

Psychoeducational Screening and Assessments for Residents

Preamble

Persistent academic difficulties encountered during residency may give rise to concerns regarding possible neurodiversity, as identified by either the trainees themselves or by program leaders. Neurodivergent trainees, including those with ADHD, learning disabilities, or autism, may face challenges within rigid, time-pressured, and sensory-intensive training environments. Such conditions and associated assessment structures have the potential to negatively impact performance, even when trainees possess the necessary knowledge and clinical skills. Early identification of neurodivergence is crucial to ensure the provision of appropriate support and accommodations; however, it is important to emphasize that program leaders should not be responsible for diagnosing trainees.

At present, psychoeducational assessments are not offered through the university and must be obtained privately. These comprehensive evaluations are often expensive, require significant time commitments, and are accompanied by long wait lists. Delays in assessment and subsequent accommodations can impede training progression, especially for trainees participating in a Formal Enhanced Learning Plan (FELP). To address this gap, a more efficient screening process has been established to determine the need for further psychoeducational testing. Where required, this process facilitates targeted assessment focusing on the relevant domains. This approach helps reduce costs and wait times, with most assessments being completed within two to three weeks, and enables timely, trainee-centred implementation of accommodations when indicated.

Assessment Provider

Psychoeducational screening and assessments are provided by Dr. Erica Baker at [Erica Baker Psychological Services Ltd \(EBSP\)](#). These services are available to trainees throughout all three Maritime provinces. Assessments may be conducted virtually or in person, depending on the trainee's preference and location. Dr. Baker has capacity to do 1-2 assessments per month. A written report will be available approximately 2 weeks after the assessment is completed.

Referrals for assessment may be initiated through self-referral by trainees or by program recommendation as part of a FELP.

Trainee Self-Referral

Trainees wishing to self-refer may access information through the Office of Resident Affairs, or by contacting their program or site director, or administrator.

Process

1. The trainee completes the [Trainee Self-Referral Form](#) and submits it directly to the Erica Baker Psychological Services Ltd. (EBPS) Intake Coordinator via email.
2. Following an intake review, Dr. Baker contacts the trainee to discuss the recommended screening approach, anticipated time commitment, and provides a cost estimate, confirming the trainee's decision to proceed.
3. Assessment fees are the responsibility of the trainee and are billed at \$225 per hour, which includes assessment time, the written report, and recommendations. These costs may be reimbursed through the Maritime Resident Doctors employee benefits plan.
4. This process is confidential; assessment results and reports are shared solely with the trainee.
5. Trainees wishing to seek accommodations based on the assessment may contact the Assistant Dean of Resident Affairs in their jurisdiction (DMNS, DMNB, DMCB) following the PGME Accommodation Policy (hyperlink).

Referral as Part of a Formal Enhanced Learning Plan (FELP)

If a trainee experiences ongoing academic difficulties, a program or site director may recommend a psychoeducational assessment as part of a FELP. This is intended to support the timely identification of possible neurodivergence and facilitate the implementation of suitable supports and accommodations.

Process

1. Once the FELP is reviewed and approved, the trainee schedules a meeting with the Assistant Dean of Resident Affairs for their jurisdiction to discuss the psychoeducational screening process. This meeting addresses the reasons for the assessment, explains the referral forms, clarifies the responsibilities of both the trainee and program/site director, outlines the assessment process with Dr. Erica Baker, and covers confidentiality, privacy, and information-sharing policies before and after the assessment.
2. The trainee fills out the [Trainee Referral Form \(FELP\)](#). Program and site directors do not have access to this form or its contents.
3. The program or site director completes the [Program/Site Director Referral Form](#) and submits it with any supporting documents i.e. FELP agreement, formative and summative evaluations to the Assistant Dean of Resident Affairs in their [jurisdiction \(DMNS, DMNB, CBMC\)](#). Trainees may request to view these documents.
4. The Assistant Dean of Resident Affairs gathers all forms and supporting materials and emails them as a package to EBPS.
5. Dr. Baker contacts and arranges a virtual meeting with the program or site director to go over the referral details and clarify the goals for assessment. The trainee is welcome but not required to attend.
6. The program will receive a cost estimate for the assessment.
7. Dr. Baker contacts the trainee to set up the assessment and collect any additional information.
8. After the assessment is completed, Dr. Baker meets with the trainee to discuss the results, the written report, and recommendations.
9. The trainee and the Assistant Dean of Resident Affairs review the report to ensure any personal or health information is redacted prior to forwarding the report to their program/site director.

10. An optional meeting for the program or site director to review the findings and recommendations with Dr. Baker can be arranged upon request. The trainee is welcome but not required to attend.
11. Trainees may ask the [Assistant Dean of Resident Affairs](#) in their jurisdiction to attend any pre- and post-assessment meetings with their program/site director for support and advocacy.
12. Trainees wanting to seek accommodations based on the assessment should reach out to their jurisdiction's Assistant Dean of Resident Affairs in accordance with the [PGME Accommodation Policy](#).

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