

**RESIDENCY AND INTERNSHIP
TRAINING PROGRAM**



PSYCHOLOGY
2012 – 2013

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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. Ultra specialized services are also provided to clients from across the province of Quebec.

Psychologists are involved in most of the institute's programs. For 2012-2013, 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 (15 beds) which also offers a short-term follow up until the transfer takes place to outpatient services and a day hospital program (10 clients). The various treatment modalities are: team assessment, individual therapy, family and group therapy, psycho-education, nutritional consultation, pet therapy and pharmacotherapy. The multidisciplinary team (psychologists, social workers, nurses, educators, 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 client's 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.
- Marie-Josée Ouellet, Ph.D.
- Stéphane Dubé, Ph.D.

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 full-time or 2 part-time (2.5 days/week)

Other pertinent information

Bilingualism (French and English) is 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.

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.

AUTISM PROGRAM

Description of Setting

The Autism Clinic is one of four specialized centers for the assessment of autism spectrum disorders on the Island of Montreal. Services are provided to French- and English-speaking children aged 18 months to 18 years suspected of having an autism spectrum disorder. For families who speak neither English nor French, the evaluations are conducted with the assistance of a professional interpreter.

The clinic also receives consultation requests from other clinics within the Department of Child and Adolescent Psychiatry at the Douglas Mental Health University Institute such as the Severe Disruptive Behavior Disorders Program, the Depressive Disorders Program, and the Outpatient Clinic (MEL). The interdisciplinary team consists of psychologists, a social worker, an occupational therapist, a speech therapist, a psychoeducator, and a psychiatrist.

Supervisors:

- Cheryl-Lynn Rogers, Ph.D.
- Margaret O'Byrne, Ph.D.

Clinical Activities:

- Diagnostic evaluations using standardized tools such as the Autism Diagnostic Observation Schedule (ADOS) and the Autism Diagnostic Interview-Revised (ADI-R).
- Behavioral assessment of children in daycare and school settings.
- Psychological evaluations of intellectual/cognitive functioning and of adaptive functioning
- Developmental play-based assessment.
- Supportive therapy and coaching with parents of children diagnosed with an ASD.
- Parent education regarding ASD and their child's individual developmental profile.
- Individual therapies for children and adolescents diagnosed with an ASD and concomitant mental health problems, such as anxiety and mood disorders.
- Provide training in social skills, social thinking, and organizational strategies for children and adolescents diagnosed with an ASD.
- Participation in weekly interdisciplinary team meetings and case conferences.
- Collaborate with community-based partners as required (e.g., CLSC's, schools, daycares, group homes, and CRDI's).

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 interns.

Supervision and Training:

Weekly supervision is offered to all students. Typically, at least one hour of supervision is provided for every 10 hours worked in the clinic/week. Supervision is offered in a variety of modalities, depending on the student's level of experience and educational goals. These include individual and group supervision, as well as co-assessment and co-therapy with a psychologist. The videotaping of assessments and interventions is a common practice in the autism clinic.

Positions Available:

- Residency (Pre-doctoral internship): one full-time (5 days/week) or two part-time (2.5 - 3 days/week) positions.

Other pertinent information:

Bilingualism (French and English) is preferable.

For further information, please contact Dr. Cheryl-Lynn Rogers (cheryl-lynn.rogers@douglas.mcgill.ca) at 514 761-6131, extension 2013 or Dr Margaret O'Byrne (peggy.obyrne@douglas.mcgill.ca) at 514 761-6131, extension 3074.

Depressive Disorders Program – Child and Adolescent section (6 to 17 years)

Description of setting

The Child and Adolescent section of the Depressive Disorders Program offers bilingual evaluation and treatment services to youth aged 6 to 17 suffering with severe mood disorders which may be associated with suicidality, anxiety disorders, substance abuse, and/or impulsivity.

Our clinic is affiliated with the Depressive Disorders Program for Adults (THAI Program), and we work in close collaboration with other child psychiatry programs.

Details:

- Third-line specialized services
- Integrated research, practice and teaching mandate
- Pre-evaluation by staff member prior to psychiatric evaluation
- Evidence-based treatments for Major Depression (CBT; Cognitive-Behavioral Therapy) and Borderline Personality Disorder (DBT; Dialectical Behavior Therapy)

Supervisory Staff

- **Valentin Mbekou, PhD**
- **Jean Chrysostome ZANGA, D.E.S.S**

Target Population

Children and adolescents aged 6 to 17 suffering with severe mood disorders which may be associated with suicidality, anxiety disorders, substance abuse, and/or impulsivity.

Many clients present with major depression with strong suicidal tendencies. Complex cases with comorbid disorders are common (e.g., anxiety, attention deficit disorder with or without hyperactivity, substance abuse, and occasionally autism spectrum disorders.)

Clients may be divided into 3 broad categories:

- Those with depression, with or without comorbid anxiety
- Those with mood lability and Borderline Personality Disorder traits
- Those with bipolar disorder

In most cases, clients have encountered several treatment failures in the past, intensifying the need for effective and timely service.

Student's tasks

The intern will conduct intake assessments using standardized interviews and questionnaires, as well as conduct individual and group psychotherapy. Participation in weekly multi-disciplinary staff meetings is mandatory. Interns also have the opportunity to consult with other child psychiatry programs, develop individualized treatment plans, and work in close collaboration with health and social services agencies, as well as schools and community-based agencies. Staff meetings and discussions provide an opportunity

for interns to deepen their knowledge base in psychopathology as well as in developing and revising treatment plans. Interns may also participate in clinical and theoretical presentations offered by the Child and Adolescent Psychiatry Department and other departments.

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. Group supervision is also offered (2 hours/week).

Available positions

Intern (Pre-doctoral): 2 full time or 2 part-time (3 days/week)

Other pertinent information

Bilingualism (French and English) is preferred. Staff meetings and group therapy sessions are conducted in both English and French, requiring familiarity with both languages.

ADULT PSYCHIATRY

ANXIETY DISORDERS CLINIC

Description of setting

The Anxiety Disorders Clinic is a specialized service that targets an adult population. Psychology residents will work in multidisciplinary teams of professionals. Each resident has access to a personal work area, a phone, a common room with computers linked to the Intranet of the Institute, psychological tests and electronic assessment forms.

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, social phobia, post-traumatic stress disorder and simple phobias). A large percentage of patients have co-morbidities on Axes I and II.

The central goal of this residency is to help future psychologists develop assessment and intervention skills using a cognitive-behavioural approach. They will learn to assess cases using clinical interviews and psychometric tests. The second objective is to develop the competency to structure a treatment plan around the patient's needs.

Supervisory staff for individual therapy

- Claude Bélanger, Ph.D.
- Valentina Munoz, Ph.D.

Supervisory staff for group therapy

- 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 client's charts, and will share some of the tasks involved in organizing group interventions. More specifically, clinical training time will be distributed as follows:

- 30% spent conducting psychological assessments (e.g. writing reports and/or behavioural analyses);
- 45% spent conducting assessments and interventions using cognitive-behavioural approaches in individual and group settings (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 charts and attending clinical-academic activities, etc.

Supervision and training

The resident will be supervised weekly individually and in groups of two to four students. Supervision sessions are weekly and scheduled in advance. Supervision schedules are determined at the beginning of the internship. Individual supervision is conducted by the two psychologists responsible for individual therapy (V. Munoz and C. Belanger). Supervision involves reviews of cases and is complemented with reports by students and use of audio recordings of sessions. Residents are also supervised weekly as a group for group therapies by D. Weissberg and C. Chalfoun. Supervisors may also conduct groups with students and do direct observation.

Other pertinent information

This program is offered to students completing their graduate studies in psychology. The resident must have completed a course in ethics. Completed courses on the bases of the therapeutic relationship and/or assessment and intervention with a cognitive-behavioural approach are an asset.

The patients at the anxiety disorders clinic are Francophone and Anglophone. Therefore residents should be fairly fluent in French and English.

Positions available

Internship (summer practicum):	None
Residency (Pre-doctoral Internship):	6 part-time (min.3 days/week) or full-time (5 days/week)

BIPOLAR DISORDERS PROGRAM

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 often with co morbidities (anxiety, personality disorders ...). This residency/internship environment provides a very rich experience with a variety of psychosocial challenges in order to prepare our future mental health clinicians. It allows interactions with several types of skilled professionals who are dedicated to 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.

This residency/internship program aims at developing these competencies:

- Acquiring or perfecting skills in individual psychotherapy (students typically see “lighter” cases)
- Acquiring or perfecting skills in group psychotherapy (Psycho education or Mindfulness-Based Cognitive Therapy, DBT or CBT groups)
- Possibility of familiarizing with neuropsychological assessments or other clinical scales.
- Working in an interdisciplinary team.

Supervisory staff:

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

Setting capacity

Two (2) interns or residents (Full time or part time applications will be considered). Unfortunately, we cannot accept students for summer internships.

DEPRESSIVE DISORDERS PROGRAM – ADULT SECTION

Description of setting

The Depressive Disorders Program is a specialized 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 treatment for our clients using a multidisciplinary approach with multiple opportunities for learning and development for the future clinician.

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.
- Amal Wahbi, D.E.S.S.
- Jessica Le, M.Ps.

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 and 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:

- Learning to write psychological reports according to a Cognitive Behavioural and a Cognitive Behavioral Analysis System of Psychotherapy (CBASP) modals 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 individual and group therapies.
- To develop a better understanding of personality disorders and of the various treatment modalities for particular clinical issues;
- 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

- Residency (Pre-doctoral Internship): 4 full-time or part-time

GENERAL PSYCHIATRY AND PERSONALITY CLINIC

Setting description

This clinic treats a varied clientele including those suffering from personality disorders with anxious and depressive components. With respect to clinical comprehension of cases, the theoretical orientation of this clinic is psychodynamic. However, treatment approaches include the use of both psychodynamic and cognitive interventions. This training offers excellent preparation for those hoping to work in the health care network, be it in hospitals, community settings or private practice.

Supervisory staff

- Solange Marchildon, Ph.D.
- Caroline Audet, Ph.D.
- Jean-Sébastien Leblanc, D.Ps.

Student's tasks

Students will be asked to evaluate cases referred to them through the use of clinical interviews and psychometric instruments (SCID-II, a semi-structured interview for Axis II diagnosis, the Diagnostic Interview for Borderline Personality [DIB-R]). Students will become familiar with group interventions by acting as co-therapists in treatment groups for those suffering from Borderline Personality Disorders, and by observing supervisors in group sessions. There is also an opportunity to conduct individual psychotherapy sessions with this clientele. Students will co-lead psycho-educational courses and will participate in interdisciplinary team meetings. This is an excellent introduction to the theoretical framework for the modalities used in treating borderline personality disorder.

Approximate weekly distribution of time (for minimum three day internship)

- Group therapy 1.5 hours as observers or co-therapists
- Psycho-education groups 1.5 hours as co-therapist
- Individual therapy 5 to 8 hours per week
- Evaluations 2 hours per week depending on team's needs.
- Supervision 3 hours per week.

Supervision and training

Interns and residents will receive supervision individually or in small groups of students.

Other pertinent information

Group psychotherapy is offered in French only. Psychoeducational courses and individual psychotherapy are offered in French and English. Students must be fluent in French but English is an asset. Students are accepted on a part-time basis (generally between 2.5 and 3 days per week, depending on the requirements of the university).

Positions available

- Internship None
- Residency 2 part-time

EATING DISORDERS PROGRAM

Description of setting

The Eating Disorders program (EDP) at the Douglas University Institute 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., Program Chief
- Ken Bruce, Ph.D.
- Geneviève Pilon, 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

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 Lyer 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

NEUROPSYCHOLOGY

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 two neuropsychologists and will see clients from the following programs:

- Child Psychiatry Program (Module A)
- Psychotic Disorders Program (Module B)
- Geriatric Psychiatry Program (Module C)

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 Levenschi community reinsertion unit) as well as certain external services (ACT, outpatient clinic for psychotic disorder and SRIC). 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.

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, and 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)
- 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 Thursday, **December 15, 2011** addressed to :

Margaret O'Byrne, Ph.D.
Director of Clinical Training – Psychology
DOUGLAS INSTITUTE
6875, LaSalle Blvd., Dobell Pavilion
Verdun, QC H4H 1R3 CANADA
Tel.: (514) 761-6131 ext. 3074 / Fax : (514) 762-3043

Email : peggy.obyrne@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 - FRIDAY, FEBRUARY 24, 2012

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 :
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SIGNATURE

DATE

IMPORTANT NOTE: Please send your application form before Thursday, December 15, 2011.