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 a high-quality program that offers the learning experiences that will best help you meet your personal and professional goals.

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

A MODEL COMBINING THEORY, RESEARCH AND PRACTICE

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

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

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

UNIQUE OPPORTUNITIES FOR PROFESSIONAL TRAINING

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

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

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

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

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

Applicants must have:

- Honours BA in Psychology with research-based thesis or equivalent
- Minimum of 18 one-term (three-credit) courses in Psychology, including introductory psychology, basic and intermediate statistics, testing and measurement, and laboratory courses in learning and experimental methods; upper-level courses in personality and history of psychology are recommended
- Minimum GPAs equivalent to a B average (i.e., GPA = 3.0; minimum 73% average) are required. We assess (a) cumulative GPA, (b) GPA for courses taken in the final two years of undergraduate study, and (c) GPA across all psychology courses taken. Note: successful applicants typically have an A average or above (i.e., minimum GPA = 3.67; minimum 80% average)
- Minimum GRE scores at or above the 60th percentile for Verbal Reasoning and Analytical Writing, and a minimum score at or above the 50th percentile on Quantitative Reasoning; the psychology subject test is not required. Note: successful applicants typically have GRE scores well above the minimum
- Personal statement describing research interests and volunteer or employment experiences relevant to training in clinical psychology.

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

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

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

THE ADMISSIONS PROCESS

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

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

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

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

Applicants who accept offers of admission to our program are typically matched with graduate student “buddies” who serve as resources and peer mentors to them as they relocate to Windsor and begin graduate training.

In the summer prior to Year 1, new students receive detailed information about registration, funding, graduate assistantships and other materials that help to smooth the transition into graduate school. Useful orientation workshops and gatherings are held during the first few weeks of the fall term.
ADULT CLINICAL TRACK (AC)

HIGHLIGHTS

• Quality training in the three main theoretical approaches to psychotherapy—humanistic/experiential, psychodynamic, and cognitive-behavioural

• Capstone practicum at Psychological Services and Research Centre that includes development of personal integrative model, group interventions, and work with such distinct populations as immigrants, refugees, and victims of human trafficking

OUR FACULTY

DR. MICHAEL BOROUGHS mboroughs@uwindsor.ca
PhD University of South Florida
Research Interests: physical appearance, bullying, intervention development, LGBT health
Clinical Interests: clinical training, evidence-based therapies
Theoretical Orientation: cognitive-behavioural

DR. JOSEE JARRY jjarry@uwindor.ca
PhD University of Toronto, Track Co-ordinator
Research Interests: body image, psychotherapy outcome, psychological benefits of Ashtanga yoga
Clinical Interests: individual therapy, therapy training, case formulation
Theoretical Orientation: integrative: psychodynamic/behavioural/existential

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

DR. BEN KUO benkuo@uwindsor.ca
PhD University of Nebraska-Lincoln
Research Interests: multicultural counselling, cross-cultural psychology, culture and coping
Clinical Interests: minority mental health, culturally informed training and practice, interpersonal trauma and therapy
Theoretical Orientation: humanistic, emotion focused

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

SELECTED EMPLOYMENT SETTINGS OF RECENT GRADUATES

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

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

OUR FACULTY

**DR. KIM BABB**  kbabb@uwindsor.ca
PhD University of California-Irvine, Complementary Faculty Member
Research Interests: children and the Internet, child coping strategies
Clinical Interests: ADHD, developmental disabilities
Theoretical Orientation: cognitive developmental

**DR. PATTI FRITZ**  pfritz@uwindsor.ca
PhD Stony Brook University
Research Interests: interpersonal aggression, intimate partner violence
Clinical Interests: assessment, intervention, couples' interactions
Theoretical Orientation: cognitive behavioural, developmental psychopathology

**DR. MARCIA GRAGG**  mgragg@uwindsor.ca
PhD University of Windsor
Research Interests: autism and related disorders, behavioural intervention, parent training
Clinical Interests: increased community awareness of autism diagnosis and interventions
Theoretical Orientation: applied behaviour analysis

**DR. JULIE HAKIM-LARSON**  hakim@uwindsor.ca
PhD Wayne State University, Track Co-ordinator
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
Research Interests: aggression, forensic assessment and treatment
Clinical Interests: clinical and forensic training
Theoretical Orientation: cognitive behavioural

**Dr. Calvin Langton** has a $74,000 SSHRC Insight Development grant to examine factors related to desistance versus recidivism among adolescents with sexual offenses.

**DR. ROSANNE MENNA**  rmenna@uwindsor.ca
PhD University of Toronto
Research Interests: identity development, narrative psychology, autobiographical
Clinical Interests: resilience, meaning-making
Theoretical Orientation: cognitive developmental

**DR. KENDALL SOUCIE**  ksoucie@uwindsor.ca
PhD Wayne State University, Limited Term Appointment
Research Interests: identity development, narrative psychology, autobiographical
Clinical Interests: resilience, meaning-making
Theoretical Orientation: cognitive developmental

**Dr. Kendall Soucie** is working on several funded projects, including an investigation of how polycystic ovarian syndrome impacts women’s health, longevity, and quality of life, supported by a $5,000 UWindsor Research Grant for Women.

EXPERIENTIAL LEARNING

THE SUMMIT CENTRE FOR PRESCHOOL CHILDREN WITH AUTISM

The Summit Centre is a university affiliated, charitable organization that provides treatment for young children with autism spectrum disorders. Additionally, the centre works to enhance public awareness and understanding of autism, and conducts and shares research findings relevant to the concerns of families of children with autism. The centre is located five minutes from the university campus at 940 Prince Road. Dr. Marcia Gragg, a faculty member in the Child Clinical Track, is the half-time clinical director at Summit Centre, where she oversees clinical and research activities and co-ordinates placements for psychology students who are an important part of the treatment team.

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

SELECTED EMPLOYMENT SETTINGS OF RECENT GRADUATES
• Alberta Children’s Hospital, Calgary, AB
• B.C. Children’s Hospital, Vancouver, BC
• Cape Breton Regional Hospital, Sydney, NS
• Centreporte Professional Services, Ottawa, ON
• McMaster Children’s Hospital, Hamilton, ON
• Private practice, Prince George, BC
• Yarmouth Regional Hospital, Child & Adolescent Mental Health & Addiction Services, Yarmouth, NS
• York Region District School Board, Newmarket, ON
• Washington Corrections Center, Shelton, WA
**Clinical Neuropsychology in the Community**

**Centre for Neurobehavioural Science (CNS)**

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

**Sport-Related Concussion Centre (SRCC)**

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

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

**Clinical Neuropsychology Service at the PSRC**

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

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

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**Clinical Neuropsychology Track (CN)**

**Highlights**

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

**Our Faculty**

**Dr. Chris Abeare**  
cabeare@uwindsor.ca  
PhD Wayne State University, Clinical Practicum Coordinator

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

**Dr. Anne Baird**  
abaird@uwindsor.ca  
PhD Wayne State University, ABPP, Board Certified in Clinical Neuropsychology

- Research Interests: agemism and educational interventions, real-world implications of neuropsychological disorders
- Clinical Interests: collaborative and strengths-based, neuropsychological assessment in adults

**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**  
je_casey@uwindsor.ca  
PhD University of Windsor

- Research Interests: neurodevelopmental disorders, neuropsychological assessment, pediatric TBI

**Selected Employment Settings of Recent Graduates**

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

#### YEAR ONE

**FALL**
- Statistics for Graduate Study I
- Psychopathology
- Clinical Assessment I
- One additional course
- MA Thesis *(begin developing ideas for your thesis proposal)*

**WINTER**
- Statistics for Graduate Study II
- Research Methods in Clinical Psychology
- Clinical Assessment II
- Introduction to Psychotherapy
- MA Thesis *(complete first written draft of MA thesis proposal)*
- MA Thesis *(propose MA thesis, apply for research ethics approval)*
- MA-level clinical practicum

**SUMMER**
- MA Thesis *(propose MA thesis, apply for research ethics approval)*
- MA-level clinical practicum

#### BEYOND YEAR ONE

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

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

**YEAR 4**
- Complete required course work and required practicum hours; propose PhD dissertation

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

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

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

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

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

#### FUNDING

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

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

#### ABOUT OUR STUDENTS

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

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

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

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

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

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

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

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

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

A few months later, I was surprised to get a phone call from Bob Fehr offering me an academic position, not just to teach psychology, but with a mandate to establish a clinical training program. The day before this, I had been offered an extraordinary position at Northwestern University Medical School, which I was about to accept contingent on salary negotiations. How life changes on a dime. Two days after speaking with Bob Fehr, I received a call from Dr. Francis Leddy, then University of Windsor president, firming up the salary issues and assuring me that the offer was solid. Given the opportunity to teach and to establish a clinical training program was “an offer I could not refuse”. I picked up my family, drove down I-94, and came to Windsor in early 1967.

I spent the summer trying to integrate the design of the clinical program with the structure of an MA program which was ongoing at Windsor. By the time September arrived, the bare bones of the program were in place and a five-year plan was set in motion. There was an enormous amount of work involved and I had totally underestimated the challenges, but once I entered the classroom on the first day of classes to teach Psychological Assessment, and saw the sincere faces before me, it was all worth it. I had those first clinical students completely fooled, because they had no idea how terrified I was!

In fact, over the years, the students have made the whole difference for me. We have been blessed with an extraordinary population of talented students who, almost unanimously, have been dedicated to helping others, and to spending seven years of their lives training to achieve levels of competency that they can be proud of.
THE HOUSE ON RIVERSIDE, NEW HOME OF THE PSYCHOLOGICAL SERVICES AND RESEARCH CENTRE

2016-2017 – final cohort of our first 50 years

2017-2018 – first cohort of our next 50 years
Faculty, students, and special guests gathered on September 21, 2017, to mark the 50th anniversary of the graduate program and the official opening of the Psychological Services and Research Centre (PSRC) in a beautiful, purpose-renovated historic home on the Detroit River. The celebration began with a standing-room only colloquium presentation by Dr. Karen Cohen (above left), a graduate of the UWindsor Clinical Psychology Program (1989) and CEO of the Canadian Psychological Association. Dr. Cohen spoke on "The Science and Practice of Psychology in Canada in 2017: What Lies Ahead?"
MA THESIS – 2017

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

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

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

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

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

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

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

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

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

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

PHD DISSERTATIONS – 2017

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

Fiona Dysnushk Experiencing and Responding to Self-Discrepant Autobiographical Memories

Miea Moon Cultural Mistrust and Responses to Self-Discrepant Autobiographical Memories

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

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

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

Nikita Veryomenko An Experimental Study of Exposure-Based and Emotion-Focused Interventions: Strange Bedfellows or a Match Made in Heaven?
MEET SOME OF OUR LEADING ALUMNI

Karen Cohen, PhD ’89 – chief executive officer, Canadian Psychological Association (CPA), Ottawa, ON
Jonathan Douglas, PhD ’95 – past president, Ontario Psychological Association (OPA), Toronto, ON
Wendy Manel, PhD ’09 – co-ordinator of Psychological Services, Toronto Catholic Children’s Aid Society, Toronto, ON
Brent Hayman-Abello, PhD ’03 – director of clinical training, London Clinical Psychology Residency Consortium, London Health Sciences Centre, London; president, Canadian Council of Professional Psychology Programs (CCPPP)
Sean Kidd, PhD ’03 – clinician scientist and head, Psychology Service, Centre for Addiction and Mental Health, Toronto, ON

WELCOME! OUR 51ST COHORT ADMITTED SEPTEMBER 2017

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

WHAT OUR STUDENTS SAY ABOUT THEIR EXPERIENCE

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

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

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

Jason Bloom, Child Clinical – Year 5

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

Nicki Yarkovsky, Child Clinical – PhD 2016

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

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

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

Shawn Harrington, Adult Clinical – PhD 2016