



University
of Windsor

Graduate Program in

Clinical Psychology

2026



University
of Windsor

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Connect with
us and learn more:

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

Specialized training in Adult Clinical Psychology,
Child Clinical Psychology, and Clinical Neuropsychology

Is Clinical Psychology for you?

Clinical psychologists are registered or licensed health professionals who work with children, adolescents, adults, families, and groups who experience cognitive, emotional, behavioural, and mental health problems.

They conduct assessments, provide therapy and supervision, consult with other mental health professionals, do research, and design and evaluate interventions based on research.

A PhD is the minimum educational requirement to become registered or licensed to practise as an independent clinical psychologist in most jurisdictions in North America.

Typically, students enter graduate programs in clinical psychology after obtaining an Honours degree in psychology. Admission is competitive. Students who are most successful in clinical programs are academic high-achievers with strong interest in the science of human behaviour, well-developed interpersonal skills, and the desire to help improve the lives of others through careers in research and professional practice.

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

Earning a PhD in clinical psychology involves significant investments of time, effort, and money. So, if you think clinical psychology is for you, it's important to choose the right graduate program.

Choosing a Program

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

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

A model combining theory, research and practice

The Clinical Psychology program at UWindsor 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

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 17 core clinical faculty members, 9 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

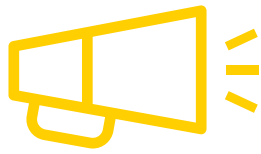
- A lifespan perspective infuses both the research and clinical interests of faculty
- Three university linked clinical centres provide practicum opportunities and direct supervision by clinical faculty:
 - Psychological Services and Research Centre
 - The Regional Children's Centre
 - Sport-related Concussion Centre
- Scholarships, graduate teaching assistantships, and research assistantships provide competitive funding

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



Learn more:
uwindsor.ca/clinicalpsych

Admissions



Applications must be received by Nov. 1 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 its equivalent) 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. 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 (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 typically 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 S. BOROUGHS
boroughs@uwindsor.ca

PhD University of South Florida
Track Coordinator
Core Faculty Member

Research Interests

bullying, sexual minority health, physical appearance, intervention development

Clinical Interests

trauma, minority health, substance use, exposure therapy

Theoretical Orientation

CBT, evidence-based treatments

DR. CHANTAL BOUCHER

cboucher@uwindsor.ca

PhD University of Windsor
Core Faculty Member

Research Interests

autobiographical memory, emotion, trauma resolution, psychological closure, and clinical applications

Clinical Interests

trauma, mood, anxiety, personality disorders, and psychotherapy interventions

Theoretical Orientation

brief psychodynamic, ACT, EFT, CBT, and person-centered methods of integration

DR. ALEX DAROS

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
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

benkuo@uwindsor.ca

PhD University of Nebraska-Lincoln
Director of Clinical Training
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. A. DANA MÉNARD

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
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
- Deer Lodge Centre, Winnipeg, MB
- IWK Health Centre, Youth Forensic Services, Halifax, NS
- London Clinical Psychology Consortium: Neuropsychology Track-Adult, London, ON
- Ontario Shores Centre for Mental Health Sciences, Whitby, ON
- Saskatoon Health Authority Internship, Saskatoon, SK
- University Counselling Centre, Memorial University of Newfoundland, NL
- University of Ottawa Centre for Psychological Services, Ottawa, ON

Child Clinical Track (CC)



Highlights

- Quality training in multiple theoretical 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 local and regional youth and family-focused agencies

Faculty

DR. KIM BABB
kbabb@uwindsor.ca

PhD University of California-Irvine
Complementary Faculty Member

Research Interests
children and the Internet, child coping strategies

Clinical Interests
ADHD, developmental disabilities

Theoretical Orientation
cognitive developmental

DR. PATTI FRITZ

pfritz@uwindsor.ca

PhD Stony Brook University
Department Head
Core Faculty Member

Research Interests

interpersonal aggression,
intimate partner violence

Clinical Interests

assessment, intervention,
couples' interactions

Theoretical Orientation

cognitive behavioural,
developmental psychopathology

DR. JESSICA KICHLER

jessica.kichler@uwindsor.ca

PhD Kent State University
Practicum Coordinator
Core Faculty Member

Research Interests

pediatric health psychology,
type 1 diabetes, and diabetes
education

Clinical Interests

pediatric health psychology,
family therapy, group
interventions

Theoretical Orientation

cognitive-behavioral, acceptance
and commitment therapy

DR. CALVIN LANGTON

calvin.langton@uwindsor.ca

PhD University of Toronto
Chair of Graduate Studies
Core Faculty Member

Research Interests

aggression, forensic assessment
and treatment

Clinical Interests

clinical and forensic training

Theoretical Orientation

cognitive behavioural

DR. ROSANNE MENNA

rmenna@uwindsor.ca

PhD University of Toronto
Core Faculty Member

Research Interests

child and adolescent coping,
preschool aggression, parent-
child interactions

Clinical Interests

clinical training, early intervention

Theoretical Orientation

developmental psychopathology,
integrative

DR. LANCE RAPPAPORT

lmr@uwindsor.ca

PhD McGill University
Track Coordinator
Core Faculty Member

Research Interests

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
- Hamilton Health Sciences, Child Stream, London, ON
- Hospital for Sick Children, Toronto, ON
- Kingston Internship Consortium, Kingston, ON
- London Clinical Psychology Consortium: Child/Adolescent Track, London, ON
- Yarmouth Regional Hospital, Child & Adolescent Mental Health & Addiction Services, Yarmouth, NS



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

PhD Wayne State University
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
Track Coordinator
Core Faculty Member

Research Interests

aging effects on memory
& attention, cognitive & technology-
based interventions for MCI &
dementia

Clinical Interests

assessment of older adults
& homeless individuals,
cognitive rehabilitation

DR. LORI BUCHANAN

buchanan@uwindsor.ca

PhD University of Waterloo
Complementary Faculty Member

Research Interests

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

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

cjmillier@uwindsor.ca

PhD University of Georgia
Core Faculty Member

Research Interests

longitudinal outcomes of
impulse-control disorders, including
ADHD, novel approaches to
knowledge translation

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

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
- Halifax Clinical Psychology Residency Program: Neuropsychology Track, Halifax, NS
- John D. Dingell Veteran Administration (VA) Medical Centre, Detroit, MI, US.
- Johns Hopkins University, Department of Physical Medicine and Rehabilitation, Baltimore, MD
- London Health Sciences Centre, London, ON
- Neurologic Rehabilitation Institute of Ontario, Toronto, ON
- Ottawa Carleton District School Board, Ottawa, ON
- The Ottawa Hospital, Ottawa, ON
- Sunnybrook Health Sciences Centre, Toronto, 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.

Experiential learning

The Regional Children's Centre

The Regional Children's Centre (RCC) is an accredited children's mental health centre that is part of Hotel-Dieu Grace Healthcare and provides mental health and developmental services for children and adolescents age 6 to 17 years in the Windsor-Essex community. The centre is located 10 minutes from the university campus at 3901 Connaught Ave. Graduate students in the Child Clinical track who are interested in conducting comprehensive psychological assessments (cognitive, academic, emotional & autism spectrum disorder diagnostic) primarily for children presenting with complex mental health concerns (e.g., trauma, ADHD, behaviour, anxiety, and emotion regulations) may apply. There are also opportunities to participate in developmental assessments for children/youth with developmental disabilities and/or autism spectrum disorder in consultation with a multidisciplinary team (Social Workers, Child and Youth Workers, Educators, Psychometrists).



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.

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 Josée Jarry 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 Spring 2026 for a four-year period.

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.

Based Funding for Graduate Teaching Assistantships for 2025-2026

Over the course of students' training in the program, MA students receive 3 graduate assistantships (currently at a total amount of \$18,186), while Ph.D. students receive 7 graduate assistantships (currently at a total amount of \$47,294.80).

For this 2025-26 academic calendar year, 31 MA students received graduate assistantships with an average 2-term funding of \$12,124, and 47 Ph.D. students received graduate assistantships with an average 2-term funding of \$13,512.80.

In terms of external scholarships, in this academic year, 7 MA students received external funding ranging from \$15,000 to \$27,000, and 26 Ph.D. students received external funding ranging from \$15,000 to \$40,000.

Additionally, clinical program students are required to complete an external one-year, full-time internship in an accredited setting during their 4th or 5th year at the PhD level. Annual stipends paid to students in these settings range from \$28,000 to \$54,000.

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



uwindsor.ca/finance/fee-estimator



First Year Perspectives



Back row, left to right: Jensen Reichert, Maria Zangari, Kathryn Reeves, Riad El-Karout, Michelle Galper, Serena Robinson, Yue (Doris) Wang. Front row, left to right: Asha Leahy, Aryana Moazzami, Delaney Sharp, Emma Hynes.



Michelle Galper, Clinical Neuropsychology

Research Advisor: Dr. Kris Romero

I'm originally from Toronto and completed my undergraduate degree at Queen's University and my Masters in Experimental

Psychology at the University of Toronto. I chose the University of Windsor for graduate training because of its competitive neuropsychology track and its unique lifespan approach, a rare emphasis and a topic I care about deeply. Since joining the program, I've felt connected to my cohort, supported by upper year students, and encouraged by faculty. I'm excited to continue developing as a clinician-scientist as my research and practical goals continue to develop!



Riad El-Karout, Adult Clinical

Research Advisor: Dr. Alex Daros

I grew up in both Mississauga, Ontario, and Gatineau, Quebec. I began my studies at the University

of Toronto in the Computer Science program but later made an internal switch to Psychology. I was searching for a career that would allow me to channel my curiosity into something meaningful, which inevitably led me here. Relative to other clinical programs, the University of Windsor's faculty is largely composed of experienced clinicians while also housing many highly respected researchers. This, along with my

strong supervisor fit, the in-house clinic, and the program's expansive clinical and research curriculum made it an easy choice for me. Since starting the program, I have felt immensely fortunate to receive mentorship not only from my incredible supervisor but from many faculty members I have interacted with, all of whom encourage my curiosity, leaving their doors open for guidance on research and clinical training. I am confident this program will shape me into the competent researcher and psychologist I want to be.



**Emma Hynes,
Clinical
Neuropsychology
Research Advisor:
Dr. Renee Biss**

I'm from Summerside, Prince Edward Island, and completed my undergraduate degree in psychology at the University of New Brunswick. I chose the University of Windsor for graduate school because the program offers strong clinical and research training with a focus on clinical neuropsychology. The opportunity to begin practica in first year provides valuable hands-on experience that aligns closely with my career goals and sets the program apart from many others. I was also drawn to the supportive environment, and that impression has only strengthened since starting the program. I'm grateful to be part of the Windsor community and excited to continue building my skills as I work toward a career in clinical neuropsychology.



**Kathryn Reeves,
Adult Clinical
Research
Supervisor:
Dr. Josee Jarry**

I completed my undergraduate degree in Psychology and my Master's degree in Family Studies at Mount Saint Vincent University in Halifax, Nova Scotia. I chose

the University of Windsor for my clinical training because the diversity of training opportunities aligned closely with my values as a researcher and future psychologist. I especially appreciate the opportunity to pursue specialized training tracks, which allow me to focus on areas that are particularly meaningful to me while also collaborating with classmates whose training is rooted in different specializations. Learning alongside peers with diverse perspectives has been an especially rewarding part of my experience.



**Asha Leahy,
Child Clinical
Research
Advisor:
Dr. Kim Babb**

I am from Sault Ste. Marie, Ontario and completed my undergraduate degree in psychology at Algoma University. I chose to pursue my graduate studies at the University of Windsor because the program allowed me to specialize in the child clinical area, which I am truly passionate about. Since beginning the program, I have had the opportunity to connect with incredible staff, faculty, and peers who foster a welcoming and supportive academic community. I am excited to continue developing my skills as both a researcher and clinician during my time in the program.



**Maria Zangari,
Child Clinical
Research
Advisor:
Dr. Patti Fritz**

I'm from London, Ontario and completed my undergraduate degree in psychology and previous master's degree in sociology at Western University. I am pursuing graduate training at the University of Windsor because of its strong emphasis on both clinical training and research, as well as the opportunity to work with

engaging and passionate faculty who prioritize graduate student success. Most importantly, I chose the University of Windsor for its specialized training in the child clinical area and for my ideal supervisor match, where my research is valued, encouraged, and supported.



**Serena
Robinson,
Adult Clinical
Research
Advisor:
Dr. Chantal
Boucher**

I grew up just outside of Windsor and completed my undergraduate degree in Psychology and Music at the University of Windsor. I chose to continue my studies at the University of Windsor to pursue my research interests and gain experience in a breadth of therapy approaches. My first year in the clinical psychology program has been exciting, challenging, and greatly rewarding. The program faculty are deeply invested in students' growth as future clinicians, and I feel encouraged every day by their guidance, as well as the support of my amazing peers. I couldn't be happier with my decision to stay at the University of Windsor, and I am looking forward to the opportunities ahead!



**Jensen Reichert,
Clinical Neuropsychology**

**Research Advisor:
Dr. Carlin Miller**

I grew up in rural Saskatchewan and completed my undergraduate degree at the University of Saskatchewan. When deciding where to pursue my graduate studies, my top priority was achieving the optimal blend of research, coursework, and practice, and the University of Windsor easily checks that box. I feel so lucky to continue my training in clinical neuropsychology and my research in women with ADHD over the next several years. The incredible education and mentorship I've received in my first year of this program have made me excited to pursue my own career in academia and mentorship one day!

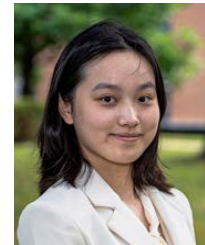
specialized training I would get in the child clinical track. My research interests mainly involve the developmental impact of childhood adversity and trauma, particularly as it relates to relationships, mental health, and violent behavior. When I graduate from UWindsor, I'd love to work with trauma-exposed youth and adolescent forensic populations. I'm looking forward to continuing to learn, grow, and further develop my skills throughout the program!



**Delaney Sharp, Clinical
Neuropsychology**

**Research Advisor:
Dr. Kris Romero**

I'm from Toronto, Ontario and completed my undergraduate degree in psychology at Queen's University. I chose to attend the University of Windsor for my graduate studies because I was excited to have the opportunity to specialize my coursework and clinical training in the neuropsychology area. Being in the neuropsychology stream has been an incredible experience, as it greatly compliments my research interests while aligning with my career goals. I am very grateful for the support and motivation I receive from my peers and the faculty at the University of Windsor. I am excited to continue developing my skills and growing as a future clinician and researcher in this program!



**Yue (Doris) Wang,
Child Clinical**

**Research Advisor:
Dr. Patti Fritz**

I'm from China and completed my undergraduate degree in psychology at the University of Waterloo. I chose to pursue graduate studies at the University of Windsor because of the unique training opportunities in the child clinical track offered by the clinical psychology program here and the exceptional research fit with my supervisor. The department, faculty, and students foster a supportive and collaborative working environment. I am confident that this environment will allow me to explore my interests and grow into a dedicated scientist-practitioner.



**Aryana Moazzami,
Child Clinical**

**Research Advisor:
Dr. Patti Fritz**

I'm from the Toronto area and completed my undergraduate degree at York University. I was excited to come to UWindsor because of the strong research match I had with my supervisor and the

Selected research funding to faculty



Dr. Carlin Miller

Step Away from the Silo: A Collective Effort in Creative Knowledge Mobilization, PI, SSHRC

Partnership Engage Grant, December 2025- November 2026

Measuring the Efficacy of Visual Arts for Knowledge Translation in Potential Future Healthcare Professionals, PI, WE-Spark Igniting Discovery Grant, September 2025 – August 2026

The Role of Sex Hormones in Cognition in Emerging Adult Women, PI, UWindsor-SSHRC Explore Grant, June 2025 – May 2026

Miss Diagnosed: Mental Health, Social-Emotional Wellbeing, and Lived Experiences of Canadian Girls and Women with ADHD, Co-Applicant, Azrieli Foundation, 2025-2031



Dr. Jessica Kichler

Ease the Burden – Empowering PwT1D, Caregivers and HCPs Against Eating Distress,

Co-Applicant, Diabetes Canada: End Diabetes Award, January 2026 – December 2028

Better Capacity for Diabetes Care Across the Lifespan, Co-Applicant, CIHR Planning and Dissemination Grant, January 1, 2026 – December 31, 2026

A Youth-Engaged Community of Practice to Improve Readiness to Transition to Adult Type 1 Diabetes Care, Co-Applicant, CIHR Team Grant: Healthy Youth, January 1, 2026 – December 31, 2030

Selected faculty-student publications 2025-2026

Belton, J., Awrey, M. J., Sheinin, G. D. B., & Langton, C. M. (2026). The impact of mental health labels, gender, and relationship type on mock jurors' perceptions and verdicts in a case of intimate partner violence. *Journal of Family Violence*, 41, 45-56. <https://doi.org/10.1007/s10896-024-00752-6>

Chang, Y.-Y., & Kuo, B. C. H. (2026). Asian Canadian therapists' experience and coping with racial microaggressions: An interpretative phenomenological analysis. *Asian American Journal of Psychology*, 17(1), 44-59. <https://doi.org/10.1037/aap0000395>

Citron, N., Biderman, C., Tapp, K., Soucie, K., Kichler, J.C., & McMurphy, S. (In Press). "It opens the conversation and makes you feel less alone...": The role of disclosure and social support in managing PCOS. *Journal of Health Psychology*.

Huang, O.C.H., Daros, A.R., Southward, M.W. et al. Multilevel Structure of Emotion Regulation Strategies and Daily Associations with Treatment Outcomes During Virtual Psychotherapy for Depression: An Experience Sampling Study. *Cogn Ther Res* 50, 263-274 (2026). <https://doi.org/10.1007/s10608-025-10684-0>

Mastronardi, C., Smail-Crevier, R., Shih, J., & Rappaport, L. M. (In press). Manifestation of emotion regulation deficits in intraindividual emotion dynamics. *Cognition & Emotion*.

Mastronardi, C., Powers, J., Menna, R., & Rappaport, L. M. (2026). Contribution of emotion dynamics to adolescent psychosocial well-being: Protocol for a longitudinal study. *JMIR Research Protocols*, 15, e76333. DOI: 10.2196/76333

Mactavish, A., Mastronardi, C., Babb, K. A., Menna, R., Amstadter, A. B., Battaglia, M., & Rappaport, L. M. (2025). Contributions of social support to mitigate pediatric internalizing symptoms during the COVID-19 pandemic. *Journal of Child and Family Studies*, 34, 2184-2194. DOI: 10.1007/s10826-025-03121-z

Nurgitz, R. & Miller, C.J. (In press). Mental health and coping in women with ADHD during the pandemic. *Journal of Attention Disorders*.

Pillersdorf, D., & Langton, C. M. (2025). Treatment-relevant predictors of Machiavellianism among substance users. *Acta Psychologica*, 260, 105663. <https://doi.org/10.1016/j.actpsy.2025.105663>

Schneider, S.J., Finley, J.C.A., Daros, A. et al. Visual Analog Scales of Depression, Anxiety, and Pain as Embedded Symptom Validity Indicators in a Mixed Clinical Sample. *Psychol. Inj. and Law* 19, 8 (2026). <https://doi.org/10.1007/s12207-026-09559-w>

Internship placements 2025-2026

Scott, J., & Babb, K. A. (2025). Early adversity and reactive aggression in adulthood: A moderated mediation analysis of hostile attribution bias and emotional processing. *Journal of Aggression, Maltreatment & Trauma*, 34(3), 348-366. <https://doi.org/10.1080/10926771.2025.2468242>

Smail-Crevier, R., Eley, T., Breen, G., & Rappaport, L. M. (2025). Common genetic and environmental contributions to anxiety sensitivity, anxiety, and cognitive symptoms of eating disorders in adolescence. *Research on Child and Adolescent Psychopathology*, 53, 193-205. DOI: 10.1007/s10802-024-01273-y

Tapp, K., Mok, E., Davis, H.D., Guerin-Marion, S., Frei, J., Gibbon, M., Henderson, M., Miljanovski, M., DaCosta, D., Shulman, R., Nakhla, M., & Kichler, J. (2025). Perspectives of parents/caregivers prior to a pilot intervention trial to improve transition to adult care for adolescents with type 1 diabetes: A qualitative study. *BMJ Open*. <https://doi.org/10.1136/bmjopen-2025-108079>.

Tapp, K., Korosil, J., Kichler, J., Giannotti, N., & Soucie, K. (2026). Beyond the skin: Stories of advocacy and resilience from women with Hidradenitis Suppurativa, *Journal of Health Psychology*, 31(6): 2300-2313. DOI: 10.1177/13591053251384387.

Adult Clinical

Connor Jaron Motzkus, VA
Medical Center, Battle Creek
Battle Creek, MI - PTSD & C&P

Yiu-Yin Chang, University of
Manitoba - Clinical Health
Psychology, Winnipeg, MB.

Child Clinical

Anissa Barnes, University of
Manitoba - Clinical Health
Psychology, Winnipeg, MB,
Child & Adolescent Stream

Frasia Margaret Morrison,
London Clinical Psychology
Consortium, London, ON,
Child/Adolescent Track

Rachel Katzman, Hamilton
Health Sciences - Clinical
Child, Hamilton, ON, Autism &
General Mental Health Track

Clinical Neuropsychology

Brianna Fougere, Halifax
Clinical Psychology Residency
Program, Halifax, NS,
Neuropsychology Track

Isabelle Messa-Hamidi,
London Clinical Psychology
Consortium, London, ON,
Neuropsychology Track -
Adult

Graduates



2025 MA graduates and their thesis titles



Catherine Bosyj

Advisor: Dr. Renee Biss

“Involuntary Autobiographical Memory: The Interplay between Emotion and Recall”

Vanessa Correia

Advisor: Dr. Christopher Abeare

“Are We Sleeping on the Risks? The Role of Sleep Quality in Sport-Related Concussion”

Harpreet Jaswal

Advisor: Dr. Ben Kuo

“Examining the Mediating Roles of Coping Strategies and Acculturation in Navigating Racial Discrimination for South Asian Young Adults in Canada”

Carli Mastronardi

Advisor: Dr. Lance Rappaport

“The Impacts of Peer Influences on Eating Disorder Symptoms in Adolescence and Emerging Adulthood”

Melissa Miljanovski

Advisor: Dr. Jessica Kichler

“The Pain Doesn’t Control Me:” A Parallel Mixed Method Analysis of Chronic Pain Coping and Traumatic Stress in Emerging Adults”

Alexander Pallottini

Advisor: Dr. Alex Daros

“No Pic No Chat: Exploring the Prevalence, Experiences, and Impacts of Technology-Facilitated Sexual Violence Within the Online Sexual Activities of Sexual Minority Men”

Bailey Rand

Advisor: Dr. Carlin Miller

“Evaluation of a Novel Unstructured Performance-Based Executive Functioning Test for University Students”

Maryam Salih

Advisor: Dr. Calvin Langton

The Impact of Gender, Sexual Orientation, Race, and Age on Mock Jurors’ Perceptions and Verdicts in a Case of Intimate Partner Violence

Sohrab Sami

Advisor: Dr. Christopher Abeare

“Psychological Predictors of Sport-Related Concussion Symptoms - The Role of Emotion Regulation”

Jaylynn Skeete

Advisor: Dr. Rosanne Menna

“Understanding Mental Health Service Access for Black Youth in Nova Scotia: Insights from School Staff and Service Providers”

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



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

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

“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

“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



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