

2022-2023



Hamilton
Health
Sciences

Practicum Training in Clinical Child Psychology & Child Neuropsychology

Contact the Psychology Practicum Coordinator
for further information:

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COVID-19 Impact

The possible impact of COVID-19 on the 2022-2023 practicum cycle remains unclear at this time. 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. 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).

Our program is committed to the training of future psychologists, and achieving core competencies will continue to be our top priority. We are hopeful that vaccination efforts across the country will allow the 2022-2023 practicum year to be minimally impacted by COVID-19 restrictions.

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 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).

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. With respect to psychological assessment, exposure to children from a range of ages (infant, preschool, latency age, adolescent) and diagnostic categories is possible once basic psychometric skills are established.

The variety of assessment and treatment experiences available to practicum students is substantial. This flexibility is an attractive attribute of the clinical child 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 2022-2023 year.

Potential Practicum Sites

The Clinical Child Psychology Practicum has two sites: the Ron Joyce Children's Health Centre (RJCHC) and the McMaster University Medical Centre (MUMC). 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.

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*

RJCHC—Continued

The Infant-Parent Program (IPP), located at the RJCHC, 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. Opportunities for students include conducting infant assessments with the IPP psychometrist, and/or providing 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.

Supervising Psychologist: *Dr. Alison Niccols*



McMaster University Medical Centre (MUMC) Site

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.

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*

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, Dr. Amanda Dyson*

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—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 **Inflammatory Bowel Disease Transition Clinic** is located at MUMC. Students provide outpatient, interdisciplinary services to emerging adults (age 16 to 22) with inflammatory bowel disease. Students have exposure to behavioral medicine, psychological/behavioral assessments, consultations, brief interventions, and gain an in depth understanding of IBD. Students consult with team members to maximize patient functioning and purposeful planned transition into adult care. Students learn comorbid mental health disorders with IBD and learn to provide brief interventions to assist youth well-being and readiness for assumption of health care responsibility. There are opportunities for program development and research. The inter-professional team includes physicians, a psychologist, and a social worker.

Supervising Psychologist: *TBD*

The **Pediatric Neurology/Neurosurgery, Epilepsy and Oncology Neuropsychological Services**, located at MUMC, 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.). Students are involved in 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. Students may also be involved in school feedback meetings, development of community-based treatment plans, implementation of behavioural interventions, or counseling on a case-by-case basis depending on availability. Moreover, students can attend and actively participate in interdisciplinary clinical/educational opportunities (e.g., Tumour Board rounds, Neuro-oncology clinic, etc.). *Priority is given to students from Clinical Neuropsychology programs (e.g., demonstrate neuropsychology graduate level coursework and practicum/work experience, in order to be considered).*

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

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*

Educational Opportunities

In addition to direct clinical training, practicum students 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

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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.

Students may submit applications via post or electronic mail (**the preference is to email applications**). To ensure the security of reference letters, please have referees email letters to Dr. Cometto 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 2022-2023

Program	Level	Term(s)	Days/Week	Focus	Supervisor
Children's Exercise and Nutrition Clinic	MA or PhD	Fall/Winter	2 days/week	Assessment and Intervention	Dr. Sheri Nsamengang
Child Advocacy and Assessment Program (CAAP)	PhD	Fall/Winter	Tuesdays & Wednesdays	Trauma Assessment; some intervention possible given length of practicum	Dr. Angela McHolm
CYMH Outpatient Service	MA or PhD	Fall/Winter	2 days/week	Assessment and/or Intervention	Dr. Jennifer Cometto
Comprehensive Pediatric Epilepsy Program	PhD	Summer 2022	3-4 days/week	Assessment	Dr. Nevena Simic

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 2022-2023

Program	Level	Term(s)	Days/Week	Focus	Supervisor(s)
Michael G DeGroot Pain Clinic: Intensive Program	MA or PhD	Fall/Winter	2 days/week	Assessment and Intervention	Dr. E.G. Hapidou
Michael G DeGroot Pain Clinic: OHIP Program	PhD	Fall/Winter	1-2 days/week	Assessment and Intervention	Dr. Greg Tippin, C.Psych. Dr. Laura Katz, C.Psych. Dr. Abi Muere, C.Psych.

Michael G. DeGroot Pain Clinic

The Michael G. DeGroot Pain Clinic at McMaster University Medical Centre 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.

Clinical Child 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). Pediatric Chronic Pain Program.

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.

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

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

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.

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.

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