



# **CLINICAL TRAINING PROGRAM**

## **A CLINICAL RESIDENCY WITH AN EMPHASIS IN PEDIATRIC AND CHILD CLINICAL PSYCHOLOGY**

**PROGRAM DESCRIPTION  
For Applicants for the 2024 Match**

**Department of Psychology  
BC Children's Hospital  
4480 Oak St.  
Vancouver, B.C.  
V6H 3V4**

**UPDATED OCTOBER 2023**

An agency of the Provincial Health Services Authority:

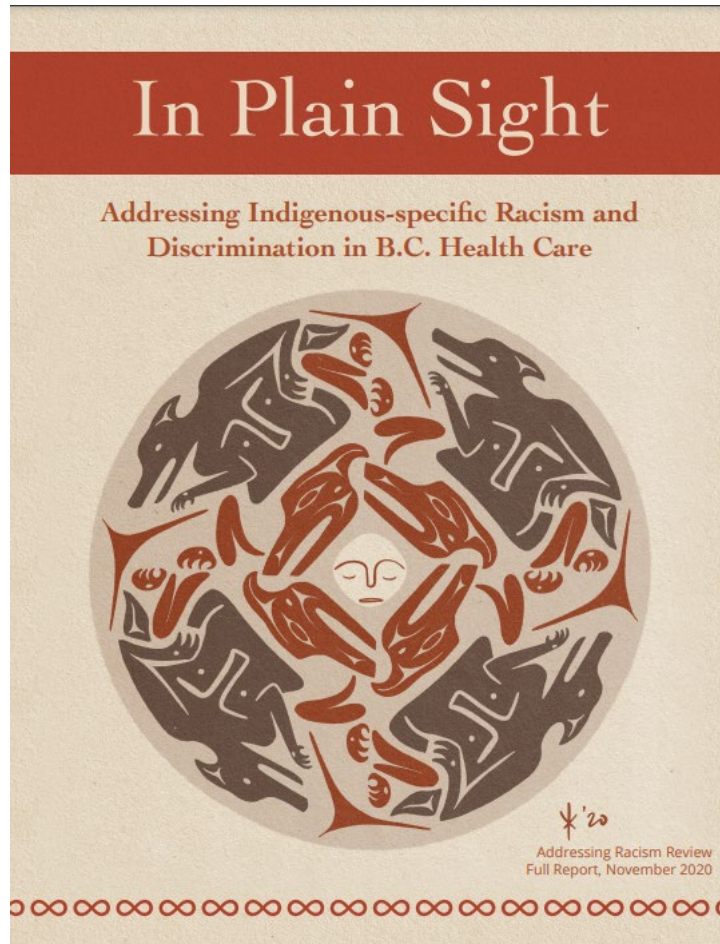


# Provincial Health Services Authority

*Our training program acknowledges the land on which we live, work, and play is the unceded territory of the Coast Salish peoples, including the territories of the x<sup>w</sup>məθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish), Stó:lō and Səlilwətaʔ/Selilwitulh (Tsleil-Waututh) Nations.*



***Our program strives to reduce barriers for Indigenous youth and families, practicing cultural safety. Our agency refers to the “In Plain Sight report: Addressing Indigenous-Specific Racism and Discrimination in B.C. Health Care.” (2020, IPS report).***



***We extend this meaningful initiative to the provision of socially responsible and anti-racist training. Our training program aspires to ingrain cultural safety into every interaction; with anti-racism expectations being core to the quality, accountability and planning of each competency benchmark. We recognize the longstanding history and negative impacts of racism and discrimination against individuals who identify as Indigenous, Black or People of Color. We further acknowledge that systemic racism exists across Canadian institutions and within our own profession. Our program is committed to promotion of ongoing learning and improvement.***

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## **PROVINCIAL HEALTH SERVICES AUTHORITY (PHSA) STRATEGIC DIRECTIONS**

BC Children's Hospital (BCCH), Sunny Hill Health Centre for Children (SHHC), and BC Women's Hospital & Health Centre are agencies of the Provincial Health Service Authority (PHSA). The three primary strategic directions of the PHSA are:

1. Improving quality outcomes and
2. Providing better value for patients
3. Promoting healthier populations; contributing to a sustainable health care system

### **BCCH & PHSA MANDATE**

BC Children's Hospital provides expert health care, including mental health, to the most seriously ill or injured children across British Columbia. It also includes Sunny Hill Health Centre. BC Children's Hospital is an academic youth and family-centred health sciences centre leading the transformation of the health system for children and youth locally, provincially and globally, caring for more than 200,000 children each year. BC Children's Hospital supports PHSA strategic directions with an overall commitment to achieving the best health outcomes for children and youth. The PHSA strategic focus is on four key areas of province-wide responsibility:

- Clinical Policy
- Clinical Service Delivery
- Commercial Services
- Digital and Information Technology

Additionally, where appropriate, the operations of PHSA will contribute to:

- Implementation of the *Declaration on the Rights of Indigenous Peoples Act* and the Truth and Reconciliation Commission Calls to Action (2015), demonstrating support for true and lasting reconciliation.
- Implementation of a low carbon economy, through protection of clean air, land and water as described in the CleanBC plan.

### **BC WOMEN'S HOSPITAL & HEALTH CENTRE**

BC Women's Hospital & Health Centre provides comprehensive maternal/fetal/newborn and specialized health services for BC women and their families. BC Women's support for PHSA's strategic directions is demonstrated through stated commitments to:

- Delivering the best care in response to the needs of women, newborns, and their families across the life continuum.
- Leading the way in innovation and knowledge sharing towards improving the health and lives of women and their newborns.
- Improving the health and wellbeing of communities by strengthening our system to reflect and respond to the lives of all women.



## **PSYCHOLOGY PROFESSIONAL PRACTICE**

The Department of Psychology at BC Children's Hospital was established in 1974, and received CPA Accreditation in 1995. Psychological services are currently delivered in a mixed model of management providing a wide range of clinical training, teaching and research opportunities. BCCH and SHHC Psychologists report to program managers and directors, in addition to the Head of Psychology for both operations and practice. We have approximately 50 full-time and part-time Registered Psychologists, in addition to several psychometricians working across agencies (and sites). We are engaged with the three provincial universities for training initiatives: University of British Columbia (UBC Point Grey and UBC Okanagan campuses), Simon Fraser University (SFU), and the University of Victoria (UVIC). BC Women's Hospital & Health Centre is a separate service that is not currently operating as a component of our pre-doctoral residency program.

### **AGENCY OVERVIEW & LOCATION**

BC Children's Hospital is a teaching hospital affiliated with the University of British Columbia and has a strong research orientation and extensive community involvement. BC Children's Hospital is a tertiary care facility which is the main referral centre for children from birth to 19 years with complex medical problems from British Columbia and the Yukon Territory. BC Children's Hospital is located in the heart of Vancouver on the Oak Street campus, a landscaped complex that includes BC Children's Hospital, BC Women's Hospital & Health Centre, and the BC Children's Hospital Research Institute. Sunny Hill Health Centre for Children offers specialized services to children with disabilities and their families from across the province and is also located on our site's main campus.

### **BC CHILDREN'S HOSPITAL SITE**

Approximately 80% of our psychology staff provide service at the BC Children's Hospital site, approximately distributed as follows: 40% Mental Health Service ("Healthy Minds"), 40% Pediatrics ("Medical Psychology Service"). As part of a teaching hospital, we have pursued an integrated mix of clinical services, training, teaching, research, and community partnerships. We provide clinical services, including assessment, treatment and consultation, to the children and families of the province who have major medical or mental health presentations. In addition to our residency training, we provide direct clinical training and clinical research opportunities for three to five psychology graduate students/"Senior Practicum Students", annually, from the three provincial universities and other accredited universities across North America.

As psychologists, we function as consultants and/or as members of multidisciplinary teams. Over the past 30 years, we have expanded our mandate from providing a small range of assessment activities to offering a wide range of services including: 1) psycho-diagnostic neuropsychological assessment, 2) consultations with care teams in the hospital and in the community; 3) short-term therapeutic interventions; 4) longer term psychotherapy as well as 5) research and education/training. In the last five years BCCH has provided services to approximately nine thousand patients each year.

## **SUNNY HILL HEALTH CENTRE FOR CHILDREN SITE**

Sunny Hill is a provincial resource providing specialized tertiary care services to children with disabilities, including physical disabilities, sensory disabilities such as hearing loss and visual impairment, and developmental disabilities such as autism spectrum disorder and fetal alcohol spectrum disorder. In collaboration with families and community service providers, Sunny Hill provides leadership in clinical services, research and education. It is a referral centre for children and youth up to 19 years of age who require interdisciplinary assessment, treatment and follow-up. Services complement but do not duplicate those offered in the community and exclude acute health care services. Approximately 20% of our psychology staff deliver service at Sunny Hill.

Psychology is involved in a number of specialty teams under the umbrella of the Child Development and Rehabilitation Program, including the BC Autism Assessment Network (BCAAN), Complex Developmental and Behavioural Conditions Team (CDBC), Visual Impairment Program (VIP), Hearing Loss Resource Team, the Neuromotor Team, and the Brain Injury Resource Team. The mandate of each team includes multidisciplinary assessment, diagnosis, recommendations, and referral to community services, as well as a leadership role in training, education and research for professionals working in this area across the province. Most children are seen on-site, as outpatients. Some outreach services are provided, primarily to northern British Columbia. The Acute Rehabilitation team provides inpatient rehabilitation services for children with central nervous system injuries and other complex medical conditions requiring extended care. Psychologists at Sunny Hill are involved in research, with recent investigations including long-term outcome for individuals receiving a very early diagnosis of autism spectrum disorder, and consumer evaluation of innovative formats for psychology reports. Psychologists at Sunny Hill provide input to the Ministry of Education and Health regarding special education services and provincial assessment services.

## **RESIDENCY PROGRAM OUTLINE**

BC Children's Hospital is proud of its long tradition of providing quality internship training (now referred to as a residency). We are beginning (2023-2024) our twenty-eighth year of a continuously operating CPA accredited psychology residency program on this campus. Many of our former residents have graduated into successful psychology careers in B.C., across Canada and the US. The majority of our graduates have maintained close ties with our Department. Our program is a broad based clinical child psychology residency, including pediatrics, mental health, and developmental disabilities. The primary focus of the training is on children and youth, with an emphasis on family-based care.

There is a strong emphasis on specialized assessment skills across the developmental spectrum and on short-term therapeutic interventions. Some trainees may choose to emphasize specialized areas related to their academic backgrounds, but our program ensures that all trainees obtain a broad base of skills, so that they are prepared to practice with a diverse range of ages and presentations, in a variety of settings.

Residents have access to an extremely varied offering of seminars and outside lectures. They are free to attend relevant seminars and rounds at BC Children's plus those presented by Sunny Hill. In addition, the Psychology Departments at both the University of British Columbia and Simon Fraser University have colloquia and other invited addresses open to our residents.

We are a CPA accredited\*\* clinical psychology residency and we abide by the rules and deadlines established by these professional organizations. We **will** be taking part in the APPIC computer match on selection day and consequently all student applicants must also be registered for the match. Potential applicants can also read about the application process on the APPIC website. We are registered in APPIC under this number: **182611**.

We have been successfully re-accredited for a 6 year term as of the 2017-2018 academic year. We are re-accredited until the 2023-2024 academic year. Our next site visit will be in 2024.

***\*\* We were previously a CPA and APA accredited residency. In February 2007, the Council of Representatives of the APA voted to cease accrediting doctoral and internship programs in Canada. Concurrent CPA/APA accreditation for all programs ceased as of September 2015. As of January 1, 2008, the APA no longer accepts new applications for accreditation of Canadian programs. Given this situation, we did not apply for APA re-accreditation for the years after 2013. For further information please refer to the Accreditation sections of both the CPA and APA websites.***

## **STRUCTURE**

The residency seeks to develop a balance of both assessment and therapy skills across a broad range of patient populations. BC Children's offers experiences both in specialized assessments and various forms of short term intervention and therapies (see our Psychology Services List later in this document). Residents carry some longer term therapy cases and learn the skills required for short term inpatient assessment and therapeutic interventions.

In order to meet the goal of a broad-based residency with both assessment and therapy experience, the resident and the Clinical Lead<sup>1</sup> (Director of Training) will meet and review the specific strengths and needs of the individual and devise a tailored program that is mutually satisfactory to both the student and the program. Goal-setting and evaluation reflect a competency-based approach to training.

Students begin with an orientation at the BC Children's site and continue with didactic activities and group supervision at BC Children's during the academic year. In July, the residents work in the OCD Day Treatment Program for the majority of their time/month. The month of August, at the end of the residency, is spent working on the completion of all residency requirements.

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<sup>1</sup> Within our institutional framework, the term Clinical Lead is used in lieu of Director of Training.



Rotations for our residents are individually determined in consultation with the Clinical Lead. Each resident will complete two six month major rotations (one in mental health/Healthy Minds and one in pediatric/medical psychology). They will also complete a shorter rotation within the developmental disabilities service. The choices and emphasis for rotations may change from year-to-year depending on resident interests and goals, staff changes, and resources. However, we have been able to provide the rotations of interests to residents in any given year as one resident is typically assigned to one area of major rotation at a time. As such, residents are not competing for rotation supervisors.

At the beginning of each rotation, the resident will meet with the Clinical Lead to set mutually agreed upon goals and to design a plan that most closely meets the needs and interests of the student and the rotation. The residents will be able to choose one or two minor rotations, within each six month major rotation. At the end of the rotation block, the goals will be reviewed and adjustments made prior to the next rotation. The resident meets weekly in group supervision with the Clinical Lead. Group supervision is seen as an essential component of our residency, bringing continuity and coherence to the experience of working with different supervisors throughout the year. This also facilitates refinement of the goals and experiences of the resident throughout the year. We can be flexible and adjust case loads or modify the training depending on the day-to-day experience of the resident.

In addition, the residents are expected to participate in monthly Case Consultations and bi-monthly Clinical Rounds at BC Children's where specific cases and therapeutic issues are discussed. A requirement of the residency is that each resident will present at least once at Psychology Rounds.

Seminars are arranged with staff psychologists and scheduled on a regular basis for the benefit of the residents. Please see the description of typical course offerings included in this package.

In the fall of 2014, we launched our inaugural Joint Training Seminars with Psychology Residents and Psychiatry Subspecialty Residents training side by side on Thursday mornings, for the first semester (6 months of the residency).

Vancouver is one of the most culturally diverse cities in North America. Consequently, the population the hospital serves is equally diverse. Thus, for example, the hospital has provided interpreters in over 35 different languages. This gives a sense of the opportunities residents have to practise psychology within a positive, multicultural milieu. We are equally committed to training within a socially responsive setting. While the sessions vary from year to year, past years' residents have had the opportunity to attend sessions on: Indigenous Health Care Issues, Understanding Your Chinese Patient: An Introduction to Cantonese Language and Culture, and American Sign Language. These courses are offered site-wide exclusively for employees. As a site, we continue to emphasize a comprehensive training experience, with regard to the integration of cultural awareness throughout the year (more than didactics alone). We strive to facilitate case conceptualization and ongoing clinical

discussion of cultural recognition for each and every child and their family, within all clinical and supervisorial relationships/opportunities and experiences.

We are committed to the idea that this is a training year for the residents—where they are exposed to a wide range of skills and work with diverse populations. This also implies the luxury of time to proceed at a slower pace or at a more in-depth level in working on a case (either therapy or assessment) than the staff psychologists may normally practice. This promotes resident confidence, in experiencing clinical acumen- regarding the benefits of longer term work, in addition to the acknowledgment of when they may meet the point of diminishing returns (in their practice). By the end of the year, however, we would expect the residents to be carrying a more realistic case load in order to be better prepared for the day-to-day experience of working as registered/licensed psychologists.

Psychologists' offices are located throughout the hospital, depending on their service area. The residents have assigned offices, fully equipped with training materials, a computer and a phone. They also have direct access to separate play/assessment and family interview rooms equipped with one way mirrors and video equipment, and assessment materials.

### **SUPERVISION**

The resident's rotations and experiences are coordinated through the Clinical Lead at BC Children's. Group supervision occurs weekly at BC Children's with the Clinical Lead. Case-by-case supervision is with the individual psychologists managing the cases. Direct individual supervision is guaranteed to meet the minimum requirement of 4 hours per week.

Our program emphasizes thoughtful and developmentally determined supervision. Our program applies a "Competency Based Approach" (Falender & Shafranske, APA, 2008) supervision model based upon the following:

#### **THE FIVE STEP MASTERY MODEL**

The residency is based on a mastery model with the following training steps:

1. Observation (Resident of Staff).
2. Joint Assessment /Treatment (Shared responsibility for case management).
3. Observation (Staff of Resident- the observation is direct, face to face- in room).
4. Resident Solo (Staff pre and post sessions, planning and debriefing with the Resident).
5. Arms-Length Supervision (Resident carrying case load and going over each case at regularly scheduled supervision).

It is the individual psychologist's responsibility to select an appropriate teaching case to work with the resident and to monitor and record the progress directly. It is not expected that the resident would reach the highest levels in the first block of rotation, unless they had prior experience in the area.

## **RESEARCH**

The Department of Psychology at BC Children's Hospital is actively involved in research. Graduate students, post-doctoral fellows and psychologists participate in various projects, often in collaboration with medical colleagues in their programs. Some research projects of department members include:

- [Family centred care outcomes in children and youth who have experienced significant mental health concerns](#)
- [The effect of behavioural treatment on selective mutism](#)
- [Predictors of treatment outcome in children and youth with eating disorders](#)
- [Family-based psychotherapies for young people presenting with physical symptoms affected by somatization](#)
- [Epilepsy surgery](#)
- [Pain reactivity and the effects of neonatal pain exposure](#)
- [Evaluation of a group treatment program for children with tics](#)
- [Evaluation of treatment anxiety in children with high-functioning autism](#)
- [Parenting contributors to treatment engagement and adherence](#)
- [Psychometric properties of neuropsychological evaluation materials](#)
- [Improving social-emotional functioning in children with chronic illness](#)

In keeping with the scientist-practitioner model that serves as the basis for residency training, each resident is expected to present a paper at the end of the residency year, applying some theoretical or research model to the practical setting. Research is defined in its broadest terms and includes everything from creating an annotated bibliography of books associated with common hospital situations, to program evaluation. This might involve, for example, completing a literature review and the work leading up to a formal research proposal on some applied, hospital relevant topic. Alternatively, it could also take the form of an in-depth case study tied to how different therapy approaches would predicate different interventions and different therapeutic outcomes. Designated time is available for this project.

## **STAFF**

In total, there are approximately 45- 50 psychologists working across our site, who are **involved in the training program in any given year**. All are doctoral-level, fully registered members of the College of Psychologists of B.C. or are in the process of obtaining registration in British Columbia, and have extensive experience in the health care field. Please see the attached staff description lists for further details.

As would be expected with a large group, approaches to assessment and therapy are extremely varied. As such, no one specific school of psychology or therapeutic perspective prevails. Consequently, emphasis for the residents is on developing their own therapeutic style and in acquiring a broad base of foundational skills that can be applied in a range of

settings. The opportunity to observe and work with psychologists with unique expertise in various health and mental health areas is one of the main assets of the program.

## **RESIDENCY PHILOSOPHY & GOALS**

### **MISSION STATEMENT**

The mission of our residency program is to provide exceptional clinical, ethical and professional training; enabling residents to become highly competent, caring clinical psychologists, who are able to function in complex, interdisciplinary health and mental health settings.

### **PHILOSOPHY AND OBJECTIVES**

In keeping with our commitment to the scientist practitioner model of our residency, we are committed to training exemplary clinical psychologists. That is, we are training psychologists who base their practice on knowledge and research, and who provide care that is respectful and appropriate to the needs of the youth (i.e., taking into account such things as their developmental level, age, gender, cultural background and other characteristics). Their practice as psychologists is based on clinical judgment drawn from direct experience and expertise with a number of different assessment and therapy techniques. We are committed to training psychologists who will meet or exceed the national and provincial standards of practice for professional psychologists. Our training model is broad based and experiential and we are committed to the belief that this is an opportunity for the trainees to get exposure to, and training in, a wide range of skills and in working with a very diverse population. It is a *training* year where the emphasis is on learning rather than on simply increasing clinical productivity.

These values are in concert with those developed for BC Children’s Hospital as an “academic patient and family centred health sciences centre focused on the best health outcomes for children and youth today and in the future.” (BC Children’s 2015 PDF, [Website](#)).

In addition, the hospital has a strong commitment to treatment, teaching and research in child health. Advancing knowledge has been identified as a specific aspect of the directional plan for BC Children’s and Women’s Hospitals, with goals of “transforming care through fully integrated, internationally recognized research, clinical teaching, and care.” (BC Children’s & Women’s Directional Plan Framework, 2023).

Following directly from our philosophy and values are a number of specific goals and objectives for our residency program.

## **GOALS**

Based on [Fouad et al. \(2009\). Competency benchmarks: A developmental model for understanding and measuring competence in professional psychology. \*Training and Education in Professional Psychology\*. Vol 3 \(4, Suppl\), S5-S26.](#)

- Goal 1: Competence in Professionalism**
- Goal 2: Competence in Reflective Practice, Self-Awareness, and Self-Care**
- Goal 3: Competence in Scientific Knowledge and Methods**
- Goal 4: Competence in Relationships**
- Goal 5: Competence in Individual and Cultural Diversity**
- Goal 6: Competence in Ethical-Legal Standards and Policy**
- Goal 7: Competence in Interdisciplinary Systems**
- Goal 8: Competence in Assessment**
- Goal 9: Competence in Intervention**
- Goal 10: Competence in Consultation**
- Goal 11: Competence in Research/Evaluation**
- Goal 12: Competence in Supervision**
- Goal 13: Competence in Teaching**
- Goal 14: Competence in Management/Administration**
- Goal 15: Competence in Advocacy**

## **PROFESSIONAL AND EDUCATIONAL PROGRAMS**

### **CASE CONSULTATION**

Psychologists meet monthly on a more formal basis to talk about particular clinical experiences that they find difficult or puzzling. The emphasis is on a supportive, problem solving approach to what are often very complex situations. Ethical issues and issues of psychologists working in a medical setting are frequently discussed in the context of particular presentations.

### **PSYCHOLOGY AND CLINICAL ROUNDS**

Over the last academic year, the Psychology Department organized monthly rounds. These rounds are divided into two target audiences, on alternating months. One set of rounds (Psychology Rounds) is organized as a closed presentation for the Department of Psychology. Usually one member of the department is responsible for each session and may include a staff presenter and/or speakers from the community. Sessions focus on discussions of recent research and/or theoretical or ethical issues which might be relevant to members of the Department. The resident is required to present at least once over the course of the year. The other set of rounds (Clinical Rounds) is open to benefit any hospital personnel or interested individuals from the community.

#### **Selected Topics from Psychology and Clinical Rounds**

<b>Presenters</b>	<b>Topics</b>
Dr. Elizabeth Stanford	Pediatric Sleep- Apps, Naps and Everything in Between
Dr. Jennifer Engle	Cognitive/Developmental Assessment with Children who have Severe Cognitive or Neuromotor Impairments.
Dr. Katherine McKenney	OCD Camp OH SEE DEE: An Intensive Tx Program for Pediatric OCD
Dr. Andrea Kowaz	Update from the BC College of Psychologists

In addition to the above professional and educational programs, the student is free to attend any of the various Medical or Allied Health Professional rounds presented at either of the hospital sites, and any of the various research days and speakers at the BC Children's Hospital Research Institute.

### **SEMINARS**

#### **I. ETHICAL ISSUES**

This seminar has been offered as either a full day workshop for residents, staff, and psychologists in the community or as a series of in-house seminars for residents and staff. More recently, several separate seminars have been offered to our residents, throughout the year, through our Child and Adolescent Subspecialty Training Program. Our hospital ethicist



provided multiple stimulating ethical discussions, pertaining to the disciplines of psychology and psychiatry in addition to hospital wide issues such as informed consent to treatment, etc. These seminars have provided the opportunity for engaging multi-disciplinary awareness and discussion. The general focus has pertained to ethical issues in working with children and youth. There are also opportunities to attend ethics workshops hosted by the British Columbia Psychological Association, the College of Psychologists of British Columbia, and other institutions.

COORDINATORS/INSTRUCTORS: Dr. Emily Piper, Dr. Katharine Thomson

Sample Topics:

- Informed Consent & Confidentiality
- Models of Ethical Decision Making
- Provincial and National Codes of Ethics/Standards of Practice
- Balancing Professional, Regulatory, and Institutional Policies
- Ethics & Supervision
- Ethics around the use of Social Media and Social Networking

**II. PLAY THERAPY**

This seminar consists of an intensive didactic training (16 hours) coupled with a therapy case to ensure experiential training with associated group and individual supervision.

The Play Therapy seminars are jointly offered as an Interprofessional Educational opportunity with psychology and psychiatry residents participating.

COORDINATORS/INSTRUCTORS: Dr. Amrit Dhariwal

Sample Topics:

- Multiple Theoretical Approaches and their Implications for Practice
- Developmental Issues
- Therapeutic Responses
- Experiential
- Case Examples and Videos
- Interdisciplinary Collaboration

**III. ASSESSMENT**

COORDINATOR: Dr. Jennifer Engle

INSTRUCTORS: Staff at Sunny Hill and BC Children's

Sample Topics:

- Eligibility for Provincial Services with the Ministry of Education and Community Living Services
- Assessing Children with Prenatal Substance Exposure
- Assessing Children on the Autism Spectrum
- Panel Discussion: Nonverbal Assessment Tools

- New Measures for Cognitive Assessment in Young Children:
- Infant and Preschool Assessment
- Personality Assessment: Interpreting Objective and Projective Measures
- Beyond the WISC V

#### **IV. EQUITY, DIVERSITY & INCLUSION/SOCIAL RESPONSIVENESS**

COORDINATORS/INSTRUCTORS: Drs. Tina Wang & Pam Narang

##### Sample Topics:

- Diversity, Self-Awareness, and Self-Assessment
- Awareness of Client Worldview
- Skill Development, Consolidation and Application to Clinical Practice
- Culturally Competent Health Care
- Indigenous Advocacy and Cultural Safety
- Key Considerations in Cross-Cultural Mental Health

#### **V. SUPERVISION**

COORDINATOR/INSTRUCTOR: Dr. Emily Piper

##### Sample Topics:

- Theories and Methods of Clinical Supervision
- Competency Benchmarks
- The Process of Supervision & Supervisory Relationships
- Supervision Contracts and Paperwork
- Evaluation of Trainees
- Ethical and Legal Issues in Supervision

#### **VI. PSYCHOSIS**

COORDINATOR: Dr. Emily Piper

INSTRUCTOR: Dr. Leah Burgess

This has been an additional seminar offered to our residents and senior practicum students, over the last two years. Dr. Burgess provides an intimate and captivating half day seminar on the presentation of psychosis in children and youth, inclusive of reviewing assessment and treatment approaches, as well as a review of community services specializing in psychosis intervention.

#### **VII. PSYCHOPHARMACOLOGY**

COORDINATOR: Dr. Emily Piper

INSTRUCTOR: Mr. Dean Elbe, Pharmacist

This is an additional seminar offered to our residents and senior practicum students, over the last year. Mr. Elbe provided an overview of general psychopharmacological practice and principles, most specific to mental health patients.

## VIII. ADDITIONAL EXPERIENCES

When available, residents may also participate in any co-sponsored workshops (BC Children's Hospital, Vancouver Coastal Health and Providence Health). In the past, we have hosted Dr. Carol Falender, Dr. Lisa Damour and Dr. Phillip Kendal to name but a few.

Our residents are also involved in supervision for our Practicum level students who also begin their training in the fall (September). This allows our residents to have opportunities in providing supervision.

In alternate training years, we offer a graduate course in Child Assessment to students at the University of British Columbia and Simon Fraser University. Our residents are involved as supervisors in the lab component of this course. The course is scheduled to be offered in Spring 2024.

## ROTATIONS

Our program refers to the APA Guidelines (August 2020) "[A Taxonomy for Education and Training in Professional Psychology Health Service Specialties and Subspecialties](#)" to communicate the "type and intensity of education and training opportunities" available at our site, listed as the following:

- 1) **Major Area of Study:** the highest level of education and training available in that area of study. At our site, the resident should be dedicating 2-3 days of training within the Major Area of Study.
- 2) **Emphasis Area of Study (Minor Area of Study):** the level just below the Major Area of Study, with distinctly different expectations for the type and intensity of the education and training experience. At our site, the resident should be dedicating approximately 1 day a week of training within the Emphasis Area of Study (Minor). An example of this might be participation and leadership in running a group psychotherapy experience.
- 3) **Experience:** the level of training associated with this level of training is specific to more than an Exposure but less than an Emphasis. At our site, an example of an experience would be the resident's participation in one unique assessment experience.
- 4) **Exposure:** the level of training and education is a structured learning activity to acquaint the resident with a specialty area. At our site, an example of an exposure would be where the resident observes a unique assessment experience (i.e., a neuropsychological assessment or a Gender assessment).

With the above in mind, the residency at BC Children's Hospital is broad-based, with training in pediatric health (medical psychology), mental health (Healthy Minds) and developmental disabilities. Each resident is expected to complete a six-month rotation in pediatrics and a six-month rotation in mental health. An additional developmental disabilities rotation is threaded through the year.

During the year, residents will gain experience in both assessment and therapy. Depending on the specific skill set of assessment tools and experience with various populations that the resident brings to the training experience, individual assessment goals will be set at the beginning of the year. In addition, subsets of therapy skills and implementation, such as group work with anxious pre-adolescents or children with OCD, will be identified. These are based on discussion between the Clinical Lead and the student in order to meet our goals of broad based experience as well as to match the student's pre-existing interests. The resident's time commitments for each rotation will be prioritized based on these goals. There is a great deal of flexibility in determining what any one resident's schedule would look like. For example, if a resident identified working with youth with eating disorders as a preference, the best plan would likely involve total immersion in their program for a number of months, followed by carrying a case load of this population while gradually adding in other populations or skill sets as the year progressed. Other residents might be better served by being involved in one assessment program for two days a week and then simultaneously also being involved in a therapy program on a different service. Throughout the rotations, residents will observe psychologists in all aspects of their work, including assessment, therapy, consultation, multi-disciplinary team functioning, report writing, and community/school liaison. The focus will be on developing skills leading to increasingly independent practice.

Residents have the opportunity to work with the psychologists on a wide variety of psychology services. Residents will be involved in two major rotations, with selected minor rotations in each. Each six month block (major rotation) includes assessment and therapy as well as inpatients and/or outpatients. Our expectation however, is that residents will obtain at least some exposure to all areas and in particular pediatric (medical) psychology, child and youth mental health, and developmental disabilities.

Within Pediatric Medical Psychology, residents may complete assessments focused on the cognitive impact of premature birth, genetic or metabolic disorders, epilepsy, or medical treatments such as chemotherapy or surgery to remove a tumour. Assessment and therapy may address the social-emotional impact of chronic pain, differences in one's physical appearance related to a medical condition, or dietary and lifestyle changes required by a chronic illness. Residents may also work with family members around grief and coping in relation to a sudden traumatic event or a chronic condition, or with children who have experienced abuse or neglect. Residents may also provide consultation-liaison services to the medical subspecialty teams on the inpatient units.

Within Child and Youth Mental Health Psychology, residents may consult with families and other professionals regarding issues of differential diagnosis and treatment planning for children with ADHD, mood or anxiety disorders, neuro-psychiatric disorders, or concurrent mental health and substance abuse disorders. They may provide intensive treatment in a group milieu for eating disorders. They may specify the contributing factors and differential diagnoses involved in complex psychiatric conditions or assist with crisis intervention and planning for youth admitted with suicidal or psychotic symptoms.

At our SHHC site residents are involved in multi-disciplinary assessments with consultation teams, involving pediatric medicine, occupational therapy, physiotherapy, social work, speech/language pathology, and psychology. Residents may be involved in assessments/consultations including psycho-diagnostic testing and interpretation, report writing, presenting results to families and community teams, and follow-up telephone calls. Most cases focus on differential diagnosis of developmental disabilities. However, there is considerable variety in age and presenting problem. For example, typical cases include: determining whether an autism spectrum disorder is present in a preschool-aged child with developmental delays, and to describe the complex interaction of prenatal alcohol exposure and traumatic life experiences in contributing to the difficulties of a teenager with poor school performance and many risk-taking behaviours. More specialized assessments occur for populations such as children with visual and/or hearing impairments. Our psychologists communicate across disciplines as a multidisciplinary team attempts to integrate information and reach consensus on a diagnosis, and in communicating across systems so that programming in schools and community agencies is well-suited to a child's developmental needs.

A detailed list of psychology services at BC Children's Hospital and SHHC sites are described below. Sample rotations from previous years are also included, but please keep in mind: ***there is a great deal of flexibility in working out exactly what any one resident's schedule/rotations would look like.***

**BCCH, SHHC & BC Women's Hospital and Health Centre  
PSYCHOLOGY SERVICES: ASSIGNMENTS**

<p><b><u>Inpatient Medical Consultation Service</u></b>          Intensive Care Unit          Neonatal Intensive Care Unit          Cardiology          Burn Unit          Surgical and medical patients          Neurosciences          Complex Pain Service          Multi-organ Transplant          Cochlear Implant</p>	<p><b><u>Mental Health</u></b>          Teaching &amp; Consultation Clinic          Mood &amp; Anxiety Disorders Clinic          Infant Psychiatry          ADHD          Neuropsychiatry          Eating Disorders          Inpatient Adolescent Unit          Inpatient Child Unit          Child &amp; Adolescent Psychiatric Emergency Unit (CAPE)          Gender Clinic          OCD Clinic</p>
<p><b><u>Follow-up Programs: Infant and Child</u></b>          Neonatal Follow-up Program          Complex –Invasive Pediatric Treatment          Follow-up          Cardiac Surgery Follow-ups (TGA's)</p>	<p><b><u>Neuro Sciences</u></b>          Epilepsy          Meningomyelocele &amp; Spina Bifida          Clinical Non-Epileptic Seizures</p>
<p><b><u>Oncology</u></b>          Inpatient/Outpatient Treatment          Neuropsychological Assessment</p>	<p><b><u>Pediatrics</u></b>          Biochemical Diseases          Child Protection Service Unit          Shapedown Program</p>
<p><b><u>Psychology Assignments for Hospital Wide Services</u></b>          Neuropsychological Service          Outpatient Medical Psychology Service          Complex Pain Management Program</p>	<p><b><u>Medical Psychology Intake</u></b>          Screening, phone-based supports, triage, and provision and knowledge of community resources</p>
<p><b><u>Developmental Assessments (SHHC)</u></b>          Complex Behavioural and Developmental (e.g. substance exposed, genetic disorders)          Autism Spectrum Disorders          Sensory and Neuromotor Disabilities</p>	<p><b><u>Inpatient Acute Rehabilitation (SHHC)</u></b>          Therapeutic (child and family) intervention for grief, loss, trauma          Consultation to treatment team related to cognitive and behavioural aspects of recovery from brain and/or traumatic injury</p>



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**Sample Resident Year:**

**Major Rotation #1- September to end of February: MENTAL HEALTH/HEALTHY MINDS**

Major Area of Focus: OCD Clinic- treatment and assessment

Minor Area of Focus #1: ADHD Parenting Groups: Mindfulness and Behaviour Man.

Minor Area of Focus #2: Psychodiagnostic Assessments in Mood and Anxiety Disorder Clinic

Play therapy long term case

4 Sunny Hill Assessments to complete

Child and Adolescent Psychiatry Subspecialty Training

Weekly attendance at Case Consultation, Rounds

Working on Research Project

Weekly Group Supervision with Clinical Lead

**Major Rotation #2- March to end of August: PEDIATRIC/MED PSYCH.**

Major Area of Focus: Oncology- treatment and assessment

Minor Area of Focus #1: Multi-Organ Transplant/Renal

Minor Area of Focus #2: Needle phobia group, Pain Management Group with Teens

Play therapy long term case

4 Sunny Hill assessments to complete

Medical Psychology Intake Clinic

Weekly attendance at Case Consultation, Rounds

Working on Research Project

Weekly Group Supervision with Clinical Lead

**Residents participate in the intensive OCD Camp/CAMP OH SEE DEE in the month of July.**

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Residents have the opportunity for discussion of general professional issues, ongoing research projects, and psychologists' special interests. Residents also have the opportunity for discussion with other professional disciplines and to attend departmental meetings, program meetings, and Health Centre rounds. Discussions with staff psychologists may also focus on resources available to children in systems outside of health care, including education, child protection, and various social service agencies. Over the year, residents will gain knowledge of ethical and practical considerations around sharing of information in order to best support a child

## RESIDENCY SPECIFICATIONS

### DURATION AND COMPENSATION

There are two (2) full time CPA accredited residency positions that are being offered for the upcoming match year (2024/2025). These positions are for one full year, starting the Wednesday after Labour Day in September. Benefits include: paid sick leave and holiday time (approximately 2 weeks). There is also a comprehensive benefits package which includes extended medical benefits and dental coverage.

**The compensation is \$54, 296 + 15.83% base benefits (\$8,595.06) = \$ 62 891.06**

### QUALIFICATION CRITERIA FOR APPLICANTS

Please note that we have created the following list of criteria in response to questions frequently asked by resident applicants and in order to help clarify our decision making process. However, it is important to note that not meeting full criteria for any one area does not necessarily eliminate you as a candidate. Of particular importance in the selection process is the fit between an applicant's interests and goals and our program's model of training. Candidates should refer to the Canadian Council of Professional Psychology Programs' (CCPPP) [website](#) for guidance on pre-residency preparation that we believe is optimal for applicants to have. No one candidate is likely to meet all of the required and preferred criteria listed below:

#### General Academics

- 1) Required: All requirements for the doctoral degree in *Clinical Psychology* except the dissertation must be completed.  
The dissertation proposal must be successfully defended prior to the November application deadline.  
Preferred: Data collection at least begun and ideally completed by the beginning of the residency year in September.
- 2) Required: From a CPA/APA accredited *Clinical Psychology Program*.  
Preferred: Added focus or emphasis on child and adolescent psychology

#### Course Requirements

In addition to the course outline required by clinical programs generally, the following additional course/training is important:

- 1) Required: Assessment course or equivalent experience.  
Required: Additional child assessment course or equivalent experience.  
Required: Graduate level developmental psychology course.
- 2) Required: Therapy course and or equivalent experience.

- Preferred: Therapy course/experience with children.
- 3) Required: Ethics course.  
Preferred: Broad-based course that includes experience based dilemmas and scenarios.

### **Experience**

- 1) Required: At least 600 total hours and at least 300 hours of direct practicum experience that has been approved by your graduate program. Trainees should have some experience with both assessment and therapy.
- Preferred: It has been our experience that more than 1200-1400 hours do not substantially increase your chance of being selected as a resident, nor do they necessarily improve the quality of your residency once you arrive. We value a diversified practicum experience portfolio particularly inclusive with working with children, youth and families and/or working within hospitals or multidisciplinary treatment centres. We appreciate past experience in a pediatric health care centre.

### **Citizenship and Language**

- 1) Canadian citizens or those with permanent residency status will be given preference but Non-Canadian citizens will be considered subject to Immigration Canada requirements. Applicants who are not currently authorized to work in Canada are advised to contact the Clinical Lead/ Director of Training, Dr. Emily Piper to discuss immigration considerations prior to making an application. Recent changes to immigration policy and enforcement have prompted several applicants to seek legal advice before embarking on cross-border applications.
- 2) Fluency in English is required. Cantonese and Mandarin are an asset.

### **COVID-19 Vaccination**

All residents must be fully vaccinated prior to the start date, as per our organization's provincial policy for health care workers.

### **Criminal Records Check/Drug Testing**

The provincial government has legislated that all people who will be working with children must undergo a criminal records check prior to commencing employment. The check is for any conviction which might make you a danger to children. The hospital receives no specific details of the record (these remain confidential) - only that the person does or does not pass the screening. There is currently no pre-employment drug test, nor randomly-selected drug tests while employed at our site.

## **APPLICATION INFORMATION**

Application deadline is **NOVEMBER 1, 2023**. Application and acceptance procedures follow the guidelines provided by the Association of Psychology Post-Doctoral and Internship Centres (APPIC). We will notify applicants whether or not they have been selected for an interview on our interview notification date of **DECEMBER 1, 2023**. Virtual interviews are typically arranged from mid-December through the end of January. **All interviews will be conducted over the virtual platform “Zoom” for this cycle of applications.** The chosen residents may choose to come for a site visit after the match, but this is not by any means required. In order to facilitate convenience for planning for interviews we will adhere to the Canadian Council of Professional Psychology Program’s (CCPPP) plan to interview most candidates during the third and fourth weeks of January 2024 (January 17- 31). We will take part in APPIC’s computerized matching on selection day. You must fill out an application and be registered with APPIC to take part. You can also obtain information about our Residency program on the APPIC website and the CCPPP website ([www.ccppp.ca](http://www.ccppp.ca)).

**Note: This residency site agrees to abide by the APPIC policy that no person at this facility will solicit, accept or use any ranking-related information from any applicant.**

**The office of Accreditation for the Canadian Psychological Association is:**

Accreditation Office  
Canadian Psychological Association  
141 Laurier Avenue West, Suite 702  
Ottawa, Ontario K1P 5J3  
1-888-472-0657

**A completed application includes:**

1. **Completed common APPIC Application for Psychology Internship (AAPI), and the “Academic Program’s Verification of Internship Eligibility and Readiness”.** <http://www.appic.org/>

**THE APPLICATION MAY BE COMPLETED AND SUBMITTED ONLINE AT THE APPIC WEBSITE and includes:**

2. **A cover letter indicating student’s plans and special interests (e.g., Preferred Rotations) at our site (part of the on-line APPI).**
3. **Current curriculum vitae (part of the on-line APPI).**
4. **Three letters of reference, one of which should be from either the Clinical Lead or the dissertation supervisor. Note, the program may contact referees directly to get further information (part of the on-line APPI).**

**5. Official university transcripts of your graduate record (part of the Supplemental Materials section of the on-line APPI)**

Deadline

It is the applicant's responsibility to ensure all of the above documentation is submitted to the APPIC site before the deadline of **November 1, 2023, 11:59 pm PST**.

Contact Information

Address all enquiries to:

Dr. Emily Piper, Clinical Lead, Director of Training  
Department of Psychology CSB Room V2-249  
BC Children's Hospital  
950 West 28<sup>th</sup> Ave  
Vancouver, B.C. V6H 3V4

Phone: (604) 875-2345 X5162

Fax : (604) 875-3230

E-mail : [epiper@cw.bc.ca](mailto:epiper@cw.bc.ca)

**BC CHILDREN'S HOSPITAL/SUNNY HILL HEALTH CENTRE PSYCHOLOGY  
DEPARTMENT STAFF LIST (JULY, 2023)**

**ANDERSON, Sarah, Ph.D. [Simon Fraser University]**

**Healthy Minds- Outpatient Services**

Dr. Anderson provides outpatient intervention and assessment.

**BOUDREAU, Ainsley, Ph.D. [Dalhousie University]**

**Healthy Minds – OCD Clinic**

**Clinical Instructor, Dept. of Psychiatry, UBC**

Dr. Boudreau provides outpatient assessment and treatment of children and adolescents with obsessive compulsive disorder. Consultation and teaching to trainees, as well as hospital and community professionals on the treatment of OCD in youth. In collaboration with other team members, conduct research to better understand pediatric treatment of OCD.

**BURGESS, Leah, Ph.D. [Lakehead University]**

**Healthy Minds – Inpatient Adolescent Psychiatry Unit**

**Child & Adolescent Psychiatric Emergency Unit (CAPE)**

**Investigator, BC Children's Hospital Research Institute**

Dr. Burgess provides comprehensive assessments and brief consultations to inpatient children, adolescents, and families presenting with complex mental health and/or behavior concerns. Emphasis is on differential diagnosis, psychological functioning, and treatment planning while in hospital, and recommendations for community based follow-up. Research interests include assessment of personality/disorders, suicide risk, and cognition.

**CATCHPOLE, Rosalind, Ph.D. [Simon Fraser University]**

**Healthy Minds – Mood and Anxiety Disorders Clinic**

**Clinical Instructor, Dept. of Psychiatry, UBC**

**Investigator, BC Children's Hospital Research Institute**

**Research Scientist, BC Mental Health & Addictions Research Institute**

**Head of Mood and Anxiety Disorders Clinic.**

Dr. Catchpole provides outpatient assessment and individual and group treatment of children and adolescent with mood and anxiety disorders. Consultation and teaching to trainees and hospital and community professionals on mood and anxiety disorders in youth.

**CHUNG, Joanna, Ph.D. [University of Guelph]**

**Medical Psychology – Inpatient & Outpatient Hematology/Oncology/Bone Marrow Transplant)**

Dr. Chung's clinical work involves inpatient and outpatient medical psychology services with a focus on assessment and intervention for children and their families coping with the diagnosis and treatment of various types of childhood cancers and hematology disorders. Collaboration with and consultation to the health care team and community supports are completed. . Interests include adjustment, coping and post-traumatic stress symptoms for children on- and post-treatment for cancer or other hematology conditions and their families; group therapy for siblings of children with cancer; social skills groups for survivors of brain tumours; and educational planning for children with cancer.



**CHUNG, Winnie, Ph.D. [Ohio State University]**

**Medical Psychology – Inpatient Consultation Team, Cardiology**

Dr. Chung's clinical duties include providing inpatient and outpatient consultation, assessment, and treatment to children and youth with medical conditions and mental health concerns, and supporting families. Specific clinical, research, and supportive services are also provided to the Cardiology program. Current areas of research interest include interventions for children and youth with medical conditions and program improvement/evaluation.

**COELHO, Jennifer, Ph.D. [University of Toronto]**

**Associate Head of Psychology**

**Healthy Minds – Eating Disorders Program**

**Clinical Associate Professor, Dept. of Psychiatry, UBC**

**Investigator, BC Children's Hospital Research Institute**

Dr. Coelho works collaboratively with Head of Psychology - overseeing Department. Provision of individual and family-based treatment services in the Outpatient, Day Treatment, and Inpatient areas of the Eating Disorders Program. Research interests include predictors of treatment outcome in eating disorders.

**COLE, Kenneth, Ph.D. [Georgia State University]**

**Sunny Hill Health Centre - British Columbia Autism Assessment Network**

Dr. Cole's clinical duties include the assessment of neurodevelopmental disorders to include autism spectrum disorder, fetal alcohol spectrum disorder and attention deficit disorder. Additional duties include inter-teamed assessment support to the Complex Development and Behavioural Conditions Clinic. Current research interests are focused on anxiety reduction therapies for persons who have neurodevelopmental disorders. Dr. Cole has also been on the Board of the regulatory body for psychologists in BC (The College of Psychologists) to include serving as Chair for multiple committees operating within the College.

**DHARIWAL, Amrit, Ph.D. [York University]**

**Healthy Minds – Teaching and Consultation Clinic**

**Clinical Assistant Professor, Dept. of Psychiatry, UBC**

**Investigator, BC Children's Hospital Research Institute**

**Research Scientist, BC Mental Health & Addictions Research Institute**

Dr. Dhariwal provides assessment and treatment of children and youth in outpatient psychiatry presenting with a range of social, emotional, and behavioural concerns. Consultation and teaching to trainees, as well as hospital and community professionals. Current research initiatives involve developing and evaluating a family-based treatment program for children and youth presenting with somatic symptom disorders.

**DRAKE, Dr. Psy.D [Adler University]**

**Healthy Minds- Outpatient Services**

Dr. Drake provides outpatient assessment and intervention.

**ENGLE, Jennifer, Ph.D. [University of Victoria]  
Neuropsychology, Sunny Hill Health Centre  
Investigator, BC Children's Hospital Research Institute**

Dr. Engle provides assessment and treatment of children and youth through the neuropsychology service.

**GIERC, Madelaine, Ph.D.[University of Saskatchewan], Ph.D.[Queen's University]  
Shapedown Clinic**

Dr. Gierc is a psychologist and the Provincial Lead, Research/Evaluation with Shapedown BC. Her clinical duties include interdisciplinary intake assessments, facilitating groups, and assisting families with the process of health behavior change. Dr. Gierc oversees program evaluation/quality monitoring, measures development, knowledge translation, and research collaborations within and beyond BC. She is additionally a post-doctoral fellow at the University of British Columbia with the Population Physical Activity Lab.

**GILLIS, Randall, Ph.D. [University of Waterloo]  
Healthy Minds – Neuropsychiatry Clinic  
Clinical Instructor, Dept. of Psychiatry, UBC**

Dr. Gillis' clinical duties are focused on the provision of assessment and treatment services to youth and their families with neurodevelopmental delays.

**GRUNAU, Ruth Eckstein, Ph.D. [University of British Columbia]  
BC Women's Hospital & Health Care Centre – Newborn Care; Neonatal Follow-up  
Program  
Professor, Division of Neonatology, Dept. of Pediatrics, UBC  
Investigator, BC Children's Hospital Research Institute**

Dr. Grunau conducts multidisciplinary research on stress and pain in neonatal intensive care, and effects of neonatal pain-related stress on bio-behavioural regulation, cognitive and behavioural development in preterm infants and children, funded by the National Institutes for Health (NIH, USA), and the Canadian Institutes for Health Research (CIHR). Clinical interests in the neurodevelopment of children born extremely premature or with major medical complications in the neonatal period.

**HO, Hilda, Ph.D. [York University]  
Sunny Hill Health Centre, BC Autism Assessment Network**

Dr. Ho serves as a staff psychologist at Sunny Hill Health Centre, where she is a qualified specialist with the BC Autism Assessment Network. As part of her role, she completes complex tertiary level diagnostic assessments for children and youth with medical challenges and suspected autism.

**HOU, Sharon, Ph.D. [University of Guelph]  
Healthy Minds – Eating Disorders  
Postdoctoral Fellow, Department of Pediatrics, University of British Columbia**

Dr. Hou provides psychological assessment, intervention and consultation services with the Eating Disorders program.

**JOHNSTON, Krista, Ph.D. [Simon Fraser University]**

**Healthy Minds – Neuropsychiatry**

Dr. Johnston's clinical duties are focused on the provision of assessment and treatment services to youth and their families with neurodevelopmental delays.

**JOHNSTON, Tim, Ph.D. [University of Windsor]**

**Sunny Hill Health Centre – Hearing Loss Team**

Dr. Johnston provides assessment for hearing loss and visually impaired youth.

**JUKES, Tara, Ph.D. [University of Western Ontario]**

**Medical Psychology – Inpatient Consultation Team, Outpatient Medical Psychology Program**

**Clinical Assistant Professor, Dept. of Psychiatry, UBC**

**Investigator, BC Children's Hospital Research Institute**

Dr. Jukes provides assessment, treatment and consultation for both inpatient and outpatient populations with a range of pediatric medical concerns and associated psychological challenges. Presenting concerns include pain management, needle phobia, coping with illness, and medication adherence.

**KLAR, Sandy, Ph.D. [Central Michigan University]**

**Centre for Healthy Weights: Shapedown BC**

Dr. Klar co-ordinates psychological assessment and treatment services for children and youth striving for healthy weight. Works closely with a multidisciplinary team to deliver a family and individual based intervention.

**KOROL, Christine, Ph.D. [University of Ottawa]**

**Neonatal Follow Up Program**

Dr. Korol provides assessment to children who were born prematurely for research protocols.

**KOZEY, Michelle, Ph.D. [University of British Columbia]**

**Sunny Hill Health Centre – Complex Developmental Behavioural Conditions**

Dr. Kozey provides assessments to children and youth with complex developmental delays at Sunny Hill Health Centre.

**LESSARD, Jocelyne, Ph.D. [Simon Fraser University]**

**Medical Psychology – Oncology Service**

Service includes in- and out-patient assessment and treatment of children with cancer and their families. Consultation and collaboration with health care team members and with community service providers is also regularly provided. Special interests include the impact of attachment relationships on coping and adjustment, especially with respect to managing grief, loss, and trauma. A related clinical focus is helping parents understand their child's development as well as the role of temperament in responding to their children.

**McBRIDE, Lindsay, Ph.D. [West Virginia University]**

**Medical psychology – Inpatient Consultation Team, Outpatient Medical Psychology Program**

Dr. McBride provides both inpatient and outpatient services to a host of clinics within the medical psychology service.

**McCONNELL, Dina, Ph.D. [York University]**

**Medical Psychology – Haematology/Oncology/Bone Marrow Transplant Neuropsychology Service**

Dr. McConnell provides neuropsychological assessments of children with cancer, primarily leukaemia and brain tumours. Evaluations include assessment of learning disabilities, developmental disabilities, and the late effects of treatment (e.g. Chemotherapy and Radiation). Research interests include neurocognitive sequelae of radiation in very young children.

**McCONNELL, Melanie, Ph.D. [University of Vermont]**

**Healthy Minds – Neuropsychiatry Clinic  
Clinical Instructor, Dept. of Psychiatry, UBC**

**Investigator, BC Children’s Hospital Research Institute**

Dr. McConnell is the Head of Neuropsychiatry Clinic. She provides psychological assessment and consultation for children with neurodevelopmental conditions (e.g., autism spectrum disorders, fetal alcohol spectrum disorders, intellectual disability and co-morbid mental health concerns, tics/Tourette syndrome). Behavioural intervention for tics/Tourette syndrome. Cognitive-behavioural therapy for anxiety in children with autism spectrum disorders. Research interests: assessment and treatment of anxiety in children with neurodevelopmental conditions. Also involved with training psychology and psychiatry trainees.

**McFEE, Kristen, Ph.D. [York University]**

**Healthy Minds – Neuropsychiatry Clinic**

Dr. McFee’s clinical duties include psychological assessment, treatment, and consultation for children with neurodevelopmental conditions and co-occurring mental health and/or behavioural concerns. Populations include autism spectrum disorders, fetal alcohol spectrum disorders, intellectual disability, and tics/Tourette syndrome. Treatments provided: modified cognitive-behavioural therapy for anxiety in children with ASD and other neurodevelopmental disorders, and behavioural intervention for tics/Tourette syndrome. Research interests: program evaluation, assessment and treatment of anxiety in children with ASD.

**McKenney, Katherine, Ph.D. [York University]**

**Healthy Minds – OCD Clinic**

Dr. McKenney provides outpatient assessment and treatment of children and adolescents with obsessive compulsive disorder. Consultation and teaching to trainees, as well as hospital and community professionals on the treatment of OCD in youth. In collaboration with other team members, conduct research to better understand the biological underpinnings of OCD, as well as the psychosocial sequelae of the disorder. Research

interests include clinical and neural functioning outcomes following cognitive behavioural treatment for pediatric OCD.

**MAH, Janet, Ph.D. [University of British Columbia]**  
**Healthy Minds – Infant Psychiatry**  
**BC Mental Health and Addictions Research Institute**  
**Clinical Assistant Professor, Dept. of Psychiatry, UBC**  
**Investigator, BC Children’s Hospital Research Institute**  
**Research Scientist, BC Mental Health & Addictions Research Institute**

Dr. Mah’s clinical responsibilities include diagnostic assessment of children and adolescents with attention problems and/or difficulties with hyperactivity/impulsivity. Interventions include group cognitive-behavioural therapy for parents of children and youth with ADHD, and community psychoeducational workshops for parents and teachers. Research interests and ongoing studies involve enhancing engagement and adherence to parenting interventions, including among cultural groups.

**MAK, Leanne, Ph.D. [University of Manitoba]**  
**Healthy Minds – Inpatient Child Psychiatry**

Dr. Mak provides assessment and treatment to children who have been admitted to the 10 bed inpatient child psychiatry program.

**MOON, Erin, Ph.D. [Dalhousie University]**  
**Medical Psychology – Head of Complex Pain Service**

Dr. Moon’s clinical duties include pain and symptom management for a variety of medical outpatient referrals. Research interest in pain and symptom management.

**MURRAY, Candice, Ph.D. [University of British Columbia]**  
**Healthy Minds – Provincial ADHD Program**  
**Clinical Instructor, Department of Psychiatry, UBC**

Dr. Murray’s clinical responsibilities include diagnostic assessments of children and adolescents with attention problems and/or difficulties with hyperactivity/impulsivity; group cognitive-behavioural therapy for parents of children with ADHD; community-based educational workshops on ADHD for parents and teachers; teaching and supervision of psychology and psychiatry residents. Research activities include evaluation of parenting interventions for parents of children with ADHD and program evaluation.

**NARANG, Paminder, Psy.D. [Illinois School of Professional Psychology]**  
**Healthy Minds – Outpatient Services**

Dr. Narang provides outpatient intervention and assessment.

**NIRMAL, Rashmeen, Ph.D. [University of British Columbia]**  
**Sunny Hill Health Centre – BCAAN**  
**Clinical Instructor, Dept. of Pediatrics, UBC**

Dr. Nirmal’s clinical focus is on the assessment and treatment of children, teens, and young adults with neurodevelopmental disabilities, with a specialization in autism spectrum disorder (ASD). Certified UCLA PEERS provider and is active in research examining

postsecondary supports for young adults with ASD, executive functioning in the workplace for individuals with ASD, and social supports for teens and young adults with ASD.

**O'DONNELL, Katherine, Ph.D. [Simon Fraser University]**

**Medical Psychology – Outpatient Services.**

Dr. O'Donnell provides outpatient intervention and assessment.

**PETRAUSKAS, Vilija, Ph.D. [University of Windsor]**

**Neuropsychology Service**

**Investigator, BC Children's Hospital Research Institute**

Dr. Petrauskas provides neuropsychological assessment of children and adolescents with neurological conditions (e.g. epilepsy, genetic conditions, autoimmune conditions, encephalitis, cardiac conditions, post solid organ transplant). Consultation to neurologists and other health care professionals regarding cognitive, developmental, and psychosocial factors associated with neurological conditions of childhood.

**PETRIE THOMAS, Julianne, Ph.D. [University of British Columbia]**

**BC Women's Hospital and Health Centre – Infant and Early Childhood Educational & Developmental Consultant**

**Neonatal Follow-up Program**

Dr. Petrie Thomas is a member of a multidisciplinary team that assesses children born extremely prematurely as well as children born with medical conditions and/or who undergo intensive interventions that increase their risk for problems in neurodevelopment. Research interests include maternal interaction style as a regulator of infant attention and physiology and subsequent development of behavior, cognition and executive functions in children born extremely prematurely. Other interests include parent stress, family factors and early development of children born with congenital heart abnormalities.

**PIPER, Emily, Psy.D. [The California School of Professional Psychology]**

**Clinical Lead/ Director of Training**

**Medical Psychology – Intake Clinic**

**Clinical Associate Professor – Dept. of Psychiatry, UBC**

Dr. Piper's clinical duties include assessment, consultation and treatment to children and youth experiencing severe behavioural problems, psychiatric disorders and medical conditions. Additional clinical duties are specific to the teaching and supervision of Psychiatry and Psychology Residents. Current research interests include child psychotherapy and play therapy. She oversees the training program within the Department of Psychology.

**RICHARDSON, Kelly, M.A. [University of Alberta]**

Ms. Richardson's clinical duties include providing psychometric services within the department's Neuropsychology Program.

**SAFFER, Yana, B.A. [University of British Columbia]  
Medical Psychology - Neuropsychology Psychometrist**

Ms. Saffer's clinical duties include providing psychometric services within the department's Neuropsychology Program.

**SCHMIDT, Sarah, Ph.D. [University of Guelph]  
Centre for Healthy Weights: Shapedown BC**

Dr. Schmidt is involved with assessment and treatment for children and youth striving for healthy weight. Works closely with a multidisciplinary team to deliver a family and individual based intervention.

**SLAVEC, Janine, Ph.D. [University of Maine]  
Healthy Minds – OCD Clinic  
Medical Psychology – Inpatient Consultation Team, Outpatient Medical Psychology Program**

Dr. Slavec is responsible for providing assessment, consultation, and treatment to inpatients and outpatients presenting with a range of medical conditions and associated psychological concerns. Presenting concerns include sleep, pain, somatic symptom disorders, anxiety, mood, trauma, adjustment, and treatment compliance. In the OCD clinic, responsibilities include outpatient assessment, consultation, and group treatment of children and adolescents. Additional consultation and training to hospital and community professionals on the treatment of OCD and related disorders in youth. Particular interests in behavioural pediatrics, somatization, and novel treatment methods in OCD.

**SNEDDON, Penny, Ph.D. [Utah State University]  
Medical Psychology – Inpatient Consultation Team, Outpatient Medical Psychology Program**

**Clinical Assistant Professor, Dept. of Pediatrics, UBC**

**Investigator, BC Children's Hospital Research Institute**

Dr. Sneddon is responsible for providing clinical consultation, assessment, and treatment to inpatients and outpatients with a variety of general pediatric medical conditions. Assessment and treatment is primarily focused on pain, anxiety management, and patient/family psychological adjustment issues. Research interests include the impact and adjustment to serious illness on the child and family unit, children's coping and resiliency, and treatment compliance.

**SOMERS, Carol, Ph.D. [University College of Cork, Ireland]  
Healthy Minds – OCD Clinic**

Dr. Somers conducts diagnostic assessments of children and youth with interdisciplinary team members within the OCD clinic. She co-facilitates group treatment and provides individual psychotherapy. Additionally, she provides consultation within the community.

**STEWART, Laura-Lynn, Ph.D. [University of Toronto]  
Medical Psychology – Cochlear Implant Services**

Dr. Stewart's clinical work includes outpatient assessment and intervention.

**TALBOT, Karley-Dale, Ph.D. [University of Victoria]**

**Sunny Hill Health Centre**

Dr. Talbot is a psychologist on the Acute Rehabilitation Unit (ARU) at Sunny Hill Health Centre, conducting psychodiagnostic assessments and short-term therapeutic interventions with inpatients and families on the ARU. Therapy goals are primarily aimed at helping patients cope with extended hospitalizations, intensive rehabilitation and complex medical conditions. Consultation and liaising with other medical, allied health, and school professionals involved in a patient's care also comprises a large component of this work. Additional duties include providing psychoeducation, cognitive monitoring, and serial assessment of cognitive recovery from brain injury, including a neurocognitive screening assessment upon transition to community for immediate short-term school and treatment planning purposes.

**THOMSON, Katharine, Ph.D. [Alliant University- California School of Professional Psychology]**

**Head of Psychology**

**Clinical Assistant Professor, Dept. of Psychiatry, UBC**

Dr. Thomson is involved in research, treatment, assessment, supervision, and administration. As Department Head, she oversees the daily practice of all psychologists on staff, and works closely with the Director of Training/Clinical Lead.

**TOBIN, Alice, Ph.D. [The University of Western Australia]**

**Medical Psychology**

Dr. Tobin provides inpatient and outpatient consultation, assessment and intervention for a variety of medical psychology units. Dr. Tobin appreciates the creative component of her work, whereby psychology is woven into the medical journey for children and their families.

**TURRI, Mary, Ph.D. [University of British Columbia]**

**Sunny Hill Health Center – BC Autism Assessment Network**

Dr. Turri's clinical duties include assessment and consultation for children and youth with neurodevelopmental disorders, with a focus on autism spectrum disorder (ASD), including differential diagnosis and/or comorbid conditions (e.g., attention deficit/hyperactivity disorder, intellectual developmental disorder, specific learning disorder, fetal alcohol spectrum disorder). Designated as a "Qualified Specialist" in assessment of ASD. Special clinical interests include assessment and treatment with early childhood populations.

**VARGHESE, Anisha, Ph.D. [University of Waterloo]**

**Medical Psychology – Multi-organ Transplant**

Dr. Varghese's clinical duties include assessment and consultation with children and youth with complex neurodevelopmental concerns. Areas of interest within assessment include Learning Disorders, Attention-Deficit/Hyperactivity Disorder, Intellectual Disability, and Fetal Alcohol Spectrum Disorder. Provides teaching and supervision of Medical and Psychology residents.



**WALKER, Hope, Ph.D. [University of Victoria]**

**Medical Psychology – Inpatient Consultation Team, Outpatient Medical Psychology Program**

Dr. Walker provides assessment, consultation, and treatment to inpatients and outpatients presenting with a range of medical conditions and associated psychological concerns. Presenting concerns include sleep, pain, somatic symptom disorders, anxiety, mood, trauma, adjustment, and treatment compliance.

**WANG, Tina, Ph.D. [University of British Columbia]**

**Medical Psychology**

Dr. Wang provides outpatient assessment and intervention.

**WEXLER, Audrey, F., Ph.D. [University of Ottawa]**

**Healthy Minds and Medical Psychology**

Dr. Wexler provides outpatient intervention and assessment.

## **EQUITY, DIVERSITY, INCLUSION, AND CULTURAL HUMILITY**

Our program is committed to ensuring that social responsiveness with regard to diversity, cultural humility and inclusion are upheld throughout every aspect of training. Each resident is expected to complete an online, interactive course, specific to cultural safety, at the onset of their residency, in addition to attending and participating in engagement experiences that will be interspersed throughout the residency. Beyond these, the residents are also expected to approach clinical work from a standpoint of cultural safety at all times, considering both the historical and sociocultural context of every client. Anti-racism is upheld through updated curricula and ongoing consideration of how our profession is practiced- with every client. [Awareness of the Truth and Reconciliation Commission Calls to Action](#) (2015) is at the forefront of practice with Indigenous youth, and ongoing understanding of the impact of colonialism and the outcome of intergenerational trauma is required.

### **OMBUDSPERSON POSITION**

This position is given to an experienced psychologist, who is decidedly (for this reason or another) not going to be involved in resident supervision or training for one residency year, and who is not on the Training Committee. This position is held for one academic year and can be renewed for the next, if appropriate. This person is identified to residents after the orientation period in September. The Ombudsperson is primarily utilized for consultation and support on matters that are not egregious and that would not normally require the Director of Training or the Head of Psychology to intervene. This person is an alternative to consultation with the Director of Training, regarding general matters.

If something of an egregious nature arises from consultation with the Ombudsperson, the Ombudsperson informs the Director of Training or Head of Psychology as appropriate, and the routine grievance procedure would take place as directed by Department and/or hospital policy.

The Ombudsperson can advocate for the resident if there are conflicts of interest that exist within the program.

### **COVID-19 UPDATE**

The majority of our residency curriculum has been maintained throughout COVID-19. The primary change was specific to the quick transition to using virtual health services for all outpatient therapy/consultation appointments, across the site, in March 2020. Our residents are deemed essential workers in the province and have played a vital role in service delivery to our patients, throughout the pandemic. They have been encouraged to use a hybrid model of working remotely, in conjunction with being on site when comfortable and during stage 3 of provincial reopening. Our residents are further encouraged to speak to the Director of Training about personal preference for work related activities (i.e. on site versus working remotely). Decisions about training are based upon provincial health mandates and individual personal preference. Residents are expected to anticipate a need for flexibility as

we move through the pandemic this academic year. Specifically, rotations that are assessment intensive may be modified or paused, depending on the scope of the pandemic. All training and associated decisions are conducted with a high level of safety and follow the guidance and directives of our host organization.

As mentioned above in this document, all residency interviews will be conducted remotely this year. While the selected residents may come for a site visit, once the selection process has been completed, we are not permitting any on-site visits to applicants throughout the interview process. We hope to provide a virtual tour of the site in lieu of having applicants on site.

There is currently no set requirement for quarantine by the organization for new employees. Occupational Health and Safety have ensured that resident offices are safe to work within and are sanitized/cleaned regularly.

As a program, we would like to assure you our training curriculum has been very strong throughout the pandemic and we anticipate that this will again be true for the upcoming year. We safely welcome new residents to our site.

## **ACCOMMODATIONS**

Applicants to our program and residents within our program who are requiring accommodations for any component of their application process or respective training year are encouraged to speak to the Director of Training: [epiper@cw.bc.ca](mailto:epiper@cw.bc.ca), to ensure these may be considered and applied to the best of our ability.