



NL Health Services

CLINICAL PSYCHOLOGY PRE-DOCTORAL RESIDENCY PROGRAM

Brochure for 2024-2025 Residency Year

**Professional Practice
NL Health Services (formerly Eastern
Health)**

St. John's, Newfoundland

<https://www.easternhealth.ca/careers/>

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NL Health Services (formerly Eastern Health)

CLINICAL PSYCHOLOGY PRE-DOCTORAL RESIDENCY

OVERVIEW

****NOTE: We are currently in the process of moving toward a provincial healthcare system. At present our rotations are with programs and supervisors in the Eastern Urban and Eastern Rural zones, formerly Eastern Health.**

NL Health Services offers a twelve-month pre-doctoral residency in clinical psychology (minimum of 1600 hours), which is accredited by the Canadian Psychological Association (CPA). The residency program is also a member of APPIC and of the Canadian Council of Professional Psychology Programs (CCPPP). The annual stipend for the residency is \$54,307, and benefits include vacation, educational and sick leave, health insurance, and travel costs for moving to the province. Further details pertaining to the benefits can be found in the Salary and Benefits section of this brochure.

The Setting

NL Health Services is the largest integrated health authority in Newfoundland and Labrador, serving a regional population of more than 290,000 and offering the full continuum of health and community services, including public health, long-term care, community services, hospital care and unique provincial programs and services. With almost 13,000 employees, 750 affiliated physicians and 3200 volunteers, NL Health Services has the provincial responsibility for providing tertiary level health services which are offered through its healthcare facilities.

Within its program-based, interdisciplinary model of healthcare service delivery, NL Health Services promotes these organizational values:

- **Accountability:** Be responsible. Take ownership. Serve with integrity. Be able to explain our actions.
- **Caring:** Show kindness. Be compassionate. Be understanding. Commit to people-centred care.
- **Collaboration:** Be a team player. Connect across programs. Engage with communities. Value everyone's contribution.
- **Excellence:** Go above and beyond. Support and promote innovation. Strive for greatness.
- **Respect:** Be considerate. Recognize and celebrate diversity. Treat everyone equitably.

Above all, NL Health Services values the delivery of quality programs and services in a caring manner.

Training Model

The pre-doctoral residency program endorses the scholar-practitioner training model. Whenever possible, didactic training precedes the supervised implementation of learning in the delivery of

psychological services. The importance of evidence-based practice informed by the empirical literature is emphasized. Residents are therefore encouraged to continue developing their skills in scientific thinking as these skills apply to providing evidence-based practice within an interdisciplinary health care environment. The training staff aspires to model NL Health Services values in conducting the residency program, being especially mindful of offering a respectful, caring environment for facilitating Residents' progress toward independent practice as professional psychologists. Further, as a generalist program we provide diverse supervised experiences to Residents, involving different professional roles, client populations and treatment modalities, both in the area of mental health and in other areas of health care.

Program Structure and Core Competencies

Two streams are currently available within the residency program:

Generalist (Mental Health Focus; 1 Resident)

Generalist (Health Psychology Focus; 1 Resident)

The goal of the training program is to provide supervised training in the core competencies of psychological practice. Each of the core competency areas will be extensively evaluated at mid and end-point of each rotation. Residents will be expected to meet minimum levels of competency at the end of residency to render them eligible for registration in any jurisdiction in Canada. The residency training manual details specific expectations for minimum levels of competent practice for each of the core competencies.

For each stream, the residency program is designed to provide supervised training in the following core competencies of psychological practice:

- Professional Standards & Ethics
- Psychological Assessment
- Intervention
- Consultation
- Program Development and Evaluation
- Interpersonal Relationships
- Supervision

Competency training is accomplished through the development of an *Individualized Training Plan* consisting of major and minor rotations, professional development activities and other training goals, which will be developed in consultation with supervisors and the Provincial Coordinator of Clinical Training (PCCT).

Each stream consists of a required major rotation at one of the primary site(s) for the stream. Additional minor rotations provide opportunities to address core competencies and individualized training goals. These minor rotations may include intervention with specialized

populations, assessment focused rotations, and a supervision rotation. Descriptions of the two streams of our residency program and minor rotations can be found in the pages that follow.

To support the continued training of Residents, no more than two-thirds of their work time will be allotted to providing direct professional services to clients. In addition to the clinically directed major and minor rotations, residents will spend time in seminars, group supervision and professional development activities (e.g., committee work, research, program evaluation, readings).

Supervision and Training

Consistent with the CPA accreditation criteria, residents are provided a minimum of four hours per week of supervision, including three hours of individual supervision, and one hour of group supervision. Residents from both streams participate together in group supervision and a two-to-three hour weekly Resident Seminar. Resident Seminar topics include those relevant to all streams, as well as those more relevant to the needs of the specific streams.

Additional supervision and training is provided, as needed, to support the completion of all competency requirements, and to support resident specialization interests. Residents are also encouraged to attend additional professional development activities, such as grand rounds and workshops.

PHILISOPHY AND MISSION

The Clinical Psychology Pre-Doctoral Residency Program at NL Health Services offers a 12-month (minimum 1600 hours) comprehensive training experience to doctoral graduate students enrolled in CPA accredited clinical psychology programs (or their equivalent). The Residency program is designed to provide intensive training to residents in each of the foundational competencies:

1. Professional Standards and Ethics;
2. Psychological Assessment;
3. Intervention, Consultation;
4. Program Development and Evaluation;
5. Interpersonal Relationships; and
6. Supervision.

Residents are provided with didactic training and applied experiences in each of the core competencies, and through routine evaluation using a competency based approach, our aim is to ensure that residents are prepared for registration in any jurisdiction in Canada.

As a generalist program, we aim to provide diverse supervised experiences to residents, involving different professional roles, client populations, and treatment modalities, both in the area of mental health and in other areas of health care. Further, the training staff aspires to model NL Health Services values in conducting the residency program, being especially mindful of

offering a respectful, caring environment for facilitating residents' progress toward independent practice as professional psychologists.

VALUES, GOALS AND OBJECTIVES

Ethical and Responsible Practice. We endorse and support the Canadian Psychology Association's Code of Ethics, as well as the Practice Guidelines for Providers of Psychological Services. Psychologists and Residents will be aware of and in compliance with relevant provincial and federal laws. Psychologists and Residents are aware of their areas of competence and only offer service (direct and indirect) within their scope of practice.

Goal #1: Residents will engage in ethical problem solving and responsible practice.

Objective 1A: Residents will participate in seminars, workshops and other educational opportunities on professional practice issues, ethics and responsible decision-making.

Objective 1B: Residents will complete seminars on risk assessment prior to engaging in direct clinical services.

Objective 1C: Residents will discuss ethical issues as they arise in their clinical work with their supervisors. Supervisors will evaluate and give feedback to Residents on their knowledge and application of ethical standards and their commitment to professional responsibility.

Objective 1D: Residents will demonstrate competency in their ability to recognize, evaluate and manage psychological crises such as suicidal risk, other behavioral risks or psychotic events.

Objective 1E Residents will present at least one case that highlights an ethical issue.

Goal #2: Residents will develop professional practices that encourage self-care and the prevention of burnout, vicarious trauma and/or compassion fatigue.

Objective 2A: Residents will participate in seminars, workshops and other educational opportunities relating to self-care and problems in professional competency, burnout, compassion fatigue and trauma.

Objective 2B: Residents will receive feedback on their ability to seek consultation appropriately and to use positive coping strategies.

Objective 2C: Residents will gain experience in managing diverse time demands and prioritizing their efforts to reach attainable goals. Residents will be provided feedback on their abilities to complete work in a timely manner.

Goal #3 Residents will further develop their professional identity and transition to early career psychologists.

Objective 3A: Residents will participate in seminars, workshops and other educational opportunities relating to early career development.

Objective 3B: Residents will develop and demonstrate an awareness of their clinical strengths, as well as their limits of clinical competence through goal setting, evaluation, and supervision.

Diversity. Psychology practice should be grounded in an appreciation of cultural diversity. Competent practice requires the adaptation of assessment and treatment approaches and the qualification of data in response to individual differences. St. John's continues to evolve as a heterogeneous city and psychologists need to be able to interact competently with persons from a wide variety of cultural and ethnic groups, socioeconomic backgrounds, sexual orientations, abilities, gender identities, and ages. Further, our understanding of diversity is influenced by our geography. We are a geographically isolated province, and many of the persons served by NL Health Services live in rural and/or isolated areas. Rural and isolated communities pose special challenges in the delivery of high-quality and accessible health care services. Finally, competent practice requires an understanding of unique aspects of Newfoundland culture.

Goal #4: Residents will become competent in the assessment, intervention, consultation and supervision with individuals of different age, gender, sexual orientations, cultural/ethnic and socioeconomic backgrounds.

Objective 4A: Residents will have exposure to clinical practice issues across the developmental lifespan.

Objective 4B: Residents will have exposure to clinical practice issues relating to rural and isolated practice.

Objective 4C: Residents will have exposure to different agencies that provide services to specific cultural groups (e.g., First Light).

Objective 4D: Residents will assess and treat clients with diverse gender identities and sexual orientations, including those who identify as sexual and/or gender minorities.

Objective 4E: Residents will assess and treat clients from diverse cultural/ethnic and/or linguistic backgrounds.

Objective 4F: Residents will present at least one case with a significant cultural or diversity component.

Objective 4G: Residents will be formally evaluated with respect to competency in individual and cultural diversity.

Generalist Training. We believe that training at the Residency level should be broad in nature. In developing a Resident's professional identity and increasing clinical competence, training at the pre-doctoral level should not limit practice to a single narrow field. Working with a variety of

populations, treatment modalities, and theoretical orientations is important at this level of training. Engaging in other professional responsibilities is also critical to a comprehensive experience.

Goal #5: Residents will receive a broad generalist training and will apply psychological knowledge and skills to new clinical areas or populations, both in the area of mental health and in other areas of health care.

Objective 5A: Residents will participate in didactic seminars that provide exposure to different theoretical orientations, treatment modalities and assessment procedures for clients across the lifespan.

Objective 5B: Residents will complete at least one minor rotation involving patient populations with whom they have not yet worked, assessment or treatment modalities that they have not previously had significant experience with, or in settings where they have not previously worked.

Objective 5C: Resident will provide clinical services with at least one client whose primary presenting problem relates to a physical health concern (Mental Health Focus Stream). In the case of the Health Psychology Stream, residents will provide clinical services with at least one client whose primary presenting problem relates to a mental health concern.

Objective 5D: Each Resident will conduct competent psychotherapy from at least two different evidence-based theoretical models, including long- and short-term approaches.

Objective 5E: Residents will provide competent psychotherapy from group, family, and/or couple intervention modalities. Each Resident will be expected to co-lead two groups, or one group and one family or couple intervention.

Objective 5F: Residents will utilize a variety of assessment approaches.

Objective 5G: Residents will become familiar with the work of psychologist in multiple settings and roles.

Goal #6: Residents will receive comprehensive training that encourages the development of a broad professional identity, including opportunities to engage in professional activities that support clinical work (e.g., advocacy, program development/evaluation, research).

Objective 6A: Residents will participate in didactic seminars that provide exposure to the various professional roles of a clinical psychologist (e.g., program development, advocacy, consultation).

Objective 6B: Residents' schedules will include protected time to devote to professional development activities that are consistent with their goals and objectives. Professional

development activities will be identified and agreed upon with the supervising psychologist and PCCT.

Scholar-Practitioner Model. The pre-doctoral residency program endorses the scholar-practitioner training model. Whenever possible, didactic training precedes the supervised implementation of learning in the delivery of psychological services.

Goal #7. Residents will continue developing their skills in scientific thinking as these skills apply to providing evidence-based practice within an interdisciplinary health care environment.

Objective 7A: Residents will routinely seek out current scientific knowledge and apply this knowledge to ensure ethical and responsible clinical practice.

Objective 7B: Residents will be evaluated on their application of current scientific knowledge to practice.

Objective 7C: Residents will attend educational events, including seminars that focus on evidence-based practice and research in applied health settings.

Objective 7D: Residents will present at least one case during case presentation that highlights the application of current scientific knowledge to clinical practice.

Competency Based Training. We adhere to a competency-based training model in an effort to provide consistent, quality training that is focused on a Resident's development as a professional psychologist. Our goal is to provide training such that Residents have sufficient knowledge and skill in the core competency areas to render them eligible for registration in any jurisdiction in Canada. Residents receive training in seven core competencies (psychological assessment, intervention, consultation, program development and evaluation, interpersonal relationships, professional standards and ethics, and supervision).

Goal #8: Residents will demonstrate an awareness of the core competencies of professional practice and will engage in regular self-evaluation of their competencies and development.

Objective 8 A: Residents will regularly participate in group and individual supervision that focuses on the development of their core competencies.

Objective 8B: Residents will be formally evaluated using the core competency framework; goals and objectives will also be developed through the framework.

Objective 8C: Residents will be encouraged to use the competency framework to engage in regular self-reflection and evaluation regarding their professional development.

Goal #9: Residents will demonstrate proficiency in comprehensive psychological assessment through clinical interviews, analysis of background information, psychological testing, integrative report writing and feedback to clients, their families and other professionals.

Objective 9A: Residents will complete a minimum of three comprehensive assessments, including integrative reports.

Objective 9B: Residents will attend educational events, including seminars that focus on assessments across the lifespan.

Objective 9C: Residents will be formally evaluated on their competency in psychological diagnosis and assessment.

Goal #10: Residents will demonstrate competence in theories and methods of effective psychotherapeutic intervention.

Objective 10A: Residents will provide individual psychotherapy to a minimum of 10 individual clients, and participate in either group, family and/or couple therapy (2 total).

Objective 10B: Residents will attend educational events, including seminars that relate to the provision of empirically support treatments for individual and group therapy with children, adolescents and adults.

Objective 10C: Residents will be formally evaluated on their competency in theories and methods of psychotherapeutic intervention.

Goal #11: Residents will demonstrate competency in engaging in effective and appropriate consultation to improve client care and the provision of psychological services.

Objective 11A: Residents will enhance their ability to function within a team. Residents will be formally evaluated on their ability to function effectively as a team member, including appreciation of the contributions of other members, the role of the psychologist within the team, and the ability to work collaboratively.

Objective 11B: Where possible, residents will participate in formal consultation arrangements that exist between Eastern/Central Health and other agencies (e.g., Waypoints, Daybreak Child Care Centre).

Objective 11C: Residents will regularly engage in consultation for treatment planning and will be formally evaluated on their abilities to effectively provide and receive consultation.

Objective 11D: Residents will attend educational events, including seminars that relate to the professional consultation role.

Goal #12: Residents will demonstrate competency in program development and evaluation.

Objective 12A: Residents will attend educational events, including seminars that relate to program development and evaluation.

Objective 12B: Residents will conduct at least one program development and evaluation project during their residency year.

Goal #13: Residents will demonstrate competency in the provision of supervision.

Objective 13A: Residents will attend educational events that provide training in supervision, including seminars and group supervision.

Objective 13B: Residents may supervise a practicum student during the course of their residency year.

Objective 13C: Residents may receive supervision of supervision.

Objective 13D: Residents may be formally evaluated on their performance as a supervisor.

Goal # 14: Residents will demonstrate competency in interpersonal relationships.

Objective 14A: Residents will attend educational events that provide training in interpersonal relationships, including seminars and group supervision.

Objective 14B: Residents will demonstrate knowledge of the unique interpersonal dynamics in their individual therapy relationships evaluated in supervision.

Objective 14C: Residents will learn and utilize techniques to deepen the therapeutic relationship, and to work through resistance and ruptures.

Objective 14D: Residents will demonstrate a working knowledge of transference and countertransference as it applies to the therapeutic relationship, and they will demonstrate such knowledge in supervision.

Objective 14E: Residents will demonstrate a working knowledge of the impact of interpersonal boundaries on the therapeutic relationship through discussions in supervision.

Objective 14F: Residents will learn about the termination process and will demonstrate knowledge of same with individual clients.

GENERALIST (MENTAL HEALTH FOCUS) STREAM

The major rotation site options for the Generalist (Mental Health Focus) Stream are at Traumatic Stress Services and the HOPE Eating Disorder Outpatient Clinic.

Major Rotation Options:

Traumatic Stress Services / Cordage Place Site

Traumatic Stress Services is an outpatient program that works with adult clients presenting with complex trauma. Services are primarily group-based, though individual services are offered to

clients in cases where group is not appropriate or when client need dictates. Services are provided by an interprofessional team made up of psychology, social work, occupational therapy, and nursing.

Both group and individual services are phase-based and typically involve progressing through an education and safety/stabilization phase before beginning any required trauma memory processing. Clients attending the program's core group attend a two-hour, weekly session over the course of 28-30 weeks. Examples of modules presented during the core series include recovery and wellness, impacts of trauma, safety and triggers, thinking patterns, relationship dynamics/boundaries, Dialectical Behaviour Therapy skills, attachment/trust, anger, guilt/shame, grief, goal setting, and resolution.

Following the core series, or equivalent individual work, clients are provided with the opportunity to participate in reconnection services offered by the program. These include the Healthy Relationships group (8 weeks), Intimacy group (7 weeks), Future Focus group (8 weeks; focused on processing client photographs taken around recovery-based themes), and Natural Connections group (7 weeks; focused on connecting with activities within the community). Clients can also take part in monthly social events, a gardening group, and/or aftercare services to support their transition to community-based activities.

Psychology services are integrative in nature, and may draw on humanistic/existential, emotion-focused, Acceptance and Commitment Therapy (ACT), interpersonal/experiential, Dialectical Behavioural Therapy (DBT), and Cognitive Behavioural Therapy (CBT) approaches. Residents completing a year-long major rotation with Traumatic Stress Services will co-facilitate a core group, as well as reconnection groups/workshops as available. There are also opportunities to carry an individual caseload, conduct assessment aimed at informing treatment planning, and collaborate with team members. Opportunities for skill development typically include implementing trauma-informed and trauma-specific approaches to work with clients, treatment planning within long-term therapy, applying a "trauma lens" to a resident's existing intervention/assessment approaches, and developing awareness around vicarious trauma.

HOPE Clinic/Major's Path

The HOPE Program is an intensive outpatient program, staffed by an interprofessional team, for individuals diagnosed with anorexia nervosa, bulimia nervosa and other specified feeding or eating disorder. The HOPE Program uses a motivational approach and strives to provide a safe and empathetic environment, meeting the clients where they are in their recovery journey. The HOPE Program is predominantly a group based program; however, individual services from the different disciplines can be availed of if clinically indicated.

This rotation allows residents to develop their skills in diagnostic interviewing, clinical assessment, and individual and group therapy. Residents provide service in a number of groups throughout the year, co-facilitating in the fall with a registered psychologist and in the winter and spring with other HOPE clinicians or psychology practicum student, if available. Groups

available for co-facilitation may vary depending on client numbers and needs, but may include: Dialectic Behavior Therapy (12 weeks). Cognitive Behavioral Therapy (6 weeks), Emotions (11 weeks), Healthy Relationships (6 weeks), Body Empowerment (6 weeks), Intimacy (10 weeks), and Perfectionism (6 weeks). Residents will also be expected to participate in Meal Supports and will receive training from registered dietitians to enable them to participate effectively in this core activity of the HOPE program.

Pending client numbers and needs, residents may have the opportunity to provide individual therapy to assigned clients, and act as part of an interprofessional team in providing care. Individual interventions at HOPE tend to be time limited and often target motivation or other issues outside of the eating disorder which are impacting the client's ability to move forward in recovery. Residents have the option to participate in referral and case conceptualization meetings with the team and other programs on the Eating Disorders Continuum of Care. In these meetings, referrals are prioritized due to urgency and training needs, and difficult or challenging cases are discussed for consultation purposes. Opportunities for research and for program development/evaluation also exist.

GENERALIST (HEALTH FOCUS) STREAM

The major rotation sites for the Generalist (Health Focus) Stream are the HOPE Eating Disorder Outpatient Clinic, St. Clare's Mercy Hospital Medicine, Surgery and Cardiology Programs, and the Janeway Child Rehabilitation Psychology Service.

Major Rotation Options:

HOPE Clinic/Major's Path

The HOPE Program is an intensive outpatient program, staffed by an interprofessional team, for individuals diagnosed with anorexia nervosa, bulimia nervosa and other specified feeding or eating disorder. The HOPE Program uses a motivational approach and strives to provide a safe and empathetic environment, meeting the clients where they are in their recovery journey. The HOPE Program is predominantly a group based program; however, individual services from the different disciplines can be availed of if clinically indicated.

This rotation allows residents to develop their skills in diagnostic interviewing, clinical assessment, and individual and group therapy. Residents provide service in a number of groups throughout the year, co-facilitating in the fall with a registered psychologist and in the winter and spring with other HOPE clinicians or psychology practicum student, if available. Groups available for co-facilitation may vary depending on client numbers and needs, but may include: Dialectic Behavior Therapy (12 weeks). Cognitive Behavioral Therapy (6 weeks), Emotions (11 weeks), Healthy Relationships (6 weeks), Body Empowerment (6 weeks), Intimacy (10 weeks), and Perfectionism (6 weeks). Residents will also be expected to participate in Meal Supports and

will receive training from registered dietitians to enable them to participate effectively in this core activity of the HOPE program.

Pending client numbers and needs, residents may have the opportunity to provide individual therapy to assigned clients, and act as part of an interprofessional team in providing care. Individual interventions at HOPE tend to be time limited and often target motivation or other issues outside of the eating disorder which are impacting the client's ability to move forward in recovery. Residents have the option to participate in referral and case conceptualization meetings with the team and other programs on the Eating Disorders Continuum of Care. In these meetings, referrals are prioritized due to urgency and training needs, and difficult or challenging cases are discussed for consultation purposes. Opportunities for research and for program development/evaluation also exist.

Medicine, Surgery, and Cardiology Programs – St. Clare's Mercy Hospital

During this rotation, residents will have an opportunity to provide specialty diagnostic and treatment services to the Medicine, Surgery, and Cardiology Programs at the St. Clare's Mercy and General Hospital sites. The resident will gain experience in providing psychodiagnostic assessment and therapeutic services (including therapy on coping with pain or medical illness, adjustment, adherence to medication or medical treatments, sleep disorders including insomnia, end-of-life issues, and grief) to inpatient and outpatient population in the area of clinical health psychology. Opportunities may exist for the resident to co-facilitate psychoeducational groups with the cardiac rehabilitation program. Residents will frequently consult with physicians, nurse practitioners, and other health care providers in ICU, CCU, Surgery, Genetics, Transplant, Dialysis, and other Medicine programs.

Janeway Child Rehabilitation Psychology Service

This is an assessment-focused rotation within the Janeway Child Rehab (JCR) Psychology Consult Service at the Janeway Hospital. The patient population of the JCR Psychology Service includes children with spina bifida, spinal-related disorders, cerebral palsy, neuromuscular disorders, and disorders with craniofacial differences.

Typical testing batteries include intelligence, academic achievement, memory, attention/concentration, and behavioral questionnaires. There may be opportunities for more in-depth assessments, as well as brief psychological consultation for families, schools, and/or other members of the Rehab team. There may also be opportunity for behaviourally based individual and caregiver intervention. The opportunity to attend and present assessment results at school and/or team meetings may be available in many cases. Residents may have the opportunity to attend and/or present a case during regular child psychology meetings at the Janeway Hospital.

Services provided by a resident would likely be offered on an out-patient basis, although there may be opportunity for day patient and/or inpatient service delivery as well.

Prerequisites for this rotation include proficiency with basic assessment tools for children and adolescents. Previous clinical experience with children and adolescents is required.

MINOR ROTATIONS

Minor rotations provide the opportunity to individualize residency training. Current structured options are described below. Based on residents' prior experience and professional interests, additional individualized rotation options may be available. Prior to the start of residency, each resident is given the opportunity to rank their interests for minor rotations. Residents typically complete one to two of the minor rotations that they have ranked highly.

Each of the major rotations listed above are also optional rotations for minor rotations. All rotations are assigned based on a combination of resident training needs, interest, and supervisor availability. A complete updated list of available major and minor rotations will be provided to applicants at the time of interview.

Exposure opportunities, such as a single comprehensive assessment, may also be available at various locations throughout the Health Authority not included below dependent on resident experience/interest, and supervisor availability. Sites could include the Waterford Hospital Acute Inpatient Psychiatry unit, Her Majesty's Penitentiary Correctional Health Services, L. A. Miller Centre Adult Neurological and Spinal Rehabilitation. If a resident is interested in a specific area that is not listed, they are encouraged to discuss this with the PCCT to determine whether this would be able to be arranged.

Clinical Sexology Program – Mount Pearl Square

The sexology program is an outpatient service staffed by two Clinical Sexologists. The Sexologist uses therapeutic skills to educate and counsel clients with sexual concerns. These concerns include but are not limited to sexual dysfunctions, Couples therapy where sexual concerns are the primary problem, paraphilia and atypical sexual variances, and transgender transition issues. The Sexologist provides consultation to other health care professionals who are treating clients with sexual issues. With each client the Sexologist begins with an assessment that entails an interview with the client to gain an understanding of the presenting issue and how it has impacted their relationships and overall quality of life. When applicable, the client's partner may be asked to join the sessions. After the presenting problem is discussed, the Sexologist will inquire about the client's psychosexual history focusing on early sexual experiences, previous sources of information on sexuality, past and current sexual behaviors/interests/fantasies, level of sexual and relationship satisfaction, sexual orientation and gender identity, and medical conditions and medications that may impact sexual functioning. The clinical sexologist will then work with the client to establish therapeutic goals and a treatment plan that is tailored to their unique concerns. This usually includes education about sexual health, anatomy, and sexual response, and the assignment of individual and/or couple exercises. This minor rotation allows

residents to gain experience in clinical assessment, individual therapy and couple therapy with adults who have sexual concerns.

Concurrent Addictions Specialized Treatment (CAST)

The Concurrent Addictions Specialized Treatment program is an outpatient treatment clinic. It is staffed by an interprofessional team that includes psychology, social work, and occupational therapy. The psychologist at the clinic provides psychodiagnostic assessment for a range of different DSM-5 disorders, with the most common being ADHD, personality disorders, and PTSD. The psychologist also provides individual therapy for adults presenting with concurrent disorders (i.e. substance use co-occurring with serious mental health issues, including mood disorders, anxiety disorders, obsessive-compulsive disorder, traumatic stress disorders, and personality disorders). In addition, the psychologist co-facilitates groups with the social workers and occupational therapist (e.g. DBT Skills group, Aftercare group, Social Activity group). The individual therapy provided by the CAST team primarily incorporates cognitive-behavioural (CBT), dialectical-behavioural (DBT), acceptance and commitment (ACT), and psychodynamic approaches. Rotations at this clinic allow residents to further develop their skills in clinical interviewing, diagnostic assessment, and individual and group therapy. Moreover, residents will gain valuable experience in working with a complex client population who have both substance use issues and mental health-related issues.

Eating Disorders Transition Psychology Services - Major's Path

Transition Psychology offers services within the outpatient continuum of services for clients 18 years and older referred for treatment of Anorexia Nervosa, Bulimia Nervosa, or Other Specified Feeding or Eating Disorder. Services currently offered include psychodiagnostic assessment and individual therapy. Clients are referred to the Transition Psychologist by the Adolescent Medicine Program, HOPE program, or Eating Disorder Inpatient Program and require support to navigate a transition in their eating disorder recovery. Examples of these transitions include, discharge from inpatient or intensive outpatient treatment, navigating barriers to beginning more intensive eating disorder treatment, etc. Treatment approaches are individualized based on intake assessment and may include individual therapy from EFT, Short-term Dynamic Psychotherapy, DBT, CBT and MI approaches. Within this rotation residents will be expected to participate in interdisciplinary consultation, collaboration, and rounds. Residents may participate in consultation with the Adolescent Medicine, HOPE, and Inpatient Eating Disorder treatment teams. Finally, as group psychotherapy programming is currently being developed within this program, residents may also have the opportunity to participate in program development and evaluation. This rotation is one day per week over two semesters.

Janeway Lifestyle Program, Janeway Hospital

The Janeway Lifestyle Program is comprised of an interdisciplinary team that provides service to families whose children (aged 2-18) have been identified as having a risk factor for the development of chronic disease. Risk factors include high cholesterol ratio, hypertension,

obesity, Polycystic Ovarian Syndrome, fatty liver disease, or impaired glucose tolerance. Assessment and treatment is provided through interdisciplinary clinic, psycho educational and therapy groups, and individual brief therapy, as needed. In addition to these activities, the program focuses on health promotion/prevention, research, and provincial policy development/consultation. The interdisciplinary team (Social Worker, Physiotherapist, Dietitian, Certified Therapeutic Recreation Specialist, Clinical Psychologists, and Pediatric Endocrinologist) provide travelling clinics up to three times per year, serve on committees for policy development, and engage in health promotion activities in partnership with other organizations.

The Janeway Lifestyle Program is unique in this province and is advancing clinical practice nationally in the area of childhood obesity. Residents will be involved in most facets of the program, depending on prior experience and interests, and availability of supervision. Some training in motivational interviewing, family therapy, child development and psychopathology, eating disorders, and obesity would be beneficial, but is not required for this rotation.

Direct Home and Autism Services

This is a specialized rotation in child/youth neurodevelopmental assessment. Autism Services is an outpatient rural community program where residents will assess children and youth for whom there is a question of Autism Spectrum Disorder (ASD). Clients may range in age from 4 to 17 years and typically present with concerns such as social-communication challenges, speech/language delays, restricted and repetitive behaviours, inattention, hyperactivity/impulsivity, poor emotional regulation, and disruptive behaviour. In addition to ASD, residents will hone skills in differential diagnosis by evaluating concerns that commonly co-occur with ASD (e.g., ADHD, intellectual disability, anxiety). Typical testing batteries include measures of intelligence, attention/concentration, social behaviour and behavioural/adaptive questionnaires. There is also an emphasis on observation and assessment of ASD behaviours. Residents will learn about the Autism Diagnostic Observation Schedule – Second Edition (ADOS-2) and the Autism Diagnostic Interview – Revised (ADI-R). Comprehensive assessments include caregiver interviews, test selection, administration, scoring and interpretation, caregiver feedback, and completion of integrative written reports. Residents may consult with Child Management Specialists, Speech-Language Pathologists and Occupational Therapists.

Geriatric Psychiatry Assessment

This rotation is primarily focused on neuropsychological assessment within a mental health context. The rotation is set within a geriatric clinic; thus the primary role of the clinician is act on a consultation basis with psychiatrists and to use neuropsychological assessments to provide diagnostic clarification within the context of age-related changes in cognition (e.g., does the clinical presentation better match a primary neurocognitive disorder versus a primary psychiatric disorder) and to aid in treatment planning (e.g., does the cognitive profile fit well with the functional difficulties that the person is experiencing and are there predictions that can be made

about the person's ongoing functioning that can be made based upon the cognitive profile). The secondary role of the clinician in this clinic is to provide neuropsychological consultation services to physicians/nurse practitioners who have adult patients experiencing mental health and cognitive challenges who fall within the younger adult age range. A resident will have an opportunity to gain exposure to working in a consultation capacity and working in an interdisciplinary environment, to learning how to choose different tests based upon the referral question and the demographics/clinical presentation of the person, to administering many different kinds of neuropsychological tests and interpreting the results gathered from those tests, to providing informative feedback to the person receiving the assessment, and to writing an interpretive report for a physician. Typically a resident will start with an assessment for an older adult and can expand into younger adult populations depending on the interest of the resident. In addition to neuropsychological assessment, psychodiagnostic instruments are often used where necessary. There is also an opportunity to engage in memory-based cognitive and family intervention for people who are experiencing memory-based mild cognitive impairment, depending on the interest of the resident.

Supervision Rotation

Residents may complete a 4-month, two day/week rotation in providing clinical supervision. Please note that this rotation is only available to residents who complete a rotation at either the HOPE Program, or at the Medicine Surgery Cardiology Program at St. Clare's.

Residents will supervise a PsyD student during their practicum placement at NL Health Services. Residents will function as the primary supervisor, although each practicum student will be provided opportunities to engage in co-therapy and/or assessment with a registered psychologist.

At the HOPE Clinic, practicum students co-lead groups and to participate in the meal support program. Additional opportunities can be negotiated to meet the training needs of the practicum student and/or resident. Video review of client care is a requirement of this rotation.

At the Medicine Surgery Cardiology Program, practicum students participate in primarily individual psychotherapy with outpatients. Additional opportunities can be negotiated to meet the training needs of the practicum student and/or resident. Video review of client care is a requirement of this rotation.

To support a resident's competency in clinical supervision, the Resident Seminar Series will focus on providing training in clinical supervision immediately preceding this rotation. As well, each resident will receive an additional 1 hour/week of individual supervision from their major rotation supervisor related to the practicum placement. Finally, during the supervision rotation, the focus of group supervision will be supervision of supervision, particularly the resident's professional development of as a supervisor.

REQUIRED ADDITIONAL TRAINING

Program Development and/or Evaluation

Each resident is required to complete a minimum of 1 Program Development or Evaluation project throughout the residency year. Prior to September 1 of the new cohort, the PCCT receives ideas for program development and/or evaluation from the training committee members and NL Health Services staff. During the first month of the residency program, each resident meets with the PCCT and is presented with a list of potential projects. Collaboratively, based on the resident's training needs and goals, the resident and PCCT select a project. The resident is required to contact the Consultant (i.e., staff who proposed the project) and meet with them to develop a plan of action to carry out the program development and/or evaluation project. The resident and assigned Supervisor meet throughout the various stages of the project; additionally, during the regular resident-PCCT meetings (e.g., 4 times per year), the resident provides updates to the PCCT. At the end of the residency, the resident is required to present their project(s) to the NL Health Services Community. Examples of program development and/or evaluation completed by residents include: Training on Motivational Interviewing; Resource material for families who have experienced a Traumatic Brain Injury (TBI); Group development for adolescents with addictions; Group evaluation of existing trauma program for children; literature review of best practices for adolescent addictions; participation in ongoing research through the HOPE program.

TRAINING STAFF

Afshan Afsahi (she/her), Psy.D., R. Psych, Medicine/Surgery/Cardiology (St. Clare's Mercy Hospital)

Education: Clinical Psychology, Antioch University New England

Professional interests: Children, adolescents, and adults presenting with mood disorders, anxiety, eating disorders, body image issues, PTSD, coping with health and medical issues, loss, grief, and interpersonal difficulties. Primary intervention models include integrative theoretical orientation with emphasis on psychodynamic therapy, narrative therapy, interpersonal process therapy, and mindfulness.

Krista Benson (she/her), BN, RN, M.S. (Sexology), Clinical Sexology Program (Topsail Road Plaza)

Education: Nursing, Memorial University of Newfoundland; Clinical Sexology, Curtin University

Professional Interests: Psychoeducation, assessment, and intervention with adults (individuals and couples) presenting with sexual dysfunctions and adults presenting with gender dysphoria and transition-related concerns. Approach to treatment is sex-positive, humanistic, and integrative, drawing from traditional sex therapy interventions, mindfulness-based cognitive behavioural therapy, and emotion focused therapy.

Janice C. Burke (she/her), M.A., R. Psych., Centre for Pain and Disability Management

Education: Clinical Psychology, University of Regina

Professional Interests: Interdisciplinary rehabilitation teamwork in the areas of chronic pain, depression and anxiety. Using ACT, CBT, and mindfulness approaches. Facilitating parenting groups, helping children aged 2-18 with behavioral or emotional issues. Special interest in narrative therapy with families.

Susan Doyle (she/her), PhD, R.Psych., Clinical Psychologist – Janeway Child Rehab Program

Education: Clinical Psychology (PhD), University of Toledo; Experimental Psychology (MSc), Memorial University of Newfoundland

Professional interests: Psychological assessment of children and adolescents, behaviorally based interventions with children, adolescents, and families with various mental health and relationship concerns (for example, anxiety, depression, emotion and behavior regulation, parenting and attachment issues).

Susan Gillingham (she/her), PhD, RPsych, Geriatric Psychiatry (Waterford Hospital)

Education: Experimental and Clinical Psychology (Neuropsychology), University of Toronto

Professional interests: Neuropsychological assessment (primarily) and cognitive intervention, with a special focus in neurodegenerative disorders and psychiatric disorders in older adults.

Secondary interests include neuropsychological assessment across the full adult age range.

Assessment procedures include the full range of neuropsychological tools/procedures, in addition to some psychodiagnostic and personality assessment. Interventions are primarily focused on cognition, delivered in both individual and group format. Group intervention involves a specific program focused on intervening on mild changes in memory for older people living with memory-based Mild Cognitive Impairment, with additional supportive therapy for family (Learning the Ropes for Living with Mild Cognitive Impairment intervention Program).

Individual therapy involves a wider range of intervention approaches, including the Learning the Ropes program in addition to individual-specific intervention based upon the particular cognitive challenge of the patient (e.g., goal setting, organization, attention management, understanding the influence of mood on cognition).

Ben Goddard (he/him), Ph.D, Psy.D., R. Psych. Centre City Clinic

Education: Psy.D. (Clinical Psychology), Memorial University of Newfoundland; Ph.D. (Cognitive Neuroscience), University of Guelph

Professional interests: Cognitive assessment and intervention as applied to predominantly neurological populations, cognitive remediation, grief and loss, health psychology, chronic pain, with acceptance and commitment therapy, solution focused therapy, and motivational interviewing representing some of the approaches utilized.

Megan Grant (she/her), Psy.D., R. Psych., Traumatic Stress Service (Cordage Place)

Education: Clinical Psychology, University of Indianapolis

Professional interests: Assessment and intervention with adults presenting with complex/interpersonal trauma. Interests in trauma-informed assessment and trauma-informed individual/group therapy. Approach to treatment is client-centered and integrative, drawing from humanistic/existential psychology, interpersonal and experiential approaches, dialectical behaviour therapy, emotion-focused therapy, and acceptance and commitment therapy.

Janine Hubbard (she/her), Ph.D., R.Psych., Janeway Hospital

Education: Clinical-Developmental Psychology, York University

Professional interests: Pediatric psychology and behavioral medicine; psychometric assessments; parenting and behavioral interventions; siblings of children with disabilities.

Ellie King (she/her), PsyD., R.Psych. Clinical Psychologist III at the Concurrent Addictions Specialized Treatment (CAST) program

Education: Clinical Psychology, Memorial University of Newfoundland

Professional interests: Substance use disorders, psychodiagnostic assessment, ADHD, personality disorders, trauma/PTSD, emotional dysregulation and interpersonal difficulties, mood and anxiety disorders. Individual and group therapy. Specific modalities used include Acceptance and Commitment Therapy, Dialectical Behaviour Therapy, and Cognitive Behavioural Therapy.

Jessica Menard (she/her), Ph.D., R.Psych., Janeway Lifestyles Program (Janeway Hospital)

Education: Child-Clinical Psychology, University of Windsor

Professional interests: Assessment and treatment of adolescents presenting with difficulties in mood, anxiety, emotional dysregulation, family dysfunction, and limited coping skills. Integrative theoretical orientation including cognitive-behavioral, interpersonal, and Acceptance and Commitment Therapy.

Susan A. Pardy (she/her), Ph.D., R. Psych., Clinical Psychologist III and Research Coordinator, HOPE Program

Education: Clinical Psychology, Queen's University

Professional interests: Eating Disorders, Anxiety, Depression, Emotion Focused Family Therapy, Motivational Interviewing, Cognitive Behavioral Therapy.

Emily Pond (she/her), PsyD., R.Psych., Autism Services: Rural

Education: Clinical Psychology, Memorial University of Newfoundland

Professional interests: Neurodevelopmental and psychodiagnostic assessment of children and youth. Integrative theoretical orientation with an emphasis on cognitive behavioural approaches (cognitive behavioural therapy, acceptance and commitment therapy).

Special Interests: Autism Spectrum Disorder, Parenting, Mood and Anxiety Disorders, Obsessive Compulsive Disorder.

Dr. Heather Quinlan (she/her), PsyD., R. Psych, Clinical Psychologist III – Correctional Health Services, Her Majesty's Penitentiary

Education: Doctor of Psychology, Memorial University

Professional Interests: Dr. Quinlan has a particular interest in treatment of concurrent mental and substance use disorders, as well as trauma/stress related disorders, depressive and anxiety disorders, and personality disorders. She has an interest in adult intervention using an integrative approach (acceptance and commitment therapy, cognitive behavioral therapy, dialectical behavior therapy, interpersonal psychotherapy, and emotion-focused therapy), as well as adult psycho-diagnostic and cognitive/psychoeducation assessment.

Alysha Renouf (she/her), Psy.D., R.Psych., Provincial Coordinator of Clinical Training - Psychology

Education: Clinical Psychology, Memorial University of Newfoundland

Professional Interests: Health Psychology, Eating Disorders, Trauma, Attachment, Psychodynamic Therapy, Cognitive Behavioral Therapy, Compassion Focused Therapy, Humanistic Therapy

SALARY AND BENEFITS

The annual stipend for the residency is \$54,307 CAD. Residents receive three weeks of paid vacation, nine statutory holidays, five days of paid educational leave, and 12 days of sick leave. Additional benefits include health insurance (individual and family), life insurance, accidental death and dismemberment insurance, and employment insurance. Residents are also able to access a travel incentive when moving to the province. NLHS will reimburse the travel cost for the resident up to a maximum of the most economical travel (air or car) and provide interim housing for up to 14 calendar days while the Resident is sourcing housing.

CONDITIONS OF EMPLOYMENT

The starting date for this residency is **September 3, 2024**. Prior to commencing the residency, residents must provide the following: 1) a satisfactory criminal records check completed within 6 months of the start date; 2) a signed Privacy/Confidentiality Oath of Affirmation; 3) a satisfactory completed Pre-Placement Screening form which includes an up-to-date immunization record and TB testing; and 4) a PHIA Certificate.

COVID-19 RESIDENCY PROCEDURES

Due to the unprecedented and unpredictable nature of the current pandemic, and its impact on training, the NL Health Services Psychology Residency Program has ensured contingency plans to continue residency training virtually via Zoom and telephone sessions. Through careful contingency planning, our program intends to minimize disruptions that the pandemic has on residency training and service delivery to the greatest extent possible, while maintaining the highest levels of integrity in our training and adherence to accreditation standards. Given that residents are considered NL Health Services employees, some residents may continue to offer in-person services when case numbers are high. Each resident's needs will be examined on a case-

by-case basis to determine to what extent residents may conduct their clinical work and supervision remotely from home. It is recommended that potential applicants consider their ability to create a home office environment with equipment, e.g., password protected computer and high-speed internet, and sufficient private space within the home to maintain client confidentiality, as these are requirements of moving to remote training in the event of increased COVID-19 restrictions.

ACCREDITATION

The NL Health Services Residency Training program is accredited by the Canadian Psychological Association for a term of 4 years (2021-2025) following our virtual site visit with CPA in May 2021.

Office of Accreditation

Canadian Psychological Association

141 Laurier Avenue West, Suite 702

Ottawa, Ontario

K1P 5J3

Email: accreditationoffice@cpa.ca

Phone: 613-237-2144 x328 or 1-888-472-0657 x328

APPLICANT REQUIREMENTS

Applicants must be enrolled in a CPA or an APA accredited clinical psychology graduate program or its equivalent. Canadian citizens or landed immigrants are given preference, although citizens from other countries will be considered subject to clearance by Immigration Canada.

Applicants are expected to have a minimum of 600 practicum hours. Applicants should have experience in assessment including test administration and integrative report writing. It is preferable for applicants to have assessment experience with the predominant age range they will be working with during residence (e.g., children/adolescents vs. adults). In light of COVID-19 disruptions to practicum placements, and in accordance with the joint statement by Association of Canadian Psychology Regulatory Organizations (ACPRO), the Canadian Council of Professional Psychology Programmes (CCPPP), and the Canadian Psychological Association Accreditation Panel (the CPA Panel), our residency program intends to review incoming applications for the 2024-2025 residency year with flexibility on hours requirements. Given disruptions due to COVID-19, we encourage interested applicants to submit applications to our residency program even if they are unsure whether minimum requirements for hours have been met.

The CPA Panel encourages programmes to ensure that the minimum 600 hours are still met by students applying to internships, even if the composition of those hours vis-à-vis direct contact, supervision, and support activities are not exactly equivalent to the

minimum prescribed by the CPA Accreditation Standards (see <https://cpa.ca/docs/File/Accreditation/CCPPP%20CPA%20ACPRO%20Statements%20COVID-19.pdf> for full statement).

APPLICATION PROCEDURES

This residency program participates as a member in the APPIC Matching Program. We abide by all APPIC guidelines regarding the residency application and selection process and fully endorse the APPIC policy summarized in the following statement:

"This residency 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."

To complete our application process, please access the AAPI Online at <http://www.appic.org/>. We do not require any materials supplemental to the AAPI Online, ***but we do ask that two of your three letters of recommendation are from persons familiar with your clinical work.***

The application deadline for the 2024-2025 training year is **November 15, 2023**. Applicants will be notified of an interview on the CCPPP Universal Notification Date - <https://ccppp.ca/> (December 1, 2023) regarding whether or not they are being offered interviews (by Zoom only). Interview booking will commence on December 4, 2023. Interviews will be conducted with selected applicants during the 2nd and 3rd weeks of January 2024.

Applicants selected for interview will be interviewed by a panel of 2-3 psychologists, at least one of whom is a major supervisor for the stream(s) to which they have applied. Interviews last 45 minutes to 1 hour and include a list of standardized questions, as well as time for the applicant to ask questions to the panel.

CONTACT INFORMATION:

Alysha Renouf, Psy.D., R. Psych. (she/her)
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