GRADUATE PROGRAM IN

CLINICAL PSYCHOLOGY

Help improve the lives of others

uwindsor.ca/clinicalpsych
Clinical psychologists are registered or licensed health professionals who work with children, adolescents, adults, families, and groups who experience cognitive, emotional, behavioural, and mental health problems. They conduct assessments, provide therapy and supervision, consult with other mental health professionals, do research, and design and evaluate interventions based on research.

A PhD is the minimum educational requirement to become registered or licensed to practise as an independent clinical psychologist in most jurisdictions in North America. Typically, students enter graduate programs in clinical psychology after obtaining an Honours degree in psychology. Admission is competitive. Students who are most successful in clinical programs are academic high-achievers with strong interest in the science of human behaviour, well-developed interpersonal skills, and the desire to help improve the lives of others through careers in research and professional practice.

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

Earning a PhD in clinical psychology involves significant investments of time, effort, and money. So, if you think clinical psychology is for you, it’s important to choose the right graduate program.
If you are choosing to pursue a career in clinical psychology, we know you are looking for quality learning experiences that will help you meet your personal and professional goals.

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

**A MODEL COMBINING THEORY, RESEARCH AND PRACTICE**

Like many other accredited clinical programs, ours is based on the scientist-practitioner model and emphasizes the interdependence of theory, research, and practice.

A full-time program of integrated and sequential study leads to completion of both MA and PhD degrees in six to seven years. The program is not suitable for those who wish to terminate studies at the MA level and we do not admit applicants directly into the PhD.

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

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

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

**UNIQUE OPPORTUNITIES FOR PROFESSIONAL TRAINING**

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

- We’ve been training clinical psychologists here since 1967—nearly 400 have graduated from our program over the past 50 years. They work in mental health facilities, community clinics, hospitals, university counselling centres, private practice, and research and academic settings across Canada and the US
- On average, we admit 12 students per year—three to five into each of three specialty tracks:
  - Adult Clinical Track
  - Child Clinical Track
  - Clinical Neuropsychology Track
- Clinical students share a common Year 1 curriculum with increasing specialization in Year 2 and on, according to the chosen track
- There are opportunities to individualize training through cross-track courses and clinical placements
- Applied research and practice is a department-wide focus which makes for a highly collaborative learning and working environment
- In addition to 17 core clinical faculty members, 13 complementary faculty members are involved in teaching and research supervision, and another 40+ registered psychologists in the community provide practicum supervision for students in diverse clinical settings
- Didactic learning and supervised clinical practice are integrated in core clinical courses
- Clinical faculty represent diverse theoretical orientations — humanistic, existential, experiential, emotion-focused, behavioural, cognitive behavioural, developmental, psychodynamic, multi-cultural, neurobehavioural, contemplative, and integrative
- We offer course and practicum training in cultural, multicultural, and diversity awareness and interventions at both individual and community levels

- A lifespan perspective infuses both the research and clinical interests of faculty
- Three university-linked clinical centres provide practicum opportunities and direct supervision by clinical faculty:
  - Psychological Services and Research Centre
  - Summit Centre for Preschool Children with Autism
  - Sport-related Concussion Centre
- Scholarships, graduate teaching assistantships, and research assistantships provide competitive funding.

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

Applicants must have:
• Honours BA in Psychology with research-based thesis or equivalent
• Minimum of 18 one-term (three-credit) courses in Psychology, including introductory psychology, basic and intermediate statistics, testing and measurement, and laboratory courses in learning and experimental methods; upper-level courses in social psychology, personality, and history of psychology are strongly recommended
• Minimum GPAs equivalent to a B average (i.e., GPA = 3.0; minimum 77% average) are required. We assess (a) cumulative GPA, (b) GPA for the final two years of full-time undergraduate study (or last 20 half courses), and (c) GPA across all psychology courses taken

Note: successful applicants typically have an A- average or above (i.e., minimum GPA = 3.67; minimum 80% average)
• GRE scores for Verbal Reasoning, Quantitative Reasoning, and Analytical Writing. The psychology subject test is not required
• Personal statement describing research interests and volunteer or employment experiences relevant to training in clinical psychology

All students are expected to complete a MA in the first two years of study. Entering students may apply to waive up to six courses based on previous academic work. Although usual, advancement from the MA to the PhD is not automatic; advancement is based on the timeliness and quality of performance in fulfilling MA level requirements.

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

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

THE ADMISSIONS PROCESS

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

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

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

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

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

Applications must be received by December 1 for admission the following September.
The Clinical Psychology Program at the University of Windsor was continuously accredited by both the Canadian and American Psychological Associations (CPA and APA) from 1988 through August 2015 when CPA assumed exclusive responsibility for the accreditation of all Canadian training programs. Our CPA accreditation was reaffirmed as of November 2015 for a five-year period. Our next accreditation site visit is scheduled to take place in 2020-2021.

CPA standards, guidelines, and policies for graduate programs can be reviewed at:
Office of Accreditation
Canadian Psychological Association
141 Laurier Avenue West, Suite 702
Ottawa, ON K1P 5J3
accreditation@cpa.ca
cpa.ca/accreditation

MEMBERSHIPS
CANADIAN COUNCIL OF PROFESSIONAL PSYCHOLOGY PROGRAMS
We are a member of the Canadian Council of Professional Psychology Programs, the organization that represents Canadian university based psychology programs and psychology internship settings that train professional psychologists.

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

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

ADULT CLINICAL TRACK (AC)

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

FACULTY

DR. MICHAEL BOROUGHs
PhD University of South Florida
Core Faculty Member
Research Interests bullying, sexual minority health, physical appearance, intervention development
Clinical Interests trauma, minority health, substance use, exposure therapy
Theoretical Orientation CBT, evidence-based treatments

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

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

DR. ANTONIO PASCUAL-LEONE
PhD York University
Core Faculty Member
Research Interests psychotherapy research, emotional processing
Clinical Interests brief psychotherapy, case formulation
Theoretical Orientation emotion focused, integrative therapy approaches

DR. CHERYL THOMAS
PhD Simon Fraser University, Director of Clinical Training
Core Faculty Member
Research Interests body image, attachment and interpersonal relationships, race, culture
Clinical Interests clinical training, therapy training
Theoretical Orientation cognitive behavioral

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
• MK 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.

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 clinical practicum opportunities for specialized training at The Summit Centre for Preschool Children with Autism.

HIGHLIGHTS

- Developmental perspective: preschool through adolescent focus
- Track-specific courses in developmental psychopathology, child and adolescent assessment and interventions
- Campus-based practicum in clinical child assessment and therapy at the Psychological Services and Research Centre

CHIL D CLINICAL TRACK (CC)

HIGHLIGHTS

- Developmental perspective: preschool through adolescent focus
- Track-specific courses in developmental psychopathology, child and adolescent assessment and interventions
- Campus-based practicum in child assessment and therapy at the Psychological Services and Research Centre

SELECTED EMPLOYMENT SETTINGS OF RECENT GRADUATES

- York Region District School Board, Newmarket, ON
- Yarmouth Regional Hospital, Child & Adolescent Mental Health & Addiction Services, Yarmouth, NS
- 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

FACULTY

DR. KIM BABB

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

PhD Stony Brook University, Core Faculty Member
Research Interests: interpersonal aggression, intimate partner violence
Clinical Interests: assessment, intervention, couples’ interactions
Theoretical Orientation: cognitive behavioural, developmental psychopathology

DR. MARCIA GRAGG

PhD University of Windsor, Core Faculty Member
Research Interests: autism and related disorders, behavioral intervention, parent training
Clinical Interests: community education and advocacy related to autism diagnosis and interventions
Theoretical Orientation: applied behaviour analysis

DR. JULIE HAJKM-LARSON

PhD Wayne State University, Track Co-ordinator to 12/19
Core Faculty Member
Research Interests: emotional development, mental health and culture
Clinical Interests: parent-child interaction, emotion socialization in families
Theoretical Orientation: developmental psychopathology

DR. CALVIN LANGTON

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

PhD University of Toronto, Track Co-ordinator from 01/20 on
Core Faculty Member
Research Interests: child and adolescent coping, preschool aggression, parent-child interactions
Clinical Interests: clinical training, early intervention
Theoretical Orientation: developmental psychopathology, integrative

DR. LANCE RAPPAPORT

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

PhD Wayne State University, Complementary Faculty Member
Research Interests: identity development, narrative psychology, autobiography
Clinical Interests: resilience, meaning-making
Theoretical Orientation: cognitive developmental.
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  CABARE@UWINDSOR.CA
PhD Wayne State University, Track Coordinator as of 01/20
Core Faculty Member
Research Interests: sports-related concussion, traumatic brain injury, assessment of cognitive and affective functions
Clinical Interests: traumatic brain injury, sports-related concussion, stroke

DR. RENÉE BISS  RBISS@UWINDSOR.CA
PhD University of Toronto
Core Faculty Member
Research Interests: aging effects on memory & attention, cognitive & technology-based interventions for MCI & dementia
Clinical Interests: assessment of older adults & homeless individuals, cognitive rehabilitation

DR. LORI BUCHANAN  BUCHANAN@UWINDSOR.CA
PhD University of Waterloo, Complimentary Faculty Member
Research Interests: normal and impaired language processes, probability related descriptions of single words, normal memory processing

DR. JOE CASEY  JECASEY@UWINDSOR.CA
PhD University of Windsor
Core Faculty Member
Research Interests: neurodevelopmental disorders, neuropsychological assessment, pediatric TBI
Clinical Interests: training, learning disabilities, ADHD, pediatric concussion, neuropsychological assessment
Theoretical Orientation: neurobehavioural

DR. LASZLO ERDODI  LASZLO.ERDODI@UWINDSOR.CA
PhD Eastern Michigan University
Core Faculty Member
Research Interests: performance validity assessment, psychiatric disorders and cognitive functioning, effects of limited English proficiency on neuropsychological performance
Clinical Interests: neuropsychological assessment, clinical training, forensic evaluations
Theoretical Orientation: integrative

DR. CARLIN MILLER  CJMILLER@UWINDSOR.CA
PhD University of Georgia, Director of Clinical Training as of 01/20
Core Faculty Member
Research Interests: validation of mindfulness-based interventions, longitudinal outcomes of impulse-control disorders
Clinical Interests: ADHD, remediation of executive dysfunction, resiliency promotion
Theoretical Orientation: neurodevelopmental, integrative, contemplative

DR. KRISTOFFER ROMERO  KROMERO@UWINDSOR.CA
PhD University of Toronto
Core Faculty Member
Research Interests: Ecological validity; cognitive neuroscience of episodic memory and executive functioning; knowledge translation
Clinical Interests: Clinical utility of emerging technologies; new assessment/rehabilitation paradigms; developing community-based services

SELECTED EMPLOYMENT SETTINGS OF RECENT GRADUATES
• G.F. Strong Rehabilitation Centre, Vancouver, BC
• Glenrose Rehabilitation Hospital, Edmonton, AB
• Government of Yukon Health and Social Services, Whitehorse, YK
• Neurologic Rehabilitation Institute of Ontario, Toronto, ON
• Nexus Psychology, Edmonton, AB
• Sunnybrook Health Sciences Centre, Toronto, ON
• The Ottawa Hospital, Ottawa, ON
• Vanderbilt University, Department of Clinical Neurology, Nashville, TN
In addition to required course work, research, and clinical practica, students must apply for major scholarships and attend workshops, clinical presentations, regular research group/lab meetings and departmental colloquia. Most students work as teaching or research assistants and many serve as student representatives on departmental committees. On completing the MA, students interested in academic teaching can apply to teach undergraduate courses as sessional instructors. All students complete annual self-assessments of developing knowledge and skills, and report on their academic and clinical training activities. Eligibility and readiness for internship is based on completion of course and research requirements, accrued practicum hours, and demonstration of developmentally appropriate competencies.

**ABOUT OUR STUDENTS**

On average, we admit 12 students per year (three to five per track) from an average annual pool of 93 applicants. There are currently 75 students in the clinical program, divided about equally across the three tracks, the average age is 28 years (range = 22 to 34), 83% are women, and 34% self-identify as members of one or more diverse racial, ethnic, LGBTQ2, disability, or other cultural groups. Most students work as teaching or research assistants and attend workshops, clinical presentations, regular research group/lab meetings and departmental colloquia. Many students receive funding from more than one source.

**BASE FUNDING FOR PSYCHOLOGY GRADUATE STUDENTS 2018-2019**

<table>
<thead>
<tr>
<th>Source of Funding</th>
<th>23 MA Students</th>
<th>57 PhD Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research assistantships</td>
<td>4 (14%)</td>
<td>9 (16%)</td>
</tr>
<tr>
<td>Graduate teaching assistantships</td>
<td>26 (93%)</td>
<td>41 (80%)</td>
</tr>
<tr>
<td>External scholarships</td>
<td>11 (29%)</td>
<td>29 (57%)</td>
</tr>
<tr>
<td>Internal scholarships</td>
<td>22 (79%)</td>
<td>43 (84%)</td>
</tr>
<tr>
<td>Average base funding</td>
<td>$20,640</td>
<td>$27,189</td>
</tr>
<tr>
<td>Range</td>
<td>$7,500 to $38,000</td>
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</tbody>
</table>

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.

**FUNDING**

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

**AUTHOR**

NAOMI PELKEY

**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!
UNIVERSITY OF WINDSOR

MEREDITH AWREY, CHILD CLINICAL, ADVISOR - DR. CALVIN LANGTON
I’m from Hamilton, Ontario, and completed my undergrad at the University of Waterloo. I chose the University of Windsor because of the outstanding fit with my research supervisor, and the employment settings of recent graduates. Thus far, the most difficult aspect of graduate school so far has been adjusting to the heavy workload and making time outside of school to see friends and family.

YIUYIN CHANG, ADULT CLINICAL, ADVISOR - DR. BEN KUO
I was born and raised in Taiwan. I completed an undergraduate degree in Psychology and French at Calvin University in Grand Rapids, Michigan. I chose the University of Windsor because of the clinical program’s scientist-practitioner orientation, as well as its location in a diverse city. So far, I’m loving exploring the food scene in Windsor and building friendships with the other students in my cohort. The aspects of the program that have been most challenging are managing the workload and adjusting to Canadian culture, but the professors and other students have been very supportive and encouraging.

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

LERNHA HANCEROGLU, CHILD CLINICAL, ADVISOR - DR. ROSANNE MENNA
I am from Toronto and I obtained an Honours Bachelor of Arts in Psychology from York University. Subsequently, I completed a master’s degree in developmental psychology at Wilfred Laurier University under the supervision of Dr. Kim Roberts. I am really interested in working with children and learning about their emotional, social, and cognitive processes. The most important factors that influenced my decision to pursue my professional training at the University of Windsor were the outstanding fit with my research interests, and the various practical opportunities. What I enjoy so far about the program are the supportive relationships in my cohort and the integration of practical components into the assessment and psychopathology courses. What I have found most challenging so far is the adjustment to life in a smaller city, and the demanding workload.

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

CONNIE MOTZKUS, ADULT CLINICAL, ADVISOR - DR. JOSÉE JARRY
I did my undergraduate degree at Southern Utah University, a three-hour drive from my home in Salt Lake City. I honestly never thought I would pursue a doctoral degree, but I was inspired to apply by enthusiastic professors at my undergraduate institution and encouraging mentors at the Applied Cognition Lab at the University of Utah, where I worked for two years. I chose this program because of the expertise my advisors have in acquired brain injury and psychometric assessment research. Another important factor was the reputation of the program for quality, comprehensive clinical training beginning in first year. So far, I have enjoyed being immersed in clinical assessment, test administration, scoring, and report writing, and I have already had access to the population I am most interested in — individuals with acquired brain injuries. The most difficult aspect of graduate school so far has been adjusting to the heavy workload and making time outside of school to see friends and family.

The first few weeks of the program have been intensive yet highly informative and I am enjoying putting previously learned theory into practice for the first time. The atmosphere among staff and students is both collaborative and supportive, and I’m honoured to be a part of the University of Windsor’s Clinical Psychology program!
NEW TO OUR FACULTY

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

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

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

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

My research in general seeks to translate basic research into clinical practice. My interests include exploring ways to harness technology to assess cognition in more naturalistic settings, such as using computerized/online testing coupled with certain neuroimaging techniques. I am also interested in integrating neuropsychological services into community-based settings to improve patient access and care. My basic research interests include exploring the interaction of brain regions underlying episodic memory and executive functioning, using both neuroimaging and patient populations.

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

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

I completed my BA at the University of Windsor, and PhD from Wayne State University in Detroit Michigan. As part of my predoctoral training, I worked alongside several multidisciplinary teams to promote integrative team science initiatives around health disparities in the Department of Pediatrics at Wayne State University School of Medicine and in the Office for the Vice Provost of Research (OVPR). My research program focuses on the social, cultural, and institutional contexts within which identity and psychological health and wellness develop, i.e., within relationships, as part of communities, and as connected to larger cultural institutions. I also examine the intersections of health and narrative identity, particularly around the diagnosis and management of chronic health conditions within women’s health (specifically polycystic ovary syndrome). I am also a strong proponent of mixed methods research designs and integrate qualitative and quantitative methods and analyses into these domains of research.

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

Dr. Renée Biss is collaborating on a project funded by the New Frontiers in Research Fund ($149,000) to develop and test a new exercise-gaming technology for older adults with long-term care.

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 University of Windsor Research Grant for Women.

Dr. Julie Hakin-Larson is working on collaborative projects with faculty and students including a new study on Friendships and Self-Esteem in University Students for which she has received a $5,000 University of Windsor Research Grant for Women.

Dr. Josée Jarry and her colleagues have a $70,000 research grant from Seeds4Hope to support their research on the impacts of intimate partner violence and animal abuse.

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

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

Dr. Lance Rappaport is collaborating with colleagues in the US on multiple projects funded by the National Institutes of Health to examine psychological mechanisms in the development of anxiety disorders, depressive disorders, and concurrent high-risk substance use in childhood, Adolescence, and early adulthood.

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

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

SELECTED FACULTY-STUDENT PUBLICATIONS 2019


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

**ASSESSMENT TRAINING**

**ADVANCED ADULT ASSESSMENT**

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

**CHILD CLINICAL ASSESSMENT**

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

**INTRODUCTORY PRACTICUM IN CLINICAL NEUROPSYCHOLOGY**

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

**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.

**SUMMER ASSESSMENT PRACTICA (ADULT/CHILD AND ADOLESCENT)**

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

**THERAPY TRAINING**

**BRIEF PSYCHODYNAMIC PSYCHOTHERAPY**

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

**CHILD/ADOLESCENT CLINICAL INTERVENTIONS**

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

**COGNITIVE BEHAVIOURAL THERAPY**

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

**SUPERVISION TRAINING**

Advanced students in the program may apply to complete supervision practica associated with most of the training experiences described above. During these placements, trainees work closely with the supervising psychologist to develop and practice supervision skills while overseeing the clinical activities of more junior students.
2019 MA GRADUATES AND THESIS TITLES

JULIA BORSATTO
The aphasia friendly business campaign

HEALEY GARDINER
Identifying a neurological substrate for body image investment through electroencephalography

BRANDIN GLOS
Rape acknowledgement in the context of the #MeToo movement

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

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

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

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

2019 PHD GRADUATES AND DISSERTATION TITLES

KELLY AN
Performance validity testing for individuals with limited English proficiency

JASON BLOOM
The influence of co-parenting support on fathers’ involvement with their children with autism

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

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

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

NATALIE FROST
Therapeutic benefits of online psychological screening for depressive symptomology

BAHAR HAJI-KHAMNEH
The role of parental emotional competence to the link between childhood maltreatment and adult attachment

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

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

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

JASON BLOOM
The influence of co-parenting support on fathers’ involvement with their children with autism

Natalie Frost
Therapeutic benefits of online psychological screening for depressive symptomology

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

Eva Keatley
Measuring affective processes in traumatic brain injury

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

Simritpal Malhi
Processing concrete and abstract relationships in word pairs

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

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

Alexandria Stathis
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Kelly An
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MEET SOME OF OUR LEADING ALUMNI

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

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)

VISIT OUR SITE
For the most up-to-date offerings and information, visit our website: uwindsor.ca/clinicalpsych

WELCOME OUR 53RD COHORT ADMITTED SEPTEMBER 2019

ADULT CLINICAL TRACK
Yiu-Yin Chang [Taiwan, Ottawa]
Conner Motzkuz [Southern Utah]

CHILD CLINICAL TRACK
Meredith Awrey [Waterloo]
Lerna Hanceroglu [York, Wilfred Laurier]
Frasia Morrison [York]
Rachel Smail-Crevier [Ottawa, Queens]

CLINICAL NEUROPSYCHOLOGY TRACK
Maame Braturo [Calvin University]
Brianna Fougere [Acadia]
Susan Lutfallah [Windsor]
Katherine Matchett [Windsor]
Alana Sabelli [Windsor]
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