



University
of Windsor

GRADUATE PROGRAM IN CLINICAL PSYCHOLOGY

*Help improve the
lives of others*

uwindsor.ca/clinicalpsych



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

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.



If you are choosing to pursue a career in clinical psychology, we know you are looking for quality learning experiences that will 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 and emphasizes the interdependence of theory, research, and practice.

A full-time program of integrated and sequential study leads to completion of both 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.

Once admitted, students are expected to complete both MA and PhD degrees in the program. In rare cases, where academic performance and/or development of clinical competencies does not meet standards, students are not advanced to the PhD and leave the program after the MA.

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

- Clinical courses in ethics, professional issues, psychopathology and diagnosis, clinical assessment, psychotherapy, supervision and consultation
- Foundational courses in biological, cognitive, and social bases of behaviour, history and philosophy
- Courses in statistics, research methodology and design
- MA thesis and PhD dissertation
- 2300+ hours of supervised clinical practica prior to a one-year, paid full-time internship in an accredited setting

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 and 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 17 core clinical faculty members, 13 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
 - 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!





ADMISSIONS
See yourself here!

ADMISSION REQUIREMENTS

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 social psychology, personality, and history of psychology are strongly recommended
- Minimum GPAs equivalent to a B average (i.e., GPA = 3.0; minimum 77% average) are required. We assess (a) cumulative GPA, (b) GPA for the final two years of full-time undergraduate study (or last 20 half courses), 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)
- GRE scores for Verbal Reasoning, Quantitative Reasoning, and Analytical Writing. The psychology subject test is not required
- 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. Entering students may apply to waive up to six courses based on previous academic work. Although usual, advancement from the MA to the PhD is not automatic; advancement is based on the timeliness and quality of performance in fulfilling MA level requirements.

We recommend that students who have earned undergraduate degrees in psychology from UWindsor, and who wish to pursue a graduate degree in clinical psychology, consider applying elsewhere to diversify their training. However, we do accept and consider applications from UWindsor psychology graduates. Potential applicants who are not Canadian citizens or permanent residents are invited to contact our International Student Centre (<http://www.uwindsor.ca/international-student-centre/>) to discuss visa requirements and tuition fees before submitting their applications.

Applicants who have already earned an MA in an area of psychology other than clinical may be admitted to the program, but will not have advanced standing. They must complete MA-level requirements, including the MA thesis, to advance to the PhD level of study. Individuals who have earned an MA in clinical psychology elsewhere are unlikely to be admitted because the university does not permit students to earn a second degree in the same discipline.

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 Clinical Training Committee and Graduate Studies Committee for review and discussion, then forwarded to 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.

**Applications must be received by December 1
for admission the following September**

OUR TRAINING CLINIC

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. Josée Jarry.

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.

Each year, 18 academic courses and practica are accommodated at the PSRC. Approximately fifty graduate students, supervised by clinical faculty, 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, and adults from the larger Windsor community, some of whom are new immigrants and refugees.

In April 2017, the PSRC was relocated from 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.

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 (ACT)

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



FACULTY

DR. MICHAEL BOROUGHS boroughs@uwindsor.ca	
PhD University of South Florida Core Faculty Member	
Research Interests	bullying, sexual minority health, physical appearance, intervention development
Clinical Interests	trauma, minority health, substance use, exposure therapy
Theoretical Orientation	CBT, evidence-based treatments
DR. JOSEE JARRY jjarry@uwindsor.ca	
PhD University of Toronto, Track Co-ordinator, PSRC Director Core Faculty Member	
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
DR. BEN KUO benkuo@uwindsor.ca	
PhD University of Nebraska-Lincoln Core Faculty Member	
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. ANTONIO PASCUAL-LEONE apl@uwindsor.ca	
PhD York University Core Faculty Member	
Research Interests	psychotherapy research, emotional processing
Clinical Interests	brief psychotherapy, case formulation
Theoretical Orientation	emotion focused, integrative therapy approaches
DR. CHERYL THOMAS cdthomas@uwindsor.ca	
PhD Simon Fraser University, Director of Clinical Training Core Faculty Member	
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
- Centre for Addiction and Mental Health, Toronto, ON
- Centre for Interpersonal Relationships, Ottawa, ON
- Cornerstone Psychological Services, Thornhill, ON
- Deer Lodge Centre, Winnipeg, MB
- IWK Health Centre, Youth Forensic Services, Halifax, NS
- Michigan Headache and Neurological Institute, Ann Arbor, MI
- Ontario Shores Centre for Mental Health Sciences, Whitby, ON
- University Counselling Centre, Memorial University of Newfoundland, NL

Here to help

EXPERIENTIAL LEARNING

THE SUMMIT CENTRE FOR PRESCHOOL CHILDREN WITH AUTISM

The Summit Centre is a university affiliated, charitable organization that offers assessment, treatment, and support services for young children with autism spectrum disorders.

The mission of the centre also includes public education, advocacy, and research that focuses on increasing awareness and understanding of 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 use behavioural techniques to their children.

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



Enhance your skills

FACULTY

DR. KIM BABBkbabb@uwindsor.ca	
PhD University of California-Irvine, Complementary Faculty Member	
Research Interests	children and the Internet, child coping strategies
Clinical Interests	ADHD, developmental disabilities
Theoretical Orientation	cognitive developmental
DR. PATTI FRITZpfritz@uwindsor.ca	
PhD Stony Brook University Core Faculty Member	
Research Interests	interpersonal aggression, intimate partner violence
Clinical Interests	assessment, intervention, couples' interactions
Theoretical Orientation	cognitive behavioural, developmental psychopathology
DR. MARCIA GRAGGmragg@uwindsor.ca	
PhD University of Windsor Core Faculty Member	
Research Interests	autism and related disorders, behavioural intervention, parent training
Clinical Interests	community education and advocacy related to autism diagnosis and interventions
Theoretical Orientation	applied behaviour analysis
DR. JULIE HAKIM-LARSONhakim@uwindsor.ca	
PhD Wayne State University, Track Co-ordinator to 12/19 Core Faculty Member	
Research Interests	emotional development, mental health and culture
Clinical Interests	parent-child interaction, emotion socialization in families
Theoretical Orientation	developmental psychopathology
DR. CALVIN LANGTONcalvin.langton@uwindsor.ca	
PhD University of Toronto Core Faculty Member	
Research Interests	aggression, forensic assessment and treatment
Clinical Interests	clinical and forensic training
Theoretical Orientation	cognitive behavioural
DR. ROSANNE MENNArmenna@uwindsor.ca	
PhD University of Toronto, Track Co-ordinator from 01/20 on Core Faculty Member	
Research Interests	child and adolescent coping, preschool aggression, parent-child interactions
Clinical Interests	clinical training, early intervention
Theoretical Orientation	developmental psychopathology, integrative

DR. LANCE RAPPAPORTlmr@uwindsor.ca	
PhD McGill University Core Faculty Member	
Research Interests	etiology, emotional/affective mechanisms in development and treatment, internalizing disorders, ecological momentary assessment
Clinical Interests	depressive and anxiety disorders and associated risk for substance abuse and suicide
Theoretical Orientation	cognitive behavioural, emotion focused, developmental psychopathology
DR. KENDALL SOUCIEksoucie@uwindsor.ca	
PhD Wayne State University, Complementary Faculty Member	
Research Interests	identity development, narrative psychology, autobiography
Clinical Interests	resilience, meaning-making
Theoretical Orientation	cognitive developmental

SELECTED EMPLOYMENT SETTINGS OF RECENT GRADUATES

- B.C. Children's Hospital, Vancouver, BC
- Cape Breton Regional Hospital, Sydney, NS
- Children's Hospital of Eastern Ontario, Ottawa, ON
- Eastern Health, St. John's NL
- Hospital for Sick Children, Toronto, ON
- McMaster Children's Hospital, Hamilton, ON
- Northern Health Authority, Prince George, BC
- Yarmouth Regional Hospital, Child & Adolescent Mental Health & Addiction Services, Yarmouth, NS
- York Region District School Board, Newmarket, ON

CLINICAL NEUROPSYCHOLOGY IN THE COMMUNITY

CENTRE FOR NEUROBEHAVIOURAL SCIENCE
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 Centre for Neurobehavioural Science (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
The Sport-related Concussion Centre (SRCC) 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 physicians and other care providers are accepted. Fees for service are charged on a sliding scale based on client income.

CLINICAL NEURO-PSYCHOLOGY 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



Improve lives

FACULTY

DR. CHRIS ABEARE CABEARE@UWINDSOR.CA

PhD Wayne State University, Track Coordinator as of 01/20
Core Faculty Member

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

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

DR. RENÉE BISS RBISS@UWINDSOR.CA

PhD University of Toronto
Core Faculty Member

Research Interests aging effects on memory & attention, cognitive & technology-based interventions for MCI & dementia

Clinical Interests assessment of older adults & homeless individuals, cognitive rehabilitation

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
Core Faculty Member

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
Core Faculty Member

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,
Director of Clinical Training as of 7/20
Core Faculty Member

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

DR. KRISTOFFER ROMERO KROMERO@UWINDSOR.CA

PhD University of Toronto
Core Faculty Member

Research Interests Ecological validity; cognitive neuroscience of episodic memory and executive functioning; knowledge translation

Clinical Interests Clinical utility of emerging technologies; new assessment/ rehabilitation paradigms; developing community-based services

SELECTED EMPLOYMENT SETTINGS OF RECENT GRADUATES

- G.F. Strong Rehabilitation Centre, Vancouver, BC
- Glenrose Rehabilitation Hospital, Edmonton, AB
- Government of Yukon Health and Social Services, Whitehorse, YK
- Neurologic Rehabilitation Institute of Ontario, Toronto, ON
- Nexus Psychology, Edmonton, AB
- Sunnybrook Health Sciences Centre, Toronto, ON
- The Ottawa Hospital, Ottawa, ON
- Vanderbilt University, Department of Clinical Neurology, Nashville, TN

COURSE OF STUDY:
OVERVIEW

Chart your course

YEAR ONE

FALL
Statistics for Graduate Study I
Psychopathology
Clinical Assessment I
Human Neuropsychology and Biological Bases of Behaviour
MA Thesis <i>(begin developing ideas for your thesis proposal)</i>
WINTER
Statistics for Graduate Study II
Research Methods in Clinical Psychology
Clinical Assessment II
Introduction to Psychotherapy
MA Thesis <i>(complete first written draft of MA thesis proposal)</i>
SUMMER
MA Thesis <i>(propose MA thesis, apply for research ethics approval)</i>
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 must apply for major scholarships and attend workshops, clinical presentations, regular research group/lab meetings and departmental colloquia.

Most students work as teaching or research assistants and many serve as student representatives on departmental committees. On completing the MA, students interested in academic teaching can apply to teach undergraduate courses as sessional instructors. All students complete annual self-assessments of developing knowledge and skills, and report on their academic and clinical training activities.

Eligibility and readiness for internship is based on completion of course and research requirements, accrued practicum hours, and demonstration of developmentally appropriate competencies.

ABOUT OUR STUDENTS

On average, we admit 12 students per year (three to five per track) from an average annual pool of 93 applicants.

There are currently 75 students in the clinical program, divided about equally across the three tracks, the average age is 28 years (range = 22 to 34), 83% are women, and 34% self-identify as members of one or more diverse racial, ethnic, LGBTQ2, disability, or other cultural groups.

In the past year, 94% of students were members/affiliates of one or more professional or scientific societies, 53% authored or coauthored at least one scholarly publication, and 64% presented at one or more scholarly meetings.

Of 62 students who applied for internship over the past five years, 58 (94%) were successfully matched in the first year of application; 8 students are currently on internship at accredited sites.

Of students who enter the program, 94% complete the PHD, and 96% of those become registered/licensed psychologists.

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

FUNDING

In 2018-2019, 100% of graduate students were funded through some combination of graduate teaching assistantships, research assistantships, external scholarships and/or internal scholarships. Many students receive funding from more than one source.

BASE FUNDING FOR PSYCHOLOGY GRADUATE STUDENTS 2018-2019		
SOURCE OF FUNDING	28 MA STUDENTS	51 PHD STUDENTS
Research assistantships	4 (14%)	9 (18%)
Graduate teaching assistantships	26 (93%)	41 (80%)
External scholarships	11 (29%)	29 (57%)
Internal scholarships	22 (79%)	43 (84%)
Average base funding	\$20,460	\$27,189
Range		\$7,500 to \$54,439

Additionally, clinical program students are required to complete an external one-year, full-time internship in an accredited setting during their 4th or 5th year at the PhD level. Annual stipends paid to students in these settings range from about \$28,000 to \$38,000.



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!



**MEREDITH AWREY, CHILD CLINICAL,
ADVISOR - DR. CALVIN LANGTON**

I'm from Hamilton, Ontario, and completed my undergrad at the University of Waterloo. I chose the University of Windsor due to an excellent match in research interests between myself and Dr. Langton, as well as the opportunity to specialize in the child track. While finding a good work life balance has been a little challenging, I'm really enjoying my courses and having a very supportive cohort.

**MAAME ADWOA BRANTUO, CLINICAL NEUROPSYCHOLOGY,
ADVISOR - DR. LASZLO ERDODI**

I was born and raised in Ghana, West Africa, where I lived until I moved to the US to attend university. I completed my undergraduate degree in Psychology and French at Calvin University in Grand Rapids, Michigan. I chose the University of Windsor because of the clinical program's scientist-practitioner orientation, as well as its location in a diverse city. So far, I'm loving exploring the food scene in Windsor and building friendships with the other students in my cohort. The aspects of the program that have been most challenging are managing the workload and adjusting to Canadian culture, but the professors and other students have been very supportive and encouraging.

**YIUYIN CHANG, ADULT CLINICAL,
ADVISOR - DR. BEN KUO**

I was born and raised in Taiwan. I completed an undergraduate degree in business in Taiwan but when I moved to Canada and discovered the amazing field of psychology, I decided to pursue this new area of interest through studies at the University of Ottawa. Afterwards, I was employed in community and hospital settings in Toronto for several years. These experiences inspired me to advance my clinical and research skills. I chose the Clinical Psychology Program at the University of Windsor because of the fit to my research interests and the reputation for outstanding clinical training. The most challenging thing for me has been adjusting back to academic life after working for several years. However, I am excited to be pursuing research that interests me and I am enjoying learning clinical assessment and psychotherapy skills in a supportive environment.

**LERNA HANCEROGLU, CHILD CLINICAL,
ADVISOR - DR. ROSANNE MENNA**

I am from Toronto and I obtained an Honours Bachelor of Arts in Psychology from York University. Subsequently, I completed a master's degree in developmental psychology at Wilfrid Laurier University under the supervision of Dr. Kim Roberts. I am really interested in working with children and learning about their emotional, social, and cognitive processes. The most important factors that influenced my decision to pursue my professional training at the University of Windsor were the

specialized tracks, the faculty fit to my research interests, and the various practicum opportunities. What I enjoy so far about the program are the supportive relationships in my cohort and the integration of practical components into the assessment and psychopathology courses. What I have found most challenging so far is the adjustment to life in a smaller city, and the demanding workload.

**SUSAN LUTFALLAH, CLINICAL NEUROPSYCHOLOGY,
ADVISOR - DR. LORI BUCHANAN**

I was born and raised in Windsor and completed my undergraduate degree in Psychology at the University of Windsor. Living in a border town provided multiple options when applying to graduate school but Windsor's reputation for graduating well trained, highly competent clinicians with the skills to provide services across the lifespan is the reason I chose to do my graduate training here. The first few weeks of the program have been intensive yet highly informative and I am enjoying putting previously learned theory into practice for the first time. The atmosphere among staff and students is both collaborative and supportive, and I'm honoured to be a part of the University of Windsor's Clinical Psychology program!

**FRASIA MORRISON, CHILD CLINICAL,
ADVISOR - DR. PATTI FRITZ**

I am from London, Ontario and completed my undergraduate degree at Western University. I chose the University of Windsor for my clinical training because the research interests of Dr. Fritz mapped very closely onto my own, and her supervision style was a good fit for me. I also appreciated the opportunity for specialty training in child clinical psychology beginning in first year. It is invigorating to be in a program where I am acquiring knowledge and experience that is so clearly applicable to our future careers as researchers and clinicians. Adapting to the workload is an ongoing effort, but I am greatly supported and cared for by my course instructors, the other students in my cohort, the upper year students and my supervisor. I truly could not have asked for a better situation in which to explore my research interests and grow my clinical skills.

**CONNER MOTZKUS, ADULT CLINICAL,
ADVISOR - DR. JOSÉE JARRY**

I did my undergraduate degree at Southern Utah University, a three-hour drive from my home in Salt Lake City. I honestly never thought I would pursue a doctoral degree, but I was inspired to apply by enthusiastic professors at my undergraduate institution and encouraging mentors at the Applied Cognition Lab at the University of Utah, where I worked for two years. I chose this program because of the on-site training clinic,

the outstanding fit with my research supervisor, and the employment settings of recent graduates. Thus far, the most difficult aspect of the program is the overwhelming amount of material I need to learn. However, there is a collegial, collaborative atmosphere within my cohort and in the program overall, and we support each other in the learning process. I'm glad to be part of a program that challenges me to work at the edge of my knowledge.

**ALANA SABELLI, CLINICAL NEUROPSYCHOLOGY,
ADVISORS - DRs. CHRISTOPHER ABEARE & LASZLO ERDODI**

I completed my Bachelor of Science in Behaviour, Cognition, and Neuroscience at the University of Windsor and have returned to complete a PhD in Clinical Neuropsychology. I chose this program because of the expertise my advisors have in acquired brain injury and psychometric assessment research. Another important factor was the reputation of the program for quality, comprehensive clinical training beginning in first year. So far, I have enjoyed being immersed in clinical assessment, test administration, scoring, and report writing, and I have already had access to the population I am most interested in – individuals with acquired brain injuries. The most difficult aspect of graduate school so far has been adjusting to the heavy workload and making time outside of school to see friends and family.

**RACHEL SMAIL-CREVIEW, CHILD CLINICAL TRACK,
ADVISOR - DR. LANCE RAPPAPORT**

I was born and raised in Ottawa and completed my undergraduate degree in psychology at the University of Ottawa. After that, I moved to Kingston to do a master's degree in neuroscience. I chose the clinical program here because of the program's emphasis on the consolidation of research and practice, the diversity of academic and practical experiences available, and the opportunity to specialize in child clinical psychology. The most challenging part of graduate school so far is the workload! Moving to another new city was challenging too, but the supportive and collaborative environment here has helped to make Windsor begin to feel like home. I am enjoying the sense of community I get from interacting with fellow students, faculty, and the administrative team.

NEW TO OUR FACULTY



DR. RENÉE BISS

I am excited to join the University of Windsor to teach a new generation of psychologists, research innovative methods to optimize older adults’ cognitive health, and build connections with the broader Windsor community.

I completed a BA at McGill University and a PhD at the University of Toronto, as well as clinical and research postdoctoral fellowships at Baycrest Health Sciences and the Ontario Telemedicine Network. My research program focuses on cognition in healthy older adults and those with cognitive problems (e.g., mild cognitive impairment, dementia). I study strengths in older adults’ memory and attention abilities and use this knowledge to improve cognitive interventions to help them age well in the community. Another line of my research looks at developing new technology to promote cognitive, physical, and social activity for nursing home residents.

My clinical experience includes work in a geriatric hospital, private practice, and a primary care clinic specialized for people experiencing homelessness. My area of expertise is neuropsychological assessment of older adults and cognitive interventions for people with memory impairment. I am also interested in improving access to neuropsychology for underserved groups, particularly individuals experiencing homelessness who are at higher risk of brain injury and dementia. I enjoy teaching courses related to cognition, aging, neuropsychological assessment, and research methods.



DR. KRISTOFFER ROMERO

It is a great privilege to join the University of Windsor faculty and contribute to the well-established clinical program and applied research. I am especially looking forward to collaborating with other institutions to develop new opportunities in clinical neuropsychology.

I obtained my PhD at the University of Toronto, studying in the lab of Morris Moscovitch. I completed post-doctoral fellowships at Sunnybrook Health Sciences Centre and in the Rotman Research Institute at Baycrest Health Sciences. I also worked as a research associate at York University Glendon Campus, where I conducted community-based research and taught at the undergraduate level.

My research in general seeks to translate basic research into clinical practice. My interests include exploring ways to harness technology to assess cognition in more naturalistic settings, such as using

computerized/online testing coupled with certain neuroimaging techniques. I am also interested in integrating neuropsychological services into community-based settings to improve patient access and care. My basic research interests include exploring the interaction of brain regions underlying episodic memory and executive functioning, using both neuroimaging and patient populations.

My clinical approach is heavily influenced by my research training in cognitive neuroscience. I have experience working in several teaching hospitals, assessing a variety of neurological patients (i.e. MS, dementia, mild cognitive impairment, stroke, epilepsy, tumor, TBI), as well as in private practice. I am excited to teach courses in psychobiology and neuropsychological assessment, and I hope to help train a new generation of psychologists who will thrive in the 21st Century.



DR. KENDALL SOUCIE

I am grateful to be a part of the University of Windsor community as an Assistant Professor. I am excited to engage students in the classroom, mentor undergraduate and graduate students, and help build university-community partnerships in the area of women’s health.

I completed my BA at the University of Windsor, and PhD from Wayne State University in Detroit Michigan. As part of my predoctoral training, I worked alongside several multidisciplinary teams to promote integrative team science initiatives around health disparities in the Department of Pediatrics at Wayne State University School of Medicine and in the Office for the Vice Provost of Research (OVPR). My research program focuses on the social, cultural, and institutional contexts within which identity and psychological health and wellness develop, i.e., within relationships, as part of communities, and as connected to larger cultural

institutions. I also examine the intersections of health and narrative identity, particularly around the diagnosis and management of chronic health conditions within women’s health (specifically polycystic ovary syndrome). I am also a strong proponent of mixed methods research designs and integrate qualitative and quantitative methods and analyses into these domains of research.

I enjoy teaching graduate and undergraduate courses in lifespan development, research methods and statistics, and qualitative methods.

SELECTED ONGOING RESEARCH PROJECTS

DR. RENÉE BISS is collaborating on a project funded by the New Frontiers in Research Fund (\$149,000) to develop and test a new exercise game technology for older adults in long-term care.

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.

DR. PATTI FRITZ is a co-investigator on a SSHRC Connections Grant with Betty Barrett (PI; Women's and Gender Studies) and Amy Fitzgerald (SAC) entitled Animals and Us: Research, Policy, and Practice, an initiative that includes attention to research on the intersection between intimate partner violence and animal abuse.

DR. JULIE HAKIM-LARSON is working on collaborative projects with faculty and students including a new study on Friendships and Self-Esteem in University Students for which she has received a \$5,000 University of Windsor Research Grant for Women.

DR. JOSÉE JARRY and her colleagues have a \$70,000 research grant from Seeds4Hope to support their research on the effects of Ashtanga yoga for women with breast cancer.

Dr. Jarry also has a \$5,000 University of Windsor Research Grant for Women to study the feasibility and effectiveness of Ashtanga yoga for women with disordered eating.

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 is collaborating with international colleagues on a \$790,000 grant from the Swiss National Research Foundation, Division of Social Sciences and Humanities entitled Mechanisms of Change in Brief Treatment for Borderline Personality Disorder.

DR. LANCE RAPPAPORT is collaborating with colleagues in the US on multiple projects funded by the National Institutes of Health to examine psychobiological mechanisms in the development of anxiety disorders, depressive disorders, and concurrent high-risk substance use in childhood, adolescence, and early adulthood.

DR. KRISTOFFER ROMERO is collaborating on a nation-wide project funded by the Consortium National de Formation en Santé to develop and implement knowledge translation modules in basic neuropsychology for francophone health care professionals.

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.

SELECTED FACULTY-STUDENT PUBLICATIONS 2019

Abeare, C., Messa, I., Whitfield, C., Zuccato, B., Casey, J. & Erdodi, L. (2019). Performance validity in collegiate football athletes at baseline neurocognitive testing. *Journal of Head Trauma Rehabilitation*, 34(4), 20-31.

An, K. Y., Charles, J., Ali, S., Enache, A., Dhuga, J., & Erdodi, L. (2019). Reexamining performance validity cutoffs within the Complex Ideational Material and the Boston Naming Test-Short Form using an experimental malingering paradigm. *Journal of Clinical and Experimental Neuropsychology*, 41(1), 15-25. doi:10.1080/13803395.2018.1483488.

Boroughs, M. S., Provenzano, D. A., Mitchell, A. D., & O'Cleirigh, C. (2019). Developing HIV prevention interventions for emerging adult MSM with a history of being bullied: A qualitative study. *American Journal of Men's Health*, 13, 1-12, DOI: 10.1177/1557988319852447.

Boucher, C. M. & Kuo, B. C. H. (2019). A Syrian refugee mother's trauma recovery from domestic violence through therapy: Narrative reflections from the refugee client, the language interpreter, and the therapist. In Kottler, J., Banu, S., and Jani, S. (Eds.). *Handbook of refugee experience: Trauma, resilience, and recovery* (p. 143-158). San Diego, CA: Cognella Academic Publishing.

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*. <https://doi.org/10.1177/1087054715625301>

Erdodi, L. A., Taylor, B., Sabelli, A., Malleck, M., Kirsch, N. L., & Abeare, C. A. (2019). Demographically adjusted validity cutoffs in the Finger Tapping Test are superior to raw score cutoffs. *Psychological Injury and Law*, 12(2), 113-126. doi: 10.1007/s12207-019-09352-y.

Harrington, S., Morrison, O. P., & Pascual-Leone, A. (2018). Emotional processing in an expressive writing task on trauma. *Complementary Therapies in Clinical Practice*, 32, 116-122. <https://doi.org/10.1016/j.ctcp.2018.06.001>

Jarry, J.L., Dignard, N., O'Driscoll, L. (in press). Appearance investment: The construct that changed the field of body image. *Body Image: An International Journal of Research*. <https://doi.org/10.1016/j.bodyim.2019.09.001> Khayyat-Abuaita, U., Paivio, S., Pascual-Leone, A., & Harrington, S. (in press). Emotional processing of trauma narratives is a predictor of outcome in emotion focused therapy for complex trauma. *Psychotherapy*. <http://dx.doi.org/10.1037/pst0000238>

Kuo, B. C. H., Huang, S., Keshavarzi, S., & Taylor, R. (in press). Facilitating cultural transition: Counselling and clinical interventions with immigrants and refugees. In G. McAuliffe (Ed.). *Culturally alert counselling: A comprehensive introduction*. CA: Sage Publication.

Miller, C. J., Borsatto, J.* & Al-Salom, P.* (in press). Testing the effects of quick mindfulness intervention in the university classroom. *Journal of Further and Higher Education*. doi:10.1080/0309877X.2017.1409345

Pascual-Leone, A., Yeryomenko, N., Sawashima, T. & Warwar, S. (2019). Building emotional resilience over 14 sessions of emotion focused therapy: Micro-longitudinal analyses of productive emotional patterns. *Psychotherapy Research*, 29, 171-185. DOI: 10.1080/10503307.2017.1315779

Rai, J. K., & Erdodi, L. A. (in press). The impact of criterion measures on the classification accuracy of TOMM-1. *Applied Neuropsychology: Adult*, 12, 1-12. doi: 10.1080/23279095.2019.1613994.

Strating, M. A. & Pascual-Leone, A. (2019). Emotion-based case formulation for personality disorders. In U. Kramer (Ed.). *Case Formulation for Personality Disorders* (pp. 356-372). Elsevier Books.

INTERNSHIP PLACEMENTS 2019-2020

ADULT CLINICAL

Christopher Edmondstone

University of Manitoba
Student Counselling Centre,
Winnipeg, MB

Orrin-Porter Morrison

University of Ottawa Centre
for Psychological Services and
Research, Ottawa, ON

Kendra Nespoli

Saskatchewan Health
Authority, Saskatoon
Psychology Residency
Program, Saskatoon, SK

CHILD CLINICAL

Samantha Daskaluk

Toronto Area Internship
Consortium, Toronto, ON

Shanna Deasley

Centre for Addiction and
Mental Health, Toronto, ON

Ruby Jamil

Waterloo Region Psychology
Consortium, Waterloo, ON

Annamaria McAndrew

Toronto Hospital for Sick
Children, Toronto, ON

Na Zhu

Centre for Addiction and
Mental Health, Toronto, ON

WHAT GOES ON AT THE HOUSE ON RIVERSIDE?



The historic property overlooking the Detroit River at 2629 Riverside Drive is home to our Psychological Services and Research Centre (PSRC) – the hub of the clinical training program. The recently renovated space includes a large reception area, shared offices for faculty and students, a meeting room, two group rooms, and multiple smaller rooms designed for assessment and therapy and equipped with one-way mirrors and/or digital recording equipment. Operations and activities are overseen and coordinated by PSRC Director Dr. Josée Jarry and Office Manager Paulette Lafleur-Fleming, in consultation with the Clinical Training Committee and the Psychology Department Head.

The mission of the PSRC includes training, service provision, and research. Beginning in the first year of the program, all students participate in core clinical training activities at the PSRC. They provide assessments and therapy to clients referred from other campus services and the Windsor community under the close supervision of registered faculty and staff psychologists. More advanced students are involved in supervised activities such as triage, case management, consultation, and supervision of more junior students. The PSRC also accommodates applied research initiated by faculty and graduate students.

ASSESSMENT TRAINING

ADVANCED ADULT ASSESSMENT

Students conduct one or two comprehensive assessments with individual adult clients to evaluate a wide range of cognitive, emotional, personality and interpersonal functions. Cultural and linguistic characteristics of clients are considered. The focus is on development of knowledge and skills in interviewing, test selection, administration and scoring, interpretation, report writing, clinical formulation, diagnosis, feedback, and recommendations for treatment and referrals as appropriate to the needs of clients.

CHILD CLINICAL ASSESSMENT

Students participate in advanced training in the selection, evaluation, and use of tests designed for the assessment of children's abilities, personality, and behaviour. Under supervision, they conduct comprehensive assessments of one or more children or adolescents, and practice administration, scoring, interpretation, and communication of feedback to young clients and their parents.

INTRODUCTORY PRACTICUM IN CLINICAL NEUROPSYCHOLOGY

Students work with mock clients to develop their neuropsychological assessment skills; and observe more advanced students conducting neuropsychological assessments. After demonstrating basic mastery of test administration and interpersonal skills, students participate in the assessment of referred clients. They administer, score, and interpret the results of neuropsychological tests under supervision.

INTENSIVE PRACTICUM IN CLINICAL NEUROPSYCHOLOGY

Students continue to work with clinical supervisors to design neuropsychological test batteries appropriate to the referral question and individual client. They conduct interviews and assessments, provide diagnoses, and communicate the results of assessment and treatment recommendations to clients. Students serve as lead assessors with assistance from more junior students and participate in both group and individual supervision.

SUMMER ASSESSMENT PRACTICA (ADULT/CHILD AND ADOLESCENT)

Summer assessment practica offer opportunities for more intensive and advanced practice conducting comprehensive assessments with multiple clients and a range of presenting problems and referral questions.

THERAPY TRAINING

BRIEF PSYCHODYNAMIC PSYCHOTHERAPY

Focuses on the acquisition of knowledge and skills necessary to practice brief psychodynamic therapy. Students are instructed in a brief psychodynamic psychotherapy (BPP) method through readings, didactic training, and role playing. They take on at least one client with whom they practice the BPP approach under supervision.

CHILD/ADOLESCENT CLINICAL INTERVENTIONS

Examination of the theory, research, and practice of clinical interventions with children, adolescents and families with an emphasis on fundamental principles and empirical foundations of effective psychotherapy. Issues relevant to the practice of psychotherapy with different groups are discussed. Includes supervised practice in clinical interventions with children, adolescents and families.

COGNITIVE BEHAVIOURAL THERAPY

Students gain a reasonably comprehensive and practical overview of cognitive-behavioural therapy (CBT). The focus is on understanding the basic premises of CBT and on developing assessment, case conceptualization, and basic intervention skills. Student therapists provide therapy to two clients and attend weekly group and individual supervision meetings during which video-recorded sessions are reviewed and discussed.

EMOTION FOCUSED THERAPY

EFT is based on current theories of emotion and experiential processes and research that emphasizes the central role of emotion in functioning and therapeutic change. Students are socialized to EFT through class discussions, role play exercises, review of video-recorded sessions conducted by expert therapists, and through conducting therapy with one or more clients under supervision.

INTEGRATIVE PSYCHOTHERAPY

More advanced student therapists work to develop a personal framework for integrating theoretical concepts and therapeutic interventions across two or more psychotherapy approaches in the service of providing more individualized treatments to enhance client outcomes. They see at least one therapy client under individual supervision.

PSRC ADVANCED PRACTICUM IN PSYCHOTHERAPY

The emphasis in this practicum is on advanced psychotherapeutic skills applied to a variety of client populations and problems. Student therapists have opportunities to work with new immigrants and refugees, often with the aid of an interpreter. Training in individual psychotherapy is the primary focus but students may also gain experience in crisis intervention and co-therapy with families, groups, or couples. Students continue to explore personal development relevant to professional practice.

SUPERVISION TRAINING

Advanced students in the program may apply to complete supervision practica associated with most of the training experiences described above. During these placements, trainees work closely with the supervising psychologist to develop and practice supervision skills while overseeing the clinical activities of more junior students.



GRADUATES
Made in Windsor

2019 PHD GRADUATES AND DISSERTATION TITLES

KELLY AN

Performance validity testing for individuals with limited English proficiency

JASON BLOOM

The influence of co-parenting support on fathers' involvement with their children with autism

CHANTAL BOUCHER

Resolving distressing autobiographical memories: The role of perspective in imagery, writing, and self-reflection

MOLLY CAIRNCROSS

Effects of an internet-delivered mindfulness-based intervention on perceived stress, psychological symptoms, and emotion regulation

FELICIA CHANG

Selfies on social media: The role of appearance contingent self-worth and impact on self-esteem

NATALIE FROST

Therapeutic benefits of online psychological screening for depressive symptomology

BAHAR HAJI-KHAMNEH

Measuring the flexibility of delusion-like beliefs in non-clinical samples: Development and validation of the Windsor Belief Flexibility Scale (WBFS)

EMILY JOHNSON

Help seeking behaviours of adolescents in foster care: Multiple perspectives

KATHERINE A. JONGSMA

The role of pornography consumption in intimate partner aggression/ violence in emerging adult couples: A prospective longitudinal study

ABIRAMI KANDASAMY

Eye-tracking attentional deployment: Emotion regulation and processing visual information in university students

EVA KEATLEY

Measuring affective processes in traumatic brain injury

JEAN KIM

The relationship between fat stereotypes and body dissatisfaction in normal weight women: A mediated moderation model

SIMRITPAL MALHI

Processing concrete and abstract relationships in word pairs

ASHLEY MLOTEK

Contributions of emotional competence to the link between childhood maltreatment and adult attachment

AMANDA O'BRIEN

Validation of the reading tendency index in school-aged children: Replication with a bilingual sample

LAUREN O'DRISCOLL

Interpersonal rejection and self-affirmation: The moderating effect of body weight contingent self-worth on women's body image evaluation

TSUBASA SAWASHIMA

How is shame resolved? An experimental study on the roles of anger and sadness

JENNIFER SCAMMELL

Emotion regulation and social competence in middle childhood: The role of parental emotional competence, personality, and emotion socialization beliefs, attitudes, and practices

ALEXANDRIA STATHIS

How transparency, presentation, and task type impact the processing of compound words

DANIELA WONG-GONZALEZ

The relationship between semantic and episodic memory: Exploring the effect of semantic neighbourhood density on episodic memory



2019 MA GRADUATES AND THESIS TITLES



CONVOCATION FALL 2018 PHOTOS COURTESY UWINDSOR ALUMNI ASSOCIATION AND CARLIN MILLER

JULIA BORSATTO

The aphasia friendly business campaign

HEALEY GARDINER

Identifying a neurological substrate for body image investment through electroencephalography

BRANDIN GLOS

Rape acknowledgement in the context of the #MeToo movement

SARA KESHAVARZI

Stress, coping, and religiosity among recent Syrian refugees in Canada

STEPHANIE NARDONE

Are emotions influenced by their sequence? An experimental study of emotional processing

REBECCA NURGITZ

Mind wandering and academic success: Insight into student learning and engagement

KATHLEEN WILSON

An examination of the Coercion in Intimate Partner Relationships Scale: Validation of the original measure and conceptualization of a short form



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

REAGAN GALE, PHD '12 – Director of Clinical Psychology, Yukon Department of Health and Social Services, Continuing Care Division, Whitehorse, YT

SARA (ROBILLARD) HAGSTOM, PHD '07 – internship training director, Northern Ontario Psychology Internship Consortium, St. Joseph's Health Centre, Thunder Bay; president, Canadian Council of Professional Psychology Programs (CCPPP)

WENDY MANEL, PHD '09 – co-ordinator of Psychological Services, Toronto Catholic Children's Aid Society, Toronto, ON

BRENT HAYMAN-ABELLO, PHD '03 – internship training director, London Clinical Psychology Residency Consortium, London Health Sciences Centre, London; past 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 53RD COHORT ADMITTED SEPTEMBER 2019

ADULT CLINICAL TRACK

Yiu-Yin Chang (Taiwan, Ottawa)

Conner Motzkuz (Southern Utah)

CHILD CLINICAL TRACK

Meredith Awrey (Waterloo)

Lerna Hanceroğlu (York, Wilfred Laurier)

Frasia Morrison (York)

Rachel Smail-Crevier (Ottawa, Queens)

CLINICAL NEUROPSYCHOLOGY TRACK

Maame Braturo (Calvin University)

Brianna Fougere (Acadia)

Susan Lutfallah (Windsor)

Katherine Matchett (Windsor)

Alana Sabelli (Windsor)

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uwindsor.ca/clinicalpsych



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519-253-3000, Ext. 2215, 2217 or 2232
psychology@uwindsor.ca

WHAT OUR STUDENTS SAY ABOUT THEIR EXPERIENCE

"My time in the Clinical Neuropsychology track was instrumental in shaping me into an effective clinician and researcher. The clinical program features rigorous academic coursework, numerous opportunities to integrate learned material through hands-on experience, a supportive peer environment, and meaningful mentorship by faculty."

**Brianne Brooker, Clinical Neuropsychology – PhD 2018,
Postdoctoral Fellow 2018-2020, University of Michigan
Physical Medicine and Rehabilitation, Ann Arbor, MI**

"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."

**Jason Bloom, Child Clinical – PhD 2019
Psychologist - Supervised Practice,
York Region School Board,
Regional Municipality of York, ON**

"I can happily say that my PhD at UWindsor has got me right where I want to be, fulfilling my academic, career, and life goals."

**Natalie Frost, Child Clinical – PhD 2019, Psychologist
- Supervised Practice, Simcoe County District School Board,
Collingwood, ON and Hanover Family Health Team,
Hanover, ON**

"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."

**Jean Kim, Adult Clinical – PhD 2019,
Psychologist - Supervised Practice,
Centre for Interpersonal Relationships, Toronto, 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, Psychologist,
Paragon Psychological Services, Windsor, ON**

"As a student in the clinical neuropsychology track, I liked that the program allowed me to specialize in a population of my choice."

**Jaspreet Rai, Clinical Neuropsychology – PhD 2018,
Psychologist, Alberta Health Services, Leduc, AB**

WINDSOR PROUD