

## Overview

The Department of Psychology conducts research and applied training at the doctoral level in **Clinical Psychology** and **Applied Social Psychology**. The Clinical Psychology Program is accredited by both the Canadian Psychological Association (CPA) and the American Psychological Association (APA) and comprises three tracks: Adult Clinical, Child Clinical, and Clinical Neuropsychology.

The Department of Psychology is committed to fostering diversity in its graduate programs and encourages applications from people of Aboriginal descent, individuals with various sexual orientations, individuals with disabilities, and members of visible minorities. If an individual has any questions in this context, he/she should contact the Department Head during the application process.

## The University of Windsor

The University of Windsor is located in southwestern Ontario, Canada. The University has approximately 11,500 full-time and 3200 part-time undergraduate students, and 1300 full-time and 175 part-time graduate students. The campus is located in a pleasant residential district near the Detroit river and is about four kilometres from downtown Windsor. The campus is compact, making access to the library, bookstore, computer centre, student centre, and cafeteria quite easy. There is also a graduate lounge in the Department which is available for the use of graduate students. Extensive athletic facilities are available two blocks from the main campus.

The Leddy Library is the main campus library for the University of Windsor. The library's website - <http://www.uwindsor.ca/library> - is the gateway to the library catalogue, the library's digital collection and library services. The library has subscriptions to many psychology research journals and to a number of research finding tools including: PsycINFO, Scopus, and PsycArticles. Digital resources and tools can be accessed off-campus or in the library at one of over 200 computer workstations. The library offers silent study floors, group study areas, a newspaper lounge, a cafe, and research help through the Leddy Library reference desk, your subject specialist, Karen Pillon, [karen@uwindsor.ca](mailto:karen@uwindsor.ca), and a virtual reference service (Chat with a librarian).

A variety of computer labs are available in the Information Technology facility, the Psychology department and graduate lounges in Chrysler Hall North..

## **Department of Psychology**

The Department currently has a complement of 28 full-time faculty members, approximately 110 full-time graduate students, and a support staff that includes four secretaries and a computer technician. The Department's offices and research areas are located in Chrysler Hall South built in 1966. One of the faculty, one staff psychologist, and one secretary are assigned to the Psychological Services and Research Centre, which provides professional services to students and training opportunities for graduate students. The Psychological Services and Research Centre occupies two houses near the Department.

Our research facilities include a variety of research laboratories within the Department. We have established several working units that reflect the applied/ service components of the graduate program. The Child Study Centre (Dr. S. Voelker, Director), the Psychotherapy Research Centre (Dr. S. Paivio, Dr. R. Menna, Dr. Pascual-Leone) and the Microcomputer Laboratory are located in our South Chrysler Hall facility. We also have an excellent animal research facility (Dr. J. S. Cohen, Director) and a well equipped cognitive psychology lab with a focus on neurocognitive impairments (Dr. L. Buchanan, Director). Other department labs include the Multicultural Clinical and Counselling Research Lab (Dr. B. Kuo); the Centre for Study of Cognition and Function (Dr. A. Baird); the Applied Cognition Lab (Dr. A. Scoboria); and the Eating Disorder & Anxiety Research Lab (Dr. J. Jarry).

### **First-Year Graduate Students**

First-year graduate students are assigned an academic advisor to assist them in course selection and general academic issues that arise during the first year. New students are also paired with a graduate student in their program who will be available to provide assistance during the early weeks of the first semester. All new students are given graduate assistantships which usually involve assisting in one of our undergraduate courses. Graduate assistants are usually provided office space within the Department, dependent on availability and requirements of graduate assistantship.

### **Graduate Programs**

The Clinical Psychology Program comprises three training tracks: Adult Clinical, Child Clinical, and Clinical Neuropsychology. The Applied Social program emphasizes various aspects of community, health, and industrial/organizational psychology.

The requirements that are common to all programs are Departmental core courses, Master's thesis, the Comprehensive Examination, and the Doctoral dissertation.

## **Departmental Core Courses**

Doctoral students in the Clinical Psychology Program must take Departmental core courses in historical and philosophical foundations, biological, cognitive and social bases of behaviour, research methods in psychology, and ethics and professional issues. Applied Social Psychology doctoral students take the same core courses but substitute a cultural bases course for the course on biological bases.

## **Master's Thesis**

Graduate students must complete a Master's thesis prior to the beginning of the third year. The Master's thesis is an opportunity to develop and refine research skills. Continuation from the Master's level to the Doctoral level is conditional on positive recommendations by faculty and satisfactory completion of all Master's level requirements within the first two years of the program. Students entering their third year are not permitted to take further courses (except required courses offered in a specified sequence), write the comprehensive examinations, or receive credit for internships until the Master's thesis is completed. Students who do not defend their MA thesis by the end of their third year will not be permitted to complete any other requirements or courses until the thesis has been defended.

## **Comprehensive Examination**

The Comprehensive Examination assesses students' mastery of the content, methods, and theoretical issues of their chosen area of specialization. Some variation exists across the programs. The Comprehensive Examination takes place after all or most course work has been completed. Successful completion of the examination requirement establishes candidacy for the Ph.D.

## **The Doctoral Dissertation**

The principal requirement of the Ph.D. degree is the completion of a dissertation that embodies an original investigation constituting a significant contribution to knowledge. Students may proceed formally to a dissertation project when they have successfully completed the Comprehensive Examination. An advisor and at least two other faculty members from the Department of Psychology are appointed to supervise the research. In addition, a faculty member from outside the Department serves on this committee. At the beginning of the project, the student presents a written research proposal to the dissertation committee. After the data have been collected and analyzed, a progress report is made to the same committee. At the completion of the project, the student defends the dissertation research. For this final defense an external examiner from outside the University is added to the dissertation committee.

## **CLINICAL PSYCHOLOGY PROGRAM**

The Clinical Psychology Program has been given full accreditation by the accreditation councils of the Canadian Psychological Association and American Psychological Association. The mission of our doctoral program is to prepare graduate students for professional practice as clinical psychologists in community, health/medical, academic, and/or research settings. Our training philosophy is that science and practice are inseparable. We follow the “scientist-practitioner” model, and make concerted efforts to incorporate theoretical, empirical, and applied knowledge and skills in all aspects of the program. The goal of the Clinical Psychology Program is to develop skilled and ethical professionals who are competent in interpersonal relationships, assessment and evaluation, intervention and consultation, and research.

The Clinical Psychology Program provides students with a scientific background in psychology, sound research skills, training in assessment and intervention, awareness of ethical and professional issues, sensitivity to cross-cultural issues, and specialized training in one of our tracks. With the additional year of supervised postdoctoral practice, our graduates are able to function autonomously as clinical psychologists and as specialists in one of our specialized tracks. Virtually all of our graduates become registered or licensed professional practice, and more than 90% obtain positions in clinical practice settings.

Research is undertaken early in the student’s program to allow the development of an original program of investigation. Training is provided in adult, child, and neuropsychological assessment, and in interpersonal, cognitive behavioural, experiential, emotion-focused, child, adolescent, and family therapy.

The program is administered by the Clinical Training Committee, under the direction of the Clinical Training Director. The Clinical Training Committee is composed of the Director of Clinical Director (Dr. C. Thomas), the Practicum Coordinator (Dr. Christopher Abeare), coordinators of the three tracks (Dr. Joseph Casey-Clinical Neuropsychology, Dr. Julie Hakim-Larson-Child Clinical Psychology, and Dr. Ben Kuo-Adult Clinical Psychology), the Director of Psychological Services and Research Centre, and three graduate student representatives. The Committee is responsible for ensuring that the program’s goals and that professional competence is achieved by all students.

In addition to the requirements common to all graduate students, all students in the Clinical Psychology Program are required to complete clinical core courses in psychopathology, assessment, and psychotherapy, supervised practica, and an internship at an agency approved for internship by the Department. The internship placements are for one year in order to provide the opportunity for long-term therapy experiences and to provide some continuity in the student's clinical experience. The Internship Coordinator guides students in finding suitable placements in agencies approved by the Department, taking into account both the availability of internships and students' current needs.

**Adult Clinical.** The Adult Clinical track (Dr. Ben Kuo, coordinator, benkuo@uwindsor.ca) provides extensive training in the practice of clinical assessment and psychotherapy for clients of all age groups, with an emphasis on clinical work with adults. Much of this training is provided on campus at the psychology Department's Psychological Services and Research Centre. Through the Centre, students provide clinical services to members of the campus community under faculty supervision through course-related practica. As well, five students are accepted for year-long half-time practicum positions each year.

The scholarly emphasis is on applied or clinically-relevant research. Students are involved in both research and clinical training throughout their tenure, and are required to take a minimum of seven courses within the subspecialty.

Recent graduates in Adult Clinical have been employed in universities, medical schools, hospitals, private practice, school boards, counselling centres, a college, an oncology program, a learning centre, a consulting firm, and a children's mental health centre. For 2013-2014 there will be approximately 35 students in the adult clinical track. The Adult Clinical track typically admits 4 students each year.

**Child Clinical.** The Child Clinical (CC) track (Dr. Julie Hakim-Larson, coordinator, hakim@uwindsor.ca) prepares students for independent clinical practice and research involving children and families.

The CC program embraces the scientist/practitioner model and provides a balance in emphasis between research and clinical skills. Students have access to courses and practical experiences in the first year of study that foster early integration of clinical and research skills. The CC program provides solid grounding in both normal child development and developmental psychopathology, as well as in a broad range of clinical assessment and intervention techniques. Students generally plan to work in clinical, clinical/research, or academic positions after graduation.

Recent graduates in the Child Clinical subspecialty have been employed in children's mental health centres, hospitals, school boards, and a university. For 2013-2014 there will be approximately 30 students in the Child Clinical area. Each year the Child Clinical track typically admits 3-4 students.

**Clinical Neuropsychology.** The Clinical Neuropsychology track, (Dr. Joseph Casey, coordinator, jecasey@uwindsor.ca), has a life-span, developmental orientation. It aims to provide a solid grounding in three general areas: neuroanatomy, neuropathology, and neurosemiotics; theory and research in the areas of child and adult neuropsychology; and assessment and treatment in the areas of child and adult neuropsychology.

The Cognitive Neuropsychology Laboratory provides the latest in equipment designed to investigate language and memory performance in intact participants and in

patients who have suffered brain damage. The lab also supports computational work to develop databases for psycholinguistic and neurolinguistic studies. Collaboration with over 30 researchers in many countries through an SSHRC Major Collaborative Research initiative grant provides opportunities for training in other labs using technologies that include fMRI, ERP and eye tracking equipment.

Recent graduates in the Clinical Neuropsychology track have been employed in provincial mental health services, universities, hospitals, and specialized clinics such as rehabilitation centres. For 2012-2013 there will be approximately 28 students in Clinical Neuropsychology track. This track typically admits 3-4 students each year.

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Admission to the Clinical Psychology Program is highly competitive. We receive approximately 125 applications each year and accept less than 20%. Over the past several years, students gaining admission have had overall undergraduate GPAs averaging A- (minimum B required) and Graduate Record Examination scores above the 75<sup>th</sup> percentile (minimum 60<sup>th</sup> percentile required).

## **APPLIED SOCIAL PSYCHOLOGY PROGRAM**

The goal of the Applied Social Psychology program (Dr. Ken Cramer, coordinator, [kramer@uwindsor.ca](mailto:kramer@uwindsor.ca)) is to educate students as scholars, researchers and practitioners in various areas of applied social psychology. The program's combination of course work, research, and practicum and internship experiences provides students with the resources necessary to teach, work, and conduct research in a variety of settings, including university departments, educational and community organizations, government and social service agencies, hospitals, businesses, and management consulting and applied research firms.

The curriculum first emphasizes theoretical and substantive courses in social psychology and basic and more advanced courses in methodology and statistics. Students then build on this base through applied courses and training experiences that focus on the development of more specialized research, consulting, and intervention skills. Students may choose courses, practica, and internships across several areas of applied social psychology, thus achieving a general background in the field; or students may choose to concentrate largely on one area. The special strengths and backgrounds of our faculty encourage concentrations in the areas of **Community Psychology**, **Health Psychology**, and **Industrial/Organizational Psychology**.

All students in the Applied Social program are required to complete a practicum for the M.A. and an internship for the Ph.D. The practicum consists of approximately 100 hours of field placement and 30 hours of classroom work. The internship placement, which occurs after most course work has been finished, is an integral part of the program. Each student is required to complete 1000 hours of internship, choosing

either one or two work experiences. The purpose of the internship is to provide students with the opportunity to apply and further develop skills learned in their classes and practica.

Recent graduates of the social program have obtained positions in universities, consulting firms, human resources groups, social service agencies, government agencies, health care organizations, and industry. For 2013-2014 there will be approximately 25 students in the applied social program. Each year the Applied Social program typically admits 4-5 students.

## **ADDITIONAL RESEARCH AREAS**

In addition to the above programs, several of our faculty presently have an expanding interest in cognitive and experimental psychology, both of human and animal subjects. The animal research laboratories are currently under the supervision of Dr. J. Cohen.

There are also a wide variety of research groups within the Department. These groups meet on a regular basis during the fall and winter terms. *Problem Gambling* (Ken Hart); *Feminist Research* (Charlene Senn - [www.uwindsor.ca/frg](http://www.uwindsor.ca/frg)); *Emotional Competence* (Julie Hakim-Larson, Sylvia Voelker, Kimberley Babb); *Eating Disorders* (Cheryl Thomas, Josee Jarry); *Culture and Diversity* (Shelagh Towson, Ben Kuo, Cathy Kwantes); *Health Psychology* (Kathryn Lafreniere, Ken Cramer, Ken Hart); *Clinical Assessment* (Stephen Hibbard); *Psychodynamic Processes* (Stephen Hibbard); *Forgiveness* (Ken Hart); *Autism Research* (Marcia Gragg); and *Trauma and Psychotherapy* (Sandra Paivio).

## **FINANCIAL ASSISTANCE**

All graduate students are eligible for financial support. Graduate assistantships are provided with values per academic year of \$35.08/ hour for M.A. level students and \$39.09 for Ph.D. level students. Assistantships are available for up to six terms at the MA level and up to eight terms at the doctoral level, dependant on adequate funding to the department. University of Windsor Entrance Scholarships valued at \$5,500 (MA), or \$6,000 (PhD) are available to incoming students with an overall admission GPA equivalent to A-. Once students have completed their Master's portion of the program and move to doctoral level studies they receive a doctoral scholarship (\$6,000/year) for four years if they meet the criteria for the award, i.e., maintain the A- average, are registered full-time for each term, and apply for external scholarships for which they are eligible. Students are also encouraged to apply for Ontario Graduate Scholarships which are valued at \$5000 per term for a total of \$15,000 per academic year. (All students attending university in Ontario are eligible.) Students are strongly encouraged to apply to government agencies (e.g., Natural Sciences and Engineering Research Council of Canada, Social Sciences and Humanities Research Council, Canadian Institutes for Health Research) for financial support. Students enrolled in applied

subspecialties (adult clinical, child clinical, clinical neuropsychology, applied social) enrol in practica/internships which may provide additional income. Students may also be employed in various capacities by faculty members with external research grant funding.

Graduate students who have completed the Master's degree may supplement their income by teaching undergraduate courses. This option is particularly attractive during the summer months when courses are offered for six weeks. Current stipends are approximately \$6200 per course.

## **Housing**

The University of Windsor has a graduate residence on campus. Inquiries about university accommodation should be directed to the Office of Residence Services, University of Windsor, Windsor, Ontario, N9B 3P4, Ext. 3279 or e-mail [resservices@uwindsor.ca](mailto:resservices@uwindsor.ca). Check the following address for further information: <http://www.uwindsor.ca/residence>.

The majority of graduate students find accommodation off campus near the university. The apartment vacancy rate has been low in recent years, and new students are advised to begin seeking accommodation at least two months prior to the date when they are to take up residence.

Incoming students can consult the Society of Graduate and Professional Students or the University of Windsor Student Alliance as well as the classified section of the Windsor Star for help in finding suitable housing.

## **Admission Procedures**

Applicants should have an Honours (four-year) B.A. in psychology or its equivalent: that is, approximately 18-20 semester courses including introductory psychology, basic and intermediate statistics, and laboratory courses in learning and experimental methods. Students must have completed an Honours B.A. thesis or demonstrate equivalent research experience. Applicants should have attained a cumulative grade point average equivalent to at least a "B" average in their undergraduate coursework. These requirements are the minimum acceptable and, because selection of students is highly competitive, do not guarantee admission.

Persons seeking admission to graduate study must supply (a) official transcripts of all previous academic work, (b) Graduate Record Examination scores for the General Test (Verbal, Quantitative, Analytical Writing), (c) three letters of recommendation from persons able to evaluate their capacity for graduate work in Psychology, and (d) a statement describing personal interests and goals for graduate training in Psychology (maximum 2 pages single-spaced). Admission is based principally on these data, though other information may be taken into account.

***Completed applications for admission must be received on or before December 1, 2013. Applicants must include a personal statement describing his/her interests and goals in psychology and a current curriculum vitae.***

**Applicants apply and pay the application fee of \$105 through the Ontario Universities' Application Centre in Guelph,  
<http://www.ouac.on.ca/>**

**Other materials should be sent to Office of the Registrar,  
Graduate Admissions, University of Windsor, Windsor, ON N9B 3P4.**

**INFORMATION ON THE INTERNET**

**All information necessary for the application process can be found at  
<http://www.uwindsor.ca/admissions>.**

**Additional information on the various programs offered by the Department of Psychology and faculty profiles can be found at the following link:**

**<http://www.uwindsor.ca/psychology>**

**Department of Psychology**  
**Faculty Research Interests**  
**2013- 2014**

(extension number - e-mail)

**Abeare, Christopher** Clinical/Neuropsychology (Practicum Coordinator)  
(2231 - cabeare@uwindsor.ca)

1. Emotion and neuropsychological functioning
2. Factors that contribute to variability in neuropsychological functioning
3. Neuropsychological assessment.

**Babb, Kimberley** Clinical/Child (Undergraduate Program Chair)  
(2221 - kbabb@uwindsor.ca)

1. Children and the Internet
2. Development of children's coping strategies
3. Parental socialization of emotion and coping
4. Strategies for improving post-secondary student success and retention
5. Attention-Deficit/Hyperactivity Disorder (ADHD).

**Baird, Anne** Clinical/Neuropsychology  
(2234 - abaird@uwindsor.ca)

1. Understanding, maintaining, and improving abilities and real-world function in older adults with normal cognition and in those with neurological disorders, such as dementia and stroke
2. Studying neuropsychological abilities and interventions in the last third of life in cultural subgroups
3. Applying cognitive psychology to the facilitation of academic success in university students of diverse backgrounds
4. Examining the effects of neurological and medical disorders and treatment on everyday life in adults of all ages.

**Buchanan, Lori** Clinical/Neuropsychology  
(2246 - buchanan@uwindsor.ca)

1. Cognitive models of impaired and normal word recognition processes
2. Cognitive models of impaired and normal memory processes
3. Computational analyses of word characteristics.

**Casey, Joseph** Clinical/Neuropsychology  
(2220 - jecasey@uwindsor.ca)

1. Assessment and classification of childhood disorders
2. Neuropsychological and psychosocial features of developmental disorders, including learning disabilities, ADHD, and autism spectrum disorders
3. fMRI and neuropsychological correlates of normal and abnormal reading development
4. Treatment and outcome of childhood neuropsychological disorders.

**Chung-Yan, Greg** Applied Social (Department Head)  
(4091 - gcy@uwindsor.ca)

1. Adaptability in the workplace
2. Work stress
3. Job insecurity and job search skills
4. Workplace discrimination
5. Job characteristics/design
6. Industrial/Organizational Psychology.

**Cohen, Jerome** Behaviour, Cognition & Neuroscience Program (Undergraduate)  
(2236 - jcohen@uwindsor.ca) & Graduate (Department of Biological Sciences ) Program

1. Animal learning and cognitive processes.
2. Comparative Cognition
3. Animal Models of Neurodegenerative Diseases.

**Cramer, Ken** Applied Social  
(2239 - kcramer@uwindsor.ca)

1. Personality psychology (e.g., personal control, evolution, state reversals)
2. Teaching effectiveness, classroom technology, and education (Maclean's rankings)
3. Social psychology (e.g., love, law, and social perception)
4. Health and exercise (e.g., risk perception and dependence).

**Fritz, Patti** Clinical/Child  
(3707 - pfritz@uwindsor.ca)

1. Etiology, developmental course, and prevention and treatment of interpersonal aggression
2. Partner aggression across time and partners, prevention and treatment initiatives
3. Role of technology in intimate partner violence
4. Maintenance of healthy, violence-free relationships.

**Gragg, Marcia** Clinical/Child  
(2227 - mgragg@uwindsor.ca)

1. Diagnosis and assessment in autism and related disorders (early identification and diagnosis, ability patterns, receptive language, disdiagnosis)
2. Behavioural interventions in autism and related disorders (intensive parent training, followup study, anger management methods, social learning difficulties)
3. Dissemination of "best practices" in autism diagnosis and intervention in the community (early identification and intervention, parent training, social support).

**Hakim-Larson, Julie** Clinical/Child  
(2241 - hakim@uwindsor.ca)

1. Developmental psychopathology
2. Parent-child interaction
3. Verbal and non-verbal communication of affect
4. Emotion and families
5. Mental health and culture.

**Hart, Ken**

Clinical/Adult

(2225 - kenhart@uwindsor.ca)

1. Interface of Clinical and Positive Psychology - (eg., post-traumatic growth, resilience)
2. Addictive disorders and their treatment - (eg., 12-Step support groups; "natural" vs professional change)
3. Humanistic-Existential models of adjustment - (eg., Viktor Frankl's logotherapy/logotreatment)
4. Social-Cognitive models of addiction - (eg., transtheoretical model, expectancies, HBM, TPB)
5. Resilience - (eg., secular and spiritual strengths, values, meaning & purpose, goal pursuit)
6. Clinical utility of well-being models - (eg., life satisfaction, flourishing in life, seeking the sacred)

**Hibbard, Stephen**

Clinical/Adult

(2248 - hibbard@uwindsor.ca)

1. Clinical assessment
2. Conscious and unconscious processes
3. Impulsivity and its roles in psychopathology.

**Jackson, Dennis**

Applied Social

(Graduate Program Chair)

(2229 - djackson@uwindsor.ca)

1. Quantitative psychology/sample size in latent variable modeling
2. Statistical Reporting Procedures
3. Issues with developing surveys and analyzing & interpreting survey data
4. The effects of academic entitlement.

**Jarry, Josée**

Clinical/Adult

(on sabbatical 2013-2014)

(2237 - jjarry@uwindsor.ca)

1. Body image investment and satisfaction
2. Interpersonal factors in body image disturbance and eating behaviour
3. Psychodynamic psychotherapy outcome and process research
4. Obsessive-compulsive disorders.

**Kuo, Ben C. H.**

Clinical/Adult

(2238 - benkuo@uwindsor.ca)

1. Multicultural counselling and psychotherapy practice, training, and research
2. Acculturation and cultural adaptation of ethnic Canadians, immigrants, refugees and international students
3. Psychotherapy and intervention for Refugee Survivors of Trauma and Torture
4. Cross-Cultural variability in coping and culture-based measure of coping
5. Help-seeking attitude and pattern for professional psychological and mental health services

**Kwantes, Catherine**

Applied Social

(2242 - ckwantes@uwindsor.ca)

1. Cross-cultural organizational psychology
2. Organizational culture

3. International management issues
4. Work motivation.

**Lafreniere, Kathryn** Applied Social

(2233 - lafren1@uwindsor.ca )

1. Stress, coping, and help-seeking
2. Women's health and prevention issues
3. Personality and health
4. Perception of health risks

**Menna, Rosanne** Clinical/Child

(2230 - rmenna@uwindsor.ca)

1. Competence and coping in early childhood and adolescence
2. Adolescent help-seeking and intervention efforts
3. Aggressive preschoolers, parenting and parent-child interactions
4. Early intervention.

**Miller, Carlin** Clinical/Neuropsychology

(2226 - cjmill@uwindsor.ca)

1. Persistence/remittance of psychopathology infancy through early adulthood
2. Attention Deficit Hyperactivity Disorder and other impulse control disorders
3. Temperament and personality
4. Learning disabilities, particularly dyslexia and reading disabilities
5. Comorbidities commonly associated with impulse control disorders, such as substance abuse and personality disorders.

**Paivio, Sandra** Clinical/Adult

(2223 - paivio@uwindsor.ca)

1. Psychotherapy process and outcome
2. Emotion and emotional processes in psychotherapy
3. Traumatic stress, anxiety and interpersonal and self-related disturbances  
psychotherapy integration.

**Pascual-Leone, Antonio** Clinical/Adult

(4702 - apl@uwindsor.ca)

1. Emotion- How do people work through difficult emotions?
2. Psychotherapy- What makes psychotherapy work? What predicts good outcomes?
3. Individual differences- How do different people process emotions differently (risk/preventative factors)?
4. Emotional functioning & dysfunction- i.e. healthy emotional awareness, depressive processes.

**Scoboria, Alan** Clinical/Adult ; Behaviour, Cognition and Neuroscience

(4090 - scoboria@uwindsor.ca)

1. Applied memory
2. Forensic and clinical interviewing
3. Metamemory processes in interviewing
4. Autobiographical remembering

5. Non-believed memories
6. Memory for unremembered and false events
7. Professional ethics
8. Examples of applications include: forensic psychology, placebo response and effects, hypnosis, post-traumatic stress, clinical assessment, gambling.

**Senn, Charlene** Applied Social

(2255 - csenn@uwindsor.ca)

1. Male violence against women (e.g., sexual assault, sexual coercion, pornography, interventions)
2. Sexuality and sexuality education
3. Feminist methods in social science research (qualitative and quantitative).

**Singleton-Jackson, Jill** Applied Social

(4706 - jjackson@uwindsor.ca)

1. Academic entitlement
2. The effect of mentorship on the undergraduate experience
3. The first-year experience in higher education
4. Use of technology in teaching and learning (with an emphasis on peer review)
5. Application of educational psychology in the classroom

**Thomas, Cheryl** Clinical/Adult

(2252 - cdthomas@uwindsor.ca)

1. Body image, eating behaviour, eating disorders
2. Interpersonal relationships
3. Ethnic, racial, and cultural identity

**Towson, Shelagh** Applied Social

(2223 - towson@uwindsor.ca)

1. Accessibility to post-secondary education for non-traditional students
2. First Nations issues
3. Cultural diversity issues
4. Prejudice, stereotyping and discrimination.

**Voelker, Sylvia** Clinical/Child

(2249 - voelker@uwindsor.ca)

1. Emotion development
2. Developmental disabilities
3. Treatment outcome.