



BrookSide
Psychologists

www.brooksidetherapy.com

Clinical Psychology Pre-doctoral Internship Program

2019-2020

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About the Practice

Brookside Psychologists is a private psychology practice with locations in Burlington and St. Catharines, Ontario, Canada. We are a healthcare group made up of registered psychologists, neuropsychologists, and supervised counsellors. We work with children, teens, adults, and seniors. Our clinicians are experienced, have advanced training in their fields, are engaging to work with, and are completely professional. All clinical services at the practice are provided by licensed members of the College of Psychologists of Ontario or are supervised by a member of the CPO.

Office Locations

Halton / Head Office

3060 Mainway Drive,
Suite 104
Burlington ON
L7M 1A3

Niagara Office

274 Fourth Avenue,
Unit 4
St. Catharines, ON
L2S 0B6

Our Treatment Approach

- Evidence-based, best-practices approach to assessment & treatment
- Cognitive behavior therapy (CBT), Acceptance and Commitment Therapy (ACT), Interpersonal Psychotherapy (IPT), and Person-centered approaches
- Sensitivity to issues of diversity; LGBTTIQ positive space
- Collaboration with teams and families
- In-person & video-counselling

Our Services

1. Child & Teen Services

Psychologists and neuropsychologists at our practice help children, teens, and parents learn to cope adaptively with a range of issues, including:

- Bullying
- Learning disabilities
- Attention-deficit/hyperactivity disorder (ADD/ADHD)
- Mental health difficulties
- Behavioural difficulties
- Trauma
- Social skills difficulties
- Acquired brain injury and concussion
- Cognitive difficulties associated with epilepsy, cancer treatments, or other medical conditions

Services for children & teens include:

- Neuropsychological assessment
- Psychoeducational assessment
- Counselling/psychotherapy (including CBT, IPT, and play therapy)

2. Adult Services

We offer evidence-based treatment, including cognitive behaviour therapy (CBT), dialectic behaviour therapy (DBT) skills training, acceptance and commitment therapy (ACT), interpersonal psychotherapy (IPT), and mindfulness meditation practices to address issues related to depression, anxiety, posttraumatic stress, and chronic pain.

We also offer supportive, client-centred counselling and relational psychotherapy to address issues related to relationships, self-esteem, and gender identity.

Cognitive rehabilitation is offered to address issues with memory, attention, and thinking skills following brain injury or stroke.

Treatment services are provided with sensitivity to issues of diversity and within an lgbttiq-positive space.

Services for adults & teens include:

- Neuropsychological assessment
- Psychoeducational assessment
- Psychological assessment
- Counselling/psychotherapy

3. Seniors Program

We offer psychological and neuropsychological assessment for seniors regarding:

- Mild cognitive impairment
- Dementia
- Stroke
- Cognitive decline associated with normal aging
- Depression
- Anxiety

Assessment can help the individual, their family, and their treatment team better understand the nature and reason for any changes in mood, thinking skills, or behaviour. Assessment can be useful in coming up with an effective treatment plan.

Services for seniors include:

- Psychotherapy
- Neuropsychological assessment
- Memory and attention training
- Cognitive rehabilitation
- Education for healthy aging and memory
- Supports and education for family members and caregivers

4. Concussion & Brain Injury Services

Ages Served: Children, Teens, Adults, Seniors

Our psychologists offer assessment and treatment to children, teens, and adults who have sustained a brain injury. We also provide supports and guidance to family members and caregivers. Our clinicians are experienced and knowledgeable about medical-legal, multidisciplinary, and auto insurance issues when working with clients with brain injury. Our clinicians also have advanced training and experience in working with moderate to severe traumatic brain injury as well as concussions or "mild traumatic brain injury".

Concussion & brain injury services include:

- Psychotherapy (both supportive and cognitive behaviour therapy)
- Cognitive rehabilitation
- Mindfulness meditation training
- Caregiver supports and guidance
- Referrals and advocacy
- Neuropsychological assessment
- Psychovocational assessment
- Medical-legal assessment
- Catastrophic impairment application (OCF-19) and assessment
- Insurance Examinations

5. Learning Disability & ADHD Services

A Psychoeducational Assessment is often the best means of gaining an in-depth understanding of an individual's learning style and their potential to learn in the future. The assessment allows for identification of academic accommodations required for colleges/universities regarding Learning Disability or brain injury. Common issues addressed in a Psychoeducational Assessment include:

- Learning Disabilities
- Attention Deficit Hyperactivity Disorder
- Organization, planning and self-monitoring problems
- Developmental Delay
- Social problems
- Organization, planning and self-monitoring problems

6. Adult Gender Identity Services

Our office is a place where human rights are respected and where lesbian, gay, bisexual, transgender, two spirited, and queer people, and their friends and allies, are welcomed and supported.

1. Psychotherapy & Support

The general goal of psychotherapy is to find ways to maximize one's overall psychological well-being, quality of life, and self-fulfillment and relieve distress. Psychotherapy is not intended to alter a person's gender identity; rather, psychotherapy can help a person explore various aspects of their gender, find satisfying and enlivening ways to express their gender, and have success and fulfillment in their relationships, education, and work.

2. Support for Families and Spouses

Decisions about changes in gender role and medical interventions for gender dysphoria have implications for not only individuals, but also their loved ones and families. Clinicians at the practice can provide support and guidance to spouses and family members whose loved ones are exploring gender transition.

3. Assessment & Advocacy

For those undergoing gender transition, we can assist in providing letters of support or advocacy to assist with the following:

- Readiness for Hormone Therapy (Note: This is not always mandatory unless a G.P. requires a collaborative support letter from a psychologist or registered psychotherapist);
- Support letters for sex designation change on government documents (driver's license, passport, etc.);
- Advocacy letters for educational institutions or employers;
- Referral to other treating practitioners (endocrinologists, family physicians who prescribe hormones, advocacy groups, support groups);

- Assessment for OHIP-funded sex re-assignment surgery (SRS)/gender affirming surgery (GAS).

7. Medical-Legal & Insurer Examinations

Medical-Legal Psychological and Neuropsychological Assessments are provided for use as evidence in litigation; for example, in relation to compensation for work-related stress or after a traumatic event such as an accident. The Psychological Assessment may be requested in order to establish a link between the trauma and the victim's psychological condition, or to determine the extent of psychological harm. Medical-Legal Assessments address issues such as:

- Reasonableness of treatment and rehabilitation
- Determination of catastrophic impairment (C-CAT MB Certified)
- Tort issues such as permanent and serious impairment
- Ability to work
- Loss of economic advantage, pain and suffering, or loss of quality of life
- Disability
- Catastrophic Impairment / Motor Vehicle Accidents

Age Groups Served

Children, Teens, Adults, Seniors

Our Commitment to Creating a Diversity-Positive Space



Our office is a place where human rights and diversity are respected. We understand that each client is unique and presents with complex identifies in terms of ancestry, family status, dis/abilities, socioeconomic status, sex, gender identity and expression, and sexual orientation.

Training Philosophy

The training philosophy of the Psychology Pre-Doctoral Internship at Brookside Psychologists emphasizes provision of evidence-based, theoretically-grounded clinical psychology practice. We offer training in counselling psychology and clinical psychology with children, teens, adults, and seniors.

The program integrates a variety of theoretical models, including cognitive behavior therapy (CBT), acceptance and commitment therapy (ACT), interpersonal psychotherapy (IPT), dialectic behaviour therapy (DBT) skills training, mindfulness practice, psychodynamic psychotherapy, and client-centred psychotherapy.

Our approach to supervision and training is competency-based and relational. Our aim is to develop the Intern's core competencies to enter clinical practice as a supervised psychologist. The benchmarks and goals of the program are to meet the Core Competencies required by the American Psychological Association and the College of Psychologists of Ontario.

Interns are provided with exposure to a range of assessment types and measures as well as a variety of psychotherapy models. They are provided with experience and training in working with diverse client populations and a wide range of presenting problems or clinical issues.

The program also exemplifies the model of psychologists working in multiple roles, including clinician, psychotherapist, assessor, independent examiner, expert witness in the legal system, consultant, and interdisciplinary team member.

The primary clinical supervisors are autonomous psychologists registered with the College of Psychologists of Ontario. They are committed to keeping abreast of the latest research and literature in their respective fields to inform their clinical practice. The supervisors are committed to preparing interns to become independent practitioners by offering both breadth and depth of experience. Supervision is provided by at least 2 psychologists at the practice and may be supplemented by additional supervision by other psychologists.

Training Objectives

The primary aim of the Internship program is to ensure the Intern's development of Core Competencies (as outlined by the Canadian Psychological Association, American Psychological Association, and the College of Psychologists of Ontario) so that they are prepared adequately to enter their year of supervised practice as a psychologist by the end of the training year. The program aims to develop adequate levels of proficiency across basic areas of clinical psychology, including assessment, therapy, consultation, attention to issues of diversity and individual difference, professional issues, and clinical research. The following goals and objectives must be met to demonstrate a psychology Intern is competent in these areas.

Goal 1: Develop Intervention & Consultation Skills

Evidence-based intervention

Competency goals:

- Independently applies knowledge of evidence-based practice, including empirical bases intervention, clinical expertise, and client preferences.
- Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner.
- Displays clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations.
- Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate. Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures.

How this will be achieved:

- Interns will be exposed to a range of modalities and didactic training on evidence-based practice as well as client-centred care.
- Interns will prepare treatment progress notes for clinical purposes and for non-clinical (i.e., insurers) readers.
- Interns will be exposed to a wide range of presenting problems and diverse populations. In the second half of internship, they will be exposed to more challenging or complex mental health conditions under supervision. Interns will be exposed to a range of therapeutic models in didactic seminars, supervision, and practice. These include CBT, ACT, IPT, mindfulness practice, and client-centred practice.
- Interns will administer, score, and clinically employ measures of treatment response and therapeutic alliance.

Consultation

Competency goals:

- Determines situations that require different role functions and shifts roles accordingly to meet referral needs
- Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral question
- Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations
- Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases

How this will be achieved:

- Interns will have exposure to communicating with family doctors, insurance adjusters, lawyers, and multidisciplinary teams.

- ❑ Interns will have didactic training on test selection and assessment issues involved in independent medical examinations and medicolegal contexts.
- ❑ Interns will have the opportunity to provide feedback on a consultation to multiple disciplines, clients, family members, or community members.
- ❑ Interns will be exposed to didactic training in evidence-based practice.

Goal 2: Develop Skills in Assessment, Diagnostic Formulation, and Communication of a Diagnosis

Evidence-based assessment

Competency goals:

- ❑ Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and context
- ❑ Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning
- ❑ Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice
- ❑ Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity
- ❑ Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment
- ❑ Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner

How this will be achieved:

- ❑ Interns will receive didactic training and supervision in the selection, administration, and interpretation of primary measures used in the field of clinical psychology (e.g., MMPI-2, PAI, SCID-5 CV, CAARS, MFAST, SIRS-2).
- ❑ Interns will prepare a minimum of four comprehensive written psychological assessment reports including: understanding of the referral questions, background history, behavioural observations, results of structured diagnostic interviewing, results of validity testing, psychometric test clinical findings, diagnostic conclusions, case formulation, and treatment recommendations.

Goal 3: Develop Knowledge of Ethics, Standards, and Professional Practice

Ethical and Legal Standards and Policy

Competency goals:

- Demonstrates advanced knowledge and application of the CPA Code of Ethics, the CPO Standards of Professional Conduct, the OPA Guidelines, and legislation relevant to the practice of psychology in Ontario
- Independently utilizes an ethical decision-making model in professional work
- Independently integrates ethical and legal standards with all competencies

How this will be achieved:

- Through didactic seminars and discussion in supervision, interns will understand the application of the CPA Code of Ethics, the CPO Standards of Professional Conduct, OPA Guidelines, and legislation relevant to the practice of psychology in Ontario.
- Through didactic seminars, supervision, and exposure to a group psychology practice, the intern will have the opportunity to develop their professional identity as a psychologist, will be exposed to knowledge about issues central to the field of psychology, and will be supported in the provision of evidence-based practice.

Reflective Practice/Self-Assessment/Self-Care

Competency goals:

- Demonstrates reflectivity in context of professional practice (reflection-in-action); acts upon reflection; uses self as a therapeutic tool
- Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills
- Self-monitors issues related to self-care and promptly intervenes when disruptions occur
- Independently seeks supervision when needed

How this will be achieved:

- Interns will be exposed to didactic seminars on issues related to self-care, work-life balance, and prevention/management of burnout.
- The practice has policies in place to provide support to clinicians and interns who are experiencing burnout or strain associated with their clinical work.

Professionalism

Competency goals:

- Monitors and independently resolves situations that challenge professional values and integrity
- Conducts self in a professional manner across settings and situations
- Independently accepts personal responsibility across settings and contexts
- Independently acts to safeguard the welfare of others
- Displays consolidation of professional identity as a psychologist; demonstrates knowledge about issues central to the field; integrates science and practice

How this will be achieved:

- Through didactic seminars, supervision, and exposure to a group psychology practice, the Intern will have the opportunity to develop their professional identity as a psychologist, will be exposed to knowledge about issues central to the field of psychology, and will be supported in the provision of evidence-based practice.

Goal 4: Develop Advanced Relationship Skills

Relationships

Competency goals:

- Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities
- Manages difficult communication; possesses advanced interpersonal skills
- Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated; demonstrates thorough grasp of professional language and concepts

How this will be achieved:

- Interns will advance their relational skills through participation on multidisciplinary teams, constructive discussion regarding therapeutic relationships and supervisory relationships, participation in group seminars, and exposure to a range of clients and presenting problems. Interns will advance their knowledge and competency working in interdisciplinary systems by working on multidisciplinary treatment teams.

Goal 5: Develop Diversity Skills and Sensitivity

Individual and Cultural Diversity

Competency goals:

- Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation
- Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation

- Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation
- Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work

How this will be achieved:

- Through didactic seminars, assigned readings and discussion in supervision, Interns will learn to recognize and address therapist/client diversity, and will learn to recognize the importance of individual differences and the avoidance of stereotyping. Interns will also be assigned patients/clients representing diverse populations in order to put theory into practice.

Goal 6: Develop Education & Supervision Skills & Knowledge

Supervision

Competency goals:

- Understands the ethical, legal, and contextual issues of the supervisor role
- Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of competency to supervise
- Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their clients
- Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting

How this will be achieved:

- Through didactic seminars, assigned readings, and participation in and discussion during clinical supervision, interns will develop an understanding of basic models and methods of supervision.
- When possible, interns will be given the opportunity to provide supervision to practicum students and receive supervision on their supervision.

Education

Competency goals:

- Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences
- Applies teaching methods in multiple settings

How this will be achieved:

- Interns will provide a minimum of two didactic seminars to a group of psychologists at the practice plus one information talk to members of the general public in a community setting.

Structure of the Program

Time Frame

The Internship Program runs for one calendar year from September 1 to August 31.

The program requires 1,750 hours of supervised practice to be completed over 12 months. Interns work 37.5 hours per week, with specific hours to be determined in consultation with each intern. One evening (e.g., until 8:00 p.m.) per week may be required. Interns spend more than 30% of their time in direct contact with patients; an **example of a typical work week** is as follows:

- 15 to 18 hours individual therapy
- 1-hour multidisciplinary team meetings or consultation (clinical consultation telephone calls, emails, etc.)
- 4 to 7 hours assessment (client interviews, collateral interviews, administering and interpreting tests, report writing, providing feedback, communicating with referral source)
- 5 hours prep / admin (note taking, report writing, prepping materials, admin)
- 5 hours learning / training (readings and learning assigned by supervisors)
- At least 2 hours individual supervision
- 1-2 hours didactic training (seminars, rounds, case conferences, group supervision)

Example Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning (9-12) 3 hrs	3.0 Therapy	1.5 Ax - Interview 1.5 Ax – Testing	1.0 Test scoring and interpretation 2.0 Ax – Rpt writing	2.0 Therapy 1.0 Learning	1.0 Rounds (weekly) 1.0 Therapy 1.0 – Ind Supn (LM)
Afternoon (1-5) 4 hrs	1.0 Prep / admin 2.0 Therapy 1.0 Multidisc	1.0 Prep / admin 2.0 Therapy 1.0 Ind Supn (CR) 1.0 Seminar / grp supn (once per month)	1.0 Prep / admin 1.0 Ax – Rpt writing 2.0 Learning	1.0 Prep / admin 1.0 Therapy 1.0 Learning	1.0 Prep / admin 2.0 Therapy 1.0 Learning
Evening (5-8)				2.0 Therapy	

3 hrs					
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Workspace

Each Intern will be provided with an office, complete with a telephone, voicemail, and email account, and access to high speed Internet, and clinical resources within the practice's files. Administrative, reception, scheduling, and billing services are provided.

Didactic Experiences: Seminar Series

Didactic seminars and group supervision are provided on a weekly basis and are facilitated by a psychologist. Scheduled seminar topics are based on topics relevant to the field of psychology, including mental health conditions, treatment modalities, diagnostic issues, assessment issues, supervision models, diversity issues, and ethics and professional practice issues. Evidence-based practice is highlighted. Interns are required to present two seminars as part of this seminar series.

Workshops and Research Days

Clinical supervisors and Interns regularly participate in attending conferences relevant to areas of psychology. These workshops and conferences highlight current empirical findings, giving Interns the opportunity to both learn about the latest research as well as present their own work.

Research and Education Opportunities: Interns are provided with **5 days per year of research or dissertation leave**. Interns may spend this time working on their dissertation, preparing papers for publication, or preparing and giving public education talks on a topic related to their training.

Supervision

Interns spend a minimum of **2 hours each week** in direct **individual supervision** with a **registered psychologist**, including discussion of clinical cases and professional development, observing and being observed while providing clinical services, and formal case presentations. Additional "supervised supervision" may be provided by a psychologist in supervised practice, under the supervision of an autonomous psychologist at the practice.

Evaluation

Formal evaluations occur 4 times over the course of the internship year – once at the start to set learning goals, and one every 3 months thereafter to adapt the learning plan.

These evaluations aim to identify areas of strength and weakness to inform ongoing supervision and learning for the intern. Summaries of the midpoint and final evaluations are sent to each Intern's university to document their progress in the internship program. Interns are evaluated

using the APA Competency Benchmarks rating system addressing competency in the following areas: professionalism, individual and cultural diversity, ethical and legal standards and policy, reflective practice/self-assessment/self-care, relationships (including interpersonal relationships, affective skills, expressive skills), application of evidence based and theoretically grounded intervention and assessment practices, assessment, diagnostic formulation, and communication of diagnosis, intervention, consultation, utilization of supervision feedback, and interdisciplinary systems.

Interns also provide regular feedback on the supervision process with each supervisor and with the director of clinical training.

Interns also receive formal didactic training on the supervisory and evaluation process in psychology.

Accreditation

The Clinical Psychology Internship Program at Brookside Psychologists is NOT accredited by the Canadian Psychological Association or the American Psychological Association.

Applicants are encouraged to speak with their Director of Clinical Training regarding the acceptability of our internship program for their specific program requirements.

Remuneration

Interns are deemed by the Canada Revenue Agency to be an employee of the practice and are paid a salary of **\$32,000** per year (for 1750 hours). Extended health benefits are not provided. Payment is made twice per month, and appropriate provincial and federal tax as well as Canada Pension Plan (CPP)/Employment Insurance (EI) contributions are deducted by the employer (the practice) and remitted to the Canada Revenue Agency as per CRA guidelines.

Vacations

Interns are entitled to:

- 2 weeks (10 working days) of paid vacation per year plus paid statutory holidays
- 1 week (5 working days) of paid sick time
- Up to one week (5 working days) paid leave for completing research or working on their dissertation or engaging in other professional development activities (e.g., attend conferences, job interviews, etc.).
- Interns are eligible to receive up to \$200 to attend conferences at which they are presenting a topic, and up to \$200 for the purchase of relevant books or training materials.

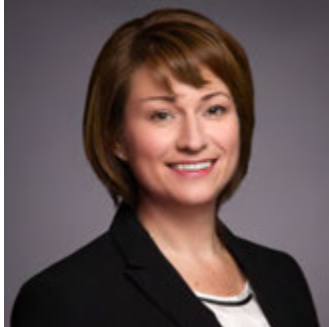
Parking is available at all sites at no charge.

Supervisors

Dr. Lesley Miller

Clinical Psychologist & Neuropsychologist

Practice Director and Director of Clinical Training



Dr. Lesley Miller is a registered Psychologist licensed to practice in Ontario. She is qualified to practice in the areas of Clinical Psychology, Counselling Psychology, and Clinical Neuropsychology with adults. She obtained her Ph.D. in Psychology from the University of Toronto/Ontario Institute for Studies in Education (OISE/UT). Her primary areas of practice pertain to treatment and assessment of traumatic brain injury, concussion, chronic pain, depression, and anxiety disorders.

Since 2000, Dr. Miller has held clinical psychology positions at the Centre for Addiction and Mental Health (in the WSIB Psychological Trauma Program and the Psychological Assessment Service), the Toronto Rehabilitation Institute (in the Traumatic Brain Injury Recovery Study), Sunnybrook Health Sciences Centre (Neuropsychology Consultation Service), and St. Joseph's Healthcare Hamilton (Anxiety Treatment and Research Centre and the Neuropsychology Consultation Service). Since 2010 she has worked in private practice in Burlington Ontario.

Dr. Miller recently served as the President on the Board of the Brain Injury Association of Peel/Halton and is a member of the Ontario Brain Injury Association. She is also a member in good standing with several relevant professional associations, including the Ontario Psychological Association (OPA), the Ontario Rehab Alliance, and the Canadian Society of Medical Evaluators (CSME). She is C-CAT (MB) certified (i.e., certified to conduct Catastrophic Impairment assessments) by the CSME and the Canadian Academy of Psychologists in Disability Assessment (CAPDA).

Licensing Body:

- [College of Psychologists of Ontario](#) - Psychologist & Neuropsychologist

Authorized Areas of Practice:

- Counselling Psychology
- Clinical Psychology
- Clinical Neuropsychology

Authorized Populations:

- Adults

Location:

- Burlington

Contact Information: Email: lmiller@brooksidetherapy.com

Dr. Cheval Chez-Roy Birchwood

Psychologist



Dr. Birchwood completed his Ph.D. degree in Clinical Psychology at the Fielding Graduate University, Santa Barbara, California. His primary area of research pertains to psychological resilience, the ability to thrive despite severe life difficulties. He has over 20 years of experience in community mental health, including the role of clinical specialist. Dr. Birchwood has held clinical positions at federal institutions, the Canadian Mental Health Association, the Winnipeg Regional Health Authority, Forensic Psychological Services, Health Sciences Centre, and St. Boniface General Hospital.

Dr. Birchwood carefully tailors his approach to serve the needs of his clients. His interventions usually involve the use of cognitive behavioural therapy (CBT), augmented by client-centred approaches. In all interventions, he emphasizes the strengths each individual brings to resolving life problems. He provides assessments and treatment for various conditions, including personality disorders, attention-deficit/hyperactivity disorder, (ADD/ADHD), hoarding disorder, anger issues, depression, anxiety disorders (social anxiety, panic attacks, worry, phobias), obsessive-compulsive disorder (OCD), trauma (PTSD), sexual compulsions, and co-occurring addiction disorders.

Licensing Body:

- [College of Psychologists of Ontario](#) - Psychologist (Autonomous Practice)

Authorized Areas of Practice:

- Counselling Psychology
- Clinical Psychology

Authorized Populations:

- Adults

Location:

- St. Catharines

Contact Information:

- Email: cbirchwood@brooksidetherapy.com

Dr. Carol-Anne Hendry

Psychologist



Dr. Hendry is a Psychologist providing clinical supervision as well as psychotherapy treatment of children, teens, and adults. Dr. Hendry has clinical training and experience working with individuals with a wide range of difficulties including anxiety disorders, depression, addictions, eating disorders, adjustment issues, interpersonal and relational difficulties and chronic pain. She has received training in a variety of treatment modalities but works primarily from an interpersonal approach with emphasis on mindfulness, acceptance, and emotional expression.

In addition to providing clinical services at our practice, she also currently serves as Acting Director at the University of Guelph's Centre for Psychological Services and holds a position as Special Graduate Faculty at the University of Guelph. Dr. Hendry earned her Ph.D. degree in Psychology at the University of Guelph in 2012. She completed her doctoral internship training at the Centre for Addiction and Mental Health (Child, Youth, and Family Program), where she provided support to children and youth presenting with gender identity concerns, addictions, anxiety, depression, and other mental health concerns. She has also completed training at Hamilton Health Sciences, McMaster Children's Hospital, the Hamilton Wentworth District School Board, and Toronto Catholic District School Board.

Licensing Body:

- College of Psychologists of Ontario - Psychologist (Autonomous Practice)

Authorized Areas of Practice:

- Clinical Psychology

Populations:

- Adults, Adolescents, Children

Location:

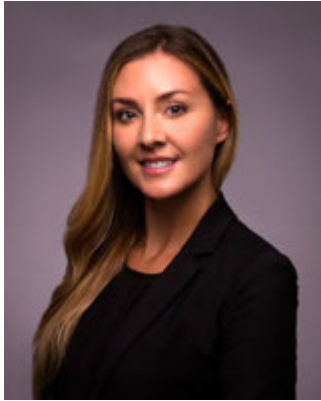
- Burlington

Contact Information:

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Dr. Nicole Law

Clinical Neuropsychologist



Dr. Nicole Law is a neuropsychologist working with children and teens. She provides neuropsychological assessment, psychoeducational assessment, giftedness screening assessment, and autism diagnostic assessment. Assessments address a variety of additional conditions, including traumatic brain injury, stroke, brain tumors, epilepsy, cognitive changes after cancer treatment, developmental delay, learning disabilities, and attention-deficit/hyperactivity disorder (ADHD).

Dr. Law completed her Ph.D. in Psychology at the University of Toronto. She subsequently completed a two-year postdoctoral fellowship in Clinical Neuropsychology, receiving the majority of her training within the Epilepsy Surgery Program and the Division of Hematology/Oncology at the Hospital for Sick Children (SickKids). A core component of her fellowship included completing multiple research projects investigating pediatric brain and behaviour relations in disease models (i.e. epilepsy, brain tumors). She continues to provide services at SickKids. She is also currently employed as a Psychologist at the Halton Catholic District School Board, where she provides psychoeducational assessments. She serves as an ad-hoc reviewer for the Journal of Clinical Oncology.

Licensing Body:

- College of Psychologists of Ontario - Neuropsychologist (Autonomous Practice)

Authorized Areas of Practice:

- Neuropsychology

Populations:

- Adolescents, Children

Locations:

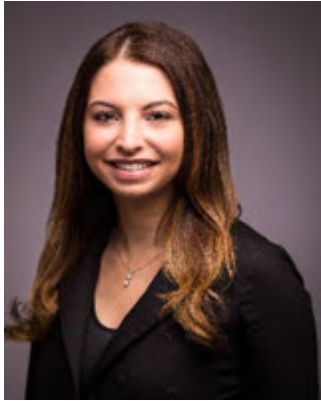
- Burlington
- St. Catharines

Contact Information:

- Email: nlaw@brooksidetherapy.com

Dr. Narmeen Ammari

Psychologist & Neuropsychologist



Dr. Ammari completed her Ph.D. degree in Clinical Psychology at York University in 2016. She is licensed as an autonomous Psychologist with the College of Psychologists of Ontario. Her primary area of practice pertains to neuropsychological assessment of acquired brain injury (e.g., stroke, brain tumours, traumatic brain injury, etc.), neurodegenerative disorders (e.g., Alzheimer's disease and other dementias), and mental health conditions. Additionally, she also provides evidence-based clinical therapy to support adults with various challenges, including anxiety, depression, chronic pain, and traumatic brain injury.

Since 2000, Dr. Ammari has completed training and clinical experience in both assessment and treatment at the Baycrest Geriatric Health Care System (Neuropsychology, Memory Intervention, and Clinical Rehabilitation), West Park Healthcare Centre in Toronto (Neuropsychology and Cognitive Health Program), the Rotman Research Institute of Baycrest, Toronto Western Hospital (Epilepsy and Movement Disorders), the Hamilton Program for Schizophrenia, and the York University Psychology Clinic.

She is a recipient of the Canadian Psychological Association's Certificate for Academic Excellence (2009) and has held several prestigious and highly competitive national and provincial awards. She is a current member of the Canadian Psychological Association (CPA).

Licensing Body:

- College of Psychologists of Ontario

Authorized Areas of Practice:

- Neuropsychology
- Clinical Psychology

Populations:

- Adults, Seniors

Location:

- Burlington

Contact:

- Email: nammari@brooksidetherapy.com

Dr. Jean Dennis

Psychologist



Dr. Jean Dennis is a psychologist providing counselling and assessment for children, teens, and adults at Brookside Psychologists' St. Catharines office. Her primary areas of practice include treatment of brain injury, concussion, anxiety, depression, pain, trauma, relationship issues, and sexual health concerns. She provides psychoeducational assessments regarding autism spectrum disorders, learning disabilities, and developmental delays. She provides advocacy and supports for adults, teens, and children regarding gender identity issues.

Dr. Dennis earned her doctoral degree in Psychology from Medaille College in Buffalo, New York. Since 2000, Dr. Dennis has held clinical positions at Hamilton Health Sciences Centre, as well as Peel Halton Acquired Brain Injury Services, Bartimaeus Inc. (a local agency providing behaviour therapy and support to children, adolescents, adults and seniors who are experiencing behavioural, social, emotional, and psychiatric difficulties), and West Niagara Psychology Centre.

Dr. Dennis counts brain injury recovery among her areas of expertise; it is also a passion. Dr. Dennis recently served as a member of the Board of Directors of the Brain Injury Association of Peel/Halton, where she also facilitated a brain injury support group for several years. Dr. Dennis has volunteered with Bikes, Blades and Boards, a helmet safety awareness program sponsored by the Hamilton Brain Injury Association and McMaster's Children's Hospital and promoted by Hamilton Health Sciences. She is a member of the American Psychological Association and the Canadian Psychological Association.

Licensing Body:

- College of Psychologists of Ontario

Authorized Areas of Practice:

- Clinical Psychology

Populations:

- Children
- Teens
- Adults

Location:

- St. Catharines

Contact:

- Email: jdennis@brooksidetherapy.com

Dr. Lorah Pilchak Harley

Psychologist



Dr. Lorah Pilchak Harley is a clinical psychologist and school psychologist working with children, teens, and adults. She provides psychoeducational assessments for various conditions, including learning disabilities, attention deficit/hyperactivity disorder, giftedness, developmental delay, and pervasive developmental disorders. She also provides counselling services for a variety of mental health issues, such as anxiety, depression, trauma, stress, and adjustment conditions. Dr. Pilchak Harley has a particular interest in treating anxiety in children.

Dr. Pilchak Harley completed her Ph.D. in Psychology at the University of Toronto. She subsequently worked at the University of Waterloo's Health Services, where she provided therapy and assessment services. She also developed a psychological assessment centre on campus. Dr. Pilchak Harley previously provided therapy and assessment services to children and youth with autism spectrum disorders and developmental disabilities at Surrey Place Centre, a centre offering specialized clinical services to help children and adults living with developmental disabilities, autism spectrum disorder, and visual impairments. In addition to her work at Brookside Psychologists, she is currently employed at the Toronto District School Board (TDSB), where she provides psychoeducational assessments. She also delivers professional development seminars on children's mental health, executive functioning, and fostering resilience, and serves as a member of the TDSB Identification Placement Review Committee. Dr. Pilchak Harley has been providing psychological services for almost 20 years.

Licensing Body:

- College of Psychologists of Ontario

Authorized Areas of Practice:

- Clinical Psychology
- School Psychology

Populations:

- Children
- Teens
- Adults

Location:

- Burlington

Contact:

- Email: lpilchak@brooksidetherapy.com

Application Process

Prior to beginning the internship, applicants must have **completed all the requirements of their doctoral program except for the dissertation, including a minimum total of 500 practicum hours in both psychotherapy and psychological assessment.** Applicants are strongly encouraged to have their dissertation data collection / analysis completed prior to beginning their internship.

Applicants are required to provide a **cover letter** with the application that **outlines their individual training goals** for the internship year. Applicants are asked to describe in their cover letter **the training and experience they have to date** that prepares them for depth training in major areas of interest, as well as their **specific learning interests for the internship** (e.g., neuropsychological assessment, therapy with children, psychodiagnostic assessment with adults, etc.).

The Clinical Psychology Internship at Brookside Psychologists is committed to offering equal opportunity employment and encourages applications from all qualified individuals regardless of age, race, religion, cultural or ethnic background, gender identity, sexual orientation, and disability.

Questions regarding the application materials should be directed to:

Dr. Lesley Miller
3060 Mainway Drive, Suite 104
Burlington Ontario L7M 1A3, CANADA
Phone: (905) 335-5300
Fax: 905-335-4241
E-mail: lmiller@brooksidetherapy.com

Previous Students Trained at Brookside

Internship Placement

2016-2017 Internship

- Jean Dennis – Medaille College, Buffalo NY

2018-2019 Internship

- Santiago Hoyos, Internship Student – Medaille College, Buffalo NY
- Lana Rappaport, Internship Student – Adler University, Vancouver BC

Masters Practicum Placement

2014-2015 Practicum

- Jean Dennis – Medaille College, Buffalo NY

2015-2016 Practicum

- Ronak Jamali – Medaille College, Buffalo NY

2017-2018 Practicum

- Santiago Hoyos, Medaille College, Buffalo NY

Appendix

Complaints Policy

Complaints Against a Staff Member or Consultant at the Practice

All staff and consultants at the practice are expected to be familiar with, and adhere to the laws, standards of practice, and ethical codes of the professions of psychology and psychotherapy.

A staff member (including students and interns) at the Practice or client who believes that his or her rights (as set out in the ethical codes and regulations outlined above) have been violated or have experienced incompetent or inefficient service, neglect of duty and conduct unbecoming of a healthcare provider can file a complaint against the person involved.

Recommended steps for managing disputes and complaints at the practice:

Step 1: Individuals are encouraged to attempt to resolve concerns **informally by discussing such concerns with the person involved**, when appropriate (Individuals may, however, make a formal complaint without having made an informal complaint if the individual has a justifiable basis for not going directly to the person involved). If an individual has been the victim of harassment or other policy violation at our Practice, the individual should first attempt to deal with it **locally with the parties involved**.

Step 2: The **help of fellow clinicians involved** in the situation may be sought and is recommended if there is no resolution through mutual discussion between the two people.

Step 3: If this is unsuccessful in resolving the issue, the aggrieved supervisee or clinician or client should provide an **informal complaint in the form of a verbal report to the Practice Director (Dr. Miller) as soon as possible after the incident**. If the complaint is regarding actions by Dr. Miller, then a verbal report should be made to another senior autonomous psychologist at the practice.

Step 4: If the complaint is to go further, a **written report is necessary for a formal complaint to be initiated**. The written formal complaint should include details of the incident(s), the names of the individuals involved, and the names of any witnesses. The written report should be submitted to the **Practice Director (Dr. Miller)**. If the complaint is regarding actions by Dr. Miller, then a verbal report should be made to the next most senior autonomous psychologist at the practice. The incident will then be investigated by Dr. Miller or by the psychologist to whom the written complaint was submitted. Cooperation is crucial for the Practice to maintain a safe, comfortable learning environment.

There will be no retaliation against any individual for making a complaint.

If an individual is afraid to report harassment to the Practice Director, Dr. Miller, the individual is urged to speak to another clinician at the practice whom he or she trusts or to speak to the Head of our Administrative Team, Ms. Anita D'Alimonte.

Step 5: Disciplinary action may include one or more of, but are not limited to, the following: exoneration; facilitated dialogue to resolve misunderstanding; remedial educational requirements; a formal reprimand; suspension; reporting to the appropriate regulatory College; and/or termination from the practice.

Step 6: If the individual does not feel that the complaint process outlined above led to appropriate resolution of the complaint, they may submit a complaint to the College of Psychologists of Ontario: http://www.cpo.on.ca/Concerns_and_Complaints.aspx