Program Brochure

Pre-doctoral Internship in Clinical Neuropsychology

2026-27

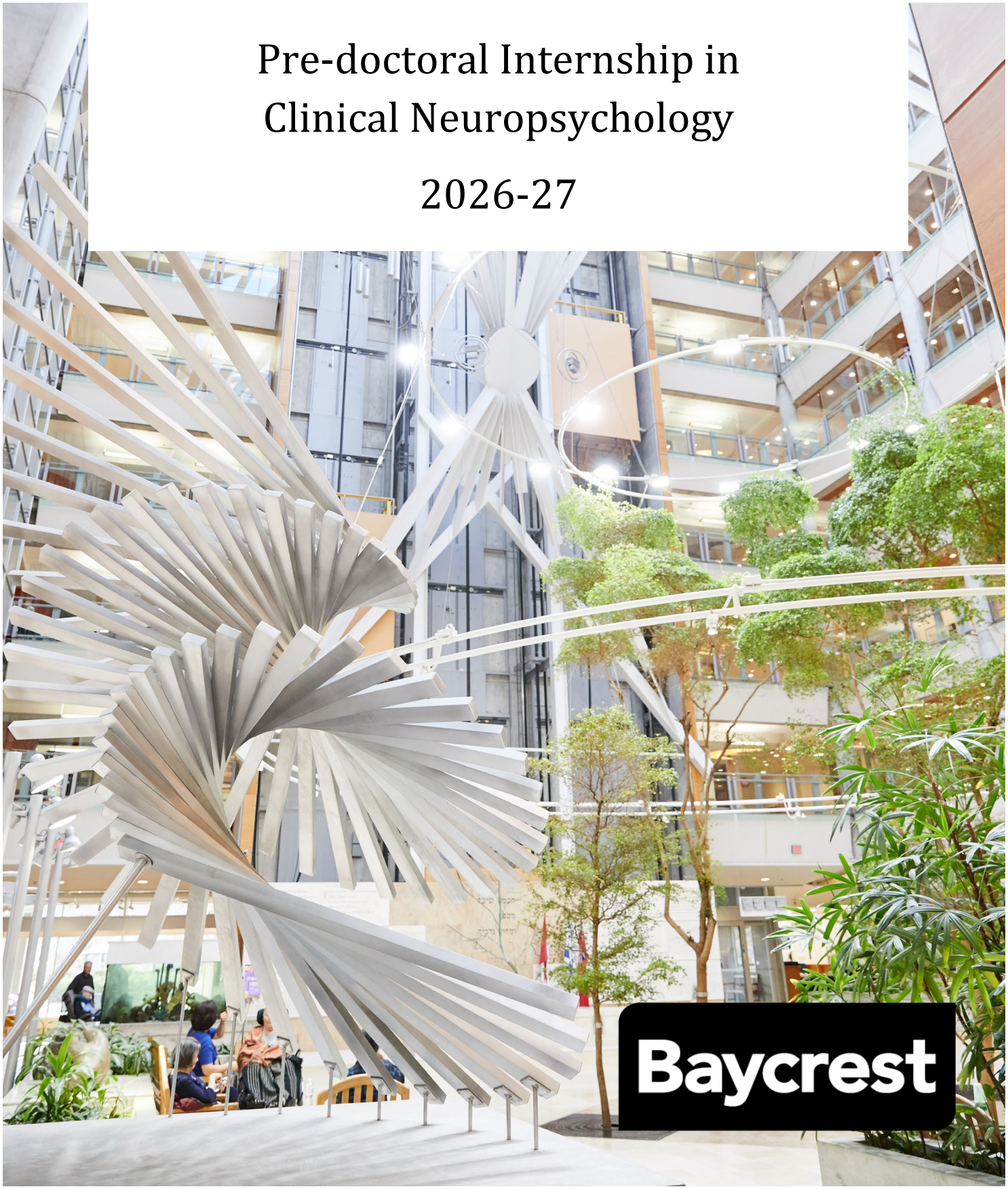

TABLE OF CONTENTS

INTRODUCTION

TORONTO

Toronto is Canada's largest and most diverse city, where over 200 languages are spoken and more than half the population comes from racially and culturally diverse backgrounds. This vibrant multiculturalism is reflected in its neighbourhoods, cuisine, festivals, and arts scene. You can explore world-class museums, galleries, and theatres, enjoy professional sports like hockey, basketball, and soccer, and shop in everything from trendy boutiques to major malls. The city hosts major festivals year-round, including the Toronto International Film Festival, Toronto Caribbean Carnival, Pride Toronto, and Nuit Blanche. Outdoor enthusiasts will appreciate the city's extensive waterfront trails, urban parks, and easy access to Lake Ontario for kayaking, cycling, or simply relaxing on the beach. Toronto offers an exciting and welcoming environment where interns can live, learn, and thrive.

INTRODUCTION

BAYCREST

Baycrest is a global leader in residential living, healthcare, research, innovation and education, with a special focus on brain health and aging. Baycrest is home to a robust research and innovation network, including one of the world's top research institutes in cognitive neuroscience, the Rotman Research Institute; the scientific headquarters of the Canadian Consortium on Neurodegeneration in Aging, Canada's largest national dementia research initiative; and the Baycrest-powered Centre for Aging + Brain Health Innovation, a solution accelerator focused on driving innovation in the aging and brain health sector. Fully affiliated with the University of Toronto, Baycrest provides excellent care for older adults combined with an extensive clinical training program for the next generation of healthcare professionals.

VISION

A world where every older person lives with purpose, fulfilment and dignity.

MISSION OF BAYCREST HOSPITAL

Founded and grounded in Jewish tradition and values, we are committed to providing exceptional care with kindness and compassion. Powered by our cutting-edge research, education, and innovation, we serve the physical, mental, and spiritual needs of older persons from all backgrounds.

VALUES

- **Inclusive**. We promise a workplace culture that welcomes and appreciates everyone equally and without discrimination or judgement.
- **Collaborative**. We focus on teamwork and nurture the cooperation of internal and external partners to maximize our collective strengths.
- **Ambitious**. We are driven by relentless curiosity and an imperative to challenge the status quo by making bold choices, learning from failure and celebrating success.
- **Respectful**. We treat everyone with compassion, professionalism and kindness and believe each person is unique with intrinsic dignity and worth.
- **Excellent**. We are committed to excellence in everything that we do by fostering a culture of continuous improvement.

NEUROPSYCHOLOGY & COGNITIVE HEALTH PROGRAM

Part of Baycrest Hospital, the Neuropsychology and Cognitive Health program provides clinical services, education and training, and clinical research related to the assessment and treatment of memory and other cognitive abilities in older adults. The mission of our program is to provide excellence and leadership in clinical neuropsychology services. Our staff is made up of psychologists, social workers, behaviour analysts, and administrative support, as well as volunteers and trainees.

CLINICAL SERVICES

The program provides neuropsychological assessment, intervention, and consultation across Baycrest programs and to external organizations.

- Neuropsychological evaluation services contribute to the diagnosis of cognitive disorders and treatment planning.
- Neuropsychological intervention is offered to clients with mild to severe cognitive changes.
    - The Memory and Aging Program® serves older adults with age-normal memory changes.
    - Learning the Ropes for Living with Mild Cognitive Impairment (MCI)® serves clients with MCI and their family members.
    - Memory Link® provides training and support for clients with severe memory impairment and their family members.
    - Goal Management Training® is designed to help individuals with impairments in executive functioning improve their organization and ability to achieve goals.
- Behavioural consultation assists teams in managing psychological and behavioural symptoms of dementia.
- Psychotherapy services are offered on a limited basis to older adults with mental health problems.

EDUCATION AND TRAINING

We offer training opportunities for undergraduate students; graduate practicum students in social work, behaviour analysis, and psychology; pre-doctoral neuropsychology interns; and postdoctoral clinical and research fellows. We also provide numerous rounds and seminars for trainees in neuropsychology.

CLINICAL RESEARCH

Our team members are involved in clinical research investigating cognitive and behavioural changes and interventions for healthy older adults and those with age-related cognitive disorders.

OVERVIEW OF THE INTERNSHIP PROGRAM

ACCREDITATION

The program has been accredited by the Canadian Psychological Association in clinical neuropsychology since 2008-09. In 2023, we were accredited for a 6-year period, with our accreditation term ending following the 2028-2029 academic year. Information regarding accreditation status can be obtained from the CPA Accreditation Office at: Office of Accreditation, Canadian Psychological Association, 1101 Prince of Wales Drive, Suite #230, Ottawa, K2C 3W7; or by e-mail at accreditation@cpa.ca.

CANADIAN PSYCHOLOGICAL ASSOCIATION
SOCIÉTÉ CANADIENNE DE PSYCHOLOGIE

PROGRAM MISSION AND MODEL

The mission of the Pre-doctoral Internship in Clinical Neuropsychology is to educate, train, and evaluate our interns in order to support achievement of competence in evidence-based, clinical neuropsychology practice and research.

Our scientist-practitioner model of training consists of the following components: (1) staged and sequential development of clinical skills in neuropsychological assessment, diagnosis, consultation, and intervention; (2) integration of science and practice through exposure to theoretical and applied research and methodologies in evidence-based practice; and (3) mentorship by faculty to foster interns' professional development.

PROGRAM ALUMNI

Graduates of our program go on to a wide variety of opportunities after their internship. In the past several years, our graduates secured clinical and research post-doctoral fellowships at St. Joseph's Healthcare Hamilton, Toronto Western Hospital, Princess Margaret Cancer Centre, and the Rotman Research Institute at Baycrest. Others started clinical positions in private practice and at various hospitals, including Baycrest. All of our previous interns are currently licensed psychologists and work in a variety of clinical and academic settings.

OVERVIEW OF THE INTERNSHIP PROGRAM

PROGRAM GOALS AND OBJECTIVES

Our goals and objectives are operationalized in a planned, sequenced set of training experiences designed to reflect the mission of Baycrest and the Neuropsychology and Cognitive Health Program, as well as the professional expertise of our faculty. In a recent survey of our alumni, 96% of satisfaction ratings of these goals were “very good” or “excellent.”

Goal 1: To provide interns with training to develop competence in adult neuropsychological assessment, diagnosis, and consultation.

Objective 1: Interns will acquire competency in neuropsychological assessment with diverse age groups and populations.

Objective 2: Interns will provide feedback to clients, families/caregivers, and clinical team members with respect to assessment results and recommendations.

Objective 3: Interns will attend and participate in didactic training in weekly Neuropsychology Seminars with topics in assessment, diagnosis, and consultation. Interns will present at least one clinical case within this series.

Goal 2: To provide interns with training to develop competence in intervention for cognitive and behavioural or mental health disorders.

Objective 1: Interns will acquire competency in neuropsychological intervention with diverse age groups and populations.

Objective 2: Interns will learn, deliver, and evaluate manualized interventions.

Objective 4: Interns will attend and participate in didactic training in weekly neuropsychology seminars with topics in intervention and program evaluation.

Goal 3: To foster the integration of science and practice through exposure to clinical and applied research and methodologies in evidence-based practice.

Objective 1: Interns will attend and participate in clinical research presentations in Psychology Research Rounds and at required didactics of their choosing.

Objective 2: Interns will attend and participate in the Evidence-based Practice in Psychology seminar. Interns will present a critical evaluation of the evidence to address a clinical question at least once within this series.

Objective 3: Interns will carry out at least one individualized supervised research project, typically within the context of one of their rotations.

Goal 4: To facilitate the formation of the interns' identities as professional psychologists.

Objective 1: Interns will attend and participate in didactic seminars in professional standards and ethics.

Objective 2: Interns will discuss issues pertaining to ethical professional conduct or standards of practice as they relate to specific clients.

Objective 3: Interns will receive didactic and applied training in the provision of supervision.

Objective 4: Interns will train in an interprofessional practice environment.

Objective 5: Interns will participate in the Equity, Diversity, and Inclusion Journal Club series.

Objective 6: Interns will receive education and training related to work and reconciliation with Indigenous Peoples in Canada.

Goal 5: To engage the interns in continuous quality improvement of the internship program.

Objective 1: Interns will provide evaluative feedback with respect to didactics, specific rotations, supervision, and general structure of the internship.

Objective 2: Interns will participate in the internship training committee.

DIDACTIC EXPERIENCES

Interns are introduced to specific topic areas by clinical and research seminars. In addition to mandatory attendance at the core seminars, interns are required to attend an average of one self-chosen seminar per week from the variety of offerings described below. These include research seminars, grand rounds, medical rounds, and lectures by visiting scientists and clinicians at both Baycrest and other hospitals. Attendance at professional conferences may also be arranged during the internship year.

NEUROPSYCHOLOGY SEMINAR (CORE)

This is a weekly didactic lecture series that is required for all interns and open to the hospital community. Presentations focus on core topics in the practice of clinical neuropsychology (e.g., major disorders, test interpretation, making diagnoses, providing feedback, neuroimaging, intervention, rehabilitation, program evaluation, consultation, supervision, ethics and professional issues). Each intern is expected to give one presentation during the year focused on a neuropsychological disorder, namely, a case presentation of a patient the intern has seen during a neuropsychological assessment rotation.

EVIDENCE-BASED PRACTICE IN PSYCHOLOGY SEMINAR (CORE)

This series is required for all interns and open to the hospital community. The purpose of this seminar series is to familiarize the participants with the logic and tools of evidence-based practice. Topics include evaluation of the clinical utility of diagnostic tests, clinical studies and trials, risks and benefits of treatments, and program evaluation. Participants will learn how to formulate clinically relevant questions from cases, efficiently search the literature for relevant evidence, and critically evaluate the available evidence. Participants are expected to develop a clinical question and lead a discussion of the relevant clinical evidence that addresses the question by applying principles learned in the seminar.

PSYCHOLOGY RESEARCH ROUNDS (CORE)

This series is required for interns and open to the hospital community. Speakers from within and beyond Baycrest give presentations on research projects relevant to the practice of neuropsychology.

DIVERSITY, EQUITY, AND INCLUSION JOURNAL CLUB (CORE)

Hosted by the internship programme training committee, the Diversity, Equity, and Inclusion Journal Club is mandatory for interns and open to all interested staff and trainees. This group meets throughout the academic year to discuss articles of relevance to diversity and the professional practice

of psychology. This allows interns and staff to become more familiar with current issues and literature, and encourages them to examine conceptions of what diversity, equity, and inclusion mean within the context of neuropsychological practice.

Greater Toronto Area (GTA) Intern Seminar (Mandatory)

Created in 2015, these half-day quarterly rounds are open to all psychology interns in the Toronto area. Topics include clinical supervision, ethics and professional issues, equity/diversity/inclusion, licensing process in Ontario, and early career decisions. Sessions are a mixture of didactic presentations, discussions, and informal opportunities to connect with interns.

Canadian Council of Professional Psychology Programs (CCPPP) Intern Seminar (Mandatory)

Created in 2020, these 2-hour workshops occur three times per year and are open to all psychology interns in Canada. High-profile presenters share expertise and lead discussion on timely, professional topics. Sessions are a mixture of didactic presentations, discussions, and informal opportunities to connect with interns at other settings at a national level.

Group Supervision (Elective)

This is a biweekly, one-hour case-based discussion group designed to strengthen clinical conceptualization skills in trainees. Each session focuses on developing a progressive hypothesizing approach to conceptualization, encouraging reflective discussion about what information may be helpful, what differentials to consider, and how to approach complex presentations that don't fit textbook patterns. Cases are drawn from real clinical material, and a different trainee or supervisor leads each session, promoting active engagement and peer learning.

City-Wide Behavioural Neurology Rounds (Elective)

These weekly rounds focus on issues relevant to behavioural neurology, and may be clinical or research-based. Hosted at Baycrest, these rounds are broadcast via telehealth to other health care settings internationally. The target audience is neurologists, psychiatrists, neuropsychologists, or others that work with persons with neurological conditions.

Geriatric Medicine Rounds (Elective)

These monthly rounds focus on issues relevant to geriatric medicine, and may be clinical or research-based. Speakers include both in-house faculty and invited guests from other institutions.

BEHAVIOURAL SUPPORTS ONTARIO ROUNDS (ELECTIVE)

These monthly rounds focus on assessment and interventions for behavioural and psychological symptoms of dementia (BPSD). The target audience is point-of-care staff at long-term care, hospital, and community settings. Hosted at Baycrest, these rounds are broadcast via telehealth to other health care settings in Ontario. These rounds are open to all members of the Baycrest community.

PSYCHIATRY GRAND ROUNDS (ELECTIVE)

These weekly rounds focus on issues relevant to (primarily geriatric) psychiatry, and may be clinical or research-based. Speakers include both in-house faculty and invited guests from other institutions.

GERIATRIC MENTAL HEALTH (GEMH) EDUCATION NETWORK ROUNDS (ELECTIVE)

These monthly video-conferenced education sessions connect persons across Canada on topics related to geriatric mental health. The GeMH team has pioneered the concept of "virtual blended learning" and produces 2-part learning activities that partner self-directed on-line learning modules with subsequent live webinars. Speakers include both in-house faculty and invited guests from other institutions.

ROTMAN RESEARCH TRAINING CENTRE, VARIED OFFERINGS (ELECTIVE)

The Research Training Centre offers varied technical (e.g., MRI/fMRI, MATLAB, R Studio, Partial Least Squares) and professional training (e.g., CV writing, interviewing, networking) opportunities for Baycrest trainees, the majority of which are open to interns.

ROTMAN RESEARCH ROUNDS (ELECTIVE)

This is a weekly seminar that focuses on cognitive neuroscience research. Speakers include postdoctoral fellows and faculty from the Rotman Research Institute and prominent visiting scientists from around the world. In July and August, these rounds shift to a less formal structure and focus on professional development topics for research trainees.

RESEARCH EXPERIENCES

All our faculty are engaged in clinical research which is both informed by and informative to the science of cognition and neuropsychology. There are many opportunities for interns to engage in supervised clinical research relevant to their training experiences and interests. Interns can also access research resources offered by KL-CARE and the Rotman Research Institute (both described above). **During the internship year, interns are required to carry out one individualized supervised research project, typically within the context of one of their rotations**.

In alignment with CPA accreditation standards, this requirement allows interns to participate in one of the many exciting research projects ongoing in our department in a contained manner, without overextending during a busy internship year. Specific objectives for the project are determined collaboratively with the supervising staff member, and formalized in a research contract outlining intern and supervisor responsibilities, submitted to the Director of Training by December 1st to ensure that the project is within scope for the internship year. Examples of possible projects include: evaluating a novel intervention, a detailed case study of a client evaluated on a neuropsychological assessment rotation, program evaluation of a group intervention, completing and submitting a post-doctoral application through APPIC, developing and submitting a funding application for postdoctoral training or research (e.g., a SPARK grant), or a systematic review/meta-analysis of a clinical topic of interest. Note that this requirement is waived for interns who select a research rotation, which has its own requirements, see below.

INTERN CONTRIBUTIONS TO TRAINING

Interns are key contributors to the program and are expected to shape their training experience. Interns are members of a standing training committee focused on the functional structure of the internship. Topics include rotation content and scheduling, interns' evaluations of the internship, work-life balance and time management, activities related to accreditation, preparation for applicant interviews and applicant evaluations. The program values interns' contributions and has a history of making changes in response to intern feedback. These include, for example, individualizing rotations to align with learning goals, reducing caseload and presentation expectations to promote work-life balance, and expanding training opportunities for staff and interns with respect to equity, diversity, and inclusion.

SALARY AND BENEFITS

The 2024-2025 annual salary was $47,300 less applicable statutory and other deductions. Salaries are reviewed and adjusted annually in November for alignment with Ontario Living Wage rates. Interns are afforded 15 paid vacation days and 13 paid statutory/religious holidays. As Baycrest staff, interns are entitled to emergency days for illness, injury, bereavement, and other medical and family emergencies. Interns are eligible to participate in the Healthcare of Ontario Pension Plan. Interns and their immediate family have access to a confidential employee and family assistance program sponsored by

Baycrest, which provides free support, resources, and information for personal and work-life concerns. Services include short-term counselling, financial information and resources, referrals and resources for major life events (e.g., child care, elder care, moving and relocation, adoption), and wellness coaching to support positive lifestyle change.

SUPPORT FOR INTERNS

We are committed to providing a learning environment that welcomes and supports everyone. Interns are encouraged to share any questions or concerns, and to let staff know if they require accommodations to participate in the internship program. Baycrest complies with the Ontarians with Disabilities Act. As such, we offer an accessible workplace, including office space, washrooms, dining facilities, parking, and equipment, for both clients and interns with disabilities.

Our program works hard to support work-life balance in our interns and staff. We achieve this through a dedicated focus on self-evaluation, modeling, and empowering self-advocacy. We continue to successfully implement initiatives in response to intern feedback seeking balance and flexibility. Past changes include simplification of the rotation structure, increased autonomy and flexibility in rotation selection, reduction in caseload and presentation expectations and increased rotation offerings.

During the internship year, interns lead a committee that engages other trainees in the department in creating social events. Interns are given a small budget to schedule a minimum of two events per year that are held during work hours and attended by program staff and trainees. This affords interns with the opportunity for creativity and self-expression beyond work expectations, and fosters a spirit of collaboration among interns and staff. Past examples include holiday themed parties, departmental trivia games, a cultural pot-luck, and many others. Interns also sit on the internship training committee which provides a forum for routine discussion and proactive resolution of potentially emerging work-life balance concerns. Interns are encouraged to raise potential concerns with supervisors and/or the Director of Training/Deputy Director of Training to facilitate collaborative problem-solving.

OVERVIEW OF THE INTERNSHIP PROGRAM

Our program recognizes the inherent challenges of transitioning from graduate student to intern. As such, we have established an Alumni Mentorship Program which connects experienced graduates of our program with current interns. Mentors provide personalized support, guidance, and professional development opportunities to interns as they navigate their internship year. This fosters a sense of community and informal knowledge exchange that may lead to long-term professional relationships and collaboration.

Should an intern not be able to complete a portion of their residency due to illness, pregnancy/childbirth, etc., an appropriate schedule to complete the program requirements may be negotiated between the intern and program administrators. This may depend on the length of the leave of absence, supervisor availability, institutional policies, and physical space. Financial support cannot be guaranteed beyond the regular contract period. Such unique cases would be addressed on an individual basis. Graduation certificates will be issued only to interns who have met minimum program requirements. Nevertheless, we aim to offer support to our interns who may be navigating difficult circumstances and/or life transitions.

DIVERSITY AND INCLUSION

The Pre-doctoral Internship in Clinical Neuropsychology at Baycrest is committed to employment equity, welcomes diversity in the workplace, and encourages applications from all qualified individuals, including members of visible minorities, Aboriginal People, neurodiverse individuals, sexual and gender minorities, and persons with disabilities.

Baycrest Equity, Diversity and Inclusion Vision
Baycrest embraces and celebrates our community's unique heritage and diversity. We are an equal opportunity employer, dedicated to a culture of inclusiveness across all dimensions of diversity. We are committed to creating an environment that is inclusive, equitable and welcoming. At Baycrest, inclusion is how we unleash the potential of our diversity; equity is how we identify and remove barriers that could limit an individual's ability to realize their maximum potential. We strive to make our people feel a sense of belonging to a workplace where they are treated and respected as full members of our Baycrest community.

Our Commitment
We will acknowledge and honour the fundamental value and dignity of all individuals. We believe that it is the differences in people that make us stronger, and because of our differences, we have the potential to enrich our quality of work-life, foster innovation and obtain better outcomes for our clients.

We pledge ourselves to creating and maintaining an environment that respects diverse traditions, identities, heritages and experiences. We will ensure that the workplace, including all policies, procedures and practices, is free of deliberate or unintentional barriers so that no one is disadvantaged. We will work together to create an environment that respects all persons, where barriers that limit an individual's ability to realize their maximum potential do not exist.

Guided by our Baycrest values of compassion, advocacy, respect and excellence, we will advocate for our belief in the inherent value of all individuals, and in so doing, will treat all people with respect and dignity.

OVERVIEW OF THE INTERNSHIP PROGRAM

Training in issues of equity, diversity, inclusion, and human rights takes many forms within the internship program. Interns work with diverse populations within their rotations. Potential personal biases are discussed with respect to cultural and individual differences, and self-reflection and self-awareness are encouraged during supervisory meetings. Didactic opportunities are infused within the various core program seminar series offerings, as well as within the institution wide elective rounds, workshops, and seminar offerings. A Diversity, Equity, and Inclusion Journal Club is hosted by the internship programme training committee and open to all interested staff and trainees. Beyond that, our interns attend formal training opportunities offered by other associations such as the Canadian Council for Professional Psychology Programs, National Academy of Neuropsychology, the College of Psychologists and Behaviour Analysts of Ontario, and Communication Disabilities Access Canada, among others. Our program is always evolving, and we encourage our interns to share their ideas for education, training, and other opportunities to promote equity, diversity, and inclusivity.

COVID-19 PANDEMIC INFORMATION

Baycrest operations have largely returned to a post-pandemic new normal. Most Baycrest services, including those in the Neuropsychology and Cognitive Health Program, have returned to in-person formats, with some virtual or hybrid services continuing when clinically indicated and preferred by our clients.

In this brochure we describe the current program structure and rotation experiences. If there are pandemic-related public health restrictions in the future, we will make every effort to continue to provide the necessary training experiences to allow our interns to achieve program and individual learning goals.

OVERVIEW OF THE INTERNSHIP PROGRAM

PROGRAM STRUCTURE

Our program offers ***nine*** rotations: Memory Clinic Assessment, Mental Health Services Assessment, Geriatric Assessment, Memory and Aging Program, Learning the Ropes for Living with MCI, Memory Link, Research, Goal Management Training, and Behaviour Management & Psychotherapy. See detailed descriptions of each rotation below.

Interns will choose ***four*** of the nine offerings to complete during their internship year, with one year-long cognitive intervention rotation and at least one neuropsychological assessment rotation. This affords interns the freedom to select experiences in line with their training goals and needs, and to individualize their internship experience.

	Category	*Rotation Offerings*	*Length of time*
1	Cognitive Intervention	Memory and Aging Program; Learning the Ropes for Living with MCI; Memory Link	12 months, 1 day/week
2	Neuropsychological Assessment	Memory Clinic Assessment; Geriatric Assessment; Mental Health Assessment	4 months, 3 days/week
3	Any	Behaviour Management & Psychotherapy; Goal Management Training; Research; Memory Clinic Assessment; Geriatric Assessment; Mental Health Services Assessment	4 months, 3 days/week
4	Any	Behaviour Management & Psychotherapy; Goal Management Training; Research; Memory Clinic Assessment; Geriatric Assessment; Mental Health Services Assessment	4 months, 3 days/week

The internship year is structured in three periods lasting four months each. Throughout the year, interns will spend one day per week engaged in a year-long cognitive intervention rotation, three days involved in an additional rotation, and one day involved in didactics, supervision (four hours per week), and protected time for non-clinical work such as research or preparation of presentations. The specific program will be jointly determined by the intern and Director/Deputy Director of Training after acceptance to the program. Sample schedules are laid out below.

Note that the first week of internship is devoted to orientation activities, including human resources and corporate orientation, review of electronic medical charting system, and individual meetings with supervisors, the Director/Deputy Director of Training, and the Program Director. Upon completion of each period, there will be a short transition phase during which relevant orientation activities will occur to assist interns in transitioning to new rotations.

OVERVIEW OF THE INTERNSHIP PROGRAM

Sample Schedule A

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Mandatory Assessment: Geriatric Assessment	Mandatory Assessment: Geriatric Assessment	Didactics Supervision Protected Time DoT Office Hour	Mandatory Cognitive Intervention: Learning the Ropes for Living with MCI	Mandatory Assessment: Geriatric Assessment
2	Memory Clinic Assessment	Memory Clinic Assessment	Didactics Supervision Protected Time DoT Office Hour	Mandatory Cognitive Intervention: Learning the Ropes for Living with MCI	Memory Clinic Assessment
3	Research	Research	Didactics Supervision Protected Time DoT Office Hour	Mandatory Cognitive Intervention: Learning the Ropes for Living with MCI	Research

Sample Schedule B

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Research	Research	Didactics Supervision Protected Time DoT Office Hour	Mandatory Cognitive Intervention: Memory and Aging Program	Research
2	Mandatory Assessment: Mental Health Services	Mandatory Assessment: Mental Health Services	Didactics Supervision Protected Time DoT Office Hour	Mandatory Cognitive Intervention: Memory and Aging Program	Mandatory Assessment: Mental Health Services
3	Behaviour Management & Psychotherapy	Behaviour Management & Psychotherapy	Didactics Supervision Protected Time DoT Office Hour	Mandatory Cognitive Intervention: Memory and Aging Program	Behaviour Management & Psychotherapy

Sample Schedule C

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Geriatric Assessment	Geriatric Assessment	Didactics Supervision Protected Time DoT Office Hour	Mandatory Cognitive Intervention: Memory Link	Geriatric Assessment
2	Goal Management Training	Goal Management Training	Didactics Supervision Protected Time DoT Office Hour	Mandatory Cognitive Intervention: Memory Link	Goal Management Training
3	Mandatory Assessment: Memory Clinic	Mandatory Assessment: Memory Clinic	Didactics Supervision Protected Time DoT Office Hour	Mandatory Cognitive Intervention: Memory Link	Mandatory Assessment: Memory Clinic

DESCRIPTION OF THE ROTATIONS

All interns complete four rotations during the internship year including one year-long rotation in cognitive intervention and a minimum of one rotation in neuropsychological assessment. For all rotations, the specific responsibilities are established collaboratively with the intern's supervisor at the outset of the rotation and formalized in a rotation and supervision contract, based on the core program requirements and the intern's personal training goals. Across rotations, every effort is made to provide interns with opportunities to mentor junior trainees, and this is specified in every rotation contract.

NEUROPSYCHOLOGICAL ASSESSMENT

Interns will complete a minimum of one rotation in neuropsychological assessment, and can choose from the following three services: Geriatric Assessment, Sam and Ida Ross Memory Clinic, or Mental Health Services. In all settings, the intern will carry out supervised neuropsychological assessment of individuals presenting with a range of conditions such as neurodegenerative disease, stroke, traumatic brain injury, psychiatric disorders, and systemic disease.

Interns will learn to administer and score neuropsychological tests, summarize the results, interpret the findings, and report behavioural observations made during testing. Initially, the supervisor will conduct the clinical interview, but the intern will lead the interview as the rotation progresses. Interns will prepare written reports based on the assessments (following discussion of the results with the supervisor), including delineation of cognitive strengths and weaknesses, diagnosis of cognitive impairment, and recommendations regarding further assessment or treatment. Interns will also provide information about the assessment results (including communication of diagnoses) to patients and their families in feedback sessions as well as referral sources where applicable, and document client interactions appropriately in the electronic medical record. In all three services, the intern will have the opportunity to collaborate with interprofessional teams and train in a rich academic environment.

Across the three assessment rotations described below, the primary role of the intern is to conduct comprehensive individual assessments, write integrative reports, and provide feedback to clients, their families, and referring agents where applicable.

DESCRIPTION OF THE ROTATIONS

NEUROPSYCHOLOGICAL ASSESSMENT ROTATIONS

1. SAM AND IDA ROSS MEMORY CLINIC

4-month rotation, 3 days per week

Primary supervisor: Dr. Kathryn Stokes

The Sam and Ida Ross Memory Clinic is a specialized, outpatient clinic. The primary focus is on differential diagnosis of cognitive impairment due to neurological disorders, cerebrovascular disease and neurodegenerative diseases such as Alzheimer's disease, frontal-temporal lobar degeneration, Parkinson's disease, and other neurodegenerative conditions. In addition to the primary intern role, the intern will participate in weekly team meetings focused on diagnostic conceptualization and treatment planning with colleagues from neurology, psychiatry, nursing, social work, and speech and language pathology.

2. GERIATRIC ASSESSMENT

4-month rotation, 3 days per week

Primary supervisor: Dr. Susan Vandermorris

In this rotation, the intern will be involved in outpatient neuropsychological assessment of older adults with cognitive concerns for the purposes of diagnosis and treatment planning. Client referrals come from the Baycrest Geriatric Assessment Clinic or the Outpatient Mental Health Program. The Geriatric Assessment Clinic is staffed by geriatricians who provide holistic and comprehensive assessment for persons referred with concerns about their physical health or memory. The Outpatient Mental Health Program is staffed by psychiatrists and interprofessional colleagues who provide assessment and time-limited treatment for clients and families dealing with mental health problems. In both referral streams, the primary focus of the neuropsychological assessment is characterization of cognitive status in the context of medical and psychiatric complexity, differential diagnosis, and treatment planning.

3. MENTAL HEALTH SERVICES

4-month rotation, 3 days per week

Primary supervisor: Dr. Komal Shaikh

In this rotation, the intern will have the opportunity to engage in neuropsychological assessment of older adult inpatients with various psychiatric presentations (e.g., mood disorders, anxiety, schizophrenia). Clients are referred from the Inpatient Psychiatry Program. The intern will work as part of a collaborative interprofessional team (made up of hospitalists, psychiatrists, social workers, occupational therapists, recreational therapists and more) to inform recommendations for managing cognition and functioning post-discharge. Based on available opportunities and learning goals, the intern may also select a breadth opportunity, such as psychotherapy or outpatient neuropsychological assessment.

DESCRIPTION OF THE ROTATIONS

COGNITIVE INTERVENTION

Interns will complete one year-long rotation in cognitive intervention, and can choose from the following three services: Memory Link®, Memory and Aging Program®, and Learning the Ropes for Living with MCI®. In these rotations, interns engage in memory intervention activities involving the entire range of memory dysfunction, from mild changes associated with normal aging and mild cognitive impairment to severe memory impairment (amnesia) secondary to neurological dysfunction and/or acute injury. The intern will learn to integrate neuropsychological findings in order to develop and implement individualized and/or group memory interventions. The approach of these rotations is to collaboratively apply findings from basic and clinical research to help clients master challenges in day-to-day memory functioning.

Interns will provide group and individual psychoeducation, implement and refine evidence-based memory interventions, and provide clients and families with psychosocial support and feedback. When indicated, the intern will also perform cognitive assessments to confirm diagnoses, clearly define clients' strengths and weaknesses, and tailor interventions to meet their abilities and needs. A unique aspect of these rotations is the opportunity to contribute to the development and evaluation of novel memory interventions.

A fourth cognitive intervention rotation, Goal Management Training®, is not offered as a year-long rotation, and is described under Other Rotations below.

YEAR-LONG COGNITIVE INTERVENTION ROTATIONS

1. MEMORY AND AGING PROGRAM®

12-month rotation, 1 day per week

Primary supervisor: Dr. Susan Vandermorris

The Memory and Aging Program® is an education and group intervention program for older adults who are experiencing normal age-related memory changes. The program provides education, support, and memory strategy training targeted to the day-to-day needs of older adults. The majority of clients in the program are self-referred healthy older adults. Over the course of multiple cycles of program delivery, the intern will train to independently deliver and manage all aspects of the program. At the mid-point of the rotation, the intern will select a breadth opportunity based on available opportunities and learning goals. Past examples have included small projects focused on program evaluation, research, or knowledge mobilization, and cross-over exposure to other rotations of interest.

2. LEARNING THE ROPES FOR LIVING WITH MCI®

12-month rotation, 1 day per week

Primary supervisors: Dr. Keera Fishman, Dr. Matt McPhee, Dr. Dora Ladowski

The Learning the Ropes for Living with MCI® program is a multi-session group intervention designed for older adults living with mild cognitive impairment (MCI) and their close family/friends. The program is focused on enhancing functional memory ability through practical strategy application, optimizing cognitive health via lifestyle factors such as nutrition and exercise, and improving family members' abilities to manage the personal impacts of living with someone experiencing MCI. Specific memory interventions include both internal memory strategies (e.g., elaboration and spaced repetition strategies) and external memory aids (e.g., memory organizers). Psychologists and a social worker are involved in delivery of the program, which consists of six weekly sessions as well as a one-month follow up session. The intern will receive exposure to in-person and virtual program delivery. Over the course of multiple cycles of program delivery, the intern will train to independently deliver the program. Pending interest and opportunity, the intern may also supervise trainees on the service, participate in ongoing research and/or program evaluation projects, and contribute to ongoing program improvement initiatives.

3. MEMORY LINK® PROGRAM

12-month rotation, 1 day per week

Primary supervisors: Dr. Brandon Vasquez, Dr. Dora Ladowski

Individual and group intervention is provided within the Memory Link® program: a clinical rehabilitation service for adults of all ages (18+) with moderate to severe memory problems due to acquired brain injury (e.g., stroke, anoxia, tumour, traumatic brain injury, and other neurological disorders). The Memory Link® program primarily provides consultation on how to compensate for memory dysfunction in daily life and training on commercial technologies (i.e., smartphones and apps) to improve independence. The program may also assist with referral to outside agencies for community reintegration, and provide support to clients' family members. Within an interprofessional team, the intern will provide one-to-one training to clients, which involves helping clients learn to use mobile applications to enhance memory functioning in daily life. The memory training method is manualized, but must necessarily be customized to the unique neuropsychological and personal context of each individual client. The core training protocol is evidence-based, using the principles of errorless learning and vanishing cues, and capitalizes on preserved implicit procedural memory to circumvent impairments in explicit episodic memory. The intern will also be involved with intake consultation, goal setting, and psychoeducational support groups for clients and family members.

Neuropsychological assessment, program evaluation, and clinical research opportunities may also be available.

OTHER ROTATIONS

1. RESEARCH

4-month rotation, 3 days per week

Primary supervisor: Dr. Nicole Anderson

This rotation provides interns with research experience in clinical neuropsychology through the Rotman Research Institute. Under supervision, interns will familiarize themselves with the appropriate theoretical and empirical background, and carry out a focused study. This study may take the form of a systematic review of a particular neuropsychological condition, analysis of more than 10 years of retrospective clinical data, or detailed single-case design, for example. Interns may have a role in primary data collection and supervision of research assistants. Interns will be expected to conclude the rotation by writing a report of the study and findings, ideally for publication. Interns are expected to attend Rotman rounds and lab meetings during this rotation.

2. GOAL MANAGEMENT TRAINING®

4-month rotation, 3 days per week

Primary supervisor: Dr. Komal Shaikh

In this rotation, the intern will work with clients who are experiencing significant difficulty in their day-to-day activities associated with executive dysfunction due to a variety of neurological and neuropsychiatric conditions (e.g., stroke, multiple sclerosis, mood disorders). The intern will learn and apply a manualized cognitive rehabilitation program, Goal Management Training®, to address real-world problems. The program is designed to teach participants strategies that they can use in their daily lives to improve their ability to achieve goals; participants learn to sustain their attention and stay focused, formulate realistic plans, and organize, prioritize, and complete tasks in a timely fashion. The intern will primarily carry out the intervention in group format though the opportunity to work with clients individually can be provided should this align with the intern's goals. The intern will also participate in program evaluation activities. The intern may also perform intake assessments in order to clearly define clients' strengths and weaknesses and tailor the interventions to meet their abilities and needs.

3. Behaviour Management and Psychotherapy

4-month rotation, 3 days per week

Primary supervisor: Dr. Yael Goldberg

Behaviour management and psychotherapy is provided through the Virtual Behavioural Medicine (VBM) Program in the Pamela & Paul Austin Centre for Neurology & Behaviour Support. The VBM interprofessional team supports health care teams in acute care hospitals and long-term care homes, as well as family members across the GTA in the management of challenging behavioural symptoms of dementia. This service is completely virtual, delivered using the Ontario Telemedicine Network.

In this rotation, the intern will participate in and learn to (a) conduct functional behavioural assessments where factors that contribute to behaviours are identified, (b) develop individualized behaviour care plans with non-pharmacological strategies, (c) facilitate interviews, feedbacks and follow-up sessions, (d) attend weekly interdisciplinary rounds, (f) co-facilitate psychotherapy sessions with health care teams and/or family caregivers experiencing burn out. In this rotation, principles of applied behaviour analysis are utilized in understanding and treating behavioural symptoms of dementia. Prior clinical training in behaviour management is not a pre-requisite for completing this rotation.

PROGRAM FACULTY

CORE PROGRAM FACULTY

Anderson, Nicole, PhD, C.Psych. (University of Toronto). Senior Scientist at the Rotman Research Institute. Research interests focus on cognitive aging (in healthy aging and mild cognitive impairment), memory processes, and dementia risk reduction.

> **Anderson, N.D.**, D'Amico, D., Rotenberg, S., Addis, D.R., Gillen, J., Moore, D., Furlano, J.A., Tan, B., Binns, M., Santarossa, M., Chertkow, H. for the Canadian Consortium on Neurodegeneration in Aging (CCNA) CAN-THUMBS UP Study Group. (2024). Validation of a community-based approach toward personalized dementia risk reduction: The Kimel Family Centre for Brain Health and Wellness. *Journal of the Prevention of Alzheimer's Disease, 11*(5), 1455-1466.
>
> Koblinsky, N.D., Power, K.A., Middleton, L., Ferland, G., **Anderson, N.D**. (2023). The role of the gut microbiome in diet and exercise effects on cognition: A narrative review of the intervention literature. *Journal of Gerontology: Biological Sciences, 78*(2), 195-205.

Darboh, Bri, MBA, PhD, C.Psych. (York University & Schulich School of Business). Provides neuropsychology assessment services to outpatients in the Toronto Dementia Research Alliance memory clinics through the Hybrid Virtual Cognitive Program. Primary clinical interests include psychological and neuropsychological assessment and intervention with adult and older adult populations. Research interests include neurocognitive aging, strategic healthcare leadership, and intervention program development.

> Jongsma, K., **Darboh, B. S.,** Davis, S., & MacKillop, E. (2023). A cognitive behavioural group treatment for somatic symptom disorder: A pilot study. *BMC Psychiatry, 23*(896).
>
> Spreng, R. N., Setton, R., Alter, U., Cassidy, B. N., **Darboh, B.,** DuPre, E., Kantarovich, K., Lockrow, A. W., Mwilambwe-Tshilobo, L., Luh, W. M., Kundu, P., & Turner, G. R. (2022). Neurocognitive aging data release with behavioral, structural and multi-echo functional MRI measures. *Scientific Data: Nature, 9,* 119.

Fishman, Keera, PhD, C.Psych. (University of Ottawa). Provides intervention services through the Learning the Ropes for Living with MCI® program. Provides neuropsychological assessment services to the Geriatrics units at Ontario Shores Centre for Mental Health Sciences. Neuropsychology Practicum Co-ordinator. Research interests involve exploring the impact of neuropsychiatric symptoms on memory and executive function, as well as creating and implementing interventions to support living well with cognitive decline in older adults.

> Choudhury, S., Booth, M., **Fishman, K.N.**, Blair, M., & Burkhes, M. (2023). Severe neuropsychiatric symptoms in multiple cerebral microbleeds due to probable cerebral amyloid angiopathy: A case study. *Annals of Case Reports, 8*, 1173.
>
> **Fishman, K. N.,** Ashbaugh, A. R., & Swartz, R. H. (2021). Goal setting improves cognitive performance in a randomized trial of chronic stroke survivors. *Stroke, 52*(2), 458-470.

PROGRAM FACULTY

Goldberg, Yael, PhD, C.Psych. (University of Waterloo). Director of Training. Provides behaviour management support to interprofessional Baycrest teams through the the Virtual Behavioural Medicine program in the Pamela & Paul Austin Centre for Neurology & Behaviour Support. Primary clinical and research interests focus on evidence-based assessment of behavioural and psychological symptoms of dementia (BPSD), non-pharmacological intervention strategies used to treat them, and applying technology to support behaviour management skill development.

Hatch, S., Seitz, D.P., Bruneau, M.A., Ewa, V., Feldman, S., **Goldberg, Y**….Watt, J.A. (2025). The Canadian Coalition for Seniors' Mental Health Canadian Clinical Practice Guidelines for assessing and managing behavioural and psychological symptoms of dementia (BPSD). *Canadian Geriatrics Journal, 28*:1, 91-102.

Sokoloff, L., Nemethy, K., **Goldberg, Y.,** Santiago, A.T., Brookes, J., & Berall, A. (2022). The Virtual Trigger Room – A proof of concept. *International Journal of Healthcare Simulation, 1, S6-S8.*

Ladowski, Dora, PhD, C.Psych. (University of Western Ontario). Provides clinical intervention services through the Learning the Ropes for Living with MCI® and Memory Link® programs. Clinical interests include neuropsychological assessment and intervention with adults and older adults. Research interests include optimizing the assessment and treatment of memory changes in brain injury and illness.

Chadwick, C., O'Reilly, M., Abbas, H.H., **Ladowski, D**., Ghazaleh, N., Khan, A., Burneo, J.G., Steven, D.A., Mirsattari, S.M., Johnsrude, I. (2022, September). Homotopic coupling in persons with epilepsy using movie-driven and resting-state fMRI. Paper presented at the Canadian Epilepsy Research Initiative, Kelowna, BC, Canada.

Ladowski, D., Nandan, A., Gold, D., McAndrews, M.P. (2021, Sept.) Pattern separation and hippocampal integrity in temporal lobe epilepsy. Poster presented at the Canadian League Against Epilepsy, virtual.

McPhee, Matt, PhD, C.Psych. (University of Toronto). Provides clinical intervention services through the Learning the Ropes for Living with MCI® program. Clinical interests include neuropsychological assessment and intervention with adults and older adults. Research interests include real-world effectiveness of cognitive intervention and moderators of treatment outcomes.

McPhee, M. D., & Hendershot, C. S. (2023). Meta-analysis of acute alcohol effects on response inhibition. Neuroscience & Biobehavioral Reviews, 105274**.**

McPhee, M.D., Keough, M. T., Rundle, S., Heath, L. M., Wardell, J. D., & Hendershot, C. S. (2020). Depression, environmental reward, coping motives and alcohol consumption during the COVID-19 pandemic. Frontiers in psychiatry, 11, 574676.

Pinnock, Farena, PhD, C.Psych (York University). Provides ambulatory intervention and neuropsychological assessment services. Clinical interests include psychological and neuropsychological assessment and intervention with older adults, individuals with severe psychiatric illness, and acquired brain injury. Research interests include cognitive dysfunction associated with severe brain disease and acquired brain injury as well as program development and evaluation.

Pinnock, F., Rich, J., Vasquez, B., Wiegand, M., Patcai, J., Troyer, A., & Murphy, K. (2022). Neurocognitive outcome following recovery from Severe Acute Respiratory Syndrome – Coronavirus-1 (SARS-CoV-1). *Journal of the International Neuropsychological Society, 28*(9), 891-901.

Pinnock, F.*, Hanford, L.*, Hall, G., & Heinrichs, R.W. (2019). Cortical thickness correlates of cognitive performance in cognitively-matched individuals with and without schizophrenia. *Brain and Cognition, 132*, 129-137. * These authors shared first co-authorship.

Shaikh, Komal, PhD, C.Psych. (York University). Provides neuropsychological assessment and psychotherapy services through the Inpatient Psychiatry Program; provides clinical intervention services through the Goal Management Training® Program. Clinical interests include psychological and neuropsychological assessment and intervention with older adults, individuals with severe psychiatric illness, and acquired brain injury. Research interests include everyday impact of cognitive changes in older adults.

Shaikh, K. T., Bolton, K., Shaikh, U., Troyer, A. K., Rich, J. B., & Vandermorris, S. (2024). Evaluating functional abilities within the context of memory assessment: A practice survey of neuropsychologists. *The Clinical Neuropsychologist, 38*(3), 557–587.

Shaikh, K. T., Zaidi, K. B., Wong Gonzalez, D., Dimech, C., Gilson, Z. M., Stokes, K. A., & Paterson, T. S. (2025). Cultural bias in the assessment of language: A closer look at the Boston naming test among multicultural Canadian older adults. *Applied Neuropsychology: Adult*. doi:10.1080/23279095.2024.2449172

Stokes, Kathryn, PhD, C.Psych. (University of Virginia). Provides neuropsychology assessment services to outpatients in the Sam and Ida Ross Memory Clinic. Primary research interests focus on validation of tools for early detection of cognitive impairment, and neuropsychological profiles within neurodegenerative disorders such as posterior cortical atrophy syndrome.

Shaikh, K. T., Zaidi, K. B., Wong Gonzalez, D., Dimech, C., Gilson, Z. M., **Stokes, K. A.,** & Paterson, T. S. (2025). Cultural bias in the assessment of language: A closer look at the Boston naming test among multicultural Canadian older adults. *Applied Neuropsychology: Adult*. Online ahead of print.

Lahiri, D., Panda, S., **Stokes, K.,** & Chertkow, H. (2024). Psychotropic polypharmacy leading to reversible dementia: Case report from a Memory Clinic. *Cognitive and Behavioural Neurology Journal, 37*(4), 220-225.

Troyer, Angela K., PhD, C.Psych. (University of Victoria). Program Director of Neuropsychology & Cognitive Health and Interprofessional Practice Chief. Primary clinical interest is neuropsychological evaluation of mild cognitive impairment (MCI) and dementia, and memory intervention in normal aging and MCI. Research interests focus on memory changes in normal aging, MCI, and dementia; effectiveness of memory interventions; and neuropsychological test development.

Troyer A. K., Shaikh, K. T., Baptist-Mohseni, N., Singh, A., Duncan-Kofman, J., Vandermorris, S., & Rich, J. B. (2025). Creation and validation of the MMQ-9: A short version of the Multifactorial Memory Questionnaire. *Clinical Gerontologist, 48*(3), 528-538.

Yusupov Rose, I., Lass, J. W., D'Amico, D., Zhu, L., Rich, J. B., Levine, B., Vandermorris, S., & **Troyer, A. K.** (2025). A self-guided e-learning program improves metamemory outcomes in healthy older adults: A randomized controlled trial. *Aging and Mental Health, 29*(6), 1090-1099.

Vandermorris, Susan, PhD, C.Psych. (University of Victoria). Provides intervention services through leadership of the Memory and Aging Program® and neuropsychological assessment services to the Geriatric Assessment and Mental Health Clinics. Primary clinical interests are neuropsychological assessment and intervention in older adult populations. Research interests in cognitive aging, memory intervention, within-person variability, and use of technology in education and intervention.

D'Amico, D., Yusupov, I., Zhu, L., Lass, J. W., Plunkett, C., Levine, B., Troyer, A. K., & **Vandermorris**, S. (2024). Feasibility, acceptability, and impact of a self-guided e-learning memory and brain health promotion program for healthy older adults. *Clinical Gerontologist, 47*(1), 4-16.

Vandermorris, S., Au, A, Gardner, S., & Troyer, A. K. (2022). Initiation and maintenance of behavior change to support memory and brain health in older adults: A randomized controlled trial. *Neuropsychological Rehabilitation, 32*(4), 611-628.

Vasquez, Brandon, PhD, C.Psych. (University of Toronto). Provides memory intervention services in the Memory Link® program. Primary clinical interests include cognitive rehabilitation and neuropsychological assessment of acquired brain injury. Research interests are focused on improving memory intervention methods through the application of current technologies, understanding skill learning in individuals with memory dysfunction, and the cognitive underpinnings of response time intraindividual variability.

Vasquez, B.P., Cretu, A., Max, A., & Moscovitch, M. (2023). Early mobile app training proficiency predicts how well memory-impaired individuals learn to use digital memory aids in the real world. *Neuropsychological Rehabilitation, 33*(6), 1411-1429.

Vasquez, B.P., Lloyd-Kuzik, A., Moscovitch, M. (2022). Mobile app learning in memory intervention for acquired brain injury: neuropsychological associations of training duration. *Neuropsychological Rehabilitation*, *32*(6), 1048-1074.

OTHER PROGRAM CONTRIBUTORS

Brickman, Ruth, MSW, RSW. (University of Toronto). Member of the Memory Link® team. Supervises MSW students as an Adjunct Lecturer with the Factor-Inwentash Faculty of Social Work at the University of Toronto. Provides psychosocial support to clients and family members. This includes individual counselling, facilitation of psychoeducational support groups, and assistance for clients in accessing a variety of resources in their communities.

Brickman, R. (2020). Supportive groups: Client support. In B. P. Vasquez (Ed.), *The Memory Link Handbook* (pp 180-89). Baycrest Centre for Geriatric Care.

Belfry, S., & **Brickman**, R. (2020). Supportive groups: Family support. In B. P. Vasquez (Ed.), *The Memory Link Handbook* (pp 190-95). Baycrest Centre for Geriatric Care.

PROGRAM FACULTY

Coutts-MacNeil, Alexandra, MADS, RBA (Ont), BCBA. (Brock University). A behaviour analyst working primarily with the Behavioural Neurology Unit and consulting throughout the Hospital. Working as a member of an inter-professional team, Alexandra provides evidence-based, non-pharmacological intervention strategies to manage behavioural symptoms of dementia.

Lin, Jessie, MSW, RSW (University of Toronto). Member of the Learning the Ropes for Living with MCI® team. Provides psychosocial support to clients and family members. This includes individual counselling, family and couples counselling, facilitation of psychoeducational support groups and assistance for clients in accessing a variety of resources in their communities.

Moscovitch, Morris, PhD. (University of Pennsylvania). Senior Scientist at the Rotman Research Institute. Research focuses on cognition and memory with particular emphasis on the neural mechanisms mediating explicit and implicit memory, face recognition, and attention.

Sawczak, C. M., McAndrews, M. P., O'Connor, B. B., Fowler, Z., & **Moscovitch, M.** (2022). I remember therefore I am: Episodic memory retrieval and self-reported trait empathy judgments in young and older adults and individuals with medial temporal lobe excisions. *Cognition, 225,* 105124.

Sawczak, C. M., McAndrews, M. P., Gaesser, B., & **Moscovitch, M.** (2019). Episodic simulation and empathy in older adults and patients with unilateral medial temporal lobe excisions. *Neuropsychologia, 135*, 107243.

APPLICATION PROCESS

ELIGIBILITY REQUIREMENTS

There will be a maximum of two interns enrolled in the internship program each year. Prospective interns must meet the following requirements:

- Doctoral dissertation proposal approved (prior to application),
- Graduate-level coursework complete (prior to internship start),
- A minimum of 600 hours of supervised practicum experience, including at least 300 hours of direct client contact. Supervision shall be no less than 25% of the total time spent by the student in direct service-related activities with clients (prior to internship start)*.

* We will consider telepsychology (telephone contact or virtual video-conference) interaction to be equivalent to face-to-face direct patient/client contact if delivered in compliance with existing guidelines from relevant professional and regulatory bodies, including but not limited to those published by the CPA.

We strongly encourage interns to complete as much of their dissertation prior to the start of internship as possible. Completion of their oral defence prior to internship would be ideal. At a minimum, data collection should be completed prior to beginning the internship.

Students from CPA-accredited programs in clinical neuropsychology are eligible to apply. Students from CPA- or APA-accredited programs in clinical psychology with training in neuropsychology are encouraged to apply, and should summarize the nature and extent of their neuropsychology training in their cover letter (e.g., coursework in neuroanatomy, cognitive neuroscience, neuropsychology, a thesis project in neuropsychology, etc.). Applicants from non-accredited programs that include equivalent training will be considered. Such students should provide sufficient documentation to demonstrate program equivalence, including certification from the director of clinical psychology that the training is equivalent to accredited programs. In the interest of full transparency, please note that historically our match rate with PsyD applicants and applicants from non-accredited programs is quite low. These and other statistics are publicly available on the APPIC website.

Any offer from Baycrest is contingent upon the applicant providing a *Vulnerable Sector Screen* and *Criminal Reference* and/or background check satisfactory to Baycrest and upon the applicant providing Baycrest with a copy of a valid work permit that affirms legal status to be employed in Canada and a social insurance number.

APPLICATION PROCESS

Within the first two weeks of employment, interns are required to complete a health evaluation in the Occupational Health and Safety Department. This includes completing a two-step TB skin test or documentation of any previous TB Skin testing. Documentation of up-do-date immunizations will also be required.

Fit testing of the N95 respirator mask has been mandated by Ontario's Ministry of Health and Long Term Care for healthcare workers. When conducting the test, and in instances requiring wearing the mask, all Baycrest staff (including interns) must be clean shaven where the respirator seals to the skin of the face or neck. As per Occupational Health and Safety, religious accommodation is available, where the individual would be exempt from performing work or visiting areas where an N95 mask is required.

International students with a valid Canadian work permit are welcome to apply. We regret that we have been unable to identify a viable path to assist non-Canadian citizens from anywhere other than the United States in obtaining work permits for the intern year.

Citizens of the United States with or without a valid work permit are also welcome to apply. In the event of a match, the training program will assist with necessary paperwork to support the intern's work permit application, although Baycrest cannot guarantee that the application will be approved by Immigration, Refugees and Citizenship Canada. Any costs associated with this process are the responsibility of the intern.

APPLICATION MATERIALS

- Prospective interns must complete the APPIC Application for Psychology Internship (AAPI), which can be obtained from the website http://www.appic.org/.
- **In your cover letter, please include a statement of your career goals and a description of your training goals for the internship year. Please identify which four rotations from our nine offerings are the best fit with your goals.**
- We welcome self-disclosure of any special circumstances or diversity considerations in written materials which may be helpful in evaluating your application.
- Your complete, online application must be uploaded to the APPIC website by 11:59 P.M. EST, **November 1, 2025**.

INTERVIEW PROCEDURES

Remote interviews will take place on **Monday, January 12 and Wednesday, January 14, 2026.** Interviews are full-day affairs, generally from 9:00am EST to about 4:00pm EST, with several breaks between meetings. Applicants will be given a general overview of the program and rotations by the Director of

APPLICATION PROCESS

Training, participate in two separate interviews with faculty members, and attend a group meeting with our current interns. Applicants will be provided with the opportunity to meet with as many faculty members as possible. Specific interview details will be shared upon offer.

In keeping with the CCPPP internship interview notification process, notification for interviews will be made on **Friday, December 5, 2025** via email from the Director of Training. Applicants invited for interview will also receive an automated email from the NMS Interview Scheduler, which will provide a link that will allow applicants to schedule their preferred interview date.

In selecting interns, the Baycrest Pre-doctoral Internship in Clinical Neuropsychology follows APPIC guidelines. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant. Applicants, agencies, and programs are urged to report any violations of these guidelines to the Chairperson of the APPIC Executive Committee.

The APPIC member code number for our internship program is 1837.

IMPORTANT DATES FOR 2026-2027

- Deadline for online applications: November 1, 2025
- Notification sent to candidates selected for an interview: December 5, 2025
- Interview dates: January 12 and 14, 2026
- Match dates: per APPIC website https://www.appic.org/internships/Match/About-The-APPIC-Match/APPIC-Match-Dates
- Dates of internship program: September 8, 2026 to August 27, 2027

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