



BrookSide
Psychologists

www.brooksidetherapy.com

Psychology Practicum Program

2020-2021

Updated Oct 3, 2019

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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, psychotherapists, 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 licensed to provide psychological or psychotherapy services in Ontario or are supervised by a licensed provider.

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 a 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).

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 Practicum Program 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 Student'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.

Students 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 students 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 Practicum program is to ensure the student'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 to enter a pre-doctoral psychology internship program or to begin practicing at the Master's level. 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 student is competent in these areas.

Goal 1: Develop Intervention & Consultation Skills

Evidence-based intervention

Competency goals:

- Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences
- Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation
- Displays clinical skills
- Implements evidence-based interventions
- Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures

How this will be achieved:

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

Consultation

Competency goals:

- Demonstrates knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher)
- Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions
- Identifies literature and knowledge about process of informing consultee of assessment findings
- Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings

How this will be achieved:

- Students will have exposure to communicating with family doctors, insurance adjusters, and other clinical professions.
- Students will have the opportunity to provide feedback on a consultation to clients, family members, treatment providers, or community members.

- Students 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:

- Selects assessment measures with attention to issues of reliability and validity
- Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances
- Selects appropriate assessment measures to answer diagnostic question
- Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity
- Utilizes systematic approaches of gathering data to inform clinical decision-making
- Writes adequate assessment reports and progress notes and communicates assessment findings verbally to client

How this will be achieved:

- Students will receive didactic training and supervision in the selection, administration, and interpretation of primary measures used in the field of clinical psychology (e.g., PAI, PAI-A, MASC, CDI, MMPI-2, SCID-5 CV, CAARS, SIRS-2).
- Students will prepare a minimum of two 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 intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations
- Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma
- Integrates own moral principles/ethical values in professional conduct

How this will be achieved:

- Through didactic seminars and discussion in supervision, students 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 student will have the opportunity to develop their professional identity as a psychology practitioner, 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:

- Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection-on-action); uses resources to enhance reflectivity; demonstrates elements of reflection-in-action
- Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills
- Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice
- Effectively participates in supervision

How this will be achieved:

- Students 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 students who are experiencing burnout or strain associated with their clinical work.

Professionalism

Competency goals:

- Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values
- Communication and physical conduct (including attire) is professionally appropriate, across different settings
- Accepts responsibility for own actions
- Acts to understand and safeguard the welfare of others
- Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development

How this will be achieved:

- Through didactic seminars, supervision, and exposure to a group psychology practice, the student will have the opportunity to develop their professional identity as a psychology practitioner, 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:

- Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines
- Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively
- Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language

How this will be achieved:

- Students 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. Students will advance their knowledge and competency working in interdisciplinary systems by working on interdisciplinary treatment teams.

Goal 5: Develop Diversity Skills and Sensitivity

Individual and Cultural Diversity

Competency goals:

- Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation
- Applies knowledge of others as cultural beings in assessment, treatment, and consultation
- Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others
- Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation

How this will be achieved:

- Through didactic seminars, assigned readings and discussion in supervision, Students will learn to recognize and address therapist/client diversity, and will learn to recognize the importance of individual differences and the avoidance of stereotyping. Students 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:

- Demonstrates knowledge of, purpose for, and roles in supervision
- Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices
- Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals
- Provides helpful supervisory input in peer and group supervision

How this will be achieved:

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

Education

Competency goals:

- Demonstrates awareness of theories of learning and how they impact teaching
- Demonstrates knowledge of application of teaching methods

How this will be achieved:

- Students will provide a minimum of one didactic seminar to a group of psychologists and psychotherapists at the practice.

Structure of the Program

Time Frame

The Practicum Program runs for approximately three months. Rotations typically start in September, January, April, or July. The program is a 300-hour placement requiring 80 direct client hours and 15 direct supervision hours to be completed over 2-4 months. Students are required to be at the practice at least 1.5 days per week, with specific hours to be determined in consultation with each student. One evening (e.g., until 8:00 p.m.) per week may be required.

An **example of a typical practicum week** is as follows:

- 4 hours individual therapy
- 2 hours assessment (diagnostic interviewing, testing, report writing, and/or feedback)
- 1 hr individual supervision with a psychologist
- 0.5 hours individual supervision with a psychologist or a psychologist in supervised practice.
- 1.0 Group supervision / seminar every 2-4 weeks
- 0.5 hour prep / admin (note taking, report writing, prepping materials, admin)
- 1.0 hours learning / training (readings and learning assigned by supervisors)

Example Schedule:

	Day 1	Day 2
Morning (9-12) 3 hrs	0.5 Prep/Admin 1.0 Ax - Interview 1.0 Ax – Testing	
Afternoon (1-5) 4 hrs	0.5 Prep / admin 2.0 Therapy 1.0 Individual Supervision 0.5 Clinical Readings/Prep	1.0 Seminar / grp supn (once per month)
Evening (5-8) 3 hrs		0.5 Individual Supervision 2.0 Therapy 0.5 Clinical Readings/Prep

Workspace

Each Student 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 semi-regular basis and are facilitated by a psychologist or psychotherapist. Scheduled seminar topics are based on topics relevant to the field of psychology and mental health, 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. Students are required to present one seminar as part of this seminar series.

Supervision

Students spend a minimum of **1.0 hours each week** in direct **individual supervision** with their primary supervisor and 1.0 hours every other week in direct individual supervision (may be remote via teleconference) with their secondary supervisor. Primary supervisors are **registered psychologists** and secondary supervisors are either **registered psychologist or a doctoral-level**

psychology intern under the supervision of a registered psychologist. Supervision includes 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 3 times over the course of the practicum – once at the start to set learning goals, once at the mid-term to adapt the learning plan, and once at the conclusion of the practicum.

These evaluations aim to identify areas of strength and weakness to inform ongoing supervision and learning for the student. Summaries of the midpoint and final evaluations are sent to each student’s university to document their progress in the practicum program. Students 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.

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

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

Accreditation

The Psychology Practicum 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 practicum program for their specific program requirements.

Remuneration

Practicum students are deemed to be in clinical training and are not employees or independent contractors at the practice. They are not paid a stipend, fee, or salary.

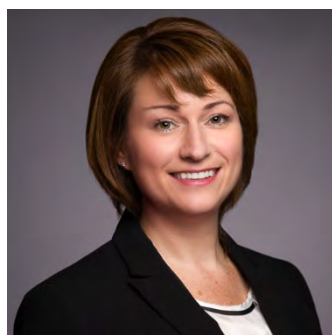
Parking

Parking is available at all sites at no charge.

Supervisors

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 practicum 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:

- Email: chendry@brooksidetherapy.com

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

Application Requirements & Process

Applicants must be a registered student in a master's or doctoral university program in Psychology, Psychotherapy, or Clinical Mental Health.

Applicants are required to provide a **cover letter** with the application that **outlines their individual training goals** for the practicum 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 interests for the practicum placement** (e.g., neuropsychological assessment, therapy with children, psychodiagnostic assessment with adults, etc.).

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

Application materials should be submitted by email to:

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

Timelines

For practica placements starting in September 2020, applications should be submitted no later than **January 31, 2020**.

Applications will be reviewed in February 2020. All applicants will be informed of the status of their application by **February 28, 2020** at the latest.

Previous Students Trained at Brookside

Pre-Doctoral 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 students) 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