

## Table of Contents

1. The Department of Psychology – <i>About Us</i> .....	1
2. The University of Manitoba – <i>About the University</i> .....	1
3. Graduate Studies at the University of Manitoba .....	1
4. Student Life .....	2
5. Programs of Study .....	2
6. M.A. Program .....	2
7. PhD Program .....	3
8. Applying for Admission .....	3
9. Financial Support .....	4
10. Program Costs .....	4
11. Areas of Specialization .....	5
Applied Behavioural Analysis .....	6
Brain & Cognitive Sciences .....	8
Clinical Psychology .....	12
Developmental Psychology .....	23
Methodology .....	24
School Psychology .....	25
Social & Personality Psychology .....	29
12. Contact Information .....	32
13. Informative Links .....	32

## THE DEPARTMENT OF PSYCHOLOGY – ABOUT US

Come study with us! Together, the students, faculty, and staff of the Department of Psychology at the University of Manitoba have developed an outstanding learning and research environment. As the first university founded in Western Canada, The University of Manitoba has served as the academic gateway to the Canadian West, and our Department of Psychology can serve as the gateway to your future. Graduate students may apply to, and receive training in, a wide variety of areas of specialization including Applied Behaviour Analysis, Brain and Cognitive Sciences, Clinical Psychology, Developmental Psychology, Methodology, School Psychology, and Social and Personality Psychology. An apprenticeship-style training model is used so students have the flexibility to generate an individualized program of study based on their own specific research interests.

The Department, officially established in 1946, is today, the largest academic unit in the university with more than 35 professors and over 100 graduate students. We boast approximately 37,000 square feet of space for offices, laboratories, and classrooms. Basic research facilities are housed in over 100 dedicated research rooms. We host a large computer lab maintained by a crew of three excellent computer technicians, integrated animal care facilities under the supervision of a dedicated animal care technician, and a field station at which avian behaviour may be studied. These resources are augmented by collaborative relationships we have with other university departments, local hospitals, St. Amant Research Centre, and the National Research Council Institute for Biodiagnostics. As a graduate student, your research opportunities will be limited only by your imagination.

## THE UNIVERSITY OF MANITOBA – ABOUT THE UNIVERSITY

The University of Manitoba (UofM) is the province's largest, most comprehensive post-secondary educational institution. Founded in 1877, it was Western Canada's first university and remains one of its leading research-intensive schools. More than 28,000 students from all over the world currently study in a wide range of programs in the liberal arts and sciences, the creative arts, and the professions.

Research is a priority at the UofM and the success of its faculty in winning substantial research support in national competitions attests to this. For example, in 2004-05, the university currently holds 33 Canada Research Chairs, is the network leader of one of Canada's 21 networks of excellence (ISIS Canada) and a participant in 14 others. It is also home to a wide range of research centers and institutes. Within the past decade, Smartpark was established with the assistance of provincial and national governments and is maturing as an environment where collaborations between university and industry enhance the commercialization of new technologies.

## GRADUATE STUDIES @ THE UNIVERSITY OF MANITOBA

More than 3,000 students from across Canada and around the world come to the University of Manitoba to pursue their academic dreams by studying at the graduate level with professors who are known nationally and internationally for their excellence in research and creative activities. Faculty members are awarded more than \$140 million annually to fund research which goes to supports ground-breaking research in a variety of disciplines including psychology, medicine, engineering, science, agriculture, and social science.

Graduate students are vital to making the University of Manitoba one of Canada's top research-intensive institutions. The dedicated administration and members of the Faculty of Graduate Studies oversee the academic quality and integrity of 47 doctoral and 93 masters programs, including a number of highly innovative interdisciplinary programs, ensuring that students find both opportunity and success in their studies. The University of Manitoba has a long and impressive list of laurels. Please explore the Faculty of Graduate Studies web site to learn more about our accomplishments, as well as our personal and caring approach to an exceptional student-centred education. [umanitoba.ca/faculties/graduate\\_studies](http://umanitoba.ca/faculties/graduate_studies)

## STUDENT LIFE

A number of housing options are available to graduate students on campus and in the surrounding community. A full complement of services, including restaurants and pubs, book and computer stores, medical and dental offices, physiotherapy, opticians, and florists, are available on campus as well as in the immediate neighbourhood. A variety of dining options are available nearby as well with on-campus ranging from sushi to pizza. Off campus dining possibilities are nearly limitless as Winnipeg's culturally-diverse population means that a great variety of ethnic cuisines are available throughout the city for every budget and occasion.

Winnipeg's cosmopolitan and multicultural character is exemplified by the diversity of its cultural institutions, festivals, and entertainment possibilities. Winnipeg is home to the world-renowned Royal Winnipeg Ballet, as well as to many professional opera, symphony, and theatre companies. Winnipeg hosts dozens of festivals and celebrations throughout the year including the Winnipeg International Children's Festival, the Jazz Winnipeg Festival, the Winnipeg Fringe Festival, the Winnipeg Folk Festival, the Festival de Voyageur, and Folkorama (the largest and longest-running multicultural celebration in the world). On campus, the Black Hole Theatre Company entertains audiences annually with its eclectic selection of plays. A great number of concerts, and other social occasions are organized throughout the year by student organizations, faculties, and departments. For sports fans, professional city teams and the university's own Bisons combine to provide a wealth of exciting entertainment in hockey, football, baseball, basketball, volleyball, and soccer.

Recreational opportunities abound at the University, in Winnipeg, and in Manitoba. On campus, students can take advantage of outstanding athletic facilities including indoor running tracks, ice rink, swimming pool, weight training facilities, intramural and casual sports leagues, and personalized exercise programs designed to promote healthy living. Residents of Winnipeg can take advantage of a multitude of parks and trails affording exciting opportunities for walking, golf, jogging, biking, and skiing. Fort Whyte Nature Centre, although confined entirely within city limits, affords an opportunity to explore 600 acres of prairie, lakes, forest and wetlands. A short trip outside of Winnipeg reveals the geographical diversity of Manitoba, with leisure opportunities ranging from down-hill skiing to sunbathing on spectacular sand beaches.

## PROGRAMS OF STUDY

Students holding a B.A. (Honours) or B.Sc. (Honours) from the University of Manitoba or a four-year Honours B.A. or Honours B.Sc. from another Canadian university are normally eligible to be accepted into the M.A. program. Students holding a general or advanced B.A. or B.Sc. degree may be required to take a Pre-M.A. year before proceeding to the M.A. course work. All students entering the Pre-M.A. program should have taken the following courses: Eight half (3-credit hour) courses in psychology which include introductory psychology and research methods, and a second course in research methods or a course in statistics or computer science. Applicants for the PhD program should hold an M.A. degree in psychology from the University of Manitoba or its equivalent from another university. Applicants at all levels must have at least a 3.0 grade point average (on a 4.5 grade point system) in their last 60 credit hours at a minimum, including hours in excess of the minimum taken during the same semester.

### M.A. PROGRAM

Students holding an Honours degree in Psychology from a Canadian university (or its equivalent) may be accepted at the MA level. The following are the basic requirements for a thesis-based MA:

1. two half courses in the major from the Psychology graduate curriculum
2. an ancillary half course from either the Psychology graduate curriculum or from the senior (3000 level or above) curriculum in another Department
3. two half courses in psychological statistics (PSYC 7200, PSYC 7210)
4. timely completion of the MA Proposal Development course (PSYC 7780)
5. preparation and defense of the MA proposal
6. preparation and defense of the MA Thesis

Students who apply for admission to the MA program, but do not have an Honours degree, may be admitted at the Pre-MA level. The particular courses taken during the pre-MA year are chosen by the Graduate Chair of the department so as to bring the student's educational background to a level comparable to that of an Honours student. Typically, a pre-MA program would be comprised of

1. Three hours of credit from PSYC 3630 Psychological Measurement and Assessment, or PSYC 3340 Design and Analysis for Psychological Experiments
2. Three hours of credit from each of two of the five lettered Honours menu categories (biological psychology, cognitive psychology, developmental psychology, learning, and personality/social psychology). These courses will be chosen from content areas not included in the student's undergraduate curriculum.
3. Two half course electives in Psychology at the 4000 level or above.
4. Honours Research Seminar (PSYC 4520). Successful completion of the pre-MA program does not guarantee admission to the MA program.

## PHD PROGRAM

A University of Manitoba M.A. degree (or its equivalent) is a prerequisite for admission to the PhD program.

The following are requirements for the PhD degree:

1. two half courses towards the major from the Psychology graduate curriculum
2. one ancillary half course from the Psychology graduate curriculum or from the senior (4000 level or above) curriculum in another Department
3. one half course in research design or analytic methods
4. completion of the Candidacy Examination
5. timely completion of the PhD Proposal Development course (PSYC 7790)
6. preparation and defense of the PhD proposal
7. preparation and defense of the PhD Dissertation

Additional requirements may be specified by a student's Advisory Committee or by some programs (e.g. the Clinical Psychology Training Program).

## APPLYING FOR ADMISSION

We hope that you will consider joining us here at the University of Manitoba. We have an energetic, productive, and caring department that will provide the support, education, and research opportunities you need to reach your goals. Once you settle on an area of specialization in which you would like to pursue graduate studies, it is often a good idea to contact a professor or two with whom you might like to work both to introduce yourself

and to ask for more information about their interests and research. Applications for admission to M.A. and PhD programs must be submitted to the **Faculty of Graduate Studies by December 15** of the academic year preceding admission. Applications should be submitted online or mailed:

[http://umanitoba.ca/faculties/graduate\\_studies/admissions/index.html](http://umanitoba.ca/faculties/graduate_studies/admissions/index.html)

A complete application should include all of the following:

1. A completed Application for Graduate Admission and application fee.  
[umanitoba.ca/faculties/graduate\\_studies/prospective/admissions/newapp.pdf](http://umanitoba.ca/faculties/graduate_studies/prospective/admissions/newapp.pdf))
2. Two completed Departmental Recommendation Forms from individuals familiar with the student's academic or professional work.  
[umanitoba.ca/faculties/arts/departments/psychology/graduate/forms.html](http://umanitoba.ca/faculties/arts/departments/psychology/graduate/forms.html)
3. Scores on three components of the General Test (analytical, quantitative, verbal) of the Graduate Record Examination. (note that to ensure meeting the December 15 application deadline please check for registration and test dates on the GRE web page at [gre.org](http://gre.org))
4. One official transcript (*in a sealed envelope forwarded directly from each university attended – downloaded web-based copies of the University of Manitoba transcripts are acceptable*)
5. A description of academic or professional goals, a statement which should include a preference ordering of staff members with whom you might wish to work.
6. Any additional information such as special awards, abilities, and publications.
7. An English Language Proficiency Test (ELPT) score is required of all applicants unless they have received a high school diploma or university degree from Canada or one of the countries listed on the ELPT Exemption List. (*See admission application form for exempt countries and minimum score requirements.*)

## FINANCIAL SUPPORT

Psychology faculty and students have been extremely successful in attracting research funding from national granting agencies. This support is supplemented by generous funding from the province of Manitoba, and from the University of Manitoba itself. Thus, both through research funding as well as via work as teaching assistants, the majority of our graduate students receive significant funding.

Students who are applying for admission to the Psychology Graduate Program are not required to submit a separate application for a University of Manitoba Graduate Fellowship (UMGF) or Manitoba Graduate Scholarship (MGS). Students will automatically be considered for both the UMGF and MGS awards.

Students accepted into the graduate program are also automatically considered for a Psychology Graduate Fellowship (funded jointly by the Department and by the student's advisor). Psychology Graduate Fellowships are currently valued at \$15,000/year for one or two years.

Competitions for various awards and fellowships are held throughout the academic year (please see the Faculty of Graduate Studies web site for a complete list - [http://umanitoba.ca/faculties/graduate\\_studies/funding/index.html](http://umanitoba.ca/faculties/graduate_studies/funding/index.html)). Psychology graduate students receive frequent email updates regarding upcoming competitions and application deadlines.

## PROGRAM COSTS

Tuition and ancillary fees for full-time, part-time, and occasional graduate students are set by the University of Manitoba. For current information please visit [umanitoba.ca/student/records/fee\\_information\\_hub.html](http://umanitoba.ca/student/records/fee_information_hub.html).

### Program Costs (tuition and fees):

#### A. Tuition: (subject to change)

- a) Full-time MA Students in their first year of study:  
Canadian Students: \$4,166.16 per year, and \$672.26 for subsequent years; International Students: \$8,332.32 per year, and \$672.26 for subsequent years.
- b) Full-time PhD Students in their first and second years of study: Canadian Students: \$4,166.16 per year, and \$672.26 for subsequent years; International Students: \$8,332.32 per year, and \$672.26 for subsequent years.

#### B. Other Costs:

- a) Graduate Studies students, including Pre-Masters Students, are also assessed other applicable fees, including Student Services Fees, Endowment Fees, and Student Organization Fees. Refer to [Other Compulsory Fees](#) and [Other Graduate Student Fees](#) at **Graduate Student Fees Link:** <http://umanitoba.ca/student/records/fees/986.htm>
- b) Graduate Studies (including Pre-Masters) students enrolling in undergraduate courses that are not part of the Masters or Ph D program are assessed fees at the [Undergraduate course rate](#) on a per credit hour basis. **Undergraduate Student Fees Link:** <http://umanitoba.ca/student/records/fees/1501.htm>

#### C. Cost Offsetting Benefits:

- a) Financial Aid: International Graduate Student Bursary ([IGSB](#)): Awarding of this bursary is based on grade point average and verification of need. It will help to provide financial aid in subsequent years when full tuition fee is required, and is administered by the Financial Aid and Awards Office.
- b) Grants: Students may receive a grant stipend from their academic advisor if funds are available.
- c) Loans: Students may apply for student loans but these loans are not financed through the University.
- d) Tuition Remission: International Graduate Student Entrance Scholarship ([IGSES](#)). International students entering their first year of full-time graduate studies in pursuit of a Master's, PhD or Graduate Diploma may be eligible for this scholarship. Academic qualification for this scholarship is a grade point average (GPA) of 3.5 in the previous two years of study. When we calculate your GPA during the admission process, we will determine your eligibility, so there is no need to apply for this scholarship.
- e) Assistantships: Students may apply for Research Assistantships (current salary range \$10.07-\$18.00 per hour, subject to available funding); Teaching Assistantships (currently \$20.48 per hour, subject to new contract increase); and Grader/Marker (currently \$13.57 per hour) positions.

#### D. Fellowships/Scholarships:

The following awards are among those available to Canadian citizens, permanent residents, or International Students:

- a) Canadian Institute of Health Research ([www.cihr.ca](http://www.cihr.ca))
- b) Manitoba Health Research Council Scholarships ([www.mhrc.mb.ca](http://www.mhrc.mb.ca)). International Students are eligible to apply.
- c) Natural Sciences and Engineering Research Council of Canada Scholarships ([www.nserc.ca](http://www.nserc.ca))
- d) Social Sciences and Humanities Research Council of Canada Scholarships ([www.sshrc.ca](http://www.sshrc.ca))
- e) The University of Manitoba Fellowships (UMGF) and Manitoba Graduate Scholarships (MGS). Newly admitted students are not required to apply to the UMGF/MGS as they are automatically considered for both awards. International Students are eligible for a UMGF. Students entering a Pre-Master's year are not eligible to apply for funding.
- f) Psychology Graduate Fellowship Fund: (PGFF): Students are not required to apply for a (PGFF). The award is comprised of departmental funding and the availability of matching funds from each student's academic advisor. International Students are eligible for a PGFF. Students entering a Pre-Master's year are not eligible.

g) International Graduate Student Entrance Scholarship ([IGSES](#)): International students entering their first year of full-time graduate studies in pursuit of a Master's, PhD or Graduate Diploma may be eligible for this scholarship. Academic qualification for this scholarship is a grade point average (GPA) of 3.5 in the previous two years of study. When we calculate your GPA during the admission process, we will determine your eligibility, so there is no need to apply for this scholarship.

h) International Graduate Student Scholarship ([IGSS](#)): This scholarship provides funding in subsequent years when full tuition fee is required. Deadline for applications is March 1 of each year.

i) International Graduate Student Bursary ([IGSB](#)) Awarding of this bursary is based on grade point average and verification of need. It will help to provide financial aid in subsequent years when full tuition fee is required, and is administered by the Financial Aid and Awards Office.

j) The Commonwealth Scholarship and Fellowship Plan provide awards for study in Canada to citizens of Commonwealth countries who hold a Bachelor's or Master's degree. Interested students should contact the appropriate agency in their home country.

**Additional information regarding student funding is available at the University of Manitoba website:**

[http://umanitoba.ca/faculties/graduate\\_studies/funding/international.html](http://umanitoba.ca/faculties/graduate_studies/funding/international.html)

## AREAS OF SPECIALIZATION

1. Applied Behavioural Analysis
2. Brain & Cognitive Sciences
3. Clinical Psychology
4. Developmental Psychology
5. Methodology
6. School Psychology
7. Social and Personality Psychology

## APPLIED BEHAVIOUR ANALYSIS

Applied Behaviour Analysis (ABA) involves the systematic application of learning principles and techniques to assess and improve individuals' covert and overt behaviours in order to help them function more fully in society. Training in the experimental analysis of behaviour (basic research on behaviour) is also provided. The Department of Psychology offers research and applied training at both the M.A. and PhD levels in ABA. Students have the opportunity to receive supervised training in the practice of ABA with varied clientele, and especially with persons with developmental disabilities and/or autism.

### AREA FACULTY

**MARY CARUSO-ANDERSON**, PHD, UNIVERSITY OF KANSAS

(204) 474-8254

[Mary\\_Anderson@umanitoba.ca](mailto:Mary_Anderson@umanitoba.ca)

**AREAS OF EXPERTISE:** Gene-behaviour relationships in developmental disabilities, genetic disorders, autism, behavioural and pharmacological treatments for severe problem behavior

**CURRENT RESEARCH INTERESTS:** My research explores differences in the behavioural mechanisms that underlie the problem, adaptive, and social behaviours in developmental disabilities, particularly those associated with identified genetic disorders. Currently, my lab is investigating how social stimuli develop reinforcing, aversive, or discriminative properties and how this relates to biological processes such as cortisol reactivity in Fragile X syndrome and Autism Spectrum Disorders. I am also interested in how psychotropic medications affect both basic behavioural processes and clinical interventions for people with intellectual disabilities and

severe problem behavior. The goal of this research is to clarify how psychotropic medications work to facilitate or impede behavioral interventions so that the two can be applied in an integrated and systematic manner.

**STEPHEN W. HOLBORN**, PHD, UNIVERSITY OF IOWA

(204) 474-8245

[holborn@ms.umanitoba.ca](mailto:holborn@ms.umanitoba.ca)

**AREAS OF EXPERTISE:** Applied and Experimental Analyses of Behaviour in Humans, Behavioural Assessment, Single-case Experimental Research Design, Behavioural Medicine, Anxiety Disorders

**CURRENT RESEARCH INTERESTS:** I am interested in applied and experimental analyses of behaviour in the context of a varied spectrum of problems involving both children and adults. Major themes include: instructional control, treatment integrity, programming for generalization, methodology of single-case experimental research, assessment and training of behavioural clinical skills, assessment and treatment of anxiety.

**GARRY L. MARTIN**, PROFESSOR EMERITUS

PHD, ARIZONA STATE UNIVERSITY

(204) 474-8589

[gmartin@cc.umanitoba.ca](mailto:gmartin@cc.umanitoba.ca)

**AREAS OF EXPERTISE:** Developmental Disabilities, Autism Spectrum Disorders, Sport Psychology

**CURRENT RESEARCH INTERESTS:** In developmental disabilities, I am interested in research in several areas related to the Assessment of Basic Learning Abilities test. In autism spectrum disorders, I am interested in research to teach training staff how to conduct discrete-trials teaching with children with autism. In sport psychology, I am interested in studying strategies for improving practice performance, and for transferring skills from practices to competitions.

**JAVIER VIRUES-ORTEGA**, PHD, UNIVERSIDAD REY

JUAN CARLOS

(204) 474-6627

[viruesor@cc.umanitoba.ca](mailto:viruesor@cc.umanitoba.ca)

**AREAS OF EXPERTISE:** Applied behaviour analysis in various populations

**CURRENT RESEARCH INTERESTS:** Learning-mediated brain plasticity in autism and behavioural intervention, behavioural intervention in Alzheimer's disease, functional analysis methodology, outcome research in applied behaviour analysis, acquisition of social repertoires in infants using ABA methodology, operant processes during verbal interaction of typically developed adults in clinical settings.

**JOSEPH J. PEAR**, PHD, OHIO STATE UNIVERSITY

(204) 480-1466

[pear@cc.umanitoba.ca](mailto:pear@cc.umanitoba.ca)

**AREAS OF EXPERTISE:** Basic and Applied Behaviour Analysis, Principles of Learning, Systems of Psychology; Quantitative Analyses of Behaviour

**CURRENT RESEARCH INTERESTS:** Spatiotemporal analyses of behaviour, computer-aided personalized system of instruction, computer applications to behaviour analysis and behaviour modification.

**C.T. YU**, PHD, UNIVERSITY OF MANITOBA

(204) 474-9453

[yud@cc.umanitoba.ca](mailto:yud@cc.umanitoba.ca)

**AREAS OF EXPERTISE:** Developmental disabilities and autism spectrum disorders

**CURRENT RESEARCH INTERESTS:** Includes the prevalence of autism, resiliency in children with or at risk of delays, and preference assessment and choice making.

## BRAIN & COGNITIVE SCIENCES

Graduate study in this area offers students a unique opportunity for research training in both neuroscience and cognitive psychology. The Department boasts a number of faculty members who investigate human psychology from a biological perspective, providing students with opportunities to investigate the physiological processes underlying learning, memory, visual perception, and visuomotor control. The Department's behavioural neuroscientists offer training in neuropsychology, developmental neuroscience and psychobiology, cardiovascular psychobiology and stress, neurotoxicology, psychopharmacology, neurological impairments, and fMRI. This area also hosts several specialists in the experimental study of human mental processes. The Department's cognitive scientists provide expertise in the domains of language processes, visual and auditory perception and selective attention, and memory. Faculty in the Brain and Cognitive Science area receive funding from a variety of sources, resulting in cutting-edge laboratories utilizing modern and diverse techniques. During both M.A. and PhD training, students will develop their ability to think critically and work independently, while still being able to successfully collaborate and work as part of a team. The course requirements in this area are structured around a flexible core curriculum that permits specialization and concentration of research during graduate training. Students will also be given the opportunity to collaborate with faculty from other areas in Psychology, and in related social, behavioural, and biomedical sciences.

### AREA FACULTY

**TAMMY L. IVANCO**, PHD, MCMASTER UNIVERSITY

(204) 474-7375

[lvancotl@cc.umanitoba.ca](mailto:lvancotl@cc.umanitoba.ca)

[home.cc.umanitoba.ca/~ivancotl](http://home.cc.umanitoba.ca/~ivancotl)

**AREAS OF EXPERTISE:** Brain Plasticity, Learning and Memory, Developmental Disorders, Stroke

**CURRENT RESEARCH INTERESTS:** My lab is investigating one of the most interesting questions in neuroscience – "How does the brain learn and retain information for use throughout the lifetime?" We study what occurs during learning when the brain is working normally, but we are also interested in what happens when a brain is

compromised or damaged. Some of the research we are doing is aimed at investigating developmental disorders and neurological disorders that affect young and old brains, such as those that result from stroke. My lab utilizes a number of techniques to investigate plasticity throughout the mammalian lifetime. These techniques come from the areas of behavioural neuroscience, molecular biology and neuroscience, electrophysiology, and quantitative and qualitative anatomy. I also expect to implement imaging techniques in the future.

**LORNA JAKOBSON**, PHD, UNIVERSITY OF WESTERN ONTARIO

(204) 474-6980

[jakobson@cc.umanitoba.ca](mailto:jakobson@cc.umanitoba.ca)

**AREAS OF EXPERTISE:** Human Neuropsychology; Visual Neuroscience, Visuomotor Control; Neurodevelopmental Disability; Neuropsychology of Music

**CURRENT RESEARCH INTERESTS:** The main branch of my current research program is concerned with assessing long-term neurodevelopmental sequelae of extremely premature birth in children, adolescents, and young adults. Students in my laboratory are exploring the impact of particular medical complications that frequently affect this population (e.g., periventricular brain damage, retinopathy of prematurity, intrauterine growth restriction) on functioning in different domains. Possible relationships between abnormalities in low level sensory and perceptual processes, and problems with more complex perceptual, visuomotor, cognitive, and language skills are being explored using a combination of psychophysical and neuropsychological testing techniques. Other work being done in my laboratory is aimed at exploring visual aspects of social perception and social cognition in neurologically-intact adults across a broad age range, in children and young adults with neurodevelopmental disorders (e.g., Asperger Syndrome), and in older adults with Alzheimer Disease. Finally, students in my laboratory are exploring possible non-musical, cognitive benefits of early and extensive music training..

**RANDALL K. JAMIESON**, PH. D., QUEEN'S UNIVERSITY

(204) 474-7837

[randy\\_jamieson@umanitoba.ca](mailto:randy_jamieson@umanitoba.ca)

**AREAS OF EXPERTISE:** Learning, memory, and

categorization; Computational models

**CURRENT RESEARCH INTERESTS:** I am interested in how people learn, remember, and categorize. I use computational models to explain how people learn about regularities in the world given fleeting exposure to specific instances (i.e., implicit learning of grammatical structure). I use computational models to examine connections between theories of human memory and animal learning. I examine the influence of both inattention and category structure on category identification and memory. My goal is to develop a computational theory of memory that explains results from all three lines of research using the same principles.

**JASON LEBOE-MCGOWAN**, PH. D., MCMASTER UNIVERSITY

(204) 474-6982

[leboej@ms.umanitoba.ca](mailto:leboej@ms.umanitoba.ca)

**AREAS OF EXPERTISE:** Mechanisms Underlying Subjective Experience; Contributions of Subjective Experience to Performance in Memory, Perception, and Selective Attention Tasks; Benefits and Costs of Prior Learning

**CURRENT RESEARCH INTERESTS:** People often assume near-perfect accuracy in the way they experience the world. However, considerable evidence suggests that this assumption is often incorrect. People's perception of the external world can be distorted. Also, errors can occur in what people believe about their own personal history. The focus of my research is to investigate the rules that govern errors people make in both perceptual and remembering tasks. I expect that the same principles that lead people into error are also the principles that allow them to be highly accurate in their perception of the current environment and in their recollections of the past. Thus, by determining the basis for such discrepancies between reality and subjective experience, I expect to gain a greater understanding of the principles that govern human cognition more generally. I am also interested in investigating how people's ability to perform a task in the present is influenced by prior learning. In many cases, performing a similar task in the past leads to better performance on that task. In other situations, however, prior learning can actually interfere with current performance on a task. Knowledge of the principles that determine whether the

outcome of a learning experience will be positive or negative could provide insight into the conditions that best promote the acquisition of skill.

**LAUNA LEBOE-McGOWAN**, PH. D., UNIVERSITY OF MANITOBA

(204) 474-7326

[leboe@cc.umanitoba.ca](mailto:leboe@cc.umanitoba.ca)

**AREAS OF EXPERTISE:** Constructive Nature of Auditory and Visual Perception; Time perception; Heuristics

**CURRENT RESEARCH INTERESTS:** Cognitive illusions have provided an essential basis for understanding cognitive processes across a range of contexts. Such sources of error in the performance of cognitive tasks have been fundamental in instructing researchers about mechanisms underlying low-level perceptual experience, remembering, and judgment and decision-making. Essential for illuminating inefficiencies in human cognitive abilities, this research has also provided clues about basic cognitive mechanisms. One important outcome of adopting a research focus that emphasizes cognitive illusions is that human cognitive processing does not directly make contact with either the sensory environment or representations of prior experience. Instead, at least in part, all aspects of cognitive processing reflect an imperfect construction of reality. My research balances the more typical emphasis on bottom-up processes of perception by providing an investigation of top-down sources of error in perception of auditory and visual events. Because my goal is to obtain novel insights into fundamental cognitive processes, the knowledge gained from my research program will have broad applicability across a diversity of fields. For example, in contexts for which the difference between life and death depends on responding effectively to rapidly changing circumstances, impairments of perception threaten human safety in domains ranging from air travel to emergency medicine.

**JONATHAN J. MAROTTA**, PHD, UNIVERSITY OF WESTERN ONTARIO

(204) 474-7057

[marotta@cc.umanitoba.ca](mailto:marotta@cc.umanitoba.ca)

<http://www.perceptionandaction.com/>

**AREAS OF EXPERTISE:** Visuomotor Control; Eye-hand Coordination; Face and Object Perception; fMRI;

Cognitive Neuroscience, Neuropsychology; Stroke;  
Aging

**CURRENT RESEARCH INTERESTS:** While it has been said that the biological purpose of the brain is to generate behaviour, one must remember that almost half of the cerebral cortex is devoted to vision-related functions. It follows then that neural processes that transform visual information into the representations needed to perceive the world and interact within it, are central to brain function. My research focuses on answering one of the fundamental questions in Cognitive Neuroscience – how sensory information is transformed into perceptions of the world and useful motor acts. By investigating these processes in neurological patients and intact subjects, my research has contributed to a better understanding of the functional architecture of visual perception and the visual control of action. Insights from this research will help in the development of sophisticated diagnostic tools and more theoretically-motivated approaches to the rehabilitation of patients. This research will also assist in the development of more efficient control systems for robotic-assistance devices for the impaired and may ultimately lead to neuroprosthetic devices capable of making the crippled walk and the blind see.

**TODD A. MONDOR**, PHD, UNIVERSITY OF WATERLOO  
(204) 474-9360  
[todd\\_mondor@umanitoba.ca](mailto:todd_mondor@umanitoba.ca)

**AREAS OF EXPERTISE:** Auditory Selective Attention;  
Interactions between Perception, Attention, and Memory

**CURRENT RESEARCH INTERESTS:** How can we pay attention to one sound while at the same time ignoring others? Can we attend to any specific feature of a sound such as its pitch or location or must we pay attention to 'whole' sounds (e.g., the combination of pitch, loudness and location that defines the sound of hockey puck striking a goal post)? Can our attention be drawn to a sound even without our conscious intent? My research program is designed to answer these deceptively simple questions and, in so doing, to develop a complete understanding of the operation of auditory selective attention. In working toward this ultimate goal, my students and I often study how the perception of a specific sound may be enhanced or compromised depending on the context in which it is presented. We have found that perception of a target sound is often affected by its local (in basic features such as location,

frequency, intensity, & timbre) and global (consistency with a pattern) similarity to any other sounds which precede or follow it, and by the listener's expectations. Experiments such as these provide insights into the operation of auditory selective attention, and into the interaction of attentional mechanisms with processes involved in perceptual organization and memory.

**JOSEPH J. PEAR**, PHD, OHIO STATE UNIVERSITY  
(204) 480-1466  
[pear@cc.umanitoba.ca](mailto:pear@cc.umanitoba.ca)

**AREAS OF EXPERTISE:** Basic and Applied Behaviour  
Analysis, Principles of Learning, Systems of Psychology;  
Quantitative Analyses of Behaviour

**CURRENT RESEARCH INTERESTS:** Spatiotemporal  
analyses of behaviour, computer-aided personalized  
system of instruction, computer applications to behaviour  
analysis and behaviour modification.

**L. JAMES SHAPIRO**, PHD, TEXAS CHRISTIAN UNIVERSITY  
(204) 474-7422  
[shapiro@cc.umanitoba.ca](mailto:shapiro@cc.umanitoba.ca)

**AREAS OF EXPERTISE:** Avian Attachment Behaviour;  
Ethology (Animal Behaviour); Alternate Uses of Sewage  
Lagoons for Raising Animals

**CURRENT RESEARCH INTERESTS:** Animal behaviour is my specialty. My research interest within the area of animal behaviour concerns the manner in which early experiences influence the later behaviour of an organism. The early experience with which I am particularly concerned is that of attachment behaviour. I am interested in prenatal and early postnatal experiences that affect the formation of an attachment between parent and young and among the young. Although I am interested in attachment behaviour in human infants, it is not with infants that I am working. I am using waterfowl as my research subjects. As such, I am interested in the mechanisms mediating avian attachment behaviour. This has formerly been called imprinting. Field work is a part of my research program. Thus, I have a field station at which I breed my own flocks of Canada geese and mallard ducks. I am interested in comparing results obtained in laboratory studies with similar studies done in the field. I am also interested in the possible uses of sewage lagoons in

rearing waterfowl. In order to do research on waterfowl, I established, developed, currently maintain, and direct the Avian Behaviour Laboratory.

**MURRAY SINGER**, PHD, CARNEGIE-MELLON UNIVERSITY

(204) 474-8486

[msinger@ms.umanitoba.ca](mailto:msinger@ms.umanitoba.ca)

**AREAS OF EXPERTISE:** Cognitive Processes of Natural Language Comprehension; Inferences in Language Comprehension; Memory for Text and Discourse; Question Answering; Individual Differences in Comprehension; Understanding Expository Text; Computational Modelling of Language Processes

**CURRENT RESEARCH INTERESTS:** In my laboratory, we ask how people understand ordinary written and spoken messages. To approach this goal, particular emphasis is placed on how people infer the many ideas that were intended by the author or speaker but not directly stated; and how people successfully retrieve information after comprehending a message. The research encompasses many branches of study. For example, we ask how people's comprehension is influenced by individual differences in their cognitive capacity, reading skill, and knowledge. We scrutinize different text genres, ranging from folktales to science texts. Each of these problems further reveals the character of language comprehension. The experimental studies are conducted in computer controlled laboratories using sophisticated software. Computational models are used as a tool to develop and assess theoretical analyses of the phenomena.

**LINDA M. WILSON**, PHD, KENT STATE UNIVERSITY

(204) 474-9524

[lwilson@ms.umanitoba.ca](mailto:lwilson@ms.umanitoba.ca)

**AREAS OF EXPERTISE:** Behavioural Neuroscience; Developmental Psychobiology; Developmental Psychopharmacology; Behavioural Teratology

**CURRENT RESEARCH INTERESTS:** My current research focuses on the neurochemical modulation of energy intake and energy expenditure in animal models of obesity. I am particularly interested in the early developmental sequelae of genetic (lepob/lepob), excitotoxic (MSG), and mycotoxic lesions in both behavioural and physiological adaptations of preweaning animals to their environment. Within this context, I have

investigated the role of different opiate and catecholaminergic receptor subtypes, and the orchestration of their effects by the fat-signalling peptide-leptin, in modulating early transitions in energy balance and motivated behaviour and in altering diet selection and chemosensory preferences in adult and aged rodent models. Recent student theses have addressed altered taste – and nociceptive-mediated behaviours in obese male and female mice across their life span.

**J. ROGER WILSON**, PHD, KENT STATE UNIVERSITY

(204) 474-7841

[rwilson@ms.umanitoba.ca](mailto:rwilson@ms.umanitoba.ca)

**AREAS OF EXPERTISE:** Cardiovascular Psychobiology; Stress and Thermoregulation; Psychopharmacology and Toxicology

**CURRENT RESEARCH INTERESTS:** My research is generally designed to assess the role of the brain on normal and stress-induced pathophysiological regulation of the cardiovascular system in several rodent models. Given the emerging awareness that blood pressure and thermoregulation are co-regulated and share common effectors, I have been examining the manner in which our knowledge regarding the neurogenic control of the behavioural, cardiovascular and metabolic substrates of thermoregulation can aid understanding how "stress" contributes to arterial hypertension. To date, my findings strengthen the notion that arterial hypertension and reflexes involved in the maintenance of normal blood pressure are linked to the brain mechanisms controlling thermal energetics. I am also studying the role of specific environmental toxins on behaviour and central nervous system neurochemistry in rats.

## CLINICAL PSYCHOLOGY

Training in clinical psychology began at the University of Manitoba in 1967 with only two faculty members and grew very rapidly into what is now the Clinical Psychology Training Program. A training clinic, the Psychological Service Centre, was established in 1968 and over a dozen faculty members were hired by 1971. The Program achieved full accreditation by the American Psychological Association in 1972. At present, the University of Manitoba Clinical Psychology Training Program is fully accredited by the Canadian Psychological Association and Accredited by the American Psychological Association (on Probation since 2006).

The Clinical Psychology Training Program follows the doctoral level, scientist-practitioner model. We believe this model lends itself most readily to the training of clinical psychologists prepared to meet the ever-changing needs of clinical service, research, education, and administration. Therefore, students are given a solid grounding in both the science of psychology and clinical practice. There is an early and continuous integration of science with service, theory with practice, and research training with clinical training. Graduates are competent to apply psychological theories in conceptualizing individual and interpersonal problems and to develop effective interventions. They evaluate their professional activities via acceptable scientific procedures. In addition, graduates are expected to adhere rigorously to ethical and professional standards in providing psychological services. They accept responsibility for teaching others, for reporting their views and findings to colleagues, and for making creative contributions to their chosen specialty areas within clinical psychology. Finally, graduates possess the talents, values, and commitment to play significant roles in the amelioration of contemporary social problems.

The Program's primary centre of clinical training is the Psychological Service Centre (PSC - [http://umanitoba.ca/faculties/arts/departments/psych\\_services/](http://umanitoba.ca/faculties/arts/departments/psych_services/)). Established in 1968, the PSC is a large, active clinic at the University of Manitoba serving approximately 250 clients each year from the Greater Winnipeg area. Individuals seeking clinical services are either self-referred or referred primarily by physicians, other social agencies, and former clients for assessment and treatment of a broad variety of mental health problems. Other training activities take place

at Winnipeg's Health Sciences Centre (a complex of major hospitals), St. Boniface General Hospital, St. Amant Centre, the Manitoba Developmental Centre, Manitoba Clinic, Provincial Department of Health, New Directions for Children, Youth, and Families, Knowles Centre, Alcoholism Foundation of Manitoba, and other facilities.

### ADMISSION INFORMATION

In addition to the requirements for admission to the graduate program in Psychology applicants to the Clinical Psychology Training Program must provide a statement describing their academic and professional goals. Further, applicants must indicate from 1 to 3 rank-ordered preferences for an advisor. Applicants are strongly encouraged to contact, prior to applying, their preferred advisor(s) to determine whether he or she will be admitting a new student in the year that they wish to be admitted. The match of interest and availability between advisor and student is a critical aspect of the admission process.

Each year, new admissions to the Program are determined by Clinical Psychology Training Program faculty in accordance with policies of the Department of Psychology. Applications are reviewed by the Clinical Admissions Committee, which consists of the Director of Clinical Training and other clinical faculty members. The Clinical Admissions Committee initially reviews all applicants based on their Grade Point Average (GPA) and Graduate Record Examination (GRE) scores and assigns each applicant up to a maximum of 70 points at this **first stage** of the admission process. During the **second stage** of the admissions process the Clinical Admissions Committee then assigns up to a maximum of 30 additional points based on letters of recommendation and the congruence of student and faculty interests...Students with the highest number of points from both stages of the admissions process (maximum of 100 points from both stages) are then offered admission or wait-listed for admission to the Clinical Psychology Training Program.

Admission to the Clinical Psychology Training Program is highly competitive. There are usually 60-80 applicants for an average of 5-6 new admissions per year. Successful applicants usually come from the top 10 to 20 students in our two-stage ranking process. In recent years new admissions have had an average GPA of 4.12 (on a 4.5 scale) in their last 20 full courses (or their equivalent) and average GRE General Test Scores of:

Verbal 586 and Quantitative 648. All successful applicants have also had strong letters of recommendation. The Program shares our profession's commitment not to discriminate against applicants on the basis of age, sex, ethnic background, religion, sexual orientation, or physical disability. Applications for admission are considered only during the regular January admissions period. Students are formally considered to have been accepted into the Clinical Psychology Training Program upon receipt of a letter to that effect from the Faculty of Graduate Studies. Although we are a doctoral training program and it is generally expected that MA students will normally transition to the PhD program, internal MA students transitioning from the MA program to the PhD program must formally apply for admission to the PhD program by May 1 for September admission and October 1 for January admission to the Ph.D program.

Our current students are a heterogeneous group of individuals from across Canada and a number of foreign countries. They range in age from their early twenties into their forties. Once admitted, over 90% of all clinical students successfully complete their Ph.D. degree at the University of Manitoba.

provide preparatory training leading to an M.A. degree in Psychology, whereas the entire educational program is expected to culminate in the Ph.D. degree. Thus, the education and training program outlined in this section of the brochure represents the entire Clinical Psychology Training Program at the University of Manitoba. The normal expected time for completion of the Ph.D. ((including a pre-doctoral internship year) is **Six to seven** years for students entering the Program with an Honours B.A. degree and **four** years for students entering with a Master's degree..

Practicum experience is obtained through supervised clinical work at the Psychological Service Centre and at other approved settings. Internships as well as other supervised clinical experience can be obtained in various facilities and institutions in Canada and the United States. It is our expectation that clinical students will apply broadly across Canada and/or the United States for internships that are accredited by either or both the Canadian Psychological Association and the American Psychological Association..

### **CLINICAL TRAINING SEQUENCE**

Clinical psychology training at the University of Manitoba includes a carefully sequenced series of courses and training experiences that are outlined in this section of the Graduate Studies in Psychology brochure. While the Department does not offer terminal M.A. level training in clinical psychology, the required curriculum is outlined for M.A. level students to (a) provide important preparation for later clinical work, (b) satisfy prerequisites for doctoral level courses, and (c) fulfill the requirements at the Master's level. In other words, pre-doctoral courses

**CLINICAL TRAINING PROGRAM OF STUDY:**

**Revised Clinical Psychology Program of Study (August 2011)**

<b>M.A.</b>	<b>FALL</b>	<b>WINTER</b>	<b>SUMMER</b>
M.A. Year 1	Quantitative Methods in Psychology I <b>PSYC 7200 (3)</b>	Assessment II: Intellectual & Cognitive Assessment <b>PSYC 7560 (3)</b>	Schedule M.A. Thesis Oral
	Assessment I: Personality and Intellectual Assessment <b>PSYC 7550 (3)</b> (formerly PSYC 8150)	Ethics and Professional Issues in Clinical Psychology <b>PSYC 7520 (3)</b>	
	Intervention I: Foundations of Evidence-Based Treatment <b>PSYC 7320 (3)</b> (formerly PSYC 8140)	Clinical Research Design <b>PSYC 7140 (3)</b>	
	Case Conceptualization and Communication 1 <b>PSYC 7260 (3)</b>		
	M.A. Thesis Proposal Development (Fall or Winter) <b>PSYC 7780 (0)</b>		

M.A. Year 2	Psychopathology and Diagnosis <b>PSYC 7290 (3)</b> (formerly PSYC 7870)	Intervention II: Empirically supported therapies: Cognitive Behaviour Modification <b>PSYC 8340 (3)</b> or Behaviour Therapy <b>PSYC 8400 (3)</b>	Defend M.A. Thesis <b>GRAD 8000 (3)</b>  Optional practicum (students are eligible to apply for this practicum only if the M.A. defense has been scheduled)
	Clinical Neuropsychology <b>PSYC 8230 (3)</b> OR Suitable "Biological Bases of Behaviour" alternative approved by the Director of Clinical Training and the Associate Head (Graduate)	Quantitative Methods in Psychology II <b>PSYC 7210 (3)</b> (formerly PSYC 8420)	
	PSC Practicum I <b>PSYC 7910 (0)</b>	PSC Practicum II <b>PSYC 7920 (0)</b>	
	Case Conceptualization and Communication 2 <b>PSYC 7270 (3)</b>		

**CLINICAL TRAINING PROGRAM OF STUDY (CONTINUED):**

Ph.D.	FALL	WINTER	SUMMER
PhD Year 3	History and Systems of Psychology <b>PSYC 7280 (3)</b>	<b>Doctoral Ancillaire :</b> Person X Situation Interactionism <b>PSYC 7620 (3)</b> OR Psychology of Health & Aging <b>PSYC 7192 (3)</b> OR Social Psychology and Health <b>PSYC 7190 (3)</b> OR Suitable "Social Bases of Behaviour" alternative approved by the Director of Clinical Training and the Associate Head (Graduate)	Candidacy exam <b>PSYC 8010 (0)</b>  Optional practicum
	Intervention III: Social and Community Intervention <b>PSYC 8100 (3)</b>	Program Evaluation & Consultation <b>PSYC 8110 (3)</b>	
	PSC Practicum III <b>PSYC 7930 (0)</b>	Senior Practicum <b>PSYCH 7940 (0)</b>	
	Case Conceptualization and Communication 3 <b>PSYC 8080 (3)</b>		
	Ph.D. Thesis Proposal and Development (Fall or Winter) <b>PSYC 7790 (0)</b>		
PhD Year 4	Required Elective A (see Notes below for an explanation)	Required Elective B (see Notes below for an explanation)	Propose Ph.D. Thesis
	Senior Practicum <b>PSYC 7950 (0)</b>	Optional Senior Practicum <b>PSYC 7952 (0)</b>	
	Clinical Supervision in Psychology <b>PSYC 8090 (3)</b>		
PhD Year 5	Optional Senior Practicum <b>PSYC 7954 (0)</b>	Optional Senior Practicum <b>PSYC 7956 (0)</b>	
	Dissertation data collection & internship applications (Data collection from at least one participant must have begun prior to applying for an internship position)		
PhD Year 6	Internship <b>PSYC 7980 (0)</b>		
	Ph.D. Dissertation Oral Final <b>GRAD 8000 (0)</b>		

**NOTES:**

- Number of credit hours is shown in parentheses
- Senior Practica are also known as specialty practica that are typically completed in the community, but may also be completed with a specific focus by clinical faculty at the PSC
- This table presents an ideal sequence through the clinical program. Some modifications to this sequence may

be necessary because of when courses are offered or because of student needs.

- CPA requires coverage in 5 core content areas through: (a) passing suitable exams in each area, or (b) completing 3 credits of graduate or 6 credits of undergraduate courses in each area. The five content areas are:
  - (1) Biological bases of behaviour (e.g. neuropsychology, psychopharmacology, physiological psychology),
  - (2) Cognitive-affective bases of behaviour (e.g., learning, thinking, motivation),
  - (3) Social bases of behaviour (e.g., social psychology, group processes, sex roles),
  - (4) Individual behaviour (e.g., personality theory, human development, individual differences, abnormal Psychology)
  - (5) Historical and scientific foundations of general psychology

Our program fulfills core content area 1 via *Neuropsychology* (Psych 8230) or an alternative, area 3 through the doctoral ancillary in the first PhD year, area 5 through *History and Systems of Psychology* (Psych 7280), and areas 2 and 4 through Required Electives A & B in the second PhD year.

*Required Elective A* is intended to provide students with a foundation in Cognitive/Affective Psychology. For this required elective, students must choose one of the following courses [or a suitable alternative approved by the Director of Clinical Training and the Associate Head (Graduate)]:

- (1) PSYC 7330 Cognitive Development
- (2) PSYC 8390 Development of Learning and Cognition
- (3) PSYC 7070 Social, Emotional, and Personality Assessment of Children/Youth
- (4) PSYC 7310 Contemporary Issues: Child Neuropsychology
- (5) PSYC 8050 Human Brain Functions
- (6) PSYC 7990 The Psychology of Language
- (7) PSYC 7580 Advanced Motivation
- (8) PSYC 7370 Cognitive Processes
- (9) PSYC 7310 Contemporary Issues: Introduction to the Psychology of Addiction

*Required Elective B* is intended to ensure that students have a foundation in Individual Behaviour. Students who choose PSYC 7330 (Cognitive Development), PSYC 8390 (Development of Learning and Cognition), PSYC 7070 (Social, Emotional, and Personality Assessment of Children/Youth), or PSYC 7310 (Contemporary Issues: Child Neuropsychology) as Required Elective A will have met this objective, and will therefore be able to choose a course that does not relate to Individual Behaviour for Required Elective B, with approval of the Director of Clinical Training and the Associate Head (Graduate).

Students who do not choose one of the four courses listed above as Required Elective A will need to further expand their training in Individual Behaviour, and should select one of the following courses [or a suitable alternative approved by the Director of Clinical Training and the Associate Head (Graduate)] as Required Elective B:

- (1) PSYC 7470 Advanced Developmental Psychology
- (2) PSYC 8040 Psychology of Aging
- (3) PSYC 8200 Development and Its Deviations 1
- (4) PSYC 7080 Child/Youth Psychopathology
- (5) PSYC 8060 Advanced Adolescent Development
- (6) PSYC 8350 Developmental Psychobiology

### **1. Research Requirements**

The Clinical Psychology Training Program adheres to the scientist-practitioner model of training. Therefore, students are expected to conduct research. The minimum criteria for fulfilling the research requirements of the Program are the successful completion of the M.A. and Ph.D. theses...

Faculty members facilitate research training which serves as a method of helping clinical psychologists formulate problems and issues, and as the means by which new knowledge can be produced and clinical practices evaluated. Research training includes the techniques and methods of inquiry appropriate to the clinical psychologist.

The canons of science and scholarship, rather than any specific methodological paradigm, are the focus of research training and are used in the evaluation of research.

Students will typically conduct research within the area of expertise of their Advisor. While students are encouraged to choose research topics that are relevant to clinical psychology, their research may be in many different areas of psychology. However, students investigating nonclinical topics are strongly encouraged to discuss the relevance of their research to clinical psychology. For all students admitted to the Clinical Psychology Program, the research supervisor may be the Advisor, another clinical faculty member, or a nonclinical faculty member.

### **Transfers**

Nonclinical graduate students in the Department who wish to be admitted into the Program must go through the same application and admission procedures as any external applicant.

## **STUDENT EVALUATION**

1. All educational and training aspects of the program carry equal weight. However, different grading systems apply to different aspects of the program. Courses, with the exception of Ethics/Professional Issues in Clinical Psychology, receive letter grades while practica, Ethics/Professional Issues in Clinical Psychology, and internships are graded "pass" or "fail." Although practicum and internship courses do not enter into the calculation of a student's GPA, they count the same as

any other course in determining his or her academic load and require automatic faculty review if failed.

### **2. Academic Suitability**

Clinical students are evaluated by Clinical Psychology Training Program faculty in the areas of academic work, clinical skills, research skills, and professional suitability. Academic work is evaluated on the basis of (a) grade-point average (each student is required to maintain a 3.0 minimum grade-point average with at least B work in each course), (b) expected completion of Program requirements, and (c) the candidacy examination. Clinical skills are evaluated on the basis of performance in practica, internship, and the clinical aspects of academic courses. Research is evaluated on the basis of supervised research, including but not necessarily limited to thesis research.

### **3. Professional Suitability**

The Department may require any student to withdraw from the Clinical Psychology Training Program pursuant to the procedures set out in its Professional Unsuitability By-Law when the student has been found unsuited, on considerations of competence or professional fitness, for the practice of clinical psychology. A student may be required to withdraw at any time throughout the academic year or following the results of examinations at the end of any academic term. This right to require withdrawal prevails notwithstanding any other provision in the Department's rules or regulations. A student may be required to withdraw when he or she has:

- a. Been guilty of such conduct which, if participated in by a practicing clinical psychologist, would result in violation of the Code of Ethics published by the Canadian Psychological Association or the Ethical Principles of Psychologists published by the American Psychological Association; and/or
- b. In any clinic or practicum practiced incompetently due to ongoing impairment of functioning; and/or
- c. Jeopardized professional judgment through self-interest; and/or
- d. Demonstrated behaviour with respect to other students, colleagues, faculty or the public which is exploitive, irresponsible, or

destructive.

The Clinical Psychology Training Program faculty attempt to provide clear and direct feedback to students with regard to evaluation of all areas of their endeavours at all levels of training. Clinical psychology training emphasizes the maximal development of capabilities rather than fulfillment of minimal department degree requirements. Evaluations are done at the end of each academic year by Program faculty as a whole and by each student's Advisory Committee. Students have an opportunity to provide information prior to evaluation meetings and to respond to written summaries of such meetings.

### **CLINICAL PSYCHOLOGY TRAINING PROGRAM FACULTY**

There are two categories of faculty within the Clinical Psychology Training Program, namely Full Member and Clinical Associate Member.

Full Member status includes individuals who are recognized by the Program as qualified to teach, independently provide clinical services, and supervise students' clinical work within their areas of competence. Clinical Associates are individuals who are involved only in practicum supervision of students, usually concerning specialty practica in settings outside of the PSC. Individual Full Members, their interests, and areas of specialization are listed below:

#### **AREA FACULTY**

**RAYLEEN DE LUCA**, PH.D., UNIVERSITY OF MANITOBA

(204) 474-7255

[delucarv@cc.umanitoba.ca](mailto:delucarv@cc.umanitoba.ca)

**AREAS OF EXPERTISE:** Clinical Child Psychology, Child Abuse, Child Psychotherapy, Psychopathology

**CURRENT RESEARCH INTERESTS:** Research in my lab has shown that childhood sexual abuse often creates long term psychological difficulties. Our studies have confirmed that group treatment with boys and girls who have experienced sexual abuse is a most promising form of intervention. The motivation to study sex offenders developed from my interest in prevention and this continues to be a focus of my research. In addition, I am interested in examining components of resiliency in children who have experienced abuse. Some of the

questions that I am exploring, along with my graduate students, include: Why do some children who have experienced abuse exhibit psychological well being, while other abused children do not exhibit psychological well being? Is there a relationship between the type of abuse experienced and the form of psychopathology exhibited? Does attachment style in adulthood moderate the relationship between child abuse type and well being?

**MICHAEL ELLERY**, PH.D., DALHOUSIE UNIVERSITY

(204) 474-7264

[michael\\_ellery@umanitoba.ca](mailto:michael_ellery@umanitoba.ca)

**AREAS OF EXPERTISE:** Concurrent Mental Health and Addiction Problems, Dialectical Behaviour Therapy, Gambling, Substance Use Disorders

**CURRENT RESEARCH INTERESTS:** I am very pleased to have collaborative relationships with institutions such as the Addictions Foundation of Manitoba and the Manitoba Gaming Control Commission. My research interests range from laboratory-controlled experiments examining addictive behaviours (e.g., the effect of alcohol on gambling behaviour), to psychophysiological studies of addictive behaviours (e.g., heart rate), to investigating the psychometric properties of psychological measures (e.g., measures of motivations for gambling), to studies evaluating the effectiveness of treatment (e.g., DBT-based approaches).

**DIANE HIEBERT-MURPHY**, PH.D., UNIVERSITY OF MANITOBA

[hiebrt@cc.umanitoba.ca](mailto:hiebrt@cc.umanitoba.ca)

**AREAS OF EXPERTISE:** Intimate Partner Violence, Family-Centered Practice, Family Therapy

**EDWARD JOHNSON**, PH.D., UNIVERSITY OF WATERLOO

(204) 474-9006

[ed\\_johnson@umanitoba.ca](mailto:ed_johnson@umanitoba.ca)

**AREAS OF EXPERTISE:** Cognition in Personality and Psychopathology, Cognitive Behavioural Therapy, Health Psychology, Self-Regulation

**CURRENT RESEARCH INTERESTS:** The general theme that runs through my research concerns how maladaptive or distorted forms of self-knowledge interfere with healthy

and effective self-regulation. In particular, my students and I have conducted research examining how distortions in self-knowledge such as self-deception, defense mechanisms, narcissism, and egocentrism operate and how they influence processes such as physical health, emotion regulation, self-esteem, psychopathology, performance on cognitive tasks, and how self-assessment processes affect competency development in clinical supervisors. Previous students have examined the influence of changes in self-perceptions on treatment outcome in social phobia; the role of meta-perception of self in social phobia; the role of ruminative thinking in depression; how different forms of self-awareness affect tolerance of cold-pressor pain; and how identity development strategies promote self-concept clarity in young adults.

**MICHAEL LEBOW**, PH.D., UNIVERSITY OF UTAH

[mlebow@cc.umanitoba.ca](mailto:mlebow@cc.umanitoba.ca)

**AREAS OF EXPERTISE:** Behaviour Therapy, Disability, Obesity, Eating Disorders

**CURRENT RESEARCH INTERESTS:** The main objective of my research is enabling adults, teenagers, and children suffering from disabling conditions to think and feel better. Target populations are individuals with obesity, eating disorders, and multiple sclerosis. Our work on enabling those with disabling conditions will soon focus on using the Internet to “give psychology away.” We are looking for various ways of improving the moods of individuals by having them change their self talk. Thus far, our methods have been influenced by an algorithm we've developed for teaching clients to regain, through challenging self deprecations, their lost sense of enablement. One of our current enabling efforts is, using an online-delivered manualized program, to teach obese and overweight 8-12-year olds to sensibly deal with excess weight and their weight-based self-deprecations.

**COREY S. MACKENZIE**, PH.D., QUEEN'S UNIVERSITY

(204) 474-8260

[corey\\_mackenzie@umanitoba.ca](mailto:corey_mackenzie@umanitoba.ca)

<http://home.cc.umanitoba.ca/~mackenz0/>

**AREAS OF EXPERTISE:** Geropsychology, geriatric psychiatric epidemiology, mental health service utilization, caregiver stress, mindfulness

**CURRENT RESEARCH INTERESTS:** My Aging and Mental

Health laboratory is interested in improving older adults' mental health. Within this broad topic, my students and I are engaged in research related to three topics. First, use both primary data collection and secondary analyses of population databases to understand mood and anxiety disorders among older adults, as well as barriers to their use of mental health services. Second, we are investigating the mental health and cognitive consequences of stress experienced by caregivers of older adults with dementia. Finally, we are interested in the role that mindfulness plays in mental health in later life

**DAVID MARTIN**, PH.D., UNIVERSITY OF CHICAGO

[martin@ccu.umanitoba.ca](mailto:martin@ccu.umanitoba.ca)

**AREAS OF EXPERTISE:** Psychotherapy, Training of Psychotherapists.

**CURRENT RESEARCH INTERESTS:** I am studying the interpersonal factors involved in clinical supervision, using both quantitative and qualitative methods.

**MARIA MEDVED**, PH.D., UNIVERSITY OF

(204) 480-1465

[medved@cc.umanitoba.ca](mailto:medved@cc.umanitoba.ca)

<http://home.cc.umanitoba.ca/~medved>

**AREAS OF EXPERTISE:** Health Psychology, Rehabilitation Psychology, Neuropsychology, Psychodynamic Therapy

**CURRENT RESEARCH INTERESTS:** I am interested in the self-identity of people as they go through a particular kind of developmental crisis, a crisis due to injury or disease. Often individuals are viewed as passive recipients of their symptoms, suffering their fate without being able to intervene and to give meaning to the changes in their lives.

In my work I try to overcome this neglect. In pursuing this research agenda, I explore questions such as: How do individuals with memory problems understand themselves if they can't remember? How do people with developmental disabilities construct autobiographical stories? How do men and women understand their need for rehabilitation after a serious cardiac event? How do families make with medical treatment decisions when an adult member has an acquired brain injury? How do people with burns come to terms with pain and disfigurement?

**DON STEWART**, PH.D., UNIVERSITY OF MANITOBA

[Don\\_stewart@umanitoba.ca](mailto:Don_stewart@umanitoba.ca)

**AREAS OF EXPERTISE:** Clinical supervision, supervision ethics, cognitive assessment, mental health service delivery systems

**CURRENT RESEARCH INTERESTS:** As director of the Psychological Service Centre, the on-site training clinic for Clinical Psychology students, much of my time is devoted to managing the daily activities of the PSC to ensure it is meeting the training needs of our students and providing a high level of service to its diverse clientele. I offer a specialty practicum in cognitive assessment at the university's Learning Disability Services Clinic, and provide a range of other supervisory, training, and consultative services to various sectors of the campus community. My current research activities are focused on identifying methods to enhance self-assessment of supervisory competency, mental health knowledge translation for young adults, and determinants of help-seeking among postsecondary students.

**BRUCE TEFFT**, PH.D., UNIVERSITY OF ROCHESTER

[tefft@cc.umanitoba.ca](mailto:tefft@cc.umanitoba.ca)

**AREAS OF EXPERTISE:** Community Psychology, Community Mental Health, Program Planning and Evaluation

**CURRENT RESEARCH INTERESTS:** My current research interests fall into two main areas. The first area is the primary prevention of human distress, especially that arising from social, economic, and political inequality. Improvement of health and well-being on a population

level depends on empowering disadvantaged groups and helping them to gain access to needed resources. The second area of interest is ethical considerations in conducting research with humans. As Chair of a research ethics board, I am aware of the ethical errors researchers tend to make collectively. Understanding the nature of these errors and the factors underlying them is the key to more effective education of researchers and protection of research participants.

**JENNIFER THEULE**, PHD, UNIVERSITY OF TORONTO

(204) 474-7417

[theule@cc.umanitoba.ca](mailto:theule@cc.umanitoba.ca)

**AREAS OF EXPERTISE:** Attention Deficit Hyperactivity Disorder, Attachment-Based Therapies, including parent-child therapy, Developmental Disorders

**CURRENT RESEARCH INTERESTS:** The overarching theme of my research is that families are systems and family members have a variety of effects on one another. I currently have two areas of interest falling under this umbrella. The first is on the family (including parental) factors associated with child Attention Deficit Hyperactivity Disorder. The second is on interventions with very young children (zero to six). I use systematic reviews (meta-analysis) to help me answer these questions and clarify the effects and relationships between these factors, as well as to identify moderators of the examined relationships.

---

## INQUIRIES

Inquiries concerning the Clinical Training Program may be directed to:

DIRECTOR OF CLINICAL TRAINING  
Dr. Corey S. Mackenzie  
[corey\\_mackenzie@umanitoba.ca](mailto:corey_mackenzie@umanitoba.ca)

## ACCREDITATION STATUS

The Clinical Training Program is accredited by the Canadian Psychological Association and the American Psychological Association (on probation since 2006). Enquiries regarding the program's accreditation status can be directed to:

Karen R. Cohen, Ph.D. Executive Director  
Office of Program Consultation  
**CANADIAN PSYCHOLOGICAL ASSOCIATION**  
141 Laurier Avenue West, Suite 702  
Ottawa, Ontario K1P 5J3 CANADA  
Tel. (613) 237-2144 ext. 331 Email: [kcohen@cpa.ca](mailto:kcohen@cpa.ca)

**CPA General Contact Info**  
Toll free: 1-888-472-0657 Fax: (613) 237-1674  
Email: [executiveoffice@cpa.ca](mailto:executiveoffice@cpa.ca)

or

Susan F. Zlotlow, Ph.D., Director  
Office of Program Consultation & Accreditation  
**AMERICAN PSYCHOLOGY ASSOCIATION**  
750 First Street, NE  
Washington, DC 2002-4242 **USA**  
Ms Ann Marie Plant, Accreditation Assistant  
Accreditation Office  
Tel: 888-474-0657 ext. 328 Email: [aplante@cpa.ca](mailto:aplante@cpa.ca)

## Student Admissions, Outcomes, and Other Data

### 1. Time to Completion from Program Entry to Graduation:

**Mean** number of years (for past 7 years): 8.02

**Median** number of years (for past 7 years): 8.00

Number and Percentage of students completing the Clinical Psychology Training Program	Years to Completion
1(3.3%)	< 5 years
0	5 years
8(26.7%)	6 years
7(23.3%)	7 years
14(46.7%)	> 7 years

\*There were 31 graduating students from 2004 to 2011.

### 2. Internships:

	2004	2005	2006	2007	2008	2009	2010
Number students applying for Internship	10	9	7	6	5	5	8

<b># and (%) Obtaining internships</b>	6 (60%)	7 (77.8%)	5(71.4%)	5 (83.3%)	4(80%)	5(100%)	7(87.5%)
<b># and (%) Obtaining Paid Internships</b>	6 (60%)	7 (77.8%)	4(57.1%)	5 (83.3%)	4(80%)	5(100%)	7(87.5%)
<b># and (%) Obtaining APA or CPA Internships</b>	5 (50%)	6 (66.7%)	4(57.1%)	5 (83.3%)	3(60%)	3(60%)	7(87.5%)
<b># and (%) Obtaining Non-Accredited APPIC internships</b>	0	0	1(14.3%)	0	0	0	0
<b># and (%) obtaining Non-Accredited Non-APPIC internships</b>	1(10%)	1(11.1%)	0	0	1(20%)	2(40%)	0
<b># and (%) obtaining two-year, half time internships</b>	0	1(11.1%)	0	0	1(20%)	0	0

### 3. Attrition (Over last 7 years):

<b>Year of First Enrollment</b>	<b>Number of Students Enrolled</b>	<b>Number and percentage who graduated with doctorate</b>	<b>Number and percentage of students still enrolled in program</b>	<b>Number and percentage of students no longer enrolled for any reason other than graduation</b>
2004	7	0	7(100%)	0
2005	8	0	8(100%)	0
2006	5	0	4(80%)	1(20%)
2007	7	0	5(71.4%)	2(28.6%)
2008	5	0	5(100%)	0
2009	7	0	7(100%)	0
2010	5	0	5(100%)	0

### 4. Licensure:

<b>Year of Graduation</b>	<b>Number of Students Graduated</b>	<b>Number and percentage who are licensed*</b>
2004	4	4(100%)
2005	5	5(100%)
2006	6	4(66%)
2007	5	4(80%)
2008	4	2(50%)
2009	4	
2010	3	

---

<b>2011</b>	1	
<b>Totals:</b>	32	19(79%) over last 8 years

\* data are incomplete at time of printing

## DEVELOPMENTAL PSYCHOLOGY

The interests and expertise of the faculty of the Developmental Psychology Program encompass diverse approaches to developmental issues. A variety of topic areas are represented by faculty research interests, and range from motor milestone acquisition and speech perception in infancy to communication comprehension in middle childhood to health-related thoughts and behaviours in the elderly. Methodologies vary as well, with data collection occurring in experimental laboratories and home/school environments, on the web, and through traditional survey approaches. Although our graduate training model has a strong apprenticeship core, we encourage intellectual breadth in graduate students by having them take a variety of courses to obtain relevant expertise. Interested prospective graduate students should contact individual developmental area faculty members to get information regarding their plans for accepting new graduate students for the next admissions cycle.

---

### AREA FACULTY

**JUDITH CHIPPERFIELD**, PHD, UNIVERSITY OF MANITOBA

(204) 474-8762

[chipper@ms.umanitoba.ca](mailto:chipper@ms.umanitoba.ca)

**AREAS OF EXPERTISE:** Health and Aging

**CURRENT RESEARCH PROJECTS:** My current research involves the investigation of how psychological factors as assessed among older individuals relate to health, well-being, and use of health services such as physician visits and hospitalizations. The focus has been older individuals' emotions and their perceptions of control. My past research has established that, compared to their counterparts, those individuals with strong perceptions of control visit their physicians less frequently, are hospitalized fewer times, and survive longer.

**WARREN O. EATON**, PHD, UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

(204) 474-9739

[eaton@cc.umanitoba.ca](mailto:eaton@cc.umanitoba.ca)

**AREAS OF EXPERTISE:** Infant Milestones; Developmental Trajectories; Physical Growth; Seasonal Factors in Early Development; Gender Differences.

**CURRENT RESEARCH INTERESTS:** Infants and young children differ considerably in the ages at which they reach near-universal milestones like sitting, walking, and reproductive maturity. The factors that predict the timing of such attainments provide important clues for understanding the process of development, so I study individual differences in rates of early development through parent reports. We recruit parent collaborators from around the world who report on milestone attainments using internet technology.

**MELANIE GLENWRIGHT**, PHD, UNIVERSITY OF CALGARY

(204) 474-9726

[glenwrig@cc.umanitoba.ca](mailto:glenwrig@cc.umanitoba.ca)

**AREAS OF EXPERTISE:** Children's Understanding of Communication, Cognitive Development in Middle Childhood and Autism Spectrum Disorders (ASD)

**CURRENT RESEARCH PROJECTS:** My research examines the development of communication comprehension in middle childhood. One of my current projects examines how children and adults interpret sarcasm differently. Another project investigates theory of mind reasoning in toddlers with ASD using a spontaneous looking task. A third project examines how intonation influences children's interpretations of sarcasm. Future research projects will investigate children's understanding of teasing. I am accepting new graduate students this year.

**MELANIE SODERSTROM**, PHD, JOHNS HOPKINS UNIVERSITY

(204) 474-9528

[m\\_soderstrom@umanitoba.ca](mailto:m_soderstrom@umanitoba.ca)

**AREAS OF EXPERTISE:** Infant Speech Perception, Early Language Acquisition, Effects of Child Care on Language Development

**CURRENT RESEARCH PROJECTS:** Currently, my research interests span two domains. First, I run an NSERC-funded program of research on the perceptual capabilities of infants 6-24 months, examining what infants know about the language they are learning, and how their perceptual capabilities influence language development. Second, I examine characteristics of the language environment itself and its role in language acquisition. I am running a SSHRC-funded project comparing the language environments of children across child care settings such as child care centres, home daycares and at home with mom.

## METHODOLOGY

Members of the Methodology group have expertise in a broad range of topics in measurement, research design, and statistical analysis. Topics such as classical and robust estimation and testing, meta-analysis methodology, mixed-effects modeling, parametric and nonparametric regression analyses and diagnostic procedures, the analysis of repeated or longitudinal data, and simultaneous statistical inference are of particular research interest. Training in this area includes practical applications as well as theoretical analysis.

### AREA FACULTY

**CAM-LOI HUYNH**, PHD, UNIVERSITY OF IOWA

(204) 474-7400

[home.cc.umanitoba.ca/~huynh](http://home.cc.umanitoba.ca/~huynh)

**AREAS OF EXPERTISE:** Applied and Mathematical Statistics; Psychometrics; Psychological Tests and Computer Programming

**CURRENT RESEARCH PROJECTS:** Significance tests, Causal Modeling, Meta analysis and Cross-national study of publications and presentations in Psychology

**HARVEY J. KESELMAN**, PHD, UNIVERSITY OF OKLAHOMA

(204) 474-8268

[kesel@ms.umanitoba.ca](mailto:kesel@ms.umanitoba.ca)

**AREAS OF EXPERTISE:** Applied Statistical Analysis; Research Design, Robust Estimation and Testing

**CURRENT RESEARCH PROJECTS:** Multiple comparison procedures, linear models, the analysis of repeated measurements, multivariate analysis.

**JOANNE C. KESELMAN**, PHD, UNIVERSITY OF MANITOBA

(204) 474-9444

[Joanne.Keselman@umanitoba.ca](mailto:Joanne.Keselman@umanitoba.ca)

**AREAS OF EXPERTISE:** Quantitative Methods; Applied Statistical Analysis

**CURRENT RESEARCH PROJECTS:** Data-analytic strategies for repeated measures designs; Meta-analysis.

## SCHOOL PSYCHOLOGY

### PROGRAM OVERVIEW:

We offer two streams of training in School Psychology:

- 1) a non-thesis comprehensive exam based MA degree in School Psychology that is designed to ready students for employment after two years of intense preparation and
- 2) a three year thesis stream that includes additional training in research design and data analysis.

Students applying to the program will indicate their preference for thesis or non-thesis track. The application, interview, and acceptance process will be the same for both tracks, with the exception that a student applying to the thesis track must have a faculty member agree to serve as research advisor before they are accepted. The advisor may be in the School Psychology area or a departmental area other than School Psychology.

Students in the thesis track will have one opportunity to switch into the non-thesis track at the end of Year One. A switch of this kind must be approved by the School Psychology committee and the Associate Head (Graduate). Students who switch to the non-thesis track will be required to complete all course requirements for the non-thesis option and to write the comprehensive examinations. Students in the non-thesis track will not be permitted to switch to the thesis track unless they re-apply to the program.

In both streams our objective is to provide excellent training in the principles and practices of school psychology, preparing students to deliver psychological services within the school community context. This includes intensive training in various theoretical perspectives (e.g., biological, cognitive, social, etc.) regarding the development of positive mental well-being and the aetiology and treatment of psychological disorders. It also includes significant expert training in assessment and measurement and the implementation and evaluation of prevention and treatment programs. It includes course content focussed on instructional processes and school systems. We provide this by partnering with the Faculty of Education and by the inclusion, in core courses, of specific modules focussed on topics specific to the classroom experience. A particular strength of our program is the collaboration in training with working Clinicians. The curriculum includes two supervised practica for the development of skills in assessment and intervention. By providing early and continuing placements in real-world, applied settings we provide training that allows students very early on to apply their skills in practical and meaningful activities. Feedback from employers indicates that our students are well equipped to begin their careers with confidence and capacity and to grow with the benefit of continuing education.

Our focus is on helping students become familiar with the best practices of data-based decision making and evidence-based interventions. The program is organized to progress from the general to the specialized, the basic to the complex, and the theoretical to the practical.

The program is designed to meet the specific requirements for registration and licensing for school psychologists in Manitoba. As well, the program is designed to develop the necessary competencies listed by the National Association of School Psychologists. In addition, the program incorporates training in areas identified by the Canadian Psychological Association Mutual Recognition Agreement. This common set of competencies is required for training programs and licensing requirements across the country. This training ensures that our program matches or exceeds the requirements of other programs in Canada and facilitates licensing of our graduates in other jurisdictions.

We pay special attention to the diversity that characterizes the student population in Manitoba. For example, courses contain components that address issues such as unique aspects of living and learning in rural and urban environments, ethnic and cultural diversity (especially the needs of Aboriginal students), and the special needs of students who have physical, cognitive, or emotional/behavioural disorders.

### ADMISSION REQUIREMENTS

The admissions criteria and process are the same as those for the other graduate programs in the Department of Psychology with the exception that non-thesis stream students are not required to identify a potential advisor when applying. We admit an of eight to ten students per year, including up to three thesis stream students. All students are required to submit a Criminal Record Check and a Child Abuse Registry Check upon admission to and prior to registering in the program.

A "special admissions" process allows Aboriginal students who meet the minimal requirements set by the Faculty of Graduate Studies to be eligible for admission in this category. We anticipate admitting up to two students per year in this category, but the actual numbers will vary depending on applications.

Our program attracts students who:

- a. have very strong academic backgrounds
- b. have excellent written and oral communication skills
- c. have excellent social and interpersonal skills
- d. have a strong interest in working with children and adolescents and who understand the value of the profession of school psychology as an institutional practice.

Fee information is available under the **Masters Programs with Special Fees** at:

<http://umanitoba.ca/student/records/fees/1031.html>

## AREA FACULTY

**RICHARD KRUK**, PHD, UNIVERSITY OF TORONTO

(204) 474-7349

[krukr@ms.umanitoba.ca](mailto:krukr@ms.umanitoba.ca)

**AREAS OF EXPERTISE:** Reading acquisition, reading difficulty, development of visual processes, phonological, orthographic, and morphological abilities in children.

**CURRENT RESEARCH INTERESTS:** My research focuses on the development of visual perception and cognitive skills in children in the early elementary school years; particularly in reading acquisition, and reading disability. I am currently studying the relationship between visual functioning related to motion detection and attention, and development of basic reading skills acquisition. I examine how phonological, orthographic, morphological, word recognition and comprehension skills are related to neural processes involved in vision.

The objective of my current research program is to track how the relationship between visual processes, particularly those involved in motion detection and visual attention, and early reading skills changes during the first three years of literacy learning. This can have significant implications for our understanding of reading skill, its acquisition, and for developing more accurate ways to identify of reading difficulties. A second area of interest involves the development of language abilities in children with and without reading difficulty. Although phonological processing is a major predictor of reading success, I am exploring the importance of morphological awareness, a child's ability to understand and manipulate basic units of meaning in words, and orthographic knowledge as predictors of both early- and later-emerging reading skills.

**BARRY A. MALLIN**, PHD, UNIVERSITY OF MANITOBA

(204) 474-8257

[mallin@cc.umanitoba.ca](mailto:mallin@cc.umanitoba.ca)

**AREAS OF EXPERTISE:** School Psychology, Professional Ethics, Psychoeducational Assessment, Outcomes

Measures

**CURRENT RESEARCH INTERESTS:** Strategies for engaging school systems in best practices in school psychology, implications for practice of teaching paradigms in school psychology, ethical decision making in theoretical vs. real circumstances.

**JANINE MONTGOMERY**, PHD, UNIVERSITY OF SASKATCHEWAN

(204) 474-8306

[montgom0@cc.umanitoba.ca](mailto:montgom0@cc.umanitoba.ca)

**AREAS OF EXPERTISE:** Asperger disorder, high functioning autism, nonverbal learning disabilities, attention deficit hyperactivity disorder, school psychology: assessment and intervention

**CURRENT RESEARCH INTERESTS:** My research examines characteristics of children and youth who have difficulties with social interaction (particularly social-cognitive deficits). My broader research interests are aimed towards gathering information about individuals with social-cognitive deficits in order to 1) better understand individual characteristics and needs and 2) design appropriate strength-based interventions.

This program of research includes examinations of best practices for assessment and intervention, measurement issues pertaining to diagnosis and treatment, diagnostic issues, inter-professional collaboration, prevention of co-morbid disorders, resiliency, and early intervention programs.

**JENNIFER THEULE**, PHD, UNIVERSITY OF TORONTO

(204) 474-7417

[theule@cc.umanitoba.ca](mailto:theule@cc.umanitoba.ca)

**AREAS OF EXPERTISE:** Attention Deficit Hyperactivity Disorder, Attachment-Based Therapies, including parent-child therapy, Developmental Disorders

**CURRENT RESEARCH INTERESTS:** The overarching theme of my research is that families are systems and family members have a variety of effects on one another. I currently have two areas of interest falling under this umbrella. The first is on the family (including parental) factors associated with child Attention Deficit Hyperactivity Disorder. The second is on interventions with very young children (zero to six). I use systematic

reviews (meta-analysis) to help me answer these questions and clarify the effects and relationships between these factors, as well as to identify moderators of the examined relationships.

**Year 1**

**2 YEAR COMPREHENSIVE EXAM BASED STREAM**

FALL	WINTER	SUMMER
<i>Ethics, History, &amp; Profession of School Psychology I (3) - Psyc 7012</i>	<i>Ethics, History, &amp; Profession of School Psychology 2 (3) - Psyc 7014</i>	<b>Comprehensive Exam I* - PART A</b>  Example: Presentation of the student's professional portfolio demonstrating: <ol style="list-style-type: none"> <li>personal growth and skill development over the time in the program</li> <li>Self-reflection and critical thinking</li> <li>Planning for future growth and skill development</li> </ol> Documentation of training and acquisition of competencies.t  * Students do not register for <b><u>COMP EXAM I</u></b>
<i>Psycho-educational Assessment and Measurement 1 (3) - Psyc 7022</i>	<i>Psycho-educational Assessment and Measurement 2 (3) - Psyc 7024</i>	
<i>Learning &amp; Cognitive Impairment (3) - Psyc 7030</i>	<i>Teaching Strategies, Learning Styles, and Academic Remediation (3) - Psyc 7040</i>	
<i>Working with Family, Schools, and Community Systems (Faculty of Education course) (3) - Edua 7740</i>	<i>Junior Practicum (Assessment) (3) - Psyc 7050</i>	
<i>Child/Youth Psychopathology (3) - Psyc 7080</i>	<i>Social, Emotional, and Personality Assessment of children/youth (3) - Psyc 7070</i>	

**Year 2**

FALL	WINTER	SUMMER
<i>Senior Practicum (Intervention) (6) - Psyc 7060</i>		<b>Comprehensive Exam II - PART B</b> – Grad 7010  Example: Part A Presentation of the student's professional portfolio demonstrating: <ol style="list-style-type: none"> <li>personal growth and skill development over the time in the program</li> <li>Self-reflection and critical thinking</li> <li>Planning for future growth and skill development</li> <li>Documentation of training and acquisition of competencies.</li> </ol> Part B Preparation of an annotated evaluation report demonstrating the student's skills acquired across courses and their reflections on the use of those skills in an applied setting.
<i>Behavioural Assessment and Intervention in School Settings (3) - Psyc 7090</i>	<i>Consultation &amp; Supervision (3) - Psyc 7120</i>	
<i>Intervention in the Early/Middle Years (3) - Psyc 7100</i>	<i>School Psychology Research Design and Program Evaluation (3) - Psyc 7130</i>	
<i>Intervention in Adolescence (3) - Psyc 7110</i>	<i>Development in Learning Environments (Faculty of Education course) (3) - Edua 7710</i>	
<i>Elective 1 (3)</i>  Elective courses should be <b>1)</b> chosen so as to make up gap in background (e.g., neuropsychology, statistics), <b>2)</b> Intervention and Assessment (e.g., Projective Tests, Family Therapy, etc.) or <b>3)</b> Research (e.g., Independent Research, Supervised Field Study, Problems in Psychological Research, etc.)	<i>Elective 2 (3)</i>	

**Notes:**

- Number of credit hours shown in parentheses

- Summer comprehensive exam assigned during Winter semester
- Total number of 30 credit hours each year

## Year 1

### 3 YEAR THESIS BASED STREAM

FALL	WINTER	SUMMER
Quantitative Methods in Psychology I (3) - Psyc 7200	Quantitative Methods in Psychology 2(3) - Psyc 7210	<p>Students will be expected to identify a research area by this time and to be immersed in thesis-related literature over the summer. Initial proposal development may occur at this time.</p> <p>Students may be placed in alternate spring/summer practicum placements if deemed appropriate by committee.</p>
Topics in Educational Psychology 1 - Working with Family, Schools, and Community Systems (3) (Faculty of Education course) - Edua 7740	Two of three required: Teaching Strategies, Learning Styles, and Academic Remediation (3) - Psyc 7040 Social, Emotional, and Personality Assessment of children/youth (3) - Psyc 7070 Consultation & Supervision (3) - Psyc 7120	
One of two required: Learning and cognitive impairment(3)- Psyc 7030 Child/Youth Psychopathology (3)- Psyc 7080		

## Year 2

FALL	WINTER	SUMMER
Ethics, History and Profession of School Psychology 1 (3) - Psyc 7012	Ethics, History and Profession of School Psychology 2 (3) - Psyc 7014	<p>Data collection.</p> <p>Students may be placed in alternate spring/summer practicum placements if deemed appropriate by committee, to facilitate data collection.</p>
Psycho-Education Assessment and Measurement 1 (3) Psyc 7022	Psycho-Education Assessment and Measurement 2 (3) Psyc 7024	
One of two required (if not taken in year one): Psyc 7030 Psyc 7080	One of two required (if not taken in year one): Psyc 7040 Psyc 7070	
MA Thesis Proposal Development - Psyc 7780	Junior Practicum in School Psychology (3) - Psyc 7050	

## Year 3

FALL	WINTER	SUMMER
Senior Practicum (3) - Psyc 7060	Senior Practicum (3) - Psyc 7060	<p>Students will complete and defend the thesis no later than the 15<sup>th</sup> of August. Grad 7000</p>
Behavioural assessment and intervention in school settings (3) - Psyc 7090	Consultation & Supervision (3) - Psyc 7120 (If not taken in Year 1)	
Intervention in the early/middle years (3) - Psyc 7100	School Psychology Research Design and Program Evaluation (3) - Psyc 7120	
Intervention in adolescence (3) - Psyc 7110	Development in learning environments (3) - Edua 7710	

## SOCIAL & PERSONALITY PSYCHOLOGY

Social and personality psychology are scientific fields that seek to understand how people think about, influence, and relate to one another, and how they strive to satisfy personal needs and goals in the wider world. These aims, which are common to both fields, are nevertheless pursued with a different emphasis in each. The emphasis in social psychology is on external situational and environmental factors that may affect social or personal functioning, whereas the emphasis in personality psychology is on relatively durable attributes within the person--including some that may be unique to each individual and others that may be universal to the species or to all living organisms. Training in social and personality psychology at the advanced undergraduate, M.A., and PhD levels emphasizes critical thinking and the creative generation of research hypotheses and proposals. Such training occurs through a wide range of seminars and independent research projects with a faculty advisor. Current research interests of the social-personality psychology faculty include biases in social perception, intergroup relations and social justice, validity of personality judgments, attributions, academic motivation and achievement, perceptions of control, the origin and organization of social attitudes, health and related self-perceptions and behaviours, self-esteem, body image, close relationships, cross-cultural psychology, and the social psychology of science.

Area website: <http://home.cc.umanitoba.ca/~sapa/>

### AREA FACULTY

#### JOHN G. ADAIR, PROFESSOR EMERITUS

PHD, UNIVERSITY OF IOWA

(204) 474-8248

[adair@ms.umanitoba.ca](mailto:adair@ms.umanitoba.ca)

**AREAS OF EXPERTISE:** Social Psychology of Science, particularly of the social sciences of psychology and education; Cross-Cultural Psychology and national development of Psychology in developing countries; Social Research Methodology; Research Ethics.

**CURRENT RESEARCH INTERESTS:** Current research is

focused on (1) a cross-national study of discipline development and indigenization of Psychology in developing countries; (2) a theoretical and empirical (qualitative and meta-analytical) analysis of the control group, particularly placebo and Hawthorne controls, in educational and psychological research; and (3) deception and ethical practices in contemporary social psychology.

**DAN BAILIS**, PHD, PRINCETON UNIVERSITY

(204) 474-7326

[bailids@cc.umanitoba.ca](mailto:bailids@cc.umanitoba.ca)

**AREAS OF INTEREST:** Social psychology and health.

**CURRENT RESEARCH INTERESTS:** I am currently investigating goal conflict as a barrier to regular physical activity. This line of research will investigate whether goal conflict reduces performance of physical activity by various means, including the loss of enjoyment or intrinsic satisfaction from exercise, conditioning of negative emotions to exercise objects and settings, weakening of psychological structures underlying the intention to exercise, and justifying ongoing underperformance of personal exercise goals. I have also worked in the area of healthy aging and have a long-term interest in topics such as perceived control, collective self-esteem, and social comparison.

**JESSICA J. CAMERON**, PHD, UNIVERSITY OF WATERLOO

(204) 474-7490

[Jessica\\_Cameron@umanitoba.ca](mailto:Jessica_Cameron@umanitoba.ca)

[home.cc.umanitoba.ca/~cameron2](http://home.cc.umanitoba.ca/~cameron2)

**AREAS OF EXPERTISE:** Insecurity/Self-esteem/Models of Self and Other (Attachment theory), Relationships, Communication, Person x Situation Interactionism

**CURRENT RESEARCH INTERESTS:** My primary interest involves the behavioural, perceptual, and emotional consequences of insecurity (e.g., low self-esteem; insecure attachment). In the majority of my work, I focus on investigating the consequences (and perhaps the sources) of insecurity in relationships. Most of my research takes a Person x Situation interactionist perspective whereby I investigate traits (e.g., insecurity) in the contexts that seem to elicit different motivations for those lower and higher in security. When differential motivations arise, the differences in perceptions, behaviors, and emotional experiences of secure and

insecure individuals become apparent. I most often study these processes in the context of self-disclosure and relationship initiation. I have also taken a special interest in two related areas: 1) the measurement of insecurity; 2) the stigma of being insecure in Western cultures and the personal consequences of living with such stigma.

**MARIAN MORRY**, PHD, UNIVERSITY OF IOWA

(204) 474-6982

[morrym@ms.umanitoba.ca](mailto:morrym@ms.umanitoba.ca)

**AREAS OF EXPERTISE:** Close Relationships, Attraction, Social Cognition, Perceptions, Self-Construal, Personality

**CURRENT RESEARCH INTERESTS:** My research interests involve one's self-definition and the quality of one's close relationships; both friendships and romantic relationships. In terms of one's self-definition, I currently examine (a) how individuals with anxious or avoidant attachment styles differ in their reactions to social comparisons of their dating relationships and (b) how one's relational interdependent self-construal influences his or her behaviour, cognition, and affect in new and ongoing relationships. I am also interested in more general social cognitions within one's dating relationship where the individual enhances the partner relative to the self and to the general other.

**RAYMOND P. PERRY**, PHD, UNIVERSITY OF CALGARY

(204) 474-7838

[rperry@cc.umanitoba.ca](mailto:rperry@cc.umanitoba.ca)

**AREAS OF EXPERTISE:** Social Cognition; Applied Social Psychology; Instructional Psychology; Prejudice and Discrimination

**CURRENT RESEARCH INTERESTS:** My research interests lie primarily within the social cognition domain, as exemplified by Weiner's Attribution Theory, Covington's Self-Worth Theory, Seligman's Learned Helplessness Theory, etc. Within this general orientation, three major topics have been emphasized. One line of research has focused on motivation and performance in achievement settings. Of particular interest is the identification of academic markers that make some people failure-prone and others mastery-oriented. Related to this is the development of intervention techniques designed to assist high-risk individuals to

function at optimal capacity. A second line of research has examined the role of perceived personal control in health and aging in diverse populations. Utilizing a variety of control theory perspectives, it is assumed that perceived control has a strong, positive influence on health and successful aging. Finally, some research has focused on the analysis of prejudice and discrimination in different social settings.

**GERRY SANDE**, PHD, UNIVERSITY OF WATERLOO

(204) 474-9360

[gsande@ms.umanitoba.ca](mailto:gsande@ms.umanitoba.ca)

**AREAS OF EXPERTISE:** Social cognition and Attribution; Stereotypes and Prejudice; Belief maintenance

**CURRENT RESEARCH INTERESTS:** My current research focuses on prejudice and discrimination, and in particular, how beliefs about the causes of sexual orientation influence people's acceptance or rejection of gays and lesbians. A second research project investigates "double standards" in attitudes toward the roles of women and men.

**KATHERINE STARZYK**, PHD, QUEEN'S UNIVERSITY

(204) 474-9528

[starzyk@cc.umanitoba.ca](mailto:starzyk@cc.umanitoba.ca)

**AREAS OF EXPERTISE:** Social justice, individual and social determinants of collective action, personality

**CURRENT RESEARCH INTERESTS:** Falling under the umbrella of "social justice" research, Dr. Starzyk investigates the individual and social determinants of collective action. In her research, she aims to understand: (1) When people are likely to support reparations (e.g., an apology, some sort of financial compensation) for intergroup harms; (2) how framing intergroup harms affects intergroup relations; and (3) what intergroup harm frames are most likely to engage Canadians in ongoing Canadian human rights issues. Her research is intended to make both theoretical as well as applied contributions. Dr. Starzyk also has an interest in the accuracy of personality judgment, but this is, at present, a secondary interest.

**JACQUIE VORAUER**, PHD, UNIVERSITY OF WATERLOO

(204) 474-8250

[vorauer@cc.umanitoba.ca](mailto:vorauer@cc.umanitoba.ca)

**AREAS OF EXPERTISE:** Social Perception; Evaluative Concerns; Relationship Initiation; Intergroup Relations

**CURRENT RESEARCH INTERESTS:** My research interests center on "metaperceptions," people's beliefs about the traits, thoughts, and feelings that they have conveyed to others. I focus in particular on examining communication breakdowns that pose obstacles to positive relationships between

individuals and groups in society, with the long term goal of identifying ways in which these obstacles can be overcome. One line of investigation centers on misunderstandings that occur in risky interpersonal situations, such as efforts to initiate new romantic relationships or friendships across group boundaries. An additional line of research focuses on how evaluative concerns affect people's interactions with out-group members.

## CONTACT INFORMATION

For additional information, please contact the Graduate Program Coordinator or the Associate Head responsible for the graduate program. We're here to help you and answer your questions!

### GRADUATE PROGRAM COORDINATOR

**Mrs. Gloria Derksen**

(204) 474-6377

[Psyc\\_Grad\\_Office@UManitoba.ca](mailto:Psyc_Grad_Office@UManitoba.ca)

### ASSOCIATE HEAD (GRADUATE PROGRAM)

**Dr. Daniel Bailis**

(204) 474-8777

[Bailisds@cc.UManitoba.ca](mailto:Bailisds@cc.UManitoba.ca)

---

## INFORMATIVE LINKS

DEPARTMENT OF PSYCHOLOGY ([umanitoba.ca/faculties/arts/psychology](http://umanitoba.ca/faculties/arts/psychology))

UNIVERSITY OF MANITOBA (U of M; [umanitoba.ca](http://umanitoba.ca))

U of M -- FACULTY OF GRADUATE STUDIES ([umanitoba.ca/faculties/graduate\\_studies](http://umanitoba.ca/faculties/graduate_studies))

U of M – FUNDING FOR GRADUATE STUDENTS ([http://umanitoba.ca/faculties/graduate\\_studies/funding/index.html](http://umanitoba.ca/faculties/graduate_studies/funding/index.html))

U of M -- FINANCIAL AID ([umanitoba.ca/student/fin\\_awards/scholarships/1484.htm](http://umanitoba.ca/student/fin_awards/scholarships/1484.htm))

U of M – HOUSING & STUDENT LIFE ([umanitoba.ca/student/housing](http://umanitoba.ca/student/housing))

U of M – INTERNATIONAL CENTRE FOR STUDENTS ([umanitoba.ca/student/ics](http://umanitoba.ca/student/ics))

U of M – ABORIGINAL STUDENT CENTRE ([umanitoba.ca/student/asc](http://umanitoba.ca/student/asc))

U of M -- CAMPUS SERVICES ([umanitoba.ca/campus](http://umanitoba.ca/campus))

U of M – REGISTRAR'S OFFICE ([umanitoba.ca/student/records/fee\\_information\\_hub.html](http://umanitoba.ca/student/records/fee_information_hub.html))

### WINNIPEG & MANITOBA

- Destination Winnipeg ([destinationwinnipeg.ca](http://destinationwinnipeg.ca))
- Travel Manitoba ([travelmanitoba.com](http://travelmanitoba.com))