



for the developmentally disabled - pour l'enfance inadaptée

1750 rue Deguire, Saint Laurent, Québec, Canada H4L 1M7
TEL.: (514)744-2867 FAX: (514)744-6410 www.summit-school.com

Director General:
HERMAN ERDOGMUS

Vice Principal:
BENA FINKELBERG

GUIDELINES FOR SUBMITTING AN INTERNSHIP APPLICATION TO THE PSYCHOLOGY DEPARTMENT OF SUMMIT SCHOOL

In order to process your application, the following information is required:

- A letter of intent specifying your clinical orientation, plans, special interests, languages spoken and your research interests; How do you see our internship site as meeting your training goals?
- A copy of the application form, indicating up to (2) two settings where you would like to receive your training;
- Your curriculum vitae;
- 2-3 letters of reference from a previous internship supervisor or a teacher; These letters may be included with the other application materials if they are in sealed envelopes, or can be forwarded directly by the referees;
- The most recent academic transcript available.

Please send your application before Thursday, December 15, 2016 addressed to:

Mr. Ed Cukier, M.A.
Department Head, Psychology
Summit School
1750 rue Deguire
Ville Saint-Laurent, QC, H4L 1M7
Tel.: (514) 744-2867 ext. 251 / Fax: (514) 744-6410

Ed Cukier may be reached via e-mail at ecukier@summit-school.com

Applicants will be contacted by the supervisor(s) of the setting(s) to which they applied and personal interviews will be arranged. Please note that due to the number of applicants, you may not be selected for an interview by all the settings that you have chosen. It is also recommended that interns and residents be exposed to multiple supervisors in a given year.

NOTIFICATION DATE – FRIDAY, FEBRUARY 23, 2018

Selected students will be contacted sometime after 10:00 am and are asked to give their answers before 4:00 p.m. on the same day. Should you be offered a position before the notification date, please inform the clinical director of your university. The uniform notification date is designed to ensure that you do not have to make a final decision before you hear from all the settings that are prepared to accept your candidacy.

APPLICATION FOR PSYCHOLOGY INTERNSHIP
Psychology Department, Summit School



Type of internship sought:

- Full Time
- Part-time

Start date of internship: _____

BACKGROUND AND EDUCATIONAL INFORMATION

A. BACKGROUND

1. Name:
2. Home Address:
3. Work Address:
4. Phone (Home):
5. Phone (Work):
6. FAX:
7. E-Mail:

B. EDUCATION

Current Academic Work

1. What is your university affiliation?
2. What is the name of your department? (e.g. Department of Psychology, Division of Behavioral Foundations in Educational Psychology)?
3. What is the designated subfield of your degree in Psychology? (Put an "X" next to only one choice):

- | | |
|------------------------|--------------------------|
| Clinical (adult track) | Health |
| Clinical (child track) | Neuropsychology |
| Clinical (general) | School |
| Counseling | Respecialization Program |
| Developmental | Combined (Specify: |
| Educational | Other (Specify: |

4. What degree are you seeking? (Put an "X" next to only one choice)

- Ph.D.
- Psy.D.
- Ed.D.
- Ph.D./J.D.
- Certificate/Respecialization (Specify:
- Other (Specify:

5. Name of Training Director:

6. Training Director E-Mail:

7. University / School Phone #:

8. University / School Fax #:

9. When did you begin graduate level study in your current program (mm / yyyy)?



Please select the setting/team/program where you wish to undertake your internship. You may wish to apply for a combined internship (in two programs), if so, please mark it down clearly below. Please mark your first and second choices, one of which, or both, may be combined internships. The school is divided into seven programs; each has its own objectives and criteria. See <http://www.summit-school.com/EducationalPrograms.aspx> for more information.

- a) Preschool Program – Enables 4- to 6-year-old children with intellectual and developmental disabilities to develop psychomotor, emotional, social, language, cognitive and methodological competencies related to self-knowledge, life in society and communication. The program recognizes the varied levels of autonomy of each child, their world of play and life experiences, linking learning to developing skills.
- b) Primary School Programs - The program provides students with the opportunity to develop competencies which will help them to better understand the world in which they live, construct their own personal identity, and interact in a variety of situations.
 - i) Adapted Primary
 - ii) Modified Primary
- c) Secondary Programs
 - i) PACTE Program - The PACTE program has been developed specifically for students with intellectual disabilities ranging from moderate to severe, with or without other associated disabilities, and who are in their first cycle of secondary education (12 – 15 years).
 - ii) Modified Secondary Cycle 1 Program (2355 Decelles Street, Saint-Laurent, H4M 1C2) - The program provides students with a high school experience. The program is modified to accommodate for the students’ varied academic levels, rate of learning and required support. Students participate in a fully individualized academic day in accordance with the goals set out in their Individualized Education Plan.
- d) Post-Secondary Programs
 - i) Challenges - Subjects are geared for increasing social interactions and communication, language skills and pre-work training. These include basic academic skills, cooking, time management, physical education, science, leisure skills, and creative arts. The opportunity to participate in vocational type activities such as simple clerical duties, industrial packaging and a cafeteria cooking program is also offered.
 - ii) Work Oriented Training Program (downtown campus; 1819 Rene Levesque, Suite 200, Montreal, QC, H3H 2P4) - The Work-Oriented Training Path is designed for students who are at least 15 years old and who are still working at the pre high school level of English language arts and Mathematics. The Work Oriented Training Path (W.O.T.P.) prepares the student for a gradual transition from school to work by offering opportunities to develop specific academic skills, solid life skills, and concrete workskills and work habits.

Please indicate your two choices (settings/teams):

1. _____

2. _____