

Baycrest

Pre-Doctoral Internship in Clinical Neuropsychology Program Brochure 2021-22



Baycrest Health Sciences
is fully affiliated with the
University of Toronto.



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INTRODUCTION

INTRODUCTION

TORONTO

Toronto is the fourth largest city in North America, and one of the most diverse cities in the world. Over 180 languages are spoken here and nearly 50 per cent of residents self-identify as members of a visible minority. Toronto is home to numerous cultural, performing arts, sports and recreation, culinary, and shopping attractions. These include 8 professional sports teams, 28 museums, 19 public galleries, and numerous theatrical productions, opera, symphony, and ballet. Signature festivals include Nuit Blanche, Luminato, Toronto Pride, Caribbean Carnival Toronto, the Canadian National Exhibition, and the Toronto International Film Festival. The largely urban environment is complemented by 43 km of Lake Ontario shoreline, over 8000 hectares of parks, ravines, and beaches, and over 200 km of hiking and cycling trails.



INTRODUCTION

TRAINING SITES

BAYCREST

Located in North Toronto, Baycrest is an academic health sciences centre that provides an exemplary care experience for older adults across a variety of institutional and community-based settings. We are devoted to improving the quality of life of older adults everywhere through the integration and application of exceptional healthcare, wellness promotion, research, and educational activities. We are dedicated to:

- Achieving the highest quality and innovation in client-centered clinical and residential care and patient safety;
- Generating and applying clinical and scientific breakthroughs;
- Sharing our expertise nationally and globally, serving as a thought leader and resource for information to support the health and wellbeing of the older adult population;
- Providing a community of care and learning that encourages creativity and personal and professional growth for all of our staff, physicians, volunteers, and students; and,
- Effectively advocating for an accessible and comprehensive healthcare and community support system that responds to the diverse needs of older adults.



Fully affiliated with the University of Toronto, Baycrest houses the Rotman Research Institute, one of the top five brain institutes in the world; the Kunin-Lunenfeld Centre for Applied Research & Evaluation (KL-CARE), which supports research focused on clinical outcomes, client and family experiences, and knowledge translation; the Centre for Aging and Brain Health Innovation (CABHI), a federally and provincially-funded solution accelerator which provides funding and support to innovators for the development, testing, and dissemination of new ideas and technologies for the world's aging population; and the Canadian Consortium on Neurodegeneration in Aging (CCNA), which brings together researchers nationwide who work towards improving the quality of life of persons with dementia and their caregivers. Baycrest shares expertise locally, nationally and internationally and plays a unique and important role in training and enlightening future professionals who will have the responsibility of serving our aging population.

INTRODUCTION

UNIVERSITY HEALTH NETWORK

University Health Network (UHN) is the largest academic health sciences centre in Canada. Building on the strengths and reputation of its four hospitals (Toronto



General Hospital, Toronto Western Hospital, Princess Margaret Cancer Centre, and the Toronto Rehabilitation Institute), UHN brings together the talent and resources needed to achieve global impact and lead the way in patient care delivery, research, and education. A partnership between Baycrest and UHN allows interns access to rich training experiences at one or both of the following sites:

The Neuropsychology Clinic at the Toronto Western Hospital is located in the vibrant heart of downtown Toronto nestled between Little Italy and Kensington Market. Toronto Western is home to the Krembil Brain Institute, a world leader in neuroscience that is constantly pushing the boundaries of research, offering pioneering treatments, and using state-of-the-art technology.

The Pencer Brain Tumor Center at the Princess Margaret Cancer Care Centre is located in downtown Toronto's Medical Discovery District on University Avenue. One of the largest cancer centres in the world, the Princess Margaret interprofessional team has expertise in neuropsychology, neuro-oncology, neurosurgery, radiation medicine, neuropathology, psychiatry, social work, and physical and occupational therapy.

INTRODUCTION

BAYCREST NEUROPSYCHOLOGY & COGNITIVE HEALTH PROGRAM

The Baycrest 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 neuropsychological services. Our staff is made up of psychologists, social workers, and administrative support, as well as many 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. Specific programs include the following:
 - 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 helps Baycrest teams manage responsive behaviours in patients with cognitive disorders.
- Mental Health Service offers assessment and psychotherapy services to older adults with mental health problems.

EDUCATION AND TRAINING

We offer training opportunities for undergraduate psychology students, graduate practicum students in social work 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 that occur with normal aging and age-related cognitive disorders.

OVERVIEW OF THE INTERNSHIP PROGRAM

OVERVIEW OF THE INTERNSHIP PROGRAM

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; (3) mentorship by faculty to foster interns' professional development.

PROGRAM GOALS AND OBJECTIVES

Our goals and objectives are operationalized in a planned, sequenced set of training experiences designed to reflect the values 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 (mandatory) and behavioural or mental health (elective) disorders.

OVERVIEW OF THE INTERNSHIP PROGRAM

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

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

Objective 3: Interns will develop, execute, and evaluate individual 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. Interns will formally present their own research within psychology research rounds.

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.

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

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

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

OVERVIEW OF THE INTERNSHIP PROGRAM

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 elective 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, according to individual interests and relevance to ongoing rotations. Intern attendance at the annual Rotman Research conference is encouraged, and financial support may be available.



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 at least one presentation during the year focused on a neuropsychological disorder, including a case presentation of a patient the intern has seen during the neuropsychological assessment rotation.

EVIDENCE-BASED PRACTICE IN PSYCHOLOGY SEMINAR (CORE)

This is a monthly meeting that 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. Each intern is expected to give at least one presentation during the year within this seminar series.

PSYCHOLOGY RESEARCH ROUNDS (CORE)

This is a monthly meeting that is required for interns and open to the hospital community. Speakers give presentations on research projects relevant to neuropsychology. Each intern is expected to give at least one presentation during the year within this seminar series. In the past, this has typically been a presentation of the intern's own dissertation research.

OVERVIEW OF THE INTERNSHIP PROGRAM

UNIVERSITY HEALTH NETWORK ROUNDS (CORE/ELECTIVE)

During the three-month Adult Neuropsychology rotation at UHN, the intern will participate in weekly neuropsychology rounds, with presentations on relevant topics in practice and research, and a weekly group supervision meeting, including regular faculty-led, fact-finding case exercises. The intern may elect to attend other rounds and seminars at UHN to fulfil their elective didactic requirement in this period.

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.

GREATER TORONTO AREA (GTA) INTERN SEMINAR (ELECTIVE)

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, diversity, licensure, and early career decisions. Sessions are a mixture of didactic presentations, discussions, and informal opportunities to connect with interns at other settings.

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.

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.

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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.

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.

BAYCREST LEADERSHIP ESSENTIALS WORKSHOP SERIES (ELECTIVE)

These bi-monthly workshops focus on helping staff to develop key leadership skills. This workshop series focuses on the following competencies, based on the LEADS framework: Lead self, engage others and get results. This program is open to all Baycrest staff, regardless of their roles within the organization.

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. Specific objectives for the project are determined individually and collaboratively with the supervising staff member. Examples of possible projects include: a detailed case study of a client evaluated on the neuropsychological assessment rotation, program evaluation of one of the group interventions, examining the correspondence between neuroimaging and cognitive markers of disorders or therapies, or a systematic review/meta-analysis of a clinical topic of interest.

OVERVIEW OF THE INTERNSHIP PROGRAM

INTERN CONTRIBUTIONS TO TRAINING

Interns are key contributors to the program and are expected to shape their experience. Interns are members of a standing training committee focused on the functional structure of the internship (e.g., 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 (e.g., individualizing rotations to align with learning goals, reducing caseload expectations to promote work-life balance, expanding training opportunities for staff and interns with respect to diversity, equity, and inclusion). Interns are also invited to participate in monthly staff meetings of the Neuropsychology and Cognitive Health Team Council.

SALARY AND BENEFITS

The annual salary is \$32,800, less applicable statutory and other deductions. Interns are afforded 15 paid vacation days and 13 paid statutory/religious holidays. Interns are eligible to participate in the Healthcare of Ontario Pension Plan. Interns and their dependents have access to a confidential employee 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.

WORK-LIFE BALANCE



Our program works hard to support work-life balance in our interns. We achieve this through a dedicated focus on self-evaluation, modeling, and empowering self-advocacy. In the past six years, we have successfully implemented a number of initiatives in response to intern feedback seeking balance and flexibility. These include simplification of the rotation structure, reduction in caseload expectations, increased flexibility of didactic scheduling, and increased elective rotation offerings. Outside of direct care hours, interns are afforded flexibility with respect to place and time of work, and information technology resources are provided to support off-site access to needed resources. During the internship year, interns lead a committee which engages other trainees in the department in creating social events. Interns are given a small budget to schedule a minimum of three 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,

OVERVIEW OF THE INTERNSHIP PROGRAM

departmental trivia games (Jeopardy, Brainspeil, Hunger Games), a cultural pot-luck, a Spring tea, 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 to facilitate collaborative problem-solving.

Should an intern not be able to complete a portion of his or her residency due to illness, pregnancy/childbirth, etc., an appropriate schedule to complete the program requirements may be negotiated between the intern and the program. 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.

DIVERSITY AND ACCESSIBILITY

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 persons, and persons with disabilities.

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. The Director of Training will be happy to provide additional information to interns with specific questions about access and accommodations.

Diversity training 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 in diversity education are infused within the various core program seminar series offerings, as well as within the institution wide elective rounds, workshops, and seminar offerings. Beyond that, our interns are encouraged to attend formal training opportunities offered by other associations such as the National Academy of Neuropsychology, the College of Psychologists of Ontario, and Communication Disabilities Access Canada, among others.

Within the last two years, we piloted and successfully implemented a “**Diversity, Equity, and Inclusion Journal Club**,” hosted by the internship programme training committee and open to all interested staff and trainees. We meet quarterly throughout the academic year to discuss articles selected by the interns for their relevance to diversity and the professional practice of psychology which they find personally meaningful. This allows interns and staff to become more familiar with the scope of issues

OVERVIEW OF THE INTERNSHIP PROGRAM

falling under the diversity umbrella, the limitations of the current available literature in this area, and encourages them to examine conceptions of what diversity, equity and inclusion mean within the context of neuropsychological practice.

ACCREDITATION

The program has been accredited by the Canadian Psychological Association in clinical neuropsychology since 2008-09. The next site visit for re-accreditation will be in 2022-23. Information regarding accreditation status can be obtained from the CPA Accreditation Office at: Office of Accreditation, Canadian Psychological Association, 141 Laurier Avenue West, Suite 702, Ottawa, Ontario K1P 5J3, email: accreditation@cpa.ca.

COVID-19 PANDEMIC INFORMATION

Please note that at the time of writing this brochure, several of our outpatient clinical services are not operating as usual due to the COVID-19 pandemic, and many of our supervisors have been redeployed elsewhere within our organization. Furthermore, although paid employees, interns are considered learners within Baycrest, meaning that decisions about whether they are allowed to be onsite and/or engage in direct patient care are determined by the Academic Education Department, not the Director of Training. These factors combined impacted the training opportunities we were able to provide to our current interns, and we have adjusted their experiences in order to meet their training goals to the best of our ability. From mid-March until mid-July 2020, interns were mandated to work remotely from home, and training experiences took place through videoconferencing technology. This included virtual clinical group leadership, outpatient behaviour management intervention, assessment, interviewing, research consultation, supervision, team meetings, conferences, seminars and case presentations. As staff, interns are deemed “essential workers,” which means that they maintain employment and could be redeployed to other areas of the hospital if needed, although no interns have been redeployed to date.

Described below is the intended program structure and rotation experiences, which may require modification depending on limitations imposed by the COVID-19 pandemic. Some rotations may be unavailable or available only with modifications. Interns may be involved with in-person client contact, virtual care, or a combination of the two. Our program has thus far navigated the uncertain landscape with flexibility and creativity, and we will continue to honour our commitment to achieve program competencies in the upcoming academic cycles to the extent that organization-wide pandemic efforts permit. We cannot predict with any degree of certainty how the pandemic may impact future training cycles, but we can commit to being transparent with information, collaborating with interns to develop disruption contingency plans guided by intern training goals, and to expressly document adjusted goals and expectations (including supervision arrangements) in rotation contracts. Should disruptions to rotations occur in the future, we will make every effort to continue to provide the necessary training experiences to allow our interns to achieve program goals and competencies.

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Interns are expected to comply with any and all federal, provincial, and Baycrest organization regulations including but not limited to wearing personal protective equipment (PPE), engaging in proper hand hygiene, engaging in active staff screening, maintaining appropriate physical distancing, abiding by travel restrictions, isolation procedures, and other Infection Prevention and Control procedures within the context of providing clinical services.

Please see the Application Process section at the end of this brochure for more information about the impact of COVID-19 on training experience.

OVERVIEW OF THE INTERNSHIP PROGRAM

PROGRAM STRUCTURE

The first week of internship is devoted to orientation activities, including corporate orientation, review of electronic medical charting system, and individual meetings with supervisors, the Director of Training, and the Professional Practice Chief.

The internship year is structured quarterly. All interns complete five rotations during the internship year, which range from one to four quarters in length. Generally speaking, each week, interns spend approximately two days engaged in assessment rotation activities, two days engaged in intervention activities, and one day devoted to didactics, supervision (four hours per week), and protected time for research and preparation of presentations. The specific program will be jointly determined by the intern and Director of Training after acceptance to the program. A sample schedule is laid out below.

Quarter 1: September-November

- Adult Assessment Rotation: UHN-Toronto Western or Princess Margaret
- Individual Memory Intervention Rotation: Memory Link Program
- Group Memory Intervention Rotation: Memory and Aging Program
- Didactics and rounds: Wednesdays and Fridays
- Supervision: four hours per week (one hour may be group supervision)

Quarter 2: December-February

- Elective Rotation: Behaviour Management and Psychotherapy
- Individual Memory Intervention Rotation: Memory Link Program
- Group Memory Intervention Rotation: Memory and Aging Program
- Didactics, rounds, supervision as above

Quarter 3: March-May

- Geriatric Assessment Rotation: Baycrest Sam and Ida Ross Memory Clinic
- Individual Memory Intervention Rotation: Memory Link Program
- Group Memory Intervention Rotation: Memory and Aging Program
- Didactics, rounds, supervision as above

Quarter 4: June-Aug

- Geriatric Assessment Rotation: Baycrest Sam and Ida Ross Memory Clinic
- Individual Memory Intervention Rotation: Memory Link Program
- Group Memory Intervention Rotation: Memory and Aging Program
- Supervision as above

OVERVIEW OF THE INTERNSHIP PROGRAM

- Note: most didactics on hiatus in July and August

	Monday	Tuesday	Wednesday	Thursday	Friday
Q1 Sep- Nov	Adult Assessment Rotation: new case at UHN – Toronto Western /Princess Margaret	Adult Assessment Rotation: Scoring/report- writing	Didactics/ Supervision Report writing	Group Memory Intervention: Learning the Ropes for Living with MCI	Didactics/meetings/ case conference Individual Memory Intervention: Memory Link
Q2 Dec- Feb	Elective Rotation: Behaviour Management and Psychotherapy	Individual Memory Intervention: Memory Link Protected time for research / presentation prep	Elective Rotation: Behaviour Management and Psychotherapy Didactics	Group Memory Intervention: Learning the Ropes for Living with MCI	Didactics/meetings/ case conference Individual Memory Intervention: Memory Link
Q3 Mar- May	Geriatric Assessment Rotation: new case at Baycrest Sam and Ida Ross Memory Clinic	Geriatric Assessment Rotation: Scoring/report writing	Individual Memory Intervention: Memory Link Didactics	Group Memory Intervention: Learning the Ropes for Living with MCI	Didactics/meetings/ case conference Geriatric Assessment Rotation: Memory Clinic Rounds Individual Memory Intervention: Memory Link
Q4 Jun- Aug	Geriatric Assessment Rotation: new case at Baycrest Sam and Ida Ross Memory Clinic	Geriatric Assessment Rotation: Scoring/report writing	Individual Memory Intervention: Memory Link Didactics	Group Memory Intervention: Learning the Ropes for Living with MCI	Didactics/meetings/ case conference Geriatric Assessment Rotation: Memory Clinic Rounds Individual Memory Intervention: Memory Link

DESCRIPTION OF THE ROTATIONS

DESCRIPTION OF THE ROTATIONS

All interns complete five rotations during the internship year, which range from three to 12 months in length. 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 contract, based on the core program requirements and the intern's personal training goals.

All interns complete two core rotations in neuropsychological assessment (Geriatric Assessment and Adult Assessment) and two core rotations in neuropsychological intervention (Group Memory Intervention and Individual Memory Intervention). The final rotation is chosen from four elective options: (a) Behaviour Management and Psychotherapy, (b) Goal Management Training, (c) Research, or the newly added (d) Mental Health. The specific program will be jointly determined by the intern and Director of Training after acceptance to the program.

CORE ROTATIONS: NEUROPSYCHOLOGICAL ASSESSMENT

Interns will complete two rotations in assessment: Geriatric Assessment and Adult Assessment. In both settings, the intern will carry out supervised neuropsychological assessment of individuals presenting with a range of conditions such as neurodegenerative disease, stroke, epilepsy, brain tumors, trauma, psychiatric disorders, and systemic disease. Opportunities for pre-and-post lumbar puncture assessments may be available for cases of suspected normal pressure hydrocephalus. The intern will train to interview patients and review their medical history and results of neurodiagnostic tests in order to develop or address differential diagnoses and provide functional recommendations.



Interns will be expected to 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 to patients and their families in feedback sessions and document client interactions appropriately.

Strengths of the training experience in both settings include the opportunity to collaborate with interprofessional teams and train in a rich academic environment.

DESCRIPTION OF THE ROTATIONS

1. GERIATRIC ASSESSMENT (MEMORY CLINIC)

6-month CORE rotation, 2.5 days per week

Primary supervisor: Dr. Kathryn Stokes (Baycrest)

At Baycrest, training is provided in the Sam and Ida Ross Memory Clinic, a specialized, outpatient setting. The primary focus is on differential diagnosis of cognitive impairment due to Alzheimer's disease, vascular dementia, frontal-temporal lobar degeneration, Parkinson's disease, and other conditions. The intern will conduct comprehensive individual assessments, write integrative reports, and provide feedback to clients and families. 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. ADULT ASSESSMENT (EPILEPSY OR NEURO-ONCOLOGY)

3-month CORE rotation, 2.5 days per week

Primary supervisors: Dr. David Gold (UHN-Toronto Western), Dr. Kim Edelstein (UHN-Princess Margaret)

At UHN, training is provided within neuropsychology clinics that specialize in epilepsy (UHN-Toronto Western; where the primary issue is to inform surgical planning and evaluate post-operative changes), and neuro-oncology (UHN-Princess Margaret; where issues of cancer-related cognitive impairment are addressed in adults with primary brain tumours, adult survivors of childhood cancers, and adolescents and young adults living with diverse cancer diagnoses). At both sites, 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.

Each intern is assigned to a primary role in either the UHN-Toronto Western or the UHN-Princess Margaret site after acceptance to the program. Some degree of exposure to both sites is assured. Both interns are expected to attend weekly Neuropsychology Rounds and Group Supervision (which take place at Toronto Western or via teleconference) during their UHN rotation, regardless of which primary site the intern is assigned to. The specific balance of activities across the two settings within this rotation is determined collaboratively by the intern, rotation supervisors, and Director of Training based on available opportunities and the intern's training goals.

At UHN-Toronto Western, the intern will participate in weekly epilepsy surgery rounds and contribute to decision-making regarding surgical candidacy alongside professionals from neurosurgery,

DESCRIPTION OF THE ROTATIONS

neuroradiology, neurology, and nursing. This setting may also include exposure to special procedures for neurosurgical candidates where possible (e.g., fMRI and MEG mapping, Wada procedure). At UHN-Princess Margaret, the intern will participate in weekly multidisciplinary brain tumour rounds alongside professionals from neuro-oncology, radiation oncology, nursing, and psychosocial oncology. Addressing mood issues is a key component of the interview and feedback processes at this site. This setting may also include exposure to support groups for patients with brain tumours or their caregivers, and groups specific to adolescent and young adult cancer survivors.

CORE ROTATIONS: NEUROPSYCHOLOGICAL INTERVENTION

In these two 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. The intern will learn to integrate neuropsychological findings in order to develop and implement individualized and 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.

1. GROUP MEMORY INTERVENTION

12-month CORE rotation, 1 day per week

Primary supervisors: Dr. Kelly Murphy, Dr. Gillian Rowe (Learning the Ropes for Living with Mild Cognitive Impairment Program), Dr. Susan Vander Morris (Memory and Aging Program)

Group intervention is provided within two clinical services: (a) the Memory and Aging Program: an education and intervention program for older adults who are experiencing normal age-related memory changes and (b) Learning the Ropes for Living with MCI: a group program focused on optimizing cognitive health through lifestyle choices, memory training, and psychosocial support in older adults with MCI and their support persons.



DESCRIPTION OF THE ROTATIONS

Each intern is assigned to either the Memory and Aging or the Learning the Ropes for Living with MCI program. Both programs provide education, support, and memory strategy training targeted to the day-to-day needs of the population. Over the course of multiple cycles of program delivery (typically four per year), the intern will train to independently deliver and manage all aspects of their assigned group intervention program. When their primary program is not in session, the intern will complete assessments for program suitability, and may also seek exposure to the other program, and/or participate in a program evaluation or research project.

2. INDIVIDUAL MEMORY INTERVENTION

12-month CORE rotation, 1-2 days per week

Primary supervisors: Dr. Gillian Rowe, Dr. Brandon Vasquez (Memory Link Program)

Individual intervention is provided within the Memory Link program: a clinical service for adults (ages 18+) with moderate to severe memory problems. The Memory Link program provides education and training on commercial technologies to enhance independence, referral to outside agencies to assist with community reintegration, and support to clients' family members. Within an interprofessional team, the intern will provide one-to-one memory training to clients. The individual memory training is manualized, but must necessarily be customized to the unique neuropsychological and personal context of each individual client. The core training protocol uses the principles of errorless learning and vanishing cues, seeking to capitalize on procedural and implicit learning to compensate for impairment in episodic memory. The intern will also observe psychoeducational support groups for clients and family members. Neuropsychological assessment, program evaluation, and clinical research opportunities are also available.

ELECTIVE ROTATIONS

Interns choose one of four of the following rotations, based on their learning goals.

1. BEHAVIOUR MANAGEMENT AND PSYCHOTHERAPY

3-month elective rotation, 2 days per week

Primary supervisor: Dr. Yael Goldberg (Behavioural Neurology Unit)

Behaviour management and psychotherapy is provided with inpatients and family caregivers on Baycrest's Behavioural Neurology Unit. This is a 20-bed, secure hospital unit that specializes in assessment and treatment of behavioural disturbances due to neurodegenerative disorders, using both pharmacological and non-pharmacological approaches. The role of the intern will be to facilitate point-

DESCRIPTION OF THE ROTATIONS

of-care staff in managing difficult behaviours through a variety of activities. The intern will attend weekly interdisciplinary rounds, and may present cases in that forum when required. The intern will participate in and may have the opportunity to lead weekly interdisciplinary behaviour support rounds, where in collaboration with point of care staff, the triggers and factors that maintain individual responsive behaviours are explored, and specific integrated care plans are developed for clients. The intern may also address staff expectations around the outcome of treatment, and provide psycho-education regarding disease progression. When possible, the intern will have the opportunity to be involved in the provision of group psychotherapy for family caregivers of inpatients with dementia. Through these interventions, interns will play an integral role in supporting families who have a known ability to impact behavioural symptoms of dementia in their loved ones. Prior clinical training in behaviour management is not a pre-requisite for completing this rotation.

2. GOAL MANAGEMENT TRAINING

3-month elective rotation, 2 days per week

Primary supervisor: Dr. Susan Vandermorris (Goal Management Training Program)

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 Goal Management Training 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 carry out the intervention in both group and individual formats. The intern will also participate in program evaluation activities. When indicated, 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. RESEARCH

3-month elective rotation, 2 days per week

Primary supervisor: Dr. Nicole Anderson (Rotman Research Institute)

This rotation provides interns with research experience in clinical neuropsychology. 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

DESCRIPTION OF THE ROTATIONS

single-case design. 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.

4. MENTAL HEALTH SERVICES

3-month elective rotation, 2 days per week

Primary supervisor: Dr. Farena Pinnock

In this rotation, the intern will have the opportunity to engage in neuropsychological assessment and/or the provision of psychotherapy to older adults with mood and anxiety disorders, and/or behaviour and personality changes. Clients are referred from the Inpatient Psychiatry Program, Psychiatric Day Hospital, and Ambulatory Mental Health Clinic, affording interns the opportunity to work with both inpatients and outpatients. In this rotation, the intern will work as part of various interprofessional teams that use psychosocial approaches as well as innovative drug therapies and psychotherapies. The intern may participate in team rounds. Service provision on this rotation will be determined by the intern's individual training goals and the identified service needs.

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CORE PROGRAM FACULTY - BAYCREST

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, memory rehabilitation, and functional neuroimaging.

Belleville, S., Moussard, A., Ansaldo, A. I., Belchior, P., Bherer, L., Bier, N., Bohbot, V. D., Bruneau, M.-A., Cuddy, L. L., Gilbert, B., Jokel, R., Mahalingam, K., McGilton, K., Murphy, K. J., Naglie, G., Rochon, E., Troyer, A. K., & **Anderson, N. D.** (2019). Rationale and protocol of the ENGAGE study: A double-blind randomized controlled preference trial using a comprehensive cohort design to measure the effect of a cognitive and leisure-based intervention in older adults with a memory complaint. *Trials*, *20*, 282.

D'Souza, A., **Anderson, N.**, McKetton, L., Levine, B., & Troyer, A. (2020, Mar). Statistical modelling of age-related change in memory and attention in over 60,000 Cogniciti participants. Presented at the Rotman Research Institute Conference.

Goldberg, Yael, PhD, C.Psych. (University of Waterloo). Director of Training. Supports an inter-professional team in the management of responsive behaviours in individuals with dementia on the Behavioural Neurology unit. Primary clinical and research interests focus on behavioural and emotional disturbances associated with CNS dysfunction, and evaluating the effectiveness of intervention strategies aimed at behaviour reduction. Other interests include evidence-based assessment of responsive behaviour.

McPhee, M.D., Bartel, L., Clements-Cortes, A., Freedman, M., & **Goldberg, Y.** (2020, February). *Rhythmic sensory stimulation for the treatment of severe behavioural and psychological symptoms of dementia: A pilot feasibility study*. Presented at the International Neuropsychological Society Annual Meeting, Denver, CO.

Wolf, M.U., **Goldberg, Y.**, & Freedman, M. (2018). Aggression and Agitation in Dementia. *Continuum: Lifelong Learning in Neurology - Behavioural Neurology and Psychiatry*, *24*(3), 783-803.

Murphy, Kelly J., PhD, C.Psych. (University of Western Ontario). Co-leads the Learning the Ropes for Living with MCI program. Primary clinical and research interests focus on cognitive changes and memory intervention in mild cognitive impairment. Other research interests include executive and higher order visual functions in clinical and normal aging populations.

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Swaminathan, S., Altschuler, A., Hasher, L., & **Murphy, K.** (2019). Using technology to bring meaningful arts-based recreation to older adults. *rehabINK*, 1(7). Available from: <https://rehabinkmag.com>.

Carson, N., Rosenbaum, R. S., Moscovitch, M., & **Murphy, K. J.** (2019). Self-referential processing improves memory for narrative information in healthy aging and amnesic mild cognitive impairment. *Neuropsychologia*, 134, 107179.

Pinnock, Farena, PhD, C.Psych (supervised practice; York University). Provides consultation to inpatient and outpatient Mental Health Clinics. 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.*, 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.

Heinrichs, R. W., **Pinnock, F.**, Parlar, M., Hawco, C., Hanford, L., & Hall, G. B. (2017). Cortical thinning in network-associated regions in cognitively normal and below-normal range schizophrenia. *Schizophrenia Research and Treatment*. doi:10.1155/2017/9760905.

Rowe, Gillian, PhD, C.Psych. (University of Toronto). Provides memory intervention services in several programs, including the Learning the Ropes for Living with MCI program and the Memory Link program. Primary clinical and research interests include cognitive changes associated with aging.

Biss, R., Hasher, L., Ngo, J., Campbell, K.L., & **Rowe, G.** (2013). Distraction can reduce age-related forgetting. *Psychological Science*. 24, 448-455.

Svoboda, E., **Rowe, G.**, & Murphy, K. (2012). From science to smart-phones: Boosting memory function one press at a time. *Journal of Current Clinical Care*, 2, 15-27.

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 include memory and spatial processing in atypical Alzheimer's disease and validation of clinical profiles.

Dupuis, K., Yusupov, I., Vandermorris, S., Murphy, K. J., Rewilak, D., **Stokes, K. A.**, & Reed, M. (2019). Considering age-related hearing loss in neuropsychological practice: Findings from a feasibility study. *Canadian Journal on Aging*, 38, 245-252.

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Freedman, M., Leach, L., Tartaglia, M.C., **Stokes, K.A.**, Goldberg, Y, et al. (2018). The Toronto Cognitive Assessment, TorCA: Normative Data and Validation to Detect Amnesic Mild Cognitive Impairment, *Alzheimer's Research & Therapy*, 10:65, 1-18.

Troyer, Angela K., PhD, C.Psych. (University of Victoria). Program Director of Neuropsychology & Cognitive Health Program and Professional Practice Chief of Psychology. 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.

McKetton, L., D'Souza, A., Levine, B., & **Troyer, A.** (2020, Mar). Demographics and psychometric characteristics of the Cogniciti Brain Health Assessment. Presented at the Rotman Research Institute Conference.

Herdman, K. A., Vandermorris, S., Davidson, S., Au, A., & **Troyer, A. K.** (2019). Comparable achievement of client-identified, self-rated goals in intervention and no-intervention groups: Reevaluating the use of Goal Attainment Scaling as an outcome measure. *Neuropsychological Rehabilitation*, 29(10), 1600-1610.

Vandermorris, Susan, PhD, C.Psych. (University of Victoria).. Provides intervention services through leadership of the Memory and Aging Program and Goal Management Training. Provides neuropsychological assessment services to the Geriatric Assessment Clinic. 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.

Hudes, R., Rich, J.B., Troyer, A.K., Yusupov, I., & **Vandermorris, S.** (2019). The impact of memory-strategy training interventions on participant-reported outcomes in healthy older adults: A systematic review and meta-analysis. *Psychology and Aging*, 34(4), 587-597. doi: <http://dx.doi.org/10.1037/pag0000340>

Vandermorris, S., Au, A., Davidson, S., Sue, J., Fallah, S., & Troyer, A.K. (2017). 'Accepting where I'm at'- A qualitative study of the mechanisms, benefits, and impact of a behavioural memory intervention for community-dwelling older adults. *Aging and Mental Health*, 21(9), 895-901.

Vasquez, Brandon, PhD, C.Psych. (University of Toronto). Provides memory intervention services in the Memory Link program. Primary clinical interests include neuropsychological assessment of acquired brain injury and cognitive rehabilitation. Research interests focus on the relationship between

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response time indicators of executive control and cognitive functioning, as well as the integration of technology into assessment and intervention for individuals with cognitive dysfunction.

Lloyd-Kuzik, A., Thomas, A., Sritharan, J., Lass, J., Shahaf, G., **Vasquez, B.** (2020 Mar). A novel index of attentional engagement is related to skill learning in a memory intervention for acquired brain injury. Rotman Research Institute Conference, Toronto, ON.

Rabi, R., **Vasquez, B.P.**, Alain, C., Hasher, L., Belleville, S., & Anderson, N.D. (2020). Inhibitory control deficits in individuals with mild cognitive impairment: A meta-analysis. *Neuropsychology Review*, 30(1), 97-125.

PROGRAM FACULTY

CORE PROGRAM FACULTY – UNIVERSITY HEALTH NETWORK

Cohn, Melanie, PhD, C.Psych. (University of Toronto). Primary clinical role is neuropsychological assessment of patients with Parkinson's disease in the context of deep brain stimulation (DBS) surgery. Other areas of clinical practice include neurovascular diseases and movement disorders. Research interests are focused on the cognitive functions of the temporal lobes, such as memory and social cognition, and how they are altered in neurological conditions and following neurosurgical interventions.

Cohn, M., Giannoylis, I., De Belder, M., Saint-Cyr, J.A., & McAndrews, M.P. (2016). Associative reinstatement memory measures hippocampal function in Parkinson's Disease. *Neuropsychologia*, *90*, 25-32. doi:10.1016/j.neuropsychologia.2016.04.026.

Cohn, M., St-Laurent, M., & McAndrews, M.P. (2015). Social inference deficits in temporal lobe epilepsy and lobectomy: Risk factors and neural substrates. *Social Cognitive & Affective Neuroscience*, *10*(5), 636-644.

Edelstein, Kim, PhD, C.Psych. (Concordia University). Provides clinical neuropsychological services to adults with primary brain tumors, adult survivors of childhood cancers and adolescents and young adults with diverse cancer diagnoses. Research focuses on the neurocognitive and psychosocial effects of cancer and cancer treatments in survivors of pediatric and adult-onset cancers, and includes longitudinal analyses to measure change over time, and interventions that aim to alleviate cognitive dysfunction, including cognitive rehabilitation and exercise programs.

Richard NM, Bernstein LJ, Mason WP, Laperriere N, Maurice C, Millar BA, Shultz D, Berlin A, Zadeh G, **Edelstein K.** (2019) Cognitive rehabilitation for executive dysfunction in brain tumor patients: A randomized controlled trial. *Journal of Neuro-Oncology* *142*, 565-575.

Edelstein K, Richard NM, Bernstein LJ. (2017). Neurocognitive impact of cranial radiation in adults with cancer: an update of recent findings. *Current Opinion in Supportive and Palliative Care* *11*, 32-37.

Gold, David, PhD, C.Psych. (York University). Primary clinical role is neuropsychological assessment of epilepsy in the context of surgical management. Other areas of clinical practice include traumatic brain injury, psychiatry, neurodegenerative disease, and differential diagnosis of healthy aging from mild cognitive impairment. Also provides assessment and cognitive behavioural therapy (CBT) intervention for psychiatric referrals in the community. Current research interests include event cognition and instrumental activities of daily living, cognitive neuropsychology of epilepsy, memory changes with disease and healthy aging, and CBT interventions for attention deficit hyperactivity disorder and other conditions.

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Gold, D. A., Zacks, J. M., & Flores, S. (2017). Effects of cues to event segmentation on subsequent memory. *Cognitive Research: Principles and Implications*, 2:1, DOI: 10.1186/s41235-016-0043-2.

Gold, D. A., Park, N. W., Murphy, K. J., & Troyer, A. K. (2015). Naturalistic action performance distinguishes amnesic mild cognitive impairment from healthy aging. *Journal of the International Neuropsychological Society*, 21, 419-28. doi: 10.1017/S135561771500048X.

McAndrews, Mary Pat, PhD, C.Psych. (University of Toronto). Discipline Head for Psychology and Director of the Neuropsychology Clinic at UHN. Primary clinical role is neuropsychological assessment and functional neuroimaging in the Epilepsy Surgery program. Lab conducts research aimed at understanding the functional organization of memory, with studies involving patients with damage or dysfunction in the medial temporal lobes and using multimodal techniques (cognitive tests, fMRI, MEG/EEG, Deep Brain Stimulation).

Audrain., S., **McAndrews., M.P.** (2019). Cognitive and functional correlates of accelerated long-term forgetting in temporal lobe epilepsy. *Cortex* 110:101-114. doi: 10.1016/j.cortex.2018.03.022.

McCormick, C., Moscovitch, M., Valiante, T.A., Cohn, M., **McAndrews, M.P.** (2018). Different neural routes to autobiographical memory recall in healthy people and individuals with left medial temporal lobe epilepsy. *Neuropsychologia* 110:26-36. doi: 10.1016/j.neuropsychologia.2017.08.014.

Statucka, Marta, Ph.D., C.Psych. (City University of New York). Primary clinical role is neuropsychological assessment of patients with Parkinson's disease in the context of deep brain stimulation (DBS) surgery. Other areas of clinical practice include assessment of patients with various neurological disorders to assist with differential diagnosis and treatment planning. Longstanding research interests in social cognition, social functioning, and social support in schizophrenia spectrum disorders and currently expanding this line of research to patients with Parkinson's disease.

Statucka, M., & Cohn, M. (2019). Origins matter: Culture impacts cognitive testing in Parkinson's disease. *Frontiers in Human Neuroscience*, 13: 269. doi: 10.3389/fnhum.2019.00269

Statucka, M., & Walder, D.J. (2017). Facial affect recognition and social functioning among individuals with varying degrees of schizotypy. *Psychiatry Research*, 256, 180-187.

PROGRAM FACULTY

OTHER PROGRAM CONTRIBUTORS

Brickman, Ruth, MSW, RSW. (University of Toronto). Member of the Memory Link team. Supervises MSW students from 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. (2012). The unique challenges of facilitating a support group for people with amnesia. Poster presented at the Annual Ontario Association of Social Work conference.

Brickman, R. (2012). Gabrielle Giffords and her husband face a life changed forever. *Baycrest Experts Blog the Headlines*. Available online at <http://www.baycrest.org/experts-blog/gabrielle-giffords-and-her-husband-face-a-life-changed-forever/>

Climans, Renee, MSW, RSW. (University of Toronto). Member of the Learning the Ropes for Living with MCI team. Supervises MSW students from the Factor-Inwentash Faculty of Social Work at the University of Toronto. Provides psychosocial support to program clients and family members. This includes individual, couples and family counselling, facilitation of psychoeducational support groups, and assistance for clients in accessing a variety of resources in their communities.

Marziali, E., & **Climans, R.** (2009). New technology to connect frontotemporal dementia caregivers online. *The Canadian Review of Alzheimer's Disease and Other Dementias*.

Damianakis, T., **Climans, R.**, & Marziali, E. (2008). Social Workers' Experiences of Virtual Psychotherapeutic Caregivers Groups for Alzheimer's, Parkinson's, Stroke, Frontotemporal Dementia, and Traumatic Brain Injury. *Social Work with Groups* (31)2.

Moscovitch, Morris, PhD, C.Psych. (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.

Rosenbaum, R.S., & **Moscovitch, M.** (2019). Case KC (Kent Cochrane) and his contributions to research and theory on memory and related, non-memory functions. In S.E. MacPherson and S. Della Sala (Eds.), *Cases of Amnesia: Contribution to Understanding Memory and the Brain?* Routledge (Taylor and Francis Group), pp. 156-186.

Robin, J., Garzon, L., & **Moscovitch, M.** (2019). Spontaneous memory retrieval varies based on familiarity with a spatial context. *Cognition*, 190, 81-82.

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Rich, Jill, PhD, C.Psych. (University of Victoria). Visiting Researcher. Research focuses primarily on cognitive neuropsychology of memory in normal aging, mild cognitive impairment, and neurodegenerative disease, especially involving the impact of memory on everyday functioning.

Troyer, A. K., Leach, L., Vandermorris, S., **Rich, J. B.** (2019). The measurement of participant-reported memory across diverse populations and settings: A systematic review and meta-analysis of the Multifactorial Memory Questionnaire. *Memory, 27*(7), 931-942.

Shaikh, K. T., Tatham, E. L., Parikh, P. K., McCreath, G. A., **Rich, J. B.**, & Troyer, A. K. (2018). Development and psychometric validation of a novel questionnaire assessing the impact of memory changes. *The Gerontologist*. <https://doi.org/10.1093/geront/gny011>

Rivest, Josée, PhD, C.Psych. (Harvard University). Specializes in working with individuals presenting with visual-perceptual difficulties such as topographical disorientation, Charles Bonnet Syndrome, and agnosia. Conducts research in order to understand and help these individuals as their difficulties relate to brain damage and aging.

Robin, J., **Rivest, J.**, Rosenbaum, R.S., & Moscovitch, M. (2019). Remote spatial and autobiographical memory in cases of episodic amnesia and topographical disorientation. *Cortex, 119*, 237-257.

Robin, J., Lowe, M. X., Pishdadian, S., **Rivest, J.**, Cant J. S., & Moscovitch, M. (2017). Selective scene perception deficits in a case of topographical disorientation. *Cortex, 92*, 70-80. DOI: 10.1016/j.cortex.2017.03.014.

Shammi, Prathiba, PhD, C.Psych. (University of Toronto). Manages and leads the Neuropsychology Consultation Service at Sunnybrook Health Sciences Centre's Brain Sciences Program. Provides diagnostic assessments to individuals referred from Cognitive Neurology and Neuropsychiatry services. Clinical interests involve cognitive profiles in normal aging, FTD, and MS.

Donaldson, E., Patel, V. P., **Shammi, P.**, & Feinstein A. (2019). Why sex matters: A cognitive study in persons with multiple sclerosis. *Cognitive and Behavioural Neurology, 32*(1), 39-45.

Saleem, M., Herrmann, N., Dinoff, A., Mazereeuw, G., Oh, P. I., Goldstein, B. I., Kiss, A., **Shammi, P.**, & Lanctôt, K. L. (2019). Association between endothelial function and cognitive performance in patients with coronary artery disease during cardiac rehabilitation. *Psychosomatic Medicine, 81*(2), 184-191.

APPLICATION PROCESS

APPLICATION PROCESS

If you had placements and/or requirements that were negatively impacted by the COVID-19 pandemic, please request that your Director of Clinical Training highlight the nature of this impact in their portion of the APPIC application.

Please read carefully below for more COVID-19 related information.

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 and 150 hours of supervision (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 you had placements that were cancelled or prematurely terminated due to the COVID-19 pandemic, please describe the training and hours that were anticipated in your cover letter.

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.

APPLICATION PROCESS

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.

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-US citizens 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 your work permit application. Any costs associated with this process are the responsibility of the intern. **Any travel-related quarantining regulations are expected to be upheld and completed prior to internship start date.**

APPLICATION MATERIALS AND DEADLINE

- 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, including identification of which optional rotation(s) best fit with your goals.**
- ***If your training experience or dissertation progress was negatively impacted by the COVID-19 pandemic, please address this briefly in your cover letter.***
- Your complete, online application must be uploaded to the APPIC website by 11:59 P.M. EST, **November 13, 2020.**

INTERVIEW PROCEDURES

In keeping with the Canadian Council of Professional Psychology Programs two-step internship interview notification process, notification for interviews will be made on **Friday, December 4, 2020** and responses are requested *no sooner than* 11:00 am EST on the following Monday.

APPLICATION PROCESS

Statement from the Canadian Council of Professional Psychology Programs regarding interviews:

“As readers may be aware, the COVID-19 pandemic has triggered much discussion among our membership and related stakeholder groups about moving to virtual interviews for the 2020-21 season. Key benefits include minimizing stress and financial cost to applicants. Feedback from our membership and students has indicated strong support for making virtual interviews “required” as opposed to “preferred,” as a means to avoid potential equity problems that may arise if sites permit on-site visits for local candidates. In light of this, the CCPPP executive is strongly recommending that internship sites offer exclusively virtual interviews for the 2020/21 application cycle.”

Statement from the Association of Psychology Postdoctoral and Internship Centers:

“APPIC recognizes that applicants and training programs greatly value the on-site interview process. However, for this year, all doctoral internship and postdoctoral residency/fellowship programs are strongly encouraged to exclusively use virtual, remote, or on-line open houses, interviews, and/or tours for the entire selection process and not to utilize or offer in-person recruitment formats. It is recommended that this virtual, remote, or online process be used for all interviewees, including local candidates/applicants or those who may request an in-person visit, to support safe and equitable practices.”

In light of the current climate and consistent with the above statements, **we will only be offering remote interviews this application cycle.** Interviews may be conducted by videoconference or telephone.

Remote interviews will take place on Wednesday, January 13, 2021 and Friday, January 15, 2021.

Applicants will be given a general overview of the program and rotations, an opportunity to attend our weekly Neuropsychology Seminar (Wednesday) or Psychology Research Rounds (Friday), and a group meeting with our current interns. Applicants will be provided with the opportunity to meet with as much of our supervisory staff as possible. Specific interview details will be shared upon offer.

In selecting interns, the Baycrest Pre-doctoral Internship in Clinical Neuropsychology follows the Association of Psychology and Postdoctoral Internship Centres (APPIC) voluntary 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.

For more information, please contact:

Yael Goldberg, Ph.D., C.Psych.
Director of Training

416-785-2500 x2445
psychinternship@baycrest.org

