



University
of Windsor

GRADUATE PROGRAM IN:

Clinical Psychology.

2023

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.





Choosing a 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
- Approximately 2000 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—more than 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
- Applied research and practice is a department-wide focus which makes for a highly collaborative learning and working environment
- In addition to 18 core clinical faculty members, 15 complementary faculty members are involved in teaching and research supervision, and another 40+ registered psychologists in the local community and outside Windsor-Essex 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
- Although all students begin their clinical practica on-campus in our in-house clinic, many seek practica outside the Windsor-Essex area, including in the GTA and Ottawa, during their PhD training. Some of our students also complete practica in the Detroit area.
- 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!



Learn more.

uwindsor.ca/clinicalpsych



Admissions

Admission requirements

Applicants must have:

- Honours BA in Psychology with research-based thesis or equivalent
- An honours degree in Psychology or a related health field with required coursework in statistics and research methods. An honours thesis (or its equivalent) must also be completed
- 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 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

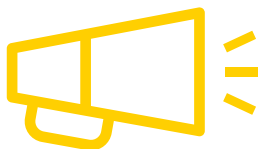
Submitted applications are screened to ensure that they are complete and that admission requirements have been met. Screened files are sorted according to applicants' preferred training track (Adult Clinical, Child Clinical, or Clinical Neuropsychology). Faculty within each track meet to review applications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

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 typically conducted using online platforms such as Skype or Teams.

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. Rosanne Menna.

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 Fall 2021 for a five-year period. Our next accreditation site visit is scheduled to take place in 2025-2026.

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 multiple theoretical approaches to psychotherapy
- Practica at Psychological Services and Research Centre include assessment and psychotherapy training with multiple populations, including university students, immigrants and refugees, and community-dwelling adults

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. CHANTAL BOUCHER cboucher@uwindsor.ca

PhD University of Windsor
Core Faculty Member

| | |
|-------------------------|---|
| Research Interests | autobiographical memory, emotion, trauma resolution, psychological closure, and clinical applications |
| Clinical Interests | trauma, mood, anxiety, personality disorders, and psychotherapy interventions |
| Theoretical Orientation | brief psychodynamic, ACT, EFT, CBT, and person-centered methods of integration |

DR. JOSE JARRY jjarry@uwindsor.ca

PhD University of Toronto,
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

Director of Clinical Training starting in July 2023.

| | |
|-------------------------|---|
| 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. DANA MENARD dana.menard@uwindsor.ca

PhD University of Ottawa
Core faculty member

| | |
|-------------------------|--|
| Research Interests | The Impostor Phenomenon, academic lab safety, mental health and wellbeing in students, experiences of nurses working during the pandemic, representation of sex and sexuality in the media |
| Clinical Interests | emerging adults, individual/couples therapy |
| Theoretical Orientation | Acceptance and Commitment Therapy, humanistic |

DR. ANTONIO PASCUAL-LEONE apl@uwindsor.ca

PhD York University, Track Coordinator
Core Faculty Member

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

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

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.

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

Faculty

DR. KIM BABB kbabb@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 FRITZ pfritz@uwindsor.ca

PhD Stony Brook University, Department Head
Core Faculty Member

Research Interests interpersonal aggression, intimate partner violence

Clinical Interests assessment, intervention, couples' interactions

Theoretical Orientation cognitive behavioural, developmental psychopathology

DR. JESSICA KICHLER jessica.kichler@uwindsor.ca

PhD Kent State University, Practicum Coordinator
Core Faculty Member

Research Interests pediatric health psychology, type 1 diabetes, and diabetes education

Clinical Interests pediatric health psychology, family therapy, group interventions

Theoretical Orientation cognitive-behavioral

DR. CALVIN LANGTON calvin.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 MENNA rmenna@uwindsor.ca

PhD University of Toronto, PSRC Director
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 RAPPAPORT lmr@uwindsor.ca

PhD McGill University, Track Coordinator
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 SOUCIE ksoucie@uwindsor.ca

PhD Wayne State University,
Complementary Faculty Member

Research Interests women's healthcare, adjustment to chronic illness, health-related quality of life, qualitative inquiry

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

On-Campus Experiential Training in Clinical Neuropsychology

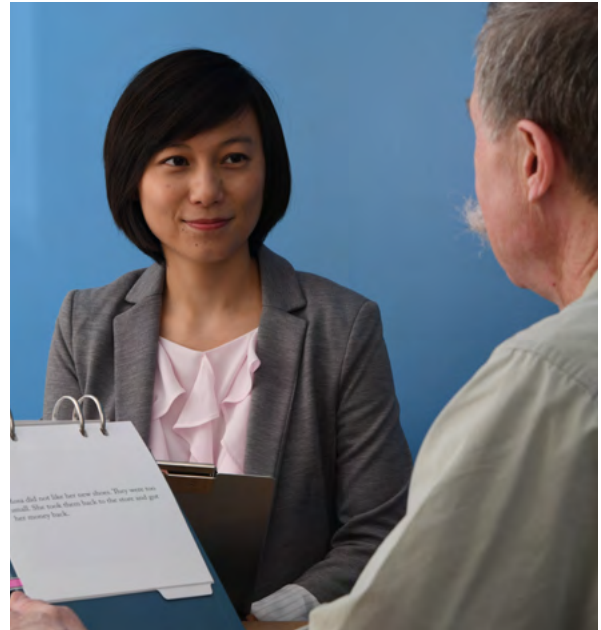
Clinical Neuropsychology Service at the PSRC

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.

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 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

Faculty

DR. CHRIS ABEARE CABEARE@UWINDSOR.CA

PhD Wayne State University, Track Coordinator
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 until July 2023, 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
- 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

Year One

FALL

Statistics for Graduate Study I

Psychopathology

Clinical Assessment I

Human Neuropsychology and
Biological Bases of Behaviour

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 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

Nearly all our students were psychology and/or neuroscience honours with thesis majors in Canadian universities. They describe diverse interests at the undergraduate level that include women's and gender studies, art, business, and kinesiology among others. They come from across Canada and, in a few cases, beyond.

We take about 12 new students each year (3-5 in each area) from a pool of approximately 120 applicants. There are typically 70-85 students in the clinical program and most begin their training in their mid-20s. About 80% of our students are women and more than 40% self-identify as members of one or more diverse racial, ethnic, LGBTQ2+, disability, or other groups.

If you would like more information about our students or the application process, it is posted on our clinical program website at:

uwindsor.ca/psychology/302/graduate

Funding

Our graduate students are funded through some combination of graduate teaching assistantships, research assistantships, external scholarships, and/or internal scholarships.

BASE FUNDING FOR PSYCHOLOGY GRADUATE STUDENTS 2021-2022

| SOURCE OF FUNDING | MA STUDENTS | PHD STUDENTS |
|----------------------------------|-----------------------------|-----------------------------|
| Research assistantships | 5 students | 2 students |
| Graduate teaching assistantships | 36 students (\$11,240) | 23 students (\$13,300) |
| External scholarships | 14 (\$10,000 - \$17,500) | 13 (\$10,000 - \$50,000) |

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.

If you would like the most current and detailed information about tuition and fees, please visit:
uwindsor.ca/finance/fee-estimator



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!



**Harpreet Jaswal, Adult Clinical
Advisor: Dr. Ben Kuo**

I am from Kelowna, British Columbia and completed my undergraduate degree at The University of British Columbia - Okanagan. I chose to study at the University of Windsor because the program offers courses and practicum training in cultural, multicultural, and diversity awareness and interventions at both individual and community levels. I also chose UWindsor as Dr. Kuo and I share the same passion for studying minority mental health and culturally informed training and practice. I have no doubt that this program will help in the continued development of my interests and abilities, allowing me to become a skilled clinician and researcher.

**Emma Kehoe, Adult Clinical
Advisor: Dr. Josee Jarry**

I was raised in North Bay, Ontario, and completed my undergraduate degree in Psychology (with a minor in Women and Gender Studies) at Wilfrid Laurier University. I chose the clinical program at the University of Windsor because my supervisor's research interests matched very closely with my own and the program's reputation for outstanding and extensive clinical training. So far, I am overwhelmed with a sense of gratitude for how collaborative and warm both my own cohort and the community within the program. The environment and people here truly make me feel at home.

**Chris McCoy, Clinical Neuropsychology
Advisor: Dr. Lori Buchanan**

I am originally from Leamington, Ontario and completed my undergraduate degree here at the University of Windsor. I had an amazing time during my undergraduate experience and chose to pursue graduate studies here due to the numerous research and clinical training opportunities offered by the clinical neuropsychology track. I have been free to pursue my interest in investigating the mechanisms underlying forgetting while engaging in coursework to prepare me for clinical settings. The experiences here exemplify the scientist-practitioner model, and the Faculty and staff bring a unique mix of professionalism and engaging personalities to the learning atmosphere. I'm grateful to be part of such a kind, brilliant cohort and look forward to all the experiences that have yet to come.

**Melissa Miljanovski, Child Clinical
Advisor: Dr. Jessica Kichler**

I am from Oshawa, ON and I completed my undergraduate degree at York University and my master's degree at the University of Toronto. When exploring clinical programs, it was important to me to have a strong research fit with an advisor and for the program to offer speciality clinical training in my area of interest. The University of Windsor ended up being the perfect fit for me as it met both these needs! I am excited to work with Dr. Kichler to expand my research knowledge in the area of pediatric health psychology, as well as to receive specialized training under the child clinical program track. I am confident that the wonderful faculty, staff, and peers here at UWindsor will continue to foster a supportive environment throughout my time in this program.

Alex Pallottini, Adult Clinical Advisor: Dr. Mike Boroughs

I am from Burlington, ON and completed my undergraduate degree at Lourdes University in Sylvania, Ohio. I chose the University of Windsor because the research interests of Dr. Boroughs and his lab closely aligned with my previous experiences and current interests. The lab was very welcoming and supportive in the application process and eager to get me started working on my own project, as well as collaborations with the group. Windsor's clinical training and use of the PSRC, along with an emphasis on research, will help me to achieve both my academic and career goals. I am excited to be apart of a great cohort and look forward to what the future holds!

Robert Papak, Adult Clinical Advisor: Dr. Chantal Boucher

I was born and raised in the lovely city of Windsor, Ontario and completed my undergraduate degree at the University of Windsor in psychology. I chose to continue my training at the University of Windsor due to the equal emphasis placed on specialized clinical training and development of research related skills. In making this decision it was also important to me that my research interests fit with an advisor in the faculty. The clinical psychology program at the University of Windsor checked off all of my boxes and I am very glad that I chose to stay. Although it has been an adjustment transitioning back to in-person education, I am extremely grateful to be supported by an amazing team of faculty, students in my cohort, upper-year students, and my supervisor. My first year has been very rewarding thus far and I truly believe that this program is the perfect place for me to develop and strengthen my skills as a future researcher and clinician.

Jenna Parsons, Child Clinical Advisor: Dr. Patti Fritz

I am from Victoria, Newfoundland. I completed my undergraduate honours degree in psychology at Dalhousie University and a master's degree at the Ontario Institute for Studies in Education, University of Toronto. The University of Windsor due to the specialization of the Child Clinical program was the perfect fit for my graduate education. Additionally, after I met Dr. Fritz virtually in 2021, our aligned research interests and her commitment to her student's success made her the obvious choice as a supervisor. During my first semester, the faculty have proven to be genuinely invested in student success and well-being. I am grateful to Dr. Fritz and the University of Windsor for granting me the opportunity to be a part of this program. I am convinced that the University of Windsor's specialized training in intervention and assessment techniques combined with experiential learning opportunities, embedded in a scientist-practitioner framework, will exceedingly suit my career goals of becoming a clinical psychologist and researcher.

Disha Rawal, Child Clinical Advisor: Dr. Kim Babb

I'm from London, Ontario and completed my undergraduate degree in Neuroscience at Western University. I chose the University of Windsor because my research interests strongly align with Dr. Babb's work, and I wanted specialized training in child clinical psychology. I am incredibly thankful to be here and am grateful to have such supportive peers in my cohort!

Nelson Rodrigues, Clinical Neuropsychology Advisor: Dr. Laszlo Erdodi

I am originally from Toronto, ON and completed my HBSc at Western University and my MSc at the University of Toronto. After working for a couple of years, I began to recognize the importance of utilizing pragmatic and valid assessments that capture cognitive deficits across different psychopathologies. Dr. Erdodi's research interests in validity testing and his collaborative supervisory style strongly aligned with my interests in the field clinical psychology. I was also impressed by the University of Windsor's lifespan approach to training their clinical students, including access to practicum at the PSRC that begins right after first year for students in the neuropsychology track. I have been grateful to work and study alongside incredibly insightful and supportive faculty, staff, and peers throughout my first year.

Toni Solis, Clinical Neuropsychology Advisor: Dr. Kris Romero

I grew up in Manila, Philippines before moving to Toronto in 2018. I completed my Bachelor's and Master's Degree from the University of the Philippines. I chose the University of Windsor because of the opportunity to specialize in Clinical Neuropsychology. Additionally, I am delighted to work with my advisor, Dr. Kristoffer Romero, who has been nothing but supportive and is as passionate about cultural diversity in neuropsychological research as I am. I am grateful for the guidance of the faculty, the exceptional clinical training program, my wonderful colleagues in the lab, and the lifelong friendships I have found in my cohort. I hope to use the clinical and research skills I further develop during my program in order to help and give back to my community, as well as other underrepresented groups in Canada.

Morgan Sterling, Adult Clinical Advisor: Dr. Dana Menard

I graduated from Queen's University with a B.A. in psychology and I have worked as a research assistant before coming to the University of Windsor. I chose the program because of the excellent clinical training and wealth of opportunity to be involved in community research efforts. I also found my supervisor to be an excellent match with both my research interests and outlook on psychology as a whole. I feel very at home here and found the environment to be supportive and collaborative.

Kenzie Tapp, Child Clinical Advisor: Dr. Kendall Soucie

I completed my undergraduate degree at the University of Windsor, and greatly enjoyed the sense of community and diversity embedded within the culture on-campus. I enjoyed this so much, that I wanted to return and complete my graduate studies here! The environment within the graduate program, although very similar to my undergraduate experience, offers an even more close-knit feeling. All of the professors are truly committed to the level and quality of education you are receiving, while exhibiting a great deal of care, kindness and support. Furthermore, there is a deep-rooted mentorship model within the department, where upper year students, and even same-level colleagues, offer their resources, expertise and assistance when needed. Everyone within the psychology department at the university is truly committed to each individual students' success, which allows for a comfortable environment to learn and develop as both a researcher and clinician. I am truly thankful that I was given the opportunity to continue my educational pursuits here and am very proud to be a part of such an amazing and dedicated department.


 A photograph of four women standing outdoors in front of a brick building with large windows. They are engaged in a conversation. One woman in the center is smiling and looking towards the right. The text 'Selected research funding to faculty' is overlaid on the image in a white box with a dark blue serif font.

Selected research funding to faculty

Dana Menard (Principal Investigator - PI) and Kendall Soucie (Co-Investigator - CI) with colleagues from Nursing and the Centre for Teaching and Learning have been awarded a CIHR Operating Grant on the impact of training to promote resiliency in nursing groups.

Drs. Kendall Soucie (PI), Patti Fritz (CI), and Jessica Kichler (CI), with colleagues at UWindsor and beyond have been awarded a SSHRC Insight Development Grant on supporting women with polycystic ovary syndrome (2022-2024).

Drs. Menard and Soucie are CIs on a MITACS Accelerate project on beach safety with a colleague in the Faculty of Science. (2022-2025).

Dr. Soucie is a CI on a Breast Cancer Society of Canada grant on Triple Negative Breast Cancer led by Dr. Lisa Porter. (2022-23).

Dr. Kichler is a CI on a Diabetes Canada grant on group education with parents of adolescents with Type 1 diabetes led by a colleague at McGill University (2021-2024).

Dr. Kichler has a CI on a CIHR Operating Grant on online training and peer support platform for youth with Type 1 diabetes (2022-2026).

Dr. Lance Rappaport has been awarded National Institutes of Health funding with colleagues in the U.S. to study the daily manifestations of stress among racially marginalized peoples in Michigan including how stress may exacerbate cardiovascular disease risk.

Dr. Antonio Pascual-Leone has been awarded SSHRC funding through the Partnership Engage program to investigate how COVID has impacted emotional resilience and personal development.

Dr. Pascual-Leone is collaborating with a number of international colleagues on a grant from the Swiss National Research Foundation on mechanisms of change in brief treatment for borderline personality disorder.

Internship Placements 2022-2023

Adult Clinical

Ashley Howard -

Saskatchewan Health Authority
(Saskatoon)

Sara Keshavarzi -

University of Ottawa Centre for
Psychological Services and
Research

Child Clinical

Daniel Provenzano - Kingston
Internship Consortium

Kathleen Wilson - Centre for
Addiction and Mental Health
(child, youth, and family)

Clinical

Neuropsychology

Alicia Bartlett - Children's
Hospital of Eastern Ontario
(neuropsychology)

Julia Borsatto - Hospital for
Sick Children

Nawal Mustafa - Vancouver
Coastal Hospital
(neuropsychology)

Brandon Zuccato - Edmonton
Consortium (neuropsychology)

Selected faculty-student publications 2022

Edmondstone, C. *, Pascual-Leone, A., Soucie, K., & Kramer, U. (2022). Therapist effects on outcome: Meaningful differences exist early in training. *Training and Education in Professional Psychology*. Advance online publication. <https://doi.org/10.1037/tep0000402>

Kuo, B. C. H., Rodriguez Rubio, B. R., & Chang, Y. Y.* (In press). A qualitative study of therapist trainees' multicultural counselling development through working with refugee clients: Implications for theory-building, research, and practice. *Canadian Journal of Counselling and Psychotherapy*.

Langton, C. M., Sheinin, G. D. B.*, & Worling, J. R. (2022). Risk and strength variables in recidivism-desistance prediction research with applied assessment practices: Toward a nomenclature for their effects. In C. M. Langton & J. R. Worling (Eds.), *Facilitating desistance from aggression and crime: Theory, research and strengths-based practices* (pp. 60-135). Wiley Blackwell.

Ménard, A.D., Soucie, K., Freeman, L.A., Ralph, J, Chang, Y.Y.*, & Morassutti, O. (2022). "I called us the sacrificial lambs": Experiences of nurses working in border city hospitals during the first wave of the COVID-19 pandemic. *Canadian Journal of Nursing Research*. <http://doi:10.1177/08445621221090780>

Nurgitz, R.* & Miller, C.J. (In Press). COVID-related Risk-Taking: Measuring Compliance with Public Health Recommendations. *International Journal of Health, Wellness, and Society*.

Soucie, K., Tapp, K.*, Kobrosli, J., Rakus, M.*, Katzman, R., Schramer, K.*, Samardzic, T.*, Citron, N.*, & Cao, P. (2022). "It wasn't until I took the reins and said...." Power and advocacy in Canadian women's personal narratives of polycystic ovary syndrome diagnosis and treatment. *Women's Reproductive Health*. <https://doi.org/10.1080/23293691.2022.2054671>

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 Rosanne Menna and Office Manager Paulette Lafleur-Fleming, in consultation with the Clinical Training Committee and the Psychology Department Head.

Our Mission

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.



2022 MA graduates and their thesis titles

Adult Clinical

Tabarak Baher,

Effects of Chairwork in Individual Psychotherapy: A Meta-analytic and Systematic Review (*Advisor: Dr. Antonio Pascual-Leone*).

Al Hall,

Transgender experiences in psychotherapy: Microaggressions, reactions, and suggestions for practice (*Advisor: Dr. Michael Boroughs*).

Conner Motzkus,

Do "manly men" want to practice yoga? A serial mediation model of conformity to traditional masculinity on future intent to yoga practice (*Advisor: Dr. Josee Jarry*).



Child Clinical

Anissa Barnes,

Coping During COVID: Child Technology Use and Coping During the COVID-19 Pandemic (*Advisor: Dr. Kim Babb*).

Noelle Citron,

The Role of Disclosure and Social Support on Quality of Life in Women with Polycystic Ovary Syndrome (*Advisor: Dr. Kendall Soucie*).

Rachel Katzman,

Parenting Practices, Technology Use, and Preschoolers' Self-Regulation During Covid-19: A Thematic Analysis (*Advisor: Dr. Rosanne Menna*).

Alexandra Mactavish,

Contributions of Social Support to Mitigate the Impact of the COVID-19 Pandemic on Pediatric Depressive and Irritability Symptoms (*Advisor: Dr. Lance Rappaport*).

Clinical Neuropsychology

Hiba Al Hakeem,

Move&Connect Caregivers: The feasibility of a virtual group-based intervention for caregivers of youth with persistent post-concussion symptoms (*Advisor: Dr. Carlin Miller*).

Brianna Fougere,

The Influence of Semantic Neighbourhood Density and Concreteness on Episodic Memory for Single Words (*Advisor: Dr. Lori Buchanan*).

Susan Lutfallah,

The Meaning of Words: For Richer or For Poorer (*Advisor: Dr. Lori Buchanan*).

Katherine Matchett,

ADHD Symptoms and Inattentional Blindness in an Undergraduate Sample (*Advisor: Dr. Carlin Miller*).

Iulia Niculescu,

The Effect of State/Trait Rumination on a Prospective Memory Task Delivered Remotely using a Real-Time and Repeated Approach (*Advisor: Dr. Kris Romero*).



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



Visit our site

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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, Paragaon 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