



CLINICAL PSYCHOLOGY PRACTICUM

Accredited by:
Canadian Psychological Association
Accreditation Canada



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Practicum Placements in Clinical Psychology

INTRODUCTION

Who Are We?

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

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

Where Are We?

Halton Region

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

PSYCHOLOGY AT ROCK

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

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

****Response to Covid19 Pandemic**

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

OVERVIEW

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

Assessment

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

provided and shared with parents and other collaterals as appropriate.

Treatment

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

Early Years Treatment

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

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

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

Autism Spectrum Disorder Assessment

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

Fetal Alcohol Spectrum Disorder Assessment

The FASD Assessment and Diagnostic Team is a multi-disciplinary team that provides assessment to individuals age 2 to 24 that have known prenatal alcohol exposure. This multi-disciplinary team is a community collaboration of professionals including Medical Physicians, Psychology, Occupational Therapy, Speech and Language Pathologists, Social Work, Child and Youth Workers and Transitional Age Youth Workers. Residents completing a minor rotation in this area will be provided with training in the Canadian Guidelines for FASD Diagnosis and will complete comprehensive psychological assessments to contribute to the multi-disciplinary teams' clinical discussion, diagnostic formulation and provision of recommendations.

Group Therapy

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

EDUCATIONAL OPPORTUNITIES/ DIDACTIC SEMINARS

Multidisciplinary Team Meetings

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

Psychology Team Consultation Meetings

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

Psychology Team Administrative Meetings

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

Psychology Lunch and Learns

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

Clinical Rounds

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

speakers (e.g., community professionals, university researchers).

SUPERVISION

Practicum students can expect a minimum of 2 hours of supervision per week by an experienced, doctoral-level, registered psychologist. Supervision may consist of direct observation of clinical service provision (e.g., in the room or behind one-way mirror), review of audio or video recordings and/or clinical case discussion. Although styles of supervision may vary, students can expect to learn from modeling, observation, directed readings, feedback, ethical training, and professional guidance. Supervision is individually tailored to meet the developmental learning needs and training goals of each student.

PSYCHOLOGY STAFF

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

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

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

Dr. Joy Andres LeMay (Psychologist & Resident Advisor)

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

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

Dr. Sarah Tuck (Neuropsychologist)

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

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

Dr. Natalie Bailey (Clinical Psychologist)

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

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

Dr. Andrea Markovic (Clinical Psychologist)

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

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

Dr. Marina Dupasquier (Clinical Psychologist)

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

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

Dr. Ashley Brunsek (Clinical Psychologist -Supervised Practice)

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

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

Mr. Brandon Campbell (Psychometrist)

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

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

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

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

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

Practicum Application Deadline:

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

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

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

DIVERSITY AND NON-DISCRIMINATION POLICY

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

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

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

- Lead with respect and dignity to see equity, diversity and inclusion as connected to our mission and integral to the well-being of our employees and agents of ROCK
- Dismantle inequities within our policies, systems, programs & services by exploring

- potential underlying, unquestioned assumptions that interfere with inclusiveness
- Advocate for and support strategic thinking about how systemic inequities impact our services and programs, and how best to address that in a way that is consistent with our mission
- Commit time and resources to expand our knowledge and understanding of equity, diversity and inclusion

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

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

PROGRAMS AND SERVICES AT ROCK

Psychology Interdisciplinary Consultation

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

Psychology Client Consultation

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

Psychological Assessment

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

FASD Consultation and Support

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

FASD Multi-Disciplinary Assessment

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

Walk-In-Counseling Clinic

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

Brief Therapy

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

Family Therapy

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

Individual Therapy

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

Trauma Treatment Program

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

Crisis Response Program

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

Intensive Child and Family Service

ROCK's Intensive Counselling Service (ICS) program provides a range of intervention and support services to high-need children/ youth (aged 6-18) and their families. Families will typically receive two to four in-home sessions per week with a member of the ICS team, for

three to six months. Families are expected to participate in setting goals, strategies and treatment for themselves and their child. However, the ICS team will work with the family to actively problem-solve around barriers to treatment or engagement. Primary program therapeutic interventions include but not limited to: Emotion Focused Family Therapy (EFFT) and Dialectical Behavior Therapy (DBT).

Residential Services

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

Early Years Therapy

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

CLINICAL GROUPS

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

Circle of Security Therapy Group

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

Intro to Cognitive Behavior Therapy (CBT) Group

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

ADHD Caregiver Group: Parenting Your Child with ADHD

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

Children's Anxiety Groups

Children and adolescents learn to identify, measure, and cope with anxiety and learn social skills,

while parents learn about anxiety and how to parent anxious children. Separate groups are offered depending on the age of the children (e.g., group for school age, teens).

DBT Skills Group

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

PREVENTION SERVICES and PARTNERSHIP PROGRAMS

Positive Space Network

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

Our Community Cares

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

Caroline Families First

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

EarlyON Child and Family Centre

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

Halton Families for Families

The goal of Halton Families for Families is to connect, support and engage with Halton families who are impacted by a child/youth's mental health struggles. The initiative is uniquely led by families, which ensures their voices are valued, heard and woven into the fabric of all activities

and events, to improve the quality of life for families. We offer a wide range of workshops, wellness sessions and socials for caregivers and families impacted by their child's mental health.

Halton Coordinated Service Planning (CSP)

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

Halton FASD Collaborative

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

Danielle's Place

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

Autism Services

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