

2021-2022



**Hamilton
Health
Sciences**

Practicum Training in Clinical Child Psychology

Contact for further information:

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COVID-19 Impact

The impact of COVID-19 on 2021-2022 practicum is 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 Hamilton Health Sciences (HHS). Some opportunities may be unavailable or available only with modifications. To-date, many of our outpatient clinics are providing a combination of virtual and in-person services. Practicum students may be involved with in-person client contact, virtual care, or a combination of the two. Onsite care requires staff and learners to wear Personal Protective Equipment (PPE), such as masks. It is important to note that none of our psychologists have been redeployed during the pandemic, and future redeployment is not expected.

Our program is committed to the training of future psychologists, and achieving core competencies will continue to be our top priority.

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 has a rich cultural community with its own professional theatre company, art gallery, and professional sports teams. The Royal Botanical Gardens and the Bruce Trail are within minutes of the hospital sites.

Hamilton Health Sciences is comprised of a family of six hospitals and a cancer centre, 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. Training faculty 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 learners 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).

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

HHS Vision: *Best Care for All.*

Our Programs

A variety of child and family experiences are available, depending on the practicum student's goals and experience, and the availability of supervisors. Practicum students function as team members on the teams where they train (e.g., attending teams meetings as appropriate).

Trainees complete practica in either complex psychological assessment and/or psychological intervention. With respect to psychological assessment, exposure to children from a range of age levels (infant, preschool, latency age, adolescent) and diagnostic categories is possible once basic psychometric skills are established. Practicum students are also able to see clients from diverse cultural backgrounds.

Training in intervention for children, adolescents, and families is available. Therapeutic modalities include: behaviour therapy, cognitive behaviour therapy (CBT), dialectical behaviour therapy (DBT), acceptance and commitment therapy (ACT), motivational interviewing (MI), emotion focused family therapy (EFFT), and family therapy. 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.

The specific programs that offer placements vary year-to-year. Please see the last page of this Brochure to know what is offered for the 2021-2022 year.

Ron Joyce Children's Centre Site

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 CBT for Social Phobia, Bossing Back OCD, 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

HHS 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.*

Training Model

Core competencies in psychological assessment, treatment, consultation, professionalism, ethics, interpersonal collaboration, and reflective practice are delivered through supervised rotations in the direct provision of clinical services. As an academic health centre, research activities and professional development/educational opportunities provided in the hospital complement the clinical training.

Our Programs—Cont'd

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.

The Specialized Developmental and Behavioural Service (SDBS)

SDBS is within the Developmental Pediatrics and Rehabilitation Service. 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 query or diagnoses of intellectual disability, parent counselling, parent workshops, behaviour therapy, consultation to colleagues and community agencies, and group intervention.

The Autism Spectrum Disorder Program

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), psychology, groups, and parent/caregiver education and training. The multidisciplinary team is comprised of psychologists, psychometrists, behavioural clinicians, family service coordinators, and school support consultants.

The Infant-Parent Program (IPP)

IPP is an early intervention program that serves families of infants (birth to 30 months) who have been identified as being at risk for developmental difficulties due to developmental, medical, or other problems. This service provides infant assessments involving the IPP psychometrist. In terms of treatment services, infant-parent therapists provide evidence-based in-home interventions and parent groups (e.g., Right from the Start, COPEing with Toddler Behaviour, Circle of Security Parenting). Ongoing research is also a significant part of the program.

McMaster University Medical Centre (MUMC) Site

RBC Child and Youth Mental Health Inpatient Unit (3G)

3G offers intensive assessment and treatment of children and adolescents with acute mental health concerns on both an elective and involuntary basis. Purposes for admission to the Inpatient Unit include stabilization, diagnostic clarification, and medication review. Individualized treatment plans may include: participation in daily treatment groups (i.e., CBT, DBT skills, social skill development, relaxation training, and health education), activity groups, academic programming in the on-site Section 23 classroom, and optional individual and/or family therapy.

Mental Health Assessment Unit (MAU)

The MAU is located in the MUMC Emergency Department and is designed to complete comprehensive risk assessments on children and youth who present with mental health problems (e.g., severe mental illnesses, youth with suicidal and homicidal ideation).

The Pediatric Eating Disorders Program

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

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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.

Please note, for 2021-2022 the Pediatric Eating Disorders Program will not be offering a full practicum position but is able to provide exposure to assessments Wednesday mornings to students accepted to other practicum positions at HHS. As such, this opportunity can be seen to be an optional inclusion to another HHS practicum position for interested students.

The Child Advocacy and Assessment Program (CAAP)

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.

Pediatric Chronic Pain Program (PCPP)

PCPP 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 group, 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, occupational therapist, nurse practitioner, physiotherapist, child life specialist, pediatrician, psychiatrist, pharmacist, anesthesiologist) who work together to collaborate and coordinate care for youth with chronic pain.

Pediatric Neurology/Neurosurgery, Epilepsy, and Oncology Neuropsychological

These services provide clinical neuropsychological and psychological assessments to pediatric and adolescent inpatients and outpatients with a variety of neurological disorders (e.g., leukemia, brain tumours, traumatic brain injuries, epilepsy, encephalitis, etc.). Clinical activities for psychologists include interviewing children and family members, reviewing relevant medical documentation, administering and scoring assessment measures, providing feedback to family, children, and team members, as well as preparing written reports.

The Children's Exercise and Nutrition Centre (CENC)

The CENC is dedicated to supporting children with persistent obesity-related complications, cardio metabolic disorders, and children in need of exercise medicine. Common presenting problems include: maladaptive eating habits, unhealthy sedentary habits, unhealthy body

Program Philosophy

Hamilton Health Sciences and the McMaster University Faculty of Health Sciences, is committed to a scientist-practitioner approach to education and practice which is client-centred. As such, the training of practicum students emphasizes the use of empirically supported, evidence-based assessment and treatment approaches.

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Our Programs—Cont'd

image, bullying, stress, and psychiatric issues. Some common psychiatric presentations are: depressive disorders, anxiety disorders, trauma/stress-related disorders, neurodevelopmental disorders, and feeding and eating disorders. The CENC utilizes a family oriented integrated health care model with an interdisciplinary team, including physicians, a psychologist, a paediatric nurse practitioner, registered dietitians, exercise physiologist, and kinesiologist. Psychology roles include the practice of behavioral medicine, exploring how biological, behavioral, and social factors influence health and illness; promoting health behavior; identifying social and psychological factors impacting health behaviors; assessing mental health risks and disorders; and connecting patients with resources to address primary mental health presentations.

Inflammatory Bowel Disease Transition Clinic

The Inflammatory Bowel Disease Transition Clinic provides outpatient, interdisciplinary services to emerging adults (age 16 to 22) with inflammatory bowel disease (IBD). The clinic integrates behavioral medicine, psychological/behavioral assessments, consultations, brief interventions, and an in depth understanding of IBD. Team members strive to maximize patient functioning and purposeful planned transition into adult care. Youth with comorbid mental health disorders are able to participate in brief interventions to assist with well-being and readiness for assumption of health care responsibilities. The inter-professional team includes physicians, a psychologist, and a social worker.

Psychiatry Consultation/Liaison Service (CL)

CL 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. CL helps patients and their families adjust to their newly diagnosed illnesses and the impact on their lives. CL involves 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, and training medical professionals in emotion-focused healthcare.

Training Model

Core competencies in psychological assessment, treatment, consultation, cultural awareness, clinical research and professionalism are delivered through supervised rotations in the direct provision of clinical services. Practical training is complemented by involvement in team meetings and case conferences; as well as formulation and didactic seminars provided by program and hospital faculty.

Educational Opportunities

In addition to direct clinical training, practicum students can participate in a wide variety of educational experiences during their placement, including:

- 4-hour training on Suicide Risk Assessment and Management with Youth.
- 3-hour training on Violence Risk Assessment and Management with Youth.
- Training in DBT via a combination of supervisor-supported and online trainings.
- Psychology Resident Seminars: Practicum students can attend any of the psychology resident seminar trainings, which cover a wide range of topics (e.g., diagnosis, treatment approaches). The seminars include a series on Ethics and Professional Practice to provide learners 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).
- Rounds and seminars are held throughout the hospital system on a regular basis. Two examples that learners may be interested in include the rounds of the Department of Psychiatry and Behavioural Neurosciences and Ron Joyce Children's Health Centre Rounds.

Rounds and seminars (research, rehabilitation, psychiatry, psychology) are held throughout the hospital system on a regular basis.

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.

At the beginning of the practicum, the student and their supervisor set individual written goals and objectives.

Formal review and evaluation of each practicum student's progress is scheduled at the mid-point 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 clinical director in the student's graduate department.

Clinical Child Psychology Training Staff

Felicia Chang, Ph.D., C.Psych. (Supervised Practice). (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 Regional Service.

Emily Copps, Ph.D., C.Psych. (Supervised Practice). (Xavier University, 2019). Pediatric Chronic Pain Program.

Tony DeBono, Ph.D., C.Psych. (York University, 2013). Chief of Interprofessional Practice.

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

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

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

Amanda Dyson, Ph.D., C.Psych. (Supervised Practice). (University of Toronto, 2019). Child and Youth Mental Health Inpatient Service.

Kim Edwards, Ph.D., C.Psych. (University of Western Ontario, 2014). Pediatric Chronic Pain Program.

Nezihe Elik, Ph.D., C.Psych. (University of Toronto, 2006). [Private Practice].

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

Stephanie Lavoie, Ph.D., C.Psych. (York University, 2016). General Neurology Service.

Kathleen Lee, Ph.D., C.Psych. (Supervised Practice). (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.

Marnee Maroes, Ph.D., C.Psych. (University of Saskatchewan, 2004). [Private Practice].

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.

Alison Niccols, Ph.D., C.Psych. (York University, 1994). Infant Parent Program.

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

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.

Jo-Ann Reitzel, Ph.D., C.Psych. (University of Toronto, 1997). [Private Practice].

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

Katherine Vink, Ph.D., C.Psych. (Supervised Practice). (University of Alberta, 2019). Child and Youth Mental Health Outpatient Service.

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

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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.

You may submit your applications via post or electronic mail (***the preference is to email applications***). To ensure the security of your reference letter, please have your referee email their letter to Dr. Cometto directly.

HHS participates in the GTA practicum process, which standardizes the application deadline and notification day procedures. Please see your Director of Training for more information.

Successful candidates are notified at 9am on Notification Day of the committee's decision (date to be determined; usually in mid-March). Please follow the Notification Day procedures as outlined by your DCT. If you are unfamiliar with this notification procedure, we can send you a copy. 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.

Pediatric Practicum Opportunities at Hamilton Health Sciences for 2021-2022

Program	Level	Term(s)	Days/Week	Focus	Supervisor
CYMH Outpatient Service	PhD	Fall/Winter	2 days/week	Assessment and/or Intervention	Dr. Paulo Pires
CYMH Outpatient Service	PhD	Fall/Winter	2 days/week	Assessment and/or Intervention	Dr. Jennifer Cometto
CYMH Outpatient Service	MA or PhD	Flexible	2-4 days/week	Assessment and Intervention	Dr. Nidhi Luthra
Pediatric Chronic Pain Program	MA or PhD	Flexible	2-4 days/week	Intervention, with some assessment available if desired	Dr. Emily Copps
Children's Exercise and Nutrition Clinic	MA or PhD	Fall/Winter	2 days/week	Assessment and Intervention	Dr. Sheri Nsamenang

Adult Practicum Opportunities at Hamilton Health Sciences for 2021-2022

Program	Level	Term(s)	Days/Week	Focus	Supervisor
Psychosocial Oncology	Senior PhD	Fall/Winter	1-2 days/week	Assessment and Intervention	Dr. Karen Zhang
Michael G DeGroot Pain Clinic	PhD	Fall/Winter	2-3 days/week	Assessment and Intervention	Dr. Gregory Tippin