



## CLINICAL NEUROPSYCHOLOGY POSTDOCTORAL PROGRAM 2024-2026

[www.stjoes.ca/psychology](http://www.stjoes.ca/psychology)

**For More Information, Please Contact:**

Emily MacKillop, Ph.D., C.Psych. ABPP-CN  
Director, Clinical Neuropsychology Postdoctoral Fellowship Program

St. Joseph's Healthcare, Hamilton  
West 5<sup>th</sup> Campus, 100 West 5<sup>th</sup> St.  
Level 1, G187  
Hamilton, ON L8N 3K7

Tel: 905-522-1155, ext.36371  
Fax: 905-381-5610  
E-mail: [emackill@stjosham.on.ca](mailto:emackill@stjosham.on.ca)



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# INTRODUCTION

## About St. Joseph's Healthcare, Hamilton

St. Joseph's Healthcare Hamilton has a history of being rated one of the top employers and healthcare organizations across Canada when evaluated by the following criteria: physical workplace; work atmosphere and social; health, financial and family benefits; vacation and time off; employee communications; performance management; training and skills development; and community involvement.

Founded in 1890, St. Joseph's Healthcare, Hamilton is a large teaching hospital that is affiliated with the Faculty of Health Sciences at McMaster University and Mohawk College. The Mental Health and Addictions Program at St. Joseph's Healthcare is based primarily at the Margaret and Charles Juravinski Centre for Integrated Healthcare (West 5th Campus) in which a number of medical outpatient clinics, inpatient psychiatric and forensic units, and the academic offices of the Department of Psychiatry and Behavioural Neurosciences, McMaster University are located. Psychological services are also provided within the nearby general hospital site (Charlton Campus) and to a lesser extent at an ambulatory site (King Street Campus). With more than 350 inpatient mental health beds, and the capacity to serve almost 5000 outpatients each year, St. Joseph's Healthcare has become the centre for adult mental health care throughout the central region of Southern Ontario.

The Mental Health Program offers a full spectrum of care from emerging adults to older adults, ranging from primary medical and emergency services to secondary acute services to specialized tertiary inpatient and outpatient programs. As a result, neuropsychology postdoctoral fellows will have the opportunity to gain varied experience in assessment and intervention with individuals with a wide range of difficulties.

## Integrated Mental Health Care

Located at 100 West 5th Street, the Margaret and Charles Juravinski Centre for Integrated Health, referred to as the West 5th Campus, embodies St. Joseph's vision to pioneer innovative models of care that aspires to radically reduce stigma and barriers associated with mental illness. The West 5th Campus integrates inpatient and outpatient mental health programs alongside outpatient medical services, research facilities and academic partnerships. It is a place of hope and healing, of relationships and partnerships, and of visionary care.

St. Joseph's West 5th Campus opened in February 2014 and is where the Clinical Neuropsychology Service and the postdoctoral training program are primarily located. The integrated care facility represents the culmination of a ten-year long redevelopment project intended to re-invent the way we deliver mental health and medical care to the members of our community. Which continues to this day.

The 850,000 square foot facility has capacity for up to 305 beds and is home to the Department of Psychiatry and Behavioral and Neurosciences at McMaster University, a

respected academic and research partner of St. Joseph's Healthcare. With an abundance of accessible courtyards, recreational facilities, natural light and expert caregivers the Margaret and Charles Centre for Integrated Healthcare is improving the lives of not only those who suffer from mental illness, but the entire community St. Joseph's serves.

Research and education are integral components of St. Joseph's Healthcare Hamilton, which is a fully integrated psychiatric and medical hospital. The Research Institute of St. Joe's is one of Canada's leading innovation centres for the study and treatment of mental illness, which creates an environment that fosters innovative research and advances the ways we translate knowledge to patients and clinicians. Our facility is one of the largest academic psychiatric centers in Canada. McMaster University's Department of Psychiatry and Behavioural and Neurosciences, as well as clinical, educational and research activities take place within the walls of the West 5<sup>th</sup> Campus.

### **Helpful Websites:**

*For more information about St. Joseph's Healthcare:* [www.stjoes.ca](http://www.stjoes.ca)

*More information about the Department of Psychiatry and Behavioural Neurosciences, McMaster University:* [www.fhs.mcmaster.ca/psychiatryneuroscience](http://www.fhs.mcmaster.ca/psychiatryneuroscience)

## **About Hamilton, Ontario**



Nestled along the shores of Hamilton Harbour adjacent to the Niagara Escarpment, the City of Hamilton, with an estimated population of 775,000, is home to several cultural and recreational landmarks. The downtown core offers an eclectic mix of shopping and dining venues catering to all tastes and boasts a vibrant arts scene featuring a monthly Art Crawl on James Street North.

First Ontario Centre is an internationally recognized venue for concerts, sporting events, and conventions. The Canadian Football Hall of Fame is located downtown next to City Hall. Hamilton is also home to a Canadian Football League team, the Hamilton Tiger-Cats, located in a stadium that opened in 2014, aptly named after a local landmark: Tim Horton's Field. The first Tim Horton's coffee shop opened here in 1964 and a working museum is located on Ottawa Street North.



Other area attractions include the Royal Botanical Gardens, Dundurn Castle, Canadian Warplane Heritage Museum, Wild Waterworks, African Lion Safari, and several conservation areas and golf courses.



Bayfront Park, pictured above, is ideal for jogging and roller blading, and the nearby Niagara Escarpment, with over 1500 kilometres of trails, including the Bruce and Rail Trails, provides an all-seasons getaway for hiking, biking, or skiing.

In addition, Hamilton is about 45 minutes from Toronto, a large cosmopolitan city with more than 2.5 million residents and a wide array of sports, entertainment, shopping and dining experiences.

It is also about an hour from Buffalo, NY, and less than an hour from world renowned, Niagara Falls, and the nearby Niagara wine country.



## Helpful Websites

*For more information about Hamilton:* [www.tourismhamilton.com](http://www.tourismhamilton.com)  
[www.hamilton.ca](http://www.hamilton.ca)

*For more information about Toronto:* [www.toronto.com](http://www.toronto.com)  
[www.toronto.ca](http://www.toronto.ca)

## OVERVIEW OF THE PROGRAM

### Program Mission

At St. Joseph's Healthcare Hamilton, we are dedicated to excellence in neuropsychology training at all levels, including graduate practicum, a neuropsychology residency stream, and a postdoctoral fellowship. The SJHH postdoctoral program in Clinical Neuropsychology provides access to multidisciplinary medical education and training opportunities that include didactics and direct inpatient and outpatient contact, as well as interactions with residents and fellows in medical specialties and allied professions. Working in an environment with graduate and resident learners allows supervision opportunities for our neuropsychology postdoctoral fellows. In addition to our membership in APPCN, the scope of training opportunities and resources are what we believe contributes to being one of the top neuropsychology postdoctoral training programs in Canada.

### Training Philosophy

The Neuropsychology Postdoctoral Fellowship Program at SJHH is committed to a scientist-practitioner approach to education and practice. In this regard, we seek to apply knowledge from a scientific foundation and adherence to best clinical practices. The program includes several different areas in which the fellow can develop advanced neuropsychological skills. Many members of the clinical training faculty are directly involved in research and contribute regularly to the scientific literature, and all faculty members are committed to keeping abreast of the latest research to inform their clinical practice.

The program is committed to preparing neuropsychology postdoctoral fellows to become leaders in the field by offering both breadth and depth of experience and knowledge. The intensive training experience ensures the development and practice of core competencies required by the provincial registration board for supervised professional practice and provides a range of assessment and intervention opportunities, and exposure to different types of clients and services. *The program embodies the concept of neuropsychologists acting in multiple roles.* Faculty and fellows have integral positions on multidisciplinary teams, and within the broader hospital and academic systems, several programs and services are headed by psychology faculty and several hold key leadership roles. Psychologists at St. Joseph's Healthcare are seasoned clinicians, researchers, managers, teachers, supervisors, authors, and advocates for important professional issues. Our program provides opportunities to participate in a wide range of professional activities and to interact closely with colleagues from a variety of other disciplines.

### Training Goals and Objectives

As a member program in APPCN, our program's goals are to provide excellence in education and training to achieve competencies necessary for the specialized practice of clinical neuropsychology. The program has been designed to be in keeping with the Houston Conference standards for specialty training in neuropsychology (*Archives of Clinical Neuropsychology*, 1998, 13,160-166), and was also designed with the intention to

meet the postdoctoral requirements for board certification, as specified by the American Board of Clinical Neuropsychology. These objectives are accomplished by the following goals:

### **Goal 1: Advanced Assessment and Diagnostic Skills**

*Objectives for Goal 1:* Fellows will conduct, on average, 3 integrative neuropsychological assessment consultations per week over the course of the training year across both inpatient and outpatient settings. The reports include several components including differential diagnoses based on DSM-5, comprehensive conceptualization, and client-specific recommendations.

*Competencies Expected for Goal 1:* Competencies expected include independence in the following: appropriate test selection based on an informed-approach; accurate test administration; autonomy in conducting interviews; effective listening and observational skills; accuracy of scoring, interpretation, and case conceptualization; quality of written report (e.g., appropriateness of response to referral question, integration of empirical/critical thinking based on literature); accurate diagnostic skills based on integration of test data with DSM-5 criteria; and usefulness of recommendations based on evaluation results.

### **Goal 2: Advanced Cognitive Intervention Skills**

*Objectives for Goal 2:* Fellows will refine knowledge and skills through involvement in delivering cognitive intervention groups for targeted populations.

*Competencies Expected for Goal 2:* Fellows will refine their skills in developing programming and/or providing structured intervention to individuals with cognitive impairment due to a medical and/or psychiatric etiology. This will be done by integrating theory into interventions and targeting them toward specific patients either by way of making recommendations or by facilitating cognitive intervention groups (e.g., memory interventions for individuals with MCI; cognitive interventions for individuals with severe mental illness).

### **Goal 3: Strengthen Knowledge of Ethics and Professional Issues**

*Objectives for Goal 3:* Through didactic seminars and discussion in supervision, fellows will understand and adhere to the Canadian Psychological Association (CPA) Codes of Ethics and Ontario registration laws and regulations. Fellows will also be provided with opportunities to develop their professional identity and gain an understanding of the multiple roles that neuropsychologists may play in an interdisciplinary healthcare setting by applied practice.

*Competencies expected for Goal 3:* Fellows' conduct is expected to follow CPA Ethical Principles, and in compliance with Ontario Provincial laws. Fellows will appropriately seek supervision and consultation when needed, inform patients of their professional status and supervisor's name, and demonstrate an appropriate amount of independence. Fellows will

reliably consider ethical issues and be able to identify and raise appropriate ethical concerns, anticipate possible ethical concerns, reason through ethical dilemmas and seek supervision appropriately, and arrive at good ethical decisions. Fellows must also be sensitive to issues of confidentiality. Fellows will strive to be active and cooperative members of the clinical team(s) they are assigned to, will engage in efforts to broaden their knowledge base (e.g., readings, workshops), and will consider issues around professional development as these relate to their practice (e.g., boundary issues, gaps in knowledge). Upon completion of rotations, fellows will demonstrate an ability to respond to and integrate feedback in their professional and skills development across future rotations.

#### **Goal 4: Cultivate Knowledge of Issues related to Equity, Diversity, and Individual Differences**

*Objectives for Goal 4:* Through clinical exposure, didactic seminars, workshops, recommended readings and discussion in supervision, fellows will learn to recognize and address equity, diversity, and inclusion within their practice. In this regard, we hope to facilitate learning that will help the fellows learn to recognize the harmful effects of racism and bias on mental health, the importance of understanding individual differences, and the avoidance of any further harm, including stereotyping and bias. Emphasis will be placed on assigning fellows patients/clients representing diverse populations to put theory into practice. *We commit to permitting time for our fellows to attend workshops and seminars on applicable ethics and diversity training when they arise in the hospital and/or community without incurring undue burden (e.g., asking to make up time or clinical work that may be missed).*

*Competencies expected for Goal 4:* Fellows will be aware of and demonstrate sensitivity to issues of diversity, including cultural, language, gender, ethnicity, sexual preference, identity, age, religion, physical and emotional disability. Fellows will reliably consider issues of diversity or individual difference, will demonstrate self-awareness to their limits of competency in this area, and will seek appropriate consultation and/or supervision and additional resources (e.g., readings) to inform their practice.

#### **Goal 5: Further Develop Knowledge and Skills in Consultation**

*Objectives for Goal 5:* Fellows will understand the role of a psychologist consultant in an interdisciplinary healthcare setting. Through formal didactic seminars on inter-professional care, provision of consultation-based activities in the context of all clinical case assignments, and participation in case consultation during interdisciplinary team meetings, residents will enhance their knowledge of the basic principles and skills for providing professional consultation.

*Competencies expected for Goal 5:* Fellows will demonstrate an ability to establish consulting relationships with other healthcare professionals through both written and verbal mechanisms, will skillfully select appropriate means and/or psychometric measures to answer consultation questions, will be able to skillfully manage the communication requirements (written and verbal) of particular consultation contexts, will skillfully provide



feedback and compose recommendations to the referring agent in ways that are clear and easily understood, and will be able to evaluate consultation outcomes.

### **Goal 6: Enhanced Skills in Providing Feedback**

*Objectives for Goal 6:* Fellows will develop their skills in providing feedback to referring clinicians and/or treatment teams, patients/clients and their family members.

*Competencies expected for Goal 6:* Fellows will use recommended readings and supervision to enhance their ability to independently and effectively communicate clinically relevant information (e.g., case conceptualization, recommendations) to referring clinicians and/or patients/clients and their family members, and also to adapt and modify feedback in a manner that is appropriate for their target audience.

### **Goal 7: Continue to Develop Skills in Research**

*Objectives for Goal 7:* The fellow will become involved in program-based research by utilizing the CNS database or other resources that are available, which may include one of the on-going research projects or a supplementation thereof.

*Competencies for Goal 7:* Fellows will work with program faculty to develop a hypothesis that can be tested via available or reasonably obtainable data, conduct appropriate analyses, contribute to document preparation, and contribute ideas for on-going research projects. They will submit at minimum one manuscript for publication to a peer reviewed journal and present findings of their project at a local or international conference (e.g., INS; NAN; AACN; McMaster Research Day, Program Rounds) during their fellowship. Fellows may also be able to provide supervision/mentorship to residents, undergraduate, or graduate students completing research projects in the CNS.

### **Goal 8: Develop Skills in Supervision**

*Objectives for Goal 8:* Through didactic seminars, assigned readings, and participation in supervision and discussion, fellows will develop an understanding of basic models and methods of supervision. Fellows may be given the opportunity to provide supervision to practicum students, residents and/or psychometrists. They will receive supervision on their supervision.

*Competencies expected for Goal 8:* Fellows will work on developing skills as a supervisor by providing appropriate and constructive feedback to supervisees, learn to adjust supervisory style to address unique learning needs of supervisees, be aware of and effectively deal with ethical and diversity issues in supervision, and will learn to effectively address and process resistance and boundary issues in supervision.

## **Goal 9: Fulfilling Registration Requirements**

*Objectives for Goal 9:* The fellow will be expected to complete requirements for registration for supervised practice with the College of Psychologists of Ontario (CPO) at the outset of the fellowship.

*Competencies expected for Goal 9:* Prior to admission to the program, fellows must demonstrate that they are compliant with CPO registration requirements. Registration for supervised practice with the CPO will be requested as soon as feasible once all eligibility requirements are confirmed met. During the program, fellows will complete the registration requirements by: participating in regularly scheduled individual supervision with both the CPO Primary (4 hours/month) and Secondary (2 hours/month) supervisors, writing the EPPP and documenting at least 1750 hours of supervised work experience during the first year. During the second year, they will be expected to write the JEE and schedule an oral examination to complete the registration process. Supervision and regular evaluation of declared competencies will be provided to the fellow to complete the licensure process. As required for registration, a primary and a secondary supervisor will be assigned from among program faculty. Since the Neuropsychology fellowship is a full-time position, Registration in Clinical Psychology in addition to Neuropsychology, is not guaranteed. Fellows are advised that they may need to fulfill CPO registration requirements for Clinical Psychology outside of the full-time postdoctoral program. When opportunities arise during the postdoctoral fellowship to perform psychological services that would fulfill CPO requirements for clinical psychology registration, such as during a specific rotation, it is the postdoctoral fellow's obligation to utilize that time for that purpose (e.g., submit registration materials in advance) as additional opportunities will not be provided after-the-fact. Further, if CPO indicates that additional training is needed to fulfill registration requirements that are beyond the scope of the fellowship program, it will be the obligation of the fellow to seek and fulfill these requirements externally.

## **Goal 10: Prepare for Application for Board Certification in Clinical Neuropsychology**

*Objectives for Goal 10:* Through didactics and independent preparation, fellows will participate in informational seminars, fact-finding exercises, and mock oral examination(s).

*Competencies expected for Goal 10:* Fellows will understand the process of applying and seeking board certification in clinical neuropsychology. After year 1, the fellow shall take a practice examination. If desired, they will have the opportunity to participate in mock fact finding and mock oral examination session(s) with the clinical staff and/or the other fellow. They will have two board certified and five additional highly trained neuropsychologists available to assist regarding this process.

## **Workspace**

Each fellow is provided with an office in the Clinical Neuropsychology Service at the West 5th campus, complete with a telephone, voicemail, and computer with access to high speed internet, and various hospital and library resources. While the rotations are all part of the SJHH system, they are part of different clinical units within the hospital. All rotations

are located on the West 5th campus, with the exception of the Inpatient Acute/Medical, which is located at the nearby Charlton Campus. Office space is available on the days relevant to the Charlton rotation and the hospital operates a free transportation shuttle between these two campuses.

## Supervisor Role

The fellowship program complies with the requirements for registered psychologists and those registered under supervised practice by the College of Psychologists of Ontario. For more information on the College of Psychologists of Ontario Supervised Practice Requirements: <https://members.cpo.on.ca/>

As indicated previously, fellows registered for supervised practice with CPO receive a minimum of 6 direct hours of individual supervision each month, which includes 4 hours of direct individual supervision with the Primary CPO supervisor and 2 hours per month with the Secondary CPO supervisor. In addition to the CPO supervision, further specialized supervision with other supervisors may be provided within rotations. The fellow's supervision schedule is individualized to meet the needs of the fellow; all supervisors are on-site at each rotation and provide multiple opportunities for informal or supplemental supervision on an as-needed basis. Bearing this in mind, fellows will also spend a minimum of 1 hour each week in scheduled formal direct individual supervision with the neuropsychologist lead on each rotation. This supervision will include discussion of clinical cases and professional development, and when necessary or applicable observation while providing clinical services. Fellows are encouraged to participate in peer supervision as well.

## Evaluation

In compliance with the College of Psychologists of Ontario requirements, there are several areas formally evaluated and documented as part of supervision with both Primary and Secondary CPO supervisors <http://www.cpo.on.ca/Resources.aspx>. Fellows receive regular constructive informal and ongoing feedback during supervision with both CPO and rotation supervisors.

Learning plans are established at the outset of the fellowship. At the end of each rotation, formal evaluations are completed to document the extent to which learning goals were addressed or achieved and identify further learning goals for the remainder of the fellowship. Copies of the rotation evaluations will be provided to the Director for inclusion in the fellow's training file, will be shared with CPO supervisors to be utilized in the completion of the formal evaluations, as required for supervised professional activities by the College of Psychologists of Ontario, and will be discussed at quarterly supervisor meetings.

If a remediation plan is requested formally per indication on the evaluation form, the fellowship director will work directly with the fellow and other applicable supervisors to construct a suitable training plan to improve performance in identified areas of deficiency. Since fellows are technically staff of SJHH, the manager and/or the Psychology Professional Practice Lead (PPL) may become involved depending on the nature of the

issues or concerns raised. For example, a deficiency related to direct clinical skills or knowledge would be remediated within the fellowship supervisory training structure alone, whereas a significant professionalism issue that raises concerns about contradiction of SJHH HR workplace or professionalism standards would necessitate involvement of the manager and or Psychology PPL.

To maintain quality assurance, fellows are encouraged to provide feedback and evaluation of the program both informally and formally. The program seeks to establish an atmosphere that promotes and models professional growth, reflection, and life-long learning; as such, fellows are encouraged to approach their supervisors informally with any concerns that may arise. In addition, fellows may be asked to complete formal evaluation of their rotation supervisors. At the end of the fellowship, the fellows will have an opportunity to provide feedback regarding specific strengths or areas of improvement within the program during an exit interview with the Director.

Formal Grievance procedures are placed permanently on a shared drive, which is universally accessible for all staff, psychologists, and fellows in the Clinical Neuropsychology Service. Fellows are directed to review these procedures at the start of their fellowship.

## Accreditation

The Clinical Neuropsychology Postdoctoral Fellowship program was developed to be in keeping with the training in neuropsychology guidelines in the Houston Conference and American Board of Clinical Neuropsychology (ABCN), which is a specialty board of the American Board of Professional Psychology (ABPP). The fellowship is a member program in the Association of Postdoctoral Programs in Clinical Neuropsychology (APPCN). and is in compliance with the requirements for supervised work experience by the College of Psychologists of Ontario. It is not an accredited program of the American Psychological Association (APA), Association of Psychology Postdoctoral and Internship Centers (APPIC), or the Canadian Psychological Association.

For more information on the requirements for board certification and Ontario registration in clinical neuropsychology:

The American Board of Clinical Neuropsychology  
<https://theabcn.org/>

The American Board of Professional Psychology  
<https://www.abpp.org/i4a/pages/index.cfm?pageid=3285>

College of Psychologists of Ontario: <https://members.cpo.on.ca/>

## STRUCTURE OF THE PROGRAM

The Clinical Neuropsychology Service (CNS) is a consultation service that provides comprehensive assessment of psychological and neurocognitive functioning in a wide

range of adult inpatients and outpatients including those with neurological (e.g., stroke, neurodegenerative disease), medical (e.g., respiratory, nephrology, rheumatology, cardiac) developmental (e.g., neurodevelopmental, intellectual), psychiatric (e.g., psychosis, mood/anxiety), and substance abuse disorders. The program typically runs the first working day of September through the last working day of August, although modest adjustments can be made to this timeline, such as in situations of conflicting residency/internship end dates, or an international move.

In order to achieve the neuropsychological, psychological, and research training objectives, the fellowship is two years in duration and is particularly designed for fellows who desire CPO registration in Neuropsychology and Board Certification in Clinical Neuropsychology. Fulfilling competencies cannot be honoured in a shortened timeframe.

## **Assessment Overview**

The Clinical Neuropsychology Service is a consultative service for many medical and psychiatric clinics across SJHH. In this regard, the neuropsychology fellows gain work experience and extend the depth and breadth of knowledge across clinics and patient populations within the SJHH system.

Fellows integrate information about the patient's neuropsychological and psychiatric status to arrive at a diagnosis and provide patient-specific recommendations including any rehabilitative or compensatory strategies. In addition, the fellow sharpens skills by disseminating findings of the assessments through report writing, oral and written communication of findings and recommendations to other professionals and referring agents, and provision of oral and appropriately modified written feedback directly to the patients and their families.

Faculty in the CNS also provide psychodiagnostic assessment. The fellows may have the opportunity to assume the role of the psychological consultant, answering specific questions about patient's presentation relating to the psychiatric diagnosis, including conferring and/or confirming DSM-5 diagnoses. The fellow will gain supervised experience using a variety of assessment techniques including structured and semi-structured clinical interviews and self-report symptom and personality inventories.

## **Intervention Overview**

Opportunities for formal training in cognitive interventions involve intervention programs for memory and executive functioning are provided on a case-by-case basis. Programs offered frequently include "Memory Boost", a 6-week program for adults with subjective memory concerns and co-morbid mental illness; "Memory and Aging", a 5-week program for community dwelling older adults interested in learning about and enhancing functioning related to normal, age-related memory changes; "Learning the ROPES", an 8-week group for older adults diagnosed with Mild Cognitive Impairment.



## Structure

As for all SJHH staff members, fellows are expected to work 37.5 hours per week. Fellows are expected to spend approximately 50% of their time in direct contact with patients, which will comprise approximately 10-12 face-to-face clinical contacts each week through a combination of individual assessment, provision of feedback, intervention, and group intervention.

## Areas of Emphasis

The program incorporates several emphasis areas including: General Outpatient; Geriatric Medicine and Seniors Mental Health; Schizophrenia; Inpatient Consultation Liaison & Acute Inpatient Psychiatry (Charlton Campus); West 5<sup>th</sup> Inpatient Psychiatry, including Concurrent Disorders. The program has a minor emphasis area of Behavioural Neurology. In each area, the fellow will provide neuropsychological assessments to the targeted population. They may also be involved in other types of intervention programming that is occurring within an area of emphasis.

Specific schedules are developed at the start of the fellowship to meet the training goals of each fellow while at the same time balancing the requirements of the program's core competencies and the clinic's service needs.

Group interventions will be run throughout the two years when available. The fellow will also be responsible for participating in intervention groups to be run simultaneously as part of the workload, when applicable. Individuals wishing to register in Clinical Psychology may take these types of opportunities to facilitate clinically-oriented groups as long as it is approved and arranged in advance.

## Didactic Experiences

### ***Joint Neuropsychology/Geriatric/Forensic Seminar Series***

In keeping with the Houston and ABCN training guidelines, the SJHH Neuropsychology Postdoctoral Fellowship program incorporates a didactic seminar series for educational training. This is by design an interdisciplinary seminar, involving neuropsychology fellows as well as sub-specialty geriatric psychiatry fellows. Seminars are held on a bi-weekly basis for 1-2 hours Wednesday afternoons and are facilitated by faculty from a number of disciplines. Fellows are also required to present on at least one occasion per year as part of the seminar series.

In addition to the seminar series noted above, fellows are expected to document attendance to one to two additional rounds each week (total of 2-3 rounds per week). *\*At the time of this brochure, all seminars are being held virtually.*

- 1) Neuroscience (Neurology/Neurosurgery) Rounds organized by Hamilton Health Sciences, Friday mornings at 8:00 AM during the academic year.
- 2) Grand Rounds for the Department of Psychiatry and Behavioural Neurosciences, McMaster University at 9:00 AM each Wednesday during the academic year.
- 3) Mental Health and Addictions Program Rounds at St. Joseph's Healthcare at 12:00 PM each Thursday during the academic year.

4) Community Psychiatry, Seniors Mental Health, Peter Boris Centre for Addictions Research Seminars, Consultation Liaison or other program rounds through St. Joseph's Healthcare Hamilton. Information regarding all departmental and program rounds are provided weekly via e-mail and fellows are encouraged to attend those with relevant topics.

Fellows are required to present at either Grand Rounds or Mental Health and Addiction rounds once during the course of the 2-year fellowship. Presentations typically review clinically-applicable findings from the fellow's program of research during the fellowship. For recent and forthcoming topics, a schedule of McMaster Grand Rounds is available at: [www.fhs.mcmaster.ca/psychiatryneuroscience/education/psych\\_rounds/index.htm](http://www.fhs.mcmaster.ca/psychiatryneuroscience/education/psych_rounds/index.htm)

## Workshops and Research Days

The faculty at St. Joseph's Healthcare periodically organize workshops open to both staff and students. Faculty, psychology residents and fellows regularly participate in the Psychiatry and Behavioural Neurosciences Research Day, held annually in the spring. This all-day event highlights current empirical findings on topics broadly related to mental health and addictions, giving fellows the opportunity to both learn about the latest research as well as present their own work. There is also an annual Education Half-Day organized by the Education Leadership Committee in the Department of Psychiatry and Behavioural Neurosciences that typically focuses on various aspects of clinician-educator development. Staff and fellows are encouraged to attend when topics are applicable.

## Research Opportunities

Fellows are expected to participate in research as part of the training program's core goals (see Goal #7) and will have flexibility built into the schedule to accommodate approximately 4 hours per week throughout the two years for research activities. Faculty strive to integrate research and program evaluation into clinical services and there are multiple opportunities to become involved in clinical research during the fellowship if clinical workload is being met satisfactorily.

## Other Training Opportunities

Fellows may access faculty development resources including a wide variety of skills building courses and workshops through the McMaster University Program for Faculty Development: [www.fhs.mcmaster.ca/facdev/](http://www.fhs.mcmaster.ca/facdev/). Fellows are also encouraged to attend a relevant professional meeting each year; however, no additional funding for coursework or travel is available.

# STIPEND AND BENEFITS

## Stipend, Benefits, and Parking

For the 2024-2026 academic year, postdoctoral fellows are paid a stipend of \$50,000 with an additional percentage paid in lieu of vacation and benefits in biweekly instalments (approximately additional 14% or \$7,000). Of note, Statutory Holidays are unpaid days off. Further, in addition to the stipend paid in lieu of vacation time, fellows are entitled to a total

of 15 personal/educational days per year. Parking permits may be purchased for a monthly fee of approximately \$110.

## APPLICATION PROCESS

### Qualifications

Candidates must be in the final stages of successful completion of a CPA or APA accredited clinical psychology or clinical neuropsychology doctoral program and residency (internship) to be eligible to apply to the fellowship. Prior to beginning the postdoctoral fellowship, applicants must have successfully completed all of the requirements of their doctoral program including a one-year clinical residency (internship) through the APPIC match. In some cases, where all doctoral degree requirements are met excepting the completion of the dissertation defense/oral exam, a fellow may be approved to begin the program if the following provisions are met” 1) the dissertation defense is scheduled and 2) all doctoral requirements are expected to be met prior to the postdoctoral start date; both to be confirmed by written letter from the dissertation supervisor.

Candidates selected for interviews will be evaluated based on their answers to clinical, ethical, and empirical questions posed, as well as faculty’s’ impressions regarding interpersonal and communication skills and the applicant’s capacity to think ‘on the spot.’ The St. Joseph’s Healthcare Postdoctoral Clinical Neuropsychology Training Program is committed to offering equal opportunity employment and encourages applications from all qualified individuals regardless of race, religion, cultural or ethnic background, gender, sexual preference/identity, and disability. The program will make all efforts to ensure program access to those with disabilities by ensuring the accessibility of the physical site and by making further necessary accommodations on a case-by-case basis through liaison with the Director of Training.

### Application Materials and Deadlines

The postdoctoral fellowship begins on the first working day in September and ends on the last working day in August. The program is a member of the Association of Postdoctoral Programs in Clinical Neuropsychology (APPCN; [www.appcn.org](http://www.appcn.org)). As such, we participate in the APPCN Match and comply with the rules governing the Resident Matching Program conducted by National Matching Services (<http://www.natmatch.com/appcnmat/>).

- Applications will be accepted through January 1, 2024
- APPCN Neuropsychology Match Number: **8261**
- All interviews will be held virtually in early 2024

Applications include the following materials:

- A cover letter that clearly indicates the applicant's training and career goals. In addition, the cover letter should outline training and experience they have to date and/or anticipate acquiring prior to the fellowship start date that prepares them for depth training in neuropsychology.

- A letter from the applicant's primary supervisor stating the status of degree requirements that will be fulfilled before the start date is required from all applicants who have not yet completed degree requirements, with the exception of the residency (internship) requirement.
- A Curriculum Vitae
- One de-identified representative work sample (e.g., neuropsychological assessment report).
- Three letters of reference. Note that the program may contact referees who provide letters or who are listed on applicant CVs to obtain further information.

*Applications, letters of reference, and questions regarding the application materials should be directed to: Dr. Emily MacKillop, e-mail: [emackill@stjosham.on.ca](mailto:emackill@stjosham.on.ca)*

Because fellows will be working within a hospital environment, successful candidates will be required to produce documentation of up to date immunizations, including COVID-19, MMR and varicella immunizations as well as 2-step tuberculosis skin test results upon beginning the residency (these documents should not be submitted with the completed application). The successful candidates will also require completion of CPI training as well as training on our new EMR system prior to direct contact with patients.

## **Interview and Selection Procedures**

We will be conducting virtual interviews for the 2024 recruitment cycle, consistent with APPCN recommendations. Specific details of the interview will be distributed to selected individuals. The program reserves the right to hold more interviews and accept applications beyond the above date(s) and timelines if determined warranted. Once an individual is offered and accepted the position, they will be asked to provide graduate transcripts listing courses, grades, and degrees to SJHH HR in order complete the employment process.

## **Privacy and Application Materials**

In accordance with federal privacy legislation (Personal Information Protection and Electronics Documents Act - <http://laws.justice.gc.ca/en/P-8.6/>) we are committed to only collecting the information in applications that are required to process applications. This information is secured within Clinical Neuropsychological Services at St. Joseph's Healthcare and is shared only with those individuals involved in the evaluation of the applications. For the fellows who were not selected to our program, any personal information is destroyed after the decision date. Fellows who were selected for a position, the application and CV will be kept on file for up to 10 years, and is available only to those involved in supervision and training including rotation supervisors, the Director of Training, and relevant administrative support staff.

## PRIMARY FACULTY SUPERVISORS

### **Elena Ballantyne, Psy.D., C.Psych.**

Psychologist, Clinical Neuropsychology Service  
West 5th Campus

Tel: 905-522-1155, ext. 39366

Fax: 905-381-5610

E-mail: eballant@stjoes.ca



Dr. Ballantyne completed a Psy.D. in Clinical and Neuropsychology at the Adler School of Professional Psychology in Chicago, Illinois. She completed her residency at St. Joseph's Healthcare in Hamilton, Ontario and completed her supervised practice and post-doctoral fellowship jointly at St. Joseph's Healthcare and Bieman-Copland and Associates in St. Catharines, Ontario. She has worked as a licensed Clinical Neuropsychologist since 2014 and her area of practice is with adults and seniors. Her areas of clinical interest include neuropsychological assessment, psychotherapy after brain injury, and cognition during menopause in addition to clinical training and teaching. Dr. Ballantyne's treatment approach is client-centered and integrates cognitive-behavioural therapy and acceptance and commitment therapy.

### **Selected Publications:**

- Ballantyne, E.C., King, J.P., & Green, S.M. (2021). Preliminary support for a cognitive remediation intervention for women during the menopausal transition: A pilot study. *Frontiers of Women's Mental Health*. 2:741539. doi: 10.3389/fgwh.2021.741539.
- Parlar, M. E., Spilka, M. J., Wong Gonzalez, D., Ballantyne, E. C., Dool, C., Gojmerac, C., King, J., McNeely, H., & MacKillop, E. (2020). "You can't touch this": Delivery of inpatient neuropsychological assessment in the era of COVID-19 and beyond. *The Clinical Neuropsychologist*, 1-16.
- King, J. P., Ballantyne, E. & McNeely, H.E. (2020). Stress Awareness and Management in Medical Settings. In: Humanism and Resilience in Residency Training: A Guide to Physician Wellness. Editors: A. Hategan, K. Saperson, S. Harms, H. Waters, Eds. Switzerland: Springer, pp.219- 245.
- King, J. P., Ballantyne, E. & McNeely, H.E. (2020). Cognitive and Mindfulness Conceptualization. In: Humanism and Resilience in Residency training: A Guide to Physician Wellness. Editors: A. Hategan, K. Saperson, S. Harms, H. Water. Eds. Switzerland: Springer. pp. 273-296.
- King, J.P., McNeely, H.E., & Ballantyne, E. (December 2018). Promoting healthier thinking to build resilience. RESPITE; <https://respitemachealth.ca/>.
- Cummings, J.A., Ballantyne, E.C., & Scallion, L. (2015). Essential processes for clinical supervision: Agenda setting, problem-solving, and formative feedback. *Psychotherapy*, 52(2):158-163.
- Cummings, J.A. & Ballantyne, E.C. (2014). What does bad supervision look like? *The Behavior Therapist*, 37(8):230-235.
- Burns, A.S., Delparte, J.J., Ballantyne, E.C., & Boschen, K.A. (2013). Evaluation of an interdisciplinary program for chronic pain following spinal cord injury. *Pain Management & Rehabilitation*, 5(10):832-832. 20



**Christina Gojmerac, Ph.D., C.Psych.**  
Psychologist, Seniors Mental Health Program &  
Clinical Neuropsychology Service  
West 5th Campus

Tel: 905-522-1155 ext. 36299  
Fax: 905-381-5610  
Email: [cgojmera@stjoes.ca](mailto:cgojmera@stjoes.ca)



Dr. Gojmerac obtained her Ph.D in 2009 from the University of Toronto and completed her pre-doctoral internship at Baycrest in Toronto, Ontario. Since 2012, she has held a position as staff clinical neuropsychologist at St. Joseph's Healthcare in the Seniors Mental Health Program and the Clinical Neuropsychology Service. Her clinical work focuses on the older adult population, including both assessment and intervention. She is also an Assistant Professor (PT) in the Department of Psychiatry and Behavioural Neurosciences at McMaster University. Dr. Gojmerac's clinical and research interests are in aging, cognition, and mental health.

**Selected Publications:**

- Parlar, M. E., Spilka, M. J., Wong Gonzalez, D., Ballantyne, E. C., Dool, C., Gojmerac, C., King, J., McNeely, H., & MacKillop, E. (2020). "You can't touch this": Delivery of inpatient neuropsychological assessment in the era of COVID-19 and beyond. *The Clinical Neuropsychologist*, 1-16.
- King, J.P., Gojmerac, C.B., & McNeely, H.E. (2015). Psychological assessment of borderline personality disorder in geriatric patients. In: A Hategan, J.A. Borgeois, & G.L. Xiong (Eds.), *Borderline Personality Disorder in Older Adults: Emphasis on Care in Institutional Settings*. New York: Nova Science Publishers.
- Wiegand, M.A., Troyer, A.K., Gojmerac, C., & Murphy, K.J. (2013) Facilitating change in health-related behaviors and intentions: a randomized controlled trial of a multidimensional memory program for older adults. *Aging and Mental Health*, 17(7), 806-815.
- Ishii, R., Gojmerac, C., Stuss, D., Gallup, G.G.Jr, Alexander, M.P., Chau, W., & Christo, P. (2004). MEG Analysis of "Theory of Mind" in Emotional Vignettes Comprehension. *Neurology and Clinical Neurophysiology*, 28, 1-5.
- Dixon, M.J., Desmarais, G., Gojmerac, C., Schweizer, T.A., & Bub, D. (2002). The role of premorbid expertise on object identification in a patient with category specific visual agnosia. *Cognitive Neuropsychology*, 19(5), 401-419. 22

**Katherine Jongsma, Ph.D., C.Psych.**

Psychologist, Clinical Neuropsychology Service  
West 5<sup>th</sup> Campus

Tel: 905-522-1155 ext. 39367

Fax: 905-381-5610

Email: [kjongsma@stjosham.on.ca](mailto:kjongsma@stjosham.on.ca)



Dr. Jongsma obtained her Ph.D. in Clinical Psychology from the University of Windsor in 2019. She completed her pre-doctoral residency and postdoctoral fellowship at St. Joseph's Healthcare Hamilton (SJHH) in the Clinical Neuropsychology Service (CNS). Following her postdoctoral fellowship, she worked at a WSIB Specialty Clinic in Altum Health through the University Health Network. In 2022, she transitioned back to SJHH to her current role as a part-time neuropsychologist in the CNS. At this point, she focuses on outpatient neuropsychological assessments. Dr. Jongsma is registered in Clinical Neuropsychology and Clinical Psychology with adults and older adults. Her main research interests are performance validity testing, somatic symptom disorder treatment, intimate partner violence, and pornography use.

**Selected Publications**

Jongsma, K. & Timmons Fritz, P. (2022). The role of pornography use in intimate partner violence in

different-sex couples: A prospective longitudinal study. *Journal of Interpersonal Violence*, 37.

doi:10.1177/08862605211055145 [journals.sagepub.com/home/ji](https://jiv.sagepub.com/home/ji)

Losier, B., Jongsma, K., King, J., & McNeely, H. (2020). Cognitive Assessment in Medical Settings. In

A. Hategan & N. Kates (Eds.), *McMaster Textbook of Internal Medicine*. Medycyna Praktyczna. <https://empendium.com/mcmtxtbook/chapter/B31.II.21.29>

Erdodi, L., Jongsma, K., & Issa, M. (2017). The 15-item version of the Boston Naming Test as an index

of English proficiency. *The Clinical Neuropsychologist*, 31, 168-178.

doi:10.1080/13854046.2016.1224392

**Emily MacKillop, Ph.D., C.Psych., ABPP-CN**

Director of Training Neuropsychology Postdoctoral Program  
Psychology Practicum Placement Coordinator  
Psychologist Clinical Neuropsychology Service  
West 5th Campus

Tel: 905-522-1155, ext. 35592 or 35411

Fax: 905-381-5610 E-mail: [emackill@stjoes.ca](mailto:emackill@stjoes.ca)



Dr. MacKillop has been a member of the Clinical Neuropsychology Service at St. Joseph's Healthcare Hamilton since 2014. She is also an Associate Professor (PT) in the Department of Psychiatry and Behavioural Neurosciences at McMaster University. She earned M.A. and Ph.D. degrees in Clinical Psychology at the State University of New York at Binghamton (2004; 2006). She completed a clinical internship in both Clinical and Neuropsychology at the Medical University of South Carolina (2005-2006), followed by a two-year postdoctoral fellowship specializing in Neuropsychology at the Beth Israel Deaconess Medical Center through Harvard Medical School (2006-2008). She has been a registered provider since 2008 and board certified in Neuropsychology through the American Board of Professional Psychology (ABPP) since 2012. Prior to joining SJHH, she had worked in both clinical and neuropsychology roles in independent practice, as a faculty member in the department of psychology at the University of Georgia, and as a staff neuropsychologist at Kaiser Permanente in Atlanta, Georgia. She is the director of the Neuropsychology postdoctoral fellowship program at St. Joseph's Healthcare Hamilton and serves as a member on the Canadian-credentialing sub-committee within the American Board of Clinical Neuropsychology (ABCN) and co-chairs the board certification promotion committee through the American Academy of Clinical Neuropsychology (AACN). She is dedicated to promoting post-graduate training in Neuropsychology in Canada. She has an appreciation for a holistic approach to assessment, treatment, and intervention, which actively considers medical, neurological, psychological, and behavioural factors as collectively impacting the wellness of an individual. Her clinical and research interests focus on this perspective in applied clinical contexts, particularly pertaining to interventions and assessment within acute and outpatient psychiatric settings and the neuropsychology of substance abuse.

**Selected Publications:**

- Jongsma, K., Darboh, B., Davis, S., MacKillop, E. (2023, accepted for publication). A cognitive behavioural group treatment for somatic symptom disorder: a pilot study. *BMC Psychiatry*, doi: 10.1186/s12888-023-05141-9de3d5817-0876-4277-876a-bb13344e7121
- Halladay, J., Rahman, L., Luvisa, M., Mawson, M., Massey, M., Burns, J., Kennedy, M., King, K., Douglas-Micallef, K., Carter, A., Stead, V., McCarron, C., Khoshroo, S., MacKillop, E., Raymond, H., Younger, L., Punia, K., Venantius, M., Matthews, M., & MacKillop, J. (2023). Measuring and understanding "quality of life" among emerging adults in a substance use program. *Psychology of Addictive Behaviors*.
- Syan, S.K., Vandehei, E., Farrelly, K., Belisario, K., Hargreaves, T., Levitt, E., McNally, S., Sarles Witlesley, H., MacKillop, E., Amlung, M., Sweet, L.H., & MacKillop, J. (2023). Concurrent Psychopathology Mediates Differences in Resting State Functional Connectivity between Individuals with Alcohol Use Disorder and Recreational Drinkers. *Alcoholism: Clinical and Experimental Research*.
- MacKillop, E. McCabe, R. (2022). Structuring and Delivering Group CBT in Heterogeneous Inpatient Settings. In Bieling, P., McCabe, R., & Antony, M. (Eds), *Cognitive Behavioral Therapy in Groups, Second Edition*.
- MacKillop, E., Campbell, M., McCartney, K., & Rodrigo, A. (2022). Examining positive outcomes of therapeutic interventions in acute inpatient psychiatry with recreation therapy as linchpin to interprofessional collaboration. *Journal of Therapeutic Recreation Ontario*.

- Parlar, M., MacKillop, E., Petker, T., Murphy, J., & MacKillop, J. (2021). Cannabis use, age of initiation, and neurocognitive performance: Findings from a large sample of high-risk drinking emerging adults. *Journal of the International Neuropsychology Society*.
- Parlar, M. E., Spilka, M. J., Wong Gonzalez, D., Ballantyne, E. C., Dool, C., Gojmerac, C., King, J., McNeely, H., & MacKillop, E. (2020). "You can't touch this": Delivery of inpatient neuropsychological assessment in the era of COVID-19 and beyond. *The Clinical Neuropsychologist*, 1-16.
- Mullally, K., McLachlan, K., Pei, J., MacKillop, E. (2020). Performance validity testing in justice-involved adults with fetal alcohol spectrum disorder. *Journal of the International Neuropsychological Society*, 1-13.
- Gardizi, E., MacKillop, E., & Gaid, G. (2019). Self-Injurious Behaviour in a Patient with Dementia: A Case Report and Literature Review. *Journal of Nervous and Mental Disease*, 207(1), 6-11.
- MacKillop, E. & Chaimowitz, G. (2016). Correctional Settings. In Hategan, A., Bourgeois, J.A., & Hirsch, C. H. (Eds), *On-Call Geriatric Psychiatry*, pp. 295-303. Springer International: Switzerland.
- Castelda, B.A., Mattson, R.E., MacKillop, J., Anderson, E.J., & Donovan, P.J. (2007). Psychometric validation of the Gambling Passion Scale (GPS) in an English speaking college sample. *International Gambling Studies*, 7, 173-182. 25
- MacKillop, J. & Anderson, E.J. (2007). Further psychometric validation of the Mindful Attention and Awareness Scale. *Journal of Psychopathology and Behavioral Assessment*, 29, 289-293.
- MacKillop, J., Mattson, R.E., Anderson, MacKillop, E.J., Castelda, B.A., & Donovan, P.J. (2007). Multidimensional assessment of impulsivity in undergraduate hazardous drinkers and controls. *Journal of Studies on Alcohol and Drugs*, 68, 785-788.
- Mattson, R.E., MacKillop, J., Castelda, B.A., Anderson, E.J., & Donovan, P. (2007). Factor structure of the Gambler's Beliefs Questionnaire (GBQ) in an undergraduate gambling sample. *Journal of Psychopathology and Behavioral Assessment*, 30 (3), 229-234.
- MacKillop, J., Anderson, E.J., Castelda, B., Mattson, R., & Donovan, P. (2006). Convergent validation of cognitive and behavioral assessment measures in pathological gamblers. *Psychology of Addictive Behaviors*, 20, 75-79.

**Heather E. McNeely, Ph.D., C.Psych.**

Clinical Lead, Neuropsychology Service  
Associate Professor & Academic Lead  
Schizophrenia Division  
Director of Interprofessional Faculty Development  
McMaster University  
Department of Psychiatry & Behavioural Neuroscience

Tel: 905-522-1155, ext. 36422

Fax: 905-381-5610

E-mail: [hmcneely@stjoes.ca](mailto:hmcneely@stjoes.ca)



Dr. McNeely completed her Ph.D. at the University of Waterloo, followed by a postdoctoral fellowship at the Rotman Research Institute, Baycrest Centre and in the Neuropsychology Laboratory at the Centre for Addiction and Mental Health (CAMH) in Toronto. She started her career as a clinician-scientist in the Mood and Anxiety Disorders Program at CAMH. Since joining the faculty at St. Joseph's Healthcare and McMaster University in 2005, she has held a number of educational leadership roles. Her clinical and research interests focus on the interplay between neurobiological, affective and cognitive processes in functional outcome in persons with schizophrenia and serious mental illness as well as treatment predictors and functional outcomes following various cognitive and neurobiological interventions.

**Selected Publications:**

- McNeely, H.E., Tulloch, T.G., Pellizzari, J.R., King, J.P. (*In Press*) Psychometric assessment of neuropsychological function in kidney disease. In Hategan, A., Bourgeois, J.A., Gangji, A., Woo, T. (Eds) *Psycho-nephrology: A Guide to Principles and Practice*. Springer, Nature, Switzerland.
- Khalesi, Z, Jetha, M, McNeely, H.E, Goldberg, J, Schmidt, LI. (*In Press*). Shyness, Emotion Processing, and Objective Quality of Life among Adults with Schizophrenia: An ERP Study. *International J. Neuroscience*
- Xiu, B, Dai,N., McNeely, H.E., Daskalakis, Z., De Luca, V. (*In Press*) Association Between the Visual N1-P2 Complex and Neuroticism. *Clinical EEG and Neuroscience*
- Khalesi, Z, Brooke, C, Jetha, M, McNeely, H.E, Goldberg, J.O., Schmidt, L.A. (2021) Revisiting shyness and sociability in schizophrenia: An examination of measurement invariance and mean level differences. *Journal of Personality Assessment*. DOI: 10.1080/00223891.2021.1895183
- Milanovic, M., McNeely, H.E., Qureshi, A., McKinnon, M. & Holshausen, K. (2021). Evidence-based treatments for depression: Effects on neurocognition and adaptations for neurocognitive impairments. In S. McClintock and J. Choi (Eds.), *Neuropsychological assessment and treatments for depression*. New York, NY: Guilford Press. Guilford Press.
- Losier, B., Jongsma, K, King, JP, McNeely, HE. (2021). Cognitive Assessment in Medical Settings. *McMaster Textbook of Internal Medicine*. Eds: Hategan, A, Kates, N. Krakow: Medycyna Praktyczna. <https://empendium.com/mcmtextbook/chapter/B31.II.21.29>
- McNeely, H.E. & King, J.P. (2019). Neuropsychology and the Geriatric Inpatient. In: Fenn, H., Hategan, A. & Bourgeois, Eds. *Inpatient Geriatric Psychiatry*. Springer
- Gardizi, E., King, J.P., McNeely, H.E., & Vaz, S.M. (2018). Comparability of the WCST and WCST-64 in the assessment of first-episode psychosis. *Psychological Assessment*, doi: 10.1037/pas0000670



- McInerney, S.J., McNeely, H.E., Geraci, J. Giacobbe, P. Rizvi, S.J., Ceniti, A.K., Cyriac, A., Mayberg, H.S., Lozano, A.M. & Kennedy, S.H. (2017). Neurocognitive Predictors of Response in Treatment Resistant Depression to Subcallosal Cingulate Gyrus Deep Brain Stimulation. *Frontiers in Human Neuroscience Vol 11, Article 74*
- King, J.P., Gojmerac, C. & McNeely, H.E. (2015). Psychological Assessment of Borderline Personality Disorder in Geriatric Patients. In: Hategan, A., Bourgeois, J.A. & Xiong, G.L. Eds., *Borderline Personality Disorder in Older Adults: Emphasis on Care in Institutional Settings*. 2015, Nova.
- Zhu, N., Moulden, H.M., McNeely, H.E. & Mamak, M. (2013). The Role of Inattention in the Relationship between Mental Illness and Crime. *The Journal of Forensic Psychology Practice*, 13, 28-39.
- McNeely, H.E., Lau, M.A., Christensen, B.K. & Alain, C. (2008). Neurophysiological evidence of cognitive inhibition anomalies in persons with major depressive disorder. *Clinical Neurophysiology*, 119, 1578-1589.
- McNeely, H.E., Mayberg, H.S., Lozano, A.M. & Kennedy, S.H. (2008). Neuropsychological impact of Cg25 deep brain stimulation for treatment-resistant depression: preliminary results over 12 months. *Journal of Nervous and Mental Disease*. 196(5):405-10.
- Rybak, Y., McNeely, H.E., Mackenzie, B., Jain U. & Levitan, R.D. (2007). Seasonality and circadian preference in adult ADHD: Clinical and neuropsychological correlates. *Comprehensive Psychiatry*, 48, 562-571.
- Mayberg, H., Lozano, A.M., Voon, V., Kennedy, S.K., McNeely, H.E., Hamani, C., Schwalb, J.M., Seminowicz, D. (2005). Deep brain stimulation for treatment-resistant depression. *Neuron*, 45, 1-10.

## AFFILIATED NEUROPSYCHOLOGISTS

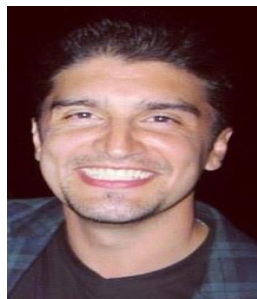
### **Elmar Gardizi, Ph.D., C.Psych.**

Psychologist, Cleghorn Early Intervention Clinic  
West 5th Campus

Tel: 905-522-1155 ext. 33883

Fax: 905-525-2805

Email: [egardizi@stjoes.ca](mailto:egardizi@stjoes.ca)



Dr. Elmar Gardizi received his Ph.D. from the University of Windsor in 2015 and completed his internship and postdoctoral training at St. Joseph's Healthcare Hamilton, Department of Psychiatry and Behavioural Neurosciences, McMaster University with primary rotations in the Clinical Neuropsychology Service, Anxiety Treatment and Research Clinic, and the Cleghorn Early Intervention Clinic. Dr. Gardizi is currently employed as a psychologist at the Cleghorn Early Intervention Clinic where he provides neuropsychological assessment and cognitive behavioural therapy (CBT) to individuals with first episode psychosis. His research interests primarily focus on the assessment cognitive functioning and outcome in traumatic brain injury as well as first episode psychosis.

### **Selected Publications:**

- Gardizi, E., MacKillop, E., & Gaiend, G. (2019) Self-Injurious behaviour in a patient with dementia: A case report and literature review. *Journal of Nervous and Mental Disease*.
- Gardizi, E., King, J., McNeely, & McDermid-Vaz, S. (2019) Comparability of the WCST and the WCST-64 in the Assessment of First Episode Psychosis. *Psychological Assessment*.
- Gardizi, E., Czepita, A., Cole, E., Weatherston, B., Cooper, B., & Archie, S. (2017, May). Examining the predictors and sustainability of recovery for a 5 year early intervention program for psychoses: A research proposal. Poster presented at the Early Psychosis Intervention Ontario Network (EPION), Mississauga, Ontario.
- Gardizi, E., Wikkerink, S., & King, J. (2017, May). Specifying cut-off scores and identifying factors influencing validity testing in first episode psychosis using the Reliable Digit Span. Poster presented at the 29th Annual Research Day, Department of Psychiatry & Behavioural Neurosciences, McMaster University, Hamilton, Ontario.
- Gardizi, E., Hanks, R., Millis, S. R., & Figueroa, M. (2014). Comorbidity and insurance as predictors of disability following traumatic brain injury. *Archives of Physical Medicine and Rehabilitation*, 95(12), 2396-2401.
- Gardizi, E., Millis, S. R., Hanks, R., & Axelrod, B. (2012). Analysis of the Postconcussive Syndrome Questionnaire: Measuring the core construct of brain injury symptomatology. *The Clinical Neuropsychologist*, 26(6), 869-878. 21

**Jelena King, Ph.D., C.Psych.**

Affiliated Neuropsychologist  
West 5th Campus

Tel: 905-522-1155 ext. 36299

Fax: 905-381-5610

E-mail: [kingj@stjoes.ca](mailto:kingj@stjoes.ca)



Dr. Jelena King received her Ph.D. in 2005 from the University of Waterloo, and completed a clinical internship at Baycrest Centre for Geriatric Care and a postdoctoral fellowship in the Schizophrenia Program at the Centre for Addiction and Mental Health and Psychiatry Department, University of Toronto. Dr. King was employed as a psychologist in the Schizophrenia Program at the CAMH from 2006 to 2007 and then joined the Schizophrenia & Community Integration Service and Clinical Neuropsychology Service at St. Joseph's Healthcare in a clinical research position that combines her primary interests of cognition in schizophrenia, neuropsychological and psychological assessment, psychotherapy and clinical training and teaching. In 2023, she became an affiliated member of the CNS, who continues to mentor neuropsychology postdoctoral fellows, including through SJHH Prioritizing Indigenous Stream. In addition, she delivers interventions in the Mood disorders program (e.g., IPT), and serves as an educator in the Masters of Psychotherapy and Research and Clinical Training Programs at McMaster University. She is actively involved in Dr. King holds an academic appointment in the Department of Psychiatry and Behavioural Neuroscience at McMaster University.

**Selected Publications:**

- Tulloch, T. G., King, J. P., Pellizzari, J. R., & McNeely, H. E. (in press). Overview of psychotherapy principles for patients with kidney disease. In: *Psycho-nephrology: A guide to principles and practice*. Editors: A. Hategan, J. A. Bourgeois, A. Gangji, & T. Woo, Eds. Switzerland: Springer.
- McNeely, H. E., Tulloch, T. G., Pellizzari, J. R., & King, J. P. (in press). The role of psychometric assessment of neuropsychological function in kidney disease. In: *Psycho-nephrology: A guide to principles and practice*. Editors: A. Hategan, J. A. Bourgeois, A. Gangji, & T. Woo, Eds. Switzerland: Springer.
- Losier, B., Jongsma, K., King, J.P. & McNeely, H. E. (2021). Cognitive Assessment in Medical Settings. *McMaster Textbook of Internal Medicine*. Kraków: Medycyna Praktyczna. <https://empendium.com/mcmtextbook/chapter/B31.II.21.29>
- Parlar, M.E., Spilka, M.J., Wong Gonzalez, D., Ballantyne, E.C., Dool, C., Gojmerac, C., King, J., McNeely, H., & MacKillop, E. (2020). "You can't touch this": Delivery of inpatient neuropsychological assessment in the era of COVID-19 and beyond. *The Clinical Neuropsychologist*, doi:10.1080/13854046.2020.1810324
- King, J. P., Ballantyne, E. & McNeely, H.E. (2020). Stress Awareness and Management in Medical Settings. In: *Humanism and Resilience in Residency Training: A Guide to Physician Wellness*. Editors: A. Hategan, K. Saperson, S. Harms, H. Waters, Eds. Switzerland: Springer, pp.219- 245.
- King, J. P., Ballantyne, E. & McNeely, H.E. (2020). Cognitive and Mindfulness Conceptualization. In: *Humanism and Resilience in Residency training: A Guide to Physician Wellness*. Editors: A. Hategan, K. Saperson, S. Harms, H. Water. Eds. Switzerland: Springer. pp. 273-296.
- Wilkins, L. K., Girard, T. A., Christensen, B. K., King, J., Kiang, M., & Bohbot, V. D.

- (2019). Spontaneous spatial navigation circuitry in schizophrenia spectrum disorders. *Psychiatry Research*, 278, 125-128. doi: 10.1016/j.psychres.2019.05.032
- McNeely, H.E. & King, J.P. (2019). *Neuropsychology and the Geriatric Inpatient*. In: H. Fenn, A. Hategan, A. & J. A. Bourgeois, Eds. Inpatient Geriatric Psychiatry. Switzerland: Springer.
- King, J.P., McNeely, H.E., & Ballantyne, E. (December 2018). Promoting healthier thinking to build resilience. RESPITE; <https://respite.machealth.ca/>.
- Gardizi, E., King, J.P., McNeely, H.E., & Vaz, S.M. (2018). Comparability of the WCST and WCST-64 in the assessment of first-episode psychosis. *Psychological Assessment*, 31(2), 271-276. <http://dx.doi.org/10.1037/pas0000670>
- Wilkins, L.K., Girard, T.A., Herdman, K.A., Christensen, B. K., King, J.P., Kiang, M., & Bohbot, V.D. (2017). Hippocampal activation and memory performance in schizophrenia depend on strategy use in a virtual maze. *Psychiatry Research*, 30 (268): 1-8.
- McNeely, H.E. & King, J.P. (2017). *Neuropsychology in Late Life*: In: A. Hategan, J.A. Bourgeois, C, Hirsch & C. Giroux, Eds. Textbook of Geriatric Psychiatry. Switzerland: Springer.

**Bruno Losier, Ph.D., C.Psych., ABPP-CN**

Psychologist Forensic Program  
West 5th Campus

Tel: 905-522-1155

Fax: 905-381-5610

E-mail: [blosier@stjoes.ca](mailto:blosier@stjoes.ca)



Dr. Losier received his Ph.D. in 1999 from Dalhousie University, and completed his internship at Camp Hill Medical Centre in Halifax, Nova Scotia. He is currently a senior staff neuropsychologist in the Clinical Neuropsychology Services. He is also assistant professor in the Department of Psychiatry and Behavioural Neurosciences at McMaster University. His current clinical and research interests include the neuropsychology of mental illness, rTMS application in managing aggressive behaviors and auditory hallucinations, moral injury in forensic populations, and tDCS and impulsivity in forensic patients. He has current grant funding to explore the use of combined cognitive training and anodal transcranial Direct Current Stimulation (tDCS) to modulate impulsivity and decision making in patients with psychosis spectrum disorders. He has published over a dozen peer reviewed journal articles and has given numerous presentations at professional conferences.

**Selected Publications:**

- Johnston, A., Ambrosini, D., & Losier, B. (ePub 5 May 2021). The impact of the illusory truth effect and location of testimony in juror deliberations. *International Journal of Risk and Recovery*
- Roth, S., Qureshi, A., Moulden, H., Losier, B., & McKinnon, M. (ePub 22 August 2021). Trapped in their shame: A qualitative investigation of moral injury in forensic psychiatry patients. *Criminal Justice and Behavior*
- Perrotta, S., Losier, B. (accepted). The social determinants of health and health equity in forensic psychiatry. *International Journal of Risk and Recovery*
- Llyod, C., Lanius, R., O'Connor, D., Losier, B., & McKinnon, M. (under revision). Measuring risk across the lifespan: Pathways among ACEs, moral injury, and trauma-related pathologies in North American Public Safety Personnel. *Childhood Abuse and Neglect*
- Roth, S., Andrews, K., Protopopescu, A., Llyod, C., Lanius, R., O'Connor, C., Losier, B., & McKinnon, M. (under revision). Trauma-related symptoms in public safety personnel: Examining the effects of adverse childhood experiences and moral injury. *Traumatology*.
- Goegan, S., Hasey, G., King, J., Losier, B., Bieling, P., McKinnon, M., & McNeely, H. (accepted). Effects of naturalistic electroconvulsive therapy (ECT) on depressive symptoms. *The Canadian Journal of Psychiatry*.
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