



University  
of Windsor

2024

Graduate program in

# Clinical Psychology

[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.





## A model combining theory, research and practice

The Clinical Psychology program at U. Windsor is a Canadian Psychological Association (CPA) fully accredited program. Like many other accredited clinical programs, ours is based on the scientist-practitioner model and emphasizes the interdependence of theory, research, and practice.

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

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

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

- Clinical courses in ethics, professional issues, psychopathology and diagnosis, clinical assessment, psychotherapy, supervision and consultation
- Foundational courses in biological, cognitive, and social bases of behaviour, history and philosophy
- Courses in statistics, research methodology and design
- MA thesis and PhD dissertation
- Approximately 2000 hours of supervised clinical practica prior to a one-year, paid full-time internship in an accredited setting

# Choosing a Program

**If you are choosing to pursue a career in clinical psychology, we know you are looking for quality learning experiences that will help you meet your personal and professional goals.**

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



## Unique opportunities for professional training

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

- We've been training clinical psychologists here since 1967—more than 400 have graduated from our program over the past 50+ years. They work in mental health facilities, community clinics, hospitals, university counselling centres, private practice, and research and academic settings across Canada and the US
- On average, we admit 12 students per year—three to five into each of three specialty tracks:
  - Adult Clinical Track
  - Child Clinical Track
  - Clinical Neuropsychology Track
- Clinical students share a common Year 1 curriculum with increasing specialization in Year 2 and on, according to the chosen track
- Applied research and practice is a department-wide focus which makes for a highly collaborative learning and working environment
- In addition to 18 core clinical faculty members, 15 complementary faculty members are involved in teaching and research supervision, and another 40+ registered psychologists in the local community and outside Windsor-Essex provide practicum supervision for students in diverse clinical settings
- Didactic learning and supervised clinical practice are integrated in core clinical courses
- Clinical faculty represent diverse theoretical orientations
  - humanistic, existential, experiential, emotion-focused, behavioural, cognitive behavioural, developmental, psychodynamic, multi-cultural, neurobehavioural, contemplative, and integrative
- We offer course and practicum training in cultural, multicultural, and diversity awareness and interventions at both individual and community levels
- Although all students begin their clinical practica on-campus in our in-house clinic, many seek practica outside the Windsor-Essex area, including in the GTA and Ottawa, during their PhD training. Some of our students also complete practica in the Detroit area.
- A lifespan perspective infuses both the research and clinical interests of faculty
- Three university linked clinical centres provide practicum opportunities and direct supervision by clinical faculty:
  - Psychological Services and Research Centre
  - Summit Centre for Preschool Children with Autism
  - Sport-related Concussion Centre
- Scholarships, graduate teaching assistantships, and research assistantships provide competitive funding

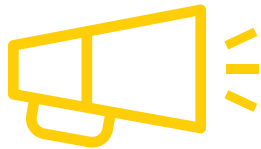
If what we have to offer seems to be a good fit for you, please review our admission requirements and apply. We look forward to hearing from you!

**Learn more:**  
[uwindsor.ca/clinicalpsych](http://uwindsor.ca/clinicalpsych)





# Admissions



**Applications must be received by November 15 for admission the following September**

## 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.

## Admissions process

Applications are screened to ensure that they are complete and that 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 review applications submitted to their area.

Track faculty agree on a short list of applicants judged fit for our program who are then invited to participate in one-hour, semi-structured interviews, typically conducted in mid-January 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 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.





# Adult Clinical Track (AC)

## Highlights

- Quality training in 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. ALEX DAROS**  
[alex1@uwindsor.ca](mailto:alex1@uwindsor.ca)

PhD University of Toronto;  
Core Faculty Member

### Research Interests

emotion, emotion dysregulation,

psychopathology, experience sampling, minority health

#### **Clinical Interests**

psychological interventions, treatment mechanisms, internet and mobile interventions

#### **Theoretical Orientation**

humanistic, emotion focused, cognitive behavioral, dialectical behavioral, mindfulness-based

**DR. JOSEE JARRY**  
jjarry@uwindsor.ca

PhD University of Toronto,  
Core Faculty Member

#### **Research Interests**

body image, psychotherapy outcome, psychological benefits of Ashtanga yoga

#### **Clinical Interests**

individual therapy, therapy training, case formulation

#### **Theoretical Orientation**

integrative: psychodynamic/behavioural/existential

**DR. BEN KUO**  
benkuo@uwindsor.ca

PhD University of Nebraska-Lincoln  
Core Faculty Member; Director of Clinical Training

#### **Research Interests**

multicultural counselling, cross-cultural psychology, culture and coping

#### **Clinical Interests**

minority mental health, culturally informed training and practice, interpersonal trauma and therapy

#### **Theoretical Orientation**

humanistic, emotion focused

**DR. DANA MENARD**  
dana.menard@uwindsor.ca

PhD University of Ottawa  
Core faculty member

#### **Research Interests**

sexual wellbeing and resilience, gender identity and resilience, representations of sex and sexuality in the media

#### **Clinical Interests**

emerging adults, individual/couples therapy

#### **Theoretical Orientation**

Acceptance and Commitment Therapy, humanistic

**DR. ANTONIO PASCUAL-LEONE**  
apl@uwindsor.ca

PhD York University, Track Coordinator  
Core Faculty Member

#### **Research Interests**

psychotherapy research, emotional processing

#### **Clinical Interests**

brief psychotherapy, case formulation

#### **Theoretical Orientation**

emotion focused, integrative therapy approaches

## **Find our grads here:**

- 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





# 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](mailto: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](mailto:pfritz@uwindsor.ca)

PhD Stony Brook University, Department Head,  
Core Faculty Member

### Research Interests

interpersonal aggression, intimate partner violence

**Clinical Interests**

assessment, intervention, couples' interactions

**Theoretical Orientation**

cognitive behavioural, developmental psychopathology

**DR. JESSICA KICHLER**

[jessica.kichler@uwindsor.ca](mailto:jessica.kichler@uwindsor.ca)

PhD Kent State University,  
Practicum Coordinator; Core Faculty Member

**Research Interests**

pediatric health psychology, type 1 diabetes,  
and diabetes education

**Clinical Interests**

pediatric health psychology, family therapy,  
group interventions

**Theoretical Orientation**

cognitive-behavioral

**DR. CALVIN LANGTON**

[calvin.langton@uwindsor.ca](mailto:calvin.langton@uwindsor.ca)

PhD University of Toronto, Graduate Studies  
Committee Chair, 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](mailto: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](mailto:lmr@uwindsor.ca)

PhD McGill University, Track Coordinator  
Core Faculty Member

**Research Interests**

development of internalizing disorders,  
socioemotional development, ecological  
momentary assessment

**Clinical Interests**

assessment and intervention for internalizing  
disorders

**Theoretical Orientation**

cognitive behavioural, developmental  
psychopathology

## Find our grads here:

- BC 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 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

## Faculty

**DR. CHRIS ABEARE**  
[cabeare@uwindsor.ca](mailto: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](mailto: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](mailto:buchanan@uwindsor.ca)

PhD University of Waterloo,  
Complementary Faculty Member

### Research Interests

normal & impaired language processes, probability related descriptions of single words, normal memory processing

**DR. JOE CASEY**  
[jecasey@uwindsor.ca](mailto: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](mailto: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](mailto:cjmiller@uwindsor.ca)

PhD University of Georgia, 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](mailto:kromero@uwindsor.ca)

PhD University of Toronto, Undergraduate Committee Chair, Core Faculty Member

**Research Interests**

culture and cognition, memory, metacognition, cognitive neuroscience

**Clinical Interests**

culture/diversity in neuropsychology, community-based services

## Find our grads here:

- G.F. Strong Rehabilitation Centre, Vancouver, BC
- Glenrose Rehabilitation Hospital, Edmonton, AB
- Johns Hopkins University, Department of Physical Medicine and Rehabilitation, Baltimore, MD
- London Health Sciences Centre, London, ON
- Neurologic Rehabilitation Institute of Ontario, Toronto, ON
- Sunnybrook Health Sciences Centre, Toronto, ON
- The Ottawa Hospital, Ottawa, ON
- Vanderbilt University, Department of Clinical Neurology, Nashville, TN



# Real Experience Advantage

## On-campus experiential training in clinical neuropsychology

### **Clinical neuropsychology service at the PSRC**

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

### **Sport-related concussion centre**

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

The primary goals of the SRCC are to provide concussion management services to University of Windsor athletes and to the broader community, to provide training opportunities for graduate students in the Clinical Psychology Program, and to

conduct research that will help us to better understand the effects of concussion and aid ongoing efforts to develop better strategies for management and treatment.

## 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.

# Destination Windsor



**Beautiful riverfront parks, bike paths and walkways merge with the university campus.**

**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.**

**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 an ethnically diverse community in Canada, and is home to excellent restaurants and cultural festivals. And yes, great sushi can be had here!**





# What goes on at the house on Riverside?

## 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.

## 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 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.

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 our office manager, in consultation with the Clinical Training Committee and the Psychology Department Head.

## 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.



# Course of study: overview

## About our students

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

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

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

**[uwindsor.ca/psychology/302/graduate](http://uwindsor.ca/psychology/302/graduate)**

## Year one

### FALL

Statistics for Graduate Study I

Psychopathology

Clinical Assessment I

Human Neuropsychology and  
Biological Bases of Behaviour

MA Thesis (*begin developing ideas for your thesis proposal*)

### WINTER

Statistics for Graduate Study II

Research Methods in Clinical Psychology

Clinical Assessment II

Introduction to Psychotherapy

MA Thesis (*complete first written draft of MA thesis proposal*)

### SUMMER

MA Thesis (*propose MA thesis, apply for research ethics approval*)

MA-level clinical practicum

## Beyond year one

### YEAR 2

required core courses, complete and defend MA thesis, minimum 300-hour clinical practicum, advancement to PhD studentship on successful completion of MA requirements

### YEAR 3

required core courses, clinical practica, advancement to PhD candidacy on successful completion of the Comprehensive Examination

### YEAR 4

complete required course work and required practicum hours; propose PhD dissertation

### YEAR 5

apply for internships, additional clinical practica to round out pre-internship experience, completion of dissertation

### YEAR 6

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

In addition to required course work, research, and clinical practica, students must apply for major scholarships and attend workshops, clinical presentations, regular research group/lab meetings and departmental colloquia.

Most students work as teaching or research assistants and many serve as student representatives on departmental committees. On completing the MA, students interested in academic teaching can apply to teach undergraduate courses as sessional

instructors. All students complete annual self-assessments of developing knowledge and skills, and report on their academic and clinical training activities.

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

## Funding

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

### Base Funding for 2023 Psychology Graduate Students

SOURCE OF FUNDING	MA	PhD
Research assistantships	14 students	17 students
Graduate teaching assistantships	24 students (\$11,653)	34 students (\$12,986)
External scholarships	11 (\$10,000 - \$17,500)	20 (\$10,000 - \$35,000)

The graduate teaching assistantship amounts are based on 2 terms.

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 \$28,000 to \$38,000.

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





# First Year Perspectives

## Jaylynn Skeete, Child Clinical Advisor: Dr. Rosanne Menna

I grew up on the east coast in Halifax, Nova Scotia where I also completed my undergraduate degree at Saint Mary's University. As an African Canadian woman my desire is to improve diversity and provide Black representation as a practitioner and researcher to better support and advocate for the mental health of ethnic minority populations. I was initially drawn to the clinical psychology program at the University of Windsor due to its culturally oriented research and course options, and the diverse client population that can be served during practicum training. I believe that the program here will provide me with the knowledge and training to better meet the mental health needs of underserved youth and families through research and practice.

### **Nour Yassine, Adult Clinical Advisor: Dr. Chantal Boucher**

I was raised in Michigan, USA, and relocated to Windsor at the age of 10. I pursued my undergraduate degree in psychology at the University of Windsor. Opting to further my education at Windsor for my graduate studies was an easy decision, driven by the specialized training available and the expertise of the faculty. The pivotal role of my advisor played a significant part in my choice to stay in Windsor, as she fostered a supportive and intellectually enriching environment within her lab. Engaging in research focused on my interests, particularly the reconstruction of memory, and receiving tailored training in my chosen field added an extra layer of enjoyment to my academic journey!

### **Carli Mastronardi, Child Clinical Advisor: Dr. Lance Rappaport**

I'm from Windsor, Ontario and completed my undergraduate degree in psychology at University of Windsor. I have also completed a master's degree in clinical psychology at Northwestern University in Chicago, Illinois. I chose to pursue graduate training at the University of Windsor because of the opportunity to receive specialized training in the pediatrics field, which I am incredibly passionate about. Along with the training, having the opportunity to work with an inspirational and motivational supervisor solidified my decision that the University of Windsor was the right school. I have learned a great amount of knowledge already in the program, and I do not hesitate to believe that Windsor will continue to provide the skills and support for me to be an independent and proficient researcher and clinician!

### **Catherine Bosyj, Clinical Neuropsychology Advisor: Dr. Renée Biss**

Before moving to Windsor, I completed my undergraduate degree in Hamilton at McMaster University. Motivated by my interests in cognition and brain-behaviour relationships, I sought out the specialized training in clinical neuropsychology offered by the University of Windsor. I am delighted with the decision I made to join this supportive community of faculty, staff, and peers, where I am fortunate to be able to explore my interests in an environment that facilitates my growth as a future clinician and researcher

### **Vanessa Correia, Clinical Neuropsychology Advisor: Dr. Christopher Abeare**

I'm from the vibrant city of Tiohtià:ke/Montréal, Québec, and I attended Concordia University to obtain my bachelor's degree. The graduate program in clinical psychology at the University of Windsor perfectly suits my needs and goals as a student, offering excellent clinical training, interesting and valuable courses, the ability to get involved in innovative research, and, above all, the opportunity to specialize in neuropsychology (a rarity in Canada). I have no doubt that the guidance and support received from supervisors, professors, and other bright graduate students within and beyond my cohort will shape me into the scientist and clinician I've always dreamt of becoming.

### **Sohrab Sami, Clinical Neuropsychology Advisor: Dr. Christopher Abeare**

After graduating with my bachelor's degree in psychology, I spent a few years working in the clinical research space in the fields of neurology, psychiatry, neuromodulation, neuroimaging, sleep, and emotions. I gradually became passionate about researching and disseminating evidence-based diagnostic and rehabilitation tools. I chose the University of Windsor because of its robust clinical training with a neuropsychology specialty, as well as extensive research opportunity in mild traumatic brain injury. In my graduate studies, I am specifically interested in better understanding various outcomes in traumatic brain injuries such as sleep and emotion regulation.

### **Maryam Salih, Child Clinical Advisor: Dr. Calvin Langton**

Graduating from the University of Windsor, I was captivated by the tight-knit community and support from faculty. Joining Dr. Langton's lab became a crucial learning journey, and his unwavering support and encouragement played a pivotal role in my decision to pursue graduate training here. The continuous support from the faculty and my supervisor and their dedication to enhancing my academic growth is something I am forever grateful for. I am not only enjoying the courses and training immensely, but also fostering valuable friendships that contribute to the richness of my academic journey.

# New to our Faculty



## Alexander R. Daros, Ph.D., C.Psych.

I am grateful to be part of the Department of Psychology at the University of Windsor. As an Assistant Professor in the Adult Clinical Area, I look forward to supporting the professional development of the next generation of clinical psychologists. I earned my Ph.D. from the University of Toronto in 2017, where I gained clinical experience through courses, research, and two practicums. My clinical internship took place in picturesque Vancouver, at the University of British Columbia's well-known Counselling Services program.

Following this, I completed a one-year postdoctoral fellowship at the University of Virginia where I worked with students and faculty from psychology and engineering and developed an interest in incorporating technology in my research. I returned to Toronto to complete the requirements for licensure and worked in a private practice setting, where I was able to meet and interact with many clinicians. Soon after, I also started a second post-doctoral position at the Centre for Addiction and Mental Health (CAMH) to continue my research. My clinical interests are diverse, but include depression, anxiety, substance use, interpersonal problems, and emotion regulation difficulties. In my clinical work, I integrate cognitive-behavioral therapy, dialectical behavior therapy, emotion-focused therapy, mindfulness, and person-centered methods. I recently extended my practice to include adolescents as well as adults so that I could work with a more diverse range of clients.

My clinical experience continues to inform my research on the relationship between emotions, their regulation, and mental health. Through the Mental Health, Affective Science, and Technology (MAST) laboratory, I plan to examine emotion dysregulation (i.e., difficulties in regulating emotions) to determine its core components. In addition, I wish to understand how emotion dysregulation may act as a mediator between marginalization and psychopathology. Given that emotion dysregulation underlies many different mental disorders and is a target of treatment in many psychotherapies, I also intend to research interventions that may resolve emotion dysregulation while integrating technology. I am also interested in using technology in other ways, such as delivering experience sampling surveys, collecting passive mobile sensing data, and studying trends in social media. The lab will abide by Open Science principles and work to create repositories and open materials for researchers to replicate and extend our research.

I am excited to teach and supervise our graduate clinical trainees. I currently teach our Advanced Adult Assessment course, where graduate students complete their first comprehensive assessment with a client from the community. I hope to bring diverse perspectives from my experiences as a researcher and clinician to support the next generation of psychologists.



# Selected research funding to faculty

## **Dr. Renee Biss**

The Centre for Aging + Brain Health Innovation (2023-24) (Co-Investigator)

## **Dr. Laszlo Erdodi**

Andrew L. Precop Healthy and Safe Communities Development Fund, University of Windsor (2023-2024) (PI)

## **Dr. Patti Fritz**

WE-SPARK (2023-2024). (PI)

Social Sciences and Humanities Research Council Insight Development Grant (2022-2025) (Co-PI)

## **Dr. Josee Jarry**

Eating disorder training. Future Ready NB, Community. Partner Incentive Fund, Fredericton

Downtown Community Health Center (2023) (Co-PI)

## **Dr. Jessica Kichler**

Exploring the process of receiving pediatric cancer care in Windsor Essex Region through the lived experiences of youths living with cancer, parents, and healthcare providers, WE-SPARK Health Institute – Igniting Discovery Grant (2023-24) (Co-Applicant)

Type 1 Diabetes, Exercise And Mentoring (TEAM) Trial: A randomized controlled pilot trial using peer mentorship to increase physical activity and quality of life in adolescents with type 1 diabetes, CIHR-JDRF Pool in T1D (2023-27) (Co-PI)

## **Dr. Dana Menard**

Sexual wellbeing and resilience in women with endometriosis and women with PCOS, Social Sciences and Humanities Research Council (2023) (PI).

Sexual Healing for LGBTQA+ Survivors of Childhood Trauma. Social Sciences and Humanities Research Council (2023) (PI).

## **Dr. Carlin Miller**

Development of national reports identifying stakeholder priorities to guide the advancement of ADHD research across Canada using a Delphi approach, SSHRC Partnership Engage Grant (2023-24) (Co-Applicant)

## **Dr. Antonio Pascual-Leone**

COVID-19: Identifying moment-by-moment signatures of emotional resilience: Predicting

Personal development during shortages in care. Social Sciences and Humanities Research

Council, Partnership Engage Grant, (2021-24) (PI)

## **Dr. Lance Rappaport**

Implications of phasic emotion dynamics for adolescent development and well-being, Insight Development Grant, Social Sciences and Humanities Research Council of Canada (2020 – 2024) (PI/PA)

Stress, racism, and cardiovascular risk among urban African American adults: A multilevel, mixed methods approach, USA National Institutes of Health (2021 – 2026) (Co-I)

## **Dr. Kristoffer Romero**

Exploring the impact of culture on metamemory. Social Sciences Human Research Council – Insight Development Grant (2023-25) (PI)

Employment Trajectory of Philippine-Educated Nurses in Ontario, Canada. Social Sciences Human Research Council – Insight Development Grant (2022-2024) (Co-Applicant)

# Selected faculty-student publications 2023

An, K. Y., Abeare, K., Cutler, L., Brantuo, M., Ali, S., Giromini, L., Hastings, M., & Erdodi, L. (In Press). That old dog can still hunt – Alternative cutoffs and the recognition trial improve the classification accuracy of the Rey 15-item test. *Professional Psychology: Research and Practice*.

Andreescu, C. A., Pascual-Leone, A., & Nardone, S. (2023). Disordered eating is related to deficits in emotional processing: A correlational study with a subclinical sample. *Journal of Affective Disorders*, 325, 337–345. <https://doi.org/10.1016/j.jad.2022.12.124>.

Edmondstone, C., Pascual-Leone, A., Soucie, K., & Kramer, U. (2023). Therapist effects on outcome: Meaningful differences exist early in training. *Training and Education in Professional Psychology*, 17(2), 149–157. <https://doi.org/10.1037/tep0000402>

Hoyda, J., & Jarry, J.L. (2023). Moral centrality predicts better mental health through eudaimonic well-being. *Current Psychology*. In press.

Kichler J. C., Lucier K, Gyemi A, Papak R, Tapp K, Grandi B. (2024). Recommendations for Transition to a Post-Secondary Education Setting for Young Adults with Type 1 Diabetes. *Canadian Journal of Diabetes*. doi: <https://doi.org/10.1016/j.cjcd.2024.01.009>.

Kichler, J. C., Gyemi, A., Papak, R., Tapp, K., Grandi, B., and Lucier, K. (2023). "I'll just forever be that person who stands in the middle of the dance floor drinking a juice box": Supporting the Transition to Adulthood with Type 1 Diabetes in a Post-Secondary University/College Setting. *Diabetes Spectrum*. <https://doi.org/10.2337/ds22-0077>.

Kuo, B. C. H., Rodriguez Rubio, B. R., & Chang, Y. Y. (2023). A qualitative study of therapist trainees' multicultural counselling development through working with refugee clients: Implications for theory-building, research, and practice. *Canadian Journal of Counselling and Psychotherapy*, 56, 274–299. <https://doi.org/10.47634/cjcp.v56i3.73238>.

Langton, C. M., Awrey, M. J., & Worling, J. R. (2023). Protective factors in the prediction of criminal outcomes for youth with sexual offenses using tools developed for adults and adolescents: Tests of direct effects and moderation of risk. *Psychological Assessment*, 35(6), 497–509. <https://doi.org/10.1037/pas0001227>

Ménard, A.D., Soucie, K., Ralph, J., Chang, Y-Y., Morassutti, O., Foulon, A., Jones, M., Desjardins, L., & Freeman, L. (2023). One-year follow-up of hospital nurses' work experiences during the COVID-19 pandemic: A qualitative study. *Journal of Advanced Nursing*. <https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdoi.org%2F10.1111%2Fjan.15599&-data=05%7C02%7Cbenkuo%40uwindsor.ca%7Cfcd0a44b02cd42d5285f08dc-2ca52238%7C12f933b33d614b199a4d-689021de8cc9%7C0%7C0%7C638434334948026077%7CUnknown%7CTWF-pbGZsb3d8eyJWIjoiMC4wLjAwM-DAlLCJQIjoiV2luMzliLCJBTil6Ik1haWwiL-CJXVCl6Mn0%3D%7C0%7C%7C%7C&-data=dI92qtVXkoUz0LSix%2BMOeAbYXjoN-TaezAK0bDMLR>



**Nussbaum, S., Ales, F., Giromini, L., Watson, M., & Erdodi, L.** (In Press). Cross-validating the Atypical Response Scale of the TSI-2 in a sample of motor vehicle collision survivors. *Psychological Injury and Law*.

**Rai, J. K., Gervais, R. O., & Erdodi, L. A.** (In Press). Large-scale investigation of the classification accuracy of various performance validity tests in a medical-legal setting. *Psychology and Neuroscience*. Advance online publication.

**Rappaport, L. M., Jerome, E., Van Ameringen, M., Whittal, M., & McLean, Carmen, P.** (2023). North American open-label 16-week trial of the MindShift smartphone app for adult anxiety. *Journal of Mood and Anxiety Disorders*, 4, 100036. <https://doi.org/10.1016/j.xjmad.2023.100036>.

**Rappaport, L. M., Mactavish, A., Mastronardi, C., Babb, K. A., Menna, R., Amstadter, A. B., & Battaglia, M.** (2023). Monthly correlates of longitudinal child mental health during the COVID-19 pandemic according to children and caregivers. *European Child & Adolescent Psychiatry*, 32, 2637-2648. <https://doi.org/10.1007/s00787-022-02121-4>

**Sterling, M., Armstrong, N., Cheek, O. & Ménard, A.D.** (2023). Political views, not science: A response to the recent "cancel culture" special section. *Archives of Sexual Behavior*, 1-4. <https://doi.org/10.1007/s10508-023-02622-6>

**Tran, C., Lafreniere, K., Kuo, B. C. H., & Edmunds, K.** (2024). "It's the best of both worlds!": Investigating bicultural stress in adult bicultural Canadians. *Journal of Ethnic and Cultural Studies*, 11(1), 58-79. <http://dx.doi.org/10.29333/ejecs/1870>

## Internship placements 2023-2024

### Adult Clinical

**Brandin Glos**, University of Ottawa-Centre for Psychological Service Ottawa, ON, Adult Clinical

**Stephanie Nardone**, London Clinical Psychology Consortium London, ON, Adult Mental Health Track

### Child Clinical

**Eric D. Gilliland**, Saskatoon & Area Psych Residency/SK Health Authority, Saskatoon, SK, Psychology Internship

**Anastasia Skobkareva**, London Clinical Psychology Consortium, London, ON, Child/Adolescent Track

### Clinical Neuro

**Brette Lansue**, Children's Hospital of Eastern Ontario Ottawa, ON, Child Neuropsychology Track

**Robin Jessica Howard**, Saskatoon & Area Psych Residency/SK Health Authority, Saskatoon, SK, Psychology Internship

**Rebecca Nurgitz**, Hamilton Health Sciences-Neuropsychology, Hamilton, ON, Neuropsychology



## 2023 MA graduates and their thesis titles

### **Florencia Cristoffanini**

Emotional profiles in Dialectical Behaviour Therapy: Early Observations can Predict Treatment Outcome (Advisor: Dr. Antonio Pascual-Leone)

### **Noah Philipp-Muller**

Academic Stress and Cultural Coping: The Moderating Effect of Heritage Language Proficiency on Well-Being in a Multilingual Undergraduate Sample (Advisor: Dr. Ben Kuo)

### **Mallory Forward**

Body Dissatisfaction and Depression: Investigating the Moderating Roles of Maladaptive Investment in Appearance and Rumination (Advisor: Dr. Josée Jarry)

### **Rebecca Antonacci**

Bullying and Body Image: Body image disturbance in emerging adults with a history of bullying victimization (Advisor: Dr. Michael Boroughs)

### **Chloe Eidlitz**

Revealing the Invisible Cage: Understanding Coercive Control through the Eyes of Survivors in the Era of COVID-19 (Advisor: Dr. Patti Fritz)

### **Alana Gyemi**

Factors Influencing Post-traumatic Growth (Advisor: Dr. Jessica Kichler)

### **Emily Jerome**

The Association of Perceived Stress with Anxiety-related Symptoms during Use of the MindShift app (Advisor: Dr. Lance Rappaport)

### **Davin Iverson**

Effects of Discrete Emotions on Associative Memory Binding (Advisor: Dr. Renee Biss)

### **Taylor McEachnie**

Sport-Related Concussion in Varsity Athletes: Examining the Mental Health and Wellbeing Outcomes of App-Based Mindfulness (Advisor: Dr. Carlin Miller)

### **Astrid Coleman**

Exploring the Relationship Between Subjective and Objective Cognitive Functioning Among Older Adults in Canada (Advisor: Dr. Kristoffer Romero)

### **Jarod Joshi**

The Impact of Cognitive Reserve on Baseline Neuropsychological Functioning of Older Adults Without Dementia (Advisor: Dr. Renee Biss)



## Meet some of our leading alumni

**Karen Cohen, PhD '89** – Past 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** – Coordinator 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

**Niki Fitzgerald, PhD '06** – Director of Training, CPA Accredited Residency in Psychology, Centre for Addiction and Mental Health, Toronto, Ontario.

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# 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**