

Surrey Place Psychology Internship

2019 – 2020

*The Surrey Place Psychology Internship is accredited with
the Canadian Psychological Association (2015 – 2022).*

Surrey Place

Surrey Place is an interdisciplinary community-based organization that provides a range of services for people living with developmental disabilities. We are dedicated to helping every client reach their potential – at every stage in life. With highly skilled staff and dedicated teams, we're making a real difference through inspired leadership, service and research excellence, community collaboration and creative capacity building. Surrey Place provides complex assessments and diagnostics, a full range of therapeutic services (psychotherapeutic, behavioural, speech-language, occupational, developmental), service coordination, and educational programs to people living with a developmental disability and their families.

Surrey Place is the lead agency in a community partnership initiative entitled the Toronto Autism Services, which provides evidence-based intensive behavioural intervention to children with autism and facilitates transition planning for children moving into the school system. This program is part of the new Ontario Autism Program (OAP). Within the Infancy and Early Childhood program (0 – 6), Surrey Place supports children with developmental disabilities as well as specifically the Early Abilities program and the Blind-Low Vision program. Additionally, Surrey Place has a Children and Youth Program (6-18), as well as the School Support Program and the Treatment Research and Education for Autism and Developmental Disorders (TRE-ADD).

Within the Adult Program, Surrey Place provides consultation to a wide variety of community professionals through innovative programs including the Videoconferencing Mental Health initiative serving clients and professionals in Northern Ontario. Additional adult program include the Parenting Enhancement Program (PEP), Augmentative Communication & Writing Aids Program (ACWA), and is also the lead agency for Developmental Services Ontario (DSO). Surrey Place has both a Child and an Adult Fetal Alcohol Spectrum Disorder diagnostic clinic (FASD Clinics).

The Surrey Place Psychology Internship

The Psychology Internship program exists to provide senior level doctoral students with training opportunities to enhance the development of the core competencies required for psychologists as declared in the Mutual Recognition Agreement of the Regulatory Bodies for Professional Psychology in Canada (2004), and to be professionals in the field of clinical psychology. The main purpose of the Internship is to develop psychologists who are competent to provide clinical work with infants, children, adults, and their families, with a special focus on providing service to persons with developmental disabilities *across the lifespan*.

The Surrey Place Psychology Internship was accredited by the Canadian Psychological Association for a 6 year term of 2015 – 2022. The CPA Accreditation Office address is: 702-141 Laurier Ave W, Ottawa, Ontario, CANADA K1P 5J3

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Philosophy of training

The philosophy of the Internship follows the scientist-practitioner model of psychology in that it combines the scientific foundation of psychology with its practical applications. Training involves the integration of clinical and research skills in the assessment and treatment of individuals with developmental disabilities. This involves the use of evidence-based assessments and interventions, with the objective evaluation of treatment and program outcomes, and with research and teaching activities. The training program provides an integrated approach to mental health and behaviour, including biological, cognitive, affective, and social perspectives, which can be applied to individuals with developmental disabilities. We are committed to providing new knowledge in the area of developmental disabilities through our involvement in program evaluation, research, training, and teaching.

Developmental Practitioner perspective

The Surrey Place Psychology Internship is guided by a Developmental Practitioner perspective. The program provides a training environment that facilitates an Intern's transition from graduate student to professional psychologist and builds upon the theoretical, empirical, and clinical foundations that Interns receive from their academic psychology programs. Specific goals are decided based on an Intern's level of competence when entering the program and addressed in individual and group supervision. These mechanisms allow Interns to calibrate their professional autonomy based on their comfort level with new skills along with the complexity of the case. As their competence progresses, they are given the opportunity to supervise and consult to staff and medical Interns. The opportunity to work with care providers at earlier developmental stages provides perspective on their professional abilities. We believe that apprentice relationships are central to developing skills in a supportive environment, and Interns can be involved in co-assessments and co-therapy, co-leadership, and consultative relationships in a number of rotations. Clinical practice is the final medium that fosters the professional growth of the Intern. Along with training, supervision, and mentorship, service provision becomes a medium for Interns to learn about the complexity of providing services to individual clients with varying needs.

Training goals

The overall training goals of the program are:

1) The development of competencies as a clinical psychologist in Assessment, Intervention and Consultation, and Supervision.

a. Assessment and Evaluation

Surrey Place offers a number of assessment opportunities across rotations, which provides breadth in terms of presenting problems, underlying etiologies, ages, and systemic issues. It is expected that Interns will

- Develop knowledge and understanding of psychological assessment procedures
- Administer and interpret psychological tests, including good observation and listening skills
- Select appropriate instruments for testing
- Prepare an organized and detailed psychological report
- Demonstrate sound, useful conceptualizations of cases from assessment data for diagnostic purposes
- Make effective recommendations in accordance with best practices (i.e., evidence-based treatment options)
- Give feedback to families regarding assessment results and recommendations
- Make case presentations to an interdisciplinary team

b. Intervention and Consultation

Depending on the rotations selected, Interns can gain experience providing therapy to individuals with developmental disabilities across the lifespan, including play therapy, individual therapy, family therapy, group therapy, and intensive behavioural intervention. It is expected that Interns will

- Develop knowledge and skills in the process of intervention with clients and/or families
- Demonstrate the ability to establish and maintain a constructive working alliance with clients and their families
- Convey concern, competence, warmth, and hope
- Demonstrate knowledge of various intervention approaches
- Communicate effectively and be aware of verbal and nonverbal cues
- Maintain appropriate notes and evaluate treatment progress
- Work with families as needed
- Consult to staff, students, and families
- Develop knowledge and understanding of systems and organizations

c. Supervision

Interns will obtain supervision and be provided opportunities to supervise others within the developmental framework, in the Child Rotation (supervision of psychology practicum students). Interns will be expected to

- Recognize limits and seek help from supervisors and peers when required
- Receive and utilize constructive criticism
- Learn to provide clinical supervision to staff when appropriate
- Work collaboratively with peers
- Develop a collaborative hierarchy of roles and responsibilities
- Formulate clear and attainable supervisory goals
- Respond to supervisee's professional questions and clinical dilemmas
- Provide case consultation for challenging clients
- Provide education pertinent to professional development
- Help supervisees become more theoretically coherent
- Protect the rights and welfare of client

2. The development of psychology practice skills within a scientist practitioner model. Interns can expect to have opportunities to

- Integrate scientific thinking and an understanding of scientific validation within the clinical process
- Use the research literature to determine which assessment methods are best suited to the client
- Apply data collection and hypothesis testing to the diagnostic and treatment planning process in psychological assessment and program evaluation
- Apply clinical research methods through the Research and Program Evaluation unit, including single case design, program development, program evaluation, and applied research
- Stay current in areas of interest and specialization, completing readings assigned by supervisors and attending training and professional conferences to expand expertise

3. Increase Interns' awareness of professional, ethical, cultural and diversity issues, as well as relevant legislation. Situated in Canada's most culturally diverse city, clinical practice at Surrey Place Centre requires cultural sensitivity and knowledge of diversity. Interns can expect to conduct treatment and assessments with individuals from marginalized groups and visible and cultural minorities.

4. Provide experience and develop knowledge and skills in working in interdisciplinary teams. This includes developing an understanding of the roles of the psychologist, developmental pediatrician, psychiatrist, speech language pathologist, occupational therapist, behavioral therapist, manager, nurse, and audiologist in the provision of services.

Educational and training opportunities

Interns are introduced to support staff and the administrative process at Surrey Place. Upon beginning each rotation, supervisors attend clinical team meetings with Interns and introduce them to the interdisciplinary teams and orient them to the particular processes and schedules of that rotation. Interns are also provided training in Non-Violent Crisis Intervention (SMG) and First Aid (CPR).

A variety of educational opportunities are provided to Interns throughout the Internship.

Interns are required to participate in the educational experiences that occur within Surrey Place including:

- *Weekly Psychology Student seminar series*, including the Interns, as well as both Child and Adult program's psychology practicum students.
- *Monthly Surrey Place Clinical Grand Rounds*. This has included topics such as Dual Diagnosis across the Lifespan, Family Issues in Outreach, Quality IBI Program Evaluation, Working with ESL and New Canadians, Working with Clients with Visual Impairments.
- *5 GTA- Psychology Intern seminars* (located at various Toronto area Psychology Internship sites).
- *Quarterly Surrey Place Psychology Discipline meetings*
- *Bi-Annual College of Psychologists of Ontario Ethics workshop* (Barabra Wand Seminar videoconference viewing at Surrey Place).

Interns are provided with clinical training opportunities outside of Surrey Place which provide them with exposure to up-to-date evidence-based treatments for children and adults with developmental disabilities. Through discussion with the Internship Director of Training, Interns are also encouraged to attend research conferences (such as the Ontario Association for Behaviour Analysis research conference or the research conference of the Ontario Association on Developmental Disabilities, etc.).

Surrey Place Psychology Internship has partnered with several local Psychology Residencies/Internships in the GTA (General Toronto Area) to provide all of the Interns with a 5 half-day seminar series on the topics of: Ethics; Supervision; Psychology Early Careers; Diversity; and Ontario College of Psychologists Licensure.

Psychology Interns are allotted Education Days (maximum 5 days) which can be used at the discretion of each Intern. For example, the paid education days may be used for their PHD dissertation defense; and/or attendance at workshops or conferences. These education days must be approved by their clinical supervisor/director of training.

Clinical practice opportunities

The Internship program focuses on applied training through educational seminars/events, clinical practice, and supervision. Interns can expect to spend a significant proportion of their time in direct client care, which involves behavioural intervention, psychological assessment and intervention, clinical interviewing, consultation with parents/families, and individual and/or group counseling. When not engaging in these direct care activities, Interns will be involved in a number of indirect aspects of client care, such as report writing, file review, administrative tasks, scoring and interpreting test results, and attending interdisciplinary team meetings and client rounds.

Interns can gain experience with a breadth of DSM 5 disorders in complex multi-axial cases across the lifespan. As a leader in the field of developmental disabilities, Surrey Place provides services to people of all ages living with or suspected of having a wide variety of developmental disabilities, and training will introduce Interns to both common and rare etiologies. Diagnoses include pervasive developmental disorders and a wide range of developmental disabilities (Down syndrome, Fetal Alcohol Syndrome, Fragile X, Cerebral Palsy, etc...), behavioural disorders, personality disorders, and psychiatric disorders (anxiety, mood, psychotic disorders). Presenting problems can include family discord, learning challenges, self-injurious behaviour, homelessness, service utilization issues, differential diagnosis, forensic and offending behaviour, and age-related issues. Recognizing that disabilities present different challenges to individuals at different stages of their development, the Internship also endeavors to expose the Intern to a lifespan perspective. An important and significant focus of training is its consultation to community agencies and professionals, and Interns will have the opportunity to develop competence in the provision of supervision and consultation, critical skills for clinical psychologists.

Interns have the opportunity for training with several different rotations. Each rotation has its own process and focus, and Interns will learn about the role that psychologists play in a variety of capacities. Breadth is provided in terms of the various age groups that Interns will work with. Interns will have the opportunity to implement behaviour therapy, play therapy, or individual therapy, depending on the age and abilities of their clients and the intervention style modeled by their supervisors. There is also tremendous breadth in terms of the complex needs and abilities of clients and families, which necessitate a variety of approaches. In addition, Interns have the opportunity for training in various therapeutic modalities including brief family therapy (particularly parent focused), individual therapy, and group therapy.

Surrey Place offers a variety of programs within two service streams: Developmental Services and Autism Services. Developmental Services includes the Infancy and Early Childhood program, Child and Youth program, and Adult programs. Autism Services at Surrey Place provides services as part of the Toronto Autism Services.

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Program Structure

The Internship program offers 2 rotations spanning the full training year (12 months). Both Surrey Place Psychology Interns will have a 2 day a week CHILD rotation, as well as a 2 day a week ADULT Rotation. Additionally, both Interns will have 1 day a week reserved for didactics/research/supervision.

Clinical Rotations:

1) CHILD Rotation (2 days per week)

In the Child rotation, Interns have the opportunity to work with the parents and families of children with various developmental disabilities. They will be assigned a rotation with primarily young (under 6) or school age children (6-17), yet if interested, they have the opportunity to work with children of any age across the Infancy and Children & Youth Programs. Individual play therapy, family therapy, group work, counselling with parents, assessments and consultation to the home, school and community agencies possible. Supervisors have a primarily psychodynamic/attachment-based orientation to treatment.

2) ADULT Rotation (2 days per week)

In Adult Services, Interns will work with adults 18 years of age and over with a variety of developmental disabilities, in the areas of assessment and counseling. Assessment opportunities include cognitive and memory testing, risk and dementia assessments, and diagnostic assessments of mental health. Group and family counseling experience is also available. An opportunity to work within a clinical videoconferencing program which provides services to remote northern Ontario communities is also possible. Supervisors have a primarily cognitive/behavioural orientation to treatment.

Supervision and mentorship opportunities

Along with the four hours of required supervision from supervising psychologists, (registered with the College of Psychologists of Ontario), Interns are provided with the opportunity for peer supervision in various forms in each rotation, learning from each other and other staff.

Surrey Place is proud to offer a supervision opportunity for each psychology intern. This “Layered Supervision” consists of a Registered Psychologist supervising the Intern who supervises a psychology practicum student. Furthermore, the interns will meet with the Internship Director of Training (Internship Coordinator) on a monthly basis. This is a scheduled meeting which provides the opportunity for the Interns to voice any concerns about the program, as well as highlight the positives.

Potential Clinical Supervisors Biographies

Josee Casati, Ph.D., C. Psych

Dr. Casati's academic career began at the University of Toronto, and she received her PhD from the University of Toronto Ontario Institute for Studies in Adult Education – Counselling. She completed her psychology internship at Centre for Addictions and Mental Health (CAMH) and supervised year at Surrey Place. Area of expertise and interest include cognitive-behaviour therapy assessment for the Developmental Services Ontario (DSO) for adults with disabilities and conducts assessments as part of the “Connecting the dots Toronto Homelessness Initiative”.

Shashi Goyal, Ph.D, C. Psych

Dr. Goyal's academic education in Clinical Psychology from Delhi University in India. She completed her post-doctoral fellowship in the psychiatric departments at All India Institute of Medical Science and Lady Harding Hospital, Delhi. Area of expertise and interest in working with adults with developmental and intellectual disabilities and their families. With a specific interest in group therapy/intervention in mindfulness and providing psychological services via videoconferencing. Dr. Goyal has worked at Surrey Place since 2000 and provides supervision for students, interns and post-doctoral level College applicants.

Rachel Greenbaum, Ph.D, C. Psych

Dr. Greenbaum's academic career began at the University of Toronto, followed by her MA and PhD. In the School and Child Clinical program at the Ontario Institute for Studies in Education (OISE). She completed her internship at the Hinks Dellcrest Centre in Toronto and supervised practise at Surrey Place. Dr. Greenbaum has an extensive research background with the Psychology Research department at Hospital for Sick Children as well as research in the development of a suicide risk assessment tool for people with disabilities.

Nozomi Minowa, Psy. D, C. Psych

Dr. Minowa began her academic career at Ohio Wesleyan University, MA at Boston University and completed her Doctorate in clinical psychology at the Massachusetts School of Professional Psychology in Boston. She completed her APA accredited Internship at Boston Regional Health Hospital, Post-Doc at Cambridge Hospital and supervised practice at CAMH in Toronto. Expertise and interest in FASD, psychodynamic psychotherapy and attachment disorder; as well as EFT in working with couples and families.

Farrokh Sedighdeilami, Ph.D, C. Psych.

Dr. Sedighdeilami's academic career is from York University. He completed his psychology internship at East General Hospital in Toronto and Surrey Place. Area of expertise and interest in work with children, adolescents and adults for assessments, treatment and consultation. He has several published studies and chapters in textbooks, while working at Surrey Place since 2000. In addition, he works with Adults and couples in private practice.

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Samuel Siah, Psy. D, C. Psych

Dr. Siah's academic career began at the University of Toronto, followed by his MA and doctoral degree at the University of Indianapolis. He completed his APA accredited internship at the Watson Institute in Pittsburgh with a focus on autism. Area of interest are developmental disabilities, high functioning ASD, ADHD, bereavement and behavioural disorders. His clinical practice has focussed on cognitive-behavioural (CBT). therapy and mindfulness psychotherapies.

Valerie Temple, Ph.D, C. Psych

Dr. Temple's academic career began at the University of Toronto, followed by her doctorate studies at the University of Guelph. She completed her psychology internship at Sunnybrook Hospital and Surrey Place Centre in Toronto. Area of expertise and interest in Adult clinical psychology, developmental disabilities, intellectual and diagnostic assessment, fetal alcohol spectrum disorder, delivering psychological services via telehealth and videoconferencing, adulthood and aging. Dr. Temple has held the position of Psychology Professional Practice lead since 2011.

Wynsome Walker, Psy. D, C. Psych

Dr. Walker's academic career began at McGill University, followed by her doctorate studies at the George Washington University. She completed her psychology internship at the APA accredited KH Mental Health Clinic in New York City, followed by supervised practice at the Hospital for Sick Children in Toronto. Area of interests in child, adolescent and family clinical psychology with an emphasis in the area of developmental disabilities & FASD. Theoretical orientation of psychodynamic and attachment based. Dr. Walker has supervised since 2007 and has been Director of Internship Training since 2014.

Leigh Ann Wayland, Ph.D, C. Psych

Dr. Wayland's doctoral studies in the Education and Counselling Psychology department at McGill University. She completed her psychology internship at Hospital for Sick Children and supervised year at Surrey Place. She developed an expertise in Autism early in her career and has provided assessment, consultation, and intervention services to clients through the Toronto Autism Services and Surrey Place TRE-ADD clients. She works from a behavioural based orientation.

Anona Zimmerman, Ph.D, C. Psych

Dr. Zimmerman holds a Doctorate degree in Clinical Developmental Psychology from York University. She completed her psychology internship and supervised practice at Surrey Place and the York University Counselling Centre. Area of expertise and interest is with children with developmental disabilities, as well as parenting issues from pre-pregnancy to adolescence with a specialization in pre-natal. Working from an attachment theoretical orientation.

Time Allocation

The allocation of the Intern's time is based on the Guidelines provided by the CPA Accreditation Standards and is reflected in the chart below. No more than two-thirds of Interns' time is spent in clinical practice. The time is further based on a work week of 36.25 hours per week and allows for holidays, vacation, and illness. The placement is full time, 5 days per week with time allotted to the various activities at the different rotations. As previously cited, there are 5 paid days allocated for Education (workshops, conferences, graduate work/dissertation thesis defense).

Activity	Hours per Week	Description
Clinical service	25.25	Psychological assessment, intervention & consultation. Program development & evaluation.
Primary Supervision	3	By individual rotation supervisors (including group supervision)
Layered Supervision	1	Supervision of psychology practicum student (as supervised by psychologist)
Program Supervision	.5	Monthly meeting with Director of Training (weekly open office hours)
Education related	6.5	Client related research, educational groups, clinical rounds, videoconferences, etc.
Total time	36.25	

Facilities

Surrey Place Psychology Interns share a large office with the psychology practicum students. Each Intern will have their own individual desk space; computer with internet connection, and a private phone line. They also have access to bookable office space that can be reserved for individual assessments or therapy.

Stipend and Benefits

There are two fulltime Psychology Internship positions, and the program offers an annual ***stipend of \$31,800.00 per position***. This stipend includes 4% pay in lieu of paid vacation. Interns are allotted 10 working days of vacation over the 12 months. Additionally, Interns are provided with 5 paid professional development days.

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Evaluation process

At the time of interview as an applicant and later as a psychology Intern, goals and objectives of the training program are disseminated through reading materials and discussion. In addition, performance evaluation forms by individual supervisors that measure objectives are shown to the Interns during their orientation.

During each rotation, there is a formal mid-rotation meeting with the Intern, their rotation supervisor, and the Psychology Internship Director of Training to ensure that training goals being met. At the end of each rotation, the rotation supervisor and the Intern each complete formal evaluation forms. The evaluations completed by the Interns remain with the Director of Training and are not shared with the supervisors until after the Intern has completed their Internship year. There is also a final meeting at the end of the training year where the Intern, the rotation supervisors, and the Director of Training meet to review the Intern's progress.

Evaluation of Intern's performance is an ongoing process. Interns, their supervisors, and the Director of Training meet and evaluate the progress of the Intern with respect to specific goals and in terms of the development of core competencies (e.g., assessment, intervention, consultation, supervision and diversity). Interns are formally evaluated in writing at the end of each rotation by their current supervisors. Comments are also interspersed through the form and a Likert scale quantifies whether attainment of objectives meets, exceeds, or is beneath expectations. Evaluations are used as a training tool to set goals and tasks that would help Interns meet the objectives. Interns receive a copy of each evaluation, and also receive a letter from the Director of Training at the end of the Internship year that outlines their progress throughout the entire year. The Director of Training sends copies of the Interns' evaluations to their respective universities.

Psychology Internship program evaluation

There is an ongoing quality management program for evaluating the Psychology Internship. This process involves collecting data from Interns, supervisors, staff, and past Interns. An Psychology Internship Committee (Psychology Supervisors Group) processes this information to make changes to the Internship program. At the end of each rotation, Interns are required to complete an evaluation of the rotation. Evaluations are shared with the relevant supervisor and the Psychology Internship committee after completion of the Internship. Quality control with respect to supervisors is both informal and formal. At the end of each rotation, Interns complete an anonymous formal evaluation of each supervisor, and submit these to the Director of Training for review.

Due Process

The Surrey Place Psychology Internship Policy and Procedures booklet provides written guidelines for how to address psychology Intern or Psychology Internship concerns.

Eligibility

The Internship is open to students completing their dissertation in clinical psychology, participating in the APPIC National Matching Service and applying through the National Matching Service matching process. The minimum criterion is doctoral training in a CPA or APA accredited psychology program with a scientist-practitioner orientation. CPA accreditation standards require that programs be part of provincially or territorially chartered universities and have a three-year, full-time Internship /Internship requirement. Interns coming from accredited APA programs must be enrolled in a university-based program. We are looking for doctoral students who are knowledgeable about autism and developmental disabilities, who have a behavioural orientation in their approach to treatment, and have completed the appropriate coursework and practica in assessment and intervention, with children and/or adults. Both internship positions complete rotations within both the Surrey Place Child Programs (Infancy & Early Childhood/Children and Youth) as well as in the Surrey Place Adult Program. Our clients present with a range of challenging cognitive, behavioural, affective, and diagnostic issues. As a consequence, we require a minimum of 600 practicum hours in assessment and intervention training. These hours will be verified by reviewing the APPIC-AAPI application form that is submitted by the applicant and approved by their sending institution.

The Surrey Place Psychology Internship begins the first working day after Labour Day and concludes one year later (September 3, 2019 - August 28, 2020).

Additional information for applicants:

For the past 12 years, the Surrey Place Psychology Internship has accepted 2 interns per year.

The average number of applicants to the program over the past 3 years has been 20.

All (100%) of past interns have become registered for practice as psychologists in Canada, or are candidates to be registered.

The Surrey Place Psychology Internship is part of the Association of Psychology Postdoctoral and Internship Centers (APPIC) Match process and applicants are required to complete the on-line APPIC Application for Psychology Internship (AAPI).

How to Apply

The Surrey Place Centre Predoctoral Internship program follows the Association of Psychology Postdoctoral and Internship Centers (APPIC) guidelines and participates in the APPIC National Matching Service (see www.appic.org for APPIC's policies). All applicants must register with the National Matching Service to be considered. Applicants will be required to submit a completed application form (APPIC – AAPI). This AAPI document consists of two parts:

1. AAPI Part 1: The standardized application to be completed by the applicant (all 6 sections)
2. AAPI Part 2: To be completed by the applicant and the academic training director.

Applicants must also provide:

- i. Three letters of reference, one of which is from their research supervisor. These letters of reference should adhere to the letter of reference guidelines prescribed by the CCPPP (www.ccppp.ca)
- ii. Graduate official university transcripts

This Psychology Internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept or use any ranking-related information from any Intern applicant. Applicant information is secured by the Director of Training and is shared only with those individuals involved in the evaluation of the Psychology Internship application. Interns who are not matched to Surrey Place will have their information destroyed within four months of the APPIC Match Day. Successfully matched candidates will have their CV and application made available to rotation supervisors, the Director of Training, and relevant administrative support and human resources staff.

Deadline for submission of applications is 11:59pm, on November 15th.

Please make your application through the APPI online registration site: www.APPIC.org

Surrey Place National Matching Services Site is #185511

Candidates will be notified on the CCPPP Universal Notification Date – <https://ccppp.ca> if they are being offered interviews (on site or by telephone).

Interviews will be conducted with selected applicants on Jan. 13 – 16, 2020.
The matching process is completed through the National Matching Service.

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