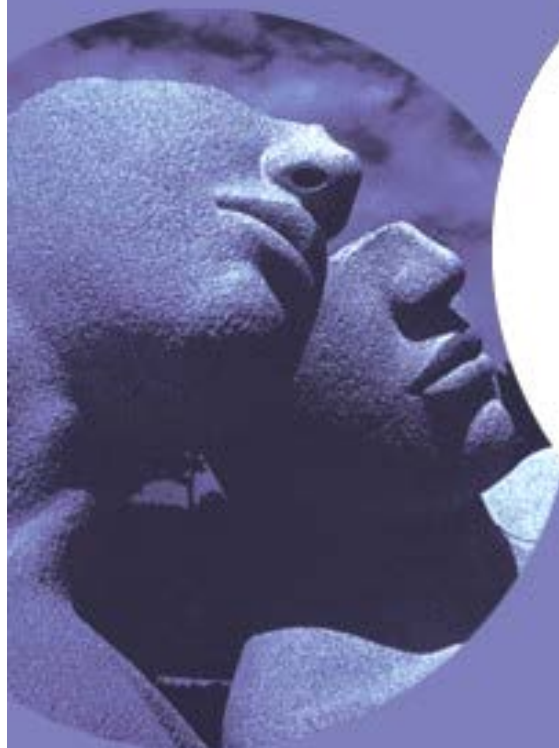


Centre intégré  
universitaire de santé  
et de services sociaux  
de l'Ouest-de-  
l'Île-de-Montréal

Québec 

*Douglas*  
INSTITUT MENTAL HEALTH  
UNIVERSITAIRE EN UNIVERSITY  
SANTÉ MENTALE INSTITUTE

# RESIDENCY AND INTERNSHIP TRAINING PROGRAM



**PSYCHOLOGY**  
2016 – 2017

# TABLE OF CONTENTS

<b>INTRODUCTION .....</b>	<b>3</b>
<b>CHILD PSYCHIATRY .....</b>	<b>4</b>
CHILD PSYCHIATRY EXTERNAL CLINIC.....	4
PSYCHIATRIC AND EATING DISORDERS PROGRAM FOR ADOLESCENTS.....	5
SEVERE DISRUPTIVE BEHAVIOUR DISORDERS PROGRAM .....	6
AUTISM PROGRAM .....	8
DEPRESSIVE DISORDERS PROGRAM - YOUTH DIVISION .....	9
<b>ADULT PSYCHIATRY .....</b>	<b>10</b>
ANXIETY DISORDERS CLINIC .....	10
BIPOLAR DISORDERS PROGRAM.....	11
GENERAL PSYCHIATRY AND PERSONALITY CLINIC.....	12
EATING DISORDERS PROGRAM.....	13
PREVENTION AND EARLY INTERVENTION PROGRAM FOR PSYCHOSES (PEPP-MONTRÉAL) .....	14
PSYCHOTIC DISORDERS PROGRAM - OUTPATIENT CLINIC L'ÉTAPE .....	16
PSYCHOTIC DISORDERS PROGRAM - COMMUNITY TRANSITION LEVINSCHI .....	17
NEUROPSYCHOLOGY .....	18
<b>RESIDENCY AND INTERNSHIP APPLICATION PROCEDURES .....</b>	<b>20</b>
APPLICATION FORM.....	21
APPLICATION FORM - CHILD PSYCHIATRY INTERNSHIP .....	23

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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. It is part of the facilities of the CIUSSS de l'Ouest-de-l'Île-de-Montréal. 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 2016-2017, 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 university<sup>1</sup>. 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.

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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.*

## CHILD PSYCHIATRY OUTPATIENT CLINIC

### Clinic Description:

The psychiatric outpatient Clinic, a second line specialized service, offers evaluation and treatment to children and teenagers (0-18 yrs of age) who present with complex mental health problems. The Clinic addresses a variety of problems including disorders of mood, anxiety, personality and behavior including ADHD. After the comprehensive assessment of the client, a professional from the multidisciplinary team either directly assumes responsibility for the treatment of the case or makes a referral to the appropriate internal or external resource (day hospital, school or DPG etc).

### The Team

The outpatient multidisciplinary team comprises psychologists, social workers and a clinical nurse with representatives from speech therapy, occupational therapy, music /art therapy and psychiatry.

### Supervisors:

- Dr Francine Delorme, Ph.D. Clinical Psychologist, accredited neuropsychologist
- Dr. Marie-Ève Beauséjour, D. Psy., Clinical Psychologist

### Therapy Approach

The approach begins with a comprehensive psychological evaluation targeting multiple domains including the cognitive, affective, interpersonal and the behavioral. To address the myriad of encountered problems, the Clinic has developed an eclectic perspective integrating multiple therapeutic orientations -cognitive behavioral, psychodynamic, systemic -all adapted to the needs of the child or teenager. This multifaceted approach to treatment is occasionally complemented by pharmacological interventions.

### Practical Experience

Again, using a variety of assessment instruments such as interviews, psychometric testing and clinical observation the student is taught how to develop a case conceptualization leading to an appropriate treatment plan. The student also has the opportunity to gain supervised experience with individual child or family therapy techniques supported by appropriate psycho-educational interventions. In addition to training in these therapeutic modalities, the student also has the opportunity to gain experience with organizational issues of mental health delivery through active participation in case rounds or referral processes to internal hospital and community- based resources such as schools, pediatric hospitals and social service agencies. Linking these clinical experiences with academic knowledge, the student is also invited to attend a seminar series delivered by the Psychological Service of the Douglas Hospital.

### Supervisory Process

The type and intensity of the clinical supervision is tailored to the needs and level of training of the student. However, there is a minimum of one hour of individual supervision per week. The supervision is again multifaceted involving review of testing results, therapy process in addition to co-therapy experience.

### Available Training Positions:

- 1 student, part-time, 2-4 days per week

### Admission Criteria:

The training is open to senior doctoral level students in Psychology who have previously completed a practicum where they have gained mastery of various psychometric instruments. Successful admission is facilitated by having completed university courses in ethics, psychological evaluation and assessment/therapy in cognitive behavior therapy.

Bilingualism, French and English, is a definite asset.

# 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

- 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 (3-4 days/week; a minimum of 2 ½ 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. Because of the complexity of the clientele, applications for the final internship are preferable.

# 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 worker, art therapists, music therapist, psycho-educators, specialized educators, nurses, teachers, physical educators, an occupational therapist, a speech and language pathologist. Our team can also consult with other professionals within or outside Child Psychiatry whose specialties include Autism 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.
- Cheryl-Lynn Rogers, 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):

- 1 full-time(5 days/ week) in the Severe Disruptive Behaviour Disorders Program
- or
- 2 part time (3 days / week), either Outpatient Clinic and Severe Disruptive Behaviour Disorders Program or Autism Clinic and Severe Disruptive Behaviour Disorders Program.

**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

THE AUTISM CLINIC IS UNABLE TO ACCEPT APPLICANTS FOR THE YEAR 2016-2017.

### 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 psycho-educator, and a psychiatrist.

### Supervisors:

- Cheryl-Lynn Rogers, 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:

- The internship is better suited to candidates who will be starting their final doctoral internship in 2015-2016 and/or to candidates with a strong background in neurodevelopment.
- (Pre-doctoral internship):
  - a full-time internship (5 days/week) in two programs:  
*Autism Spectrum Disorders Clinic + Child Outpatient Clinic or  
Autism Spectrum Disorders Clinic + Severe Behaviour Disorder Program*
  - a part-time internship (3 days/week) in the *Autism Spectrum Disorders Clinic*

### Other pertinent information:

Bilingualism (French and English) is preferable.

For further information, please contact Dr. Cheryl-Lynn Rogers ([cheryl-lynn.rogers@douglas.mcgill.ca](mailto:cheryl-lynn.rogers@douglas.mcgill.ca)) at 514 761-6131, extension 2013.



## 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, Ph.D.
- 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): 4 full time (4 days/week). \* No co-supervision in two different programs.

### 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.

## ANXIETY DISORDERS CLINIC

### Description of setting

The Anxiety Disorders Clinic is a specialized service that targets the adult population. Psychology residents will work in a multidisciplinary team 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). 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.

### Supervisors

- Christiane Chalfoun, Ph.D.
- Jessica Le, M.Ps.

### 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, seminars and clinical discussions. They will be responsible for managing their patient's charts, and will share some of the tasks involved in organizing group interventions. More specifically, clinical training will be distributed as follows:

- 25% spent conducting psychological assessments (e.g. writing reports and/or behavioural analyses);
- 50% spent on cognitive-behavioral interventions in individual and group settings (this includes intervention and supervision).
- 25% spent managing groups, managing charts and attending trainings.

### Supervision and training

Weekly supervision will be done in group. Schedules are determined at the beginning of the internship. Supervision involves reviews of cases and is complemented with reports by students, use of audio recordings of sessions and 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 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

Summer practicum:           None  
Doctoral Internship:       3 part-time (min.3 days/week) or full-time (5 days/week)

## BIPOLAR DISORDERS PROGRAM

### Description of setting

The Bipolar Disorders Program is a super-specialized consultation and treatment service for adults aged 18 to 65 who suffer from refractory bipolar disorders with or without comorbidities (anxiety, personality disorders, ...). We offer treatment for our patients using a multidisciplinary approach with multiple opportunities for learning and development for the future mental health clinician. Our program facilitates interactions among seasoned professionals interested in teaching. The therapeutic approach is eclectic and based on personality structure and on the needs and resources of the patient. We encourage interns to develop flexibility and creativity in their interventions.

For further information on services provided by our program please follow the link: <http://www.douglas.gc.ca/page/programme-troubles-bipolaires?locale=en>

### Students' tasks:

Within the Bipolar Disorders Program, students will have the opportunity to carry out individual and group therapies with adult patients and will maintain the charts up to date for patients 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 carry out a needs-assessment with patients newly admitted to the Bipolar Disorders Clinic. The students' tasks consist of:

- Learning to write psychological reports according to a biopsychosocial model using theoretical notions from Cognitive Behavioural (CBT) and Cognitive Behavioral Analysis System of Psychotherapy (CBASP) therapeutic approaches while using the model of Transference-focused Therapy to assess personality organization and related difficulties. These assessments will be follow DSM-5 guidelines and criteria for Bipolar Disorders and their impact on the patient's functioning.
- A possibility to familiarize themselves with neuropsychological assessments that can be observed and with certain clinical scales.
- Observing and/or co-leading psycho-education and psychotherapy groups (CBT, mentalization, CBASP, Dialectical Behavior Therapy-DBT or groups for schizoaffective disorders)
- Familiarizing themselves with psycho-education models for Bipolar Disorder, with Cognitive Behaviour therapy, McCullough's Cognitive Behavioral Analysis System of Psychotherapy and Kernberg's Transference-focused Psychotherapy and other psychodynamic models used in individual and group therapies.
- Developing a better understanding of Bipolar Disorders and their respective treatments, taking into account the high frequency of comorbid disorders.
- Developing individual and group therapy skills with supervisors who use different approaches (psychodynamic and cognitive behavioral).
- Developing consultation skills with other members of the multidisciplinary team within the context of assessments of expectations and motivation on the part of newly admitted patients regarding the recommended services in this program.
- Participating in transference of learning experiences within our multidisciplinary team and in academic activities held at the Douglas Institute.

### Supervision and Training:

At the Bipolar Disorders Program, interns will receive one to two hours per week, per intern, of individual and/or group supervision, according to the requirements of their study program. Interns 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.

### Supervisors:

- Liliane Sayegh, Ph.D.
- Audrey Morin, D.Ps.

### Positions available:

- Pre-doctoral residency: 3 full-time or part-time positions (minimum 2 days per week and 6 months duration)

### Other useful information:

Research is an integral part of the Bipolar Disorders Program with many ongoing research projects. Interns' participation in research studies is optional with the possibility to contribute to various aspects of the research according to their interests (e.g. participating in writing a literature review or a scientific article or in the development of a poster).

The Bipolar Disorders Program provides services in French and English, therefore bilingualism is an asset.

## GENERAL PSYCHIATRY AND PERSONALITY CLINIC

### Setting description

Varied clientele but mostly personality disorders with impulsivity as well as anxiety and depressive components. The theoretical approach is primarily psychodynamic. The relationship between the therapist and the client or between the client and group participants is the main focus for intervention. This milieu offers very good preparation for working within the public service sector, either in a hospital setting, first line CLSC, community work setting or in private practice.

### Supervisory staff

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

### Student's tasks

Interns will be expected to evaluate the clients referred to our Team using clinical interviews as well as psychometric instruments namely the SCID-II (semi-structured interview for Axis I diagnosis) and the DIB-R (diagnostic interview for Borderlines, revised edition). They will also have the opportunity to become familiar with group therapy by acting as co-therapists in the group therapies for personality disorders and/or by observing the therapists. They will co-animate psycho educational DBT (Marshall Linehan inspired Dialectic Behavioral Therapy) and will have the opportunity to do individual psychotherapy with clients referred to our Team. The interns will be exposed to issues related to the therapeutic frame and boundaries inherent to this population. Lastly, interns will be exposed to a multidisciplinary approach and will participate in Team meetings and discussions.

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

- |                           |   |
|---------------------------|---|
| • Group therapy           | 1.5 hour as observers or co-therapists      |
| • Psycho-education groups | 1.5 hour 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

Individual supervision is offered as well as small group supervision.

### 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 (3-4 days per week).

### Positions available

- Internship: 2 part-time positions

# 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
- Lea Thaler, Ph.D., psychologue
- Annie St-Hilaire, Ph.D., psychologue

## 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](mailto: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 14-35) 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.
- Larry Baer 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 Institute Research Centre hosts numerous talks and symposia throughout the year that students can take advantage of. Finally, bilingualism is an asset since the PEPP clinic serves both French and English speaking clients

## Positions available

Residency (Pre-doctoral Internship):  
1 full-time  
2 - 3 part-time

## Description of setting

The Psychotic Disorders Program at the Douglas Institute provides services to adults aged 18 to 65 with schizophrenia or other forms of psychoses. The outpatient clinic provides assessment, treatment and follow-up for adults with a psychotic disorder and who are currently living in the community. The multidisciplinary team is composed of psychiatrists, case managers, nurses, a social worker, an occupational therapist, and a psychologist. Services offered by the outpatient clinic include psychiatric evaluations and medical and psychosocial follow-up. Some clients receive group therapy (cognitive remediation, social skills training) and individual psychotherapy.

The outpatient clinic L'Étape 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 schizophrenia and related psychoses. Psychology students at L'Étape will be part of a large multidisciplinary team and will have the opportunity to interact closely with other clinicians and with research staff.

## Supervisory staff

- Martin Lepage Ph.D.
- Philippe-Olivier Harvey, Ph.D.

## Student's tasks

Positions are offered to full-year residents and students in psychology at the doctoral level. 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 and the psychology interns/residents 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. A weekly team meeting for all clinicians working at the outpatient clinic will complement these supervisory activities by providing a forum to exchange clinical updates/information in a multidisciplinary context.

## Other pertinent information

The psychotic disorders program is an integrated clinical, research and teaching program. Current research focuses on the development of group psychosocial interventions targeting cognition in schizophrenia and related psychoses. Research activities also include the investigation of the neural correlates of cognitive impairments in schizophrenia, cognitive remediation, social cognition, and novel neuromodulation techniques to improve cognition. Psychology students have the opportunity to play an active role in these studies. There is a weekly journal club and research team meeting which 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

- Residency (Pre-doctoral Internship):  
1 full-time  
1 - 2 part-time

### Description of setting

Maison Levinschi, is a specialized residential treatment and rehabilitation program with a mandate of community reintegration for persons with schizophrenia and other psychotic disorders. The program provides rehabilitation within a bio-psychosocial treatment framework with a focus on cognitive behavioural interventions. The program provides group therapy sessions and individual sessions aimed at assisting the recovery process. The community aspect of the program provides a supportive normalizing setting to actively facilitate patients in their recovery. Working within a multi-disciplinary team, the program organizes treatment planning with the patient and the core team of professionals directly involved.

### Supervisory staff

- Michael Coward M.Ed. Psychologist

### Student's tasks

- Evaluations
- Individual psychotherapy including Motivational Interviewing for substance abuse
- Group Therapy
- Psycho-education
- Family therapy

Students will work closely with patients and devise the treatment plan for patients in their care. The principal approach is Cognitive Behavioural Therapy, with an emphasis on helping patients reduce distress from severe mental illness. CBT for voices and delusions as well as a problem solving approach to life's challenges is essential in helping this clientele reconstruct their lives. Interns will also be working with dual diagnosis patients within an integrated treatment approach. The intern will also be expected take part in clinical and program meetings, present case studies and contribute to the community aspect of the program.

### Supervision and Training

Individual supervision will be provided one hour per week to cover all therapeutic interventions for groups and individual work. Interns will be trained on the BPRS and become familiar with other assessment tools for depression, anxiety, voices and delusions. Evaluations for substance abuse will also be part of the overall training. Knowledge of the Recovery movement would be an asset as well as familiarity with the schizophrenia diagnosis and the stress vulnerability model of illness.

### Positions available

One position is available for the entire academic year September to April.



## 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)
- Memory clinic and 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 Levinschi 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 diagnostic such 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 (includes 2 possible rotations)

**C1. 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.

**C2. The Geriatric Psychiatry Program** provides services to clients aged 65 and older who suffer from psychiatric challenges (ranging from chronic depression and anxiety to schizophrenia).

- Outpatient services: Evaluation-liaison team, Outpatient clinic and Transitional centre.
- Inpatient services: Admission and Medical Unit and the Psychosocial Rehabilitation Unit

Training in this service offers the student a varied experience, evaluating different cognitive functions, but also the impact of mood and personality on cognition. The resident has access to a heterogeneous clientele in terms of diagnosis and severity of disorder. The student will become familiar with mood disorders, anxiety disorders, impulsivity disorders, psychotic disorders and cognitive disorders including dementia. The student also benefits from different seminars, conferences and multidisciplinary case discussions offered within the neuropsychology rotation.

#### **D. CLINICAL RESEARCH AND ASSESSMENT IN GERIATRY MODULE**

**McGill Centre for Studies in Aging (MCSA):** this training is offered to McGill students only. Up to 1 year full time (4-5 days/week) training at the MCSA (<http://aging.mcgill.ca/rt.htm>) in a multi-disciplinary academic unit dedicated to clinical assessments in a research context. MCSA has a memory Clinic that serves a French and English-speaking clientele that is between 50 and 90 years old with early or late-onset dementia. Training in this service offers the student a varied experience, evaluating different cognitive functions with particular focus on memory in the context of clinical research. 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, and metabolic disorders causing memory deficits and other pathologies, as well as normal aging. The student also benefits from access to different seminars, conferences and multidisciplinary case discussions offered through MCSA in regular intervals.

#### **Supervisory staff for rotations in Neuropsychology**

- Stéphane Dubé, Ph.D. (Module A)
- Nathalie Desormeaux, Ph.D. (Module B)
- David Fontaine, Ph.D (Module C1)
- Genevieve Gagnon, Ph.D (Module C2 et D)

#### **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)

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## 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 17, 2015* 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](mailto: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 19, 2016**

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.	

WHAT IS YOUR PERIOD OF AVAILABILITY TO COMPLETE THIS INTERNSHIP?

--

WILL YOU BE AVAILABLE FULL-TIME OR PART-TIME?

FULL-TIME  PART-TIME

HOW MANY DAYS A WEEK WILL YOU BE AVAILABLE TO WORK AT THE DOUGLAS INSTITUTE?

--

DO YOU INTEND ON COMPLETING DIFFERENT INTERNSHIPS AT THE SAME TIME? IF SO, HOW MANY?

--

ARE YOU AN APPIC CANDIDATE (ASSOCIATION OF PSYCHOLOGY POSTDOCTORAL AND INTERNSHIP)?

--

LANGUAGE:	FRENCH:	SPOKEN:	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
			WRITTEN:	YES <input type="checkbox"/>	NO <input type="checkbox"/>
		ENGLISH:	SPOKEN:	YES <input type="checkbox"/>	NO <input type="checkbox"/>
			WRITTEN:	YES <input type="checkbox"/>	NO <input type="checkbox"/>

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 Thursday, *December 17, 2015*.



**APPLICATION FORM – CHILD PSYCHIATRY INTERNSHIP**

*Please complete this form in block letters*

PLEASE INDICATE THE INTERNSHIP FOR WHICH YOU ARE APPLYING BY CHECKING THE RIGHT BOX:

	<p>I'M APPLYING FOR A FULL-TIME INTERNSHIP (5 DAYS/WEEK) IN A SINGLE PROGRAM:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> DEPRESSIVE DISORDERS PROGRAM – YOUTH DIVISION</li> <li><input type="checkbox"/> PSYCHIATRIC AND EATING DISORDERS PROGRAM FOR ADOLESCENTS</li> <li><input type="checkbox"/> SEVERE DISRUPTIVE BEHAVIOUR DISORDERS PROGRAM</li> <li><input type="checkbox"/> CHILD PSYCHIATRY EXTERNAL CLINIC</li> </ul>
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	<p><b>NO INTERNSHIP POSSIBLE FOR 2016-2017</b></p> <p>I'M APPLYING FOR A FULL-TIME INTERNSHIP (5 DAYS/WEEK) IN TWO PROGRAMS:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> AUTISME PROGRAM + SEVERE DISRUPTIVE BEHAVIOUR DISORDERS PROGRAM</li> </ul>
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	<p>I'M APPLYING FOR A PART-TIME INTERNSHIP (3 DAYS/WEEK) IN A SINGLE PROGRAM:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> AUTISME PROGRAM (<b>NO INTERNSHIP POSSIBLE FOR 2016-2017</b>)</li> <li><input type="checkbox"/> PSYCHIATRIC AND EATING DISORDERS PROGRAM FOR ADOLESCENTS</li> <li><input type="checkbox"/> DEPRESSIVE DISORDERS PROGRAM – YOUTH DIVISION</li> <li><input type="checkbox"/> CHILD PSYCHIATRY EXTERNAL CLINIC</li> </ul>
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NOTE:

1. STUDENTS THAT WILL COMPLETE THEIR LAST INTERNSHIP BEFORE GRADUATION IN 2016-2017 WILL BE FAVORED.
2. SELECTION INTERVIEWS WILL BE HELD BETWEEN FEBRUARY 3 AND 10.
3. WITH SOME EXCEPTIONS, CHILD PSYCHIATRY INTERNSHIPS WILL BEGIN THE LAST WEEK OF AUGUST.

ARE YOU AN APPIC CANDIDATE (ASSOCIATION OF PSYCHOLOGY POSTDOCTORAL AND INTERNSHIP CENTERS)?

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	FRENCH:	SPOKEN:	YES <input type="checkbox"/>	NO <input type="checkbox"/>
LANGUAGE:		WRITTEN:	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	ENGLISH:	SPOKEN:	YES <input type="checkbox"/>	NO <input type="checkbox"/>
		WRITTEN:	YES <input type="checkbox"/>	NO <input type="checkbox"/>

IDENTIFICATION

---

Ms.  Mr.

LAST NAME : \_\_\_\_\_

FIRST NAME : \_\_\_\_\_

ADDRESS : \_\_\_\_\_  
Number street apt.

CITY : \_\_\_\_\_  
Postal Code

PROVINCE : \_\_\_\_\_

COUNTRY : \_\_\_\_\_

PHONE : \_\_\_\_\_

E-MAIL : \_\_\_\_\_

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UNIVERSITY :	LEVEL :
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SIGNATURE

DATE

**IMPORTANT NOTE:** Please send your application form before Thursday, *December 17, 2015*.