

**Baycrest**

# **Pre-Doctoral Internship in Clinical Neuropsychology**



## **Program Brochure**

### **2024-25**

Baycrest is fully affiliated with  
the University of Toronto



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 SITE

### BAYCREST

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. Our mission:

- We provide exemplary health and residential care by partnering with a diverse community of older adults, families and caregivers to compassionately address each individual's unique needs, ambitions, priorities and values.
- We deliver a highly personalized and comprehensive approach to wellness promotion and health care because of the dedication and talent of our staff and our passionate commitment to education, research, innovation and quality improvement.
- We bring unique value to our health care system as a dedicated collaborator offering novel solutions that address the challenges of an aging society, while providing opportunities to improve the lives of older adults.
- We are firmly guided by the deeply held values of our Jewish heritage, and are inspired by the remarkable contributions of our diverse community of volunteers and generous donors.



Fully affiliated with the University of Toronto, Baycrest houses the Rotman Research Institute, one of the top five brain institutes in the world; the Kunitz-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

## 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 and interventions for healthy older adults and those with age-related cognitive disorders.

# OVERVIEW OF THE INTERNSHIP PROGRAM

## OVERVIEW OF THE INTERNSHIP PROGRAM

### ACCREDITATION

The program has been accredited by the Canadian Psychological Association in clinical neuropsychology since 2008-09. At the time of writing, our site visit for re-accreditation has been scheduled for July 2023. 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](mailto:accreditation@cpa.ca).



### 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 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 (mandatory) and behavioural or mental health (elective) 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 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.

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.

# OVERVIEW OF THE INTERNSHIP PROGRAM

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.

## **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.



# 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 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. 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, namely, 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 quarterly 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.

# OVERVIEW OF THE INTERNSHIP PROGRAM

## **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 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 current issues and literature, and encourages them to examine conceptions of what diversity, equity, and inclusion mean within the context of neuropsychological practice.

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

## **CANADIAN COUNCIL OF PROFESSIONAL PSYCHOLOGY PROGRAMS (CCPPP) INTERN SEMINAR (ELECTIVE)**

Created in 2020, these half-day quarterly workshops 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.

## **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.

# OVERVIEW OF THE INTERNSHIP PROGRAM

## 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.

## 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.**

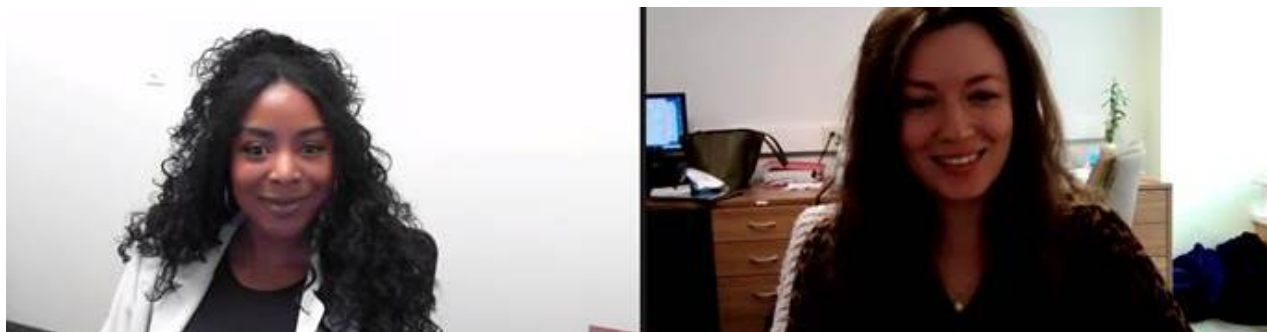


# OVERVIEW OF THE INTERNSHIP PROGRAM

Specific objectives for the project are determined individually and collaboratively with the supervising staff member. Examples of possible projects include: evaluation of a novel intervention, 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.

## 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. 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, expanding training opportunities for staff and interns with respect to equity, diversity, and inclusion. Interns are also invited to participate in monthly team meetings of the Neuropsychology and Cognitive Health Program.



## SALARY AND BENEFITS

The annual salary is \$42,000, 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.

# OVERVIEW OF THE INTERNSHIP PROGRAM

## WORK-LIFE BALANCE

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. 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 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 bowling, holiday themed parties, departmental trivia games (Jeopardy, Brainspiel, 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/Deputy 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 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.

# OVERVIEW OF THE INTERNSHIP PROGRAM

## 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 People, neurodiverse individuals, sexual and gender minorities, 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/Deputy Director of Training will be happy to provide additional information to interns with specific questions about access and accommodations.

### **Baycrest Diversity and Inclusion Vision**

The diversity of Baycrest's people is a key strength. 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.

### **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. We will strive to create and foster a supportive, safe and understanding environment in which all individuals can realize their maximum potential, regardless of their differences.



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 quarterly 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 are encouraged to 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 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.

# OVERVIEW OF THE INTERNSHIP PROGRAM

## COVID-19 PANDEMIC INFORMATION

Early in the COVID-19 pandemic, many of our outpatient clinical services were closed by government directive, and many of our supervisors were redeployed elsewhere within our organization. Although technically subject to potential redeployment as Baycrest staff, paid learners were not redeployed during this period, and creative arrangements were made to continue their training. During the time that interns were mandated to work remotely from home (mid-March to August 2020), 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.

Currently, interns are generally expected to work on-site. Although some of our services are still being delivered virtually, many have returned to in-person or are hybrid (virtual and in-person).

Described below is the intended program structure and rotation experiences, which may require modification depending on the future state of 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 previously 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 possible. 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.

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 staff screening and testing, providing documentation of vaccination status, maintaining appropriate physical distancing, abiding by travel restrictions and 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

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.

<b>Category</b>	<b>Rotation Offerings</b>	<b>Length of time</b>
<b>1</b> Cognitive Intervention	Memory and Aging Program; Learning the Ropes for Living with MCI; Memory Link	12 months, 1 day/week
<b>2</b> Neuropsychological Assessment	Memory Clinic Assessment; Geriatric Assessment; Mental Health Assessment	4 months, 3 days/week
<b>3</b> Any	Behaviour Management & Psychotherapy; Goal Management Training; Research; Memory Clinic Assessment; Geriatric Assessment; Mental Health Services Assessment	4 months, 3 days/week
<b>4</b> 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 Interprofessional Practice Chief. 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	<u>Mandatory Assessment:</u> Geriatric Assessment	<u>Mandatory Assessment:</u> Geriatric Assessment	Didactics Supervision Protected Time DoT Office Hour	<u>Mandatory Cognitive Intervention:</u> Learning the Ropes for Living with MCI	<u>Mandatory Assessment:</u> Geriatric Assessment
2	Memory Clinic Assessment	Memory Clinic Assessment	Didactics Supervision Protected Time DoT Office Hour	<u>Mandatory Cognitive Intervention:</u> Learning the Ropes for Living with MCI	Memory Clinic Assessment
3	Research	Research	Didactics Supervision Protected Time DoT Office Hour	<u>Mandatory Cognitive Intervention:</u> 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	<u>Mandatory Cognitive Intervention:</u> Memory and Aging Program	Research
2	<u>Mandatory Assessment:</u> Mental Health Services	<u>Mandatory Assessment:</u> Mental Health Services	Didactics Supervision Protected Time DoT Office Hour	<u>Mandatory Cognitive Intervention:</u> Memory and Aging Program	<u>Mandatory Assessment:</u> Mental Health Services
3	Behaviour Management & Psychotherapy	Behaviour Management & Psychotherapy	Didactics Supervision Protected Time DoT Office Hour	<u>Mandatory Cognitive Intervention:</u> 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	<u>Mandatory Cognitive Intervention:</u> Memory Link	Geriatric Assessment
2	Goal Management Training	Goal Management Training	Didactics Supervision Protected Time DoT Office Hour	<u>Mandatory Cognitive Intervention:</u> Memory Link	Goal Management Training
3	<u>Mandatory Assessment:</u> Memory Clinic	<u>Mandatory Assessment:</u> Memory Clinic	Didactics Supervision Protected Time DoT Office Hour	<u>Mandatory Cognitive Intervention:</u> Memory Link	<u>Mandatory Assessment:</u> Memory Clinic

# DESCRIPTION OF THE ROTATIONS

## 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 supervise 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 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 Alzheimer's disease, vascular dementia, 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. Although the focus of this rotation is on neuropsychological assessment and therefore the bulk of the intern's time will be spent working towards this area of competency, the provision of psychotherapy services may be available if this aligns with the intern's goals.

# 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 Vander Morris**



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 Memory and Aging 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. When the program is not in session, the intern may complete assessments for diagnostic and/or program suitability purposes, and may also participate in a program evaluation or research project within this rotation.

# DESCRIPTION OF THE ROTATIONS

## 2. LEARNING THE ROPES FOR LIVING WITH MCI®

12-month rotation, 1 day per week

**Primary supervisors: Dr. Keera Fishman, Dr. Matt McPhee (Supervised Practice)**



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). The program consists of six weekly sessions as well as a one-month follow up session. Referrals are received from Baycrest clinics, other hospital programs, and community practitioners. Over the course of multiple cycles of program delivery, the intern will train to independently deliver and manage all aspects of the program. Pending interest and opportunity, the intern may also deliver individual memory intervention for LTR clients, and/or participate in a program evaluation or research project within this rotation.

## 3. MEMORY LINK PROGRAM

12-month rotation, 1 day per week

**Primary supervisors: Dr. Brandon Vasquez**



Individual and group intervention is provided within the Memory Link program: a clinical service for adults (ages 18+) with moderate to severe memory problems due to acquired brain injury (such as traumatic brain injury, encephalitis, cardiovascular accidents, and other neurological disorders). 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 training to clients, which focuses on supporting mobile application skill learning and facilitating memory compensation in daily life. 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 preserved implicit procedural memory abilities to compensate for impairments in explicit 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.

# DESCRIPTION OF THE ROTATIONS

## 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.



# DESCRIPTION OF THE ROTATIONS

## 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, memory rehabilitation, and functional neuroimaging.

LaPlume, A., McKetton, L., Levine, B., Troyer, A. K., & **Anderson, N. D.** (2022). The adverse effect of modifiable dementia risk factors on cognition amplify across the adult lifespan. *Alzheimer's & Dementia: Diagnosis, Assessment, & Disease Monitoring*, 14, e12337.

Rabi, R., Chow, R., Paracha, S., Hasher, L., Gardner, S., **Anderson, N. D.**, Alain, C. (2022). Cognitive and neural inhibitory sundowning in individuals with amnesic mild cognitive impairment. *Journal of Alzheimer's Disease*, 90(2), 869-890.

**Darboh, Bri**, MBA, PhD in progress. (York University & Schulich School of Business). Starting in September 2023, she will provide 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 innovation in residential care.

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.

Lin, T., Horta, M., Heald, K., Heemskerk, A., **Darboh, B.**, Levi, A., Spreng, R. N., Turner, G. R., & Ebner, N. C. (2022). Loneliness progression among older adults during the COVID-19 pandemic in the United States and Canada. *Journals of Gerontology: Psychological Sciences*, 77, e23-e29.

**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 further understanding how neurodegenerative diseases evolve over time.



## PROGRAM FACULTY

**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.

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.

**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 behavioural and emotional disturbances associated with CNS dysfunction, evaluating the effectiveness of intervention strategies aimed at reducing Behavioural and Psychological Symptoms of Dementia (BPSD), and evidence-based assessment of responsive behaviour.

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.

Cuttler, J. M., Abdellah, E., **Goldberg, Y.**, Al-Shamaa, S., Symons, S. P., Black, S. E., & Freedman, M. (2021). Low doses of ionizing radiation as a treatment for Alzheimer's Disease: A pilot study. *Journal of Alzheimer's Disease*, *80*, 1119-1128.

**McPhee, Matt**, PhD, C.Psych. (Supervised Practice). (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 cognitive correlates of alcohol use.

**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

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

**Shaikh, Komal**, PhD, C.Psych. (York University). Deputy Director of Training. Provides consultation to inpatient and outpatient Mental Health Clinics; provides intervention services through the Goal Management Training® Program. Clinical interests include psychological and neuropsychological

## PROGRAM FACULTY

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.**, Tatham, E.L., Rich, J.B., & Troyer, A.K. (2021). Examining the factor structure of the Multifactorial Memory Questionnaire, *Memory*, 29(2), 255-260.

**Shaikh, K.T.**, Tatham, E.L., Vandermorris, S., Paterson, T., Stokes, K., Freedman, M., . . . Troyer, A.K. (2021). The impact of memory change on everyday life among older adults: Association with cognition and self-reported memory. *Journal of the International Neuropsychological Society*, 27(9), 896-904.

**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.

Seixas-Lima, B., Freedman, M., Binns, M., Tang-Wai, D.F., Black, S.E., Leach, L., Tartaglia, C., **Stokes, K.A.**, Goldberg, Y. and Chertkow, H. (2022), Identifying Subtypes of Alzheimer's Disease: An analysis of possible cognitive subgroups through the life span. *Alzheimer's Dementia*, 18, e066207.

LaPlume, A. A., Paterson, T. S. E., Gardner, S., **Stokes, K. A.**, Freedman, M., Levine, B., Troyer, A. K. & Anderson, N. D. (2021). Interindividual and intraindividual variability in amnesic mild cognitive impairment (aMCI) measured with an online cognitive assessment. *Journal of Clinical and Experimental Neuropsychology*, 43(8), 796-812.

**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.

Yusupov, I., Vandermorris, S., Plunkett, C., Astell, A., Rich, J. B., & **Troyer, A. K.** (2022). An agile development cycle of an online memory program for healthy older adults. *Canadian Journal on Aging*, 41(4), 647–656.

Paterson, T. S. E., Sivajohan, B., Gardner, S., Binns, M. A., Stokes, K., Freedman, M., Levine, B., & **Troyer, A. K.** (2022). Accuracy of a self-administered online cognitive assessment in detecting

## PROGRAM FACULTY

amnesic mild cognitive impairment. *Journals of Gerontology: Psychological Science*, 77(2), 341-350.

**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.** (in press). Feasibility, acceptability, and impact of a self-guided e-learning memory and brain health promotion program for healthy older adults. *Clinical Gerontologist*.

**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. (2022). Early mobile app training proficiency predicts how well memory-impaired individuals learn to use digital memory aids in the real world. *Neuropsychological Rehabilitation*, online ahead of print.

**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

## PROGRAM FACULTY

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.

**Lin, Jessie**, MSW, RSW (University of Toronto). Member of the Learning the Ropes 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.

**Murphy, Kelly J.**, PhD, C.Psych. (University of Western Ontario). Former psychologist in the Learning the Ropes for Living with MCI® program. Primary clinical and research interests focus on cognitive changes, and behavioural intervention to promote brain health and wellness, in neurotypical and neuropathological cognitive aging. As co-creator of ArtontheBrain™, she also examines the intersection between arts and health for promoting well being and brain health in older adults.

**Murphy, K. J.**, Swaminathan, S., Howard, E., Altschuler, A., Rogan, J., Beauchet, O., Dupuis, K., Galea, L. A. M., Hogan, D., Lingum, N., Rowe, G., Szczepura, A., Tsotsos, L., Wittich, W., Xie, F., & Hasher, L. (2021). Accessible virtual arts recreation for wellbeing promotion in long-term care residents. *Journal of Applied Gerontology*, 40(5), 519–528.

Biss, R. K., Rowe, G., Hasher, L., & **Murphy, K. J.** (2020). An incidental learning method to improve face-name memory in older adults with mild cognitive impairment. *Journal of the International Neuropsychological Society*. Vol. 26(9) 851-859.

**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.

## PROGRAM FACULTY

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

**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.

Shaikh, K. T., Tatham, E. L., **Rich, J. B.**, & Troyer, A. K. (2021). Examining the factor structure of the Multifactorial Memory Questionnaire. *Memory*, *29*(2), 255-260.

Shaikh, K. T., Tatham, E. L., Vandermorris, S., Paterson, T., Stokes, K., Freedman, M., Levine, B., **Rich, J. B.**, & Troyer, A. K. (2021). The impact of memory change on everyday life among older adults: Association with cognition, self-reported memory, and strategy use. *Journal of the International Neuropsychological Society*.

**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, frontotemporal dementia, and multiple sclerosis.

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. 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.

# 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.

Baycrest has implemented mandatory vaccination for all employees in order to protect our staff, patients, residents, visitors, and families. It is a condition of employment that new employees provide proof that they are fully vaccinated against COVID-19 prior to the start date of employment. This means that new employees must have received all required doses of a COVID-19 vaccine approved by Health Canada at least 14 days prior to their start date. In addition, it is a condition of employment that new hires obtain and submit proof of all booster vaccines, as approved and recommended by Health Canada. Applicants who have appropriate written proof of a medical reason, or a reason pursuant to the Ontario Human Rights Code, for not being fully vaccinated against COVID-19 may provide such documentation to the Human Resources Department. Such situations will be considered on a case-by-case basis in compliance with Baycrest's legal obligations.

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-to-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 your work permit application. Any costs associated with this process are the responsibility of the intern.

# APPLICATION PROCESS

## 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 rotations 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.**
- 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 12, 2023.**

## INTERVIEW PROCEDURES

Consistent with statements made by the Canadian Council of Professional Psychology Programs (CCPPP), we will only be offering remote interviews this application cycle. Interviews may be conducted by videoconference or telephone.

Remote interviews will take place on **Monday, January 15, 2024** and **Wednesday, January 17, 2024**. Applicants will be given a general overview of the program and rotations, participate in 2-3 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 two-step internship interview notification process, notification for interviews will be made on **Friday, December 1, 2023** and responses are requested no sooner than 11:00 A.M. EST on the following Monday.

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.**





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For more information, please contact:

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

or

Komal Shaikh, Ph.D., C.Psych.  
*Deputy Director of Training*

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Baycrest is fully affiliated with  
the University of Toronto

