Private Practice Residency of Ontario in Clinical Psychology (PPRO)

Doctoral Residency Program in Psychology

2027-2028 Academic Year

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About the Consortium Sites

About Framework

Framework Therapy and Assessment Centre (Framework) provides a comprehensive spectrum of mental health care services for children, adolescents, adults, couples, and families. Supported by a team of skilled practitioners – psychologists, social workers, psychotherapists, occupational therapists, and speech pathologists – we understand that everyone has distinctive needs and can structure a program that best suits you. Our assessment, therapy, counselling, and training services are cutting edge, based on the leading research and best practice guidelines.

Our interprofessional team aims to provide evidence-based services that meet our client(s) individual needs. After an initial consultation, we decide together what service(s) best suit their needs. Currently, our services are offered in English, French, Arabic and Hebrew.

Our multidisciplinary team comprises practitioners who specialize in providing assessment and treatment/psychotherapy for children, adolescents and adults with: Anxiety, depression, learning disabilities (LD), Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), personality disorders (e.g., Borderline Personality Disorder; BPD), Post Traumatic Stress Disorder (PTSD), stress related illnesses, sleep related disturbances, substance abuse and eating disorders.

All training occurs at our midtown Toronto location for in-person sessions, as well as virtually. We have 5 rooms of varying size and are furnished with all that is needed to see children, adolescents as well as adults, for both assessment and therapy. Ample free parking is available. We are also accessible via public transportation.

About Transforming Emotions

Transforming Emotions is a private practice located in downtown Toronto. We offer a hybrid of virtual and in-person care through a central location in downtown Toronto. We typically have 15-20 clinicians in the practice from practicum level through to autonomous psychologists, social workers, and psychotherapists. We work with clients from diverse backgrounds ranging in age from adolescence to age 65. This residency position is focused on working with adult populations.

A residency position at Transforming Emotions is ideal for candidates seeking an immersive training experience focused on the theory and practice of Emotion Focused Therapy in the treatment of individual clients. Supervisors vary in their practice with capacity to integrate across modalities including elements of CBT, DBT, MI, and AEDP. Residents new to EFT will focus primarily on working with depression, anxiety, grief, relationship concerns, and life transitions. Those familiar with the model (or who have previously been trained in the treatment of symptoms associated with childhood trauma) are welcome to also work with clients seeking treatment for symptoms typically associated with childhood trauma or post-traumatic stress.

This site offers weekly individual supervision, monthly group supervision with a focus on sharing recordings of in-session material for feedback and learning, and required completion of a 30-

hour training in EFT focused on didactic and experiential learning. Independent learning is expected including independent assigned reading and review of APA videos of EFT therapies (access to videos is provided on site). Please visit transformingemotions.ca for further information about the practice.

About New Leaf

New Leaf Psychology Centre is a private practice providing assessment and treatment services across the lifespan, from early childhood through to adulthood. Treatment services are offered in individual, family, couple, and group formats. Assessment services include psychoeducational, developmental, giftedness, psychological, and rehabilitation (WSIB) assessments. In the provision of assessment, we work with family, physicians, and schools, in Halton, Peel, Wellington, Waterloo, and Hamilton, to ensure comprehensive and thorough reports, with detailed recommendations.

Our team consists of Psychologists, Psychological Associates, Psychometrists, Executive Functioning (ADHD) Coaches, and Educational Consultants / Literacy Coaches. Our associates have expertise in a wide range of presenting problems and related evidence-based interventions.

Residents will complete both an assessment and therapy rotation within their time at New Leaf. New Leaf has the capacity to accept residents with either child or adult learning needs. Residents working with children and adolescents will have the opportunity to participate in psychoeducational, developmental (including ASD), giftedness, and psychological assessments. Residents working with adults will have the opportunity to participate in psychoeducational (age 16+), psychological, and rehabilitation (WSIB) assessments. Treatment opportunities are available across the lifespan, for WSIB, for couples, and groups (MSC & DBT groups), with selection of cases based on learning needs.

New Leaf Psychology Centre is located in Milton, Ontario, which is easily accessible from Brampton, Mississauga, Oakville, Burlington and Guelph. We have a secondary location in Cambridge, Ontario, which is easily accessible from Waterloo, Kitchener, Guelph and Brantford. In addition to therapy rooms, both clinics have a large classroom and a dedicated play therapy room. Ample free parking is available. All training occurs at our Milton location.

Overview the Residency Program

The overall goal of the Private Practice Residency of Ontario in Clinical Psychology (PPRO) is to prepare residents to become competent and autonomous clinical psychologists. Residents will develop skills and knowledge in the areas of culturally sensitive diagnosis, assessment, consultation, treatment, as well as professional and ethical issues. Residents are expected to think critically not only about the services they offer to clients but also about the clinical decisions that they make. We are committed to the scientist-practitioner model. Residents within our program are encouraged to anchor their clinical service in a thorough review of existing scientific literature and evaluate their interventions systematically. In doing so, residents will learn to conduct evidence-based assessment and interventions techniques.

Residents are expected to develop core competencies in the following areas:

Assessment - To develop competence in assessment, diagnosis, case conceptualization, and to provide recommendations for treatment and interventions. The expectation is that residents will become proficient with the psychological assessments including: the administration, scoring, interpretation, and communication of results from diagnostic interviews and psychological tests.

Consultation and Interprofessional Collaboration - To develop the personal skills and attitudes necessary for practice as a psychologist within an interdisciplinary framework, including oral and written communication skills, consultation skills, and the ability to work competently with diverse healthcare professionals. Residents regularly consult with interdisciplinary team members as well as professionals outside of our collective organizations.

Intervention - Depending on their specific rotations, residents will develop competence in planning and providing a range of psychological treatments through individual, group and family-based interventions. Residents will understand the basis of treatment formulation including empirically supported interventions, development of treatment goals, and psychotherapeutic strategies. Residents will demonstrate an understanding of the process issues related to a variety of interventions including some combination of CBT, EFT, DBT, psychodynamic, family systems work, motivational interviewing and mindfulness.

Professional Ethics and Standards - To develop awareness, knowledge, and application of ethical and professional principles of psychology in clinical activities so that they will aspire to the highest ethical and professional standards in future professional roles. Residents are expected to demonstrate a comprehensive knowledge and a keen sensitivity to professional ethics in terms of ethical standards, codes of conduct, different legislation relating to psychology and obligations under the law including working with clients and other professionals from diverse communities. Training aims to help prepare residents for registration with the College of Psychologists and Behavioural Analysts of Ontario.

Cultural Diversity - Residents will work with clients and team members from diverse cultural backgrounds. Training focuses on becoming aware of and sensitive to cultural and individual differences in the context of their work as psychologists, including self-reflection upon the impacts of their own social location on their assumptions, approaches, and work practices

related to the practice of psychology. This will allow residents to increase their skills to conduct culturally-informed assessment as well as culturally-informed treatment interventions.

Professional Development - Educational opportunities are afforded to the students through partnerships with several major training institutions in Toronto through access to their grand rounds as well as through consortium-specific seminars. As well, we have regular residential training opportunities with all our students and staff. Residents are also afforded opportunities to learn about professional supervision during their residency.

Measurement-Based Care - Residents will have access to a wide range of self-report measures to administer to their clients on a regular basis. This will aid in initial and ongoing case conceptualization. This will also allow residents to engage in measurement-based care throughout their residency.

Program Development and Evaluation: Residents will have opportunities within clinics to contribute to program development and evaluation. These opportunities will include: group module development and evaluation; development of assessment batteries and development of therapeutic materials to support evidence-based interventions. Clinics within the consortium may also be engaged with collecting client evaluation measures and residents may aid in further development of these programs.

Creative Professional Activities: Residents will have the opportunity to engage in creative professional activities, such as blog writing, quality assurance and quality improvement projects; organization of journal club meetings etc.

Client populations served across all clinics include children, adolescents, adults, couples, and families. Clients present with a variety of mental health struggles including but not limited to anxiety disorders (e.g., Generalized Anxiety Disorder, Social Anxiety Disorder), Obsessive Compulsive and Obsessive Compulsive and Related Disorders (i.e., skin picking, hair pulling, body dysmorphic disorder), traumas (e.g., Post-Traumatic Stress Disorder, Complex Post-Traumatic Stress), depressive disorders (e.g., Major Depressive Disorder, Bipolar Disorder, Dysthymia), learning challenges (e.g., learning disabilities and Attention Deficit Hyperactivity Disorder), personality disorders (e.g., borderline, obsessive compulsive, and narcissistic personality disorders), and addictions (e.g., substance dependence disorder). Also, clients include those going through major life transitions, e.g., separation/divorce, job loss, that are looking for individual, couple, parent and/or family counselling. Further, client populations include those looking to explore their sexuality and gender identity.

Didactic Educational Opportunities

Residents will spend an average of a minimum of two hours per week in didactic activities. There are many mandatory and optional educational opportunities for residents within the Private Practice Residency of Ontario in Clinical Psychology and within Toronto, both psychologically focused and interdisciplinary in nature. Aside from weekly individual supervision, residents participate in weekly didactic seminars designed for psychologists, including journal club discussions, case presentations, and a 30-hour introduction to Emotion Focused Therapy, as well as ongoing professional development seminars and workshops. The topics are founded

in current clinical and research driven material related to professional issues, ethical dilemmas, psychodiagnostics and psychotherapy. Each resident is expected to give one clinical or one research related presentation. Residents will have the opportunity to attend a monthly 2-hour ADHD / EF Coaching consultation group, which includes review of literature and resources related to executive functioning skills, followed by a discussion of related cases. Additionally, grand rounds occur on a weekly basis at all major psychiatric hospitals in Toronto focusing on a variety of clinical and research topics related to mental health. Residents are supported in their participation in professional development activities including professional lectures, workshops, seminars, as well as residential and external conferences. Residents are afforded five days to attend conferences.

Experiential Learning Opportunities

Both inside and outside of supervision, residents will experience opportunities for experiential learning. Within supervision, these may include role plays of the client and therapist role, supervised skills practice with peers, observing and being observed while providing clinical services, review of session recordings individually and in group supervision, and formal case presentations. Within the context of the 30-hour course on EFT, approximately 12 hours focus on experiential learning through a combination of skills practice with peers to increase competency in foundational skills such as empathy statements, differentiation of primary and secondary emotion, identification of client emotion processing skills, and practice of therapeutic tasks such as focusing and chairwork.

Supervision and Evaluation

Each resident is assigned to two supervisors across the different settings. Both supervisors meet weekly for a minimum of one hour with each resident. Some settings might divide supervision amongst two supervisors within the site. Each supervisor is registered with the College of Psychologists and Behaviour Analysts of Ontario. At the beginning of the residency, the resident will meet with each supervisor to set individualized written goals and objectives for the rotation in question. Residents are to meet with their supervisors for a minimum of two hours of supervision per week. Residents will be working approximately 37.5 hours per week. Supervision can include discussion of clinical cases, role plays, professional development, observing and being observed while providing clinical services, review of session recordings, and formal case presentations. Styles of supervision may vary and residents can expect to learn from modeling, observation, feedback, directed readings, ethical training, and professional mentorship. Supervision may be provided in individual and/or group formats, in addition to attending weekly interdisciplinary team meetings and case conferences.

Residents receive formal written evaluations during their residency year at six and twelve month intervals. Supervisors also meet with the Residency Coordinator at these periods of evaluation to discuss the resident’s progress, educational experience, caseload, ongoing professional development, and to review each resident’s evaluation.

Due Process

Should challenges arise with regard to resident presentation or performance at a given site, due Process ensures that decisions made by programs about residents are not arbitrary, requires that programs identify specific evaluative procedures which are fairly applied to all residents, and have appropriate appeal procedures available to the resident so that challenges may be made to a program's actions. Upon successful match with PPRO, residents will receive a schedule of training and onboarding procedures for each clinic. This will include a written copy of our six-page Due Process and Grievance Guidelines.

General guidelines include:

- Presenting residents with written documentation of the program's expectations related to professional functioning (code of conduct, behaviour, other);
- Stipulating the procedure for evaluation, including when and how evaluations will be conducted (such evaluations should occur at meaningful intervals – at least one month following any required changes in resident performance, or any remedial requirements imposed by the program);
- Instituting, with the input and knowledge of the graduate program, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies;
- Articulating the various procedures and actions involved in making decisions regarding a given problem; communicating , early and often with graduate programs about how to address such difficulties;
- Providing a written procedure to the resident which describes how the resident may appeal the program's action;
- Ensuring that the resident has sufficient time to respond to any action taken by the program;
- Supervisor to document, in writing, and to all relevant parties, the action taken by the program and its rationale.

Please note that all successful residents will be provided with a copy of our Due Process Guidelines and Grievance Procedures as part of their onboarding package prior to commencement of their residency position. A full copy of these guidelines are available in advance by request to Pamela Wilansky at pwilansky@frameworkcentre.com

Stipend

Full time Psychology residents at PPRO are paid a stipend of $40,000 per annum. They work approximately 2000 hours over a 50-week period. Residents who are full time can expect to spend approximately 20 hours weekly in face to face direct clinical care.

Application Process

Prerequisite

Preference will be given to applicants enrolled in CPA or APA accredited clinical doctoral programs, although applicants enrolled in non-accredited degree-granting programs will also be considered. Applicants must have completed a master's degree (or equivalent), doctoral coursework, and at least 1000 hours (including 500 direct and 500 indirect hours) of supervised assessment and treatment practica. Applicants are encouraged to have at least their dissertation proposal and data collection completed prior to beginning their residency.

Application Procedure

To apply for a residency position, please include the following along with your APPIC application:

- APPIC online application www.appic.org (PPRO APPIC Matching Number: as determined by APPIC)
- Cover letter stating areas of interest and goals
- Curriculum Vitae Official
- Graduate Transcripts
- Three Letters of Reference (Letters of reference should abide by the recommendations of the Canadian Council of Professional Psychology Programs (CCPPP). Please refer to CCPPP Form/Guidelines for Letters of recommendation to Canadian Doctoral Internship Settings (www.ccppp.ca)).

Completed applications should be received by date determined by APPIC

Interview and Selection Procedures

Candidates who have been selected for an interview will be notified by the director of training. The applicant will meet with at least two potential supervisors and have an opportunity to speak with one current or recent resident. Interviews will be 30 to 90 minutes in duration depending upon the supervisor. For those who wish it, in-person site visits may be scheduled. In the case of an in-person site visit, the formal interview will occur on site. The total duration of the visit is expected to take two hours and will include a tour of in-person rotation sites. Details pertaining to interviews will be distributed to individuals when an interview is offered. In cases where an onsite interview is not feasible, a virtual interview will be scheduled in advance.

Applicants to programs are ranked according to several criteria including, and in no particular order:

- The match between an applicant's clinical training interests and our residency program;
- Breadth and depth of an applicant's assessment and treatment experience (particularly in areas related to the rotations offered in our program);
- Progress towards completion of the doctoral degree (i.e., dissertation);
- Reference letters from clinical supervisors;

- Impressions of the applicant's suitability and match with our residency based on the interview

Consortium Sites Directors of Clinical Training (Alphabetical order)

Supervising Psychologists

DR. SARAH THOMPSON, PH.D. C.PSYCH. (Transforming Emotions)

Dr. Sarah Thompson received her Ph.D. in Psychology from the University of Toronto in 2006 and has been registered with the College of Psychologists of Ontario as a Clinical Psychologist since 2007. Sarah completed her doctoral training in various settings including postsecondary mental health (York University), inpatient mental health (Wellesley Hospital), and outpatient mental health (St. Michael's Hospital, Hinck's-Dellcrest Centre).

From 2004 to 2022, Sarah worked at the Centre for Student Development and Counselling at Toronto Metropolitan University, acting as psychologist, clinic director from 2011-2017, and clinical supervisor to practicum students, residents, psychologists in supervised practice, and staff from 2011 to 2022.

Since 2022, Sarah has acted as the Director and Founding Psychologist at Transforming Emotions where she aims to foster excellence in clinical care, supervision, and team member professional development. She is an adjunct faculty member with the Department of Psychology at Toronto Metropolitan University, and is certified by the International Society for Emotion Focused Therapy (isEFT) as a therapist, supervisor, and trainer, and is the co-editor of The isEFT Times, isEFT's international newsletter.

As a psychologist Sarah works primarily with queer-identified couples and individuals seeking treatment for depression, anxiety, PTSD and CPTSD. Sarah works primarily from an EFT and trauma-informed lens, integrating elements of CBT, DBT, and psychodynamic therapy. She offers local and international trainings in Emotion Focused Therapy and Emotion Focused Group Psychotherapy and has co-authored one article, one chapter, and an EFT Group Manual. Sarah is also a proud mom to her teenaged son with whom she survived earning black belts in Taekwondo in 2021 and 2025, with the support and tolerance of her wife!

DR. PAMELA WILANSKY, PH.D., C.PSYCH. (Framework)

Dr. Pamela Wilansky received her Ph.D. from York University in 2002. She is a licensed psychologist registered with the College of Psychologists of Ontario with a focus on clinical psychology in children, adolescents, and adults. She is an Assistant Professor at the University of Toronto in the Department of Psychiatry and Scientific Collaborator at the Centre for Addiction and Mental Health (CAMH). From 1999 to 2009, Dr. Wilansky worked at CAMH from practicum student, resident, and psychometrist, to psychologist. Additionally, she was the Director of Practicum Training at CAMH from 2005 through 2009.

In 2010, Dr. Wilansky decided to work in hospital administration. First, she worked at Ontario Shores as the Manager and Professional Practice Lead for Psychology and then became the Research Planning Strategist in the Research and Academics Department. Later, Dr. Wilansky became the program manager of youth services at the Canadian Mental Health Association.

While maintaining a clinical practice, Dr. Wilansky was actively involved in research specializing in designing research protocols for assessing and treating mood and anxiety in children, youth and their families. She has over $1.5 million in research funding, 15 peer-reviewed manuscripts, 35 peer-reviewed presentations and symposia, media appearances, and a book chapter. Moreover, she has supervised numerous graduate students in clinical matters and research projects.

Pamela is most proud of her accomplishment of being the mother of 3 insightful children who teach her more about psychology than any course.

Dr. Sherry Van Blyderveen, Ph.D., C. Psych (New Leaf)

Dr. Sherry Van Blyderveen received her Ph.D. in Clinical Psychology from Simon Fraser University. She is a licensed psychologist registered with the College of Psychologists and Behavioural Analysts of Ontario with a focus on clinical and counselling psychology in children, adolescents, adults, couples and families. She is an Associate Member of the Department of Neuroscience and Behavior at McMaster University where she supervises undergraduate students studying the impact of mental health on couples' relationships.

Sherry's previous experiences include a variety of hospital, community mental health, private practice and correctional settings, including over seven years with the Pediatric Eating Disorders Program at McMaster Children's Hospital. She presently provides services for children, youth, adults, couples and families. Her therapeutic approach includes the use of Emotion Focused Therapy for individuals, couples and families, Executive Functioning Skills Coaching for ADHD, and the use of Cognitive Processing Therapy for posttraumatic stress. Sherry also conducts psychoeducational, developmental, giftedness, psychological, and rehabilitation (WSIB) assessments.

Adjunct/Non Supervising Psychology Team Members & Allied Health Providers (Alphabetical Order)

DR. IMMACULATE ANTONY, ED.D., C.Psych. (Transforming Emotions)

Immaculate completed her Doctorate of Education in counselling psychology in 2016, at the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). Since 2014, she has held a role as a psychologist and counsellor at the Centre for Student Development and Counselling of the Toronto Metropolitan University (TMU), where she has been providing high-quality psychotherapy and counselling to students enrolled in the institution.

Regarding her training, Immaculate has enhanced her skill set with a Motivational Interviewing Trainer Certification from the Motivational Interviewing Network of Trainers (MINT), a certificate

course in clinical supervision at TMU and the Advanced Level Certificate Course in Cognitive Behaviour Therapy (CBT) from the OISE/UT.

She brings a multicultural diversity lens and an anti-oppressive framework, grounding her practice in evidence-based approaches, like cognitive behaviour therapy (CBT), motivational interviewing (MI), emotion-focused therapy (EFT), and mindfulness.

DR. JASMAN DHALIWAL, PSY.D. (supervised practice; New Leaf)

Dr. Jasman Dhaliwal provides therapy to children, adolescents, and adults. She takes an integrative approach to therapy, drawing on a range of evidence-based modalities to meet the individual needs and goals of each client.

Dr. Dhaliwal's approach is client-centered and grounded in collaboration, empathy, and the creation of a supportive, non-judgmental space. She recognizes that each client is the expert on their own experiences and works alongside them to better understand and navigate the challenges they are facing.

Her therapeutic experience includes Cognitive Behavioural Therapy (CBT), Cognitive Processing Therapy (CPT) for post-traumatic stress disorder (PTSD), psychodynamic therapy, and Emotion-Focused Therapy (EFT).

Dr. Dhaliwal completed her Doctorate in Counselling Psychology at Teesside University in the United Kingdom, where she also earned a Master of Science in Clinical and Abnormal Psychology. She has worked in the mental health field for more than five years across secondary and post-secondary school, community health, hospitals, and private practice settings.

LINA BARKAS, M.A., C. PSYCH. ASSOC. (Framework)

Lina Barkas received her Masters in Psychology from the University of Manitoba. She is a licensed psychological associate with the College of Psychologists of Ontario, with a focus on school psychology with children and adolescents. Over the years, she has worked at the Centre for Addiction and Mental Health and at The Hospital for Sick Children in the Child Development Clinic, Autism Research Unit and oncology department.

Since 2009, she has worked at the Toronto District School Board as a psychoeducational consultant, providing comprehensive assessments to evaluate students' strengths and weaknesses in thinking, reasoning and learning. Her forte includes identifying learning disabilities, intellectual disabilities, giftedness, attentional difficulties (including ADHD), Autism Spectrum Disorders, as well as providing evidence-based strategies and recommendations to help students achieve their learning potential.

SHIRI BARTMAN, M.A. C. PSYCH. BCBA, RBA (Ontario), (New Leaf)

Shiri is a dually registered psychologist and behaviour analyst, with over two decades of experience supporting children, youth, and families. She works with a broad range of clients,

including neurodiverse individuals, and integrates developmental and behavioural approaches to provide individualized, evidence-based care.

Shiri offers a wide range of assessment services, including autism diagnostic assessments. She has extensive experience in the early identification of autism in very young children and in girls, where presentations can be subtle and easily missed. Her assessment approach is thorough, sensitive, and informed by current research on underrepresented and complex diagnostic profiles. Her treatment approach incorporates ABA and cognitive behavioural interventions, including Acceptance and Commitment Therapy (ACT), with a focus on enhancing emotional well-being, resilience, anxiety management, and self-acceptance in children and adolescents.

In addition to direct therapy, Shiri provides parent coaching to support behavioural concerns and strengthen family routines at home. She also offers consultation for early childhood issues, including sleep, feeding, and toileting challenges.

Shiri is dedicated to providing compassionate, strengths-based care that supports children and families in achieving meaningful, lasting change.

ANGELA COLE, M.ED., C.PSYCH.ASSOC. (Transforming Emotions)

To be completed.

DR. AMANDA COX, PH.D, C.PSYCH (New Leaf)

Dr. Amanda provides therapeutic support for children and adolescents, as well as parent coaching for caregivers. She adopts an integrative therapeutic approach to best meet the unique developmental needs of her clients. Dr. Amanda grounds her work in a person-centered framework, prioritizing the connection and relationship with her clients. She believes that providing a non-judgemental space that fosters acceptance and trust is the foundation for meaningful growth and healing.

Dr. Amanda has experience supporting children and adolescents with anxiety and mood concerns, emotional dysregulation, relational difficulties, school-related challenges, and life transitions.

She also works with youth with ADHD, helping them recognize their unique strengths, deepen their self-understanding, and develop practical strategies for managing areas of difficulty. Her approach blends emotional support with practical behavioural skills (e.g., executive functioning coaching, emotion regulation strategies) to ensure that insights from therapy translate effectively into daily life.

Dr. Amanda also has a particular interest in supporting children and adolescents who have experienced grief and loss. She takes a nonpathological approach to grief therapy, guiding bereaved youth to honour, express, and integrate their grief in ways that feel meaningful and authentic to them.

Dr. Amanda also provides psychoeducational assessments. Her approach emphasizes collaboration with families, schools, and community supports to ensure that each child's strengths and needs are well understood and that recommendations support them in reaching their full potential.

Dr. Amanda earned her Ph.D. in Clinical Child and Adolescent Psychology from the University of Guelph. Her research primarily focused on pediatric health, grief and loss, and adolescent mental health and well-being. Dr. Amanda has experience in school, hospital, community mental health, and private practice settings.

DR. JOSHUA DOIDGE, M.A., PH.D. (Framework)

Joshua Doidge received his M.A., and is currently completing his Ph.D., from York University in the Clinical-Developmental Psychology Program. Josh has clinical training in a variety of places, including the York Psychology Clinic, the Centre for Addiction and Mental Health (CAMH), as well as private practice settings. Josh is completing his doctoral research on the relationship between technology behaviours, decision-making and real-world outcomes. He has co-authored various publications and presented at conferences on Attention Deficit Hyperactivity Disorder (ADHD) and decision-making. Josh works with children, adolescents and adults, individually and as families, who are coping with interpersonal trauma, anxiety, mood related issues, Autism Spectrum Disorder (ASD), and ADHD.

Josh's approach incorporates a number of modalities including experiential, dynamic, cognitive and behavioural therapies. Josh believes the therapeutic process involves discovering acceptance and engaging in change.

LAURA GOLDSTEIN, M.A., PH.D. CANDIDATE (Framework; maternity leave)

Laura received her M.A from York University in Clinical-Developmental Psychology and is currently completing her Ph.D. in the same program. Prior to joining Framework, Laura pursued her clinical training at the Centre for Addiction and Mental Health, the York University Psychology Clinic, the Traumatology Institute and the Family Psychology Centre.

Laura conducts clinical research at York University's Trauma and Attachment Lab, where she investigates the process and outcome of various interventions for Post traumatic Stress Disorder (PTSD) in children and adults. Additionally, Laura has collaborated with agencies such as the SickKids Centre for Community Mental Health, Kindercare Pediatrics, and the Traumatology Institute. Her most recent work involved developing an innovative way to investigate nonverbal behavior in trauma and attachment contexts.

Laura's interests focus on supporting children, adolescents, adults, and families in the process of recovery through a client-centred and attachment-informed lens.

ANDREW GOODWIN, M.A., PH.D. supervised practice (Framework)

Andrew received his M.A., and is currently completing his Ph.D., from the University of Toronto. Andrew's clinical interests focus on helping children, adolescents, adults and families with social, emotional and behavioural difficulties. Andrew has completed his clinical training in a

variety of public and private settings, including the OISE Psychology Clinic, the Toronto Catholic District School Board, Holland Bloorview Children's Rehabilitation Hospital, and the SickKids Centre for Community Mental Health. His research endeavours have focused on a variety of projects related to high-functioning Autism Spectrum Disorder (ASD). His current research explores the development of wisdom and identity in young adults with high-functioning ASD, and how growth in these areas maximizes life satisfaction and well-being. Andrew has co-authored published journal articles on ASD and presented his research at various conferences. Andrew aims to cultivate meaningful relationships with his clients in order to provide a safe and supportive space where people can not only discuss their challenges but also discover their strengths and resilience.

JENNIFER KAPLER, MA, C.PSYCH. (Framework)

Jennifer Kapler is a member with the College of Psychologists and Behavioural Analysts of Ontario, with a specialization in both School and Counselling psychology and is authorized to practice with children, adolescents, adults and families. She received her Bachelors (B.Sc.) and Masters (M.A.) in Counselling Psychology from McGill University. In 2004, Jennifer became registered as a psychologist in Alberta where she was employed as a child and family psychologist at Woods Homes, Calgary Counselling Centre, and the Calgary Board of Education. In 2009, Jennifer moved to Toronto and began to work for the Toronto District School Board. As a school psychologist, Jennifer is responsible for conducting psycho-educational assessments, providing consultation to school staff, delivering professional development workshops, as well as providing counselling and support to individuals, families, and groups.

Jennifer has extensive experience working with at- risk youth, children with mood and behaviour disorders, families, and individual adults. She has trained in both Acceptance and Commitment Therapy (ACT) and Emotion Focused Family Therapy (EFFT). Her therapy style also draws on techniques from emotion-focused, solution focused, play, and cognitive behavioural therapies. She incorporates elements of mindfulness and self-compassion practice within her interactions with clients. Jennifer believes that the therapeutic relationship is one of the most important factors in determining therapeutic outcome and thus strives to achieve a warm, open, and collaborative environment with each client.

DAVID MCNEILL, M.S.W, R.S.W.(Transforming Emotions)

David completed his Master of Social Work at the University of Toronto in 2016, specializing in children and families, and he has held several positions providing mental health counselling to post-secondary students.

David has provided psychotherapy as a private practitioner since 2017, including his practice at Transforming Emotions. He currently works as a social worker and professional counsellor at the Toronto Metropolitan University (TMU) Faculty Association at the Centre for Student Development and Counselling at TMU, where he assists with this centre leadership, provides supervision to MSW interns and provides didactic instruction in EFT to psychology and social workers interns.

David has enhanced his professional skill set by participating in numerous training activities provided by York University, the Children's Aid Society of Toronto and the Medical University of South Carolina, among others.

David's approach to psychotherapy is rooted in emotion-focused therapy (EFT) and incorporates elements of person-centred, cognitive-behavioural (CBT) and relational therapy. This integrative approach allows him to prioritize the unique needs of each of his clients.

DR. NATISHA NABBIJOHN, PH.D., C. PSYCH. (supervised practice)

Natisha is a child and adolescent therapist who adopts an integrative therapeutic approach when working with families, incorporating a variety of modalities to match the needs and preferences of her clients. She has experience with Dialectical Behaviour Therapy (DBT), Cognitive Behavioural Therapy (CBT), Motivational Interviewing (MI) and other interpersonal approaches.

Natisha completed her Ph.D. in Clinical Psychology at the University of Guelph, where she also completed her Master's degree. Her research primarily focuses on understanding how to promote the psychosocial well-being of youth living with chronic pain. Natisha has experience working at the Halton Catholic District School Board and various private practice settings.

MICHELLE NELSON (New Leaf)

Michelle is a Psychometrist, Executive Functioning Skills Coach & Tutor at New Leaf Psychology Centre. Michelle has completed her M.A. in Counselling Psychology at Yorkville University. She has worked extensively in the education system with roles as teacher and support staff where she focused on supporting and understanding her students' needs and strengths to help them develop and learn throughout the school year.

TAYYABAH NAEEM (New Leaf)

Tayyabah is a Psychometrist, Literacy Coach & Tutor at New Leaf Psychology Centre. Tayyabah completed her M.Ed. in Developmental Psychology and Education at the University of Toronto's Ontario Institute for Studies in Education. She subsequently completed her Bachelor of Education at Wilfrid Laurier University and is presently registered with the Ontario College of Teachers.

DR. ALLISON OWEN-ANDERSON, PH.D., C.PSYCH (Framework)

Dr. Allison Owen-Anderson completed her Ph.D. at the University of Toronto in School and Child Clinical Psychology in 2006. She is a licensed Clinical and School Psychologist registered with the College of Psychologists of Ontario. From 2000 to 2015, Dr. Owen-Anderson worked at the Centre for Addiction and Mental Health (CAMH) in various roles in the Child, Youth, and Family Program, in particular as a psychologist in the Mood and Anxiety and the Youth Addiction and Concurrent Disorders Services. At CAMH, Dr. Owen-Anderson worked with children, adolescents, and young adults with a variety of mood, anxiety and substance use difficulties, as well as co-morbid issues including attention deficits, learning disorders, gender

dysphoria, emotion regulation difficulties, complex trauma histories, post-traumatic stress, and emerging personality disorders.

Since 2015, Dr. Owen-Anderson has worked as a psychologist at the Toronto District School Board (TDSB), providing comprehensive psychoeducational and mental health assessments, as well as therapy to children, adolescents, young adults, and families. She has also worked as a consulting psychologist with Youthdale Treatment Centres since 2016. Dr. Owen-Anderson has supervised more than 50 graduate students undertaking clinical training. She has authored a number of publications in peer-reviewed journals, as well as a book chapter. Dr. Owen-Anderson is experienced in integrating techniques from dialectical behavioural, cognitive-behavioural, Trauma-Focused CBT, motivational interviewing, supportive, and psychodynamic psychotherapies.

DR. SHARON PAUKER, PH.D., C.PSYCH (Framework)

Dr. Sharon Pauker completed her PhD in the School and Clinical Child Psychology program at OISE at the University of Toronto. She completed her doctoral residentship at the SickKids Center for Community Mental Health (formerly the Hincks-Dellcrest Centre).

Sharon gained clinical experience working with diverse populations in Israel, the United States and Canada. She has experience working and conducting assessments with children, adolescents and young adults who present with developmental disabilities, learning exceptionalities, as well as complex emotional and behavioural difficulties. Among her clinical placements, she completed training at Surrey Place Centre, Toronto District School Board, Markham-Stouffivlle Hospital, Children's Hospital of Pittsburgh, and worked in several private practices in Toronto. She is fluent in both English and Hebrew.

Her research interests concern children's development in the context of their social interactions within different settings (such as family and Early Childhood Education centres) and across cultures.

NORETTE RENÉ-GOUGEON, MSW, RSW (Transforming Emotions)

Norette completed her MSW (Health and Mental Health Specialisation) at the University of Toronto. She gained experience working with diverse populations at Family Service Toronto,

SickKids Centre for Community Mental Health, Women's College Hospital (Endocrinology Program), and Alli Therapy.

Norette's approach is strengths-based, non-judgemental, culturally sensitive, collaborative, client-centred and trauma-informed. With a focus on Emotion Focused Therapy (EFT), Attachment-Based Therapy, Internal Family Systems Therapy (IFS), Self Compassion and Mindfulness, Norette works with couples and families to help understand, interrupt and heal recurring unhealthy relationship patterns.

JOVANA SEAT, M.ED. (maternity leave; Framework)

Jovana Seat holds a Master of Education in Developmental Psychology and Education from the University of Toronto. She worked on various studies at the University of Toronto and the

Centre for Addiction and Mental Health examining child development and psychopathology in childhood and adolescence.

Jovana has assessed emotional, cognitive, and social functioning in children and youth using a variety of testing tools and methods. She has facilitated psychoeducational groups for immigrant children and parents who have experienced war trauma in their country of origin. In doing so, she has helped this population to overcome their experiences and achieve a better quality of life.

Throughout her work, Jovana has been able to establish a strong rapport with children and youth and empathize with their presenting conditions.

DR. ERIN SULLA, PH.D., C.PSYCH. (Framework)

Dr. Erin Sulla completed her Ph.D. at the University of Alberta in the School and Clinical Child Psychology program and is registered with the College of Psychologists of Ontario. Her focus is on children, adolescents and families. Dr. Sulla has worked in a number of settings including hospitals (e.g., Glenrose Hospital, Edmonton), community mental health agencies (e.g., CASA Child, Adolescent and Family Mental Health), school boards (e.g., TDSB), as well as private practice. Dr. Sulla has worked with children, adolescents and families with a variety of presenting problems including: mood and anxiety disorders, ADHD, anger and aggression difficulties, attachment- related issues, suicidal behavior, learning difficulties and family-related concerns. She worked for two years in private practice at an ADHD clinic and has a personal research interest in residental and external resilience factors contributing to academic success in individuals with a diagnosis of ADHD. Also, Dr. Sulla has a passion for working with parents and has run several parenting groups focusing on attachment. In addition to working at Framework, Dr. Sulla is a psychologist at the Toronto District School Board (TDSB), providing comprehensive psychoeducational and mental health assessments, as well as consultation and therapy. Her approach to treatment uses the therapeutic process and relationship to foster growth, while integrating cognitive-behavioural therapy, mindfulness and play-based therapy.

DR. OLGA SMOLIAK, PH.D., C.PSYCH. (New Leaf)

Dr. Smoliak provides counselling and psychotherapy to individual adults, couples, and families. What distinguishes her as a professional is a blend of training and experience in relational dynamics and individual mental health difficulties. As a researcher and clinician, she offers up-to-date knowledge of individual and couples distress using empirically supported and effective interventions. She primarily uses emotionally-focused therapy in her work with couples and draws on a range of approaches in working with individuals.

Dr. Smoliak received her Ph.D. in Counselling Psychology from the University of Calgary and is currently an Associate Professor in the Department of Family Relations and Human Development at the University of Guelph. She is registered with the College of Psychologists and Behaviour Analysts of Ontario. Dr. Smoliak co-edited three books and authored more than 70 journal articles on the topic of psychotherapy and counselling, including the Handbook of Counselling and Psychotherapy in Canada. In addition to her scholarly and educational contributions to the field, she brings 20+ years of professional experience in psychotherapy.

KIM TURLEY-SMITH (New Leaf)

Kim Turley-Smith provides coaching services and career counselling for adolescents and adults to ensure they thrive at school and at work. She brings a holistic, strengths-based coaching style and approach to support her students and clients. Kim works collaboratively with clients to build self-awareness, confidence, and personalized strategies that lead to lasting success.

Kim holds a Master of Science in Education and is a member in good standing with the Ontario College of Teachers (OCT). Kim has extensive experience developing and delivering executive functioning skills supports, wellbeing programs and pathway planning for students, adults, leaders, and professionals.

Drawing from her experience designing and delivering evidence-based professional and leadership development workplace programs, Kim's coaching scope extends beyond executive functioning skills to support leaders and professionals to perform at their best, building skills in resilience, burnout prevention, well-being, communication, career development, and workplace effectiveness.

DR. DIANE WARLING, PH.D., C.PSYCH. (Framework)

Dr. Diane Warling received her Ph.D. in 2001 in Psychology from the University of Toronto. She is a registered Clinical Psychologist with the College of Psychologists of Ontario. Over the years, Dr. Warling has worked in a number of settings, including psychiatric hospitals (such as CAMH and Ontario Shores), community mental health agencies (such as Child and Adolescent Services in Hamilton, and Kinark Child and Family Services), as well as private practice. Dr. Warling has worked with children, adolescents, adults, and families with a variety of presenting problems, including: mood and anxiety disorders; anger and aggression difficulties; trouble with the law; substance use difficulties; trauma; grief and loss; attachment related issues; self-harm and suicidal behaviour; relationship difficulties; as well as family-related concerns (such as parenting issues). She has taught graduate-level courses (at the University of Toronto), as well as provided supervision to multiple psychology graduate students and psychologists in supervised practice. Moreover, Dr. Warling has provided training to diverse professionals in a range of topics (e.g., trauma and fire involvement) and various therapeutic approaches (e.g., Cognitive Behaviour Therapy (CBT), Dialectical Behaviour Therapy (DBT), and Motivational Interviewing). Dr. Warling's approach to treatment is to 'meet the client where they are at' and integrate techniques from CBT, DBT, behavioural strategies, solution-focused and psychodynamic approaches. Dr. Warling is grateful for her clients who instill trust in her to help them with some of their most difficult life challenges. It is a privilege and honour to support them.

DR. HAYLEY WOOD, PH.D., C.PSYCH. (Framework); Clinical Director, Psychologist

Hayley Wood completed her Ph.D. at the University of Toronto in School and Child Clinical Psychology. She is a licensed Clinical and School Psychologist registered with the College of Psychologists of Ontario with a focus on clinical psychology in children, adolescents, and families. Dr. Wood undertook her clinical training in a variety of settings, including The Hospital

for Sick Children, Integra Foundation, Youthdale Treatment Centres, Toronto District School Board, Durham District Catholic School Board and The Centre for Addiction and Mental Health (CAMH). Dr. Wood worked at the CAMH from 2007 to 2016 in a number of positions in the Child, Youth and Family Program. She was a staff psychologist there from 2010 to 2016. Dr. Wood was the Director of the APA/CPA Accredited residentship Program in Clinical Psychology at CAMH from 2011 to 2015. She has supervised numerous graduate students undertaking clinical training. She has authored over 25 publications in peer-reviewed journals as well as a book chapter. Dr. Wood is experienced in treating mood and anxiety disorders, as well as autism spectrum disorders. She has specialized training and experience supporting children and youth with gender dysphoria. Dr. Wood's approach integrates techniques from cognitive-behavioural, behavioural, supportive, emotion-focused, and psychodynamic psychotherapies.

DR. ESZTELLA VEZER, PHD.D. C.PSYCH. (Transforming Emotions)

Esztella holds both a master's degree and a doctoral degree in clinical psychology from Toronto Metropolitan University (TMU). She has trained with diverse populations across a number of settings, including family medicine (Department of Family and Community Medicine at St Michael's hospital), post-secondary mental health (TMU), private practice and clinical trials (IMPACT lab at TMU).

Esztella focuses her work on supporting individuals experiencing difficulties with mood, anxiety, trauma, grief, relationships and life transitions, bringing an integrative lens that leans heavily on experiential and relational modalities such as emotion-focused therapy and accelerated experiential dynamic psychotherapy. She also works with couples navigating disconnect, conflict, emotional injuries, major life transitions and other challenges. Esztella has a special interest in working with adults and couples with ADHD, as well as clients with parenting and postpartum challenges.

DR. EMMA WOOKEY, PSY.D., C.PSYCH. (Transforming Emotions; maternity leave)

Emma completed her master’s degree in clinical psychology at Columbia University and her doctorate in clinical psychology at Pepperdine University. She has completed clinical training in a variety of settings including inpatient multidisciplinary rehabilitation (Field-Marsham Medical Center; Florida Hospital for Children), oncology (UCLA Simms/Mann Center for Integrative Oncology), community mental health (Union Rescue Mission Mental Health Clinic), and post-secondary mental health (University of Southern California, Toronto Metropolitan University; York University Psychology Clinic).

Emma works primarily with adults who are seeking assistance related to trauma, grief, depression, anxiety, and relationship difficulties. Her approach is integrative, culturally sensitive, and grounded in evidence-based practices rooted in emotion-focused therapy, somatic psychotherapy, mindfulness, and relational psychodynamic frameworks.