

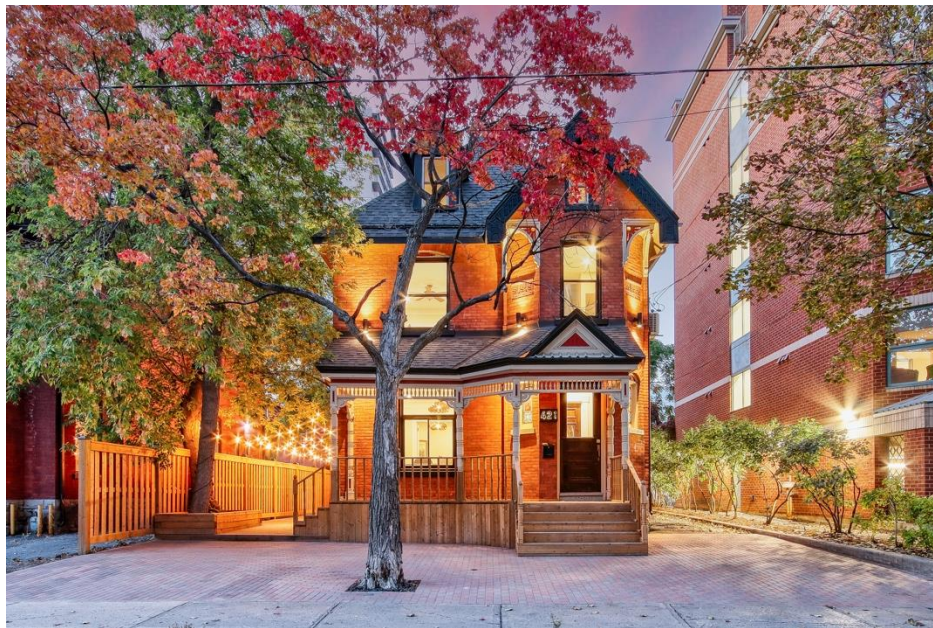
DOCTORAL CLINICAL PSYCHOLOGY INTERNSHIP PROGRAM

BROCHURE 2027-2028

Ottawa, Ontario, Canada

APPIC Member Program

Association of Psychology Postdoctoral and Internship Centers



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THE INTERNSHIP PROGRAM AT GILMOUR PSYCHOLOGICAL SERVICES®

2027-2028 Academic Year

Director of Training: Dr. Deanna Drahovzal, C.Psych.

GILMOUR PSYCHOLOGICAL SERVICES®

Gilmour Psychological Services® (GPS) is a distinguished private practice organization that has been facilitating exceptional psychological assessment and treatment services, as well as training PhD-level psychologists in supervised practice for over four decades. Operating from multiple locations in Ottawa, Ontario, Canada, GPS provides comprehensive clinical services to children, adolescents, adults, couples, and families throughout the National Capital Region. Our clinical services are delivered exclusively by PhD-level Registered Psychologists of the College of Psychologists of Ontario.

As the largest group of PhD-level psychologists in Canada, GPS has established itself as a leader in providing evidence-based psychological assessment and treatment services. Our clinicians maintain a strong commitment to working from multiple therapeutic modalities to support a diverse clientele with a wide range of concerns, disorders, and therapeutic goals. When clinically appropriate, our psychologists integrate various evidence-based therapies based on individualized case conceptualizations and treatment plans that are tailored to each client's unique needs and circumstances.

GPS has cultivated a vibrant and intellectually rich professional culture that provides exceptional opportunities for interns to engage in meaningful discourse and critical thinking about current scientific-clinical research, evolving clinical theories, and the practical integration of treatment models in everyday clinical practice. Our clinicians are deeply committed to developing and maintaining a broad knowledge base across different therapeutic approaches, including

Psychodynamic and Psychoanalytic theories, Attachment-based approaches, Cognitive-Behavioural Therapy, Dialectical Behavioural Therapy, Acceptance and Commitment Therapy, Mindfulness-Based Therapies, Emotion-Focused Therapy, and evidence-based approaches to family and couple therapy. Our internship supervisors offer interns comprehensive opportunities to learn various therapeutic approaches while developing a sophisticated understanding of psychotherapy integration that will serve them throughout their careers.

The psychologists who comprise the Clinical Committee (the psychologists that supervise our interns) at GPS have established core values that guide our internship program and inform all training activities. Our professional practice is guided by the ethics, standards, and regulations established by the College of Psychologists and Behaviour Analysts of Ontario (CPBAO), relevant provincial and federal laws, and the highest standards of professional conduct. We believe that the clinical practice of psychology, encompassing assessment, diagnosis, and psychotherapy, achieves its greatest effectiveness when guided by current, scientifically based knowledge and evidence-based practices. We maintain an unwavering commitment to adhering to best practices in psychological assessment and treatment while remaining responsive to emerging research and clinical innovations.

Our approach to psychological services emphasizes customization and cultural responsiveness, recognizing that effective treatment must be tailored to meet the individual concerns, needs, and cultural contexts of our clients. Our clinicians work collaboratively with clients to achieve their therapeutic goals while offering a comprehensive range of treatment modalities within an integrative framework that honours both empirical evidence and clinical expertise. We are committed to providing confidential, competent, caring, and authentic clinical services that support clients in building greater resilience, developing a more secure sense of self, and strengthening their relationships with others and their communities.

INTERNSHIP PROGRAM

We are pleased to offer two full-time internship positions for those interested in Adult or Dual (Child and Adult) work during the 2027-2028 academic year. Each position requires a commitment of 40 hours per week, with a minimum of 500 hours of direct face-to-face client contact distributed across the twelve-month training period (approximately 15 hours of direct-client work/week). We offer 2 hours a week of protected time for students to work on their dissertation, should they be interested, as well as options to work some of the time virtually, if appropriate. Scheduling arrangements are developed collaboratively with supervisors to ensure that training objectives are met while providing interns with authentic exposure to the practical aspects of private practice psychology.

Direct Service Experiences

Interns complete a minimum of 500 hours of direct face-to-face client contact over the twelve-month training year. Direct service experiences are distributed across individual therapy, psychological assessment, and family therapy, with caseload building progressively as interns demonstrate competency.

Developmental Progression

The program follows a developmental model with quarterly progression. During Quarter 1 (September through November), interns receive intensive orientation and supervision, engage in co-therapy experiences and observation, build assessment training foundations through collaborative administration, and begin developing their initial therapy caseload of four to six clients to start. Quarter 2 (December through February) brings increased caseload, growing independence in assessment with continued intensive supervision, and ongoing family therapy participation through reflection team activities. In Quarter 3 (March through May), interns achieve full caseload management, take on independent assessment cases with consultative supervision, and begin their case conference presentations. Quarter 4 (June through August) emphasizes full independence with consultative supervision, work with complex cases, and transition planning for post-internship professional development.

Weekly Activity Distribution

The following table presents the typical weekly distribution of intern activities within our 40-hour week and 1,600-hour annual program:

Activity Category	Hours/Week	Percentage
Direct Client Contact	12-15	30-37%
Individual Therapy (9 sessions)	9	22%
Assessment Activities	2-3	5-7%
Family Therapy	1-3	2-7%
Supervision	5+	12-15%
Individual Supervision	3+	7-8%
Group Supervision	2+	5%
Assessment Support (indirect)	8-10	20-25%

Didactic Training & Professional Development	4-6	10-15%
Administrative & Preparation	4-5	10-12%
Protected Dissertation Time (optional)	2	5%
TOTAL	40	100%

Clinical activities, including both direct client contact and indirect clinical support such as assessment scoring and report writing, total approximately 50-55% of intern time. This distribution is well within CPA's requirement that clinical service activities not exceed two-thirds (67%) of total training time, ensuring adequate time for supervision, didactic training, and professional development activities.

Our internship program will be of particular interest to applicants who are preparing for careers in private practice, especially those interested in group private practice settings. The program places significant emphasis on training in integrative therapy approaches while developing a strong foundational understanding of psychodynamic, experiential, and relational theories that inform sophisticated case conceptualization and individualized treatment planning.

The GPS internship program offers an exceptional opportunity to receive optional training and clinical experience in neuropsychology, family therapy, couples therapy and sexual health interventions, areas of specialization that are rarely available in other internship settings. This specialized training component represents one of the unique strengths of our program and reflects the expertise of our supervisory faculty in these important areas of clinical practice.

Interns are assigned to specialized training experiences based on their clinical interests, career goals, and training needs. Each intern receives intensive training in both assessment and intervention, with supervision provided by doctoral-level psychologists who bring extensive clinical experience and specialized expertise to the training relationship. Interns also have opportunities to co-supervise doctoral-level psychology practicum students, providing valuable experience in supervision and teaching while contributing to the broader training mission of GPS.

The internship operates from September 1st to August 31st annually, providing comprehensive training over the full twelve-month period. Interns are entitled to 3 weeks' vacation (fifteen days), ten sick days, five professional development days, and all statutory holidays recognized in Ontario. The program structure recognizes the importance of work-life balance while ensuring that training objectives are met, and interns gain realistic exposure to the practical aspects of professional psychology practice.

The annual stipend for the internship in 2027-2028 is \$40,000 CAD, paid biweekly throughout the training year. This compensation reflects our commitment to supporting intern financial well-being while maintaining program sustainability and our ability to provide exceptional training experiences. Additionally, each intern receives \$1,500 annually for professional development activities, including conference attendance, workshop participation, and professional organization memberships.

Our internship site is not currently accredited by the Canadian Psychological Association (CPA). However, we are in the process of developing our program in alignment with CPA standards. We understand that the term “non-accredited” can sound concerning at first, but it is important to know that many excellent training sites, especially ones that are newer to offering internships in their private practice setting, begin this way. CPA accreditation is a rigorous and lengthy process that often occurs after a program has been successfully running for several years. In the meantime, students who train at non-accredited sites are still able to complete all necessary requirements for registration in most provinces, particularly when the program follows CPA-aligned standards and is supervised by registered psychologists. We are committed to offering a high-quality internship experience that reflects best practices in supervision, training, and ethical care. We are also happy to support students in understanding how this internship fits with their professional goals and future registration plans.

GPS has been training PhD-level psychologists in supervised practice for over four decades. Our training initiatives have evolved over the years to now supervising students at earlier stages of their career development, such as the establishment of formal practicum program/external internship placement arrangements with both local universities (Carleton University, University of Ottawa), and more recently, hosting two part-time interns outside of the matching system.

PHILOSOPHY OF INTERNSHIP TRAINING

The GPS internship program offers comprehensive clinical training within the framework of a scientist-practitioner model that emphasizes the integration of empirical research with clinical practice. Interns are expected to develop and maintain critical thinking skills about the clinical services they provide and to make clinical decisions that are consistently informed by current empirical evidence. This approach involves the systematic use of evidence-based treatments,

ongoing integration of clinical research findings, and the utilization of empirically validated assessment approaches, including information gathered from comprehensive, data-driven assessments of all clients served.

INTERNSHIP PROGRAM GOALS

Overall Goals of the Training Program:

The GPS doctoral psychology internship program is designed to provide comprehensive training in clinical psychology within a private practice setting, emphasizing the development of competent, ethical, and culturally responsive practitioners. Our primary goals include developing advanced clinical skills in psychological assessment and intervention across diverse populations and presenting concerns, fostering professional identity and ethical decision-making capabilities, promoting cultural competence and sensitivity in service delivery, ensuring competency in evidence-based practice and integration of research findings, developing consultation and collaboration skills within multidisciplinary healthcare settings, and preparing interns for successful transition to independent practice and professional licensure.

The program emphasizes a scientist-practitioner model that integrates empirical knowledge with clinical practice, encouraging interns to think critically about their work and maintain awareness of current research and best practices. We prioritize the development of strong therapeutic relationships and effective intervention skills while maintaining attention to assessment competencies essential for comprehensive psychological practice. Our training philosophy emphasizes cultural humility, ethical integrity, and professional responsibility, preparing interns to serve diverse populations with competence and sensitivity.

The GPS internship program is organized around six core training domains. Each domain is achieved through specific, integrated training methods that build competency progressively throughout the twelve-month training year. The following sections describe each domain's training goal and the methods through which interns develop competency.

Domain 1: Psychological Theories and Clinical Research

Interns will demonstrate knowledge of psychological theories, scientific foundations, and clinical research that inform evidence-based practice. This competency is developed through our Clinical Seminar Series, which consists of biweekly didactic seminars totaling more than twenty sessions annually. Seminar topics include CBT foundations, trauma-informed care, family systems theory, emotion-focused therapy for couples, crisis

intervention, ethics, cultural competence, and evidence-based practice integration. Beyond formal seminars, interns engage with guided readings and discussion of current research literature integrated into their supervision sessions. Case conference presentations require literature review and theoretical integration, and ongoing supervision discussions emphasize linking theoretical frameworks to clinical decision-making in real cases.

Domain 2: Therapeutic Interventions and Integration

Interns will develop competence in multiple evidence-based therapeutic approaches and demonstrate ability to integrate interventions based on individualized case conceptualization. Training follows a graduated clinical responsibility model with developmental progression: interns begin with co-therapy experiences and direct observation, then build their caseload under intensive supervision, and ultimately achieve independent caseload management with consultative supervision. Throughout the year, interns gain direct clinical experience across CBT, DBT, ACT, EFT, psychodynamic, and family systems approaches. The family therapy training component includes reflection team participation in live family therapy sessions, with interns progressing to co-therapy roles as their competency develops. Video review and live observation with immediate feedback support skill development, while case conceptualization abilities are strengthened through supervision and case conference presentations.

Domain 3: Clinical Assessment and Testing

Interns will demonstrate competence in psychological assessment including test selection, administration, interpretation, report writing, and feedback delivery. Assessment training follows a structured progression: interns begin with observation and co-administration alongside experienced psychometrists and supervisors, advance to independent administration with intensive supervision, and ultimately achieve full case management including report writing and feedback delivery. Over the training year, interns complete twelve to twenty comprehensive assessments across psychoeducational, neuropsychological, and diagnostic domains. Training encompasses intellectual and cognitive assessment, academic achievement evaluation, personality assessment, and specialized approaches for autism spectrum disorders and ADHD. A dedicated didactic seminar on assessment foundations and psychometric principles provides theoretical grounding, and interns receive supervised experience conducting feedback sessions with clients and families.

Domain 4: Clinical Supervision

Interns will develop foundational competencies in providing clinical supervision. This domain is addressed through opportunities to co-supervise doctoral-level practicum students from partner university programs under supervisor guidance. A dedicated didactic seminar on supervision and teaching skills provides theoretical foundations, and individual supervision sessions include discussion of supervision models and techniques as interns prepare for their future roles as supervisors.

Domain 5: Ethics and Professional Practice

Interns will demonstrate knowledge of and adherence to ethical principles, professional standards, and regulatory requirements. Dedicated seminars address this domain directly, including "Major Ethical Considerations in Therapy" in September and "Ethical Use of AI" in April. Beyond these focused sessions, ethical considerations are integrated throughout all supervision discussions, and case consultation regularly addresses ethical dilemmas and professional boundaries. Interns receive comprehensive training on College of Psychologists of Ontario regulations and documentation standards as part of their orientation and ongoing professional development.

Domain 6: Program Evaluation and Outcome Assessment

Interns will develop skills in evaluating program effectiveness and clinical outcomes. Each intern completes a required program evaluation project contributing to GPS quality improvement initiatives. Training in outcome measurement and progress monitoring is integrated into clinical practice supervision, and didactic coverage of research literacy and evidence-based practice in the February seminar provides additional foundations for evaluating clinical effectiveness.

Breadth of Training in Psychological Assessment:

The program provides comprehensive training in psychological assessment across multiple domains and populations, ensuring interns develop competency in evidence-based assessment practices. Training includes intellectual and cognitive assessment using instruments such as WAIS-IV, WISC-V, and specialized cognitive measures, personality assessment incorporating both objective measures (MMPI-2-RF, PAI) and projective techniques, neuropsychological screening and assessment for various clinical populations, psychoeducational assessment for learning disorders and academic difficulties, and specialized assessments for autism spectrum disorders, ADHD, and trauma-related conditions.

Assessment training emphasizes integration of multiple data sources, culturally responsive assessment practices, and clear communication of findings through comprehensive reports.



Interns gain experience with clients across the lifespan, from children to older adults, and learn to adapt assessment approaches for diverse cultural and linguistic backgrounds. Training includes both individual assessment cases and participation in multidisciplinary assessment teams.

Supervision of assessment activities includes live observation, review of assessment protocols and reports, and consultation on complex cases. Interns receive training in test administration, scoring, interpretation, and report writing, with particular attention to ethical considerations and cultural factors in assessment. The program maintains current assessment materials and provides access to computerized scoring and interpretation resources.

Breadth of Training in Psychological Intervention:

Intervention training encompasses multiple theoretical orientations and treatment modalities, preparing interns to work effectively with diverse clinical presentations and populations. Training includes individual therapy using cognitive-behavioral, psychodynamic, humanistic, and emotion-focused approaches, family and couples therapy incorporating structural, strategic, and emotion-focused family therapy models, psychoeducational interventions, crisis intervention and risk assessment, and specialized interventions for trauma, anxiety disorders, mood disorders, and relationship difficulties.

Interns receive training in evidence-based treatments and learn to adapt interventions for cultural and linguistic diversity. Treatment planning and case conceptualization skills are emphasized throughout training, with attention to matching interventions to client needs and preferences. The program provides exposure to both short-term and long-term therapy approaches, preparing interns for diverse practice settings.

Supervision of intervention activities includes live supervision and detailed case consultation. Interns receive feedback on therapeutic skills, relationship building, intervention selection, and treatment planning. Cultural competence and ethical considerations are integrated throughout intervention training, with attention to diverse populations and presenting concerns.

Training Curriculum and Schedule

The twelve-month program runs from September 1 through August 31 and uses an integrated training model where interns engage in multiple training domains concurrently throughout the year, rather than sequential discrete rotations. This approach allows for progressive skill development with consistent supervision relationships while ensuring breadth of training across all competency areas.

Major and Minor Rotations

Individual Therapy constitutes a major rotation running continuously throughout the twelve-month training year. Caseloads build progressively and include work with diverse populations such as children, adolescents, adults, and couples across a range of presenting concerns. Theoretical approaches include CBT, DBT, ACT, EFT, psychodynamic, and integrative models, with primary supervision provided by the assigned therapy rotation supervisor.

Comprehensive Assessment is the second major rotation, also spanning twelve months with concentrated training in the first two quarters and ongoing cases throughout the year. Interns complete twelve to twenty comprehensive assessments annually across psychoeducational domains (learning disabilities, giftedness), neuropsychological domains (ADHD, cognitive concerns, dementia), and diagnostic domains (autism spectrum, differential diagnosis). Training includes collaborative work with experienced psychometrists, with primary supervision provided by the assigned assessment rotation supervisor.

Family Therapy is a minor rotation running throughout the year on Tuesday afternoons. Interns participate on a reflection team observing live family therapy sessions, progressing to co-therapy roles as competency develops. Training emphasizes structural family therapy, emotion-focused family therapy, and systemic approaches, with supervision provided by the family therapy specialist.

Optional specialized training in couples therapy is available based on intern interest, career goals, and caseload capacity. Additional specialized experiences may be arranged based on training needs and supervisor availability.

Sample Weekly Schedule:

Day	Activities
Monday	Morning: Preparation and planning, then psychological assessment direct client sessions (intake interviews, clinical interviews, feedback sessions). Afternoon: Individual supervision with Major Rotation Supervisor A (1.5 hours), followed by assessment support activities (report writing, test interpretation, case planning).
Tuesday	Morning: Didactic training seminar or case presentation (10:00-11:30 AM weekly), followed by peer supervision (monthly) or Training Director meeting (monthly). Midday: Administrative or professional development activities. Afternoon: Family Therapy Training Block

	(3:00-6:30 PM) with live sessions, reflection team participation, co-therapy opportunities, and weekly supervision with family therapy supervisor.
Wednesday	Full day devoted to individual therapy sessions (six sessions) with breaks for documentation and case notes between sessions.
Thursday	Full day for psychological testing with psychometrist collaboration when clients are scheduled (test administration, behavioral observation, collaborative learning, scoring, data analysis), or assessment report writing and documentation when no testing is scheduled.
Friday	Morning: Administrative tasks, then city-wide seminar with interns from other Ottawa sites (3 hours monthly) or protected time for dissertation writing. Afternoon: Individual supervision with Major Rotation Supervisor B (1.5 hours), followed by individual therapy sessions (three sessions).

Didactic Seminar Calendar

Didactic training includes multiple complementary components that together exceed APPIC's two-hour weekly requirement. Weekly seminars at GPS occur on Tuesday mornings from 9:30 AM to 11:00 AM, led by doctoral-level psychologists. City-wide seminars with interns from other Ottawa training sites occur quarterly on Friday mornings (approximately three hours). Additional in-house workshops and off-site continuing education opportunities average two hours monthly each.

The Fall Semester from September through December provides foundational training through weekly seminars covering orientation and program overview, ethics and professional standards (Canadian Code of Ethics), working with LGBTQ+ populations and diversity, family systems theory and structural family therapy, assessment foundations and cultural considerations, advanced case conceptualization, self-harm and suicidal risk assessment, CBT theory and foundations, couples therapy and emotion-focused therapy, psychodynamic principles and integrative treatment approaches, trauma-informed care, motivational interviewing, and cultural considerations in client feedback and progress monitoring.

The Winter Semester from January through April continues weekly seminars addressing professional advocacy, sexual health topics, sleep disorders, working with seniors, ethical use of AI tools in assessment, navigating dual roles and boundaries, enhancing sexual desire, private practice business structures, effort and validity testing, managing leaves and termination, treating addictions, enhancing the therapeutic alliance, effects of cannabis in assessment, and teaching and course development skills.

The Spring and Summer Semester from May through August includes seminars on neuropsychological assessment, program evaluation, performance anxiety and time management, exposure work with specific phobias using VR technology, clinical supervision models, and professional development and career planning. Collaborative case conferences are concentrated in this period, occurring weekly from late June through August, allowing interns to present cases they have developed throughout the year.

City-wide seminars coordinated with other Ottawa training sites cover additional topics including cultural and individual differences, child abuse and neglect, partner violence, Indigenous interculturalism, registration processes, and ethics case studies with College representatives. The complete didactic calendar with specific dates and presenters is available on our website.

Interns also have opportunities to participate in GPS's AI initiatives under supervision, including contributing to the development and evaluation of ethical AI tools for psychological practice. This involvement provides experience in clinical innovation, technology ethics, and the application of our "Your GPS for AI" evaluation framework. A dedicated didactic seminar on ethical use of AI tools in assessment is included in the winter semester curriculum.

Breadth of Training in the Client Populations Served:

GPS serves a diverse clientele across the lifespan in the Ottawa region, including children, adolescents, adults, and families from various cultural, linguistic, and socioeconomic backgrounds. Common presenting concerns include ADHD, specific learning disorders, autism spectrum disorders, anxiety and mood disorders, trauma, sexual health, and couple and family relationship issues. Psychology interns gain experience with this full range of populations and presenting concerns through their clinical rotations and assignments. The program emphasizes evidence-based assessment and intervention approaches while ensuring cultural responsiveness and adaptation for diverse populations. Clients include individuals seeking assessment for learning difficulties and neurodevelopmental conditions, adults and couples pursuing therapy for sexual health and relationship concerns, families experiencing communication and behavioral challenges, individuals with anxiety, depression, and trauma-related conditions, and clients requiring specialized interventions for complex psychological presentations.

The diverse client population provides rich training opportunities and prepares interns for practice in multicultural urban settings. Language diversity includes English and French speakers

as well as clients requiring interpreter services. Socioeconomic diversity ranges from self-paying clients to those accessing services through insurance or employee assistance programs.

Training Curriculum Design:

The training curriculum is designed to achieve program goals through a structured sequence of clinical experiences, supervision, and didactic training that builds competency progressively throughout the internship year. Clinical training includes rotations in psychological assessment, individual therapy, family and couples therapy, and specialized interventions, with each rotation providing increasing levels of responsibility and independence. Supervision follows a developmental model with intensive support early in the internship transitioning to more consultative supervision as interns demonstrate competency growth.

The curriculum integrates theoretical knowledge with practical application through weekly didactic seminars covering ethics, assessment, intervention, cultural competence, and professional development. Case conferences provide opportunities for peer consultation and collaborative learning while individual supervision ensures personalized attention to each intern's developmental needs. The program emphasizes hands-on learning with direct client contact beginning immediately and building to full caseload responsibility, supported by comprehensive supervision and mentoring.

Assessment training includes experience with intellectual, personality, neuropsychological, and specialized assessments across age groups. Intervention training encompasses multiple theoretical orientations including cognitive-behavioral, psychodynamic, family systems, and emotion-focused approaches. Cultural competence is integrated throughout all training experiences with attention to diverse populations, languages, and presenting concerns commonly seen in the Ottawa region.

The urban location provides access to diverse client populations including individuals and families from various cultural backgrounds, students and professionals, and clients with complex mental health and psychological needs. This diversity enhances training opportunities and prepares interns for practice in multicultural and bilingual settings. The downtown location also facilitates collaboration with other healthcare providers and community organizations.

PSYCHOLOGISTS AT GPS

GPS currently has twenty-four psychologists who have full-time independent and thriving practices within our organization, representing the largest concentration of PhD-level

psychologists in any private practice setting in Canada, as well as two psychologists in supervised practice. The psychologists at GPS have received extensive training in multiple treatment modalities and maintain active involvement in continuing education and professional development. Our associates are knowledgeable and experienced in Acceptance and Commitment Therapy, Cognitive-Behavioural Therapy, Dialectical Behavioural Therapy, Emotion-Focused Therapy, Mindfulness-based Therapies, Psychodynamic and Psychoanalytic approaches, and various forms of Systemic and Family Therapy.

Some of our psychologists maintain active affiliations with major teaching institutions and healthcare organizations, including previous or current positions at leading hospitals, government services and non-profit organizations. Several hold clinical professor appointments at universities, including the University of Ottawa.

The psychologists at GPS are deeply committed to providing high-quality clinical training and supervision to the next generation of psychology professionals. GPS currently serves as a recognized site for students and professionals from numerous post-secondary institutions. This commitment to training excellence extends from undergraduate opportunities through to doctoral-level internship training, reflecting our dedication to developing competent, ethical, and culturally responsive psychologists at all levels of training.

Our internship supervisors bring diverse clinical interests and areas of competency to the training experience. Dr. Deanna Drahovzal serves as Training Director and brings extensive experience in lifespan assessment and intervention, couples and family therapy, and clinical supervision. Dr. Emma Dargie provides supervision in sexual/reproductive health, couples therapy, and LGBTQ+ care, in addition to general adult mental health. Dr. Emma Murray and Dr. Vanessa Scarapicchia provide adult clinical intervention services and neuropsychological assessment. Finally, Dr. Victoria Edwards, one of our external supervisors, has a focus in family therapy and systemic interventions.

SUPERVISION AND EDUCATIONAL EXPERIENCES

Interns receive intensive supervision and comprehensive educational experiences throughout the internship year. Each intern receives a minimum of three hours per week of direct supervision, and one hour per week of group supervision. This supervision structure ensures that interns receive adequate guidance and support while developing increasing independence and clinical competence throughout the training year.

Supervision activities encompass a wide range of learning experiences, depending on the specific training goals of each intern. These activities include comprehensive case reviews, live observation of testing and intervention sessions, audio and video review of clinical sessions, individual supervision meetings, detailed review of written materials and documentation, and experiential role-playing exercises. The supervision process involves thorough discussion of cases, systematic support for developing competence in intervention and assessment, and attention to broader professional development goals and career planning.

Additional supervision and consultation opportunities are readily available to interns and include participation in specialized consultation groups and access to the diverse expertise of mental health professionals throughout the GPS organization. Interns have access to consultations with other mental health professionals, providing exposure to interdisciplinary perspectives and collaborative care approaches.

Supervision Structure

All supervision is provided by psychologists registered with the College of Psychologists of Ontario with declared competencies in relevant practice areas. Interns receive a minimum of three hours of individual supervision and two hours of group supervision weekly, meeting CPA and APPIC requirements.

Individual supervision totals more than three hours weekly and is distributed across multiple supervisors to provide breadth of perspective and specialized expertise. Major Rotation Supervisor A provides 1.5 hours of weekly individual supervision. Major Rotation Supervisor B provides 1.5 hours of weekly individual supervision. The family therapy supervisor provides weekly supervision integrated with the Tuesday training block. Additionally, the Training Director conducts monthly individual and group meetings for progress monitoring, problem-solving, and support.

Group supervision totals more than two hours weekly through multiple formats. Monthly group supervision brings all interns together with supervisors. Monthly peer support meetings allow interns to consult with each other. Weekly case consultation and ethical decision-making sessions are scheduled throughout the year. The family therapy minor rotation includes weekly group supervision with the reflection team.

Over the training year, interns receive approximately 175 or more hours of formal supervision, distributed across individual supervision (138+ hours), group supervision (52+ hours), and ad hoc consultation as needed.

Direct Observation

GPS incorporates multiple direct observation mechanisms to ensure supervisors maintain clinical responsibility and provide developmentally appropriate oversight. Our program exceeds the CPA requirement that supervisors directly observe at least 10% of intern clinical activities.

Reflection team participation provides substantial direct observation throughout the year. Interns observe live family therapy sessions conducted by senior clinicians every Tuesday afternoon, gaining exposure to expert clinical work while developing systemic conceptualization skills. As interns progress, they may move into co-therapy roles, participating as co-therapists in family sessions with supervisors present.

Assessment activities incorporate multiple observation opportunities. Supervisors observe intake interviews, participate in collaborative assessment planning sessions, and attend feedback sessions with clients and families. The collaborative model with experienced psychometrists also provides ongoing observation and modeling of best practices in test administration.

Live supervision is available for therapy sessions via in-person observation, co-therapy or secure video technology. Live supervision is used routinely in early training to establish skills and continues throughout the year for complex cases or when additional support is needed. Session recording review, including audio and video recordings of therapy sessions reviewed in supervision, provides additional opportunities for detailed feedback and skill development.

The program follows a developmental progression in direct observation intensity. In the early months of training, direct observation approaches 40-50% of clinical activities as interns engage extensively in co-therapy, reflection teams, and directly observed assessment activities. As interns demonstrate competency and gain independence, direct observation decreases but remains well above 10% throughout the year through continued reflection team participation, periodic live observation of sessions, and ongoing session recording review. This developmental approach ensures appropriate oversight while supporting intern growth toward independent practice.

GPS provides numerous educational experiences beyond individual supervision. A comprehensive orientation to the internship program and training in key considerations for psychotherapy integration takes place at the beginning of each training year. GPS regularly hosts training workshops for psychologists and students, providing access to cutting-edge training and

professional development opportunities. Interns are actively encouraged to take advantage of a wide variety of other professional development activities, including lectures, workshops, seminars, and professional conferences throughout the region and beyond. For example, the GPS interns participate in the city-wide, in-person seminars for interns in Ottawa, traditionally scheduled on Fridays on a quarterly basis (specific schedule TBD, 3-hours), as well as nation-wide, online seminars for interns in Canada through the Canadian Council of Professional Psychology Programs (CCPPP), traditionally scheduled on Friday afternoons on a quarterly basis (specific schedule TBD, 3-hours).

The weekly Clinical Seminar Series provides doctoral psychology interns with systematic opportunities to learn about contemporary, mainstream theoretical approaches to psychopathology and evidence-based interventions within various therapeutic schools. The seminar series includes comprehensive coverage of how to consider person, personality, and individual differences, gender, sexual orientation, culture, race, and ethnicity in both treatment and assessment. Interns receive training in frameworks for considering the integration of treatments and developing integrative conceptualizations of disorders and their treatment. Clinical case discussions and experiential role-playing exercises are integrated throughout the seminar series to support practical learning and application of clinical theory.

The Clinical Seminar Series also provides comprehensive coverage of topics related to ethics, jurisprudence and professional standards, private practice operations and business considerations, self-care and professional sustainability, and professional identity development and licensure processes. These topics ensure that interns are well-prepared for the transition to independent practice and ongoing professional development throughout their careers.

GPS TRAINING RESOURCES

Training occurs primarily at Gilmour Psychological Services®, located at 421 Gilmour Street in downtown Ottawa, Ontario, Canada. The facility consists of a heritage home office building with dedicated shared spaces, providing a professional environment conducive to clinical training and client services. The location offers convenient access to public transportation and is situated in a diverse urban neighborhood serving clients from various cultural and socioeconomic backgrounds.

Physical facilities include private offices for individual therapy and assessment, family therapy rooms, seminar conference rooms, a resource library with assessment materials and professional literature, secure file storage and documentation systems, and administrative support.



Technology resources include electronic health records, secure telehealth platforms, psychological testing software, and customized AI tools.

Our training facilities are equipped with state-of-the-art resources to support comprehensive training experiences. GPS operates from modern, well-equipped office spaces that include multiple therapy offices, large meeting rooms for group activities, specialized testing rooms, administrative offices, and comfortable spaces for relaxation and informal consultation. The facilities are designed to provide a professional, welcoming environment that supports both client care and training activities.

As part of their assessment training, interns have access to comprehensive testing and assessment resources, including the most current psychoeducational, psychodiagnostic, personality, neuropsychological, and autism spectrum assessment tools available. Our testing library includes both traditional paper-and-pencil protocols and online testing platforms, supported by computerized scoring programs and comprehensive administrative support. This extensive resource library ensures that interns receive training with the assessment tools they will encounter in their future professional practice.

The GPS facilities include comfortable common areas that support informal consultation, peer interaction, and professional socialization. These spaces are equipped with kitchen facilities, comfortable seating areas, and technology resources that facilitate both formal training activities and informal professional development. Regular meetings, case conferences, and consultation groups are held in these spaces, and interns are encouraged to participate actively in the professional community at GPS.

Administrative support is available throughout the training year to assist interns with managing their administrative responsibilities. This support allows interns to focus on their clinical and educational activities while learning about the practical aspects of professional practice management.

INTERNSHIP EVALUATIONS

Interns receive comprehensive evaluation throughout the training year through both formal and informal feedback processes. Evaluation forms are reviewed with interns at the beginning of the internship to ensure clear understanding of expectations and evaluation criteria. Interns and supervisors engage in ongoing, informal evaluation discussions during regular supervision meetings, providing continuous feedback and opportunities for course correction and professional growth.

Formal written evaluations are conducted quarterly, providing comprehensive assessment of intern progress across all major competency domains. These evaluations are completed collaboratively between the intern and supervisors, with input from other team members as appropriate. Completed evaluations are reviewed by the Director of Training and copies are forwarded to the intern's graduate program Director of Clinical Training to ensure appropriate communication and coordination with the academic institution.

The evaluation process is designed to be developmental and supportive, focusing on intern growth and professional development rather than serving primarily as a gatekeeping function. Evaluation feedback is specific, behaviorally anchored, and designed to provide clear guidance for continued professional development and skill enhancement.

MINIMAL STANDARDS FOR SUCCESSFUL COMPLETION

Successful completion of the internship requires that interns demonstrate satisfactory progress in all major competency areas and complete all required training components to the satisfaction of the Director of Training and supervisory team. Specific requirements for each training component are reviewed with interns at the beginning of the training year as part of the supervision contract development process.

By the completion of the internship year, interns are expected to demonstrate the ability to competently and independently provide psychological services, including comprehensive assessment, accurate diagnosis, and the provision of evidence-based psychotherapy. Interns must demonstrate proficiency in the integration of different therapeutic models based on client presenting concerns, individual goals, and client characteristics and preferences. Successful interns will have advanced their knowledge of ethics and professional standards and will have demonstrated significant development in their professional identity and competence as psychologists.

Interns are also expected to have successfully supervised doctoral level practicum students and to have completed a program evaluation project that contributes to ongoing program development and quality improvement efforts. These experiences provide valuable preparation for future professional roles and responsibilities while contributing to the training mission of GPS.

INTERNSHIP AREA DESCRIPTIONS

Individual Therapy

Interns will receive comprehensive training in individual psychotherapy, with opportunities to work with clients across the lifespan. Training will focus on evidence-based approaches, including cognitive-behavioral, emotion-focused, psychodynamic, and integrative therapeutic approaches. Training experiences include work with individuals experiencing depression, anxiety disorders, trauma and PTSD, relationship difficulties, life transitions, and various other presenting concerns. All our internal supervisors can provide supervision for individual therapy: Dr. Emma Dargie (Adults), Dr. Emma Murray (Adults and Seniors), Dr. Vanessa Scarapicchia (Adolescents, Adults, and Seniors) or Dr. Deanna Drahovzal (Children, Adolescents and Adults).

Sex & Couples Therapy (Major Rotation)

This rotation offers training in emotion-focused therapy for couples paired with specialized interventions for sexual health concerns. Training encompasses work with couples experiencing communication difficulties, intimacy concerns, sexual dysfunction, infidelity recovery, and preparation for major life transitions. This rotation provides unique exposure to specialized assessment and intervention approaches that are rarely available in other internship settings. This rotation is tailored to the goals and previous experience of each intern (e.g., more or less focus on sexual health, depending on the interests of the Intern).

Sexual Health and Sexual/Gender Diversity (Major or Minor Rotation)

This rotation offers training in individual therapy for clients those who have sexual health concerns and/or identify as sexual or gender minorities. Interns will observe and provide individual therapy to adults, with a particular focus on sexual health/functioning, challenges within romantic/sexual relationships, and LGBTQ+ issues. Therapeutic modalities include CBT, ACT, and EFT, with other approaches integrated as needed.

Supervision for both rotations is provided by Dr. Emma Dargie, C.Psych. She brings extensive expertise in sexual health, couples therapy, and LGBTQ+ care. She is the Co-Training Director for our Practicum program with the University of Ottawa. Dr. Dargie has been recognized for her excellence in clinical supervision and brings significant experience in training the next generation of psychologists.

Comprehensive Assessment

Interns will receive intensive training in psychological assessment with opportunities to work with clients across the lifespan with emphasis on psychoeducational assessment, neuropsychological evaluation, and comprehensive diagnostic assessment. Interns receive extensive training in intellectual and cognitive assessment, academic achievement evaluation, personality assessment, and specialized assessment approaches for autism spectrum disorders, ADHD, and other developmental, neurological and psychological conditions.

Training experiences include opportunities to conduct comprehensive psychoeducational and neuropsychological assessments for children, adolescents, adults and seniors, using gold-standard tools and complex diagnostic evaluations requiring integration of multiple sources of information. Interns develop advanced skills in test administration, scoring and interpretation, report writing, and feedback delivery to clients and families.

Supervision in assessment can be provided by Dr. Emma Murray (Adults, Seniors, Neuropsychology), Dr. Vanessa Scarapicchia (Teens, Adults, Seniors, Neuropsychology) or Dr. Deanna Drahovzal (Children, Adults) who can provide supervision in psychoeducational, neuropsychological and diagnostic evaluation across the life span. All supervisors bring extensive clinical experience and specialized training in their respective areas of expertise.

Family Therapy (Minor Rotation)

Interns will receive a minor rotation in family therapy, specifically training in systemic interventions and developmentally appropriate therapeutic approaches, including structural family therapy, emotion-focused family therapy, solution-focused approaches, and other evidence-based family intervention models. Training experiences include work with families experiencing communication difficulties, behavioral challenges with children and adolescents, adjustment to major life transitions, and various other family-focused concerns. Interns will participate on a reflection team, and possibly co-therapy as the year progresses. They will also receive training in approaches specifically adapted for children and adolescents, including cognitive-behavioral approaches for young people.

Supervision is provided by Dr. Deanna Drahovzal and Dr. Victoria Edwards (external supervisor), who run a family therapy service with a reflection team at the clinic. Both supervisors specialize in family therapy, systemic interventions and child and adolescent services. This training experience emphasizes the development of systemic thinking and family-focused intervention skills while maintaining attention to individual developmental needs and concerns. Dr. Deanna Drahovzal is the Co-Training Director for our Practicum program with the

University of Ottawa. She has been recognized for their excellence in clinical supervision and bring significant experience in training the next generation of psychologists.

APPLICATION PROCEDURES

Interested applicants must submit their complete application through the Association of Psychology Postdoctoral and Internship Centers portal using the standard APPIC Application for Psychology Internships.

Required application materials include a letter from the applicant's university program Director of Clinical Training attesting to their readiness for internship training and indicating completion of all required practicum experiences and academic milestones.

Applicants must submit a comprehensive cover letter that includes a clear statement of interest in the GPS internship program and articulation of professional goals and career aspirations. The application must include the four required APPIC application essays covering autobiographical information, research experience and interests, theoretical orientation and clinical approach, and diversity and cultural competence.

Additional required materials include official transcripts of all graduate-level coursework, a current and comprehensive curriculum vitae, and three letters of reference from individuals familiar with the applicant's clinical and academic performance. At least one reference should be from the applicant's dissertation or thesis advisor, and at least one should be from a clinical supervisor who can speak to the applicant's clinical skills and professional development.

Completed applications must be received no later than the deadline specified by APPIC for the current application cycle. Applications are reviewed by the Director of Training and members of the Training Committee using standardized evaluation criteria that emphasize clinical competence, professional maturity, cultural sensitivity, and fit with the GPS training model and philosophy.

Interview notifications are sent via email according to the APPIC timeline, and interviews are conducted using a structured format that includes individual interviews with multiple supervisors and opportunities for applicants to ask questions about the program and training experiences. Interviews may be conducted virtually or in-person depending on circumstances and applicant preferences.

SELECTION PROCEDURES



The GPS internship program will participate in the APPIC Match process and will adhere to all APPIC policies and procedures in the selection of interns. Our evaluation process focuses on determining the optimal fit between applicant experience, interests, and career goals and our program's ability to provide relevant and meaningful training experiences within our private practice setting.

Our primary goal in the selection process is to identify applicants who will benefit most from the specialized training opportunities available at GPS while contributing positively to our learning community and professional environment. We seek applicants who demonstrate strong clinical potential, professional maturity, cultural sensitivity, and genuine interest in the specialized training opportunities that distinguish our program from other internship options.

Internship positions are open to students who are formally enrolled in CPA-accredited or APA-accredited doctoral programs in clinical psychology. Applicants must meet all CPA or APA academic and practicum criteria and must have received formal approval from their University's Director of Clinical Training to apply for internship training. Applicants from non-accredited programs may also be considered, with additional information regarding program requirements requested as needed.

Eligibility for internship training requires that applicants have completed all requisite professional coursework and practicum experiences prior to beginning the internship year. Applicants must have completed a minimum of 600 hours of practicum experience, including both direct client contact and supervision, with substantial experience in both assessment and intervention. Applicants should have experience working with diverse populations and a range of presenting concerns that demonstrate readiness for the increased responsibility and independence of internship-level training.

The selection committee strongly encourages applications from individuals representing diverse backgrounds and identities, including but not limited to those who are Indigenous, persons with disabilities, LGBTQ+ individuals, members of racialized communities, and members of other underrepresented groups in psychology. Our selection process is guided by principles of equity and inclusion, and we are committed to creating a training environment that welcomes and celebrates diversity in all its forms.

Interns matched to the GPS internship will be assigned, in collaboration with the Training Director, to an internship track which consists of two major rotations that run concurrently for 12 months. One minor rotation is also assigned: all interns will participate in the Family Therapy



minor rotation. Tentative rotation assignments are made at the time of interview, based on the applicant's experience and their ranking of rotation preferences during the interview.

Internship applications are reviewed by the Training Director and Supervisors. All interview notifications will be made via email by November 16, 2026. Interviews will be held on the following dates:

Wednesday, January 13, 2027

Interviews are scheduled for one hour and conducted by the Training Director and at least one major rotation supervisor. As recommended by APPIC, all interviews will be completed virtually; a virtual photo tour of office spaces will be given to interview candidates.

PUBLIC DISCLOSURE

In accordance with APPIC requirements, GPS maintains public disclosure information that includes data on application numbers, interview rates, and characteristics of interns who match to our program. This information is updated annually and is available through the APPIC Directory and other public sources.

During the most recent application cycle, GPS received applications from highly qualified candidates representing diverse backgrounds and training experiences. Our interview process allows us to meet personally with promising candidates and to provide detailed information about our training program and opportunities. We are pleased that our program continues to attract strong applicants who are genuinely interested in the unique training opportunities available at GPS.

APPIC MEMBERSHIP

The GPS internship program has just become a Provisional Member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) as of October 2025. GPS adheres to all APPIC standards and guidelines for internship training. Our APPIC membership reflects our commitment to maintaining the highest standards of training quality and ensuring that our program meets nationally recognized standards for predoctoral psychology training.



Information regarding our APPIC membership and compliance with APPIC standards can be obtained by contacting the APPIC central office or by reviewing information available through the APPIC website and directory resources.

This brochure represents our comprehensive commitment to excellence in psychology training and our dedication to preparing the next generation of competent, ethical, and culturally responsive psychologists. We look forward to welcoming two exceptional interns to join our training community for the 2027-2028 academic year.