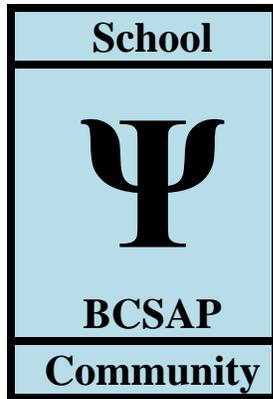
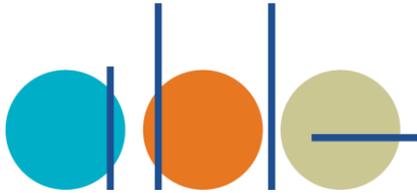


**BC SCHOOL AND APPLIED PSYCHOLOGY  
RESIDENCY TRAINING PROGRAM**

**2023-2024**



**Hosted by ABLÉ Developmental Clinic**

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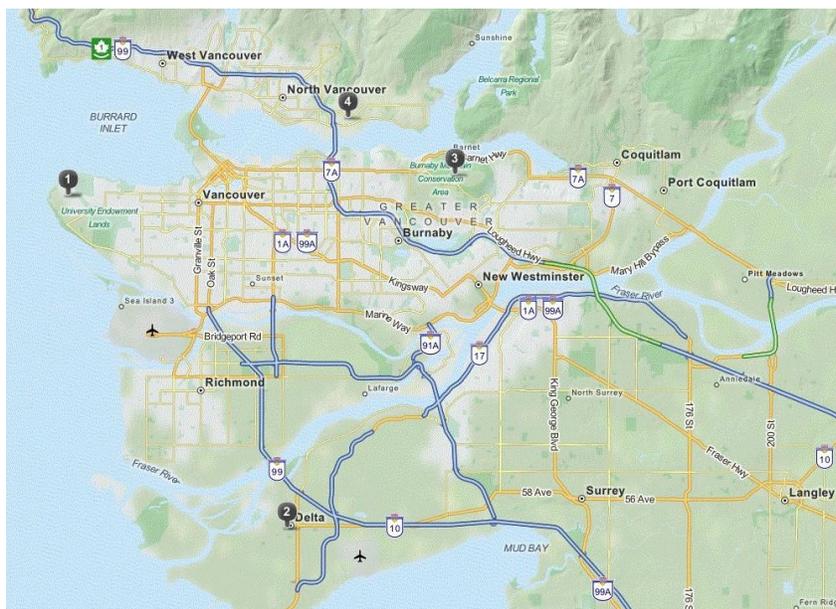
## GREATER VANCOUVER

We are a consortium of service organizations, and we welcome your interest in the British Columbia School and Applied Psychology Residency Program. We provide training to doctoral residents in the provision of psychological services across school and community and across the lifespan. Below, you will find information about the Residency Program for 2023-2024. More information is available in the *Policies and Procedures Manual*.

Greater Vancouver occupies the southwest corner of mainland British Columbia. It consists of 21 municipalities and is the most densely populated region in the province. It includes 11 public universities, 3 colleges, regional hospitals, as well as BC Children’s Hospital and Sunny Hill Health Centre for Children, the BC Cancer Agency, and BC Women’s Hospital; there are 12 school districts, 59 Child & Youth Mental Health Centres, and numerous specialty services and provincial resource centres for children and youth with diverse abilities or challenges, such as learning disorders, autism, sensory challenges, and social-emotional challenges.

[British Columbia](#) is Canada's most ethnically diverse province, and the Lower Mainland is one of Canada’s most diverse areas. The 2016 census showed that about 3 ½ percent of the lower mainland population was of indigenous heritage, just over half of the population was of European heritage, about 40 percent was of East Asian, South Asian, or southeast Asian heritage, and about 5 percent was of Middle Eastern, Latin American, or Black heritage. More than 40 percent of the population report a mother tongue other than English.

The Lower Mainland is known for its “sea-to-sky” physical beauty, temperate climate, dedicated bicycle routes, and access to parks and beaches. We boast year-round access to sailing, golfing, running, hiking, and mountain sports. Three ski hills are visible from downtown Vancouver and are accessible within 30-40 minutes, while the world class Whistler Ski Resort is a scenic hour-and-a-half drive north along the coast.



## CONSORTIUM RESIDENCY TRAINING SITES

The Residency Program is currently affiliated with two service agencies and one school authority in the greater Vancouver area of British Columbia. Rotations provide access to diverse training opportunities to a broad range of child, youth, and adult clients with significant educational and psychological needs. Individualized residency plans allow each resident to meet all of the goals, objectives, and activities required by the Residency Program over the course of the residency year.

Currently, the Residency Program consists of a single track: School – Community Clinic. Four residency positions are offered for 2023-24; a typical position involves a half week (2.25 days) in a school rotation and a half week in a private, full service community clinic rotation.

Training sites are located on the unceded territory of the Coast Salish peoples, including the territories of the xʷməθkʷəy̓əm/Musqueam, Skwxwú7mesh Úxwumixw/Squamish, sə́lilwətaʔl/Tsleil-Waututh, Kwantlen, Katzie, and se'mya'me/Semiahmoo Nations.

All training sites support accessibility in accordance with current provincial guidelines, as well as regulations in the [Accessible British Columbia Act \(gov.bc.ca\)](https://www2.gov.bc.ca/gov/content/accessible_british_columbia_act) as these are published.

### **ABLE DEVELOPMENTAL CLINIC**

ABLE Developmental Clinic Inc. is a large, private, multidisciplinary clinic serving children, youth, and adults with neurodevelopmental disorders and mental health problems. The ABLE Clinic system consists of 18 registered psychologists, 10 behaviour analysts, 6 speech-language pathologists, 6 registered clinical counsellors, 3 pediatricians, and 2 psychiatrists. Services provided include assessment, diagnosis, individual treatment, group treatment, and consultation. Dr. Glen Davies, a registered psychologist and owner/director of ABLE, will serve as the site coordinator for ABLE Developmental Clinic rotations.

#### **The Role of the Resident**

The resident will participate in assessment, diagnosis, and treatment for children, youth, and adults with neurodevelopmental disorders including autism spectrum disorder, ADHD, learning disabilities, or example. The resident will also observe and participate in the treatment of other mental health conditions including anxiety, depression, and parent-child relationship problems.

### **COMPASS CLINIC**

The Compass Clinic, located in East Vancouver, offers psychological and support services to children, youth and parents. Compass Clinic is comprised of a multidisciplinary team, that includes 13 registered psychologists. The clinic holds contracts with several health authorities in the province of British Columbia, which allow for specialized assessment services serving children and youth with complex neurodevelopmental and behavioural conditions. Clients are self-referred, referred by practitioners in the community, or seen under health authority contracts. Dr. Rachel Weber, a registered psychologist, is the Clinical Director and serves as the rotation coordinator at this site.

### **The Role of the Resident**

The resident joins a multidisciplinary team of registered psychologists, clinical counsellors, psychometrists, and medical professionals who provide assessment, consultation, and intervention services.

### **SURREY SCHOOL DISTRICT**

School District No. 36 (Surrey) is a large public school district serving a highly diverse population of students from Kindergarten to Grade 12. The school district is located in the Greater Vancouver area, in Surrey, BC on the unceded traditional territory of the Katzie, Kwantlen, Semiahmoo and other Coast Salish Peoples.

Students with diverse abilities and disabilities are supported by Student Support staff including 29 certified or registered school psychologists, 11 behaviour analysts including 2 who are Board Certified, 39 speech-language pathologists, school-based counsellors, and 8 district resource counsellors, 16 helping teachers, and school-based inclusive education teachers, education assistants, ABA Support Workers, child/youth care workers, and others. Dr. Michelle Schmidt is the Director of Instruction for Student Support.

School psychologists collaborate with school- and district-based personnel, parents/guardians, students, and community partners, to provide Tier 1 and 2 prevention programs, and Tier 3 interventions. School psychologists understand school systems and are an integral part of the school team that establishes evidence-based support strategies for students with diverse abilities and disabilities.

### **The Role of the Resident**

The resident will participate in assessment, diagnosis, consultation, and intervention for school-age children and youth, including students with developmental disabilities, learning disabilities, ADHD, for example. The resident will also observe and participate in the treatment of students' mental health needs, including anxiety and depression, as well as peer and adult-child relationship problems. The resident will collaborate with other education professionals as part of School-Based Teams and participate in district initiatives that enhance prevention and school-based interventions for learning, social-emotional, and behaviour needs.

## **THE DOCTORAL RESIDENCY TRAINING PROGRAM**

### **MISSION STATEMENT**

The Residency Program consists of a 12-month, 1600-hour residency. The overall goal is to facilitate the development of knowledgeable doctoral students into competent, autonomous professional psychologists. This overall goal is achieved through a developmental process that the residency program is committed to providing. In order to facilitate growth in our student residents, we are committed to providing students with a variety of experiences, in terms of the systems in which they work and learn, the supervisors with whom they work, the types of clients they encounter, and the services they provide. We are also committed to providing residents with access to quality didactic

experiences that hone their skills to the level necessary for them to be independent practitioners. Finally, we provide them with supervision that ensures they have access to a variety of excellent models who can provide formative evaluation. With these elements, we believe that our residency program will produce the kinds of practitioners needed in our field.

## **KEY COMMITMENTS**

The training program has a broad range of supports in place that include development of an individualized residency plan, daily access to supervisors, weekly one-on-one supervision sessions, collegial didactic and group discussion/supervision activities, structured formative feedback, and procedures for appeal should conflicts arise.

### **Financial Support**

For 2023-24 all residents will receive a salary of \$40,000. A reimbursement for self-directed professional development (\$200) is also provided, as is reimbursement, as needed, for liability practice insurance. Residents may apply for assistance with extended health insurance, but this is not guaranteed.

### **Supervision**

The day-to-day work of a resident is guided and supervised by an experienced and qualified practitioner (a doctoral trained, registered psychologist). Each resident has access to at least two qualified supervisors.

### **Extended Professional Development**

Attendance at Consortium Group and Didactic Activities is required for all residents and recommended for primary supervisors. Didactic activities and materials are also made available to other students and colleagues in the practice of psychology. The emphasis of these activities is on providing training experiences to enhance practice and broaden the repertoire of skills for application to the practice of psychology.

In addition, all residents participate in a variety of professional development activities; e. g., residents typically receive instruction and supervised experience in Autism diagnosis, including training in administration and scoring of Autism diagnostic measures, and attend conferences and workshops throughout their residency placements. Residents are also encouraged to attend conferences of relevant professional associations, such as the British Columbia Association of School Psychologists (BCASP), the Canadian Psychological Association (CPA), the Council for Exceptional Children (CEC), and the National Association of School Psychologists (NASP). Consortium agencies offer financial support and/or release time for these activities.

## **TRAINING GOALS**

The following general goals of training are common for all consortium affiliates and residents. Within each affiliated agency, there will be unique applications of these goals relevant to setting, client

population, and the services being provided. The consortium is a member of the Canadian Council for Professional Psychology Programs (CCPPP) and a member of APPIC.

### BCSAP Residency Program Goals

- Goal 1 Develop interpersonal competencies needed to establish and maintain effective working alliances with clients and professional colleagues.
- Goal 2 Develop awareness, knowledge, and skills needed to apply the ethical principles of psychology to practice and professional life.
- Goal 3 Develop understanding of the importance of reflection and self-awareness and practicing and maintaining self-care.
- Goal 4 Enhance understanding of issues of diversity and develop cultural competency.
- Goal 5 Develop competence in the application of a scientist-practitioner model to practice.
- Goal 6 Develop competence in psychodiagnostic assessment of individuals from preschool through adulthood.
- Goal 7 Develop competence in the planning and delivery of direct, evidence-based interventions.
- Goal 8 Develop competence in providing consultation services to clients, teachers, programs, schools, and districts. Residents will identify problems, capabilities, and issues for individuals, groups, and organizations and plan interventions to address problems and issues.
- Goal 9 Develop competence in providing clinical supervision to junior students and non-psychology staff.

### TRAINING EXPERIENCES

The BCSAP Consortium provides a range of training experiences, with the core being the experience provided at each site to which a resident is assigned.

### ROTATIONS

Current timelines and rotation placements:

Duration	Placement Site/Agency	Time Commitment
September 1 to August 31	<b>Community Clinic Rotation</b> <ul style="list-style-type: none"> <li>• ABLE Developmental Clinic <u>or</u></li> <li>• COMPASS Clinic</li> </ul> <b>School System Rotation</b> <ul style="list-style-type: none"> <li>• Surrey School District</li> </ul>	0.5 FTE (2.25 days/week)

A typical residency includes a rotation at one of our two clinics and a concurrent rotation at Surrey School District. Specific responsibilities vary across placement sites, with each resident developing their individual residency plan, in discussion with their supervisors, to meet all of the residency program goals, objectives, and activities outlined in the *Policies and Procedures Manual*.

## **REQUIRED TRAINING ACTIVITIES**

The list below identifies the required activities, which ensure that each resident meets all goals and objectives outlined in this document. Residents and their supervisors work together to develop an individualized Residency Plan that includes each activity in a manner relevant to the setting(s) in which they work and the learning needs of the resident. Although the specific application of activities may vary from one rotation to another, the comprehensive residency plan ensures that all required training activities are detailed and implemented for each resident. All activities should include elements dedicated to supporting diverse clients and contexts.

1. Psychodiagnostic, psychoeducational, and neurodevelopmental assessments and diagnoses with links to intervention and treatment planning;
2. Planning and implementation of individual and small group interventions;
3. Participation in multi-disciplinary team(s);
4. Provision of individual, group, or systems-level consultation;
5. Program evaluation;
6. Planning and implementation of a skill-building activity with peers, site personnel or practice colleagues;
7. Co-Supervision of an assessment or intervention by a junior student or non-psychology staff; and
8. Attendance at Advanced Training Seminars.

## **GROUP SUPERVISION AND DIDACTICS**

A series of meetings and workshops at residency sites will be provided to support group supervision, skill development, and enrichment opportunities for residents. Advanced skills workshops will be offered for assessment, intervention, and consultation, as well preparation for the next steps in residents' careers.

All residents will meet for Consortium group supervision and didactics (Advanced Training Seminars) for at least one day per month throughout the residency year, at ABLE Developmental Clinic.

## **SUPERVISION/EVALUATION**

Supervisors are doctoral-prepared, registered psychologists who are experienced in the practice of psychology and in the nature of psychological services for which they are providing supervision. Each site coordinator will assign primary supervisors to each resident and maintain a pool of accessible secondary supervisors, where appropriate.

It is expected that all supervisors will provide appropriate professional role modeling and a continuum of progress monitoring to include instruction, support, and constructive feedback beginning with intensive contact (and intervention where necessary) and working toward increasingly autonomous practice as justified by the performance of the resident.

### **Primary Supervisors**

Primary supervisors act variously as role models, mentors, consultants, instructors, and evaluators for their assigned residents. They assume responsibility for the case load of their resident(s) and the quality of service provided by their resident(s); they approve and countersign all written reports, log hours, and treatment plans or case notes produced by residents. In fulfilling these requirements, primary supervisors ensure that residents are meeting the professional, ethical, and legal guidelines established by their training programs, their professional affiliations, and their placement sites.

Primary supervisors work with residents and site coordinators to develop the residency plan which guides the activities and commitments of the resident within each rotation. Supervisors make themselves available to residents and administrators on an ongoing basis through direct discussion, email, video conferencing, or telephone contact.

### **Secondary Supervisors**

Secondary supervisors are available on request by a resident or primary supervisor to provide additional support when the primary supervisor is not available, when a need for immediate consultation or support arises, to provide a second or alternate perspective, or to help broaden the information and experience base of the resident.

### **Evaluation of Resident Performance**

Direct responsibility for the evaluation of residents lies with the primary supervisor. Each resident is evaluated in reference to the individualized activities developed in their individualized residency plan as referenced to the Residency Program goals and objectives.

Evaluations occur twice during the residency year: a formative evaluation at mid-term (usually at the end of February) and a summative evaluation (usually at the end of August).

## **ELIGIBILITY/APPLICANT QUALIFICATIONS**

*We are currently able to accept:*

- *applicants from universities in Canada; or*
- *applicants who are Canadian citizens; or*
- *applicants with permanent residency in Canada.*

Doctoral students who may apply for placement with the Residency Program are enrolled in a Canadian Psychological Association (CPA) or American Psychological Association (APA) accredited doctoral training program, or a doctoral associate program approved by the Association of Psychology Postdoctoral and Internship Centers (APPIC), with equivalent academic and practicum preparation. To be eligible to begin the residency, students must have:

- successfully completed all required academic coursework and practicum experiences in their training program *prior to submission of the application,*
- passed comprehensive examinations,
- gained approval of their doctoral dissertation proposal, and

- demonstrated an understanding of, and commitment to uphold, the ethical principles of the Canadian Psychological Association (CPA).

*The BCSAP Consortium is not accredited by the Canadian Psychological Association. We are completing a self-study to prepare for application for accreditation. Information on accreditation can be obtained at:*

Office of Accreditation, Canadian Psychological Association, 141 Laurier Avenue West, Suite 702, Ottawa, Ontario K1P 5J3, email: accreditation@cpa.ca.

## SELECTION PROCESS

### APPIC MATCH

Qualified doctoral students interested in seeking placement through the Residency Program are required to participate in the APPIC Match. Applicants submit an online *APPIC Application for Psychology Residency (AAPR)*. Information regarding the application process and relevant dates is available on the APPIC website.

**APPIC Registration: #1865**

**NMS Programme Code: 186512**

The BCSAP Consortium due date for applications for Phase 1 is December 2, 2022.

## CONTACT INFORMATION

For more information, please contact the Director of Training, Dr. Ted Wormeli, at [twormeli@ableclinic.ca](mailto:twormeli@ableclinic.ca).