

Adler Community Health Services
Doctoral Psychology Internship
Application Information
2026-2027

Welcome to Adler Community Health Services (ACHS)

Enclosed is the Doctoral internship and application information for 2026-2027 with Adler Community Health Services (ACHS) in Vancouver, British Columbia.

The ACHS doctoral psychology internship program prepares interns for practice in the various roles of a clinical psychologist and follows the scholar-practitioner model of doctoral training in professional psychology. ACHS' doctoral psychology internship program is the capstone training component in preparation for professional practice in psychology. The ACHS 2026-2027 internship is designed from the standards for accreditation of internship programs in clinical psychology, Canadian Psychological Association (CPA), and meets the doctoral internship criteria as an organized training program- a planned, programmed sequence of training with the focus on breadth and quality of professional psychology practice.

The program has been designed to provide an organized sequence of learning experiences to broaden knowledge, enhance skills, and facilitate the consolidation and integration of the intern's professional identity in the psychology profession.

ACHS is committed to providing an inclusive learning and clinical environment integrated across all internship activities in which all aspects of human dignity and rights are respected, valued, and affirmed.

If you have any questions about our internship program, please do not hesitate to contact me at delgie@adler.edu

Sincerely,
Damon Elgie, Ph.D., R.Psych

Director of Training
Adler Community Health Services

**Adler Community Health Services
Vancouver, BC**

APPLICATION DEADLINE: December 15th, 2025

Doctoral Internship Training Program Overview

General Information

Internship Program Structure

ACHS' Vancouver doctoral psychology internship program will have 3 internship positions for the 2026-2027 training year. Doctoral psychology interns are assigned to 1-2 partner sites where they remain for their entire year. The internship offers no rotations. Interns are matched to sites based on intern interest and experience, and intern learning goals. Interns provide direct client contact services (in-person and telehealth) and supportive psychological services (consultation, etc.) at their assigned sites four-days-per-week. In addition, interns shadow clinical faculty in interprofessional partnership activities such as evaluating care delivery, designing new services, and improving communication and referral processes. As the training year progresses, interns take a more active role in interprofessional partnership activities. Interns are on campus one-day-per-week (Mondays) to attend didactics, seminars, team building and social activities, practice clinical supervision with externs, and meet with their supervisors for supervision and other activities.

Resources Provided to Interns

Interns can expect to receive the following training resources: Adler University issued laptop, Microsoft 365 account (includes Word, Excel, Teams, OneDrive, etc.), Teams work phone number, ID badge, assigned cubicle space in the ACHS Hub, access to iPads and online assessment test materials and services, physical assessment test kits and protocols, and access to Adler University library services. Additional training resources are listed below for each site where clinical work is performed.

2026-2027 Site Description, Training Activities, and Training Resources at each Partner Site

ACHS has a partnership with 6 different sites:

La Salle College

LaSalle College offers adult students, of which a large portion are international and typically 18-30 years of age, design-based programs such as VFX for Film and Television, Video Game Programming, Digital Film & Video, Game Art & Design, Graphic Design, Interior Design, Fashion, and Culinary Arts.

Website: <https://www.lasallecollegevancouver.com/>

Training Activities

At the partnership site, interns provide psychological services to students at La Salle College, including in-person psychotherapy sessions on campus. Training activities include administering standardized assessments, conducting structured interviews, observing student behavior, scoring and interpreting tests, writing reports, delivering feedback, and preparing accommodation or recommendation letters. Interns also lead lunch-and-learn workshops for both students and staff, enhancing mental health literacy across the campus. All clinical work is supported by regular supervision and case conferences.

Training Resources

Interns receive in-person, one-on-one supervision from licensed doctoral-level psychologists, gaining individualized guidance on assessment, psychotherapy, and case conceptualization. They consult regularly with multidisciplinary team members, including school counsellors and other peers to develop collaborative treatment approaches. Training resources include private therapy rooms, standardized assessments, scoring software, manuals, and behavioral observation tools. This hands-on, structured training environment supports skill development, professional growth, and integration of clinical knowledge in real-world settings.

Mount Pleasant Neighbourhood House (MPNH)

(Telehealth and in-person at 800 East Broadway, Vancouver) MPNH has dedicated and engaged staff who provide programs and services for more than 3,000 people annually, from more than 40 countries of origin. Some examples of programming include childcare, employment services, family resource programs, food programs, literacy programs, youth programs, indigenous gatherings, and Seniors' programs. MPNH has a variety of populations and client presentations including ages 14- 70+ years, multiple culture and languages, newcomers and immigrants, stress, the impact of COVID-19, aging, mental health diagnoses, relationship issues, gender identity focus, family dynamics, etc. At this partnership site, ACHS offers individual counselling, psychological assessment and art therapy. Speaking a language other than English is an asset at this site. (e.g., Arabic, Farsi, Spanish, Mandarin, Cantonese, Urdu).

Website: www.mpnh.org

Training Activities

At MPNH interns provide in-person psychotherapy to clients in a community setting and receive individualized one-on-one supervision from licensed psychologists. Training focuses on conducting assessments, developing case conceptualizations, and delivering evidence-based interventions while working with a diverse population. This hands-on experience emphasizes clinical skill development, ethical practice, and cultural competence, offering trainees a

supportive environment to build professional expertise and confidence in real-world community mental health practice.

Training Resources

At MPNH interns have access to a range of in-person training resources designed to support clinical development. Interns provide psychotherapy under the close supervision of licensed doctoral psychologists and benefit from individualized one-on-one guidance. They collaborate with multidisciplinary staff, including program coordinators, and have access to therapy rooms, standardized assessment tools, scoring software, and observation materials. Case consultations, professional workshops, and didactic seminars further enhance learning. This resource-rich, community-based setting provides a structured environment for developing clinical skills, applying evidence-based practices, and fostering professional growth.

Gordon Neighborhood House

Gordon Neighbourhood House is a long-standing community hub in Vancouver's West End (since 1942) that brings neighbours together through a wide range of programs. They provide services for all ages: childcare, youth programs, seniors lunches and social activities, settlement support, and community mental health. A central part of their work is "food justice" offering community kitchens, urban gardens, meals, and advocating for equitable access to healthy, culturally appropriate food. Their mission is about building connection and opportunity, embedding diversity, inclusion, social justice, and sustainability into everything they do.

Website: <https://gordonhouse.org/>

Training Activities

At Gordon Neighborhood House, interns provide in-person psychotherapy to a diverse community, including geriatric clients, and facilitate group therapy sessions. Interns receive individualized one-on-one supervision from registered psychologists, allowing for feedback and skill development. Training includes conducting assessments, developing case conceptualizations, and delivering evidence-based interventions in both individual and group settings. This hands-on, community-focused experience emphasizes clinical competence, cultural sensitivity, and ethical practice, providing a supportive environment for trainees to grow as skilled mental health professionals.

Training Resources

At Gordon Neighborhood House, interns provide in-person psychotherapy and participate in comprehensive clinical training under the close supervision of licensed doctoral psychologists. Interns work collaboratively with multidisciplinary staff, including program coordinators, Training resources include therapy spaces, standardized assessment tools, scoring software, and

observation materials. This immersive, community-focused setting fosters both clinical skill development and professional growth in a real-world environment.

Ayás Ménmen – Squamish Nation

Ayás Ménmen is the Squamish Nation's child and family services arm, dedicated to supporting the health and wellbeing of Squamish children, youth, and their families. Their work blends cultural teachings with modern supports, offering programs ranging from early childhood services to counselling, parenting resources, and family wellness. The focus is on strengthening identity, healing, and connection to community through culturally grounded practices. They also lead community wellness initiatives, including food programs that promote health and self-sufficiency.

Website: <https://www.squamish.net/child-family-services>

Training Activities

Interns gain supervised experience administering a range of standardized tests, including cognitive, intellectual, achievement, personality, and neuropsychological measures such as the WAIS, WIAT, MMPI, PAI, BASC, and BDI. They conduct structured and semi-structured interviews with clients, and other relevant informants to collect comprehensive background information and contextualize presenting concerns. In addition, interns engage in careful behavioral observation, recording and integrating client behaviors into their assessment process to inform accurate case conceptualization and recommendations. Interns participate in feedback sessions to review results with Ayás Ménmen children and families and often attend care-team meetings to deliver appropriate assessment feedback.

Training Resources

ACHS provides scoring and interpretation software on iPads to generate reports and analyze test data. Interns also have access to assessment manuals and guidelines that detail administration procedures, interpretation, and normative information. Additionally, observation and recording tools are available for behavioral coding, structured observation, and documentation during assessments.

Columbia College

Columbia College in Vancouver is a non-profit college that helps students prepare for and transition into university studies in Canada. It offers two-year associate degrees, first- and second-year university courses, English-language upgrading, and even a small high-school program. The school attracts students from around the world and focuses on personalized support, small classes, and a clear academic pathway toward university transfer. Its main goal is to give learners a strong foundation so they can succeed in higher education.

Website: <https://www.columbiacollege.ca/>

Training Activities

Interns gain supervised experience administering a range of standardized tests, including cognitive, intellectual, achievement, personality, and neuropsychological measures such as the WAIS, WIAT, MMPI, PAI, BASC, and BDI. They conduct structured and semi-structured interviews with clients, and other relevant informants to collect comprehensive background information and contextualize presenting concerns. In addition, interns engage in careful behavioral observation, recording and integrating client behaviors into their assessment process to inform accurate case conceptualization and recommendations. Interns may participate in feedback sessions to review results with Columbia students and assist in preparing accommodation letters or recommendations for educational or workplace settings.

Training Resources

ACHS provides scoring and interpretation software on iPads to generate reports and analyze test data. Students also have access to assessment manuals and guidelines that detail administration procedures, interpretation, and normative information. Additionally, observation and recording tools are available for behavioral coding, structured observation, and documentation during assessments.

Vancouver Community College

Vancouver Community College is a public institution in Vancouver that focuses on practical, career-oriented education. It offers hands-on training in areas like trades, health care, culinary arts, business, and creative industries. The college serves a wide mix of learners, including adults upgrading their skills, newcomers to Canada, international students, and people preparing for specific careers. Its programs are designed to be flexible and closely connected to industry, helping students move directly into the workforce.

Website: <https://www.vcc.ca/>

Training Activities

Interns gain supervised experience administering a range of standardized tests, including cognitive, intellectual, achievement, personality, and neuropsychological measures such as the WAIS, WIAT, MMPI, PAI, BASC, and BDI. They conduct structured and semi-structured interviews with clients, and other relevant informants to collect comprehensive background information and contextualize presenting concerns. In addition, interns engage in careful behavioral observation, recording and integrating client behaviors into their assessment process to inform accurate case conceptualization and recommendations. In addition, interns participate in feedback sessions to review results with Vancouver Community College students and often

assist in preparing accommodation letters or recommendations for educational or workplace settings.

Training Resources

ACHS provides scoring and interpretation software on iPads to generate reports and analyze test data. Interns also have access to assessment manuals and guidelines that detail administration procedures, interpretation, and normative information. Additionally, observation and recording tools are available for behavioral coding, structured observation, and documentation during assessments.

Coast Mental Health

Coast Mental Health is a Vancouver non-profit that helps adults living with mental illness build stability and independence. They offer safe housing, daily living support, outreach services, and opportunities for skill-building, education, and employment. Their approach is community-based and person-centered, meaning clients choose their own goals and are supported in reaching them. At its core, the organization focuses on dignity, compassion, and recovery, helping people reconnect with their communities and move toward healthier, more fulfilling lives.

Training Activities

At Coast Mental Health, Interns provide in-person psychotherapy and clinical support directly to staff, supporting their well-being as they serve the community. Training includes conducting assessments, developing case conceptualizations, and delivering evidence-based individual interventions tailored to staff needs. This experience allows interns to build clinical skills while understanding the unique challenges faced by staff working with adults living with serious mental illness.

Website: <https://www.coastmentalhealth.com/>

Training Resources

At Coast Mental Health, interns have access to extensive in-person training resources to support clinical skill development. Interns provide psychotherapy to staff under the close supervision of registered psychologists and receive individualized one-on-one guidance. The site includes several private therapy rooms, standardized assessment tools, scoring software, and observation materials. Interns also participate in peer case consultations.

Interns provide a range of mental health services that may include individual and group therapy, assessment and consultation, program development, and intervention and outcome evaluation. Additionally, other ACHS clinical sites may be available for the 2026-2027 internship year based on the interests of the intern cohort, site availability of registered psychologists in BC, and site capacity to meet internship criteria for training in clinical psychology.

Overarching Program Goal

The primary goal of the internship program is to prepare interns for registration-ready, entry-level practice in the field of psychology, as established by the standards for internship training in Canada and the province of British Columbia.

Training Model

Professional psychology has been defined by Adler University faculty as the application of psychological knowledge and skills to forward the improvement of the human condition in the broadest sense with an emphasis on the direct delivery of professional services, including the design, implementation, and evaluation of assessment and change strategies as they are applied to individuals, families, groups, couples and organizations. The internship uses the scholar-practitioner model of training, as articulated by the [National Council of Schools and Programs in Professional Psychology \(NCSPPP\)](#) as the base for its training program. The internship has four goals with attendant objectives and competencies that are consistent with the Canadian Psychological Association Standards for Internship Training in Clinical Psychology.

Training Model Goals (achievement of goals are measured across three domains: knowledge, skills, and attitude)

Goal One: Entry-level relationship competency across all professional activities

- Objective One: Entry-level Doctor of Psychology competence in communication and interpersonal skills
- Objective Two: Consistent demonstration of professional values, attitudes, and behaviours

Goal Two: Entry-level competence in the delivery of psychological clinical services

- Objective One: Entry-level Doctor of Psychology performance in psychological assessment & testing
- Objective Two: Entry-level Doctor of Psychology performance in psychotherapy (individual, group, and couple/family)

Goal Three: Entry-level competence in the delivery of psychological professional services

- Objective One: Entry-level Doctor of Psychology performance in supervision
- Objective Two: Entry-level Doctor of Psychology performance in consultation
- Objective Three: Entry-level Doctor of Psychology performance in program development & evaluation

Goal Four: Entry-level competence in professional approach, attitude, and practice commitment to human dignity and human rights

- Objective One: Entry-level Doctor of Psychology performance of respecting and valuing human dignity and rights in the provision of clinical and professional services.
- Objective Two: Entry-level Doctor of Psychology performance in enacting professional standards, ethics, and mental health law.

- Objective Three: Entry-level Doctor of Psychology performance in the application of provincial human rights and federal Charter of Rights and Freedoms across all professional activities.
- Objective Four: Entry-level Doctor of Psychology performance in socially responsible practice

Program Outcomes

Upon completion of the internship, interns are expected to demonstrate entry-level competence as a psychologist in the practice of clinical psychology:

- Entry-level Doctor of Psychology performance in psychological assessment, intervention, consultation, and program development and evaluation.
- Demonstrate skills in developing and sustaining therapeutic relationships, rapport building, and dialogue with a diverse population of clients.
- Effective supervision skills.
- Research and application of the local clinical-scientist model in providing evidence-based clinical services.
- Integration of human rights and dignity in the provision of all psychological services
- Integration of social determinants of health and socially responsible practice in addressing individual and community health resiliency and challenges.
- Demonstrate professional values, attitudes, and behaviours, including individual responsibility, respect, cooperation, and collaboration in working with others.
- Demonstrate standards of professional ethics, lifelong professional development, and transition from student to independent professional.

Internship Training Activities

Interns provide service, receive supervision, and participate in meetings and seminars throughout the internship. Services are provided at community sites that have partnerships with ACHS.

Service	
Direct Client Contact (see below for qualifying activities)	12-15 hours weekly
Indirect Services (interprofessional team meetings, psychoeducation programming, didactics, supervision, consultation, charting, etc.)	25-28 hours weekly
Seminars/Didactics	
Intern Didactics	
Interns participate in eight hours (2 hours a week) of monthly didactic training designed to support their development as culturally responsive and competent clinicians. The didactic curriculum is offered in a series of modules spaced across the training year and includes	8 hours a month

seminars on Socially Responsible Practice and Cultural Safety, Ethics, Trauma-Informed Care, and a range of Clinical Care Models and Interventions. Additional modules focus on Program Evaluation, Research principles, and a wide range of Assessment practices.	
Supervision	
Individual Supervision – Primary Supervisor	2 hours weekly
Individual Supervision – Secondary Supervisor	1 hour weekly
Group Supervision	1 hour weekly
Other Meetings	
Extern Supervision	1 hour weekly
Therapy Didactic Presentation to Supervisor Team	1 hour, three times per year

- Orientation. Introduction to ACHS policies and procedures, documentation, internship goals and individual training goals and objectives- client populations, competencies/criteria and standards for doctoral psychology internship, supervision, health and safety, ethics and risk management, documentation and electronic health records, site introduction, diversity, and team building with peers and faculty.
- Direct Client Contact (minimum 25% of intern's time). Psychotherapy (individual, group, and couple/family therapy), psychoeducation (individual and group); intake assessments; treatment planning with clients; psychological testing (minimum 3 integrative batteries, or 5 mixed batteries of psychoeducational/integrative); crisis interventions (individual and group); program development and evaluation time involving direct contact with program participants and/or stakeholders; aftercare planning with a client/caregiver directly involved; milieu management involving direct contact with clients; and other psychological services not listed here involving clients/caregivers at the discretion of primary supervisor.
- Practice Environments. Averaging 28 hours per week (3-4 days) in the field, including on-site and telehealth psychological service options with ACHS partner organizations. Interns are generally assigned to one site but may be assigned to a second site.
- Didactic and Seminar Programming. Minimum of 2 hours per week of programming to meet entry-level psychologist competencies as defined by the program, accrediting bodies, and the College of Psychologist of British Columbia.
- Interprofessional Practice. Consultation, team huddles, case conference, case management, and program development and evaluation services with each assigned site and as included on individual training plan.
- Human Dignity and Rights. Didactic and experiential programming is based on intern interest and faculty evaluation of cohort learning needs to effectively serve community partner populations in a culturally-responsive manner. Internship program integrates human dignity and rights across learning and clinical activities.
- Supervision. Meet two (2) hours weekly with primary registered psychologist supervisor, one hour (1) weekly with a different registered psychologist supervisor (secondary) and one (1) hour weekly in group supervision with a registered psychologist.
- Supervision of Supervision. Each intern is assigned a minimum of one (1) practicum student

- to provide weekly supervision services for a minimum of one (1) semester.
- Competency Evaluation of Intern Performance. Evaluations are conducted three (3) times a year (once per semester) including a final cumulative performance evaluation near end of internship.
 - Hours Requirement. Minimum of 2080 hours achieved in the 12-month internship year.

Integration of Science and Practice

Interns are encouraged to be involved in science, practice, and research activities. Interns will be required to design and implement a Program Evaluation Project during the year, supported by the Program Evaluation Didactic session. The Program Evaluation Project will be presented to the ACHS community. Interns are also encouraged to publish any research they have conducted and to make presentations at professional conferences. Interns will be required to conduct a needs assessment with a partner site, present results to ACHS and partner site teams, design clinical services, and coordinate for the provision of other non-clinical services if possible.

Supervision

Each intern is assigned one primary registered psychologist who is registered with the College of Health and Care Professionals of BC (CHCPBC). The intern will meet for two (2) hours weekly with a primary registered psychologist supervisor, one (1) hour weekly with a different registered psychologist supervisor (secondary), and one (1) hour weekly in group supervision with a registered psychologist. The intern's primary supervisor is responsible for psychotherapy & intervention cases, and core areas of the individual intern training plan. The second supervisor is responsible for additional supervision, and priorities determined from the individual training plan, and/or for specific psychology training in assessment, supervision of junior graduate students in counselling or clinical psychology or other specific psychology services from the intern's individual training plan. Group supervision alternates weekly between case conference presentations and supervision-of-supervision.

The supervisor of a client is the legal and ethical owner of the client/case. Interns may seek consultation with other registered mental health practitioners within ACHS, but all clinical care decisions about the client remain in the full control of the supervising psychologist of the case.

Supervision Schedule

Supervision is scheduled weekly and totals a minimum of four (4) hours per week. Per British Columbia registration requirements for internship, interns are provided a minimum ratio of one (1) hour of supervision for every four (4) hours of client contact per week of the internship and may exceed four (4) hours of weekly supervision.

Application to the Doctoral Internship Program

Applicant Requirements, Compensation, and Benefits

Prerequisites

- Passed Comprehensive Exams by the application deadline.
- Successfully defended their dissertation proposal by the application deadline.
- Completed a minimum of 600 practicum hours .
- Completed at least 3 years of Psy.D. program.
- Interest in training with vulnerable populations and socially responsible practice.

Intern Compensation and Benefits

- Stipend: \$37,130 Canadian dollars per annum
- 10 paid vacation days
- 10 paid sick days
- Extended Health Benefits
- Paid University Statutory Holidays- scheduled provided for the internship year.

Internship Completion Criteria

- Total time in internship equals 2,080 hours including personal time-off and ACHS closures (e.g. holidays).
- Participation in internship is no less than 12 calendar months (52 weeks).
- Direct client contact meets or exceeds 480 hours.
- Interns attended a minimum of 96 hours of didactic programming.
- Interns received a minimum of 192 supervision hours.
- On final evaluation, all major and sub-competencies receive a rating of “3” or above.

Application Instructions and Timeline

Applications are to be sent via email only to Dr. Damon Elgie (delgie@adler.edu)

Complete applications are due no later than 11:59 PM PT, December 15th, 2025

Complete applications must include:

1. Letter of Intent. Letter is to summarize applicant’s interest in psychology, experience, training, internship training goals, and reasons for applying to the ACHS Doctoral Psychology Internship program. Please include the best number to reach you on February 01, 2025.

2. Assessment Battery Tests. A comprehensive list of all assessment measures with which the applicant has had direct experience administering, scoring, and integrating into an assessment battery.
3. Curriculum Vitae. An up-to-date curriculum vitae outlining the summative experience of the applicant.
4. Transcripts. Provide official or unofficial transcripts of all graduate work at Adler University. Transcripts from other universities other than Adler must be official and in a sealed envelope.
5. Letters of Recommendation. Provide three letters from professionals who are familiar with the applicant and the applicant's psychology work. Letters must include at least two (2) letters from clinical supervisors (current or former).
6. Letter of Readiness for Internship. Eligibility from the applicant's university training department (Letter of Readiness).
7. Essays. In a Word document, single-spaced, in 11-point Arial font, with 1.0" margins, and a length of no longer than one-page for each question:
 - a) *Autobiographical Statement*. There is no "correct" format for this question. Answer this question as if someone had asked you "tell me something about yourself." It is an opportunity for you to provide the internship program some information about yourself. It is entirely up to you to decide what information you wish to provide along with the format in which to represent it.
 - b) *Theoretical Orientation*. Describe your theoretical orientation and how this influences your approach to case conceptualization and intervention. You may use de-identified case material to illustrate your points if you choose.
 - c) *Diverse Populations*. Describe your experience and training in working with diverse populations. The essay should display explicitly the manner in human dignity and rights influence your clinical practice and case conceptualization.

Selection Process

Dr. Damon Elgie and the selection committee will review all applications, and qualified applicants will be invited for a virtual interview series with the selection committee. Interviews will be in the last two weeks of January 2026.

Internship applicants will receive an offer call at 10:00 am on February 1st, 2026. Please ensure that your application and/or cover letter indicates the best number to reach you on February 1st, 2026. ACHS will also send an email notifying the intern applicant that an offer call was made. The intern candidate must phone the ACHS person making the offer with a response – email responses will not be accepted.

The internship offer will be voided if an intern candidate fails to respond to the call/voicemail within 24 hours of the call being made by ACHS. If 24 clock hours pass without a response from

the intern candidate, the candidate will be assumed to have declined the offer and will not be accepted. There are no exceptions to this rule.

Summary of Application Deadlines

- Questions on application procedures until December 1st, 2025 (11:59 PM).
- Application deadline December 15th, 2025 (11:59 PM).
- Notification of Interviews – January 2nd to January 15th, 2026.
- Interviews – January 15th to January 30th, 2026.
- Offers for ACHS internship February 1st, 2026.