

GRADUATE PROGRAM IN:

# Clinical Psychology.

2021-2022



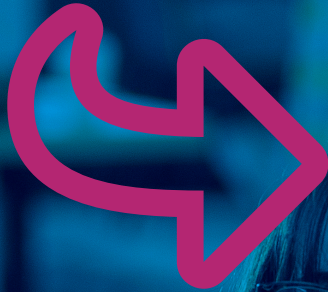
University  
of Windsor

[uwindsor.ca/clinicalpsych](http://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

It's all about the fit

**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 practice 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
- 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 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](http://uwindsor.ca/clinicalpsych)





# Admissions

See yourself here!

## 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

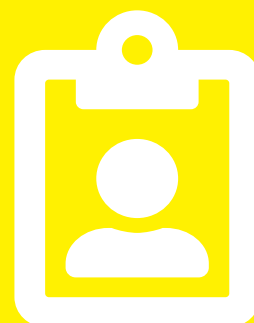
### Psychological Services and Research Centre (PSRC)

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](mailto: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](mailto: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. JOSEE JARRY [jjarry@uwindsor.ca](mailto: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](mailto: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. DANA MENARD [dana.menard@uwindsor.ca](mailto: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](mailto: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

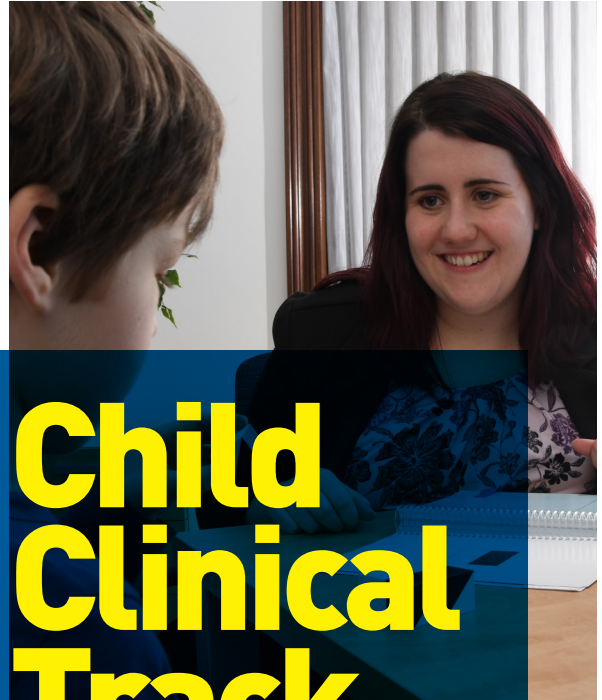
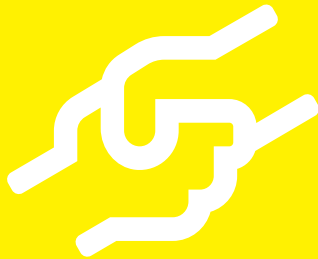
## Experiential Learning

### 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, Acting 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  
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. JULIE HAKIM-LARSON hakim@uwindsor.ca

PhD Wayne State University, Track Coordinator  
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 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  
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 narrative psychology, chronic illness diagnosis and management, women's healthcare

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

### 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 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

## 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  
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 *(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

<b>YEAR 2</b>	required core courses, complete and defend MA thesis, minimum 300-hour clinical practicum, advancement to PhD studentship on successful completion of MA requirements
<b>YEAR 3</b>	required core courses, clinical practica, advancement to PhD candidacy on successful completion of the Comprehensive Examination
<b>YEAR 4</b>	complete required course work and required practicum hours; propose PhD dissertation
<b>YEAR 5</b>	apply for internships, additional clinical practica to round out pre-internship experience, completion of dissertation
<b>YEAR 6</b>	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 73 students in the clinical program, divided about equally across the three tracks, the average age is 28 years (range = 22 to 47), 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.

In the 2021-22 academic year, 11 students are on internship.

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).

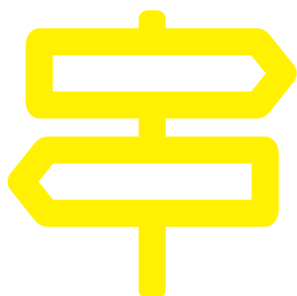
## Funding

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 2018-2019

SOURCE OF FUNDING	27 MA STUDENTS	48 PHD STUDENTS
Research assistantships	3	1
Graduate teaching assistantships	27	24
External scholarships	10	7
Average base funding	\$20,700	\$21,837
Range	-	\$10,300 to \$51,580

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.



2021/2022



## 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!



**Rebecca Antonacci, Adult Clinical  
Advisor: Dr. Michael Boroughs**

I am from Toronto, Ontario and completed both my undergraduate and master's degrees at the University of Toronto. I chose the University of Windsor as the research interests of Dr. Boroughs and his lab were exactly in line with what I am most passionate about. I also chose UWindsor for the intensive clinical training they offer and the opportunity to specialize beginning in the first year. I am so thrilled to be starting here and could not have asked for a better research or clinical fit!

**Tabarak Baher, Adult Clinical  
Advisor: Dr. Antonio Pascual-Leone**

I completed my undergraduate degree in psychology at the UWindsor. I chose to continue my clinical training at UWindsor due to the emphasis on different therapy modalities (e.g., emotion-focused therapy, psychodynamic therapy, and integrative therapy). Through my graduate studies, I look forward to pursuing psychotherapy research that focuses on emotional change and process-outcome.

**Carly Biderman, Child Clinical  
Advisor: Dr. Kendall Soucie**

I'm from Toronto, Ontario and completed my undergraduate degree in psychology at Western University. I chose to pursue graduate training at the University of Windsor because the clinical psychology program here offers various streams of study based on interest area. I am excited to be receiving specialized training in the child clinical area, as this is where my research and clinical interests lie. During the application process, I felt that the faculty at the University of Windsor were extremely supportive, and this feeling has only grown since starting the program. I feel confident that this program will continue to foster my interests and skills in order to shape me into an adept researcher and clinician, and I am very happy with my decision.



**Taffy Chan, Child Clinical****Advisor: Dr. Rosanne Menna**

I'm from Richmond Hill, ON and I completed my undergraduate degree at Western University. After taking two years off, I chose the University of Windsor to complete my graduate training. In making my decision, strong research interest fit with an advisor and early opportunities for specialty training in child clinical psychology were of equal importance for me. The clinical program at Windsor was able to provide me with the opportunity to fulfill both of those requirements. Although it has been an adjustment period to adapt to the on-going workload and remote learning, I am extremely grateful to be supported by such amazing faculty, students in my cohort, upper-year students, and even my supervisor. I have really been enjoying my first year so far, and I truly could not ask to be in a better position, where I can develop and strengthen my skills as a future researcher and clinician.

**Oliver Cheek, Adult Clinical****Advisor: Dr. Dana Ménard**

I am from Pictou County, Nova Scotia and completed my undergraduate degree at Saint Mary's University. I chose to study at the University of Windsor because Dr. Ménard was willing to find common ground to explore both of our research interests and encouraged me to do research in the area that I was most interested in pursuing. Additionally, having access to the PSRC for clinical training also contributed to my desire to attend school here. The professors at the University of Windsor have been extremely supportive, understanding and truly care about the level of education that you are receiving. Students in upper years and students in my cohort have all been great resources and they are all exceptionally friendly, caring individuals. This really creates a great environment to develop the skills necessary to become a good researcher and future clinician.

**Laura Cutler, Clinical Neuropsychology****Advisor: Dr. Laszlo Erdodi**

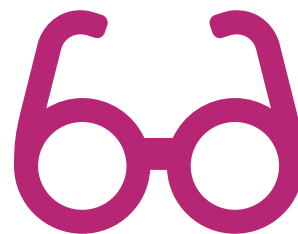
I upgraded my General Arts degree to an Honors here at the University of Windsor where I had the incredible good fortune of having Dr. Erdodi as a course instructor. His research interests and teaching/supervisory style could not have aligned more perfectly with my goals and learning style and applying to a graduate program elsewhere wasn't even a question. However, that is only part of the story as Faculty and all of the equally amazing support staff really care about each of us as individuals. I remain amazed at the lengths these beleaguered souls go to in trying to normalize our graduate school experience during a pandemic.

**Emily Jerome, Child Clinical****Advisor: Dr. Lance Rappaport**

I completed both my BA and MA in Psychology at Carleton University in Ottawa, Ontario. I chose the University of Windsor because of the unique opportunity to receive specialized training in the Child Clinical Track. In addition, I am thrilled to work with Dr. Rappaport and further explore my research interests in Youth Psychopathology. I am honoured to be a part of such an amazing cohort and truly appreciate all their support and encouragement!

**Taylor Mceachnie, Clinical Neuropsychology****Advisor: Dr. Carlin Miller**

I grew up in the beautiful Comox Valley on Vancouver Island and attended the University of Victoria for my undergraduate career. For graduate studies, I sought engaging courses, specialized training in my area of passion, interesting research opportunities, and a comfortable supervisor fit. The University of Windsor checked all these boxes! Now, I am relishing this amazing opportunity to do what I love alongside a supportive, like-minded community of impressive faculty, staff, and peers.



# New to our faculty



## Chantal M. Boucher

**Ph.D., R.Psych., C.Psych.**

I am delighted to be joining the Department of Psychology at the University of Windsor. As an Assistant Professor in the Adult Clinical Area, I am looking forward to supporting the professional development of the next generation of clinical psychologists. I earned my Ph.D. from the University of Windsor in 2019, and I remain immensely proud of the exceptional training and supervision that was afforded me in both research and practice.

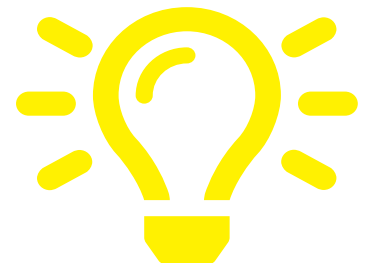
During my doctoral studies, I completed a clinical internship with the Calgary Clinical Psychology Residency Program, and I went on to complete a postdoctoral fellowship at the University of Michigan. As such, my clinical training and experience covers a range of diverse settings, populations, presentations, and therapeutic modalities. Currently,

I am licensed in the Provinces of Alberta and Ontario with competencies across the lifespan, and for individuals and couples. My clinical interests pertain to mood, anxiety, trauma, attachment and personality disorders, along with person-centered and culturally-responsive methods of integration in psychotherapy.

I hope to bridge the gap between science and practice, in part by finding ways to incorporate my previous research into clinical work. An overarching aim of my research lab - The Memory, Emotion, and Therapy Applications (META) Lab - is to integrate research from subfields within and beyond psychology to better understand and support psychological health and wellness. I am interested in examining relationships amongst autobiographical memory, emotion, self-views, and (meta)cognitive processes that support adaptive self-reflection, emotion change, psychological closure, and trauma

resolution - all highly-relevant to psychotherapy. Hence, in addition to theoretical development, I hope to investigate applications for clinical practice.

I am very excited for the opportunity to teach and supervise clinical trainees in our program, beginning with Introduction to Psychotherapy - a graduate course that offers an overview of historical and contemporary models of psychotherapy, common therapeutic factors, therapy outcome research, and foundational therapy skills, along with experiential exercises to put these skills into practice.





# Selected research funding to faculty

**Dr. Michael Boroughs** and a colleague in nursing have are investigating the use of a compassionate community intervention for LGBTQ+ people experiencing cancer with CIHR funding.

**Dr. Lori Buchanan** and research colleagues across the country have SSHRC partnership grant funding 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 Timmons Fritz** is continuing her work with colleagues in Sociology on the intersection of violence against women and animals in Canadian homes with funding from SSHRC.

**Dr. Jessica Kichler** is working with colleagues from the Canadian PediAtric diabetes Consortlum (CAPACity) on a CIHR-funded grant to design, create and implement a patient registry to support quality improvement (QI), research and advocacy initiatives for pediatric diabetes care across the country.

**Dr. Ben Kuo** is expanding his work with refugees to include virtual mental health care during the pandemic with funding from CIHR.

**Dr. Antonio Pascual-Leone** has SSHRC funding for his work on emotional resilience. He is also working with his European collaborators on project on brief treatment for borderline personality disorder with funding from a Swiss foundation.

**Dr. Lance Rappaport** has multiple funded projects, including an Insight Development Grant from SSHRC on adolescent development and well-being, a foundation grant from Anxiety Canada, and a project on children's mental health during the COVID-19 pandemic from the government of Ontario.

**Dr. Kendall Soucie** and her collaborators have CIHR funding to develop a cost-efficient and scalable COVID-19 early warning system.

## Internship placements 2021-2022

### Adult Clinical

**Healey Gardiner**  
The Ottawa Hospital

**Daniel Pillersdorf** -  
Corrections Canada

**Renee Taylor** - University of  
Ottawa Centre for Psychological  
Services and Research

### Child Clinical

**Clare Hinch** - Hamilton Health  
Science Centre (Child)

**Gabriela Sheinin** - Waterloo  
Consortium

**Jenna Thompson** - Northern  
Ontario Internship Consortium

**Amy Tran** - Toronto Area  
Internship Consortium

### Clinical Neuropsychology

**Malayna Malleck** - Vancouver  
Hospital (Neuropsychology)

**Sanya Sagar** - Hamilton Health  
Science (Neuropsychology)

**Antonette Scavone** - Ottawa  
Centre for Cognitive Behaviour  
Therapy

**Tara McAuley** - Edmonton  
Consortium



# Selected faculty-student publications 2021

Abeare, C., Erdodi, L., Messa, I., Terry, D. P., Panenka, W. J., Iverson, G. L., & Silverberg, N. D. (2021). Development of embedded performance validity indicators in the NIH Toolbox Cognitive Battery. *Psychological Assessment*, 33(1), 90-96. <https://doi.org/10.1037/pas0000958>

Borsatto, J., Buchanan, L., & Pineault, L. (2021) Aphasia friendly Canada: The aphasia friendly business campaign. *Aphasiology*. DOI: <https://doi.org/10.1080/02687038.2020.1856328>

Dignard, N. & Jarry, J. (2021) The "Little Red Riding Hood effect": *Fitspiration is just as bad as thinspiration for women's body satisfaction*. *Body Image*, 36, 201-213.

Erdodi, L., Korcsog, K., Considine, C., Casey, J., Scoboria, A., & Abeare, C. (2021). Introducing the ImPACT-5: An empirically derived multivariate validity composite. *Journal of Head Trauma Rehabilitation*, 36(2), 103-113. <https://doi.org/10.1097/HTR.0000000000000576>

Harrington, S., Pascual-Leone, A., Paivio, S., Edmontstone, C., & Baher, T. (2021). Depth of experiencing and therapeutic alliance: What predicts outcome for whom in emotion-focused therapy for trauma? *Psychology and Psychotherapy: Theory, Research, and Practice*, 94 (4), 895-914. <https://doi.org/10.1111/papt.12342>

Kuo, B.C.H., Huang, S., Li, X., & Lin, D. (2021). Self-esteem, resilience, social support, and acculturation stress as predictors of loneliness in Chinese internal migrant children: A model-testing longitudinal study. *Journal of Psychology*, 155 (4), 387-405.


Mactavish, A., Mastronardi, C., Menna, R., Babb, K., Battaglia, M., Amstadter, A.B., & Rappaport, L.M. (2021). Children's mental health in southwestern Ontario during Summer 2020 of the COVID-19 pandemic. *Journal of the Canadian Academy Child and Adolescent Psychiatry*, 30(3), 177-190.

O'Brien, A.M., Kivisto, L.R., Deasley, S., & Casey, J. E. (2021). Executive functioning rating scale as a screening tool for ADHD: Independent validation of the BDEFS-CA. *Journal of Attention Disorders*, 25 (7), 965-977, doi: 10.1177/1087054719869834.

Samardzic, T., Soucie, K., Schramer, K., & Katzman, R. (2021). "I didn't feel normal": Young Canadian women's experiences with polycystic ovary syndrome. *Feminism and Psychology*, <https://doi.org/10.1177/09593535211030748>.

Scott, S.A. & Hakim-Larson, J. (2021). Temperament, emotion regulation, and emotion-related parenting: Maternal emotion socialization during early childhood. *Journal of Child and Family Studies*, 30(10), 2353-2366.

Wilson, K.D. & Timmons Fritz, P.A. (2021). Psychometric properties of the coercion in intimate partner relationships scale. *Assessment*, <https://doi.org/10.1177/10731911211025628>



# 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.

## 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



# Graduates

Made in Windsor



## 2021 MA graduates and their thesis titles



### **Alicia Berze-Butts,**

Body Image Disturbance and Social Networking Site Behaviours

### **Maame Brantuo,**

Neurocognitive Profiles Associated with Limited English Proficiency in Cognitively Intact Adults

### **Meredith Awrey,**

Predicting Recidivism versus Desistance in Adolescents with Sexual Offenses Using Tools Developed for Adults: The Static-99 and SAPROF

### **Rachel Smail-Crevier,**

The Role of Anxiety Sensitivity in the Etiology of Anxiety and Cognitive Symptoms of Eating Disorders

### **Alana Sabelli,**

The Association between Self-Reported Psychiatric Symptoms and Performance Validity Test Failure across Brain Injury Severity Levels

### **Lerna Hanceroglu,**

Understanding Maternal Depressive Symptoms and Aggression in Young Children: An Affective Dyadic Systems Approach

### **Frasia Morrison,**

Victim-Perpetrator Relationship Characteristics and Perceptions of Personal Sexual Assault and Coercion Experiences



**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



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# University of Windsor

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[psychology@uwindsor.ca](mailto: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**