work, nursing, and occupational therapy. Our service is a high demand out-patient treatment service that offers specialized training in empirically supported treatments, namely in short-term cognitive behavioural therapy for depression, GAD, OCD, social anxiety disorder, panic disorder, and agoraphobia. Clients receive treatment lasting for 13-16 weeks.

A main focus of the practicum rotation involves collaborating with clinical practicum students in order to further develop their ability to provide a comprehensive diagnostic assessment, while considering optimal treatment suitability (e.g., considering the client's level of functioning, treatment modality, treatment format, acute phase treatment vs. relapse prevention treatment). Practicum students will gain proficiency in the administration of the Structured Clinical Interview for the DSM-5 (SCID-5) and they will also learn to administer the treatment suitability interview for determination of suitability for short-term cognitive-behavioural treatment.

Practicum students have the opportunity to co-lead CBT treatment groups and/or offer individual CBT for depression, panic disorder, agoraphobia, generalized anxiety disorder, social anxiety disorder, and obsessive-compulsive disorder during the rotation. Supervision includes direct individual supervision. Practicum students may have additional opportunities to work with other disorders that interface with mood, obsessive compulsive related, and anxiety disorders, as opportunities arise.

Practicum students will develop clinical decision making skills, learn how to effectively communicate/collaborate with other health professionals, and train in empirically supported treatments. Practicum students are valued members of the treatment team, and they become familiar with the relevant clinical and research literature. Related training goals involve understanding the role of cognitive vulnerability factors in the psychological treatment of the disorder.

In addition to offering clinical services, the Mood and Anxiety Ambulatory Services is an active research centre. Depending on the practicum student's interests and experience, opportunities to participate in clinical research projects may be available as time permits.

### **Work, Stress and Health (WSH)**

Supervisors: Alison Bury, Ph.D., C.Psych.  
Niki Fitzgerald, Ph.D., C. Psych.

*Both Summer 2023 and Fall/Winter 2023-2024 placements are available. Placements will likely be hybrid with a combination of virtual and in person.*

The Work, Stress and Health Program (WSH) is a large multidisciplinary outpatient clinic that provides comprehensive independent assessment and group treatment. The WSH program sees a wide range of diagnostic presentations, but the majority of those assessed suffer PTSD. Common comorbidities



include mood disorders, anxiety disorders, and substance use disorders. WSH clients are of diverse ethno racial and cultural backgrounds.

Summer placements will be 3 to 4 days per week and provides students with the opportunity to conduct comprehensive psychodiagnostic assessments for third parties within a civil-legal context. These assessments involve an evaluation of Axis I psychopathology utilizing semi-structured interviews (e.g. SCID, CAPS) and response style (i.e., MMPI-3). Each week, students will conduct one full assessment (including interviewing and reporting writing) with the supervising psychologist as well as conduct and write up the CAPS and MMPI interpretations for at least two other psychology resident led assessments. The assessment service functions within a multidisciplinary team approach and students work closely with the professionals from other mental health disciplines (e.g. psychiatry) in the provision of services.

Fall/Winter placements will be 2 days a week and will provide students with the opportunity to co-lead a Cognitive Processing Therapy group with a psychologist. Group clients are those who have been assessed at WSH and referred internally. The CPT group is 16 weeks at 2 hours per week and all treatment is conducted virtually. Clients also receive an hour with an Occupational Therapist per week to focus on behavioural activation. Students will participate in team meetings with the psychologist and the OT prior to and after the group. Opportunities for biweekly assessments may be available.

Students will receive both individual and group supervision. Psychology trainees at the Doctoral level are welcome to apply, with preference to those with experience in semi-structured interviews, self-report psychometrics, and trauma.

## CLINICAL RESEARCH

(Only available as part-time, eight month practicum)

Supervisor: Lena C. Quilty, Ph.D., C.Psych.

This rotation is conducted in-person in the Mood and Addiction Research Laboratory at the 1025 Queen Street site. The Mood and Addiction Research Laboratory is a dynamic, integrated clinical, research and training setting, conducting a variety of basic clinical research and treatment outcome studies each year. The laboratory provides specialized training in the provision of psychological services as part of applied research protocols, including psychodiagnostic and cognitive assessment, as well as manualized individual psychotherapy. The laboratory conducts several treatment trials every year, frequently involving pharmacotherapy and psychotherapy, such as manualized cognitive behavioural therapy, motivational enhancement, and behavioural activation, for depression and/or substance use disorders. Computer-based cognitive interventions are also frequently a focus of investigation. The laboratory also provides consultation and training to other mental health professionals. Practicum students may be involved in assessment and/or therapy, as determined by student training, experience and interests, as well as current research initiatives and opportunities.

Assessment practicum students receive in-depth training, supervision and experience in psychodiagnostic assessment, such as the *Structured Clinical Interview for DSM-5* (SCID-5). Students also receive training in structured interview, self-report, and performance-based measures of psychopathology, bias and cognition. Supervision is provided on an individual basis. Training and supervision experience may be available for advanced students. Therapy practicum students receive in-depth training, supervision and experience in the provision of cognitive behavioural therapy or behavioural activation. Supervision is provided on an individual basis. Practicum students will develop specific skills in empirically validated instruments and techniques, as well as general skills in clinical interviewing and decision making and effective communication with other health professionals. Opportunities to participate in research projects are available, based on trainee interest and availability. Practicum placements are primarily in-person; opportunities for hybrid training experiences will be considered on a case-by-case basis.

## **COMPLEX CARE AND RECOVERY PROGRAM**

### **Cognitive Behaviour Therapy Service of the Complex Care and Recovery Program**

Supervisor: Michael Grossman, Ph.D., C.Psych.

*\*\* Available for Fall/Winter 2023-2024 with placements involving a hybrid of in-person and remote work. Summer only placements are not currently available. Preference for Ph.D. level applicants with familiarity in CBT, although previous training in psychosis is not required.*

The primary focus of our service is to facilitate recovery from psychotic disorders by aiding clients in their efforts to gain or regain the valued roles, skills, and supports needed to have fulfilling lives in the community. We offer individual psychotherapy (typically 6 - 9 months in duration) for outpatient clients experiencing psychosis and related comorbidities. We also offer brief individual therapy through the Partial Hospitalization (day hospital) Program and Inpatient Services. There are also numerous opportunities for group therapy with inpatient, day hospital and outpatient populations. Students will receive both individual and group supervision.

Training opportunities in intervention include specialized training in the application of CBT techniques to psychosis (targeting positive symptoms such as delusions and hallucinations, as well as negative symptoms and comorbid symptoms of mood and anxiety) in both individual and group therapy formats. Clients often also suffer from cognitive deficits, low self-esteem and self-stigma related to having a serious and chronic mental illness, all of which may also be addressed in therapy. Therapy will typically integrate elements of metacognitive, DBT, compassion-focused and mindfulness-based approaches. Our portfolio of group therapy interventions includes CBT for psychosis, as well as compassion-focused therapy, DBT skills and CBT treatments for social anxiety and other comorbid disorders of high prevalence amongst individuals with psychosis.

### **Neuropsychological Assessments for the Geriatric Mental Health Services**

Supervisor: Nina Dopsloff, Neuropsychologist, Dipl. Psych.

*\*\* Not available for 2023-2024 placements*

Practicum students will have the opportunity to participate in the Geriatrics Mental Health Services providing neuropsychological assessment for in- and outpatients in an interdisciplinary clinical team. In this service they will gain experience in clinical interviewing, administering and interpreting neuropsychological assessment tools, writing comprehensive assessment reports, and providing feedback to clients, family members, and service providers.

Neuropsychological assessments in this service address referral questions related to differential diagnostic work-ups for neurodegenerative disorders (e.g., mild vs major neurocognitive disorders; neurocognitive disorder vs mood) and establish a detailed cognitive profile to inform treatment planning. Weekly supervision meetings will be held with students and there are opportunities to attend a range of clinical rounds and interdisciplinary team meetings.

## **ADULT NEURODEVELOPMENTAL SERVICES (ANS)**

Supervisors: Yona Lunsky, PhD, C.Psych  
Alex Porthukaran, PhD, C.Psych (Supervised Practice)

(Available for Fall/Winter Practicum we may offer a Summer practicum)

The ANS at CAMH works with people (16+) who have a confirmed diagnosis of intellectual disability and/or Autism with mental health concerns (ANS also does adult autism diagnostic assessments).

The role of psychology within Adult Neurodevelopmental Services includes both assessment and therapy. The student would be involved primarily in conducting group and individual therapy, with some opportunity to conduct occasional assessments if required. The groups offered in the program include Cognitive Behavioural Therapy (CBT) groups for autistic adults without ID, with symptoms of anxiety and depression, and group based interventions for parents of adolescents and adults with disabilities (ACT and mindfulness groups). Practicum students will have the opportunity to co-lead the group with staff from psychology and an allied health staff (e.g., occupational therapist, social worker, etc.). Individual therapy clients are often people with intellectual disability or autistic adults referred for a variety of presenting concerns including more severe anxiety or depression, OCD, trauma, anger issues, concerns specific to Autism, etc. The primary treatment modality is CBT, but the student will gain exposure to skills from other modalities including ACT and possibly mindfulness based approaches. The practicum student will work closely with an interdisciplinary team including psychiatrists, social workers, occupational therapists, behavior therapists and others. A successful candidate will have exposure to CBT work through their course work and individual therapy experiences. Although this is primarily an intervention practicum, there are also opportunities to be involved in assessments (including Autism assessments using the ADOS).

Supervision includes weekly individual and group supervision, in addition to direct biweekly meetings and weekly clinical rounds with the larger ANS team.

## **FORENSIC PSYCHIATRY DIVISION**

The **Forensic Psychiatry Division** was one of the first forensic centers established in Canada and continues to be at the forefront of research and treatment innovations. The **Forensic Psychiatry Division** specializes in the assessment and treatment of individuals who have ongoing involvement with the legal system. There are three forensic rotations available, (1) the Adult Forensic Inpatient Service, (2) the Forensic Consultation and Assessment Team (FORCAT), and (3) the Sexual Behaviours Clinic.

### **Forensic Consultation and Assessment Team (FORCAT)**

Supervisor: Emily Cripps, Ph.D., C.Psych.

*\*\* Not available for 2023-2024 placements*

FORCAT is part of the CAMH Forensic Division of the Complex Care and Recovery Program. Staff at FORCAT are involved in providing specialized forensic assessments and intervention to patients found Not Criminally Responsible on Account of Mental Disorder who are before the Ontario Review Board. Students will have opportunities for group facilitation and individual psychotherapy. Students will be exposed to a range of assessment techniques and measures as well as specific interventions targeting risk, will gain experience in forensic report writing, and will become familiar with standards of forensic practice. Students will have the opportunity to work on in-patient units as well with outpatient clients who are quite diverse ranging from those with extensive criminal histories, intellectual challenges and women to individuals who are of Aboriginal descent or cultural or visible minorities. Additionally, students may have opportunities for providing consultations on risk management to clinical teams across the hospital. Supervision is provided on an individual basis as well as in team meetings and case conferences. The ideal candidate for the Adult Forensic rotation is one with a strong interest in assessment and treatment of clients within a forensic setting and some prior experience with assessment and/or therapy. A FORCAT practicum placement would likely be in person, but could also involve a hybrid of in person and virtual work.

### **Sexual Behaviours Clinic (SBC)**

Supervisors: Ainslie Heasman, Ph.D., C.Psych  
Sandra Oziel, Ph.D., C.Psych

The Sexual Behaviours Clinic (SBC) is part of the CAMH Forensic Division of the Complex Care & Recovery Program. The SBC outpatient unit specializes in the assessment and treatment of individuals with sexual behaviour problems. Some individuals have engaged in sexual offences and have involvement with the legal system which results in their referral to the SBC, while others have self-identified concerns over sexual behaviour and/or interests that could result in legal involvement if acted upon. An increasing number of non-offending individuals with pedophilia present to the clinic for treatment through the Talking for Change program.

Students typically engage in sexological and diagnostic assessments of individuals in an outpatient context, and may also have the opportunity to assess individuals on an inpatient unit for sexual

behaviour concerns. While psychological testing is not routinely conducted in these assessments, there is an opportunity for students to incorporate assessment tools on occasion, or assist in a more structured psychological assessment of clients referred by another SBC staff member. Students will learn to become proficient in the scoring of the Static-99R, Stable-2007 and developing case formulations in the context of assessment and treatment. Treatment groups for sexual behaviour problems are provided to outpatient groups and students can participate in co-facilitation. Co-facilitation can occur with the supervisor or other SBC staff in one of the groups for individuals with sexual offences, depending on the treatment schedule. There is an opportunity for individual therapy cases as well, addressing the same presenting sexual behaviour problems. Students will become familiar with the psycholegal standards involved in forensic assessment and how to work with key stakeholders in the system (i.e. probation).

There may be opportunities to assist in the Talking for Change program (<https://TalkingForChange.ca>) through provision of helpline services and/or psychotherapy with Dr. Heasman. This program is for non-justice involved individuals with a sexual interest in children and/or concerned about their risk to offend online or offline. Absent this opportunity, the standard SBC practicum experience detailed above will be offered.

Supervision is provided on an individual basis, as well as in team meetings and weekly case conferences. Students will also have the opportunity to participate in various departmental and hospital wide seminars.

Summer and Fall/Winter placements are accepted. Applicants for a Summer rotation should have more training and experience in forensic environments.



## CLINICAL PRACTICUM FACULTY SUPERVISORS

**Madison Aitken, Ph.D., C.Psych.**, University of Toronto, 2016. Clinical and Research Interests: Cognitive behavioural therapy for depression, anxiety, and disruptive behaviour in children and adolescents; parent interventions; comorbidity and transdiagnostic models of psychological symptoms.

**Brendan Andrade, Ph.D., C.Psych.**, Dalhousie University, 2006. Clinical Interests: assessment and treatment of children and adolescents with disruptive behaviour and associated mental health concerns. Individual, family, and group based cognitive-behavioural intervention. Research Interests: social-cognitive and familial contributions to childhood disruptive and aggressive behaviour, ADHD, peer relationships, and clinic- and community-based prevention and intervention programs for disruptive children.

**Michael Grossman, Ph.D., C.Psych.**, Queen's University, 2018. Clinical and Research Interests: assessment and treatment of individuals with schizophrenia spectrum disorders, with an emphasis on mechanisms of change in Cognitive Behavioural Therapy for psychosis.

**Niki Fitzgerald, Ph.D., C. Psych.**, University of Windsor, 2006. Clinical Interests: assessment and treatment of depression and anxiety-spectrum disorders with a particular interest in PTSD. Research Interests: the role of psychosocial factors on the presentation of depressive, anxiety, and pain disorders.

**Teresa Grimbos, Ph.D., C.Psych.** University of Toronto, 2014. Research and Clinical Interests: development and treatment of psychopathology in children and adolescents in the context of parent-child dynamics and parent mental health issues; risk factors associated with sexual offending and sexual re-offending in adolescents.

**Ainslie Heasman, Ph.D., C.Psych.**, California School of Professional Psychology, 2005. Clinical Interests: sexological and diagnostic assessment and treatment of adults with atypical sexual interests, sexual behaviour problems, assessment of violence and sexual risk. Individual and group treatment for atypical sexual interests and/or sexually problematic behaviours employing cognitive-behavioural strategies and the Good Lives Model. Research Interests: mandatory reporting, secondary prevention of child sexual abuse.

**Yarissa Herman, D.Psych., C.Psych.** University of Western Australia, 2010. Clinical and research interests: psychosocial interventions for people with psychosis, with a particular emphasis on motivational interviewing and concurrent disorders.

**Liora Keshet, M.A., C.Psych. Assoc.**, Hebrew University of Jerusalem, 1995. Clinical Interests: assessment and consultation of developmental and learning disabilities in children and adolescents.

**Sean Kidd, Ph.D., C.Psych.**, Clinical Interests: complex trauma, mindfulness, and emotion-focused therapy. Research Interests: examining mechanisms of resilience among marginalized persons and the effectiveness of psychiatric rehabilitation interventions.



**Judith M. Laposa, Ph.D., C.Psych.**, University of British Columbia, 2005. Clinical Interests: assessment; individual and group cognitive therapy for anxiety disorders. Research Interests: measurement and evaluation of cognitive models of anxiety disorders, and mechanisms in treatment response to cognitive behaviour therapy, with particular interests in PTSD, social phobia, and obsessive-compulsive disorder.

**Judith Levy-Ajzenkopf, Ph.D., C.Psych.**, Concordia University, 2006. Clinical Interests: assessment, individual and group therapy for personality disorders. Research Interests: Program development and evaluation.

**Longena Ng, Ph.D., C.Psych.**, York University, 2010. Clinical and Research Interests: Psychological assessment and cognitive behavioural treatment of PTSD, anxiety disorders, and depression. Program development and evaluation.

**Sandra Oziel, Ph.D., C.Psych.**, Ryerson University, 2016. Clinical Interests: Risk assessments for violent and sexual offending, empathy in sexual offending, and cognitive and behavioural strategies for managing deviant sexual interests. Research Interests: Program evaluation and the use of protective factors in risk assessment.

**Lena C. Quilty, Ph.D.** University of Waterloo, Clinical and research interests: include psychological assessment and treatment of mood and anxiety disorders. Research interests include the role of personality and cognition as mediators and moderators of treatment outcome in depression, the hierarchical structure of personality and psychopathology, and the psychometric evaluation of measures of psychopathology and other individual difference variables.

**Pushpinder Saini, M.A., C.Psych. Assoc.**, Delhi University, New Delhi, India, 1998. Clinical Interests: Clinical Psychology and Clinical Neuropsychology- evaluation and assessment of neurological basis of behavioral, social, emotional difficulties affecting learning in children and adolescents.

**Tracey A. Skilling, Ph.D., C.Psych.** Queen's University, 2000. Research and Clinical Interests: causes and correlates of serious antisocial behaviour in children and adolescents; treatment program development and evaluation.

**Julianne Vandervoort, Psy.D., C.Psych.** Université du Québec en Outaouais, 2015. Clinical and research interests: psychological assessment and cognitive behavioural treatment of depression, anxiety, and substance use disorders in adults.

**Julia Vinik, Ph.D., C.Psych.** University of Toronto, 2014. Clinical and Research Interests: justice involved youth, sexual offending, trauma-informed care, parenting and socialization, value acquisition.

**Centre for Addiction and Mental Health**  
Psychology Practicum Application Form  
For 2023-2024 Academic Term

(Applications are due on or before **February 1, 2023**)

**Name:** \_\_\_\_\_

Address	
Telephone	
Date of Birth	
E-Mail Address	

**Educational Background**

University	Dates of Attendance	Major	Degree Granted or Expected Completion Year

**Director of Clinical Training:** \_\_\_\_\_

Address	
Telephone	
E-Mail Address	

Fall-Winter Practicum ☐

Spring-Summer Practicum ☐

**Rankings:**

Based on the aforementioned descriptions provided, please rank order of the following rotations you would be interested in participating in (e.g., 1= 1<sup>st</sup> choice [most preferred rotation], 2= 2<sup>nd</sup> choice, 3= 3<sup>rd</sup> choice, etc.).

Please note that there are:

- (1) Child and Youth Track
- and
- (2) Adult Track

It is possible, but unusual for candidates to have in-depth training in both child and adult work. If you have both, you may rank across Child and Adult tracks. Otherwise, you should rank within one track only.

You do not have to rank as many as 3 services (only rank those in which you are interested), but please do not rank more than 3 choices in total.

**CHILD and YOUTH TRACK**

Better Behaviours Service  
Mood and Anxiety Service  
Psychological Assessment Team for Children and Youth  
Youth Justice Assessment Clinic

**ADULT TRACK**

Addictions and Concurrent Disorders n/a  
Clinical Research  
Complex Care and Recovery Program - Assessment Service n/a  
Complex Care and Recovery Program - Cognitive Behaviour Therapy Service  
Forensic Division - Adult Inpatient Service n/a  
Forensic Division - Consultation and Assessment Team  
Forensic Division - Sexual Behaviours Clinic  
Gender Identity Clinic n/a  
Integrated Day Treatment Program  
Mood and Anxiety Ambulatory Services  
Women's Program n/a  
Work, Stress, and Health Program



# THE DOWNTOWN PSYCHOLOGY CLINIC



## CLINICAL PSYCHOLOGY PRACTICUM PROGRAM

Revised: September 2022

Director of Training: Dr. Daniel Peluso, C.Psych

Professional Practice Leaders: Dr. Noah Lazar, C.Psych and Dr. Kathryn Walker, C.Psych

## Who We Are

Located in the heart of Downtown Toronto, and providing virtual services across the province, The Downtown Psychology Clinic is a multidisciplinary private practice focused on providing high-quality, evidenced-based assessment and treatments for children, adolescents and adults.

We offer a warm, supportive and collegial atmosphere, and can provide supervision in the areas of clinical and health psychology for adults, children and adolescents.

We focus on further developing clinicians' skills in the areas of evidence-based treatment, such as Cognitive Behavioural Therapy, Dialectical Behavioural Therapy, Mindfulness-Based Therapy and Acceptance and Commitment Therapy. We can provide clinical experience in the areas of:

- Anxiety Disorders, including obsessive compulsive disorder, worry, phobias, panic disorder, social anxiety, and health anxiety
- Post-Traumatic Stress Disorder
- Mood Disorders, including depression and bipolar disorder
- Psychosis and Schizophrenia
- Coping with chronic health conditions and medical concerns
- Grief and bereavement
- Fertility concerns and perinatal mental health
- Sexuality and sexual health
- Workplace issues and return to work
- Relationship issues

We aim to support the career development of our associates, and foster an atmosphere of collegiality, consultation, and mentorship amongst our team members.

## Training Philosophy

At the Downtown Psychology Clinic, we approach our training through a scientist-practitioner model, focusing on integrating the latest research in clinical practice with a client-centred approach. We focus on utilizing evidence-based treatments, such as Cognitive Behavioural Therapy, Dialectical Behavioural Therapy, Mindfulness-Based Therapy and Acceptance and Commitment Therapy to help our clients achieve positive and meaningful outcomes.

Trainees will learn to assess clients, with a focus on case conceptualization, in order to develop evidence-based and client-centred treatment plans. Trainees will also be encouraged to monitor client progress through outcome monitoring, as well as develop termination and relapse prevention plans.

Our primary training goals include:

- 1) Development of assessment skills.** Trainees will become proficient with the use of semi-structured diagnostic interviews, psychometric testing, differential diagnosis, and the provision of treatment recommendations and feedback. Case conceptualization is also an important focus during initial treatment sessions in order to formulate the presenting problem, as well as select appropriate interventions.
- 2) Development of treatment skills.** Trainees will become proficient in planning treatment goals and plans, and providing evidence-based psychological treatments, such as Cognitive Behavioural Therapy, Dialectical Behavioural Therapy, Mindfulness-Based Therapy and Acceptance and Commitment Therapy. Process issues related to the interventions will also be an important focus.
- 3) Development of professional ethics and standards.** Trainees will become proficient in their knowledge and application of ethical and professional principles of psychologists, especially in the context of a private practice setting. Ethical standards are regularly discussed in supervision to ensure that trainees demonstrate a comprehensive and advanced knowledge of ethical standards, codes of conduct, ethical decision-making, and legal obligations related to the practice of psychology.
- 4) Development of consultation skills.** Trainees will become proficient in collaborating with diverse mental health professionals, and develop the necessary professional and interpersonal skills to work within a multidisciplinary team of healthcare professionals.
- 5) Development of cultural competency skills.** Trainees will become proficient in working with clients from diverse cultural backgrounds, and to become aware of cultural differences in the context of their assessment and treatment work.

- 6) **Development of professional identity.** Trainees will be guided in the development of their professional identities. Trainees will also have opportunities to attend other educational and professional development events, as well as being aware of the current literature and treatment manuals.
- 7) **Development through supervision.** Supervision will be provided by doctoral-level psychologists, and it matched to each trainees' training needs and skills. Both group and individual supervision will be provided. Initial supervision sessions may be more instructive, with the intention of the trainee taking more autonomy in later supervision sessions.

## **Program Structure and Evaluation**

The practicum program is 6 months in length, with trainees committing to 1-2 days per week of clinical work. Trainees will be expected to see an average of 4-5 clients per day, and will receive 1-2 hours of weekly supervision. Trainees will also participate in report-writing, educational events, and didactic seminars.

Trainees will be assigned to a primary supervisor and will also participate in group supervision (Tuesdays at noon). Supervision will be matched to each trainees' training needs and skills, and supervisors will often provide a gradual level of increased autonomy over the course of the practicum. We encourage our trainees to speak with their supervisors about their training needs and comfort with increased autonomy. Initial goals and a supervision contract will also be established during the initial supervision sessions.

Trainees will be regularly evaluated throughout the course of their practicum, and more formal evaluations will be conducted at three and six months.



## Didactic Seminars

Trainees will have the opportunity to attend monthly didactic seminars throughout their practicum. These seminars will focus on a wide range of assessment and intervention topics, with numerous clinical populations. Subjects will also involve integration of personality and individual differences in assessment and treatment, as well as ethical considerations. Some topics will include:

Seminar Topics
Assessment I: Diagnosis
Assessment II: Cognitive Behavioural Case Formulation
Intervention: Cognitive Behavioural and related therapies
Motivational Interviewing in the context of Cognitive Behavioural Therapy
Assessment and Treatment: Mood Disorders
Assessment and Treatment: Anxiety Disorders
Assessment and Treatment: Trauma- and stressor-related Disorders
Assessment and Treatment Somatic Symptom and Related Disorders
Assessment and Treatment: Schizophrenia Spectrum and Psychotic Disorders
Assessment and Treatment: Feeding and Eating Disorders
Personality Disorders I: Categorical and Dimensional Classification
Personality Disorders II: Treatment

## **Practicum Experiences**

At the Downtown Psychology Clinic, we are able to offer training experiences in the areas of adult mental health, child and adolescent mental health, health psychology, and adult ADHD/psychodiagnostic comprehensive assessments.

### Adult Mental Health

Trainees will work with adults ranging from age 18 to 64 years old, from diverse backgrounds, and presenting with varying clinical presentations. Individuals often present with mood disorders (Major Depressive Disorder or Bipolar Disorder), Anxiety Disorders (Panic Disorder, Agoraphobia, Specific Phobias, Social Anxiety Disorder, and Generalized Anxiety Disorder), Obsessive Compulsive and related disorders, Post-Traumatic Stress Disorder and related disorders, Eating Disorders, health anxiety, psychosis, as well as non-diagnostic issues such as grief, relationship difficulties, role transitions, and work difficulties. Trainees will focus on assessment for the purpose of treatment, differential diagnosis, provision of feedback, case conceptualization, as well as the provision of evidence-based treatment for the presenting conditions.

### Child and Adolescent Mental Health

Trainees will work with children and/or adolescents from age 5 to 17 years old, as well as their parents where appropriate, from diverse backgrounds, and presenting with varying clinical presentations. Individuals often present with mood disorders (Major Depressive Disorder or Bipolar Disorder), Anxiety Disorders (Panic Disorder, Agoraphobia, Specific Phobias, Social Anxiety Disorder, Separation Anxiety Disorder, and Generalized Anxiety Disorder), Obsessive Compulsive and related disorders, Post-Traumatic Stress Disorder and related disorders, Eating Disorders, health anxiety, as well as non-diagnostic issues such as grief, relationship difficulties, role transitions, and educational difficulties. Trainees will focus on assessment for the purpose of treatment, differential diagnosis, provision of feedback, case conceptualization, as well as the provision of evidence-based treatment for the presenting conditions.

### Health Psychology

Trainees will work with children, adolescents and/or adults who are working on navigating various chronic medical conditions, as well as the healthcare system. Trainees will work within a biopsychosocial model, focused on the biological aspects of the medical condition, the psychological factors that enhance or reduce functioning, and the fostering healthy coping and social belongingness. Individuals often present with medical conditions such as, allergies, cancer, endocrinological conditions, gastrointestinal conditions, headaches and migraines, insomnia, neurological conditions, pain, genetic conditions, respiratory conditions, tinnitus and

vestibular disorders. Trainees will focus on assessment for the purpose of treatment, differential diagnosis, provision of feedback, case conceptualization, as well as the provision of evidence-based treatment to help clients better manage these conditions.

### ADHD and Psychodiagnostic Assessments

Trainees will work on conducting objective third-party assessment that may be used to assess and/or diagnose Attention Deficit Hyperactivity Disorder (ADHD) in adults. Often these assessments are requested by employers or academic programs to determine eligibility for accommodations. The ADHD assessment usually involves both direct contact with the trainee and the client (e.g., clinical interview, psychometric testing, validity testing, self-report measures), as well as file review of any available medical records, and collateral contacts, as necessary.

Once all the material is gathered, the trainee will write a comprehensive assessment report to address diagnostic considerations and potential recommendations. Typically, an ADHD assessment involves the provision of a diagnosis, if appropriate, of ADHD and other related mental health conditions. Potential treatment options, as well as accommodations are also addressed in the final report.

## Clinical Supervisors

All clinical supervisors will be Ph.D. level psychologists.

To see our current supervisors, as well as our full team, please visit:

<https://downtownpsychologyclinic.com/about-our-clinic/#psychologists>

## Application Process

The practicum program is 6 months in length, with trainees committing to 1-2 days per week of client work. Trainees will be expected to see 4-5 clients per day, and will receive 1-2 hours of weekly supervision. Trainees will also participate in report-writing, educational events, readings and didactic seminars.

The deadline for applications is **February 1, 2023**. Applications submitted after this deadline will be reviewed after the Common Notification Day pending the availability of practicum spots.

Potential Candidates:

- Are in their process of completing their Ph.D. in Clinical Psychology (i.e., M.A or M.Sc. degree has been successfully completed)
- Have experience in assessment and treatment with adults, children or adolescents
- Are committed to evidence-based practice (e.g., CBT, DBT, ACT, EFT, Mindfulness, etc.),
- Have excellent oral and written communication skills.
- Value Teamwork

Applications should include:

- An up-to-date CV
- A cover letter indicating your training goals and clinical interests
- Undergraduate and graduate transcripts
- Two letters of reference who are familiar with your clinical skills. Please have the referees email the reference letters and indicate your name in the subject line.

Applications should be emailed to [Training@downtownpsychologyclinic.com](mailto:Training@downtownpsychologyclinic.com) and addressed to Dr. Daniel Peluso.

Interviews for successful applicants will be offered within several weeks of the receipt of the application package.

The Downtown Psychology Clinic participates in **Common Notification Day** (March 22, 2023) with other GTA sites. You will be notified on that day if we will be offering you a practicum position.

# Holland Bloorview Psychology Practicum Program

## Assessment Practicum in Pediatric Neuropsychology

### About Holland Bloorview

Holland Bloorview Kids Rehabilitation Hospital is Canada's largest children's rehabilitation hospital focused on improving the lives of children and youth with disabilities. We are a global leader in applied research, teaching and learning, and client and family centred care. Our vision is to create the most meaningful and healthy futures for all children, youth and families. Holland Bloorview is fully affiliated with the University of Toronto and home to the Bloorview Research Institute. Services at Holland Bloorview include inpatient hospital care for children, outpatient assessment clinics, therapy programs and community outreach programs. We have a school on the premises that provides educational programming during inpatient stays in the hospital, as well as a comprehensive program for young children with physical disabilities.



Holland Bloorview is centrally located in Toronto within a residential neighborhood that backs onto parks and recreational trails. It is accessible by public transit and includes many amenities to benefit clients, families, staff and the community, such as a family resource centre, a swimming pool, a fitness room for staff, a hotel for parents of clients, and a daycare for staff parents and the community.

We serve children and youth with many disabilities and diagnoses including acquired brain injury, concussion, Autism Spectrum Disorder (ASD), cerebral palsy, spina bifida, and genetic disorders. The focus within our clinical and research programs is on client and family centered care. Respect for diversity is also embedded within our core values and our facility is accessible for individuals with physical disabilities.

### Specialization in Pediatric Neuropsychology

Holland Bloorview currently offers a child assessment practicum specializing in **pediatric neuropsychology** within the Brain Injury Rehabilitation Program. Psychology practicum students in this placement will gain experience in neuropsychological assessment with clients who have sustained moderate to severe acquired brain injuries. There will also be training opportunities through our Concussion Clinic, providing focused neuropsychological assessments and consultations for children and youth with persisting post-concussion symptoms. Students will participate on multi-disciplinary rehabilitation teams and they will learn about brain injury recovery over time and across different levels of severity.

In this placement, students will gain experience working on the outpatient Brain Injury Rehabilitation Team (BIRT), as well as our Concussion Team, with specific training in the administration, scoring and interpretation of neuropsychological tests. Additional training will be provided in conducting intake interviews and feedback sessions, formulating impressions and diagnoses, writing clinical reports and consulting with healthcare providers on multi-disciplinary teams. Some exposure to inpatient neuropsychological services will also be provided.

#### Holland Bloorview Kids Rehabilitation Hospital

150 Kilgour Road, Toronto ON Canada M4G 1R8 T 416 425 6220 T 800 363-2440 F 416 425 6591 [www.hollandbloorview.ca](http://www.hollandbloorview.ca)

A teaching hospital fully affiliated with the University of Toronto

## Collaborative, Team-Based Training Model

This neuropsychology practicum placement is based on a collaborative, team-based training model within the Brain Injury Rehabilitation Program. Each practicum student will be assigned a primary clinical supervisor although case supervision will also be provided by other neuropsychologists on the team. Students will receive a minimum of 1-2 hours a week of individual supervision by a licensed clinical neuropsychologist. The practicum coordinator will also meet with students in regular meetings to track the progress of training goals during the practicum placement. To support opportunities for intern training in supervision (CPA Standard II.B.4), practicum students will receive additional supervision and mentorship by pre-doctoral psychology interns receiving metasupervision from supervising neuropsychologists for 1 hour each month.

## Learning Opportunities

The goal of this practicum placement is to develop the breadth and depth of skills in pediatric neuropsychological assessment. Training will follow a mastery model in which students will be expected to assume increased clinical responsibility as the placement progresses. Practicum students will have additional learning opportunities by attending didactic seminars, Psychology Journal Club, clinical case rounds, and centre-wide forums presented by Holland Bloorview staff and external speakers, such as Grand Rounds and Bioethics presentations. The Teaching and Learning Institute also provides opportunities to enhance and develop learning initiatives for students throughout Holland Bloorview.

## Applying to Our Program:

Practicum placements will run from September to April. Applicants interested in applying to our assessment practicum in pediatric neuropsychology should email the following documents to Dr. Janine Hay at [jhay@hollandbloorview.ca](mailto:jhay@hollandbloorview.ca)

- Current CV
- Letter of interest describing how your training experiences and goals would be a good fit for our program
- Two letters of reference (to be emailed separately)

To learn more about the neuropsychology practicum program at Holland Bloorview, please contact Dr. Janine Hay, Practicum Coordinator.

E-mail: [jhay@hollandbloorview.ca](mailto:jhay@hollandbloorview.ca)

Phone: 416-425-6220 ext. 6342 or toll free: 1-800-363-2440

Please review our website at: [www.hollandbloorview.ca](http://www.hollandbloorview.ca)







## MENTAL HEALTH SERVICES

Lutherwood offers preventative and supportive mental health services to children, youth and their families. Our caring staff use a blend of innovative approaches and proven practices to help each individual understand their challenges and develop a strength-based strategy to cope with mental health issues and achieve their personal goals.

### Treatment Programs

#### Day Treatment

Our *Day Treatment* program is for 12-18 year old youth who are experiencing serious mental health difficulties. It combines a supportive school environment with therapeutic and skill-building activities designed to achieve treatment goals and foster positive adolescent growth.

#### Residential Treatment

Lutherwood operates two residential programs for 12-18 year old youth requiring longer term treatment. *Woodlands* – a specialized Monday to Friday program – combines a family-based treatment model and a supportive school environment with therapeutic and skills training. *Bridgelands* – a specialized seven day program for complex, hard to serve youth - provides stable, consistent therapeutic treatment and transition services. Both programs operate 24 hours a day in a home-like environment where youth follow house rules and participate in structured groups, recreational activities and chores.

### Community Services

#### Zero2Six and Partners\*

Lutherwood offers intensive in-home family counselling and support to strengthen families. The *Zero2Six* and *Partners* programs help families build on their strengths and learn strategies that help make positive changes in areas such as parenting, understanding child development and accessing community resources.

#### Mobile Crisis\*

*Mobile Crisis* provides a variety of supports and services that focus on an urgent need for stabilization of children (0 to 18 years of age) and families during a crisis. While not emergency services, *Mobile Crisis* offers a rapid response to urgent matters, short-term crisis-stabilization, development of coping/safety plans and links to community supports.



#### Other Community-Based Services\*

Through Front Door, you can access our *Community Mental Health Team* which offers flexible assessment, treatment and case management support to families needing additional support to address their needs. And our *Intensive Support & Resource Coordination* Program helps families of children with serious mental health, emotional and behavioural problems find the services and supports they need, and receive a smooth transition between services when needs change.

### Lutherwood Family Counselling Services

Lutherwood provides individual, marriage and family counselling for all ages. Counselling helps improve communications, enhance relationships, control emotions, build confidence and develop a practical plan to achieve personal goals and make positive changes.

#### Safe Haven Youth Shelter

*Safe Haven* is a 24 hour shelter for homeless or vulnerable youth who are between 12 years of age and up to their 18th birthday. The program offers skill development activities that promote social and life skills, health, wellness, emotion management and self-esteem.

#### Youth Justice Services

Lutherwood provides services to 12-18 year old youth referred through the court and probation systems, to address mental health challenges that may have contributed to their involvement in the justice system.

The *Mental Health Youth Court Worker* provides assistance, consultation and diversion services to youth, families and officers of the Youth Court where mental health issues are believed to be a factor. Our *Intensive Support and Supervision Program* (ISSP) provides intensive individual and family support and therapy for youth with complex mental health challenges as an alternative to custody when youth will be better served through home and community supports. Our *Youth Contact* program provides community support to youth who are considered high risk of re-offending or not following through with probation terms or community supervision orders. Our *Parklands* open custody residential program uses an individualized treatment plan to address each youth's specific mental health needs.

\* denotes programs jointly operated with Carizon.



## ACCESSING OUR SERVICES

### Front Door: Your Access to Service

*Front Door* is Waterloo Region's entry to child and youth mental health services.

As a teenager, child 12 or under (with parent or guardian consent) or parent of a child under 18 years old, we can help you deal with behavioural and emotional issues, self-harm, unsafe activities, home conflict, school troubles and peer relationships. We help identify issues, equip you with strategies to address your concerns, and help you access services where needed.



To get started, come to a free and confidential walk-in counselling session on your own or with a supportive person. For more information and hours of operation, visit [www.lutherwood.ca](http://www.lutherwood.ca).

Front Door is jointly operated by Lutherwood and Carizon and can be reached at **519-749-2932**.



Lutherwood is a not-for-profit health and social service organization that supports youth with mental health issues, workers looking for employment, people at risk of being homeless and families in need of counselling. Its services are accessed by more than 15,500 people annually in Waterloo Region and Wellington County.

### Contact Us

#### Home Office

#### Children's Mental Health Centre

285 Benjamin Road, Waterloo N2J 3Z4

**519-884-1470**

#### Front Door – Access to Service

1770 King Street East, Kitchener N2G 2P1

**519-749-2932**

#### Lutherwood Family Counselling Services

35 Dickson Street, Cambridge N1R 7A6

**519-622-1670**

#### Betty Thompson Youth Centre (Safe Haven Shelter)

41 Weber Street West, Kitchener N2H 3Z1

**519-749-1450**

An accredited member of Children's Mental Health Ontario, Lutherwood is funded by:

- Government of Canada
- Province of Ontario
- Region of Waterloo
- Lutherwood Child & Family Foundation
- Service Fees

[mhs@lutherwood.ca](mailto:mhs@lutherwood.ca)

[www.lutherwood.ca](http://www.lutherwood.ca)

## MENTAL HEALTH SERVICES





## PRACTICUM PROGRAM 2023-2024

For more information, please contact:

**Directors of Clinical Training:** Dr. Susan Sergeant, C. Psych

Dr. Anya Moon, C. Psych

Dr. Chris Parrish, C. Psych

[www.mindfullivingcentre.ca](http://www.mindfullivingcentre.ca)

289-270-1757

[info@mindfullivingcentre.ca](mailto:info@mindfullivingcentre.ca)

400 Bronte St. South  
Unit 219  
Milton, ON  
L9T 0H7

5045 Mainway Avenue  
Unit 204  
Burlington, ON,  
L7L 5H9

1933 Ironoak Way  
Oakville, ON (B204)  
L6H 7G4  
(Expected opening 2023)

Version Date: Oct 17, 2022

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THANK YOU for your interest in joining our amazing team at The Mindful Living Centre!  
We sincerely hope to hear from you and to play a role in your professional development as you enter the next stage of your training!

## Values Statement

**At The Mindful Living Centre**, we partner with clients to explore individually tailored strategies for addressing life's challenges, in our quest to promote personal growth and well-being.

We provide effective psychological assessment & counseling services in a compassionate, non-judgmental atmosphere, empowering clients to achieve a better quality of life.

Our Associates are lifelong learners who engage regularly in continuing education. We are committed to supporting and training the next generation of psychologists to provide the best care possible.

# Who We Are

## Clinical Director

### Dr. Chris Parrish, Ph.D., C.Psych



Dr. Chris Parrish is a Clinical Psychologist who enjoys working with adults, adolescents, and couples looking for guidance and support while navigating life's inevitable struggles. He views therapy as a means of helping clients build on their existing strengths while discovering new tools and resources that promote increased self-awareness, improved coping and enhanced quality of life.

A specialist in **Cognitive Behavioral Therapy (CBT)**, Dr. Parrish also employs **Acceptance and Commitment Therapy (ACT)**, **Schema-Focused Therapy**, and **Mindfulness**-based approaches when appropriate. In a warm and collaborative style, he tailors therapy to each client's individual needs and goals.

Dr. Parrish received his Ph.D. in psychology from Concordia University. He is a founding and accredited member of the Canadian Association for Cognitive and Behavioral Therapies, and is a member of the Canadian Psychological Association, the Ontario Psychological Association, and the Association for Behavioral and Cognitive Therapies.

Outside of the office, Dr. Parrish enjoys playing games and spending time outdoors with his wife and four kids, traveling, playing guitar, golfing, skiing and surfing.

**Areas of Practice:** Clinical & Rehabilitation Psychology

**Populations:** Adults, Adolescents, Couples

**Special Areas of Interest:**

- Fear, Anxiety, and Worry
- Marital counseling and relationship issues
- Life direction guidance for emerging adults

**Locations:** Burlington, Milton

**Contact Information:** [cparrish@mindfullivingcentre.ca](mailto:cparrish@mindfullivingcentre.ca)

**Sample Publications:**

**Parrish, C.L., & Radomsky, A.S. (2011).** An experimental investigation of factors involved in excessive reassurance seeking: The effects of perceived threat, responsibility and ambiguity on compulsive urges and anxiety. *Journal of Experimental Psychopathology*, 2, 44-62. doi: [10.5127/jep.011110](https://doi.org/10.5127/jep.011110)

**Parrish, C.L., & Radomsky, A.S. (2010).** Why do people seek reassurance and check repeatedly? An investigation of factors involved in compulsive behavior in OCD and depression. *Journal of Anxiety Disorders*, 24, 211-222. doi: [10.1016/j.janxdis.2009.10.010](https://doi.org/10.1016/j.janxdis.2009.10.010)

**Parrish, C.L., Radomsky, A.S., & Dugas, M.J. (2008).** Anxiety-control strategies: Is there room for neutralization in successful exposure treatment? *Clinical Psychology Review*, 28, 1400-1412. doi: [10.1016/j.cpr.2008.07.007](https://doi.org/10.1016/j.cpr.2008.07.007)

## Associate Director

### Dr. Susan Sergeant, Ph.D., C.Psych



Dr. Susan Sergeant works with adults and adolescents seeking assistance and support in dealing with stressors and other day-to-day challenges. Dr. Sergeant's service emphasizes listening to the individual needs and concerns of her clients, sharing ideas about what would help based on her extensive knowledge of evidence-based approaches, and working together with her clients to bring about positive change.

Primarily, Dr. Sergeant practices **Cognitive Behavioral Therapy (CBT)**. She also applies elements of **Acceptance and Commitment Therapy (ACT)**, **Emotion-Focused Therapy (EFT)**, **Dialectical Behavior Therapy (DBT)**, and Mindfulness-based interventions when appropriate.

Her approach is flexible and geared towards the needs and goals of each client.

Dr. Sergeant received her Ph.D. in Clinical Psychology from York University. Her previous professional experiences include positions at the Centre for Mental Health Research, the University of Waterloo Counselling and Psychological Services, the Work, Stress, and Health Program at the Centre for Addiction and Mental Health (CAMH), the York University Anxiety Research Lab, and the Vanier Centre for Women and Maplehurst Correctional Complex. Dr. Sergeant is a member of the Ontario Psychological Association.

In her spare time, Dr. Sergeant enjoys singing, going for walks, and running around after her children.

**Areas of Practice:** Clinical Psychology

**Populations:** Adults, and Adolescents

**Special Areas of Interest:**

- Fear, Anxiety, and Worry
- Low mood and Depression
- Difficulties related to traumatic experiences

**Locations:** Burlington, Oakville

**Contact Information:** [ssergeant@mindfullivingcentre.ca](mailto:ssergeant@mindfullivingcentre.ca)

**Sample Publications:**

**Sergeant, S., & Mongrain, M.** (2015). Distressed users report a better response to online positive psychology interventions than non distressed users. *Canadian Psychology*, 56, 322-331. doi: [10.1037/cap0000034](https://doi.org/10.1037/cap0000034)

**Sergeant, S., & Mongrain, M.** (2014). An online optimism intervention reduces depression in pessimistic individuals. *Journal of Consulting and Clinical Psychology*, 82, 263-274. doi: [10.1037/a0035536](https://doi.org/10.1037/a0035536)

**Sergeant, S. & Mongrain, M.** (2011) Are positive psychology exercises helpful for people with depressive personality styles? *The Journal of Positive Psychology*, 6, 260-272. doi: [10.1080/17439760.2011.577089](https://doi.org/10.1080/17439760.2011.577089)

## Co-Director of Clinical Training

### Dr. Anya Moon, Ph.D., C.Psych



Dr. Anya Moon enjoys working with adults struggling to make and maintain behavioral change in areas such as substance use, addictive behaviors, anxiety, and depression. She also works with clients interested in enhancing interpersonal functioning and learning skills for navigating relationships. Dr. Moon believes the therapeutic relationship is key to change, and she emphasizes collaboration, mutual respect, and compassion.

Dr. Moon specializes in **Acceptance and Commitment Therapy (ACT)** and also utilizes **Cognitive Behavioral Therapy (CBT)** and interpersonal approaches in her work with clients.

She received her Ph.D. in Counseling Psychology from Virginia Commonwealth University. Prior to joining The Mindful Living Centre she worked for 13 years at the Center for Treatment of Addictive Disorders at the Veterans Affairs (VA) Hospital in Pittsburgh, Pennsylvania. Dr. Moon is a VA-recognized U.S. national and regional trainer for Acceptance and Commitment Therapy for Depression (ACT-D). She has delivered numerous intensive didactic and experiential workshops for VA staff members and looks forward to sharing her expertise with students at The Mindful Living Centre.

In her free time Dr. Moon enjoys swimming, hiking, and hosting after-dinner dance parties in her kitchen with her family.

**Areas of Practice:** Clinical Psychology

**Populations:** Adults

**Special Areas of Interest:**

- Anxiety and depression
- Addictions and substance abuse
- Interpersonal and relationship issues

**Locations:** Burlington, Oakville

**Contact Information:** [amoon@mindfullivingcentre.ca](mailto:amoon@mindfullivingcentre.ca)

**Sample Publications:**

Moon, A.E., & Shivy, V.A. (2008). Treatment fidelity in sex offender programming: Assessing across community providers. *Victims and Offenders*, 3, 45-74.

Shivy, V.A., Wu, J.J., Moon, A.E., Mann, S., Holland, J., & Eacho, C. (2007). Ex-offenders re-entering the workplace. *Journal of Counseling Psychology*, 54, 466-473.



## Child & Family Services Team Director

Dr. Barbara Morrongiello, Ph.D., C.Psych



Dr. Barbara Morrongiello enjoys working with children, adolescents, parents, and families. Trust and support are cornerstones of the relationship that Dr. Morrongiello offers in her work with clients. She aims to provide a safe space in which clients can explore their psychological needs and evolve effective strategies to address these. Adopting a strengths-focused approach she helps clients to build their resilience and capacity to manage life's challenges, particularly in their role as teens, parents, or family members. Applying an attachment framework, she aims to promote positive relationships and improved communication within families, particularly through difficult life transitions (e.g., separation, divorce, illness).

Dr. Morrongiello draws on a variety of therapy approaches in her work, including **Cognitive-Behavioral Therapy (CBT)**, **Interpersonal Psychotherapy (IPT)**, **Emotion-Focused Therapy (EFT)**, **Emotion-Focused Family Therapy (EFFT)**, **Acceptance and Commitment Therapy (ACT)**, **Motivational Interviewing (MI)**, and elements of **Dialectical Behavior Therapy (DBT)**, as well as family therapy, parenting/co-parenting strategies, **play therapy**, and art expression strategies. She is a member of the Canadian Psychological Association, American Psychological Association, and Canadian Academy of Health Sciences.

Dr. Morrongiello enjoys being walked by her two large dogs, gardening, and baking elaborate cookies.

**Areas of Practice:** Clinical Psychology

**Populations:** Children, Adolescents, Parents, and Families

**Special Areas of Interest:**

- Addressing health-related issues (stress; coping with illness/injury/dying; eating disorders)
- Promoting positive parent-child and family relationships, especially during challenging life transitions
- Improving parenting effectiveness/communication and behavior management
- Assessing and treating social, emotional, and behavioral issues affecting youth and their families

**Locations:** Milton

**Contact Information:** [bmorrongiello@mindfullivingcentre.ca](mailto:bmorrongiello@mindfullivingcentre.ca)

**Sample Publications:**

**Morrongiello, B.A.,** Marquis, A., & Cox, A. (2021). An RCT evaluating the Safe at Home storybook to teach preschoolers about home hazards. *Journal of Pediatric Psychology* jsab002. Advance online publication. doi: [10.1093/jpepsy/isab002](https://doi.org/10.1093/jpepsy/isab002)

**Morrongiello, B.A.** & Cox, A. (2020). Issues in defining and measuring supervisory neglect and conceptualizing prevention. *Child Indicators Research*, 13, 369-385. doi: [10.1007/s12187-019-09653-3](https://doi.org/10.1007/s12187-019-09653-3)

**Morrongiello, B. A.** (2018). Preventing unintentional injuries to young children in the home: Understanding and influencing parents' safety practices. *Child Development Perspectives*, 12, 217-222. doi: [10.1111/cdep.12287](https://doi.org/10.1111/cdep.12287)

## Child & Family Services Team Director

Dr. Alexa Kane, Ph.D., C.Psych



Dr. Alexa Kane works with children and adolescents, to help support them through challenges they encounter while growing up and discovering their unique identity. She also helps parents manage the inevitable difficulties that come with raising children in today's world.

Dr. Kane adopts a client-centered approach to her work with all clients, with an emphasis on understanding the environmental and developmental context that has led each person to where they are. She believes that therapy is not a “one-size-fits-all” solution and that each individual’s unique strengths and resources will determine the appropriate treatment approach. She emphasizes the importance of trust and comfort in the therapeutic relationship and uses this relationship to help promote client growth. In her work, Dr. Kane integrates a variety of therapeutic approaches, including **Acceptance and Commitment Therapy (ACT)**, **Emotion Focused Therapy (EFT)**, **Cognitive-Behavioural Therapy (CBT)**, and **Child-Centered Play Therapy**.

Dr. Kane received her Doctorate in Clinical Psychology from the University of Guelph. Her recent professional experiences include positions at the Reach Out Centre for Kids (ROCK), Lutherwood Mental Health Services, and in private practice.

Dr. Kane enjoys crocheting and knitting, playing with her three young children, and scrapbooking.

**Areas of Practice:** Clinical Psychology

**Populations:** Children and Adolescents

**Special Areas of Interest:**

- Helping parents develop new ways of interacting with their children to address emotional and behavioural difficulties
- Using play-based therapy with young children when traditional talk therapy is not possible or inappropriate
- Helping children and youth deal with anxiety, depression, and those who have experienced trauma and/or abuse

**Locations:** Milton

**Contact Information:** [akane@mindfullivingcentre.ca](mailto:akane@mindfullivingcentre.ca)

**Sample Publications:**

Kane, A., & Morrongiello, B. A. (2020). The impact of children’s temperament on how parents resolve safety disagreements during preadolescence. *Journal of Pediatric Psychology*, 45, 218-228. doi: [10.1093/jpepsy/jsz104](https://doi.org/10.1093/jpepsy/jsz104)

Kane A., Morrongiello, B. A. (2019). Parent-child disagreements about safety during preadolescence. *Journal of Pediatric Psychology*, 44, 1184 – 1195. doi: [10.1093/jpepsy/jsz056](https://doi.org/10.1093/jpepsy/jsz056)

# About The Practice

## Locations

### Burlington, ON



Burlington, Ontario, with a population of 197,000, was ranked by Maclean's Magazine as Canada's top community and the best place to raise a family in 2019. It is close to major transportation hubs, the nearby cities of Hamilton and Toronto, as well as the U.S. border. We are fortunate to have the UNESCO world biosphere reserve Niagara Escarpment in our backyard and easy access to beautiful Lake Ontario.

Burlington boasts great employment opportunities for significant others, low crime rates, and a community feel. Along with world-class shopping and dining, Burlington is home to some of Ontario's top festivals and events, including Ribfest and the Sound of Music Festival. Local attractions include the Royal Botanical Gardens, Spencer Smith Lakefront park and pier, and the Burlington Performing Arts Centre.



<https://www.burlington.ca/en/index.asp>

<https://tourismburlington.com/>





## Milton, ON



Milton is one of Canada's fastest-growing communities (population 146,000), set in the backdrop of the Niagara Escarpment. With a diverse population, it combines urban and rural landscapes and historical charm.

With easy access to Highways 401, 403, 407, the QEW, and the GO Train, Milton is a commuter's dream. In addition, Milton has a newly renovated Hospital, several shopping centres, and the FirstOntario Arts Centre, which contains two state-of-the-art theatres, an art gallery, and a public library.

There is also the Milton Sports Centre, the Milton Leisure Centre, and Rotary Park Outdoor Pool, and several additional parks, hiking trails, and conservation areas including Crawford Lake, Mountsberg, Glen Eden ski hill, and Kelso. For cycling enthusiasts and professionals, Milton has an Olympic-calibre velodrome for indoor racing – the only one of its kind in Canada!

<https://www.milton.ca/en/index.aspx>

## Oakville, ON



Located along the shores of Lake Ontario, the town of Oakville (population 229,000) is known for its arts and culture, vibrant shopping district, protected green space, and some of the best dining options in the Greater Toronto area.

It boasts 1,420 hectares of parkland, 150 kilometres of trails, and 17km of waterfront including two harbours. Oakville has a small-town feel with the modern amenities of a major city.



Oakville has repeatedly been home to the RBC Canadian Open Golf Championship at Glen Abbey and recently hosted the Taste of Oakville Food Festival in the winter of 2022.

Learn more about Oakville's rich history by visiting the Oakville museum or one of the many historic homes, such as Merrick Thomas house.

<https://www.oakville.ca/>

<https://visitoakville.com/>

## Our Services

The Mindful Living Centre offers psychological assessment and psychotherapy for a broad range of populations and presenting concerns. We provide services to children, adolescents, adults, seniors, families, and couples experiencing a range of mental health concerns and life stressors. Most of our referrals come from family doctors, insurance companies, Internet searches (i.e., self-referral), and word-of-mouth.

## Treatment Approach

The Mindful Living Centre and its Associates are dedicated to the scientist-practitioner model and to providing empirically-supported treatments. Supervisors have experience offering a number of different empirically-supported treatments including Cognitive Behavioural Therapy (CBT), Acceptance and Commitment Therapy (ACT), Emotion-Focused Therapy (EFT), Interpersonal Psychotherapy (IPT), Dialectical Behaviour Therapy (DBT), and Mindfulness-based approaches. Supervisors are also guided by research and best practices in their approach to psychological and cognitive assessments.

## Training Philosophy

Supervisors at the Mindful Living Centre use a developmental framework to support the needs of their supervisees based on their level of training and experience. They collaborate with supervisees throughout the supervision process to identify and address specific learning objectives and offer regular opportunities for mutual feedback and evaluation in a safe, respectful and collegial environment. Our supervisors enjoy guiding students as they gain competence with a range of empirically-supported therapeutic techniques, facilitating the development of case formulation skills, sharing their clinical experiences, and learning from their supervisees.

## Training Objectives

The Mindful Living Centre is committed to providing practicum students with opportunities to develop and refine their empirically-supported assessment and intervention skills through direct and indirect client contact within a private practice setting. Indirect clinical experience that will support the development of these skills includes mentorship on writing clinical notes and reports, providing consultation, regular supervision, as well as didactic seminars and rounds meetings. Our aim is for each supervisee to emerge from their practicum experience with increased knowledge, confidence in their clinical skills and cultural competency, awareness of professional standards and issues related to ethics, diversity and inclusion, and practical experiences that they can apply as they enter the next stage of their professional development.

Students can expect to gain valuable experience and training in the following areas:

### **Assessment and Collaborative Case Conceptualization:**

At the Mindful Living Centre, we view empirically-based, individually-tailored collaborative case formulation as the cornerstone of successful treatment and development of rapport with clients. In line with the biopsychosocial model of psychopathology, our aim is to help students begin to develop the skills required to move past “cookie-cutter” approaches

to therapy based solely on diagnosis, and to see clients' presenting issues as a result of the complex interplay between social and family systems, environmental influences, genetic predispositions, and related patterns of thinking, feeling and behaviour.

### **Empirically-Supported Interventions:**

To offer our clients the best service possible, we rely on treatment approaches that have been tested rigorously and shown reliably to be effective. This includes the application of 'gold standard' approaches to specific issues (e.g., Cognitive Behavioural Therapy for Anxiety) as well as an emphasis on other factors that have been demonstrated to influence treatment efficacy (e.g., therapeutic alliance, readiness for change). Practicum students will be supported extensively in how to apply these empirically-supported interventions to help specific clients with their presenting issues.

### **Progress Monitoring:**

Practicum students are encouraged to develop individualized progress monitoring plans to ensure treatments are effective. Supervisees will be assisted in determining which indicators to track, implementing a regular progress monitoring plan, and reviewing outcome data to inform ongoing treatment. Relevant resources and measures are provided so that progress monitoring is efficient and effective.

### **Professional Ethics & Principle-based Practice:**

Students will receive explicit and in-depth training in providing psychological services in accordance with relevant legislation, the College of Psychologists of Ontario Standards of Professional Conduct, 2017, the Canadian Code of Ethics for Psychologists, Fourth Edition, and Practice Guidelines for Providers of Psychological Services, 2001 (Canadian Psychological Association). Should any conflicts occur, supervisors will provide ample support to help supervisees understand and address the issue confidently. There will also be opportunities to learn about common ethical issues that occur within private practice and how they are best managed.

### **Professional Development & Continuing Education:**

Our clinicians are eager to continually hone their skills and learn new perspectives and approaches to optimize their approach to helping clients. Practicum students will be encouraged to participate in in-house learning opportunities (e.g., formal and informal case consultation and supervision, attending and leading monthly case rounds and seminars, and accessing the MLC Resource Library). The MLC also offers an educational stipend to attend workshops and/or conferences.

### **Cultural Competency, Sensitivity, and Inclusiveness:**

Students will learn to acknowledge their own cultural biases and provide services that respect clients' unique cultural and social identities. Cultural considerations are embedded in every aspect of our service, including assessment, case-conceptualization, and treatment. We recognize the role of the therapist to learn about each client's cultural experiences and beliefs rather than impose our own on the treatment process.



# Overview of Clinical Tracks

## Adult Track

**Supervisors:** Dr. Chris Parrish  
Dr. Susan Sergeant

The Adult Track offers clinical practicum students an opportunity to provide psychological assessment and therapy services to individuals and/or couples aged 18 - 65. Clients are typically individuals in the community seeking mental-health treatment and/or those referred by third parties (e.g., WSIB, insurance) seeking rehabilitation-focused treatment.

A main focus of the Adult Track involves the development and refinement of psychotherapy skills. Supervisors in this track operate primarily from CBT and third-wave psychotherapy orientations (e.g., Mindfulness-based approaches, ACT, DBT, Schema-focused therapy). Students will have the opportunity to deepen their understanding of these psychotherapies through supervision, assigned readings, and practical experience. Typical clinical presentations seen in the adult track include anxiety (e.g., social anxiety, generalized anxiety disorder, panic disorder), depression, PTSD / trauma, OCD, adjustment difficulties, addiction / substance abuse, relationship, and marital difficulties, personality disorders, as well as workplace stress and injuries. Compared to institutional settings, treatment in private practice tends to be more open-ended (e.g., no set limit to the number of sessions provided) and provided one-on-one vs. in a group. Supervisees will also be assisted in adapting their therapeutic approach to the context of private practice if it is new to them.

Practicum students will also improve their ability to develop individually-tailored case conceptualizations and formulate diagnoses through the administration of the Structured Clinical Interview for the DSM-5 (SCID-5) and/or Diagnostic Assessment Research Tool (DART), as well as the administration and interpretation of various psychological tests and self-report measures (e.g., MCMI, MMPI-3, PAI, TSI, BAI, BDI-II, PWSQ, DASS, PHQ-9, PCL-S, RCL), and increased understanding of the criteria for various DSM-5 diagnoses.

## Child, Adolescent & Families Track

**Supervisors:** Dr. Barbara Morrongiello  
Dr. Alexa Kane

The Child, Adolescent & Families Track offers practicum students the opportunity to hone their clinical assessment and therapy skills for clients aged 4-17. A main focus of this track is the provision of psychotherapy services to children, adolescents, and families. Supervisors operate from a number of theoretical orientations that students will have the opportunity to develop, including attachment-informed CBT, Emotion-Focused Therapy (EFT), Acceptance and Commitment Therapy (ACT), Interpersonal Psychotherapy (IPT), and child-centered play therapy. Common presenting issues among clients include anxiety, depression, trauma and/or abuse, health-related issues, difficulties in child-parent relationships, and challenges in effective behaviour management.



Practicum students will also have the opportunity to take part in child and adolescent psychological and psychoeducational assessments, and to improve their diagnostic skills. Students will have the opportunity to develop their skills in semi-structured clinical interviews, psychometric testing (e.g., WISC-V, WIAT-III), and the interpretation of psychological questionnaires. Common referral questions include determining whether a child or adolescent meets the criteria for a learning disorder, ADHD, or giftedness.

## Program Structure

Practicum placements typically start each fall, but we employ a flexible model in which students can freely choose their start and end dates to suit their schedule and training needs, and as directed by their academic program.

## Workspace

Opportunities will exist for practicum students to provide both virtual and in-person assessment and therapy services at any of our offices, and students may choose to work at more than one of our office locations. Practicum positions are part-time, and most students choose to offer between 1-3 full clinical days per week. Although students may have the opportunity to perform some duties from home, they are expected to provide in-office services to any clients who prefer this arrangement. Students will have access to an office, work email, VOIP telephone extension and voicemail, and high-speed internet.

## Supervision

Each practicum student will receive supervision from a registered, Doctoral-level Psychologist, with allotted supervision time determined by their caseload and stage of training. Other Associates at The Mindful Living Centre are also available for periodic consultation and guidance.

In addition, students will be expected to attend monthly rounds meetings with other team members and will have the opportunity to learn state-of-the-science theoretical models and intervention strategies at our invited speaker seminar series.

## Evaluation process

Practicum students will be provided with regular feedback and evaluation, in accordance with their program's requirements. Students will also have the opportunity to evaluate their supervisor(s), in order to provide them with constructive feedback and optimize the effectiveness of supervision.

## Vacation

Practicum students are permitted to take up to four (4) weeks of planned, unpaid vacation per calendar year, provided that they inform the Clinical Training Director(s) of The Mindful Living Centre and their clients of their absence(s) in advance and plan for clinical coverage. Please note, vacation allowance must align with students' own program requirements.

## Parking

Ample free parking is available at all of our office locations, including covered parking in Burlington.

## Diversity & Inclusion Statement

The Mindful Living Centre respects the diversity of ancestry, family status, dis/abilities, socioeconomic status, sex, gender identity and expression, and sexual orientation. We strive to recognize the influence of these differences on all aspects of our professional activities and nurture an environment that is inclusive of all people and free of bias.

We encourage practicum applications from all qualified individuals, including those from visible and non-visible minorities (including faith or religion), individuals identifying as 2 LGBTQ+, Indigenous persons, and persons with disabilities. We are committed to providing an accessible workplace and supporting those who require accommodations.

## Privacy Policy

In accordance with the Federal privacy legislation (Personal Information Protection and Electronic Documents Act - <https://laws-lois.justice.gc.ca/eng/acts/P-8.6/>), we will only collect information that is required to process your application. This information is secured within the Mindful Living Centre offices and is shared only with those individuals involved in your practicum application. If you are not matched to our program, your personal information will be destroyed within 1 year of applying. If you are matched with the Mindful Living Centre practicum program, your application and CV will be kept for up to 3 years beyond your term with the practice and will be available to those involved in your supervision and training, including the Clinic Director, Associate Directors, Team Directors, and administrative support staff.

## Remuneration

At The Mindful Living Centre, we sincerely value the energy, ambition, and contribution that our practicum students bring to our team and our clients. As such, we seek to recognize this contribution through fair compensation for services provided by students while working as part of our team. Although many programs do not allow practicum sites to provide remuneration for clinical services provided as part of their practicum requirements, we also offer stipends to help offset travel, educational, and other administrative costs when permitted. Students are encouraged to check with their individual programs regarding rules for compensation during practicum placements.

## Why Choose Us?

### **Dedication To Excellence:**

We embrace the scientist-practitioner model and insist on using evidence-based treatments. Financial support is offered for continuing education, and opportunities exist for regular rounds and peer supervision. In addition, we seek to expand our continuing education offerings through private workshops and webinars provided to members of The Mindful Living Centre team. Recently invited speakers have included Dr. Zindel Segal, Dr. David Moscovitch, and Dr. Henny Westra; all renowned and highly-respected leaders in the science and practice of psychology!

### **Quality of Work Life:**

We offer very comfortable and well-appointed office spaces, outstanding administrative support, and highly competitive compensation. Work-life balance is encouraged with flexible hours and a health & wellness stipend, and fun team-building events create a warm and collegial atmosphere.

### **Variety:**

In addition to “standard” assessment and therapy work, Associates will have opportunities to become involved in facilitating workshops and community events, online therapy sessions, writing blogs and online articles for our website, and insurance-funded assessment and treatment.

### **Flexibility:**

Practicum students at The Mindful Living Centre are afforded the opportunity to work from any of our office locations, as office space and supervisor availability permits. Furthermore, students can choose their hours and are not tied to a fixed schedule. Although traditional “9-to-5” working hours are available, many former practicum students have found it valuable to be able to build their clinical hours around their school, family, and social commitments, often choosing to work evenings and/or weekends.

### **Private Practice Setting:**

For students seeking to gain real-world clinical experience in a private practice setting and learn about the business-related aspects of practice management, The Mindful Living Centre offers the chance to participate in a thriving clinic and build knowledge of best practices in the private sphere.

### **Convenience:**

With two locations situated in the GTA west (and a third anticipated in spring, 2023), our Milton, Burlington, and (soon-to-arrive) Oakville offices span a large area and are within 20 minutes of Hamilton, Georgetown, Brampton, Acton, and Mississauga, thus serving a broad area of clients and minimizing commute times!

## Application Process

Students who are interested in joining our team at The Mindful Living Centre should send their CV and cover letter, as well as 2 or more references, to Dr. Chris Parrish at: [cparrish@mindfullivingcentre.ca](mailto:cparrish@mindfullivingcentre.ca)

## Due Dates

In addition to participating in the GTA practicum match day, we accept applications from practicum students at any time.

## Interview and Selection Procedures

Students who qualify will be contacted to schedule an interview. Those who are successful in the interview will be informed of a position offer shortly thereafter, or on GTA practicum match day for those participating in the match.

## Qualifications

For the 2023-24 academic year, The Mindful Living Centre will be accepting applications from students who have completed at least one prior practicum, and are entering at least their third year of graduate studies (i.e., PhD).

## What do we look for in a successful candidate?

Successful candidates will:

- Be enrolled in an APA and/or CPA accredited PhD or PsyD program
- Possess foundational training and experience in CBT, and the ability to comfortably incorporate elements of other empirically-supported treatment approaches (e.g., MBCT, ACT, DBT, EFT, IPT)
- Be well-rounded, and have excellent interpersonal and written communication skills
- Have a strong desire to learn and contribute to our team through excellent client service, while bringing a positive and respectful attitude to a highly professional, yet fun and relaxed work environment

Special consideration will be given to candidates who possess foundational training and experience in one or more empirically-supported therapy approaches (e.g., CBT, ACT, DBT, EFT, IBCCT, and/or EFT-focused couples counseling, MBCT, schema therapy, etc.)

## Contact Information

**Phone:** 289-270-2757

**Email:** [info@mindfullivingcentre.ca](mailto:info@mindfullivingcentre.ca)



<https://www.facebook.com/people/The-Mindful-Living-Centre/100064152724119/>

**Milton Office Address:**

**400 Bronte St. South**

**Unit 219**

**Milton, ON**

**L9T 0H7**



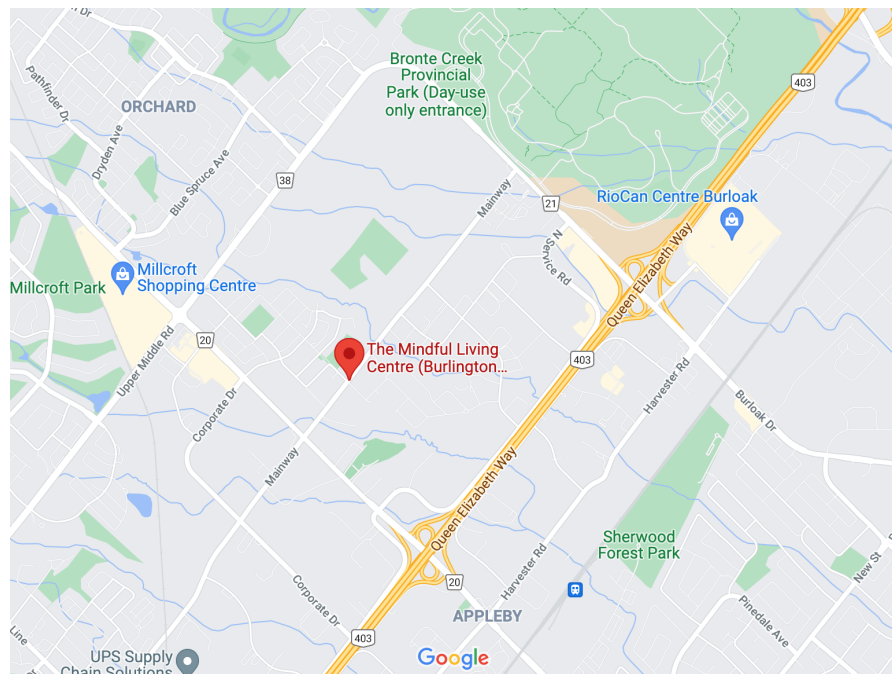
**Burlington Office Address:**

**5045 Mainway Avenue**

**Unit 204**

**Burlington, ON,**

**L7L 5H9**

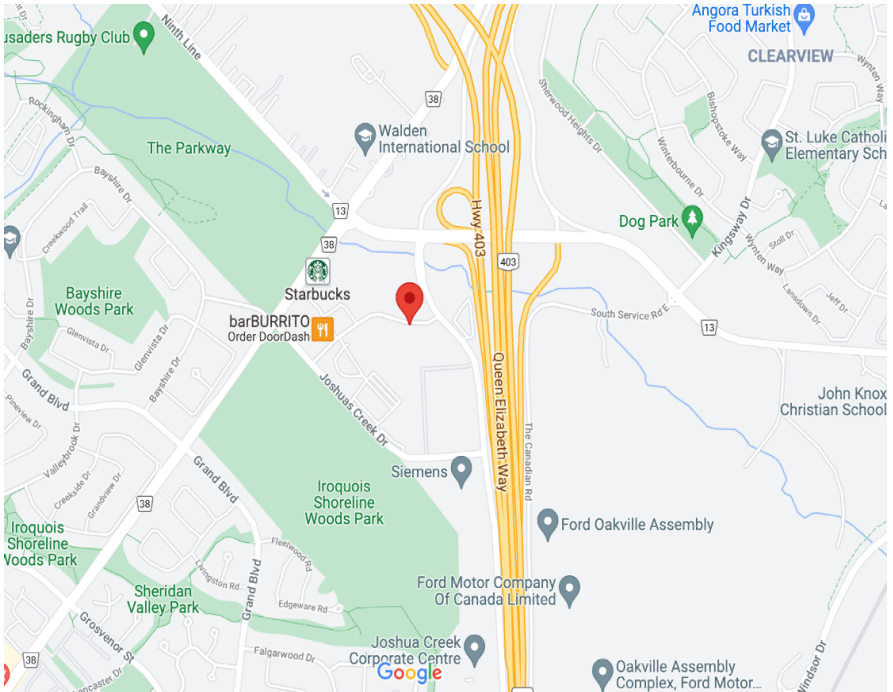


**Future Oakville Office Address:**

1933 Ironoak Way  
Oakville, ON (B204)

L6H 7G4

(Expected spring 2023)





# CENTRE FOR STUDENT DEVELOPMENT AND COUNSELLING



## ABOUT TMU

Set in the heart of downtown Toronto, Toronto Metropolitan University is home to 48,000 full-time undergraduate students and 2,500 graduate students, with a culturally diverse student population from 146 countries. The Centre for Student Development and Counselling provides direct service to over 2,200 students annually through individual therapy, group therapy, and psycho-educational workshops.

## ABOUT OUR PLACEMENT

- Our student clientele displays moderate to high degree of complexity in client presentation (i.e., complex trauma, comorbidities, personality disorders, frequent crises). We primarily work from a trauma-informed transdiagnostic approach and given the complexity of the student clientele, we don't recommend this placement as your first one.
- We take pride in the diversity and multicultural lens that informs our practice and training.
- We offer an innovative didactic and experiential Microskills weekly training series bridging various treatment modalities, including common factors, brief therapy, MI, AEDP, CBT, EFT, with a focus on practice over theory.
- As supervisors we are passionate about experiential/relational approaches (EFT, AEDP) but if you are seeking an integrative placement, some of us can also supervise behavioural/skills-based approaches (CBT, MI).
- We are currently offering hybrid placements with the possibility of seeing clients in person and online, as well as working in office and from home.
- The practicum placement at TMU is exclusively an **intervention placement**, we do not offer assessment opportunities.

## HOW TO APPLY

- Compile your application materials (1-page cover letter, Curriculum Vitae, 2 reference letters), merge these into a single PDF and upload them to our Google Form Confidential Portal that opens on December 1st, 2022 closing February 1st, 2023. Email [csdcpracticum@ryerson.ca](mailto:csdcpracticum@ryerson.ca) to obtain the link to the form.



**DR. MARIA CHAPARRO**

AEDP fundamentals/Integrative supervisor



**DR. LAURA GIRZ**

EFT Supervisor



**DR. ANDREA MARTIN**

EFT Supervisor



**DR. IMMACULATE ANTONY**

EFT fundamentals/Integrative supervisor



## **Student Training Opportunities in Psychology 2023-2024**

# **University Health Network (UHN)**

**Princess Margaret Cancer Center**

**Toronto General Hospital**

**Toronto Western Hospital**

**Toronto Rehab**



**Student Practicum Training Opportunities in Psychology 2023-2024**  
**University Health Network (UHN)**  
(Princess Margaret Cancer Center, Toronto General Hospital, Toronto Western Hospital & Toronto Rehab)

Clinical and research opportunities (unfunded) are available to Psychology graduate students and fellows interested in gaining experience with diverse patient populations on an individual, couple, or group basis. Please note that UHN does not have CPA or APA accreditation for Psychology practicum training at this time. A list of potential placement settings is provided below. Please contact the respective psychologist directly to learn more about their placement options, or for information about available practicum spots or the semester during which practica are available, if not indicated.

PLEASE NOTE THAT THE FOLLOWING INFORMATION IS SUBJECT TO CHANGE SHOULD RESTRICTIONS ARISE RELATED TO COVID-19.

**PRINCESS MARGARET CANCER CENTER - DEPARTMENT OF SUPPORTIVE CARE:**

**CLINICAL HEALTH PSYCHOLOGY:**

*Population:* adult survivors of childhood cancer;

*Clinical Assessments:* psychosocial functioning; distress screening

*Clinical Intervention:* individual psychotherapy

*Research:* impact of late effects of cancer and cancer treatment on psychosocial development; transition from pediatric to adult health care; quality of life

**Contact:** Norma D'agostino, Ph.D. C.Psych. [Norma.D'agostino@uhn.ca](mailto:Norma.D'agostino@uhn.ca)

*Population:* urologic cancers: prostate, testicular, kidney, bladder cancer patients

*Clinical Assessments:* health psychological assessment

*Clinical Intervention:* individual psychotherapy; couple therapy; sex therapy

*Research:* health-related quality of life and survivorship in cancer patients

**Contact:** Andrew Matthew, Ph.D. C.Psych. [Andrew.Matthew@uhn.ca](mailto:Andrew.Matthew@uhn.ca)

*Dr. Matthew and Dr. D'agostino co-supervise all students. Number of practicum spots for Fall-Winter 2023-24 = 2*

**NEUROPSYCHOLOGY**

*Population:* brain tumor patients; adult survivors of childhood cancer; young adult cancer survivors.

*Clinical Assessments:* neuropsychological assessment

*Clinical Intervention:* education; recommendations/strategies

*Research:* neurocognitive outcomes in cancer survivors; late effects of cancer treatment on neurocognitive function; circadian rhythms and cancer

**Contact:** Kim Edelstein, Ph.D. C.Psych. [kim.edelstein@uhn.ca](mailto:kim.edelstein@uhn.ca)

*Number of practicum spots for Fall-Winter 2023-24 = 1; taking Ph.D. level students only*

*Population:* adult cancer survivors

*Research:* neurocognitive outcomes of cancer survivors, psychoeducational and cognitive rehabilitation

**Contact:** Lori Bernstein, Ph.D. C.Psych. [lori.bernstein@uhn.ca](mailto:lori.bernstein@uhn.ca)

*(taking on research students only)*

## **TORONTO GENERAL HOSPITAL:**

### **CARDIOLOGY**

*Population:* adult patients with cardiovascular conditions

*Clinical Assessments:* psychophysiologic tests (e.g. vagal-heart rate modulation and baroreflex sensitivity) during reactivity/recovery from mild-to-moderate psychological and physical stressors; cognitive-emotional adjustment to cardiovascular disease; quality of life; and lifestyle behaviors

*Clinical Intervention:* individual, group and e-health in the context of the health psychology/behavioral cardiology clinical service. Treatment modalities include cognitive-behavioral therapy, motivational interviewing, and biofeedback.

*Research:* (i) Efficacy of Behavioral Neurocardiac Training with vagal-heart rate biofeedback for patients with hypertension or chronic heart failure; (ii) cardiovascular reactivity/recovery following physical or psychological tasks; (iii) e-counseling to augment risk reduction for cardiovascular disease.

**Contact:** Robert Nolan, Ph.D. C.Psych. [rnolan@uhnres.utoronto.ca](mailto:rnolan@uhnres.utoronto.ca)

*Number of practicum spots for Fall-Winter 2023-24 = 0 (not taking students in coming year)*

### **ANESTHESIA & PAIN MANAGEMENT**

*Population:* Inpatient and outpatient adults suffering from acute and chronic pain at Toronto General Hospital's Transitional Pain Service, specializing in post-surgical pain

*Clinical Assessments:* A brief assessment is completed prior to psychological intervention; however, this practicum is focused on treatment.

*Clinical Intervention:* Acceptance and commitment therapy, mindfulness and clinical hypnosis for pain management, psychoeducation

*Research:* Impact of novel pre- and post-surgical behavioral interventions on pain, distress, disability, and use of opioid medication

**Contact:** Max Slepian, Ph.D., C.Psych. [maxwell.slepian@uhn.ca](mailto:maxwell.slepian@uhn.ca)

*Number of practicum spots for Fall-Winter 2023-24 = 1*

### **EHLERS DANLOS SYNDROME CLINIC**

*Population:* Toronto General Hospital has one of the few clinics in the world specializing in treating people with Ehlers Danlos Syndrome (EDS), a rare connective tissue disorder. EDS leads to joint dislocations, chronic pain, fatigue, gastrointestinal symptoms, and more. People living with EDS report a high prevalence of depression, anxiety, and emotion dysregulation.

*Clinical Assessments:* Each patient seen by psychology undergoes an intake assessment, which is written up in a report.

*Clinical intervention:* Acceptance and commitment therapy; dialectical behavior therapy skills

*Research:* Psychosocial features of EDS/HSD; Health-related quality of life in EDS/HSD; Impact of behavioural interventions on quality of life and symptom management

**Contact:** Max Slepian, Ph.D., C.Psych. [maxwell.slepian@uhn.ca](mailto:maxwell.slepian@uhn.ca)

*Number of practicum spots for Fall-Winter 2023-24 = 1*

## **EATING DISORDER PROGRAM, CENTRE FOR MENTAL HEALTH**

*Population:* Adults with Anorexia Nervosa, Bulimia Nervosa, Other Specified Feeding and Eating Disorder (OSFED), and Avoidant/Restrictive Food Intake Disorder (ARFID), as well as comorbidities including Anxiety Disorders, Mood Disorders, Substance Use Disorders, Posttraumatic Stress Disorder, and Personality Disorders. This is an intervention and assessment practicum.

*Clinical Intervention:* Our program currently provides a full range of treatment intensities for adults with eating disorders. Our program provides cognitive behaviour therapy (CBT)-based treatments, and includes inpatient, virtual intensive outpatient, and virtual individual therapy services. Our services focus on evidence-based treatment and trauma informed care. The practicum provides opportunities for training in individual and group CBT, and there may be opportunities for group CBT.

*Clinical Assessments:* The practicum provides opportunities for training in structured clinical interviewing and diagnostic assessment.

*Research:* Our program conducts research on the etiology and maintenance of eating disorders, treatment efficacy and effectiveness, prediction of relapse, relapse prevention. Research opportunities may be available as part of the practicum, but are not guaranteed.

### **Psychologists:**

Rachel Liebman, Ph.D. C.Psych. [Rachel.liebman@uhn.ca](mailto:Rachel.liebman@uhn.ca) (currently on leave)

Danielle MacDonal, Ph.D., C.Psych. [Danielle.macdonald@uhn.ca](mailto:Danielle.macdonald@uhn.ca)

Michelle Mahan, Ph.D., C.Psych. [michell.mahan@uhn.ca](mailto:michell.mahan@uhn.ca)

Shauna Solomon-Krakus, Ph.D., C.Psych (supervised practice)

[shauna.solomonkrakus@uhn.ca](mailto:shauna.solomonkrakus@uhn.ca)

Sarah Royal, Ph.D., C.Psych. [sarah.royal@uhn.ca](mailto:sarah.royal@uhn.ca)

Kathryn Trottier, Ph.D., C.Psych. [Kathryn.trottier@uhn.ca](mailto:Kathryn.trottier@uhn.ca)

Contact: [Danielle.macdonald@uhn.ca](mailto:Danielle.macdonald@uhn.ca)

Contact: [danielle.macdonald@uhn.ca](mailto:danielle.macdonald@uhn.ca)

Number of practicum spots for Summer 2023=1 (PhD-level students only); for Fall-Winter 2023-24=2 (Please note: indicated number of spots are tentative and to be confirmed; practicum will be conducted on-site)

## **TORONTO WESTERN HOSPITAL:**

### **BARIATRIC SURGERY PROGRAM**

*Population:* Adult bariatric patients undergoing weight-loss surgery, both pre and post-surgery. Students will have the opportunity to work with patients with a variety of mental health presentations including mood disorders, anxiety disorders, trauma-related disorders, eating disorders, and substance use disorders. Patients also present with medical problems including diabetes, heart disease and sleep apnea. This placement is ideal for students seeking experience in health psychology, eating disorders, and psychodiagnostic assessment.

The practicum includes the following opportunities\*:

*Assessments (required):* semi-structured psychodiagnostic and psychosocial assessments are the focus of this placement.

*Interdisciplinary collaboration (required):* assessment and intervention involve collaborating with an interdisciplinary team and includes weekly team rounds.

*Intervention (optional):* (1) Groups: students can observe a variety of patient groups including support groups, mindfulness groups and other groups that focus on improving eating behaviours. (2) Individual psychotherapy: students can provide individual treatment to 1-3 patients each week, with a focus on problematic eating behaviour.

*Research (optional):* The Bariatric Program conducts research on psychological predictors of post-surgery outcomes, the effectiveness of psychological interventions, and other topics related to bariatric care. Students may have opportunities to be involved in research, but this is not guaranteed and would be undertaken outside of the clinical placement.

### **Psychologists:**

**Sarah Royal, Ph.D., C. Psych.,** [sarah.royal@uhn.ca](mailto:sarah.royal@uhn.ca)

**Susan Wnuk, Ph.D. C. Psych.,** [susan.wnuk@uhn.ca](mailto:susan.wnuk@uhn.ca)

Number of practicum spots: Summer 2023 = 2; Fall/Winter 2023-24 = 2

*(Students from CPA accredited programs are preferred)*

*\*Please note:* due to COVID-19 restrictions to on-site visits, most patient care at the Bariatric Surgery Program is conducted by video-conference. It is expected that this will continue and that practicum placements will be online; however, future changes in hospital and program policy may result in some work being conducted on-site. Future changes in COVID-19 infection rates may alter hospital policies and limit some of the above opportunities.

### **NEUROPSYCHOLOGY CLINIC, KREMBIL NEUROSCIENCE CENTRE**

*Population:* neurology/neurosurgery outpatients, primarily in epilepsy and Parkinson's disease but includes other neurological disorders affecting cognition

*Clinical Assessments:* neuropsychological assessments

*Clinical Interventions:* recommendations; assessment of suitability for surgery

*Research:* impact of neurological disorders and neurosurgical/neurostimulation treatment on memory, language and executive functions; functional and structural

neuroimaging in neurocognitive disorders; multiculturalism and neuropsychological assessment.

<https://www.twhneuropsych.com/joinourteam>

**Psychologists:**

Melanie Cohn, Ph.D. C.Psych. [melanie.cohn@uhn.ca](mailto:melanie.cohn@uhn.ca)

David Gold, Ph.D. C.Psych. [david.gold@uhn.ca](mailto:david.gold@uhn.ca)

Marta Statucka, Ph.D., C.Psych. [marta.statucka@uhn.ca](mailto:marta.statucka@uhn.ca)

Email inquiries should be addressed to [marta.statucka@uhn.ca](mailto:marta.statucka@uhn.ca)

**\*Ph.D. level students only**

Number of practicum spots for Summer 2023 = 0; Number of practicum spots for Fall-Winter 2023-24 = 2-3

## **TORONTO REHAB:**

*The Rumsey Neuro and Lyndhurst sites are part of the Brain and Spinal Cord program at Toronto Rehab and is a joint placement with students completing a 4-month rotation at each site. Applications are reviewed by all psychologists at the Rumsey Neuro and Lyndhurst sites. This placement occurs on-site. Email inquiries for this placement should be address to [martha.mckay@uhn.ca](mailto:martha.mckay@uhn.ca)*

### **NEUROPSYCHOLOGY – RUMSEY NEURO SITE**

**Population:** adults with wide range of acquired brain injuries – outpatients only

**Clinical Assessments:** neuropsychological assessments

**Clinical Interventions:** feedback to patients and family, treatment recommendations, psychoeducation

**Psychologist:** Lesley Ruttan, Ph.D., C.Psych. [lesley.ruttan@uhn.ca](mailto:lesley.ruttan@uhn.ca)

*Ph.D. level students only*

### **SPINAL CORD REHAB, LYNDHURST SITE**

*Population:* spinal cord injury patients with wide range of concomitant injuries, neurological disorders, various diagnoses. Individuals may present with adjustment, mood, anxiety, trauma, substance use disorders as well as other mental health concerns. Our program includes inpatient and outpatient services.

*Clinical Assessments:* clinical psychological and/or neuropsychological assessments

*Clinical Interventions:* cognitive behavioural intervention; emotion focused therapy; supportive counseling, cognitive remediation, individual and group interventions

**Psychologists:**

Martha McKay, Ph.D., C.Psych. [martha.mckay@uhn.ca](mailto:martha.mckay@uhn.ca)

Dora Ladowsky, Ph.D., C.Psych. [dora.ladowski@uhn.ca](mailto:dora.ladowski@uhn.ca)

Christie Yao, Ph.D., C.Psych. [Christie.yao2@uhn.ca](mailto:Christie.yao2@uhn.ca)

Number of practicum spots for Summer 2023 = 1; Number of practicum spots for Fall-Winter 2023-24 = 1-2

*Ph.D. level students only*

## APPLICATION PROCEDURE:

To apply for a practicum position in any program, students must electronically submit:

- (1) cover letter (only 1 cover letter is required even if applying to multiple clinics)
- (2) curriculum vitae
- (3) copies of unofficial undergraduate and graduate transcripts
- (4) a listing of Psychological and/or Neuropsychological tests that the student has administered, scored, interpreted and written reports for, and
- (5) two letters of recommendation

Please submit items (1) – (4) as a single PDF to [marta.statucka@uhn.ca](mailto:marta.statucka@uhn.ca) with **“Psychology Practicum Application”** as the subject header.

In the body of the email, list the clinic that you are applying to (maximum 3).

Letters of recommendations should be emailed to the same address with **your name** in the subject header followed by **“Psychology Reference Letter.”** Please follow these instructions to ensure timely processing of your application.

The deadline for receipt of all application materials is early **February ?, 2023**. Notification date for applicants is **March ?, 2023**. The specific dates will be set on the day of GTA Practicum Day.

*If you have questions about the application process or are unable to submit information electronically, please contact [marta.statucka@uhn.ca](mailto:marta.statucka@uhn.ca).*

**\*NOTE:**

*Health clearance needs to be completed prior to all placements. Supervisor will send information prior to placement about the online student registration system which details the required information. Please note that health clearance is the responsibility of the school/student and won't be done at UHN.*

**NOTE: UHN Psychology abides by, and expects all applicants and Directors of Clinical Training (DCTs) to abide by, the GTA Clinical Practicum Group rules as follows:**

**Practicum Notification Day Procedure (Updated Nov 2016)**

**Responsibility of Site Supervisors**

1. Send rejection notifications by electronic mail to all candidates whom you will definitively not be making an offer to at 8:45 am. A copy of this notice must be sent to the applicant's Director of Clinical Training (DCT).
2. Send offer by electronic mail to your first choice(s) candidate(s) at 9:00 a.m. A copy of the offer must be sent to the applicant's Director of Clinical Training (DCT).
3. Do NOT leave your computer.
4. As soon as you hear back from your first choice: (a) if the candidate accepts, then notify all other candidates that the position has been filled; (b) if the candidate declines, then notify your second choice of the offer; (c) if the second choice accepts, then notify the remaining candidates that the position has been filled; (d) if the second-choice candidate declines, then notify your third choice of the offer; (e) and so on and so forth.
5. You are welcome to follow-up with applicants via telephone but all offers and acceptances must be done electronically.

**Responsibility of Applicants**

1. Turn your computer on at 8:40 a.m. (rejection notifications will go out at 8:45 a.m.).
2. Do NOT leave your computer.
3. You have the right to wait to hear from your 1st choice before making any other decisions.
4. Immediately acknowledge receipt of your offers.
5. Once you hear from your 1st choice, accept the offer immediately.
6. If you do not get your 1st choice, you have the right to wait to hear from your 2nd choice before making any other decisions, etc.

7. Ensure your DCT is kept in the loop by making sure they are cc'd on all your communications.

### **Responsibility of Directors of Clinical Training**

1. Make sure the applicants understand the procedure.
2. Starting at 8:45 a.m., stay in contact with your students by electronic mail to make sure that they are understanding the process as it unfolds live.
3. As soon as students have confirmed acceptance of offers, be sure to update the GTA Practicum Notification Day spreadsheet, so that other DCT's are aware of what spots have been filled.





2023-2024

# Practicum Training in Clinical, Health, and Neuropsychology

Contact the Psychology Practicum Coordinator  
for further information:

Dr. Felicia Chang, C.Psych.  
Ron Joyce Children's Health Centre, 3rd Floor  
237 Barton St E.  
Hamilton, Ontario  
L8L 2X2  
Tel: (905) 521-2100 Ext. 77349  
Email: [psychpracticum@hhsc.ca](mailto:psychpracticum@hhsc.ca)

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## COVID-19 Impact

Practicum students are likely to be involved with a combination of in-person client contact and virtual care. Onsite care may require students to wear Personal Protective Equipment (PPE) such as masks. Effective September 2021, all employees and learners at HHS are required to show proof of full vaccination against COVID-19 (or written proof of a medical reason).

Practicum students are considered learners within HHS, meaning that decisions about whether they are allowed to be onsite and/or engage in direct patient care are determined by the Office of Interprofessional Education. Please be advised that some of the descriptions in this brochure may be impacted by COVID-19 disruptions and restrictions within Hamilton Health Sciences (HHS). Some rotations may be unavailable or available only with modifications.

## The Setting

Hamilton Health Sciences is located in Hamilton, Ontario, Canada. Home to more than a half million residents, Hamilton is situated at the western tip of Lake Ontario midway between Niagara Falls and Toronto. It is the site of McMaster University, known internationally for its innovative medical school and research programs and the home of evidence-based practice.

Hamilton Health Sciences is comprised of five hospitals and four specialized centres, serving more than 2.2 million residents in Central South and Central West Ontario. Each of the facilities offers specialized services that together make HHS one of the most comprehensive health care systems in Canada. Hamilton Health Sciences is an academic health centre with several sites affiliated with the Faculty of Health Sciences at McMaster University. This allows patients to benefit from innovative treatments/research and staff and students to actively participate in research and teaching endeavours.

Psychology staff at Hamilton Health Sciences, which includes over thirty registered psychologists, are integral members of teams and services. Psychology staff have backgrounds ranging from clinical psychology, school psychology, applied behavioural analysis, rehabilitation, health psychology, and neuropsychology. Many psychologists at HHS also have cross appointments with McMaster University in the Department of Psychiatry and Behavioural Neurosciences in the Faculty of Health Sciences. The affiliation with McMaster University provides students with an invaluable opportunity to learn from and interact with students, clinicians, and faculty in medicine, pediatrics, psychiatry, social work, and other allied health disciplines (e.g., speech/language pathology, occupational therapy).

Dr. Felicia Chang, C. Psych  
Practicum Coordinator  
Child and Youth Mental Health  
Ron Joyce Children's Centre  
3<sup>rd</sup> Floor  
237 Barton St. E.  
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(905) 521-2100 Ext. 77349  
psychpracticum@hhsc.ca

**The specific sites/programs that offer placements vary year-to-year. Please see page 10 of this Brochure to know what is offered for the 2023-2024 year.**

**HHS Mission:** *To provide excellent health care for the people and communities we serve and to advance health care through education and research.*

**HHS Vision:** *Best Care for All.*

## Our Programs

HHS programs provide a supervised opportunity for the integrated application of the theoretical, clinical, professional, and ethical knowledge and skills acquired during graduate training. Students are expected to develop core competencies based on their learning goals in the assessment, consultation, and treatment of populations with a range of psychiatric, developmental, learning, medical, neurological, behavioural, and emotional difficulties, using evidence-based approaches. Supervision in the acquisition and refinement of assessment, formulation, and therapeutic skills is available via several therapeutic modalities, including behaviour therapy (BT), cognitive behaviour therapy (CBT), dialectical behaviour therapy (DBT), acceptance and commitment therapy (ACT), motivational interviewing (MI), emotion focused family therapy (EFFT), and family systems. Training is offered in individual and group therapy, and parent and professional psychoeducation formats. Supervision for each treatment modality is negotiated with the assistance of the practicum student's primary supervisor.

Based on learning goals, students can be exposed to the work of psychologists on multidisciplinary inpatient and outpatient teams and have the opportunity to develop skills collaborating with health care professionals from other disciplines, as well as professionals from schools and community agencies. Students are expected to work with diverse populations (e.g., various cultural backgrounds).

Practicum students typically focus on either complex psychological assessment and/or psychological intervention. The variety of assessment and treatment experiences available to practicum students is substantial. This flexibility is an attractive attribute of the psychology practicum program at Hamilton Health Sciences. Of course, students are supported to select experiences that meet their learning goals and schedules.

**The specific programs that offer placements vary year-to-year. Please see page 10 of this Brochure to know what is offered for the 2023-2024 year.**

## Potential Practicum Sites

Hamilton Health Sciences is comprised of five hospitals and four specialized centres. Each of the facilities offers specialized services. Placements are offered at the following sites:

- Ron Joyce Children's Health Centre (RJCHC)
- McMaster University Medical Centre (MUMC)
- Juravinski Cancer Centre (JCC)

Students spend most (if not all) of their time at the location their clinic is in, with opportunities to train elsewhere if desired and appropriate. Workstations are provided for on-site work and are often shared given practicum students are part-time. Private rooms are provided for any on-site work with clients, including access to video or audio recording and live-supervision via one-way mirrors.

## Program Philosophy and Mission

*In keeping with the mission of Hamilton Health Sciences, our program is committed to providing exceptional care through a scientist-practitioner approach and advancing health care through education and research by emphasizing the bidirectional relationship between science and practice. As such, the training of students emphasizes the review of research to inform clinical practice; the use of empirically-supported, evidence-based assessment and treatment approaches where indicated; integration of structured evaluations of emerging approaches to inform clinical care; and clinically-relevant research and individualized or tailored interventions, ultimately to best meet the needs of the clients served.*

*Our goal is to train the next generation of clinical child psychologists who are caring, compassionate, and collaborative. We support our students to develop their own professional identity through a developmental approach to training within a learner-centered environment. We promote the achievement of individual training goals within the context of developing the essential functional and foundational competencies that form the basis of clinical child psychology. Our program provides the opportunity to gain depth and breadth in a wide range of clinical activities, including experience in interdisciplinary teamwork, which is a critical component in providing quality client care. We value equity, diversity, and inclusion; recognize the impact of systemic barriers to accessing care; and actively seek to reduce these barriers.*

## Ron Joyce Children's Centre (RJCHC)

### Child and Youth Mental Health Program (CYMH) Outpatient Service

The CYMH Outpatient Service provides outpatient assessment, consultation, and treatment for children and adolescents (ages 3 to 18) with comorbid problems of an internalizing and/or externalizing nature that interfere with functioning in the home, school, and/or community. Treatment services offered include individual therapy, family therapy, group therapy, parent skills training, medication consultation, and consultation with community agencies and schools.

Team members on the CYMH Outpatient Service include psychologists, psychiatrists, social workers, nurses, child and youth workers, and early childhood resource specialists. If possible, we ask that practicum students aim to participate on and provide consultation to the Outpatient Multidisciplinary Team (Monday meetings). Some CYMH Outpatient Service team members are also part of the DBT Consultation Team, which meets weekly.

Individual therapy modalities include CBT, DBT, ACT, and interpersonal therapy. Group therapy offerings typically involve Parenting Your Child with OCD, Bossing Back OCD (child and youth groups), Unified Protocol CBT, Parent-Led CBT for Anxiety, DBT Multifamily Skills Group, and Acceptance and Commitment Therapy.

The CYMH Outpatient Service offers an array of family-based interventions, including 2-day EFFT caregiver workshops and individual EFFT work with caregivers. Additionally, The Family Therapy Clinic allows families to work with an interdisciplinary team that adopts a co-therapist model and incorporates principles from Family Systems Therapy, Narrative Family Therapy, and Structural Family Therapy. Learners may have the opportunity to support families as a co-therapist and/or as part of the Reflection Team that observes family therapy sessions and offers reflections. Finally, Family Check-Up is a 3-session, ecological, family-based assessment that incorporates multi-method (interviewing, video interaction tasks, questionnaire data) and multi-rater information on risk and protective factors to understand influences on the developmental trajectory of the child. The FCU model is strengths-based, collaborative and uses principles of motivational interviewing to understand how parent well-being, child well-being and parenting/family environment are connected. The FCU has a strong evidence base from decades of research. It has been delivered in the USA for quite some time, and clinicians within the Child and Youth Mental Health Outpatient Service who typically provide parent training were initially trained and credentialed in this model in early 2018. We are the first Canadian mental health service to offer the FCU. After the FCU is completed with a family, goals are set in collaboration with the parents/caregivers, which may include the parent skills training intervention connected to the FCU called Every Day Parenting (EDP). The EDP program follows the same principles as the FCU. Both FCU and EDP are transdiagnostic (i.e., not restricted to certain diagnostic presentations). The EDP manual is made up of 12 distinct sessions that are meant to be tailored to the needs of the family.

**Supervising Psychologists:** *Dr. Felicia Chang, Dr. Jennifer Cometto, Dr. Emily Copps, Dr. Jessica Dalley, Dr. Brittany Jamieson, Dr. Danielle Pigon, Dr. Paulo Pires, Dr. Seamus O'Byrne, Dr. Tajinder Uppal-Dhariwal, Dr. Avraham Grunberger*

The **Specialized Developmental and Behavioural Service (SDBS)** is within the Developmental Pediatrics and Rehabilitation Program located at the RJCHC. SDBS provides services for families of children with developmental and complex learning/cognitive difficulties between the ages of 2 and 18. Core disciplines on the team consist of psychology, developmental pediatrics, speech-language pathology, social work, behaviour therapy, and early childhood education. SDBS provides services which include assessment, individual therapy for children and adolescents with intellectual disability, parent counselling, parent workshops, behaviour therapy, consultation to colleagues and community agencies, and group intervention.

**Supervising Psychologists:** *Dr. Olivia Ng & Dr. Nidhi Luthra*

The **Autism Spectrum Disorder Program**, located at RJCHC, provides both government-funded and direct-purchase services for children and youth with Autism Spectrum Disorder, including consultation, Applied Behaviour Analysis (ABA), psychological assessments, groups, and parent/caregiver education and training. The multidisciplinary team is comprised of psychologists, psychometrists, behavioural clinicians, family service coordinators, and school support consultants. Opportunities for students include participating in interdisciplinary consultations, completing comprehensive psychodiagnostic assessments, co-facilitating parent and child groups, and providing individual cognitive-behavioural therapy.

**Supervising Psychologists:** *Dr. Caroline Roncadin, Dr. Irene Drmic & Dr. Rebecca Shine*



## McMaster University Medical Centre (MUMC) Site—Child/Youth Programs

The **Child Advocacy and Assessment Program (CAAP)** provides assessment, consultation and intervention services to children, families, and community agencies where any aspect of child maltreatment is an issue. The program provides assessments regarding child maltreatment, impact of child maltreatment, and parenting capacity. Consultation services are provided to the Children's Aid Society, caregivers (e.g., foster parents, kin care providers, adoptive parents), school personnel, and medical/mental health professionals from the community. The program also provides intervention including sexual assault follow-up and counseling for children/youth and caregivers, individual psychotherapy for complex trauma, consultation to caregivers regarding trauma-informed caregiving, a trauma training workshop series for caregivers and child welfare staff, and group intervention (i.e., emotion regulation skills-training) for child welfare-involved children and youth. The team includes pediatricians, psychiatrists, psychologists, social workers, and child life specialists. The program is affiliated with the Offord Centre for Child Studies. Students interested in CAAP may find the supplement handout helpful for further consideration.

**Supervising Psychologist:** Dr. Angela McHolm

The **Pediatric Eating Disorders Program** provides services to children and adolescents up to the age of 18 who require multi-disciplinary assessment and treatment of an eating disorder (Anorexia Nervosa, Bulimia Nervosa, Avoidant/Restrictive Food Intake Disorder, Binge-Eating Disorder, etc.) and any comorbid conditions. While the majority of patients are seen on an outpatient basis, the program also offers inpatient treatment for medically unstable patients as well as an intensive day-hospital program. Services include medical management, refeeding, individual therapy, family therapy, group therapy, and nutritional counseling. Team members include psychologists, a psychiatrist, pediatricians, social workers, a registered dietician, registered nurses, and child life workers.

**Supervising Psychologist:** Dr. Stephanie Deveau

The **Pediatric Chronic Pain Program (PCPP)**, located at MUMC, provides outpatient, interdisciplinary, family-centred care to children and youth who face chronic pain. There are many different types of chronic pain conditions in children and youth, including headaches, abdominal pain, musculoskeletal pain, and arthritis. The PCPP aims to provide youth and caregivers with skills to reduce the impact of pain on their daily life by utilizing an interdisciplinary functional rehabilitation approach. Some of the interventions in the clinic include psychoeducation, goal-setting, medication review, physiotherapy, activity pacing, parent groups, relaxation and mindfulness, cognitive behavioural therapy, acceptance and commitment therapy, emotion-focused family therapy, motivational interviewing, and consultation with school and community agencies. The team includes many health professionals (i.e., psychologists, social workers, an occupational therapist, a nurse practitioner, physiotherapists, child life specialists, pediatricians, a psychiatrist, a pharmacist, and an anesthesiologist) who work together to collaborate and coordinate care for youth with chronic pain. Opportunities for students include participation in interdisciplinary assessments, completion of comprehensive psychodiagnostic assessments, co-facilitating parent groups, and providing individual psychotherapy.

**Supervising Psychologist:** Dr. Kathleen Lee & Dr. Rachel Santos Jackson

The **RBC Child and Youth Mental Health Inpatient Unit** is located at the MUMC Site. Student placements on the inpatient unit focus on providing assessment, treatment, and consultation. Students are exposed to severe mental illnesses, including psychosis, bipolar disorder, severe mood disorder, and personality disorders.

**Supervising Psychologists:** Dr. Jennifer McTaggart & Dr. Ashley Legate

The **Mental Health Assessment Unit (MAU)** is located in the MUMC Emergency Department. Student placements in the MAU focus on completing comprehensive risk assessments with children and youth who present to the Emergency Department with mental health crises. Students are exposed to severe mental illnesses, as well as youth with suicidal and homicidal ideation.

**Direct Supervisor:** MA-level Social Worker in the MAU

**Supervising Psychologists:** Dr. Jennifer McTaggart

### *HHS & Psychology Training Program Values*

**Respect:** *We will treat every person with dignity and courtesy.*

**Caring:** *We will act with concern for the well being of every person.*

**Innovation:** *We will be creative and open to new ideas and opportunities.*

**Accountability:** *We will create value and accept responsibility for our activities.*



## MUMC— Child/Youth Programs Continued

The **Children's Exercise and Nutrition Centre** is located at MUMC. Students gain experience in behavioural medicine while working with children and families presenting with comorbid psychological and physical health challenges associated with obesity and lipid metabolism disorders. Students will have exposure to psychological/behavioral assessments related to medical problems, consultations, brief interventions, the interplay between physical and psychological health, coordinated inter-professional teamwork, and gain an understanding of the multifactorial nature of obesity and lipid metabolism disorders. Students learn to provide psychological and behavioral interventions for prevention and/or treatment of medical issues related to obesity and to assist patients in coping with a myriad of conditions (e.g., maladaptive eating habits, sleep issues, motivation, unhealthy body image, impact of bullying, stress, and psychological distress). Brief interventions consist of motivational interviewing, cognitive, behavioral, and parenting strategies. The interprofessional team includes physicians, a psychologist, a nurse practitioner, registered dietitians, an exercise physiologist, an activity therapist, and various learners.

**Supervising Psychologist:** *Dr. Sheri Nsamenang*

The **Pediatric Neurology/Comprehensive Pediatric Epilepsy Program/Neurosurgery and Oncology Neuropsychological Services**, located at MUMC, provide clinical neuropsychological and psychological assessments to children and adolescents. Practicum students with **Pediatric Neurology/Comprehensive Pediatric Epilepsy Program/Neurosurgery** will be involved in outpatient (ambulatory) neuropsychological assessments of children and adolescents with epilepsy and other neurological conditions (e.g., stroke, MS, autoimmune disorders, AVM, genetic disorders, hydrocephalus), including interview, review of medical and academic documentation, direct testing, formulation, feedback, and report writing. A developmental model of supervision is used where students taking on increasingly more responsibility within the assessment, as their skills and confidence develops. Courses in child psychopathology and theories of neuropsychology (brain-behaviour relations) are required. Completed training in pediatric assessment and test administration is required, specifically students must be able to accurately administer the WISC-V, with competent administration of additional child/adolescent cognitive measures being a highly desired asset. Prior experience in psychological assessment of cognitive/academic issues in children and adolescents is required (e.g., psycho-educational assessments); this does not need to be past neuropsychological assessment practicum experience, although this would be considered an asset. Students do not have to come from a “neuropsychology” program to be considered. ).

**Supervising Psychologists:** *Dr. Cheryl Alyman, Dr. Stephanie Lavoie, Dr. Nevena Simic, Dr. Abbi Graves*

The **Psychiatry Consultation/Liaison Service** is available to the pediatric medical clinics at MUMC. Children and youth with chronic diseases, life-limiting illnesses and disabilities are three times more likely to suffer from a mental health concern. Caring for children and youth who have medical conditions with co-existing mental health concerns such as anxiety, depression, adjustment disorder, and learning disabilities is a common occurrence in pediatric medical settings and is becoming a daily aspect of pediatric inpatient medicine. There is a need to address the complex relationship between a child's medical illness and emotional well-being. Typical student activities in C/L may include: helping patients and their families adjust to their newly diagnosed illnesses and the impact on their lives; conducting diagnostic and/or complex risk assessments with patients with chronic health conditions; consulting to medical professionals on how best to manage patients with comorbid mental health presentations; training medical professionals in emotion-focused healthcare.

**Direct Supervisor:** *Laurie Horricks, NP-Peds*

**Supervising Psychologist:** *Dr. Jennifer McTaggart*

## MUMC— Adult Programs

The **Michael G. DeGroote Pain Clinic** at MUMC focuses on chronic pain from clinical, health, and rehabilitation psychology perspectives. Clients are adults (very early adulthood to seniors), who vary widely as to their socio-economic, educational, vocational, and ethnic backgrounds. The interdisciplinary, multi-modal program consists of an intensive 4-week, outpatient (day) or inpatient stay (**Intensive Program**). Students in this program will work (virtual or in-person) to provide groups on self-talk, grief and loss, relaxation/mindfulness, and see patients 1:1 as needed. Students will also conduct at least 1 of 4 weekly assessments for candidacy for admission to the program.

The clinic also provides a publically funded program (**OHIP Program**) that is a regional hub for the outpatient management of a range of persistent pain conditions in adults. The clinic uses a biopsychosocial approach that includes both medical and non-medical intervention to provide patient-centred care. Psychology plays an active role in the clinic, across treatment, assessment, consultation, research, and program development and evaluation. Learners work as part of an interprofessional team comprised of a range of health professions, including psychologists, social workers, occupational therapists, physiotherapists, pharmacists, dietitians, nurses, nurse practitioners, physicians, and physician assistants. Opportunities include individual and group treatment, consultation to the team, psychodiagnostic assessment, and presentations at case rounds. Learners will work with patients presenting with persistent pain problems and often comorbid mental health difficulties, including depression, anxiety, trauma, insomnia, and adjustment-related difficulties. Opportunities for program evaluation and research may also be available.

**Supervising Psychologist:** Dr. Gregory Tippin & Dr. Abi Muere

## Juravinski Cancer Centre

The Juravinski Cancer Centre (JCC) is a regional referral centre for central-west Ontario. With many patients coming from outside of Hamilton, the JCC collaborates with providers in the patient's home community. JCC is where cancer treatments such as chemotherapy and radiation take place, as well ground-breaking cancer research. There are no overnight beds at the cancer centre.

The JCC recently invested in the Psychosocial Oncology Program (PSO), which psychology has a large role in setting up. PSO is dedicated to helping adult patients and their families cope with the psychological, emotional, social, spiritual, and functional impact of cancer. The program provides outpatient and inpatient care across the cancer continuum and for a variety of cancer disease sites, including breast, lung, head and neck, haematology, gastrointestinal, gynecological, genitourinary, central nervous system, skin, endocrine and sarcoma. Residents actively work as part of an interdisciplinary team consisting of psychologist, psychiatrists, nurses, social workers, dietitians, and oncologists. They routinely participate and present at interdisciplinary rounds that review complex patient cases. Training opportunities may include providing psychological assessments for distress and functioning, inpatient consultations, and short-term individual and group interventions. Psychological interventions target anxiety, mood, grief, end-of-life concerns, caregiver burden, body image, fatigue, insomnia, adherence and adjustment-related concerns. Residents may also co-lead psycho-education sessions to build staff, patient and caregiver capacity to address psychosocial needs that impact cancer care. Opportunities for program evaluation and research may also be available.

**Supervising Psychologist:** Dr. Karen Zhang

## Educational Opportunities

In addition to direct clinical training, practicum students in the child/youth programs can participate in a wide variety of educational experiences during their placement, including seminars, rounds presentations, and professional courses.

- One-day training in Non-Violent Crisis Intervention (NVCI).
- Training on Suicide Risk Assessment and Management with Youth.
- Training on Violence Risk Assessment and Management with Youth.
- Training in DBT via a combination of online trainings and supervision.
- Psychology Residency Seminar Series: The HHS psychology residency programs have seminars most Wednesdays afternoons on a wide range of topics (e.g., diagnosis, assessment, treatment approaches). The seminars include a series on Ethics and Professional Practice to provide residents with an opportunity to discuss professional and jurisprudence issues and prepare for the post-doctoral registration process with the College of Psychologists of Ontario (or equivalent regulatory body). Practicum students are able to attend any topics of interest, provided their schedule allows for it.
- Rounds and seminars are held throughout the hospital system on a regular basis. Two examples that students may be interested in include the rounds of the Department of Psychiatry and Behavioural Neurosciences and Ron Joyce Children's Health Centre Rounds.

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## Supervision and Evaluation

Practicum students are assigned a supervisor (a registered psychologist) in each of the programs they train in. At the beginning of the practicum placement, the student and their supervisor set individualized written goals and objectives and identify appropriate additional supervisors, if necessary, to achieve those goals. It is the supervisor's responsibility to ensure that the required range of experience is provided, that the student's workload is manageable and appropriate to the goals and objectives negotiated, and that sufficient supervision is provided.

Formal review and evaluation of each practicum student's progress is scheduled at the midpoint and at the end of the practicum. Each of the student's supervisors complete an evaluation covering the preceding period, and rate progress towards the written goals and objectives (in domains related to knowledge base, procedural/program design skills, written and interpersonal skills, and ethical and professional practice). The practicum students rate the program and the quality of supervision as well. The results of the evaluations (ratings of goal attainment) are forwarded to the student's graduate program. Of course, any evaluations provided by a student's graduate program will be completed as requested.

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## Onboarding

As part of onboarding to Hamilton Health Sciences, practicum students must be cleared by Employee Health and obtain a Vulnerable Sector Screening by your local police department (within 60 days of the start date). Effective September 2021, all employees and learners at HHS are required to show proof of full vaccination against COVID-19 (or written proof of a medical reason).





## Application Process

Applicants must be enrolled in a graduate program in clinical psychology, preferably from a program accredited by the Canadian and/or American Psychological Associations (although applicants from other programs may be considered). Students should have completed graduate level coursework in psychological (and/or neuropsychological) assessment and have basic practical psychometric training. It is recommended that applicants have already obtained direct experience assessing and interviewing clients and their families.

Applicants are required to submit:

- ◆ 1 page cover letter with
  - A summary of clinical training thus far (e.g., coursework and practical work), and
  - Training goals and objectives (including HHS programs of interest)
- ◆ Up-to-date curriculum vitae
- ◆ Unofficial transcripts of graduate studies
- ◆ Minimum of 1 reference letter from a clinical supervisor

Dr. Felicia Chang, C.Psych.  
Practicum Coordinator  
Child and Youth Mental Health  
Ron Joyce Children's Centre, 3<sup>rd</sup> Floor  
237 Barton St. E.  
Hamilton, Ontario L8L 2X2  
(905) 521-2100 Ext. 77349  
psychpracticum@hhsc.ca

Applicants should **clearly indicate** whether they are applying for:

- ◆ A summer (typically 4 days/week) or fall/winter (typically 2 days/week) placement.
- ◆ An assessment or intervention placement.
- ◆ The program to which they are applying (see the attached list of available placements).

Completed applications are rated independently by the members of the training committee, ranked, and offered interviews.

Students may submit applications via email to psychpracticum@hhsc.ca To ensure the security of reference letters, please have referees email letters to Dr. Chang directly.

HHS participates in the GTA practicum process, which standardizes the application deadline and notification day procedures. Please refer to relevant documentation (or Graduate Training Programs) for more information.

Successful candidates are notified of the committee's decision as per the GTA Practicum Notification Day Guidelines. Please follow the Notification Day procedures as outlined. In accordance with federal privacy legislation (*Personal Information Protection and Electronics Documents Act*) only information that is required to process your application is collected. This information is secured and is shared only with those individuals involved in the evaluation of your practicum application.

*Hamilton Health Sciences is committed to  
a patient/family-centered,  
evidence-based approach to health care.*

## Pediatric Practicum Opportunities at Hamilton Health Sciences for 2023-2024

Program	Level	Term(s)	Days/Week	Focus	Supervisor
CYMH Outpatient Service - at Ron Joyce	MA or PhD	Summer 2023	3-4 days/week	Assessment and/or Intervention	Dr. Jennifer Cometto or Dr. Seamus O'Byrne
CYMH Outpatient Service - at Ron Joyce	PhD	Fall + Winter	2 days/week	(1) Intervention or (2) Intervention and Assessment	Dr. Brittany Jamieson or Dr. Seamus O'Byrne
Pediatric Chronic Pain Program - at MUMC	MA or PhD	Fall + Winter	2 days/week	Intervention and Psychodiagnostic assesment	Dr. Rachel Santos Jackson
Pediatric Neurology/ Comprehensive Pediatric Epilepsy Program/ Neurosurgery - at MUMC	PhD	Summer 2022 or Fall + Winter	3-4 days/week if summer; 2 days if Fall + Winter	Assessment	Dr. Nevena Simic & Dr. Abbi Graves

Practicum students in our pediatric programs, may shadow our **Mental Health Assessment Unit** and **RBC Child and Youth Mental Health Inpatient Unit** and **Pediatric Eating Disorders Program** based on interest and timing.

## Adult Practicum Opportunities at Hamilton Health Sciences for 2023-2024

Program	Level	Term(s)	Days/Week	Focus	Supervisor(s)
Michael G DeGroote Pain Clinic—at MUMC	PhD	Fall + Winter	2 days/week	Assessment and Intervention	Dr. Gregory Tippin & Dr. Abi Muere
Psychosocial Oncology - at JCC	PhD	Fall + Winter	1-2 days/week	Assessment and Intervention	Dr. Karen Zhang

## Child Clinical Psychology Training Staff

Felicia Chang, Ph.D., C.Psych. (University of Windsor, 2019). Child and Youth Mental Health Outpatient Service.

Jennifer Cometto, Ph.D., C.Psych. (University of Windsor, 2013). Child and Youth Mental Health Outpatient Service.

Emily Copps, Ph.D., C.Psych. (Xavier University, 2019). Child and Youth Mental Health Outpatient Service.

Jessica Dalley, Ph.D., C.Psych. (Supervised Practice, University of Guelph, 2021). Child and Youth Mental Health Outpatient Service.

Stephanie Deveau, Ph.D., C.Psych. (University of Guelph, 2013). Pediatric Eating Disorders Program.

Irene Drmic, Ph.D., C.Psych. (York University, 2007). Autism Spectrum Disorder Service.

Avraham Grunberger, Psy.D., C.Psych. (Pace University, 2011). Child and Youth Mental Health Outpatient Service.

Eleni Hapidou, Ph.D., C.Psych. (McMaster University, 1989). Michael G. DeGroote Pain Clinic.

Brittany Jamieson, Ph.D., C. Psych. (Supervised Practice, Toronto Metropolitan University, 2021) Child and Youth Mental Health Outpatient Service.

Kathleen Lee, Ph.D., C.Psych. (University of Toronto, 2019). Pediatric Chronic Pain Program.

Ashley Legate, Ph.D., C.Psych. (Queens University, 2016). Child and Youth Mental Health Inpatient Service.

Katie Lok, Ph.D., C.Psych. (University of Toronto, 2014). Child and Youth Mental Health Outpatient Service.

Nidhi Luthra, Ph.D., C.Psych. (York University, 2018). Specialized Developmental and Behavioural Service.

Angela McHolm, Ph.D., C.Psych. (University of Guelph, 1999). Child Advocacy and Assessment Program.

Jennifer McTaggart, Ph.D., C.Psych. (University of Guelph, 2009). Child and Youth Mental Health Inpatient Service.

Olivia Ng, Ph.D., C.Psych. (University of Toronto, 2015). Specialized Developmental and Behavioural Service.

Sheri Nsamenang, Ph. D., C.Psych. (East Tennessee State University, 2014), Children's Exercise and Nutrition.

Seamus O'Byrne, D.Clin.Psy., C. Psych. (University of Essex, 2018). Child and Youth Mental Health Outpatient Service.

Danielle Pigon, Ph.D., C.Psych. (University of Toronto, 2017). Child and Youth Mental Health Outpatient Service.

Paulo Pires, Ph.D., C. Psych. (University of Toronto, 2005). Child and Youth Mental Health Outpatient Service.

Caroline Roncadin, Ph.D., C.Psych. (York University, 2002). Autism Spectrum Disorder Service.

Rachel Santos Jackson, Ph.D., C. Psych (Supervised Practice; University of Toronto, 2021). Pediatric Chronic Pain Program.

Tajinder Uppal Dhariwal, Ph.D., C.Psych. (University of Toronto, 2017). Child and Youth Mental Health Outpatient Service.

## Neuropsychology and Adult Clinical Psychology Training Staff

Cheryl Alyman, Ph.D., C.Psych. (University of Victoria, 1998). Psychologist in Pediatric Oncology Neuropsychology Services.

Kate Bartley, Psy.D, C. Psych, Supervised Practice (Florida Institute of Technology, 2022) Psychologist in Adult Acquired Brain Injury Program.

Esther Drenfeld, Ph.D., C.Psych. (University of Victoria, 2017). Psychologist in the Adult Acquired Brain Injury Program.

Jennifer Fogarty, Ph.D., C.Psych. (University of Waterloo, 2001). Psychologist in Adult Epilepsy Monitoring Unit.

Eleni Hapidou, Ph.D., C.Psych. (McMaster University, 1989). Psychologist in Michael G. DeGroote Pain Clinic.

Laura Katz, Ph.D. , C.Psych. (Queen's University, 2016). Psychologist in Michael G. DeGroote Pain Clinic.

Stephanie Lavoie, Ph.D., C.Psych. (York University, 2016). Psychologist in Pediatric Neurology.

Tiffany O'Connor, Ph.D., C.Psych. (Simon Fraser University, 2021). Psychologist in Adult Acquired Brain Injury Program.

Emilie Sheppard, Ph.D., C.Psych. (University of Montreal, 2019). Psychologist in Adult Acquired Brain Injury Program.

Nevena Simic, Ph.D., C.Psych. (University of Toronto, 2012). Psychologist in Comprehensive Pediatric Epilepsy Program.

Justine Spencer, Ph.D., C.Psych. (McMaster University, 2015). Psychologist in Stroke Rehabilitation Program.

Joanna Sue, Ph.D., C.Psych. (Queen's University, 2014). Psychologist in Adult Acquired Brain Injury Program.

Gregory Tippin, Ph.D., C.Psych. (Lakehead University, 2016). Psychologist in Michael G. DeGroote Pain Clinic.

Ayse Unsal, Ph.D., C.Psych. (University of Waterloo, 1991). Psychologist with Adult Consultation Neuropsychology Service.

Diana Velikonja, Ph.D., C.Psych. (University of Waterloo, 1997). Psychologist with Adult Acquired Brain Injury Program.

Karen Zhang, Ph.D., C.Psych. (University of Western Ontario, 2017). Psychologist with Psychosocial Oncology Program.