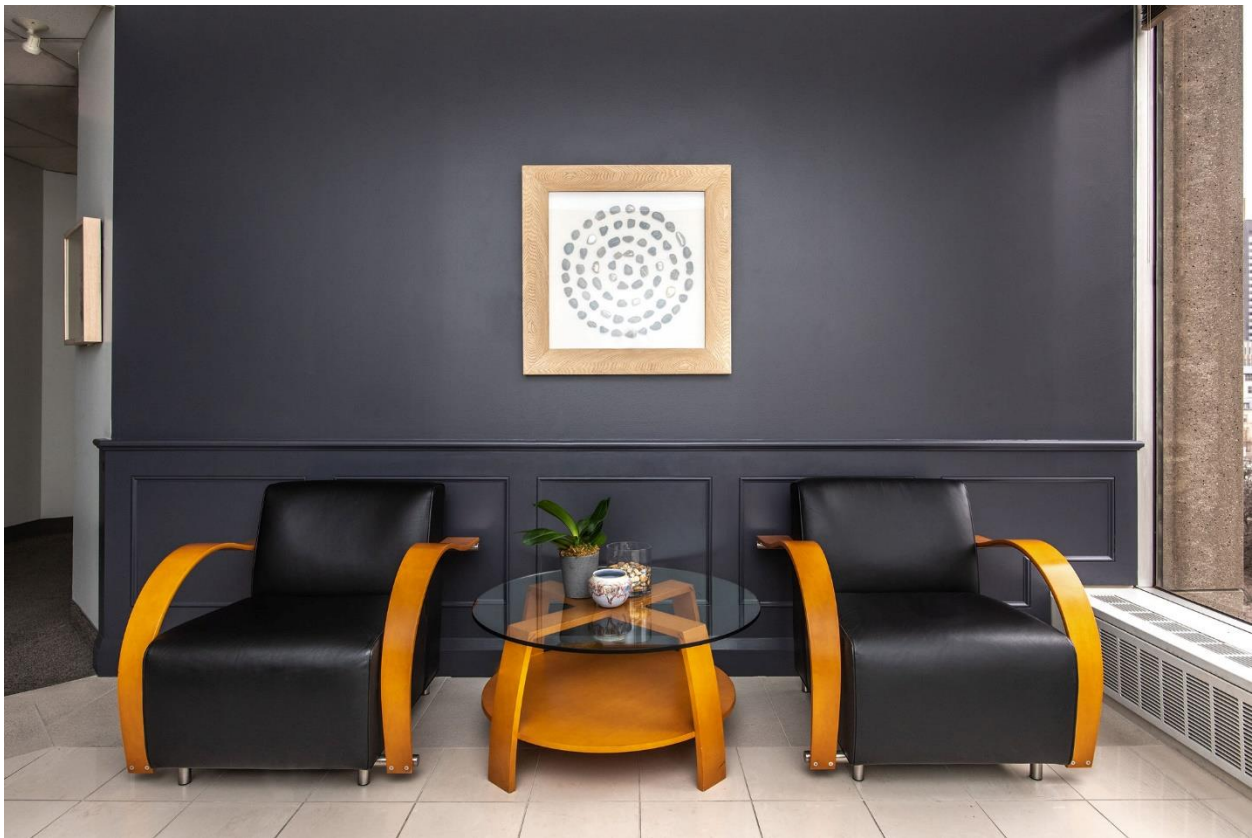


List of Supplemental Brochures

1. The Downtown Psychology Clinic
2. Hamilton Health Sciences
3. Holland Bloorview Psychology Practicum Program
4. Lutherwood Mental Health Service Brochure
5. The Mindful Living Centre Practicum Program
6. Reach Out Centre for Kids (ROCK)
7. SickKids
8. Toronto Metropolitan University (TMU) Centre for Student Development and Counselling
9. University Health Network (UHN) Student Training Opportunities in Psychology



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 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.

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

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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).

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.*

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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.

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.

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, 3rd 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.

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

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

- 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

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

Please review our website at: 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. *Bridgeheads* – 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

ZeroSix and Partners*

Lutherwood offers intensive in-home family counselling and support to strengthen families. The *ZeroSix* 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.

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


Lutherwood
Caring people. Strengthening lives.

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

MENTAL HEALTH SERVICES




Lutherwood
Caring people. Strengthening lives.



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

289-270-1757

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)
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(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

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

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

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

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

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

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



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

Milton Office Address:

400 Bronte St. South

Unit 219

Milton, ON

L9T 0H7



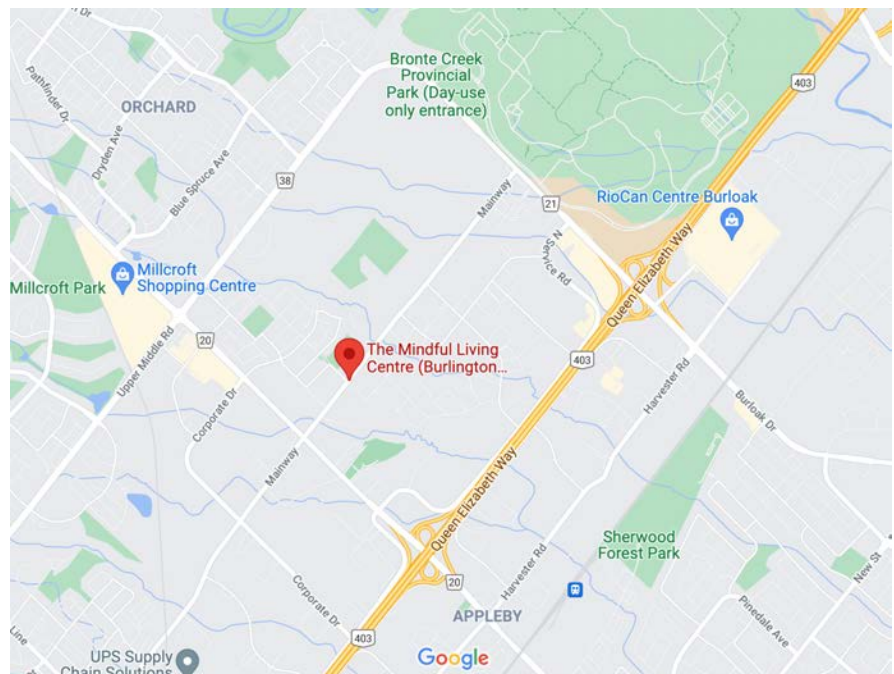
Burlington Office Address:

5045 Mainway Avenue

Unit 204

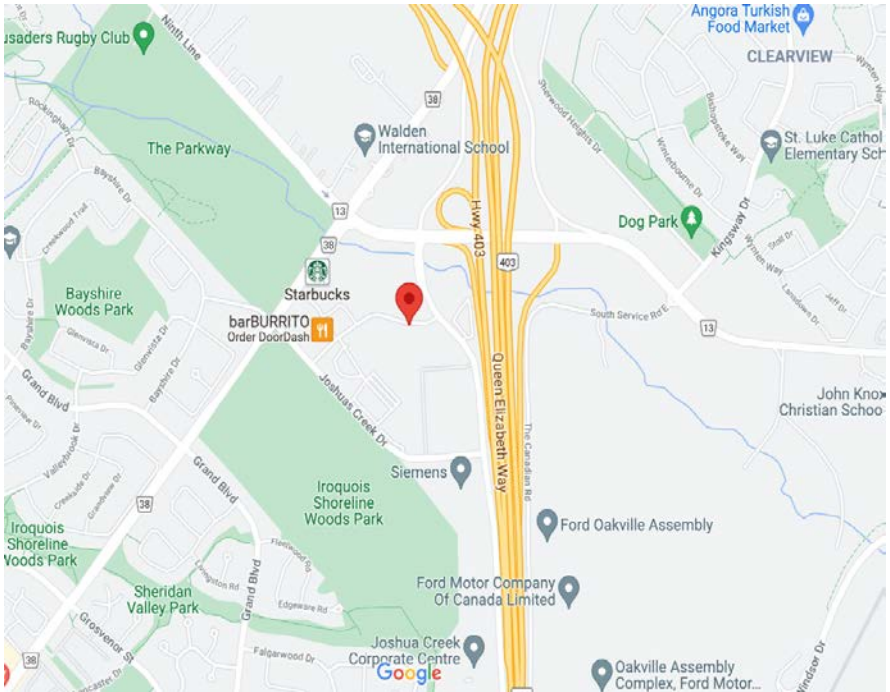
Burlington, ON,

L7L 5H9



Future Oakville Office Address:

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





CLINICAL PSYCHOLOGY PRACTICUM

Accredited by:
Canadian Psychological Association
Accreditation Canada



HEAD OFFICE: 471 Pearl Street, Burlington, ON, L7R 4M4 Phone: 289-266-0036 Fax: 905-681-7477 www.rockonline.ca

Clinical Psychology

INTRODUCTION

Who Are We?

Reach Out Centre for Kids (ROCK) is a community-based mental health centre serving infants, children, adolescents and their families. ROCK is also the Lead Agency for children's mental health services in the Halton Region. Our mission is to work together to promote and achieve optimal mental health in kids and families. That is, our goal is to help families live healthier lives through early assessment and diagnosis, effective and innovative treatment and therapy, and prevention and early intervention for those having, or at risk of developing, mental health problems or mental illness. In addition, ROCK strives to promote positive child development through programs and services that strengthen the ability of families and the community to raise and nurture children. ROCK provides a multidisciplinary approach to the assessment and treatment of individuals ages 0 through 18 and their families who are experiencing difficulty. Through this approach, we are committed to providing services that are inclusive, client and family-centred, professional, high quality, and accessible.

ROCK is accredited by Accreditation Canada. Our catchment area includes all of Halton Region; thus, ROCK provides services targeting a broad spectrum of presenting difficulties spanning the full range of child development. ROCK is the largest children's mental health service provider in Halton Region, serving over 7,300 clients and families yearly and offering over 30 different programs and services. In general, clients and their families who come or are referred to ROCK are experiencing developmental, emotional, behavioural and/or social difficulties. These difficulties put them at risk for, or result in, serious mental health problems.

Where Are We?

Halton Region

Located in the Greater Toronto Area, between Peel and Hamilton-Wentworth Regions, Burlington, Halton Hills, Milton, and Oakville comprise Halton Region. ROCK has a total of 10 sites in which services are delivered across Halton Region. There are 3 full clinical office sites, one in Burlington, one in Oakville, and one in Milton. In 2017 ROCK added 2 walk-in clinic sites located in Georgetown and Acton. Aberdeen House, is a residential treatment facility for youth aged 12 to 15 located in Oakville. ROCK also operates 4 prevention and early intervention sites that house Ontario Early Years Centre programs. The access point for children aged 6 through 18 is through each site's respective Walk-In Counselling Clinic or by calling ROCK. Services for children ages 0 to 6 and their families, which may consist of a combination of outreach or involvement in childcare settings, including the Early On Burlington location, may be accessed through the Walk-In Counselling Clinic or through Central Intake at ROCK.

PSYCHOLOGY AT ROCK

In line with the agency's philosophy and mission, the psychology staff at ROCK is committed to client- and family-centred care. As scientist-practitioners on multidisciplinary teams, our psychology staff provide assessment, treatment, and consultation services to clients from infancy to 18 years. The ROCK psychology staff is composed of 6 clinical psychologists, 1 research psychologist, 1 psychologist in supervised practice and 1 psychometrist, currently working online and across the three clinical office sites (see page 17 for a description of staff members). This group is expanded further by the presence of residents and psychology practicum students, who work with staff at various points during the year.

The Clinical Psychology Residency program is accredited by the Canadian Psychological Association, currently through the 2022/2023 academic year. The next site visit will take place in the 2022–2023 academic year. Further information on Accreditation can be obtained from the CPA Accreditation Office at 141 Laurier Avenue West, Suite 702, Ottawa, Ontario K1P 5J3. **ROCK is a member of APPIC and DOES participate in the APPIC Match.**

****Response to Covid19 Pandemic**

ROCK was able to quickly transition to providing virtual services and supports in response to the Covid19 Pandemic. At this time, Psychology Services are being provided using a hybrid model, by utilizing a combination of both virtual and in-person sessions (with appropriate PPE and safety protocols in place). Staff are able to move fluidly between working from home and in-office, depending on the needs and wishes of the client and the current environment.

OVERVIEW

As a community mental health agency, clinicians at ROCK see a broad range of presenting issues, including internalizing, externalizing, and comorbid conditions. Residents will have the opportunity to gain experience with both assessment and treatment, across a broad range of presenting issues and modalities (i.e., family, group, individual), and utilizing various theoretical orientations. All services at ROCK are client-centered and generally seek to involve parents/caregivers, where possible.

Assessment

Assessments occur with children ages 2 through 18 who have been referred due to concerns about development (e.g., receptive/expressive language delays, cognitive delays, autism spectrum disorder), behaviour and social-emotional functioning/mental health. Clients accepted for assessment are generally presenting with complex profiles, often involving a history of trauma and or attachment disruption, and must have a mental health query. Assessments involve individual, parent and collateral interviews, natural environment observation (e.g., school, daycare, home), administration, scoring, and interpretation of a variety of psychological measures (including standardized tests as well as projective measures), and more specialized diagnostic tools (e.g., Autism Diagnostic Observation Schedule, Second Edition). Comprehensive psychological reports, including treatment recommendations, are provided and shared with parents and other collaterals as appropriate.

Treatment

Within the Treatment Rotation, opportunities exist for therapeutic intervention across multiple modalities, including individual, family, and group, and across various models (e.g., CBT, DBT, narrative, brief, attachment-focused, solution-focused, and strength-focused therapies). Services are offered within the context of a multidisciplinary team of psychologists, social workers, occupational therapists, crisis counsellors, and child and youth workers. Thus, students will gain exposure to the roles and methods of multiple disciplines and develop constructive working relationships across disciplines.

Early Years Treatment

Within the Early Years Treatment Rotation a number of different possibilities exist for therapeutic intervention across multiple modalities, including parent-child dyads, family, and group, and across various models (e.g., cognitive-behavioural, attachment-based psychotherapy, Circle of Security (COS)). For example, Parent-Child/Parent-Infant therapy aims to develop and enhance the parent-child relationship through videotaped, play-based interaction and feedback. Families accessing this service generally present with attachment disruptions (e.g., post-partum depression; periods of caregiver absence; parental mental/physical illness; adoption, etc.) reflected in problems with sleeping, eating, separation, jealousy or anger beyond the child's developmental stage. Family Therapy aims to strengthen interactions and communication within the family as well as promoting an understanding of children's behaviour as communication. There are also a number of parenting groups for families coping with children exhibiting difficult behavior.

Brief Services Provision (Walk-in Clinic & Psychology Consultation)

Residents completing the Brief Services Rotation will provide support to clients within ROCK's Walk-In Counselling Clinic, which allows families to access single session therapeutic intervention with no appointment necessary. Models for walk-in counselling include narrative, emotion-focused therapy, brief, solution-focused, and strength-focused therapies. Residents completing this rotation will also provide Psychology Consultation to staff from other disciplines within ROCK as well as to clients seeking psychology services.

Autism Spectrum Disorder Assessment

Although most straight forward autism queries are referred out for assessment through developmental pediatricians or the Ontario Autism Program, Psychology Services at ROCK see many clients where the diagnostic picture is more complex, and there is a need to tease apart potential ASD symptoms from mental health concerns, trauma and/or attachment related challenges. Methods that are used to assess for ASD may include detailed developmental history, Autism Diagnostic Inventory – Revised, and Autism Diagnostic Observation Schedule, Second Edition. The resident would participate with their supervisor, observing and learning to administer and score the ADI-R, SRS2, ASRS, CARS2 and/or the ADOS-2.

Fetal Alcohol Spectrum Disorder Assessment

The FASD Assessment and Diagnostic Team is a multi-disciplinary team that provides assessment to individuals age 2 to 24 that have known prenatal alcohol exposure. This multi-disciplinary team is a community collaboration of professionals including Medical Physicians, Psychology, Occupational Therapy, Speech and Language Pathologists, Social Work, Child and Youth Workers and Transitional Age Youth

Workers. Residents completing a minor rotation in this area will be provided with training in the Canadian Guidelines for FASD Diagnosis and will complete comprehensive psychological assessments to contribute to the multi-disciplinary teams' clinical discussion, diagnostic formulation and provision of recommendations.

Group Therapy

Many therapy groups run at ROCK, including the Children's Anxiety group, the Trauma Group, Emotion Focused Family Therapy Group (EFFT), Dialectical Behavior Therapy (DBT) Skills Group, Circle of Security (COS) and the ROCK OUT 2SLGBTQ+ Youth Group. Students would have opportunities to co-facilitate groups.

EDUCATIONAL OPPORTUNITIES/ DIDACTIC SEMINARS

Multidisciplinary Team Meetings

Students will attend Multidisciplinary Team meetings for the purpose of case discussions/reviews. Students present their own cases as well as provide input to team members from a psychological perspective.

Psychology Team Consultation Meetings

Students may attend weekly Psychology Team meetings for the purpose of case consultation. Students both present their own cases as well as contribute to the clinical discussion related to cases presented by other members of the Psychology Team.

Psychology Team Administrative Meetings

Students may attend monthly Psychology Team meetings to stay up to date on administrative information/communications, review team goals, and identify any new material, structural or educational supports that may be needed to support their role.

Psychology Lunch and Learns

Psychology Staff and students gather once every other month to participate in learning opportunities targeted specifically to the Psychology Team. This can include presentations by psychology staff, students, and residents as well as external presenters.

Clinical Rounds

Students may attend Clinical Rounds held on a monthly basis. This 90-minute seminar focuses on professional, clinical and ethical issues related to diagnosis, assessment and treatment of children, adolescents and families as well as on relevant applied research. Discussions/presentations will rotate being led by psychology staff, Residents/students, other internal staff (e.g., social workers, crisis workers, occupational therapists etc.), and external speakers (e.g., community professionals, university researchers).

SUPERVISION

Practicum students can expect a minimum of 2 hours of supervision per week by an experienced, doctoral-level, registered psychologist. Supervision may consist of direct observation of clinical service provision (e.g., in the room or behind one-way mirror),

review of audio or video recordings and/or clinical case discussion. Although styles of supervision may vary, students can expect to learn from modeling, observation, directed readings, feedback, ethical training, and professional guidance. Supervision is individually tailored to meet the developmental learning needs and training goals of each student.

PSYCHOLOGY STAFF

Dr. Terry Diamond (Lead Clinical Psychologist & Residency Director)

Ph.D., 2005, York University, Clinical Developmental Psychology

Activities include program planning and facilitation for residency program, provision of support to supervisors, psychological assessment and consultation.

Dr. Joy Andres LeMay (Psychologist & Resident Advisor)

Ph.D., 2000, York University, Clinical Developmental Psychology

Activities include supporting the Residency Director with program monitoring and providing specific training in areas such as legislation, ethics and professional practice.

Dr. Sarah Tuck (Neuropsychologist)

Ph.D., 2012, York University, Clinical Developmental Psychology

Clinical activities include psychological assessment and consultation, individual, family, and group therapy. Involved in Residency Program as a Primary or Rotation Supervisor.

Dr. Natalie Bailey (Clinical Psychologist)

Psy.D., 2014, Pace University, School & Clinical Psychology

Clinical activities include psychological assessment and consultation, individual, family and group therapy. Involved in Residency Program as a Primary or Rotation Supervisor.

Dr. Andrea Markovic (Clinical Psychologist)

Ph.D., 2016, State University of New York at Buffalo, Clinical Psychology

Clinical activities include psychological assessment and consultation, individual, family, and group therapy. Involved in Residency Program as a Primary or Rotation Supervisor.

Dr. Marina Dupasquier (Clinical Psychologist)

Ph.D., 2018, McGill University, School/Applied Child Psychology

Clinical activities include psychological assessment and consultation, individual, family, and group therapy. Involved in Residency Program as a Primary or Rotation Supervisor.

Dr. Ashley Brunsek (Clinical Psychologist –Supervised Practice)

Ph.D., 2021, OISE University of Toronto, School and Clinical Child Psychology

Clinical activities include psychological assessment and consultation, individual, family, and group therapy. Supports residents with day to day activities and questions.

Mr. Brandon Campbell (Psychometrist)

B.A., B.Ed (Remedial Education), 1999, University of the Witwatersrand

Clinical activities include: psychological assessment and consultation. Involved in supporting residents with day to day activities/questions.

Dr. Surbhi Bhanot–Malhotra (Psychologist, Program Evaluation/Researcher)

Ph.D., 2009, University of Windsor, Applied Social Psychology

As lead researcher, activities include helping Residents to think about potential opportunities for program evaluation in a given year, to create a plan, and to support the implementation, analysis and report write up as needed.

Practicum Application Deadline:

We follow the deadlines determined by the GTA Practicum Sites group. This date is typically February 1st, with interviews occurring February–March. Notification date will comply with the GTA Practicum Match Day.

Application procedure (i.e. documents needed, number of references, etc.)

Applications are comprised of a cover letter stating training goals, CV, unofficial graduate transcripts, and 2 reference letters. Applications can be forwarded by email to psychpracticum@rockonline.ca

DIVERSITY AND NON-DISCRIMINATION POLICY

At ROCK, an equitable, diverse, and inclusive, workplace community is one where all clients, families, employees, agents of ROCK and partners, no matter of their race, age, gender, sexual orientation, ethnicity, culture, heritage, traditions, family of origin, religion, differing abilities, level of education, political view, skill set, experience and competency, feel valued, heard and respected.

We are committed to a non-discriminatory approach and provide equal opportunity for employment and advancement in all of our departments and programs. We are committed to modeling equity, diversity and inclusion in our community and in the mental health sector and to continuously strive to provide an environment that is diverse, inclusive and equitable.

To provide informed, authentic leadership for cultural diversity and inclusion, ROCK strives to:

- Lead with respect and dignity to see equity, diversity and inclusion as connected to our mission and integral to the well-being of our employees and agents of ROCK
- Dismantle inequities within our policies, systems, programs & services by exploring potential underlying, unquestioned assumptions that interfere with inclusiveness
- Advocate for and support strategic thinking about how systemic inequities impact our services and programs, and how best to address that in a way that is consistent with our mission
- Commit time and resources to expand our knowledge and understanding of equity, diversity and inclusion

ROCK is committed to employment equity, welcomes diversity, and encourages applications from all qualified individuals.

Applicants who have specific questions about accessibility and/or accommodations are encouraged to contact the Dr. Terry Diamond Ph.D., C. Psych. (terryd@rockonline.ca) early in the application process so that their needs may be fully addressed.

PROGRAMS AND SERVICES AT ROCK

Psychology Interdisciplinary Consultation

Psychology staff provide consultation to staff from other disciplines for the purposes of interpreting assessment results, providing information about a specific diagnosis or presenting concern, guiding treatment direction, and/or determining whether direct psychological services would be appropriate/beneficial.

Psychology Client Consultation

Psychology Staff meet with clients directly for the purpose of interpreting assessment results, providing information about a specific diagnosis or presenting concern, providing intervention recommendations, and/or determining whether further psychological assessment services would be appropriate/beneficial.

Psychological Assessment

Psychological assessments are considered for children and adolescents when there is a concern about development, learning, cognitive and/or social-emotional functioning. The assessment process may consist of interviews with parents and other professionals, observations of the child, individual testing, and feedback to parent(s), school/daycare, and other professionals.

FASD Consultation and Support

FASD Consultants provide consultation, coaching, education, training and service coordination to families, caregivers & professionals who are supporting individuals (up to age 21) with suspected or diagnosed FASD.

FASD Multi-Disciplinary Assessment

FASD assessment services are also available for children and youth age 2 to 25. The Assessment Team provides multi-disciplinary assessments, recommendations, and assistance with referrals to appropriate community programs. Assessment services are offered in partnership with the Halton FASD Collaborative.

Walk-In-Counseling Clinic

The Walk-In-Therapy Clinic provides quick access to therapeutic intervention as it enables family members to see a therapist with no appointment required. The intake process for further services may be initiated at the Walk-in session if warranted.

Brief Therapy

Therapists and families/individuals work together for 3–4 sessions to understand problems, explore their knowledge and abilities, and together develop solutions leading to an overall improvement in their relationships, their sense of themselves, and their ability to manage problems and difficulties now and in the future. Brief therapy may also be used to further assess the need for more intensive services and supports.

Family Therapy

Family therapy helps families, or individuals within a family, understand and improve the way family members interact with each other. Family therapy examines the family as a system and emphasizes family relationships as an important factor in the psychological health of each family member and the family system as a whole. Problems are seen as arising from systemic interactions within the family rather than

placed on a single individual.

Individual Therapy

In individual therapy, the therapist works with the child or youth to explore problems and solutions. Caregivers may be involved in the treatment process to varying degrees depending on the age and developmental stage of the child/youth, the presenting concerns, and/or the youth's desire to include the caregiver. Various models are utilized depending on the presenting problem and best fit for the client (e.g., cognitive-behavioural, narrative, psychodynamic, brief, solution-focused, and strength-focused therapies).

Trauma Treatment Program

This service is for children who have experienced a traumatic event such as abuse, separation from their caregiver, illness, abandonment, family break-up, inconsistent access visits, violence, loss, the death of a friend or family member, or any event that has had an impact on the child. Experiencing trauma can affect the child's emotions, behaviour, and consequently their relationships within the family.

Crisis Response Program

This program provides immediate outreach for children and youth, their caregivers, and community members. The Crisis Response telephone number connects individuals to our 24-hour answering service, which then connects individuals in crisis with a crisis counsellor.

Intensive Child and Family Service

ROCK's Intensive Counselling Service (ICS) program provides a range of intervention and support services to high-need children/ youth (aged 6-18) and their families. Families will typically receive two to four in-home sessions per week with a member of the ICS team, for three to six months. Families are expected to participate in setting goals, strategies and treatment for themselves and their child. However, the ICS team will work with the family to actively problem-solve around barriers to treatment or engagement. Primary program therapeutic interventions include but not limited to: Emotion Focused Family Therapy (EFFT) and Dialectical Behavior Therapy (DBT).

Residential Services

Aberdeen is a 6-bed residential treatment facility for youth between 12 and 15 years of age. This intensive family-based treatment program is for children/youth struggling with significant mental health challenges.

Early Years Therapy

This therapeutic service aims to develop and enhance the parent-child relationship, as primary caregivers play the most significant role in supporting development. Within this relationship, a child learns to feel secure, use language, regulate emotions and interact socially. Common indicators for referral to this program include problems with sleeping, eating, separation, attachment, jealousy, or anger beyond the child's developmental stage. Videotaped play sessions help parents read children's cues and respond sensitively, understand the child's behaviour as communication, and strengthen the relationship.

CLINICAL GROUPS

NOTE: Please note that the subset of groups that are offered may vary considerably in any given year.

Circle of Security Therapy Group

Circle of Security is a relationship-based parenting program that empowers caregivers by helping them understand the specific messages their children are communicating and provides a road map to respond in ways that will enhance the security of the attachment relationship with their child. Through the use of video and reflective dialogue parents are introduced to the Circle of Security model, allowing them to explore their child's behaviors and the parent-child relationship in a new way that opens up avenues for reflection and change.

Intro to Cognitive Behavior Therapy (CBT) Group

This five-session group provides an introduction to Cognitive Behavioural Therapy (CBT) skills for youth between the ages of 12–16. Youth learn basic CBT skills.

ADHD Caregiver Group: Parenting Your Child with ADHD

This is a 4-part series designed to help caregivers understand ADHD and the impact ADHD has on children under 12 in their home, school and community environments. Caregivers learn about the different types of ADHD, what it means for their child and their family. Caregivers also learn how to understand ADHD symptoms vs. behaviour problems. The focus is on helping caregivers to understand this complex disorder and how they can support their child.

Children's Anxiety Groups

Children and adolescents learn to identify, measure, and cope with anxiety and learn social skills, while parents learn about anxiety and how to parent anxious children. Separate groups are offered depending on the age of the children (e.g., group for school age, teens).

DBT Skills Group

DBT is an intervention for youth with multiple problems, particularly those who present with suicidality or self-harm. The goal of DBT is to help youth identify thoughts, beliefs, and assumptions that make life harder and help them to learn different ways of thinking that will make life more bearable. DBT uses a cognitive-behavioural approach that emphasizes psychosocial aspects of treatment. DBT has two main components: Individual weekly therapy sessions that focus on problem-solving behavior and reinforces adaptive behaviors and skills learned in group. In 22 weekly 2-hour skills group sessions, five different modules are taught to youth and parents/caregivers to target specific behaviors and teach healthy skill sets to address problematic behaviors.

PREVENTION SERVICES and PARTNERSHIP PROGRAMS

Positive Space Network

The Positive Space Network builds community and creates safer spaces for 2SLGBTQ+ youth ages 6–24 in Halton Region by creating youth-focused programming and by providing mental health support.

Our Community Cares

This program works within the community to empower people and to help build skills in adults and children who are at risk for mental health problems.

Caroline Families First

This program is a collaboration between the Caroline Family Health Team in Burlington, local pediatricians, Parents for Children's Mental Health and ROCK. Developed as a new model of care in response to our fragmented mental health system, this program is designed to improve how services work together for children and youth with significant mental health challenges and their families.

EarlyON Child and Family Centre

ROCK EarlyON provides a welcoming and inclusive space for all children ages birth to six years and their families to participate in programs on-site, virtually, and outdoors. These programs encourage children's social, emotional and developmental milestones and opportunities for growth. Parenting services also provide parenting supports that will guide a fulsome understanding of developmental and mental health needs.

Halton Families for Families

The goal of Halton Families for Families is to connect, support and engage with Halton families who are impacted by a child/youth's mental health struggles. The initiative is uniquely led by families, which ensures their voices are valued, heard and woven into the fabric of all activities and events, to improve the quality of life for families. We offer a wide range of workshops, wellness sessions and socials for caregivers and families impacted by their child's mental health.

Halton Coordinated Service Planning (CSP)

CSP is intended for families with multiple and/or complex needs who may be experiencing challenges in areas such as navigating the system, coordinating services, coping with or adapting to their child's needs, concerned about the health and well-being of other family members, and/or have limited social/community supports.

Halton FASD Collaborative

A collaboration of organizations in Halton that provides FASD Assessment and Diagnostic Services, as well as FASD Consultation and Education for caregivers and professionals. Support programs such as Camp Unity and Reach For It are also provided.

Danielle's Place

Danielle's Place offers a range of groups for female-identifying and non-binary youth ages 8-16. These groups support individuals who have been identified as being at risk of an eating disorder diagnosis and may be struggling with low self-esteem, body image concerns, dieting behaviors, over-exercise, negative self-talk, etc.

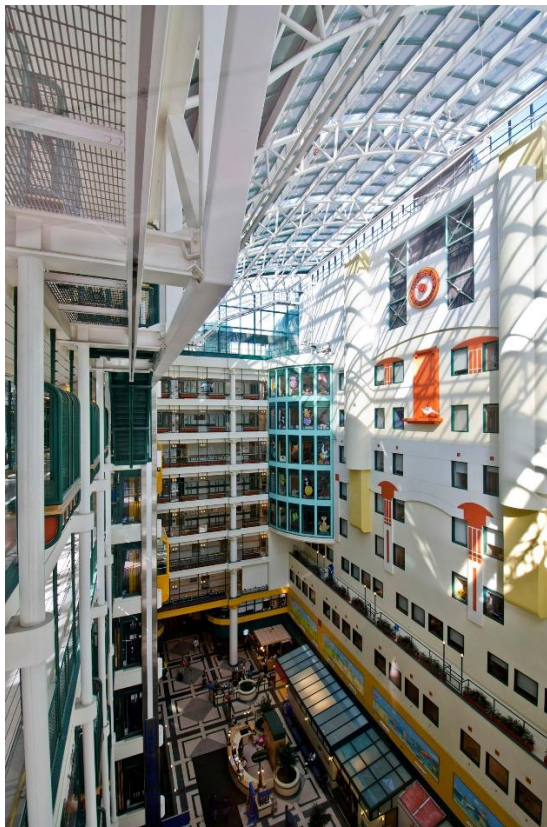
Autism Services

Autism and Behavioural Services provides service for children with autism between the ages of 0-21. Programming is based on the principles of Applied Behaviour Analysis (ABA) and focuses on teaches the skills to lead productive, independent lives.



Psychology Practicum Placements

2023 – 2024



Department of Psychology

The Hospital for Sick Children, Toronto, ON, Canada

Clinical practicum placements for psychology graduate students

Procedures and requirements for MA and PhD students interested in a practicum placement in the Department of Psychology at The Hospital for Sick Children (SickKids).

Criteria for application:

1. Applicant must be enrolled in a *CPA-accredited* graduate program in clinical psychology (MA or PhD level).
2. Students must have completed a graduate course in child or adult assessment and/or intervention.
3. Students must have completed graduate level courses in child psychopathology, child development, or learning disabilities.
4. Completion of a course in ethics is preferred.

Deadlines for application:

For fall or summer placements, applications must be submitted by February 1 of each calendar year.

Application process:

- Submit a PDF document containing a cover letter and CV to the email below.
- The cover letter should contain the following information:
 - Brief description of previous training and skills.
 - Reason for applying to SickKids.
 - Desired focus: Assessment vs. intervention.
 - Number of hours and days per week requested.
 - Duration of placement (September to April or May to August).
 - Specific rotations/programs of interest.
- Submit a maximum of 3 reference letters:
 - Referees are to submit letters directly to the practicum coordinator (email below). Any file format is acceptable.
- Please **do not submit** university course transcripts.
- Receipt of application will be acknowledged by email.

Applications received after the stated deadlines will not be considered. Applications will be reviewed by staff available to offer placements and you will be contacted directly if an interview is going to be scheduled. Notification of placement offers will be made in mid-March per the GTA Practicum group agreement.

- Practicum students will usually work with and under the supervision of 1 psychologist/program.
- On occasion, a placement may be offered with shared supervision between 2 staff psychologists.
- The number of placements offered may vary each year based on supervisor availability.

In addition to direct clinical work, students will have the opportunity to attend interdisciplinary rounds, case conferences and professional development offered within a specific program and within the larger Department of Psychology. This includes monthly Psychology Rounds, Psychology Education Day and didactic seminars offered in the Department of Psychology.

COVID-19 Impact on Training

Since the onset of the COVID-19 pandemic, the education program and faculty have navigated the uncertain landscape with flexibility prioritizing clinical care, training and safety. Responses to the global pandemic continue to evolve and, at the time of writing this brochure, a hybrid model of care (combination of in-hospital and virtual) is being provided. Should disruptions occur in the future, potential and current practicum students will be notified as soon as information becomes available. Practicum students are expected to comply with any and all federal, provincial, and SickKids organization regulations including but not limited to wearing Personal Protective Equipment, maintaining appropriate physical distancing, abiding by travel restrictions, quarantining, and other Infection Prevention and Control procedures within the context of providing clinical services, or otherwise.

For more information, contact:

Dr. Jennifer Stanga psychology.practicum@sickkids.ca

Possible Practicum Rotations (O/P = outpatient; I/P = inpatient)

Neuropsychology: Assessment and Programming	Patient Populations Served	Age	O/P	I/P
Neonatal Neurology & Neurosurgery Dr. Naddley Désiré <i>*not taking students for 2023-2024</i>	<ul style="list-style-type: none"> Children with complex craniofacial conditions: syndromic and non-syndromic craniosynostosis, cleft lip and palate, encephaloceles, Binder and other congenital syndromes Children with neonatal brain injury and associated medical conditions (e.g., prematurity, very low birthweight; hypoxic-ischemic encephalopathy; neonatal arterial ischemic stroke, cavernous sinus venous thrombosis, and TBI. 	4-18	√	
Epilepsy Surgery ,Epilepsy Classroom & DBS Dr. Elizabeth Kerr	<ul style="list-style-type: none"> Epilepsy patients being considered for surgery and post surgery Students attending an ECPP classroom of epilepsy Patients being followed for Deep Brain Stimulation 	4-18+	√	√
Epilepsy Surgery, Metabolic/Genetics, & Neurosurgery Dr. Eva Mamak	<ul style="list-style-type: none"> Epilepsy patients being considered for surgery Genetic/Metabolic disorders 	0-18	√	√
General Neurology Dr. Katia Sinopoli	<ul style="list-style-type: none"> Non-surgical epilepsy Neuroinflammatory diseases (e.g., multiple sclerosis, CNS vasculitis) Neurofibromatosis Type1 	4-18	√	

Haematology/Oncology Dr. Sharon Guger Dr. Laura Janzen	Cancer (largely acute lymphoblastic leukemia, brain tumours)	3-18	√	
Stroke Dr. Robyn Westmacott	Neonatal and childhood stroke; Arterial ischemic stroke, cerebral sinovenous thrombosis or other neurovascular conditions such as moya moyo disease	3-18+	√	
Transplant & Regenerative Medicine Dr. Anna Gold	Children with congenital or acquired organ deficits (heart, lung, liver, kidney) or intestinal failure	2-18	√	√
Tics and Tourette's Clinic & Psychiatry Dr. Jennifer Stanga	Children with tics and Tourette syndrome, ADHD, learning disorders, anxiety disorders, executive functioning challenges	7-18+	√	
Diagnostic/Learning and Academic Interventions	Patient Populations Served	Age	O/P	I/P
Attention Deficit - Hyperactivity Disorder and related disorders Dr. Jennifer Crosbie	Children with suspected attention-deficit/hyperactivity and related disorders	6-18	√	
Cardiology Dr. Renee Sananes	Children with complex congenital and acquired heart conditions	3-18	√	
Intervention: Clinical/Health Psychology	Patient Populations Served	Age	O/P	I/P
Chronic Pain Dr. Danielle Ruskin Dr. Catherine Munns	Children and adolescents with chronic pain conditions (e.g., neuropathic pain after injury, headache, neuromuscular disease), with disability problems secondary to pain, and pain as a presenting sign of depressive, anxiety, or somatoform disorders	3-18	√	√

Tics and Tourette's Clinic & Psychiatry Dr. Jody Levenbach	Children with tics and Tourette syndrome, anxiety and mood disorders, and self-regulation challenges; Parent training	7-18+	√	
Pediatrics/Oncology/ Cystic Fibrosis Dr. Joel Tourigny	<ul style="list-style-type: none"> Children and adolescents experiencing mental health issues in the context of their chronic health conditions Children presenting with somatic disorders or behaviours interfering with medical treatment 	2-18	√	√
SickKids Team Obesity Management Program Dr. Elizabeth Dettmer Dr. Andrea Regina	Children and adolescents with complex obesity	6 -18	√	

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 an 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 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

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

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

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

(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

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

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

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 (currently on leave)

Danielle MacDonal, Ph.D., C.Psych. Danielle.macdonald@uhn.ca

Michelle Mahan, Ph.D., C.Psych. michell.mahan@uhn.ca

Shauna Solomon-Krakus, Ph.D., C.Psych (supervised practice)
shauna.solomonkrakus@uhn.ca

Sarah Royal, Ph.D., C.Psych. sarah.royal@uhn.ca

Kathryn Trottier, Ph.D., C.Psych. Kathryn.trottier@uhn.ca

Contact: Danielle.macdonald@uhn.ca

Contact: 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

Susan Wnuk, Ph.D. C. Psych., 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

David Gold, Ph.D. C.Psych. david.gold@uhn.ca

Marta Statucka, Ph.D., C.Psych. marta.statucka@uhn.ca

Email inquiries should be addressed to 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

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

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

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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 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.

***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.