



CLINICAL PSYCHOLOGY PRACTICUM
Updated Oct 2023

Accredited by:
Canadian Psychological Association
Accreditation Canada



Practicum Placements i

Clinical Psychology

INTRODUCTION

Who Are We?

ROCK is a nonprofit child and youth mental health agency that has served Halton for more than 40 years. We provide an inter-professional approach to the assessment and treatment of children, youth and 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 prevention and early intervention for those having, or at risk of developing, challenges related to mental health. 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 an interdisciplinary approach to the assessment and treatment of individuals ages 0 through 17 and their families who are experiencing difficulty. ROCK is also involved in multiple partnership programs that provide services for Transitional Aged Youth up to the age of 25 years. We are committed to providing services that are inclusive, client and family-centered, professional, high quality, and accessible.

ROCK is accredited with Exemplary Standing 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 8,000 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, relational, behavioural and/or social difficulties.

Where Are We?

Sites and Services

Located in the Greater Toronto Area, between Peel and Hamilton-Wentworth Regions, Halton Region is one of Canada's most dynamic areas, covering over 232,000 acres of land, including a 25-km frontage on Lake Ontario. The local communities of Burlington, Halton Hills, Milton, and Oakville comprise Halton Region.

ROCK has multiple sites in which services are delivered across the Halton Region. There are 3 full clinical office sites; one each in Burlington, Oakville, and Milton. ROCK currently has two Live

in Treatment facilities, one for youth aged 12 to 15 (Aberdeen House) and one for youth age 15-18 (Community Youth Program-CYP). ROCK also operates 4 prevention and early intervention sites that house Ontario Early Years Centre programs. ROCK additionally offers services and supports out of 2 Youth Centers located in Acton and Georgetown. The access point for services is by calling ROCK's centralized Access Line (289-266-0036).

Land Acknowledgement

ROCK is located on the Treaty Lands and Territory of the Mississauga's of the Credit. Acknowledging the lands that we gather on is part of the overall plan that we collectively embrace to meet obligations under the Truth and Reconciliation Commission's calls to action. Halton Region, as we know it today, is rich in history and modern traditions of many First Nations and the Metis. From the Anishinaabe to the Haudenosaunee and the Metis. As settlers, we are grateful for the opportunity to meet here and we thank all of the generations of people who have taken care of this land for thousands of years.

For further information about Halton Region and the cities of Burlington, Halton Hills, Milton and Oakville, please visit the following websites:

General Information:	www.halton.ca
Attractions:	www.halton.ca/The-Region/Explore-and-Enjoy-Halton
Transportation:	www.oakvilletransit.ca www.milton.ca/en/living-in-milton/transit.aspx www.burlington.ca/en/transit/transit.aspx www.gotransit.com

PSYCHOLOGY AT ROCK

In line with the agency's philosophy and mission, the psychology staff at ROCK are 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 17 years. The ROCK psychology staff is composed of clinical psychologists, psychometrists, and residents (see page 6 & 7 for a description of psychology staff members).

The Clinical Psychology Residency program is accredited by the Canadian Psychological Association (CPA), currently from the 2017/2018 academic year through the 2023 academic year. In June of 2023 we participated in a re-accreditation Site Visit and expect to hear from the accreditation panel following their Fall 2023 meeting. 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 participates 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. Staff and students 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. Students 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

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 Team 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 (Single Session, Brief Therapy & 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. Models for single session counselling include narrative, emotion-focused therapy, brief, solution-focused, and strength-focused therapies. Residents completing this rotation will also provide Brief Therapy (3-4 sessions) and 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.

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.

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. Sarah Tuck (Neuropsychologist, FASD Team Clinician & Residency Director)

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

Activities include program planning and facilitation for residency program, provision of support to supervisors, supervision of students, psychological assessment and consultation, FASD Team member.

Dr. Terry Diamond (Clinical Psychologist, Psychology Lead)

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

Activities include providing support to the Residency Director, clinical leadership, supervision of students, psychological assessment, intervention and consultation.

Dr. Natalie Bailey (Clinical Psychologist, FASD Team Clinician)

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 and/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 and/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 and/or Rotation Supervisor.

Dr. Ashley Brunsek (Clinical Psychologist)

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

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

Dr. Krysta McDonald, (Clinical Psychologist-Supervised Practice)

Ph.D., 2022, 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, 1999, University of the Witwatersrand (South Africa)

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

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 or official 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 strive to provide 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 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.

Single Session Therapy

Single Session Therapy Service provides quick access to therapeutic intervention as it enables family members to see a therapist more immediately. The intake process for further services may be initiated following the single 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 insights, 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/communicate 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.

Trauma Assessment

Assessment specifically focused on the impact of trauma on the client and family system. This may include use of the Neurosequential Model of Therapeutics (NMT) Metric (Bruce Perry) to inform intervention.

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).

Live-in Treatment Services

Aberdeen is a Live in 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. The *Community Youth Program* (CYP) provides housing and support for adolescents age 15-18 who are unable to live with a family and unprepared for independent living. Focus is

on stabilization, individualized treatment and transition to community and/or adult mental health services.

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.

Autism Services

ROCK's Autism and Behavioural Services teams provide the following essential services for families:

- Foundational Family Services, including workshops and drop-ins, to all families registered with the Ontario Autism Program (OAP);
- Urgent Response Services to those youth who are experiencing a new or worsening behaviour;
- Caregiver Mediated Early Years, Project ImPACT, for those families who have a young child registered with OAP; and
- Entry to School for those children registered with the OAP and transitioning into school for the first time.

CLINICAL GROUPS

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

Circle of Security (COS) 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).

ROCK Teen and Parent Anxiety Group

This group is aimed at helping teens to learning skills to manage anxious feelings, to reduce worry, to feel more confident, and to become able to do things they find hard to do. Teens will learn how to identify thoughts, feelings, and behaviours; learn how to think realistically; learn to face challenging situations; and learn skills for problem solving and building assertiveness. A caregiver attends each group to support their teen as well as to learn strategies to apply to their own anxieties.

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 weekly 2-hour skills group sessions (22 weeks), five different modules are taught to youth and parents/caregivers to target specific behaviors and teach healthy skill sets.

Trauma Group

Psychoeducation group designed to provide caregivers with an increased understanding of how the experience of trauma(s) can impact children and their families; parenting tools and strategies are discussed.

Brave Pathfinders

This group is for children who have experienced a loss that is ambiguous. This group is for children who have experienced a significant decrease in caregiver support due to any of the following: deployment, returning to a home country, injury or prolonged illness causing decrease capacity to care, divorce, separation, estrangement, caregiver incarceration or absence due to mental health or addictions issues in caregiver.

Advanced Caregiving

A psycho-educational, prevention and early intervention clinical group developed to support caregivers in learning advanced skills for supporting their loved one with their mental health. Introduce mental health recovery principles, Emotion Coaching, Validation and Behaviour Coaching skills.

Emotion-Focused Family Therapy (EFFT) Caregiver Group

The goal of EFFT is to support caregivers to increase their role in promoting the health and well-being of their child or teenager. Caregivers learn about validation, Emotion Coaching, Behaviour Coaching and Caregiver Blocks.

Watch, Wait, and Wonder Caregiver Group

The focus of this group is on strengthening the attachment relationship between caregiver and child, in order to improve the child's self-regulating abilities and sense of efficacy and enhance the caregiver's sensitivity and attunement.

PREVENTION SERVICES and PARTNERSHIP PROGRAMS

Here and Queer

Facilitators in this program aim to create and hold an affirming, supporting space for 2SLGBTQIA+ youth to practice learning about themselves, their boundaries, making friends, navigating conflicts and building resilience with an emphasis on mindfulness, healthy coping mechanisms and emotional regulation.

Families in TRANSition (FIT)

Broadly speaking, the primary goal of this intervention is to give families the tools they need to help trans, non-binary, and gender questioning youth feel fully supported in their homes.

Embrace & Empower

The Embrace & Empower program, in partnership with Spectrum, focuses on exploring the historical and social influences that can impact queer and/or trans youth, their body image, body perception, identity and relationship with food.

Roots

Roots Community Services and ROCK are collaborating to provide therapeutic support, consultation and treatment to Black, African and Caribbean children, youth and their families. This service will provide a safe space, a culturally-relevant intervention to young people who are facing systemic barriers impacting their mental health, education or family relationships.

AFFIRM

Project AFFIRM seeks to integrate identity affirmation with cognitive-behavioural interventions. This combined intervention is presented in the form of eight sessions targeted at LGBTTTQQ2SA* youth and adults and geared towards reducing risky sexual behaviour and depression.

Our Community Cares (OCC)

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 free high-quality 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 infant and child's 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 of children and youth with multiple and/or complex needs who may be experiencing challenges in areas such as navigating the system, coordinating multiple 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.