

SickKids[®]

Centre for
Community
Mental Health

Doctoral Internship in Clinical Developmental Child and Adolescent Psychology

For 2023-2024

Toronto,
Ontario, Canada



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About SickKids CCMH



SickKids Centre for Community Mental Health (CCMH at SickKids) is a multi-professional, not-for-profit, children's mental health centre located in Toronto, Ontario, Canada. CCMH at SickKids provides primary prevention, early intervention, and clinical treatment services to infants, children, and youth (from birth to 18) and to their families and communities. On 21st September 2021, the SickKids Foundation announced a transformative donation from philanthropist Garry Hurvitz for brain and mental health across the SickKids mental health enterprise and the Centre has been renamed The Garry Hurvitz Centre for Community Mental Health at SickKids (CCMH at SickKids) in honour of his generous gift.

The programs offered to families at CCMH at SickKids are housed in two main facilities within the city of Toronto, and include prevention/early intervention programs, outpatient programs, day treatment programs and intensive treatment programs for children and youth. Treatment services to clients include specialised assessment, individual therapy, family therapy, group therapy, and parent-child therapy, as well as liaison and consultation with community caregivers (e.g., day care providers, schools, physicians, and other external systems).

Affiliated with the University of Toronto and accredited by Accreditation Canada, CCMH at SickKids is also a member of Children's Mental Health Ontario.

CCMH at SickKids has approximately 220 staff members. This includes full-time, part-time and contract staff; consultants; trainees from a variety of disciplines (early childhood education, child and youth care, psychiatry, psychology, social work, and art/expressive arts); and volunteers. More detailed information about CCMH at SickKids's programs and services are at www.sickkidscmh.ca.

CCMH at SickKids has a rich history of teaching and training interns and practicum students across multiple disciplines including psychology, social work, psychiatry, and art therapy stemming back to when the agency was referred to as The Hincks Dellcrest Centre and even prior. Because of this decades-long pride in student teaching and training, CCMH at SickKids tends to attract staff who are highly invested in prioritizing the development and supervision of new and upcoming clinicians. Psychology staff at CCMH at SickKids are especially proud of the assessment, intervention, and training we do, and we encourage you to explore this brochure carefully and with curiosity. For those of you who attend an interview for an upcoming internship, we will look forward to learning more about you, responding to your questions, and sharing our pride in what we do.

Please, note the internship is based mainly within **CCMH at SickKids Individual and Family Services** (formerly Outpatient Services) at our 440 Jarvis St. site in downtown Toronto and there are typically three available positions. However, one or two interns may be asked to take on clinical work (assessment and/or treatment) at our 1645 Sheppard Ave. West site one day a week based on client and program needs.

Available Doctoral Internships at SickKids CCMH



Three doctoral internships in clinical child and adolescent psychology generally are available each year. Although CCMH at SickKids offers several types of treatment services as mentioned above (e.g., residential, day treatment, etc.) the CCMH at SickKids internship is based mainly within Individual and Family Services (formerly Outpatient Services) at our Jarvis site in downtown Toronto. However, one or two interns may be asked to take on clinical work (assessment and/or treatment) at our 1645 Sheppard Ave. West site one day a week based on client and program needs.

Internships are 12-month full-time equivalent positions. The internship begins on the first Wednesday following Labour Day in September and ends on the last working day of August of the following year. Internship full-time equivalency means an intern will complete a minimum of 35 hours per week and attain a minimum of 1,600 hours as required by the program. Interns are provided with shared office space at CCMH at SickKids's downtown office building and desk space at our north Toronto site.

The stipend for the 2023-24 year is set at C\$35,000 paid twice per month. In addition, interns receive the following benefits: 3 weeks (15 days) of vacation, 5 professional development days, sick days, and health benefits, plus 10 statutory holidays.

The internship program is a member of the *Association of Psychology Postdoctoral and Internship Centers (APPIC)* and the *Canadian Council of Professional Psychology Programs (CCPPP)*. The internship program is managed by a doctoral staff psychologist as Director of Training.

[Canadian Psychological Association \(CPA\) status](#)

We have submitted our self-study to CPA and completed our site visit for accreditation with the *Canadian Psychological Association* and we anticipate being accredited within the year. Please, note that upon being granted accreditation status, interns from prior years will be able to state that they, too, completed their internship in an accredited setting.

Impact of COVID-19

Vaccination Policy

As a health care centre, our highest priority is the safety of our clients, patients, families, staff, and students. As a result, we have adopted all prevention measures to ensure the safety of our clients, families, staff, and students. Therefore, any offer of employment or educational placement is conditional upon proof of full vaccination with a Health Canada or World Health Organization (WHO) approved COVID-19 vaccination no later than fourteen (14) calendar days prior to the effective start date. Should there be an exemption of vaccination based on a medical or human rights reason, proof will need to be provided, in addition to participation in regular COVID-19 testing based on exposure risk as well as participation in vaccine education. **All offers of employment and educational placement are conditional on meeting these minimum requirements; failure to comply will lead to offer of employment or educational placement being immediately rescinded.**

The impact of COVID-19 on the 2023-2024 internship cycle continues to be unknown at this time. Please, be advised that some of the descriptions in this brochure may be impacted by COVID-19 disruptions and restrictions within CCMH at SickKids. At the time of writing this brochure, the COVID-19 pandemic has impacted on a few of the training opportunities we are able to provide to our current interns. However, we have adjusted their experiences in order to meet their training goals to the best of our ability. Since August 2021, intern training experiences have taken place both remotely through video-conferencing technology and in-person on-site.

Described below is the intended program structure and experiences, which may require modification depending on limitations imposed by the COVID-19 pandemic. Should adjustments be required, potential and actual interns will be notified as soon as information becomes available. Our program has thus far navigated the uncertain landscape with flexibility and creativity, and we will continue to honour our commitment to achieve program competencies in the upcoming academic cycles as well. We cannot predict with any degree of certainty how the pandemic may impact future training cycles, but we can commit to being transparent with information, collaborating with interns to develop disruption contingency plans guided by intern training goals, and to expressly document adjusted goals and expectations (including supervision arrangements). Should disruptions occur in the future, potential and actual interns will be notified as soon as information becomes available. We are confident that we can continue to provide the necessary training experiences to allow our interns to achieve program goals and competencies.

Interns are expected to comply with any and all federal, provincial, and CCMH at SickKids organization regulations including but not limited to vaccination policies, wearing PPE, 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.

Please, see the Application Process section at the end of this brochure for more information about the impact of COVID-19 on training experience.

Internship philosophy and objectives



The primary orientation of the internship training is on a developmental and theoretically integrated approach to the assessment and treatment of children and families within the context of child & family community mental health. In addition, an interprofessional approach is integral to the clinical practices of CCMH at SickKids and provides interns with the opportunity to work with mental health professionals with a broad range of interests, knowledge, and skills.

A. Training goals:

1. Develop skills in assessment, diagnosis, and formulation that, while including the DSM, focus just as extensively on underlying developmental, psychodynamic, biological, family, and larger system factors that produce vulnerability to symptoms and difficulties in children and youth.
2. Develop and enhance the ability to communicate assessment and diagnostic information clearly and sensitively to clients, families, teams and programs within the agency, and external systems (e.g., school personnel, family physicians) both verbally and in writing.
3. Develop and enhance skills in establishing and maintaining therapeutic rapport with children, youth, and families across different therapeutic modalities.
4. Develop skills in the selection and implementation of appropriate psychotherapeutic interventions with children, youth, and their families. Because of the integrative approach used by psychology staff at CCMH at SickKids, interns will learn how to integrate elements of theory and practice from a multitude of theoretical orientations including but not limited to contemporary relational psychodynamic approaches (e.g., mentalization), learning and cognitive theories, third-generation behaviour therapies (e.g., Dialectical Behaviour Therapy, Acceptance and Commitment Therapy), Humanistic-informed experiential approaches (e.g., person-centered, existential, and emotion-focused therapies), post-modern approaches (e.g., solution-focused and narrative therapies), and family systems theories (e.g., structural, attachment-based, emotion-focused).
5. Develop and enhance skills in intervention primarily through individual and family therapy although there may also be possibilities for involvement in various forms of group therapy.
6. Develop and enhance cultural awareness and competence, as well as an appreciation for diversity in its many forms (e.g., socio-economic status, migration, sexuality and sexual orientation, language, and educational differences) and the ability to discuss these issues and differences with sensitivity and compassion.
7. Encourage respect for and critical thought regarding research/program evaluation in the area of children's mental health.

8. Develop the skills needed to work collaboratively in an interprofessional and organizational service-delivery environment, including an understanding of and respect for the contributions of various disciplines to children's mental health.
9. Develop skills in applying relevant ethical, legal, and professional standards to clinical work.
10. Active participation in didactic seminars to support ongoing training.
11. Active participation in supervision with two registered clinical psychologists.
12. Develop skills in the supervision of junior colleagues.
13. Because every intern may possess additional and/or unique training goals, clinical supervisors are very willing to consider training goals over and above those specified above through discussions with any interns to whom this may apply.

B. Main components

The internship in clinical developmental child and adolescent psychology is comprised of seven main components that generally run for the entire duration of the internship.

1. Provision of individual, family, parent-child dyadic therapy and/or parent work to a caseload of seven - nine clients ranging in age from zero to eighteen years of age.
2. Completion of a minimum of four comprehensive psychological assessments throughout the year as a member of the Psychological Assessment Team.
3. Membership on one of two Individual & Family Services (outpatient) Interprofessional Clinical Teams. Individual & Family Services team cases will be presented at these weekly meetings and the interns will function as psychologist consultants to the team along with a staff psychologist. Cases will cover a wide range of presenting issues, ages & stages of development, diagnostic & formulation questions, etc.

In addition to consulting on this weekly interprofessional team, interns may be assigned cases brought to the team (or from intake) that will need further complex clinical assessment.

4. Offering of one hour of consultation time per week to CCMH staff. Staff may consult with a psychology intern on external and/or existing psychological assessment reports in order to better understand the report and recommendations.
5. Participation in didactic seminars
6. Participation in supervision - both receiving and providing supervision when possible.
7. Completion of a program evaluation project.

Several of these seven components are described further below. A sample weekly schedule can be found in Appendix A.

1. Provision of Psychotherapy - Direct Client Contact

Although the exact number of hours spent in direct, face-to-face client contact may vary from week to week, on average seven - nine hours are spent providing therapy to clients of diverse ages and presenting problems. This amount of patient contact typically begins following a two-week orientation period and the assignment and review of possible cases. Although interns' training backgrounds and training gaps vary, interns are expected to provide treatment services to a broad range of clients with increasing independence, but always with supervisory support and oversight. Clients seen are primarily from Individual and Family Services (formerly Outpatient Services), however, interns may have an opportunity to see children and youth from our Intensive Services for Youth and our Intensive Services for Children programs for assessment, consultation, and/or intervention.

As a community mental health agency, CCMH at SickKids is focused on removing as many barriers as possible for those children, adolescents, and families seeking clinical services. As such, there is an expectation placed upon all staff, including interns, to be available to see families in the late afternoons and early evenings twice a week. Time can be flexed for those interns wanting to sustain the typical 35-hour work week. However, interns are also encouraged to keep in mind that the internship year is still primarily considered to be one of learning and, as such, interns are encouraged to keep their training goals in mind and seek whatever opportunities they deem relevant to their training, even if it extends beyond the standard 35-hour work week. Interns will never again have the level of support and supervision that the staff psychologists at CCMH at SickKids provide so willingly and, therefore, interns are encouraged to take advantage of many different training opportunities while having the luxury of considerable supervisor support and availability.

2. Psychological Assessment Team

All psychology interns are required to participate in this service and to complete a minimum of four comprehensive psychological assessments during their internship year. This service provides comprehensive assessments to children generally aged six to eighteen years. Interns are provided with two-and-a-half to three hours per week of group supervision to discuss their cases and to receive guidance on administering, scoring, and interpreting standardized tests (e.g., cognitive, academic) and social-emotional measures (e.g., projective tests, symptom, and personality inventories). Clinicians from any CCMH at SickKids program/team are free to avail themselves of this service, meaning that interns may have an opportunity to assess children and youth from our intensive services programs (e.g., Intensive Services for Youth program, Intensive Services for Children) as well as Individual and Family services.

The group supervision includes didactic training and assigned readings. Readings are more general at the beginning of the year and are focused on broader assessment procedures, clinical interviewing, multi-perspective formulation, and providing feedback to children and families. Time is also spent learning assessment tools (e.g., MACI, D-KEFS) as well as projective assessment methods (e.g., TAT, CAT) with which many interns are often less familiar. Furthermore, the *Learning Disability Association of Ontario* standards are reviewed regarding the diagnosis of Learning Disabilities.

3. Individual & Family Services Interprofessional Clinical Team

Interns will be a member of one of two Individual and Family Services Clinical Teams. Individual and Family Services staff split into two clinical teams (Jarvis and Sheppard) for a weekly clinical meeting. The teams are interprofessional in nature and generally include social workers, art therapists, psychotherapists, occupational therapists, psychologists, and a psychiatrist. Individual & Family Services staff present cases at these weekly meetings and, often, cases brought to team meetings are complex and challenging. The staff member is encouraged to ask a specific question or questions of the team. The team is there to provide support, help clarify case formulation and make recommendations concerning treatment and assessments needs. The interns will function as psychologist consultants to the team along with a staff psychologist. Cases will cover a wide range of presenting issues, ages & stages of development, diagnostic & formulation questions, etc.

In addition to consulting on this weekly interprofessional team, interns may be assigned cases brought to the team that will need further complex clinical assessment. The assessment is led by a registered Psychologist and, possibly, the referring Child & Family Therapist. The interns are involved in all elements of the assessments including meeting with the child/adolescent and their family and gathering information from other relevant people in the child's life (e.g., teachers, health care providers). The intern, under supervision of the registered Psychologist and with the support of the interprofessional team, puts together a formulation of the case. Feedback is provided at the end of the assessment and may include clinical diagnoses (where appropriate), recommendations, and plans for intervention. The interns complete a comprehensive report for the family and the school (where applicable).

4. Didactics/Seminars

All psychology interns are required to participate in the seminar on *Integrative Individual Psychotherapy with Children*. As noted previously, all interns are also required to participate in the weekly seminar associated with the Psychological Assessment Service. Any interns involved with infant & preschool cases are encouraged to take the *Assessment and Treatment with Infancy and Preschool Children Seminar*. Interns who have not received significant training/experience in family therapy are encouraged to consider attending the weekly seminar on family therapy. Weekly seminars typically run from late-September to April, and in some cases, even into June or July. Some of the more popular seminars (including the two which are required) are highlighted below:

- a. **Assessment & Treatment with Infancy and Preschool Children Seminar:** This weekly seminar will introduce participants to assessment, intervention, and psychotherapy with young children (0 - 6) and their families through readings, discussion, and videotaped material. This seminar is meant to complement and enhance the clinical work that trainees will undertake on infant and preschool assessment and treatment teams. Working with young children and their families often necessitates the use of methods and theory to which trainees, typically, have not been exposed. As presenting problems of young children are often developmental and/or

relational in nature, interventions need to be designed specifically with these aspects in mind. Since the young child's primary means of relating is non-verbal, emphasis will be on understanding the use and theory of observation, play, attachment theory, development, and experiential components of intervention, especially those that more fully include the young child as a participant.

- b. **Integrative Individual Psychotherapy with Children and Adolescent Seminar:** This course will provide an introduction to psychotherapy with children. The seminar conceptually integrates contemporary relational psychoanalytic approaches with those of developmental psychology, cognitive science, and behaviour therapy. The intent is to provide students with a beginning ability to understand clinical material from these multiple, integrated perspectives in order to mitigate disabling presenting problems and the underlying structures which produce them as well as to facilitate a therapeutic process.
- c. **Seminar in Therapeutic Process:** This is a group reflection opportunity offered to practicum students and interns in psychology. Although this is not a mandatory seminar, the expectation is that those who choose to attend, will do so weekly. Seminar content will be generated by the students every week. The objective of this seminar is for students to consider session content and, also, to begin focusing on everything else that is occurring in the therapy room, including affect, non-verbal behaviours, relational dynamics among dyads and families, transference, countertransference, resistance, and the therapist's own experiences in his/her work with clients and in his/her life. Unpacking and discussing students' strengths and challenges as developing therapists will be at the core of this seminar. The hope is that students will learn that "what to do" in therapy is rarely a case of right or wrong, and that the therapist themselves as a person can provide meaningful and powerful interventions.
- d. **Family Therapy Seminar:** Reflective practices are a central component of clinical work. This seminar combines theory with practice, with a special emphasis on how theory shapes and influences the way a clinician views, engages, and intervenes within the therapeutic relationship. This seminar will be both interactive and experiential. Although different models of family therapy will be highlighted, this course will not be 'model specific'. Instead, students will be encouraged to contemplate, as well as practice, the clinical skills necessary for working effectively with families. Weekly readings will supplement theoretical discussions.

In addition, interns are required to attend:

- a. **CCMH at SickKids Monthly Rounds:** These are held on the first Friday of every month at noon. Recent topics have included: *ASD and children's mental health: Working with domestic violence, Dialectical Behaviour Therapy with individuals and families, Understanding cannabis and health, and Signs and Symptoms of Suicide in Teens.*
- b. **The Greater Toronto Area (GTA) Psychology Seminars:** CCMH at SickKids belongs to a Greater Toronto Area psychology training committee whose goal is provide didactic and networking opportunities to interns across the GTA as they move into their early professional careers. There are typically five three-hour seminars per internship year. Topics include: *Tricky ethical issues; Supervision; Early careers; The registration process*

and year of supervised practice, Program evaluation, and Clinical practice with 2S+LGBTQ clients.

- c. **Monthly Psychology Trainee Meetings:** These one-hour-long lunchtime meetings are held on the fourth Friday of every month and are mandatory for Psychology Interns. Psychology Practicum Students are also required to attend whenever possible. These informal meetings led by the staff psychologists provide an opportunity to discuss issues related to practice such as ethics, privacy and confidentiality, record keeping, matters related to the internship, and updates from the College of Psychologists of Ontario.

5. Supervision and performance evaluation

Supervision is provided in both an individual format as well as in a small group format (e.g., on the Psychology Assessment Team and live supervision when possible). Throughout their internship, interns report to two doctoral registered psychologists who guide their internship experience as their primary and secondary supervisors. Interns meet with each of their supervisors weekly for a minimum of one hour. The only difference between the two supervisors is that the primary supervisor is responsible for compiling information for the intern's mid-term and final evaluation and delivering this feedback personally.

Supervision received by interns is focused on the psychological services rendered directly by the intern, as well as on their ongoing professional development and identity as an emerging psychologist.

Interns may also provide some clinical supervision to junior colleagues and, in fact, are encouraged to do so as their internship progresses. This might take the form of watching other students' performance from behind a one-way mirror, delivering feedback in real time, as well as through debriefing once the session has ended. The opportunity to provide supervision to junior colleagues can also occur through the intern supervising a practicum student's work with one client with a doctoral psychologist present. The supervising psychologist oversees the case more generally while also teaching the intern various skills and approaches in the delivery of supervision.

Formal performance evaluations are completed at the end of January and again at the end of August each year, using the Centre's Competency Assessment form and the University's evaluation form, if required. Evaluations are filed in the intern's personnel record. The intern's primary supervisor provides the link between CCMH at SickKids and the intern's university, ensuring that specific university internship expectations are met with regard to training objectives, experience, supervision, and performance evaluation. All interns are asked to complete CCMH at SickKids's "Student/Trainee Exit Interview" upon completion of their internship and an evaluation of the internship program and its components.

C. Program evaluation

The emphasis in the clinical developmental child and adolescent psychology internship program is on clinical practice rather than research or program evaluation. However, a goal of the program

is to provide a training for interns which facilitates interns' integration of research and best practices into their professional roles. Most didactic seminars involve readings and discussion from current literature and interns are encouraged to evaluate practice-related research and integrate readings and research findings into clinical practice. They are expected to base decisions about their work (assessment, intervention, consultation) with clients on current findings and discussions with their supervisors.

Interns are required to develop and/or participate in a program evaluation project. These projects are supervised by a psychologist at the Centre who is a clinician-scientist. These program evaluations projects are presented to staff towards the end of the year, e.g., at Grand Rounds or a Lunch & Learn. A short, two-page summary will be required in addition to the presentation.

Any involvement of CCMH at SickKids clients or personnel in an intern's doctoral research must be approved by CCMH at SickKids's Research Review and Ethics Committee, and there must be proof of approval by the intern's university REB. Although some internship training programs allocate some time during the week wherein an intern can either complete research or focus on completing their dissertation, the internship experience at CCMH at SickKids is one that prioritizes clinical work and expects that the majority the intern's time will be spent delivering clinical services either directly or indirectly. Interns are given five educational days during the internship year and may choose to use this time for their research and dissertation work.

D. Policies and procedures

CCMH at SickKids's Policies and Operational Procedures apply to all personnel associated with CCMH at SickKids, including psychology interns. As part of the contracting process, interns receive copies of, and are required to sign an acknowledgment of having read CCMH at SickKids policies, including but not limited to the following: Personnel Code of Ethics; Client Privacy and Confidentiality; Infection Prevention and Control; Use of Technology and other relevant policies. Advance copies of these policies will be provided on request. Interns receive orientation regarding centre policies and operational procedures at the beginning of their placement, which also includes working with human resources policies/operational procedures (e.g., Personnel Code of Ethics, Workplace Harassment Prevention, Supervision, Performance Management, Conflict Resolution, Disciplinary Action, Use of Technology). **Any offer for an internship position at CCMH at SickKids is contingent upon the applicant providing a *Vulnerable Sector Screen* and *Criminal Reference* and/or background check satisfactory to CCMH at SickKids.**

E. Complaints and performance concerns

Responses to interns' concerns about their supervisor or about their internship experience, and supervisors' concerns about psychology intern performance, are guided by the principles of fairness, transparency, and due process, and by CCMH at SickKids policies and procedures related to Supervision, Performance Management, and Conflict Resolution. In addition, CCMH at SickKids has written Trainee Rights and Responsibilities, Evaluation, Due Process Procedures and Grievance Procedures that are discussed and distributed to each intern at their first orientation session in September. While complaints related to supervisor or intern performance are rare occurrences, it is important for interns to know that CCMH at SickKids staff endeavour to address any performance issues as opportunities for further growth and development rather than for blame and criticism. Any complaints will be handled with the utmost respect for all involved. Moreover, interns should be mindful that psychologist supervisors will be tracking interns' progress as soon as the internship begins and any issues observed will be discussed clearly and respectfully with the intern as soon as they become evident, with the initiation of a formal complaints procedure being the last resort, after other attempts to support and intervene have proven unsuccessful. CCMH at SickKids also familiarizes itself with and respects the specific requirements of interns' universities with regard to dealing with such matters, including involvement of the university's internship field supervisor/director of clinical training when warranted.

Eligibility and application process



Applicants must be enrolled in a doctoral program in psychology accredited by the Canadian and/or American Psychological Associations. By the time of application, students should have completed a master's degree (or equivalent), all compulsory doctoral course work, comprehensive examinations, at least 600 hours of supervised practica, and their dissertation proposal must be approved.

Preferably, this would include, at least, 300 hours in face-to-face patient/client contact (interviewing, assessing, or intervention with clients directly) and at least 150 hours of supervision. *However*, given the COVID-19 pandemic, some flexibility in the composition of those hours will be considered as long as there is a minimum total of 600 hours in direct contact, supervision, and support activities combined.

Applicants with academic and practical experience in child assessment and treatment are stronger candidates. Although applicants from a predominantly adult clinical program may apply, they should only consider doing so if they have accumulated experiences in assessment and intervention with children, adolescents, and families through coursework and practica. Moreover, those applicants who are further along in their dissertation are also considered stronger candidates. Prospective interns who are in the earlier stages of their dissertation (e.g., data collection or preliminary data analysis) are encouraged to apply with the awareness that time to complete their dissertation during the 35-hour work week will not be allocated. A broad range of exposure and experience is preferred. In accordance with Canadian immigration requirements, preference is given to applicants who are Canadian citizens or permanent residents of Canada. Applicants should have considerable interest in a rigorous, theoretically integrated, and developmental approach to assessment and treatment of children and families, as this is the predominant orientation of CCMH at SickKids.

As a participant in the APPIC Match program, [CCMH at SickKids requires that all applicants use the APPIC standard application form](#) available on the APPIC website (www.appic.org).

Any offer from CCMH at SickKids is contingent upon the applicant providing a *Vulnerable Sector Screen* and *Criminal Reference* and/or background check satisfactory to CCMH at SickKids.

As stated, our highest priority is the safety of our clients, patients, families, staff, and students. Therefore, any offer of employment or educational placement is conditional upon proof of full vaccination with a Health Canada or World Health Organization (WHO) approved COVID-19 vaccination no later than fourteen (14) calendar days prior to the effective start date. Should there be an exemption of vaccination based on a medical or human rights reason, proof will need to be provided, in addition to participation in regular COVID-19 testing based on exposure risk as well as participation in vaccine education. **All offers of employment and educational placement are conditional on meeting these minimum requirements; failure to comply will lead to offer of employment or educational placement being immediately rescinded.**

Required supporting materials on the AAPI will include:

- A cover letter outlining the applicant's interest in the CCMH at SickKids internship program and their training goals
- A current curriculum vitae
- Graduate transcripts (one copy from each institution within which graduate work was completed)
- Three letters of reference from professionals who can address academic and applied psychology qualifications. One of these must be from either the graduate program Director of Training or the applicant's dissertation supervisor. CCPPP format for reference letters is preferred but not required. These guidelines can be obtained from <http://www.ccppp.ca/en/letters-guidelines.html>.

***** If you had placements and/or requirements that were negatively impacted by the COVID-19 pandemic, please, request that your Director of Clinical Training highlight the nature of this impact in their portion of the APPIC application. If you had placements that were cancelled or prematurely terminated, please describe the training and hours that were anticipated in your cover letter. The COVID-19 context will be taken into consideration.**

Deadline for submission of applications is 11:59 p.m., EST on November 1 each year, that is, ten months prior to when the internship would begin (September 1 the following year).

In accordance with APPIC guidelines, applicants will be contacted by December 15 and informed as to whether they will be invited for an interview. Interviews are scheduled in early- to mid-January. Typically, personal interviews are desirable, and the applicant is responsible for all travel expenses. *However*, due to the COVID-19 pandemic, the *Canadian Council of Professional Psychology Programs* has strongly recommended that internship sites offer exclusively virtual interview for the 2023-24 application cycle. **CCMH at SickKids will be following this recommendation and all interviews will be conducted virtually.**

As an APPIC member, CCMH at SickKids offers all its internship positions through the APPIC Match and all participants shall abide by their agreements with APPIC for participation in the APPIC Match. It is essential that all applicants to our program register for the matching process in order to be eligible. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant. Applicants may register for the Match at www.natmatch.com/psychint. Results of the match will be communicated to applicants and training directors on match day.

SickKids Centre for Community Mental Health (CCMH at SickKids) Program Code number for the APPIC Match is [185411](#).

Selection process:

Applications are reviewed in a two-stage process.

Firstly, the Director of Training completes an initial screening of applications to ensure the minimum criteria are met. Secondly, two to three Ph.D. level psychologists who serve as clinical supervisors review the online application of each candidate and rate it according to a predetermined set of criteria. Based on these ratings, approximately 17 to 19 candidates are invited to an interview. Our interviews are almost all held in the second and third weeks of January, the dates set in accordance with the informal agreement amongst Canadian internship programs (CCPPP). Secondly, each candidate is interviewed by two to three psychologists. Each interviewee is offered the opportunity to have a confidential meeting with a current or past intern (no information about this meeting is solicited or accepted by the Internship Training Committee).

As stated, in accordance with APPIC guidelines, we do not solicit or accept any information from candidates about their ranking choices. In order to ensure adherence with this APPIC directive, we do not contact candidates following their interview. However, the Director of Training remains willing to respond to any additional questions from candidates about the training program.

General inquiries should be directed to:

Suventhini Thamothersampillai

Education Coordinator

SickKids Centre for Community Mental Health

416-924-1164 ext.4243

sthamotharampillai@sickkidscmh.ca

Psychology personnel



The following registered clinical psychologists are assigned to provide direct supervision to one or more psychology interns each year.

Susan Yabsley, Ph.D., C. Psych. Anna Freud Centre; University College London.

Psychology Director of Training; Director, Specialized Services and Academic Leadership; Psychology Intern Supervisor and Psychology Practicum Supervisor

Lorne Sugar, Ph.D., C. Psych. York University.

Psychologist, Individual & Family Services Psychology Intern and Psychology Practicum Supervisor

Elyse Reim, Ph.D., C. Psych. Guelph University.

Psychologist, Intensive Services for Children and Individual & Family Services; Psychology Intern and Practicum Supervisor

Leah Litwin, Ph.D., C.Psych. York University.

Psychologist, Intensive Services for Youth and Individual & Family Services; Psychology Intern and Practicum Supervisor.

Alan Rokeach, Ph.D., C.Psych. University of Toronto: Ontario Institute for Studies in Education

Psychologist, Individual & Family Services Psychology Intern and Psychology Practicum Supervisor

Amanda Uliaszek, Ph.D., C.Psych. Northwestern University (Illinois).

Psychologist & Clinician Scientist; Supervises Internship Program Evaluation Projects



	Monday	Tuesday	Wednesday	Thursday	Friday
9 – 10 am	Psychological assessment testing session	e.g., report & contact notes writing, review a psychological report	Mental Health Assessment		Relational Psychotherapy Seminar
10 – 11 am					
11 – 12 noon		Consultation		Clinical Team Meeting	Supervision of Practicum Student
12 – 1 pm	Lunch Break	Lunch Break		e.g., report writing	Lunch Break/Monthly Rounds
1 – 2 pm	Psychological Assessment Team	Individual Supervision	Infant & Preschool Seminar	Lunch Break	e.g., report Writing
2 – 3 pm		e.g., Report & Contact Notes Writing	Seminar in Therapeutic Process	e.g., report writing and reading for seminars	Individual Therapy
3 – 4 pm	Follow -up e.g., scoring and calling collaterals	Review Practicum Student Notes	Individual Play Therapy	e.g., treatment planning and preparation	
4 -5 pm	Individual Play Therapy	Individual Supervision	Family Therapy	Individual Therapy	Family Therapy
5 – 6 pm	Individual Therapy			e.g., administrative tasks, entering stats	
6 – 7 pm				Individual Therapy	

7-8 pm					
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