

GRADUATE PROGRAM IN CLINICAL PSYCHOLOGY

SPECIALIZED TRAINING IN ADULT CLINICAL PSYCHOLOGY, CHILD CLINICAL PSYCHOLOGY, AND CLINICAL NEUROPSYCHOLOGY

CLINICAL
PSYCHOLOGY

50
1967–2017



IS CLINICAL PSYCHOLOGY FOR YOU?

Clinical psychologists are registered or licensed health professionals who work with children, adolescents, adults, families, and groups who experience cognitive, emotional, behavioural, and mental health problems.

They conduct assessments, provide therapy and supervision, consult with other mental health professionals, do research, and design and evaluate interventions based on research.

A PhD is the minimum educational requirement to become registered or licensed to practise as an independent clinical psychologist in most jurisdictions in North America.

Typically, students enter graduate programs in clinical psychology after obtaining an Honours degree in psychology. Admission is competitive.

Students who are most successful in clinical programs are academic high-achievers with strong interest in the science of human behaviour, well-developed interpersonal skills, and the desire to help improve the lives of others through careers in research and professional practice.

On admission, students spend six to seven years taking courses, conducting research for their MA thesis and PhD dissertation, accruing supervised clinical experience in a variety of practicum settings, and completing a one-year, full-time internship in an accredited clinical setting.

Earning a PhD in clinical psychology involves significant investments of time, effort, and money. So, if you think clinical psychology is for you, it's important to choose the right graduate program.



University
of Windsor

CHOOSING A PROGRAM: IT'S ALL ABOUT THE FIT

If you are choosing to pursue a career in clinical psychology, we know you are looking for a high-quality program that offers the learning experiences that will best help you meet your personal and professional goals.

And, like most training programs in clinical psychology, we are looking for applicants whose skills and aspirations align with the training opportunities we can provide.

A MODEL COMBINING THEORY, RESEARCH AND PRACTICE

Like many other accredited clinical programs, ours is based on the scientist-practitioner model, which emphasizes the interdependence of theory, research, and practice. A full-time program of integrated and sequential study leads to completion of both the MA and PhD degrees in six to seven years. The program is not suitable for those who wish to terminate studies at the MA level and we do not admit applicants directly into the PhD level. Students are expected to complete requirements for both MA and PhD degrees if admitted to the program.

At UWindsor, we offer the same core components that are characteristic of other accredited programs:

- Clinical courses in ethics and professional issues, psychopathology and diagnosis, clinical assessment, psychotherapy, supervision and consultation
- Foundational courses in biological, cognitive, and social bases of behaviour; history and philosophy
- Research-related courses in statistics, research design, and methodology
- Completion of an MA thesis and a PhD dissertation
- 2300+ hours of supervised clinical practica prior to a one-year, paid full-time internship in a setting that is accredited by the Canadian or American Psychological Association (CPA or APA).

UNIQUE OPPORTUNITIES FOR PROFESSIONAL TRAINING

Psychology is the largest department in the Faculty of Arts, Humanities and Social Science (FAHSS), and has more doctoral students than any other department at the University of Windsor.

- We've been training clinical psychologists here since 1967—nearly 400 have graduated from our program over the past 50 years. They work in mental health facilities, community clinics, hospitals, university counselling centres, private practice, and research and academic settings across Canada and the US
- On average, we admit 12 students per year—three to five into each of three specialty tracks:
 - Adult Clinical Track
 - Child Clinical Track
 - Clinical Neuropsychology Track
- Clinical students share a common Year 1 curriculum with increasing specialization in Year 2 on, according to the chosen track
- There are opportunities to individualize training through cross-track courses and clinical placements
- Applied research and practice is a department-wide focus which makes for a highly collaborative learning and working environment
- In addition to 16 core clinical faculty members, 12 complementary faculty members are involved in teaching and research supervision, and another 40+ registered psychologists in the community provide practicum supervision for students in diverse clinical settings
- Didactic learning and supervised clinical practice are integrated in core clinical courses
- Clinical faculty represent diverse theoretical orientations
 - humanistic, existential, experiential, emotion-focused, behavioural, cognitive behavioural, developmental, psychodynamic, multi-cultural, neurobehavioural, contemplative, and integrative
- We offer course and practicum training in cultural, multicultural, and diversity awareness and interventions at both individual and community levels
- A lifespan perspective infuses both the research and clinical interests of faculty
- Three university linked clinical centres provide practicum opportunities and direct supervision by clinical faculty:
 - Psychological Services and Research Centre
 - Summit Centre for Preschool Children with Autism
 - Sport-related Concussion Centre
- Proximity to the Canada-US border offers unique opportunities for clinical training at sites in Detroit and other Michigan locations
- Scholarships, graduate teaching assistantships, and research assistantships provide competitive funding.

If what we have to offer seems to be a good fit for you, please review our admission requirements and apply. We look forward to hearing from you!

Drs. Abeare, Miller, and Scoboria share a FAHSS Collaborative Grant to investigate the effects of sport-related concussion on memory, attention, and emotional functioning using self-report, neuropsychological assessment, behavioural markers, and neuroimaging.

ADMISSION REQUIREMENTS

Applications must
be received by
December 1, 2017
uwindsor.ca/gradapplynow

Applicants must have:

- Honours BA in Psychology with research-based thesis or equivalent
- Minimum of 18 one-term (three-credit) courses in Psychology, including introductory psychology, basic and intermediate statistics, testing and measurement, and laboratory courses in learning and experimental methods; upper-level courses in personality and history of psychology are recommended
- Minimum GPAs equivalent to a B average (i.e., GPA = 3.0; minimum 73% average) are required. We assess (a) cumulative GPA, (b) GPA for courses taken in the final two years of undergraduate study, and (c) GPA across all

psychology courses taken.

Note: successful applicants typically have an A- average or above (i.e., minimum GPA = 3.67; minimum 80% average)

- Minimum GRE scores at or above the 60th percentile for Verbal Reasoning and Analytical Writing, and a minimum score at or above the 50th percentile on Quantitative Reasoning; the psychology subject test is not required. **Note:** successful applicants typically have GRE scores well above the minimum
- Personal statement describing research interests and volunteer or employment experiences relevant to training in clinical psychology.

All students are expected to complete a MA in the first two years of study. Advancement to the PhD is not automatic; it is based on program assessments of academic performance and personal suitability for clinical work.

We recommend that students with undergraduate degrees in psychology from UWindsor apply elsewhere if they are seeking admission to a graduate program in clinical psychology. Potential applicants who are not Canadian citizens or permanent residents of Canada should contact the program before submitting applications.

Applicants who have already earned an MA in clinical psychology or another area of psychology are not admitted with advanced standing; they must complete MA-level requirements, including the MA thesis, to advance to the PhD level of study. Entering students may waive up to six courses based on previous academic work.

THE ADMISSIONS PROCESS

Submitted applications are screened to ensure that they are complete and that admission requirements have been met. Screened files are sorted according to applicants' preferred training track (Adult Clinical, Child Clinical, or Clinical Neuropsychology). Faculty within each of the tracks meet to read and discuss applications.

Based on review of applications and judged fit for our program, track faculty agree on a short list of applicants who are then invited to participate in one-hour, semi-structured interviews that are typically conducted in mid-January. Interviews are conducted in-person or over Skype.

Track faculty meet again to discuss interview results and agree on the list of applicants who will be: (a) recommended for admission, or (b) assigned to a waitlist. The recommendations are forwarded to the dean of the Faculty of Graduate Studies who sends formal offers of admission to approved applicants.

An open house, hosted by the Department of Psychology and the Psychology Graduate Student Council, is held in early March to give students who have received admission offers the opportunity to visit the city and our department, meet with faculty and students, tour program facilities, and ask questions. In accordance with CPA accreditation policies, all applicants have until April 15 to accept or decline offers of admission.

Applicants who accept offers of admission to our program are typically matched with graduate student "buddies" who serve as resources and peer mentors to them as they relocate to Windsor and begin graduate training. In the summer prior to Year 1, new students receive detailed information about registration, funding, graduate assistantships and other materials that help to smooth the transition into graduate school. Useful orientation workshops and gatherings are held during the first few weeks of the fall term.

PSYCHOLOGICAL SERVICES AND RESEARCH CENTRE (PSRC)

The PSRC is part of the Psychology department and is central to the operation of the Clinical Psychology Program. The current director is Dr. Antonio Pascual-Leone, an Adult Clinical faculty member.

The primary goal of the PSRC is to provide quality on-site practicum training for students in the program, under the supervision of clinical faculty and staff psychologists. The PSRC mission also includes provision of services to the broader community, and participation in clinical research through an Ontario-wide Practice Research Network and other initiatives.

Annually, 18 academic courses and practica are accommodated at the PSRC; 50 graduate students are supervised by 11 faculty members, and they provide services to more than 250 clients referred for psychoeducational, psychodiagnostic, and neuropsychological assessment, individual therapy, and group treatment. Approximately 32% of PSRC clients are University of Windsor students; the other 68% are children, adolescents, new immigrants and refugees from the larger Windsor community.

In April 2017, the PSRC was relocated from the two houses it had occupied for more than 40 years, to expanded and newly renovated premises in a beautiful, historic building at 2629 Riverside Drive, overlooking the Detroit River.

We celebrated the 50th anniversary of the graduate program in conjunction with the official opening of the new PSRC in September 2017 (see pages 8-10).

ACCREDITATION

CANADIAN PSYCHOLOGICAL ASSOCIATION

The Clinical Psychology Program at the University of Windsor was continuously accredited by both the Canadian and American Psychological Associations (CPA and APA) from 1988 through August 2015 when CPA assumed exclusive responsibility for the accreditation of all Canadian training programs. Our CPA accreditation was reaffirmed as of November 2015 for a five-year period. Our next accreditation site visit is scheduled to take place in 2020-2021.

CPA standards, guidelines, and policies for graduate programs can be reviewed at:

Office of Accreditation
Canadian Psychological Association
141 Laurier Avenue West, Suite 702
Ottawa, ON K1P 5J3
accreditation@cpa.ca
cpa.ca/accreditation

MEMBERSHIPS

CANADIAN COUNCIL OF PROFESSIONAL PSYCHOLOGY PROGRAMS

We are a member of the Canadian Council of Professional Psychology Programs, the organization that represents Canadian university based psychology programs and psychology internship settings that train professional psychologists.

ASSOCIATION OF PSYCHOLOGY POSTDOCTORAL AND INTERNSHIP CENTRES

We are a member of the Association of Psychology Postdoctoral and Internship Centres (APPIC), the organization that co-ordinates and supervises the process of placing applicants into psychology training sites in Canada and the United States.

ASSOCIATION OF PSYCHOLOGY TRAINING CLINICS

We are a member of the Association of Psychology Training Clinics, the organization for psychology training clinics associated with graduate training programs in professional psychology at accredited universities.

ADULT CLINICAL TRACK (AC)

HIGHLIGHTS

- Quality training in the three main theoretical approaches to psychotherapy –humanistic/experiential, psychodynamic, and cognitive-behavioural
- Capstone practicum at Psychological Services and Research Centre that includes development of personal integrative model, group interventions, and work with such distinct populations as immigrants, refugees, and victims of human trafficking

OUR FACULTY

DR. MICHAEL BOROUGHS mboroughs@uwindsor.ca

PhD University of South Florida

Research Interests	physical appearance, bullying, intervention development, LGBT health
Clinical Interests	clinical training, evidence-based therapies
Theoretical Orientation	cognitive-behavioural

DR. JOSEF JARRY jjarry@uwindsor.ca

PhD University of Toronto, Track Co-ordinator

Research Interests	body image, psychotherapy outcome, psychological benefits of Ashtanga yoga
Clinical Interests	individual therapy, therapy training, case formulation
Theoretical Orientation	integrative: psychodynamic/behavioural/existential

A \$70,000 research grant from Seeds4Hope is supporting the work of **Dr. Jarry** and colleagues in assessing the effects of Ashtanga yoga for women with breast cancer.

DR. BEN KUO benkuo@uwindsor.ca

PhD University of Nebraska-Lincoln

Research Interests	multicultural counselling, cross-cultural psychology, culture and coping
Clinical Interests	minority mental health, culturally informed training and practice, interpersonal trauma and therapy
Theoretical Orientation	humanistic, emotion focused

Dr. Ben Kuo is collaborating with colleagues across the country on a \$1.3-million CIHR-funded grant to study the long-term integration and health outcomes of Syrian refugees in Canada.

DR. ANTONIO PASCUAL-LEONE apl@uwindsor.ca

PhD York University, PSRC Director

Research Interests	psychotherapy research; emotional processing
Clinical Interests	brief psychotherapy, case formulation
Theoretical Orientation	emotion focused; integrative therapy approaches

DR. ALAN SCOBORIA scoboria@uwindsor.ca

PhD University of Connecticut

Research Interests	autobiographical memory, memorial beliefs, applied memory science
Clinical Interests	ethics, professional development, interviewing
Theoretical Orientation	integrative

DR. CHERYL THOMAS cdthomas@uwindsor.ca

PhD Simon Fraser University, Director of Clinical Training

Research Interests	body image, attachment and interpersonal relationships, race, culture
Clinical Interests	clinical training, therapy training
Theoretical Orientation	cognitive behavioural

SELECTED EMPLOYMENT SETTINGS OF RECENT GRADUATES

- Alberta Health Services, Edmonton, AB
- Center for Eating Disorders, Ann Arbor, MI
- IWK Health Centre, Youth Forensic Services, Halifax, NS
- New York City Department of Corrections, New York, NY
- Sunridge Medical Gallery, Calgary, AB
- Western University Psychological Services, London, ON
- Winnipeg Regional Health Authority, Winnipeg, MB
- Vaughan Psychological Services, Toronto, ON
- University Counselling Centre, Memorial University of Newfoundland, NL

CHILD CLINICAL TRACK (CC)

HIGHLIGHTS

- Developmental perspective; preschool through adolescent focus
- Track-specific courses in developmental psychopathology, child and adolescent assessment and interventions
- Campus-based practica in child assessment and therapy at the Psychological Services and Research Centre, opportunities for specialized training at The Summit Centre for Preschool Children with Autism

OUR FACULTY

DR. KIM BABB kbabb@uwindsor.ca

*PhD University of California-Irvine,
Complementary Faculty Member*

Research Interests	children and the Internet, child coping strategies
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Clinical Interests	ADHD, developmental disabilities
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Theoretical Orientation	cognitive developmental
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DR. PATTI FRITZ pfritz@uwindsor.ca

PhD Stony Brook University

Research Interests	interpersonal aggression, intimate partner violence
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Clinical Interests	assessment, intervention, couples' interactions
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Theoretical Orientation	cognitive behavioural, developmental psychopathology
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DR. MARCIA GRAGG mgragg@uwindsor.ca

PhD University of Windsor

Research Interests	autism and related disorders, behavioural intervention, parent training
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Clinical Interests	increased community awareness of autism diagnosis and interventions
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Theoretical Orientation	applied behaviour analysis
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DR. JULIE HAKIM-LARSON hakim@uwindsor.ca

PhD Wayne State University, Track Co-ordinator

Research Interests	emotional development, mental health and culture
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Clinical Interests	parent-child interaction; emotion socialization in families
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Theoretical Orientation	developmental psychopathology
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DR. CALVIN LANGTON calvin.langton@uwindsor.ca

PhD University of Toronto

Research Interests	aggression, forensic assessment and treatment
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Clinical Interests	clinical and forensic training
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Theoretical Orientation	cognitive behavioural
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Dr. Calvin Langton has a \$74,000 SSHRC Insight Development grant to examine factors related to desistance versus recidivism among adolescents with sexual offenses.

DR. ROSANNE MENNA rmenna@uwindsor.ca

PhD University of Toronto

Research Interests	child and adolescent coping; preschool aggression; parent-child interactions
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Clinical Interests	clinical training, early intervention
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Theoretical Orientation	developmental psychopathology, integrative
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DR. KENDALL SOUCIE ksoucie@uwindsor.ca

*PhD Wayne State University,
Limited Term Appointment*

Research Interests	identity development, narrative psychology, autobiography
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Clinical Interests	resilience, meaning-making
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Theoretical Orientation	cognitive developmental
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Dr. Kendall Soucie is working on several funded projects, including an investigation of how polycystic ovarian syndrome impacts women's health, longevity, and quality of life, supported by a \$5,000 UWindsor Research Grant for Women.

EXPERIENTIAL LEARNING

THE SUMMIT CENTRE FOR PRESCHOOL CHILDREN WITH AUTISM

The Summit Centre is a university affiliated, charitable organization that provides treatment for young children with autism spectrum disorders. Additionally, the centre works to enhance public awareness and understanding of autism, and conducts and shares research findings relevant to the concerns of families of children with autism.

The centre is located five minutes from the university campus at 940 Prince Road. Dr. Marcia Gragg, a faculty member in the Child Clinical Track, is the half-time clinical director at Summit Centre, where she oversees clinical and research activities and co-ordinates placements for psychology students who are an important part of the treatment team.

Graduate students in the Child Clinical track who are interested in learning applied behavioural analysis may apply to fulfill a portion of their clinical practicum requirements through the Specialized Teaching, Education, Partnership, and Support (STEPS) program. STEPS provides one-on-one applied behaviour analysis treatment at the centre as well as in-home treatment to improve language and communication, social skills and play, co-operative behaviour, and independent living skills. Practicum students are also involved in training parents to teach behavioural techniques to their children.

SELECTED EMPLOYMENT SETTINGS OF RECENT GRADUATES

- Alberta Children's Hospital, Calgary, AB
- B.C. Children's Hospital, Vancouver, BC
- Cape Breton Regional Hospital, Sydney, NS
- CentrepoinTE Professional Services, Ottawa, ON
- McMaster Children's Hospital, Hamilton, ON
- Private practice, Prince George, BC
- Yarmouth Regional Hospital, Child & Adolescent Mental Health & Addiction Services, Yarmouth, NS
- York Region District School Board, Newmarket, ON
- Washington Corrections Center, Shelton, WA

CLINICAL NEUROPSYCHOLOGY IN THE COMMUNITY

CENTRE FOR NEUROBEHAVIOURAL SCIENCE (CNS)

In partnership with Hôtel-Dieu Grace Healthcare (HDGH), faculty members in clinical neuropsychology and kinesiology are collaborating to conduct research in a number of areas. The CNS occupies a large suite of offices and workspaces on the main campus of HDGH on Prince Road. The interdisciplinary research being conducted there crosses multiple domains and involves research teams within the CNS and beyond.

SPORT-RELATED CONCUSSION CENTRE (SRCC)

The Sport-related Concussion Centre is a collaborative initiative on the part of the departments of Psychology, Kinesiology, and Athletics and Recreation Services at the University of Windsor. It was established in 2013 by Drs. Chris Abeare and Joe Casey from the Clinical Neuropsychology Track who serve as the faculty supervisors.

The primary goals of the SRCC are to provide concussion management services to University of Windsor athletes and to the broader community, to provide training opportunities for graduate students in the Clinical Psychology Program, and to conduct research that will help us to better understand the effects of concussion and aid ongoing efforts to develop better strategies for management and treatment.

CLINICAL NEUROPSYCHOLOGY SERVICE AT THE PSRC

The Clinical Neuropsychology Service at the PSRC offers full neuropsychological evaluations to community clients who present with such conditions as brain injury, learning disabilities, chromosomal disorders, stroke, and dementia. Self-referrals and referrals from community physicians and other care providers are accepted. Fees for service are charged on a sliding scale based on client income.

Clinical Neuropsychology faculty are engaged in research projects funded by more than \$2.7 million in external and internal grants.

CLINICAL NEUROPSYCHOLOGY TRACK (CN)

HIGHLIGHTS

- Life-span perspective
- Follows Houston Conference guidelines and requirements for recognized competence and registration/licensure in clinical neuropsychology
- Campus-based practica at the Psychological Services and Research Centre and Sport-related Concussion Centre
- Collaborative research opportunities through Centre for Neurobehavioural Science (CNS) and campus-based research groups

OUR FACULTY

DR. CHRIS ABEARE cabeare@uwindsor.ca

*PhD Wayne State University,
Clinical Practicum Coordinator*

Research Interests sports-related concussion, traumatic brain injury, assessment of cognitive and affective functions

Clinical Interests traumatic brain injury, sports-related concussion, stroke

DR. ANNE BAIRD abaird@uwindsor.ca

*PhD Wayne State University, ABPP, Board
Certified in Clinical Neuropsychology*

Research Interests ageism and educational interventions, real-world implications of neuropsychological disorders

Clinical Interests collaborative and strengths-based, neuropsychological assessment in adults

Theoretical Orientation eclectic – intervention, flexible comprehensive battery – neuropsychological assessment

DR. LORI BUCHANAN buchanan@uwindsor.ca

*PhD University of Waterloo,
Complementary Faculty Member*

Research Interests normal and impaired language processes, probability related descriptions of single words, normal memory processing

DR. JOE CASEY jecasey@uwindsor.ca

PhD University of Windsor

Research Interests neurodevelopmental disorders, neuropsychological assessment, pediatric TBI

Clinical Interests training, learning disabilities, ADHD, pediatric concussion, neuropsychological assessment

Theoretical Orientation neurobehavioural

DR. LASZLO ERDODI laszlo.erdodi@uwindsor.ca

PhD Eastern Michigan University

Research Interests performance validity assessment, psychiatric disorders and cognitive functioning, effects of limited English proficiency on neuropsychological performance

Clinical Interests neuropsychological assessment, clinical training, forensic evaluations

Theoretical Orientation integrative

DR. CARLIN MILLER cjmiller@uwindsor.ca

PhD University of Georgia, Track Co-ordinator

Research Interests validation of mindfulness-based interventions, longitudinal outcomes of impulse-control disorders

Clinical Interests ADHD, remediation of executive dysfunction, resiliency promotion

Theoretical Orientation neurodevelopmental, integrative, contemplative

SELECTED EMPLOYMENT SETTINGS OF RECENT GRADUATES

- Case Western University School of Medicine, Cleveland, OH
- Psychiatry and Behavioural Neurosciences, McMaster University, Hamilton, ON
- Glenrose Rehabilitation Hospital, Edmonton, AB
- G.F. Strong Rehabilitation Centre, Vancouver, BC
- Government of Yukon Health and Social Services, Whitehorse, YK
- JFK-Johnson Rehabilitation Institute, Edison, NJ
- The Ottawa Hospital, Ottawa, ON
- Private practice, Windsor, ON
- Toronto Rehabilitation Institute, Toronto, ON

COURSE OF STUDY: OVERVIEW

YEAR ONE

FALL

Statistics for Graduate Study I

Psychopathology

Clinical Assessment I

One additional course

MA Thesis (*begin developing ideas for your thesis proposal*)

WINTER

Statistics for Graduate Study II

Research Methods in Clinical Psychology

Clinical Assessment II

Introduction to Psychotherapy

MA Thesis (*complete first written draft of MA thesis proposal*)

SUMMER

MA Thesis (*propose MA thesis, apply for research ethics approval*)

MA-level clinical practicum

BEYOND YEAR ONE

YEAR 2 required core courses; complete and defend MA thesis; minimum 300-hour clinical practicum; advancement to PhD studentship on successful completion of MA requirements

YEAR 3 required core courses; clinical practica; advancement to PhD candidacy on successful completion of the Comprehensive Examination

YEAR 4 complete required course work and required practicum hours; propose PhD dissertation

YEAR 5 apply for internships; additional clinical practica to round out pre-internship experience; completion of dissertation

YEAR 6 one-year fully funded internship (some students defer the internship to a seventh year in order to complete and defend the dissertation)

In addition to required course work, research, and clinical practica, students are expected to apply for major scholarships, attend workshops and clinical presentations as scheduled throughout the year, and attend regular research group/lab meetings and departmental colloquia.

Dr. Lori Buchanan and research colleagues across the country have been awarded a \$2.5-million 'Words in the World' SSHRC Partnership Grant to provide students and young researchers with research training and develop community partnerships to address language disabilities and communication challenges in real world settings.

Most students work as graduate teaching or research assistants and many serve as graduate student representatives on a variety of departmental committees. On completing MA-level requirements, students interested in academic teaching can apply for undergraduate sessional teaching assignments.

All students are required to complete annual self-assessments of developing professional competencies and to report on their academic and clinical training activities. Determination of student eligibility and readiness for internship is based on academic performance, accrued practicum hours, and demonstration of developmentally appropriate foundational and functional competencies.

FUNDING

Almost all of our students (98%) are funded through a combination of internal and/or external scholarships and graduate teaching or research assistantships.

In 2016-2017, the average annual funding per student for the first two years of the program (MA level) was \$21,175, and the average annual funding for post MA students (PhD level) was \$29,534.

ABOUT OUR STUDENTS

On average, we admit 12 students per year (three to five per track) from an average annual pool of 130 applicants.

Current students range in age from 22 to 35 years; 86% are women; 43% self-identify as members of diverse racial, ethnic, LGBTQ2, disability, or other cultural groups.

In the past year, 37% of students have authored or co-authored peer-reviewed publications, and 57% have authored or co-authored scholarly conference presentations.

In the past three years, 35 students applied for internship and 33 (94%) were successfully matched in the first year of application.

Of students who enter the program, 95% complete the PhD, and 97% of those who complete the PhD become registered/licensed psychologists.

Program graduates have consistently had a 100% pass rate on the Examination for Professional Practice in Psychology (EPPP).

DESTINATION WINDSOR

Windsor is Canada's southernmost city, located at the same latitude as northern California. We enjoy more temperate winters and longer summers than most Canadians.

Beautiful riverfront parks, bike paths and walkways merge with the university campus.

Windsor's location on the border between Canada and the US offers ready access to big city sports, entertainment, and shopping in the Detroit area while we benefit from the accessibility and more relaxed pace of a smaller city.

Great beaches, prize-winning wineries, and fresh farm markets are within a 20-to 30-minute drive into the surrounding county.

Windsor-Essex County is the fourth most ethnically diverse community in Canada, and is home to excellent restaurants and cultural festivals. And yes, great sushi can be had here!

50 YEARS AGO THIS WEEK

By Dr. Ray Daly, Ph.D., C. Psych. September 7, 2017



Fifty years ago this week, I began teaching the first graduate course in the University of Windsor's new clinical training program, which I'd spent the summer designing. Looking back, it was a rather audacious endeavour. I was 29 years old and had just completed my PhD. It was almost unbelievable that I'd been charged with establishing and

directing a clinical program with all the associated responsibilities.

The clinical training program originated in early 1967 with a phone call from Dr. Robert Fehr, who was then the chair of the Psychology Department. We'd met a year earlier when I visited Windsor to present a research colloquium. At the time, there were only about 1,500 students on campus, and about 15 faculty members in the Psychology Department. However, I was enthusiastically welcomed and I was charmed by the camaraderie and by the people I met, especially some of the psychology students with whom I discussed my work.

A few months later, I was surprised to get a phone call from Bob Fehr offering me an academic position, not just to teach psychology, but with a mandate to establish a clinical training program. The day before this, I had been offered an extraordinary position at

Northwestern University Medical School, which I was about to accept contingent on salary negotiations. How life changes on a dime. Two days after speaking with Bob Fehr, I received a call from Dr. Francis Leddy, then University of Windsor president, firming up the salary issues and assuring me that the offer was solid. Given the opportunity to teach and to establish a clinical training program was "an offer I could not refuse". I picked up my family, drove down I-94, and came to Windsor in early 1967.

I spent the summer trying to integrate the design of the clinical program with the structure of an MA program which was ongoing at Windsor. By the time September arrived, the bare bones of the program were in place and a five-year plan was set in motion. There was an enormous amount of work involved and I had totally underestimated the challenges, but once I entered the classroom on

the first day of classes to teach Psychological Assessment, and saw the sincere faces before me, it was all worth it. I had those first clinical students completely fooled, because they had no idea how terrified I was!

In fact, over the years, the students have made the whole difference for me. We have been blessed with an extraordinary population of talented students who, almost unanimously, have been dedicated to helping others, and to spending seven years of their lives training to achieve levels of competency that they can be proud of.

Looking back, it was a rather audacious endeavor. I was 29 years old and had recently completed my PhD. It was almost unbelievable that I'd been charged with establishing and directing a clinical program with all the associated responsibilities.



September 2017 – Clinical faculty and students gather for our annual orientation and to mark the 50th Anniversary of the graduate program in clinical psychology.

THE HOUSE ON RIVERSIDE, NEW HOME OF THE PSYCHOLOGICAL SERVICES AND RESEARCH CENTRE



2016-2017 – final cohort of our first 50 years



2017-2018 – first cohort of our next 50 years



Faculty, students, and special guests gathered on September 21, 2017, to mark the 50th anniversary of the graduate program and the official opening of the Psychological Services and Research Centre (PSRC) in a beautiful, purpose-renovated historic home on the Detroit River. The celebration began with a standing-room only colloquium presentation by Dr. Karen Cohen (above left), a graduate of the UWindsor Clinical Psychology Program (1989) and CEO of the Canadian Psychological Association. Dr. Cohen spoke on "The Science and Practice of Psychology in Canada in 2017: What Lies Ahead?"



Farewell to The House on Sunset, the long-time home of the PSRC. Dr. Dennis Jackson - Psychology department head, Dr. Antonio Pascual-Leone - director of the PSRC, and Dr. Alan Wildeman, president of the University of Windsor, performed the ribbon cutting.



RECENT FACULTY-STUDENT CO-AUTHORED PUBLICATIONS

- An, K. Y., Kaploun, K., Erdodi, L. A., & Abeare, C. A. (2017). Performance validity in undergraduate research participants: A comparison of failure rates across tests and cutoffs. *The Clinical Neuropsychologist*, 31(1), 193-206. doi:10.1080/13854046.2016.1217046
- Boroughs, M. S., Feinstein, B. A., Mitchell, A. D., Shipherd, J. C., & O'Cleirigh, C. (2017). Establishing priorities for lesbian, gay, bisexual, and transgender health disparities: Implications for intervention development, implementation, research, and practice. *The Behavior Therapist*, 40(3), 119-127.
- Cairncross, M. & Miller, C.J. (In press) The efficacy of mindfulness-based therapies for Attention-deficit/Hyperactivity Disorder: A meta-analytic review. *Journal of Attention Disorders*.
- Considine, C. M., Keatley, E., & Abeare, C. A. (2017). Cognitive-Affective Verbal Learning Test: An integrated measure of affective and neutral words. *Psychological Assessment*, 29(3), 282-292. doi:10.1037/pas0000339
- Iskandar, S., Murphy, K. J., Baird, A. D., West, R., Armilio, M., Craik, F. I. M., & Stuss, D. T. (2016). Interacting effects of age and time of day on verbal fluency performance and intraindividual variability. *Aging, Neuropsychology, and Cognition*, 23(1), 1-17. doi:10.1080/13825585.2015.1028326
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MA THESES - 2017

Jessica Barrington Mindfulness as a Protective Factor against Body Dissatisfaction: Mechanism of Action

Nicole Dignard The Effects of Thinspiration and Fitspiration on Body Satisfaction and Appearance Self-Esteem Are Equivalent and Mediated by Appearance Comparisons

Bryanna Graves Assessing the Concurrent Validity of a Novel Performance-Based Task of Executive Functioning

Siqi Huang Psychological and Academic Entitlement: Psychosocial and Cultural Predictors and Relationships with Psychological Well-Being

Lynette Kivisto The Use of Assistive Technology in School-Aged Children with Learning Disorders

Paige Lamborn Factors Associated with Distress in Caregivers of People with Personality Disorders

Sanya Sagar The Development of a Scale to Detect Feigned Attention-Deficit/Hyperactivity Disorder (ADHD) in Adults

Antonette Scavone Are Normally-Distributed Dark Triad Traits Associated with Trait Mindfulness in University Students?

Jenna Thompson Domains of Self-Esteem as Predictors of Life Satisfaction and Loneliness in Emerging Adults

Na Zhu Emotion Regulation: The Role of Trauma, Emotion-Related Parenting, and Resilience

PHD DISSERTATIONS - 2017

Katelyn Boersma Weight-Based Derogatory Media: Predictors of Media Selection, Impact of Exposure, and the Moderating Role of Maladaptive Appearance Investment

Fiona Dyshniku Experiencing and Responding to Self-Discrepant Autobiographical Memories

Miea Moon Cultural Mistrust and Responses of Black Canadians to Subtle and Overt Racial Discrimination in Experimental Vignettes

Julie Norman Implications of Parenting Behaviour and Adolescent Attachment for Understanding Adolescent Sexting

Cassandra Pasiak Elucidating the Effect of Mother-Child Interactional Synchrony: Relations between Synchrony, Mutuality, Parenting Attitudes, and Preschool Adjustment

Shawna Scott Emotion Socialization in Ethnically Diverse Families Living in Canada: Values, Temperament, and Emotion Regulation

Nikita Yeryomenko An Experimental Study of Exposure-Based and Emotion-Focused Interventions: Strange Bedfellows or a Match Made in Heaven?



MEET SOME OF OUR LEADING ALUMNI

Karen Cohen, PhD '89 – chief executive officer, Canadian Psychological Association (CPA), Ottawa, ON

Jonathan Douglas, PhD '95 – past president, Ontario Psychological Association (OPA), Toronto, ON

Wendy Manel, PhD '09 – co-ordinator of Psychological Services, Toronto Catholic Children's Aid Society, Toronto, ON

Brent Hayman-Abello, PhD '03 – director of clinical training, London Clinical Psychology Residency Consortium, London Health Sciences Centre, London; president, Canadian Council of Professional Psychology Programs (CCPPP)

Sean Kidd, PhD '03 – clinician scientist and head, Psychology Service, Centre for Addiction and Mental Health, Toronto, ON



WELCOME! OUR 51ST COHORT ADMITTED SEPTEMBER 2017

Alicia Berze-Butts (Saint FX) - AC; Julia Borsatto (Windsor, not pictured) - CN; Rebecca Francey (Waterloo) - AC; Sarah Gardiner (Carleton) - CC; Eric Gilliland (Saskatchewan) - CC; Brandin Glos (Windsor) - AC; Rebecca Grossman (Madonna) - CN; Stephanie Nardone (Windsor) - AC; Rebecca Nurgitz (Ryerson) - CN; Marni Oldershaw (Michigan) - CC; Kathleen Wilson (Trent) - CC. Also pictured: Catherine Burr and Tanja Samardzic (Applied Social Psychology). Photo by Ashlyne O'Neil, Ivy Photography.

WHAT OUR STUDENTS SAY ABOUT THEIR EXPERIENCE

"My time in the Clinical Neuropsychology Track at the University of Windsor has been instrumental in shaping me into an effective clinician and researcher. Our program features rigorous academic coursework, numerous opportunities to integrate learned material through hands-on experience, a supportive peer environment, and meaningful mentorship by faculty. Through my time in the program, I feel that I have truly developed the skills needed to thrive in both a generalist clinical psychology setting and as a specialist in neuropsychology. If you are seeking a program that will change, challenge, and support you, I highly recommend the Clinical Psychology Program at the University of Windsor."

Brianne Brooker, Clinical Neuropsychology – Year 6, Pediatric Neuropsychology resident 2017-2018, Children's Hospital of Michigan, Detroit, Mich.

"The main thing that drew me to the University of Windsor for Clinical Psychology was that we could specialize. This provides incoming students with a unique opportunity to get a strong foundation in their area of interest. I also really enjoyed how friendly and welcoming the most senior graduate students were when I came to visit during the open house."

Jason Bloom, Child Clinical – Year 5

"Windsor offers a unique clinical program that has child, adult, and neuropsychology tracks. This allows you to work closely with peers in other areas of clinical psychology and better explore areas of interest."

Nicki Yarkovsky, Child Clinical – PhD 2016

"Exposure to a variety of treatment models was a valuable part of the training at UWindsor that helped me feel more prepared and confident during internship. I felt that I had a good therapeutic foundation that enabled me to work through challenging clinical issues."

Jean Kim, Adult Clinical – Year 7, Adult Eating Disorder Service, London Health Sciences Centre, London, ON

"We, by far, have the best therapy training in the country. My supervisors were impressed, and it made me confident in my practice on internship."

Shawn Harrington, Adult Clinical – PhD 2016



**University
of Windsor**

401 Sunset Ave., Windsor, ON N9B 3P4
519-253-3000, Ext. 2215, 2217 or 2232
psychology@uwindsor.ca
uwindsor.ca/clinicalpsych