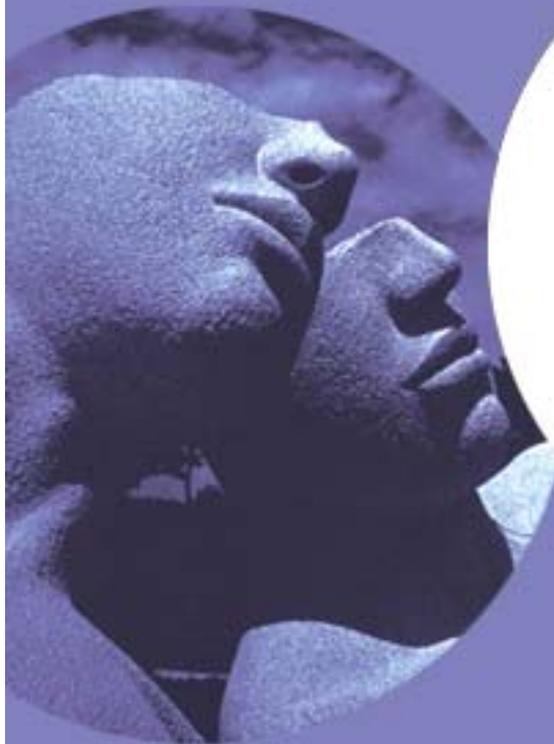


**RESIDENCY AND INTERNSHIP
TRAINING PROGRAM**



PSYCHOLOGY
2010 – 2011

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INTRODUCTION

As a university institute in mental health, the Douglas exercises a tripartite mandate of teaching, research and clinical service delivery. Located on 150 acres of grounds on the shores of the St. Lawrence River in Verdun, the Douglas is one of the largest psychiatric institutes in Montreal. It provides services to the population of the south-west region of the island which includes the districts of Verdun, LaSalle, Lachine, St. Henri, Ville-Émard and Pointe St-Charles. In addition to about 260 inpatients, the Institute provides outpatient services to over 4 000 clients through its various programs. Ultraspecialized services are also provided to clients from across the province of Quebec.

Psychologists are involved in most of the institute's programs. For 2010 - 2011, students can receive training in eight services. Training in any of these settings can be arranged in various combinations on a rotating or concurrent basis. Acceptance for internships and residencies rests on the supervisors of the department or unit. We regret that the Douglas is unable to offer psychology trainees any remuneration.

All training offered at the Institute is accepted by the four local universities as well as by others across the province. Although the Canadian Psychological Association (CPA) and the American Psychological Association (APA) do not normally accredit non-paid training, including ours, this is the case with most local training centres and does not have an impact on any future employment opportunities in Quebec.

NOTE TO MCGILL PSYCHOLOGY GRADUATE STUDENTS

The Douglas Institute is one site that is part of the APA accredited McGill Psychology Internship Consortium.

Students should be enrolled in a Master's or Doctoral level program in clinical psychology at a registered university¹. Their course background should provide them with basic knowledge of psychopathology, diagnostic assessments, interviewing techniques, and treatment planning.

Training is offered to students seeking either a summer internship, or a pre-doctoral residency. Summer internships generally consist of four days per week of training, and run from the beginning of May to late August. The possibility of doing this portion of training less intensively and over a longer period of time (e.g., 2 days per week for 8 months), can be discussed at the moment of selection interviews.

Residencies vary in intensity and duration depending on the requirements of the university program. They generally begin in September and range from 8 to 12 months. Depending on the specific setting, pre-doctoral residencies can be conducted full-time or part-time.

Students are encouraged to negotiate a contract with one main setting, many of which have multiple supervisors. This will permit interns or residents to become acquainted with a variety of theoretical viewpoints and practical approaches. Students can also choose to work in two settings at two and one-half days each. Interns and residents will be asked to participate in a number of theoretical and clinical seminars. Clinical case presentations are an integral part of such seminars, and students are expected to assume increasing responsibilities for presentations during their training. Communication skills are considered an essential part of a psychologist's work, and therefore clear and concise verbal and written expression on theoretical and clinical issues is emphasized during the training. Since the Douglas is a large teaching institute, students will also have the opportunity to attend case conferences, lectures and seminars offered by professionals in other disciplines.

¹ *Some of the services listed in this brochure may accept applicants from related fields such as counseling or educational psychology. Please call the training director if you wish to discuss this possibility.*

PSYCHIATRIC AND EATING DISORDERS PROGRAM FOR ADOLESCENTS

Description of setting

This program is designed for French and English speaking adolescents between the ages of 13 and 17 with eating disorders or functional psychiatric disorders such as psychotic disorders and severe mood and anxiety disorders. The services include an inpatient unit (10 beds) which also offers a short-term follow up until the transfer takes place to outpatient services and a day hospital program (14 clients). The various treatment modalities are: team assessment, individual therapy, family and group therapy, psycho-education, occupational therapy, nutritional consultation, pet therapy and pharmacotherapy. The multidisciplinary team (psychologists, social workers, nurses, educators, occupational therapists, dieticians and psychiatrists) works closely together to come to a comprehensive diagnosis and treatment plan.

The therapeutic approach is eclectic (cognitive-behavioral, psychodynamic and systemic) and is adjusted to clients' difficulties and strengths. This milieu is stimulating and provides a diversified clinical experience with adolescents dealing with various mental health problems.

Supervisory staff

- Karina Béland, Ph.D.
- Stéphane Dubé, Ph.D.
- Anne Wittevrongel, M.Ps.

Student's tasks

The student partakes in the clinical team assessment interview, the psychological assessment which is accomplished through interviews and psychological testing (cognitive and personality assessment), and is encouraged to formulate diagnostic opinions. The student will be involved with some adolescents as a primary individual therapist and will also act as a co-therapist in family and group therapy sessions. During the weekly team meetings and other liaison meetings (i.e. youth protection agencies, schools, paediatric hospitals), the student will participate in the elaboration of individualized treatment plans. This will allow him/her to further consolidate his/her understanding of psychopathology and to practice formulating and reviewing treatment recommendations. The student is invited to attend and participate in regular departmental conferences offered by the child psychiatry department and other departments.

Supervision and training

Two hours of individual supervision is offered per week. Supervision will consist of reviewing the pertinent cognitive and personality assessment results and interpretations. It will also review the clinical data regarding clients and therapeutic approaches to be used based on recent literature.

Positions available

- Residency (Pre-doctoral Internship): 1-2 part-time (2.5 days/week)

Other pertinent information

Bilingualism (French and English) is strongly preferable. Multidisciplinary team meetings as well as group therapies are bilingual, therefore an understanding of conversational French and English is an asset.

SEVERE DISRUPTIVE BEHAVIOUR DISORDERS PROGRAM

Description of setting

This Day Hospital program is designed for French and English speaking children aged from 6 to 12 years, who show severe behaviour disorders, with or without attention deficits, and with or without hyperactivity. Children suffering from psychosis or mental retardation are excluded from the program. This program, in a Day Hospital setting, is a therapeutic milieu designed for children who do not respond to the treatment offered in Outpatient psychiatry, and who have significant difficulties in the social and academic areas. During their stay in the program, children receive milieu therapy with an educational component, and psycho-education, group, and individual psychotherapy. Parents or caregivers participate in weekly marital or family therapy, or in parental counselling. In due time, a liaison is made with the school where the child will be (re)integrated.

The interdisciplinary team is made of a child psychiatrist, psychologists, social workers, art therapists, educators, nurses, teachers, physical educators, an occupational therapist, a speech and language pathologist, a music therapist, and a pet therapist. Our team can also consult with other professionals within or outside Child Psychiatry whose specialties include Autistic Spectrum Disorder, Sleep Disorders, Adolescence, and Mood Disorder. Psychotherapeutic management is integrative, and comprises cognitive-behavioural, psychodynamic, and systemic orientations and techniques, in relation to each child and family's presenting problem.

Supervisors

- Colette Boucher, Ph.D.
- Mark Liflan, M.A.
- Marie-Josée Ouellet, Ph.D.

Student's tasks

The student's tasks are grouped in two broad categories, clinical and academic. In addition, since the Douglas Institute is part of the McGill RUIS, the student will have access to a diversity of academic activities regarding different types of psychopathology and treatment approaches.

Clinical activities

- Participation in pre-admission interdisciplinary evaluations
- Psychological evaluations with projective tests
- Psychological evaluations of intellectual/cognitive functioning
- Child individual psychotherapy, with psychodynamic and/or cognitive-behavioural frameworks, that could be year-long if appropriate
- Family therapy (as co-therapist)
- Possibility of participation in group psychotherapeutic activities (ex.: social skills, anger management, etc) with professionals other than psychologists
- Participation in weekly interdisciplinary team meetings
- Participation in the child's school reintegration when he/she is discharged from the program

Academic activities

- Grand Rounds in child and adolescent psychiatry (2-3 times per month)
- Clinical conferences in adult psychiatry (once per week)
- Clinical seminars for psychology residents

Supervision and training

Weekly 2-hour individual supervision is offered to the students. The supervision is generally geared toward a discussion of cases (evaluation and treatment) undertaken by the student. These supervision modalities can be readjusted to fulfill University requirements.

Positions available

- Residency (Pre-doctoral Internship): one full-time (5 days/week) or two part-time (2.5 days/week)

Other pertinent information

Bilingualism (French/English) is essential because the student will participate in both French and English team meetings. The student should be proficient in written French or English. If the student is not at ease writing reports in his/her second language, he/she may have to ask for outside help for text revision. Because of the complexity of the clientele admitted in the program, in order to benefit from a residency in this Day Hospital, the student must have completed a first internship (either a summer practicum or an internship at a University Clinic) before applying here.

ADULT PSYCHIATRY

ANXIETY CLINIC

Description of setting

The Anxiety Clinic is a specialized clinic and provides services to an adult population suffering from anxiety disorders. Interns and residents will work in multidisciplinary teams of professionals. Students are considered as important members of the treatment team. They will have a work area in a room reserved for them with several computers with access to the Institute and McGill networks and computerized psychological tests. There are a number of rooms available for use in individual and group treatments. Therapy is generally conducted during the daytime, but students may be asked to be available one evening per week to respond to the needs of working clients.

Students will be asked to intervene using both individual and group modalities in the treatment of all anxiety disorders, (panic disorder, obsessive compulsive disorder, generalized anxiety disorder etc.). A large percentage of the Anxiety Team clients have co-morbidities on Axes I and II.

The central goal of this training is to help future psychologists develop assessment and intervention skills using a cognitive-behavioral approach. They will learn to assess cases using clinical interviews and psychometric tests. The second objective is to develop abilities to plan and implement treatment strategies adapted to client needs.

ADULT PSYCHIATRY

Supervisory staff:

- Mélanie Archambault M.Ps
- Claude Bélanger, Ph.D.
- Christiane Chalfoun, Ph.D.
- Deborah Weissberg, M.Ed.

Student's tasks

Students will be involved in individual and group treatments, will attend supervision sessions (individual and group), and will attend weekly multidisciplinary team meetings and psychology meetings where training for various psychiatric diagnoses will be given. They will be responsible for maintaining their individual client dossiers, and will share some of the tasks involved in organizing group interventions. More specifically, clinical training time will be distributed as follows:

- 35% spent conducting psychological assessments (e.g. writing reports and/or behavioral analyses);
- 40% spent conducting assessments and interventions using cognitive-behavioral approaches in individual and group (including utilizing information from various services and measurement instruments, determining the types of problems for which these interventions are most useful, and learning to evaluate the effectiveness of their interventions).
- 25 % spent organizing groups, maintaining files and in academic activities, etc.

Supervision and training

The resident works in supervision with several members of the psychology team. Weekly supervision is conducted individually and in groups of two to four students. Supervision sessions are weekly and scheduled in advance. Individual supervision is conducted by the two psychologists responsible for individual therapy. (M. Archambault and C. Belanger) Supervision involves reviews of cases, and is complemented with reports by students and/or the use of audiovisual recordings of sessions. They are also supervised weekly as a group for group work by D. Weissberg and C. Chalfoun. Supervisors may also conduct groups with students and do direct observation.

Other pertinent information

This training is offered to graduate students who have taken courses in behavioral assessment and intervention. Additional coursework on clinical aspects of the therapeutic relationship is an important asset. The student must also have completed one supervised clinical internship. Cognitive behavioral approaches are used in both individual and group work.

The clientele of the Anxiety Clinic is about 60% Francophone. Therefore residents should be fairly fluent in French and English. In order to benefit fully from this setting (meetings, etc.), a working knowledge of English is essential. Students will be offered the possibility of conducting individual and group treatment in English. Residents may also have the possibility of acting as observers and eventually as therapists in group interventions that form part of a government-funded research program.

Positions available

- | | | |
|-------------------------------------|---------------------------|--|
| <input type="checkbox"/> Internship | (Summer practicum) | None |
| <input type="checkbox"/> Residency | (Pre-doctoral Internship) | 5 part-time (min.3 days days/week) or 4 full-time (4 days or more) |

MOOD DISORDERS SERVICES (BIPOLAR AND DEPRESSIVE)

The Mood Disorders Services are ultra-specialized (3rd line) services which are divided into two separate programs: the Bipolar disorders Program and the Depressive disorders Program. The interns and residents may choose between one of the two Programs and will receive supervision independently within each team.

This residency/internship environment provides a very rich experience with a variety of mood disorders in order to prepare our future mental health clinicians. It permits interactions with several types of skilled professionals who are interested in teaching. The therapeutic approach is eclectic and based on the personality structure, the needs and resources of the client. We encourage the intern/resident to develop flexibility and creativity within interventions.

BIPOLAR DISORDERS PROGRAM* (Please note that the Bipolar Program can only offer 1 day of training per week. This can serve to supplement experience in another service.)

Description of setting

The bipolar disorders program offers an ultra-specialized service, with up to date knowledge, for an adult population suffering from bipolar disorders refractory to treatment.

Our services include:

- psychiatric and neuropsychological evaluations by a multidisciplinary team.
- treatment based on a multimodal approach including individual and/or group psychotherapy (psychoeducation, mindfulness-based cognitive therapy).
- consultation services for pharmacological strategies.
- follow-up for patients who can be included in ongoing research protocols.

Supervisory staff:

- Nancy Poirier, M.Ps.
- Rébecca Sablé, D.E.S.S.
- Annie Malenfant, Ph.D. candidate

Positions available:

See note above.

DEPRESSIVE DISORDERS PROGRAM

Description of setting

The Depressive Program is a specialized (third line) service for adults who are suffering from major depression, refractory and/or recurrent and who have suicidal ideation or behaviour. Patients are referred to our program from other psychiatric services or from general practitioners in the community. We offer cutting-edge treatment for our clients using a multidisciplinary approach.

Our clientele include:

- Adults, 18 years and over, with major refractory depressive disorder;
- Individuals with a significant personal and/or family history of suicidal behaviour.

Our services include:

- Standardized, detailed psychiatric evaluation by a multidisciplinary team;
- Multimodal treatment intervention including individual and group therapy with pharmacotherapy (consultations on pharmacological strategies are also offered) and psychoeducation groups;
- Treatment of severe suicidal behaviour and/or follow-up of individuals at risk, using individual primarily and sometimes group therapy;
- Support to and liaison with referring physicians.

Supervisory staff:

- Liliane Sayegh, Ph.D.
- Isabelle Sarafian

Students' tasks

Within our program, the students will have the opportunity to carry out individual and group therapies with adult clients and will maintain the charts up to date for the clients under their responsibility. The students will participate in the preparation of groups, if necessary, in team meetings, to some extent in the ongoing clinical research project with the same patients treated by the team. The students who are interested will also have the opportunity to participate in the psychiatric pre-evaluations, which take place before the clients are admitted into the Depressive disorders program. The students' tasks consist of:

DEPRESSIVE DISORDERS PROGRAM - Adult section

- Learning to write psychological reports according to a Cognitive Behavioural and a Cognitive Behavioral Analysis System of Psychotherapy (CBASP) models of therapy;
- To familiarize themselves with Cognitive Behaviour therapy, McCullough's Cognitive Behavioral Analysis System of Psychotherapy and Kernberg's Transference-focused Psychotherapy that are used in both individual and group therapies. To develop a better understanding of personality disorders and of the various treatment modalities for particular clinical issues;
- Learning to carry out semi-structured interviews to assess depressive disorders, personality disorders and suicidality;
- Participating in academic activities held in our program or within the Douglas Institute.

Supervision and Training

In the Depressive disorders program, students will receive one to two hours per week, per student, of individual and/or group, according to the requirements of their study program. Students will always have the opportunity to meet with supervisors individually whenever necessary. A weekly, half-hour supervision for group therapy will be given independently of supervision for individual therapy.

Positions available

- Internship (Summer Practicum): 2 full-time or part-time
(Summer internships are limited to group therapy and to psychiatric evaluations)
- Residency (Pre-doctoral Internship): 5 full-time or part-time

EATING DISORDERS PROGRAM

Description of setting

The Eating Disorders program (EDP) at the Douglas Institute Centre is the only large-scale specialized program in the province of Quebec for the assessment and treatment of adults (aged 18 years and up) suffering from anorexia nervosa, bulimia nervosa, or related eating disorders. The EDP is a multidisciplinary service, offering a complete range of treatment and evaluation services through inpatient, day program and outpatient facilities. Interventions are multimodal, and include individual psychotherapy, group therapy, family/couple therapy, psycho-education, and (when indicated) pharmacotherapy. The EDP team embodies a multidisciplinary philosophy, the treatment team representing the professions of psychology, psychiatry, social work, occupational therapy, nutrition and nursing.

Guided by a biopsychosocial conception, psychotherapeutic management generally integrates psycho-educational, cognitive-behavioural, brief-dynamic, dialectical and interpersonal-therapy techniques. The EDP presents an opportunity for students to master a multidimensional assessment and treatment approach, and a highly integrated treatment style. ED sufferers, of course, display intense concerns with eating, weight and body image, but are otherwise surprisingly heterogeneous as to levels of functioning, co-morbid disturbances (e.g., mood, anxiety and personality disorders), personality structure and underlying dynamics. This affords diverse treatment experiences, and allows students to develop all-around diagnostic and clinical skills.

Supervisory staff

- Howard Steiger, Ph.D., Chief of Service
- Ken Bruce, Ph.D.

Student's tasks

Positions are offered to full-year, senior residents studying in Psychology or related disciplines at the doctoral level, or to more junior summer internship students who are seeking assessment and initial-level intervention experiences. Internships and residencies are available on a full-time or part-time basis, and usually implicate students in work in individual, group and family/couple modalities, and in various service areas (e.g., Inpatient Unit, Outpatient service and Day Program). Various combinations of experiences are possible, depending upon students' interests and time availabilities.

Supervision and Training

Weekly case supervision and separate supervisory sessions on group work are offered by the unit's psychologists, and as well, supervisory experiences are available with other (non psychologist) members of the EDP team who are specialized in psychotherapy. Supervision is conducted with the aid of case reports/discussions, audio tapes and video tapes. Interns and residents also participate in weekly in-service teaching sessions that involve students, team members (and invited speakers) in sessions on theoretical and clinical issues pertaining to the EDs. EDP interns and residents can also participate in teaching sessions open to all students at Douglas Hospital, and can expand their training experience with part-time work in various clinics at Douglas Institute.

Other pertinent information

The EDP enjoys a substantial reputation as a research unit. Main research themes have concerned vulnerability factors for ED development in non-clinical populations, personality organization in ED sufferers, predictors of treatment response, familial factors in ED development, and the role of neurobiological factors (such as serotonin disturbances). Since there is always ongoing research at EDP, training can (optionally) provide excellent opportunities for participation in an active program of research.

Students are provided with suitable office space in which to do written and clinical work. At present, this training is not remunerated.

Interested applicants can follow the *Residency and Internship Application Procedures* and list this service as one of their choices. They are asked to call Dr. Steiger at local 2895 to discuss their interest in applying. Those not interested in applying to other services can send the same information directly to:

- Howard Steiger, Ph.D., Chief of Service,
Eating Disorders Program, Douglas Hospital
Tel.: (514) 761-6131 ext. 2895 / Fax: (514) 888-4085
E-mail: howard.steiger@douglas.mcgill.ca

Positions available

- Internship (Summer practicum): 1 full-time (September internships also available)
- Residency (Predoctoral Internship): 2 3 full-time

Description of setting

The rehabilitation service is a specialized program of the Douglas Institute that provides hospitalization, rehabilitation and community support for adults suffering from severe and persistent mental illness, (persons with psychosis co-morbid with depression, anxiety, personality disorders and substance abuse). The program offers an integration of psychosocial rehabilitation and work reinsertion. The client-centred clinical approach to rehabilitation fosters responsibility-taking and the development of empowerment. The client identifies his or her strengths and goals and engages actively in his/her own rehabilitation plan.

The program follows a biopsychosocial model that is comprised of a multidisciplinary team of professionals. With the assistance of various assessment tools, the team directs the client toward services that best respond to his or her individualized rehabilitation plan. In conformity with empirically validated standards of practice in rehabilitation, the emphasis is placed on psycho-educational interventions (ex. stress management, symptom management) and on skills training (ex. cognitive remediation, social skills training, self-esteem). The overall psychological treatment approach is cognitive-behavioral.

Supervisory staff

- Mike Coward, M.Ed.
- Danny Gagnon, Ph.D.
- Valentina Munoz, Ph.D.

Student Responsibilities

Students will have the opportunity of acquiring practical clinical skills, such as performing psychological evaluations, structured diagnostic interviews (ex. SCID, ADIS, CASIG) as well as cognitive-behavioural functional analyses (interviews, standardized questionnaires etc.). Students will develop knowledge of the DSM IV, and will be responsible for clinical reports, case presentations and literature reviews.

Each student will follow a caseload of clients who suffer from a psychotic disorder, with co-morbidity of depression or anxiety, in individual cognitive behavioural therapy sessions. Training will also be offered in various group approaches currently in use in rehabilitation. In addition, students will participate in clinical team meetings and are strongly encouraged to attend conferences and seminars given at the hospital.

Supervision

15% of the student's time will be spent in clinical on-site supervision, either in groups or individually. The supervision focus will depend on the student's needs and the supervisor's area of expertise as it relates to the training.

Other Pertinent Information

Students can participate in ongoing research projects. The program offers services in both French and English. Bilingualism is an asset.

Positions available

- | | |
|--|---|
| <input type="checkbox"/> Internship (Summer practicum): | None |
| <input type="checkbox"/> Residency (Predoctoral Internship): | 2 - 3 part-time (2.5 day/week - Sept-May) |

PREVENTION AND EARLY INTERVENTION PROGRAM FOR PSYCHOSES (PEPP-MONTRÉAL)

Description of setting

The Prevention and Early Intervention for Psychoses Program (PEPP-Montréal) has been designed to provide early assessment, treatment and follow-up for adolescents and young people (ages 14-30) for their first episode of a psychotic disorder, who either have never been treated, or have received no more than one month of treatment with an antipsychotic medication. PEPP-Montréal is an integrated clinical, research, and teaching program. Adolescents and young people seeking treatment benefit from new knowledge generated through their participation, and that of their families, in our education and research activities while receiving state-of-the-art comprehensive treatment for their illness.

PEPP-Montréal offers training for clinical psychology students in cognitive-behavioral therapy (CBT) for persistent psychotic symptoms and for co-morbid conditions (e.g. depression, anxiety, etc). Students will have the opportunity to sharpen their case conceptualization skills and learn to effectively use cognitive-behavioral techniques for individuals with first episode psychosis. Psychology students at PEPP-Montréal are part of a large multidisciplinary team and have the opportunity to interact closely with other clinicians (psychiatrists, case managers, etc) and with research staff.

Supervisory staff

- Martin Lepage Ph.D.
- Srividya Iyer Ph.D.

Student's tasks

Positions are offered both to full-year residents in psychology at the doctoral level and to more junior summer internship students who are seeking experience in clinical evaluation and basic-level intervention. In addition to providing CBT evaluation and intervention, students will have the opportunity to develop skills in psychometric evaluation. Depending on the students' interests, there is a possibility to be involved in group psychotherapy activities.

Supervision and training

Several supervisory and training activities will be provided. A weekly group supervision activity involving the supervisory staffs, the psychology interns/residents and residents in psychiatry will provide a forum for discussing and exchanging updates and ideas about cases. Individual supervision geared specifically at mastering CBT techniques will also be provided. PEPP-Montreal is equipped with an interview room where sessions can be video-taped for supervision purpose. This room also has a one-way mirror that facilitates periodic on-site supervision. A weekly team meeting for all PEPP clinicians will complement these supervisory activities by providing a forum to exchange clinical updates/information in a multidisciplinary context.

Other pertinent information

PEPP-Montreal is an integrated clinical, research and teaching program. Current research focuses on how biological and environmental factors combine to influence the risks for, and outcomes of, psychotic disorders. Research topics include: risk factors for psychosis; predictors of long-term course and outcome; neurocognition and imaging studies; genetic studies; psychosocial and pharmacological interventions and effectiveness; and impact of early case detection and intervention on outcome. Psychology students have the opportunity to play an active role in these studies. There is a weekly journal club and research team meeting that students can attend depending on their interests and availability. The Douglas Hospital Research Centre hosts numerous talks and symposia throughout the year that students can take advantage of.

Positions available

Internship (summer practicum) :	None
Residency (Pre-doctoral Internship)	1 full-time 1-2 part-time

* This program is not available to students from UQAM.

Description of setting

Recently designated a Mental Health University Institute, the Douglas Hospital has a triple mandate of teaching, research and provision of clinical services. Under the teaching mandate, this neuropsychological residency offers residents the opportunity to work with their choice of adolescent, adult and geriatric clientele during two 4.5 month modules. The student will be supervised by a team of at least three neuropsychologists and will see clients from the following programs:

- Child Psychiatry Program (Module A)
- Geriatric Psychiatry Program (Modules A and B)
- Mental Health Program for Adults from the South-West Territories (Module B)
- Eating Disorders Program (Module B)
- Psychotic Disorders Program (Module B)
- Recovery Program (Module B)
- Intellectual Handicap with Psychiatric Comorbidity Program (Module B)

The resident has the choice of two of the three following modules. In exceptional cases, one module may be extended over the entire internship, depending on availability of supervision.

A. CHILD AND ADOLESCENT MODULE

Child Psychiatry: The neuropsychologist in Child and Adolescent services receives evaluation requests from all the teams working with children from 6-18 years of age. The evaluation requires the elaboration of a psychological profile for each child or adolescent presenting the following: a neurological syndrome; a neuropsychiatric syndrome; learning disorders and/or educational difficulties.

In clinical child neuropsychology it is not only important to establish the clinical-anatomical relationship, but to identify the preserved functions and the cognitive difficulties. This is done so that the educators and clinicians can be made aware of the preserved functions so that they can be used to compensate for the deficient ones: to best utilize the preferred cognitive style of the child to suggest compensatory strategies.

In the context of this residency, the student will use the usual tests (WISC-IV, CVLT, WIAT) and will also become familiar with different test batteries designed for children (NEPSY, CAS). The candidate will write detailed reports and share the evaluation results with team members and parents as well as with different clinicians (school and youth centre). **The resident must have prior experience in neuropsychological testing with children to be accepted for this module.*

B. ADULT MODULE

Psychotic disorder programme: The neuropsychological evaluation service is offered to the inpatient units (Burgess 1 admission unit, CPC 3 intensive rehabilitation unit, Perry 2A risk management and rehabilitation unit and Levinschi community reinsertion unit) as well as certain external services (ACT, outpatient clinic for psychotic disorder and SRCIC). This program offers treatment and support to adults suffering from a psychotic disorder, generally schizophrenia. A majority of the clients have a dual diagnosis such as substance abuse, personality disorder, significant behavioural problems or mental retardation.

The mandate of the program is to offer intensive rehabilitation. Recovery and social reinsertion are the main objectives of this programme. The resident will need to develop the cognitive profile and formulate pertinent recommendations for the treating team. In the context of rehabilitation, the neuropsychology resident will need to determine the client's cognitive strengths and weaknesses to help the treating team establish objectives that are realistic. Finally, the resident will also be asked to establish a differential diagnosis psychiatric disorder versus neurological disorder.

Adult and Geriatric Neuropsychological Evaluation Service: Neuropsychological evaluation is offered to all the adult and geriatric programmes not having a neuropsychologist attached to their team. This evaluation is usually requested to propose a differential diagnosis between a psychiatric problem and a neurological one, including dementia, or to respond to a specific diagnostic question. The student is thus exposed to a wide-ranging array of neuropsychiatric profiles and evaluation tools. Areas of cognition such as attention, memory (visual and verbal), visuospatial and visuoconstructive abilities, language as well as executive functions are evaluated. We make treatment recommendations based on the request. Other types of requests are also answered including evaluation of aptitude, mental retardation, pervasive developmental disorder (PDD), and ADHD.

The student who chooses the Adult Module has the choice of taking on adult and geriatric cases or simply taking adult cases according to his/her preference.

Neuropsychology (cont'.)

C. GERIATRIC MODULE

Memory Clinic: The Memory Clinic serves a French and English-speaking clientele that is between 50 and 90 years old. Occasionally, the Memory Clinic sees younger clients who have a memory problem that appears to be due to a degenerative neurological disease. Training in this service offers the student a varied experience, evaluating different cognitive functions with particular focus on memory. The resident has access to a heterogeneous clientele in terms of diagnosis and severity of disorder. The student will become familiar with Alzheimer's disease, fronto-temporal dementia, primary progressive aphasia, subcortical dementia, depression, metabolic disorders causing memory deficits and other pathologies, as well as normal aging.

The student also benefits from different seminars, conferences and multidisciplinary case discussions offered through this service.

Supervisory staff

- Stéphane Dubé, Ph.D. (Module A)
- Nathalie Desormeaux, Ph.D. (Module B)
- Rachel Green, Ph.D. (Module B)
- David Fontaine, MA. (Module C)

Student's tasks

The main task for a neuropsychology resident is to conduct neuropsychological evaluations adapted to the individual clientele. Particular emphasis is placed on the development and mastery of interview techniques and test administration skills. It is hoped that students will learn to perfect their abilities to formulate a differential diagnostic as they hone their interpretative capacities. Students will also have the opportunity to develop concise clinical report writing skills.

Participation in neuropsychology presentations as well as diverse conferences offered regularly in the hospital is encouraged. Residents are also offered the opportunity to spend a day in observation in the ER and have access to other therapists (e.g., Clinical psychogeriatrics, Pervasive Developmental Disorders, Bipolar Disorder, etc., according to the of therapists' availability)

Supervision and training

Close supervision of evaluations is offered in the testing room and later, in resumé by the student in one-on-one, or group, meetings with the supervisor. This allows supervisory staff to follow the ongoing development of interview skills and quality of test administration.

A minimum of 2.5 hours of supervision per week for a full-time student is provided. In general, supervisors maintain an "open-door" policy of discussion pertinent to the students' residency as needed. Supervisors evaluate students at the end of their residency according to the particular criteria established by their respective universities.

Other pertinent information

Neuropsychology residents are accepted for a part-time position for the full year (9 - 12 months). Each student will spend approximately 4.5 months in each of the modules. For those students requiring a 12 month residency, a third module of the students' choice can be added, subject to supervision and space availability.

Neuropsychology residents are required to have a basic knowledge of neuropsychological tools and have completed a neuropsychology practicum. Candidates are required to be able to evaluate in French in order to serve our primarily French-speaking clientele. English skills are a plus.

Positions available

- Internship (Summer practicum): None
 - Residency (Pre-doctoral Internship): 3 part-time*
- (*Full-time residencies will also be considered)

RESIDENCY AND INTERNSHIP APPLICATION PROCEDURES

In order to process your application, the following information is required:

- ☑ A letter of intent specifying your clinical orientation, languages spoken and your research interests;
- ☑ A copy of the application form, indicating up to (3) three settings where you would like to receive your training;
- ☑ your curriculum vitae;
- ☑ 2-3 letters of reference from a previous internship supervisor or a teacher;
- ☑ the most recent academic transcript available.

Please send your application before Friday, *January 15, 2010* addressed to :

- *Camillo Zacchia*, Ph.D.
Director of Clinical Training – Psychology
DOUGLAS INSTITUTE
6875, LaSalle Blvd., Dobell Pavilion
Verdun, QC H4H 1R3 CANADA
Tel.: (514) 761-6131 ext. 2578 / Fax : (514) 762-3043

Email : camillo.zacchia@douglas.mcgill.ca

Applicants will be contacted by the supervisor(s) of the setting(s) to which they applied and personal interviews will be arranged. Please note that due to the number of applicants, you may not be selected for an interview by all the settings that you have chosen.

It is recommended that interns and residents be exposed to multiple supervisors in a given year. Students who get to work in a setting with a single supervisor are encouraged to arrange additional part-time training elsewhere in the Institute.

In order to ensure a fair selection process, the Douglas Institute follows the APA notification guidelines.

NOTIFICATION DATE - MONDAY, FEBRUARY 22, 2010

Selected students will be contacted sometime after 10:00 am and are asked to give their answers before 4:00 p.m. on the same day. Should you be offered a position before the notification date, please inform the clinical director of your university. The uniform notification date is designed to ensure that you do not have to make a final decision before you hear from all the settings that are prepared to accept your candidacy.

APPLICATION FORM

Please complete this form in block letters

INDICATE YOUR CHOICES

Maximum of 3 choices

1.	
2.	
3.	

IDENTIFICATION

MS. MR.

LAST NAME : _____

FIRST NAME : _____

ADDRESS : _____
Number street apt.

CITY : _____
Postal Code

PROVINCE : _____

COUNTRY : _____

PHONE : _____

E-MAIL : _____

UNIVERSITY :

LEVEL :

SIGNATURE

DATE

IMPORTANT NOTE: Please send your application form before Friday, January 15, 2010.