The University of Manitoba

GRADUATE STUDY IN PSYCHOLOGY

Graduate Brochure

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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, Quantitative, 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.

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 50 doctoral and 80 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

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 2001-12, the university currently holds 43 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.
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. Six hours of credit from both PSYC 3630 Psychological Measurement and Assessment and 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. Clinical students can be admitted and advised by faculty members in any area of our department, including individuals with adjunct appointments to the Department of Psychology. 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

A complete application should include all of the following:

1. A completed Application for Graduate Admission and application fee. Apply online using UMGradConnect http://umanitoba.ca/faculties/graduate_studies/admissions/index.html

2. Two or more completed Recommendation Forms from individuals familiar with the student’s academic or professional work. The UMGradConnect system will use information provided by the applicant to generate an email to the recommender that contains a link to an online form within UMGradConnect.

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 www.ets.org/gre

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 International Student - Admission Requirements (http://umanitoba.ca/faculties/graduate_studies/admissions/139.html) 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 - umanitoba.ca/faculties/graduate_studies/funding). 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.

Program Costs (tuition and fees):

A. Tuition: (subject to change)
   a) Full-time MA Students in their first year of study:
      Canadian Students: $4,455.75 per year, and $717.60 for subsequent years; International Students: $8,911.50 per year, and $717.60 for subsequent years. School Psychology is a Master’s Program with Special Fees. Fee information is available under the Master’s Programs with Special Fees at: umanitoba.ca/student/records/fees/1031.html
   b) Full-time PhD Students in their first and second years of study: Canadian Students: $4,455.75 per year, and $717.60 for subsequent years; International Students: $8,911.50 per year, and $717.60 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: umanitoba.ca/student/records/fees/986.html
   b) Graduate Studies (including Pre-Masters) students enrolling in undergraduate courses that are not part of the Masters or PhD program are assessed fees at the Undergraduate course rate on a per credit hour basis. Undergraduate Student Fees Link: 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/inquire for Research Assistantships (current salary range $11.08-$23.00 per hour, subject to available funding); Teaching Assistantships (currently $19.72-$21.68 per hour); and Grader/Marker (currently $14.56 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)
   b) Manitoba Health Research Council Scholarships (www.mhrc.mb.ca). International Students are eligible to apply.
   c) Natural Sciences and Engineering Research Council of Canada Scholarships (www.nserc-crsng.gc.ca)
   d) Social Sciences and Humanities Research Council of Canada Scholarships (www.sshrc-crsh.gc.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:

umanitoba.ca/faculties/graduate_studies/funding
AREAS OF SPECIALIZATION

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 MA 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

GARRY L. MARTIN, DISTINGUISHED PROFESSOR EMERITUS PHD, ARIZONA STATE UNIVERSITY

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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.

JOSEPH J. PEAR, PHD, OHIO STATE UNIVERSITY

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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

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AREAS OF EXPERTISE: Developmental disabilities and autism spectrum disorders

CURRENT RESEARCH INTERESTS: Early intensive behavioural intervention, choice making and preference assessment, knowledge translation and exchange.
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
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**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
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**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 born prematurely, or with neurodevelopmental disorders (e.g., Asperger Syndrome).
RANDALL K. JAMIESON, PH. D., QUEEN'S UNIVERSITY
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AREAS OF EXPERTISE: Learning, memory, and decision; Computational modelling; Cognitive Science

CURRENT RESEARCH INTERESTS: I examine how people learn, remember, and decide using both experimental and computational methods. Recent work is focused on developing a unified explanation for what I see to be the twin problems of implicit and associative learning.

DEBBIE KELLY, PH. D., UNIVERSITY OF ALBERTA
204 474 9489
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AREAS OF EXPERTISE: Comparative Cognition, Spatial Cognition, Functional Lateralization, Complex Cognition and Aging

CURRENT RESEARCH INTERESTS: My research team examines spatial memory, brain lateralization, aging and complex cognition. Not only are we interested comparing the cognitive abilities of human and non-human animals (a psychological approach), we also examine cognition across species to understand the evolution of cognitive traits (a biological approach).

JASON LEOE-MCGOWAN, PH. D., MCMASTER UNIVERSITY
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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 LEOE-MCGOWAN, PH. D., UNIVERSITY OF MANITOBA
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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
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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
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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 attend 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
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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
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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
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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.
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 accreditation by the American Psychological Association in 1972 which it maintained until voluntarily withdrawing from APA accreditation January 1, 2012. At present, the University of Manitoba Clinical Psychology Training Program is fully accredited by the Canadian Psychological Association.

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.

**Goals set and outcomes obtained by the program**

The University of Manitoba's Clinical Psychology program has 7 training goals:

1. To produce graduates who are capable of working independently in scientific research.
2. To produce graduates who possess the knowledge and skills needed for entry into the practice of professional psychology.
3. To produce graduates who possess knowledge about the importance of interpersonal relationships, and the ability to develop effective working relationships with clients and colleagues.
4. To produce graduates who have a broad knowledge of Psychology.
5. To produce graduates who can flexibly adapt to the ever-changing needs of society for psychological services, research, teaching, and administration.
6. To produce graduates who possess the talents, values, and commitment to play significant roles in the amelioration of contemporary social problems.
7. To produce graduates who are capable of assuming leadership roles in the profession of psychology.

We evaluate our success in achieving these goals through a variety of methods listed below.

- Surveys of program graduates
- Reviews of student internship and practicum evaluations
- Surveys of internship training directors
- Objective data on performance of graduates on the Examination for Professional Practice in Psychology (EPPP)
- Career paths of graduates
- Publication and research activity of students and graduates
- Involvement of students and graduates in professional organizations
- Involvement of graduates in providing services to diverse and disadvantaged/marginalized groups in the population
- Academic performance of students at admission
- Success rates of current students in meeting academic and professional requirements throughout program
- Involvement of students and graduates in professional associations and boards
- Involvement of graduates in leadership, teaching, and supervisory roles

Across these many indicators, our current students and graduates have demonstrated a high level of success. Among the seven goals our success rates range between 92 and 100%. These results are regularly reported in detail to the CPA accreditation panel. Our program is, and
has been, fully accredited by CPA since it first obtained CPA accreditation in 1989. Prior to that, the program was accredited by APA, from 1972 until 2012.

**Academic and practical functions for which the student will be prepared**

Graduates of our program are competent scientist-practitioners who are capable of independent functioning in psychological research and clinical practice. Most of our graduates choose to pursue careers that have a primary focus on clinical practice. Consistent with our generalist orientation to clinical training our graduates have assumed positions of clinical and administrative responsibility in a diverse range of settings including hospitals (mental health, physical health), forensic sites (corrections, justice), community mental health, school systems, government agencies, insurance agencies, and private practice. Notwithstanding this, a substantial minority (10-20%) of graduates pursue academic or research-focused careers that involve a smaller degree of clinical activity. They occupy faculty and research positions here in Manitoba as well as in Canada and the US.

Many of our graduates also have taken on significant leadership roles in the discipline of psychology, including the Presidency of such organizations as CPA, CCPPP, ASPPB, PAM, and MPS. Other leadership activities include serving as Heads of Programs and Departments.

**Availability and nature of financial, academic, counseling, and other support systems**

Scholarship funding is available from a variety of internal and external sources. Further details can be found earlier in this brochure.

Academic advising is available to graduate students from their academic advisor and advisory committee. Clinical students are also encouraged to ask the Director of Clinical Training to clarify any questions they may have about program requirements and expectations or the Associate Head (Graduate) regarding Psychology Department requirements or the Faculty of Graduate Studies for other requirements.

Free personal counseling is available to all students at the University of Manitoba through the Student Counselling Centre. The Counselling Centre offers both individual and group therapy sessions as well as workshops related to academic skill-building and interviewing.

Upon admission to the clinical program, students are connected to a senior clinical student mentor who provides them with a warm welcome, an opportunity to learn about the program from a peer, and an entrée to the community of clinical psychology students.

**The Program’s primary centre of clinical training is the Psychological Service Centre (PSC - [umanitoba.ca/faculties/arts/departments/psych_services](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. Importantly, clinical students can be admitted and advised by faculty members in any area of our department, including individuals with adjunct appointments to the Department of Psychology. 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 (see admissions data below). 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 4.09 (on a 4.5 scale) in their last 20 full courses (or their equivalent) and average GRE General Test Scores of: Verbal 158, Quantitative 154 and Analytical 4.75. 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 offered admission to the Clinical Psychology Training Program will receive a letter of offer from the Faculty of Graduate Studies. Following receipt of the offer, all students must indicate in writing their acceptance of the offer to the Psychology Graduate Office by no later than April 15. Acceptance is provisional until students have submitted a Criminal Record Check and Child Abuse Registry Check deemed to be satisfactory by the Head (or designate) in consultation with the Director of Clinical Training. These checks must be submitted to the Psychology Graduate Office following admission and prior to registration in the Clinical Program. 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 PhD 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.

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.

**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 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 clinical psychology 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. Students who wish to apply for a non-accredited internship must obtain prior approval of the program. A pre-requisite for approval is that the student document that the internship is equivalent to accredited by having all or nearly all of the requirements for CPA internship accreditation in place.

Finally, the clinical program has recently developed an affiliated internship. Manitoba Affiliated Psychology Internship Program (MAPIC) is a predoctoral internship program in clinical psychology developed primarily for students in the University of Manitoba Clinical Psychology Program. As an affiliated internship, MAPIC will in the first instance endeavour to provide internship positions to University of Manitoba (U of M) students. In the event that there are fewer students from the U of M than there are available internship positions in a given year, MAPIC will seek to fill its available positions with students from other programs in order to ensure a full complement of three interns are available each year. Although it is a new program, MAPIC is building on a solid foundation of clinical training and experiences among the consortium partners. In addition, MAPIC is being developed in compliance with all of the relevant provisions of the Canadian Psychological Association (CPA), the Association of Psychology Predoctoral Internship Centers (APPIC), and the Canadian Council of Professional Psychology Programs (CCPPP). MAPIC intends to seek membership in CCPPP and APPIC, and secure accreditation by CPA, at the earliest possible opportunities.

MAPIC is a consortium of three community organizations that provide psychological services as part of their institutional or agency mandate. These are briefly described below. Each of the consortium members is an equal partner in the internship, which is administratively organized through the University of Manitoba.

**Correctional Service of Canada, Stony Mountain Institution (Stony Mountain):** Stony Mountain Institution is a medium-security facility located in Stony Mountain, Manitoba, about 11 km from Winnipeg. It opened in 1877 and can accommodate up to 546 inmates. The population is divided among five operational units offering various levels of supervision, including a healing unit for Aboriginal inmates (Ni-Miikana). Programs focus on living skills and treatment for substance abuse. CSC Health Services strives to improve offender health to contribute to the safety of Canadians. They provide offenders with efficient, effective interdisciplinary health services that: encourage individual responsibility; promote healthy reintegration; and contribute to safe communities.

**New Directions for Children, Youth, Adults & Families (New Directions):** New Directions for Children, Youth, Adults and Families is a large non-profit organization located in downtown Winnipeg that provides a broad range of counseling, assessment, prevention, educational, support and residential services. New Directions has been evolving to meet the ever-changing needs of the Winnipeg community since 1885. They provide supports to children, adolescents and adults in a variety of settings. They currently serve over 1,800 individuals through our 20 different programs.

**St.Amant Inc.:** St.Amant is a not-for-profit organization that offers a wide range of programs and services to support individuals and their families affected by developmental disabilities, acquired brain injury, and autism. Health services at this site date back to 1931. St.Amant programs include a large residence for complex-care, more than 50 community sites and homes (including a crisis stabilization home), Autism Early Learning and School Age Programs, the St.Amant Research Centre, the St.Amant School and River Road Child Care, and a community child-care centre. They offer effective programs for families who care for an individual with a developmental disability at home. Interdisciplinary services include Psychology, Occupational Therapy, Physiotherapy, Speech and Language, Nursing and Social Work. They strive to enhance the quality of life and self-determination for the thousands of individuals and families we serve each year. They are also a member of the Catholic Health Network.
CLINICAL TRAINING PROGRAM OF STUDY:

Clinical Psychology Program of Study (revised June 2012)  

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<th>M.A. Year 1</th>
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<td>Personality and Psychological Assessment</td>
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<td>PSYC 7200 (3)</td>
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<td>Intellectual and Cognitive Assessment</td>
<td>Ethics and Professional Issues in Clinical Psychology</td>
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<td>PSYC 7550 (3)</td>
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<td>Foundations of Evidence-Based Treatment</td>
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<td>PSYC 8230 (3) (strongly recommended)</td>
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<td>Development &amp; Its Deviations 1</td>
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<td>Case Conceptualization and Communication 2</td>
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MA Ancillary: Clinical Neuropsychology
PSYC 8230 (3) (strongly recommended)
OR
Human Brain Functions
PSYC 8050 (3)

Or a Biological Bases of Behaviour alternative approved by the DCT and the Associate Head (Graduate)

Defend M.A. Thesis
GRAD 7000 (0)

Optional practicum (students are eligible to apply for this practicum only if the M.A. defense has been scheduled)
CLINICAL TRAINING PROGRAM OF STUDY (CONTINUED):

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<td>OR Person X Situation Interactionism PSYC 7620 (3)</td>
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<td>Social and Community Intervention PSYC 8100 (3)</td>
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<td>(strongly recommended) OR School Psychology Research Design and Program Evaluation PSYC 7130 (3)</td>
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<td>Ph.D. Thesis Proposal and Development (Fall or Winter) ⁵ PSYC 7790 (0)</td>
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³ Clinical experience must be obtained in a setting where there is a structured training program (e.g., postgraduate program in psychology, psychiatric hospital, community mental health service, etc.)

⁴ Clinical experience must be obtained in a setting where there is a structured training program (e.g., postgraduate program in psychology, psychiatric hospital, community mental health service, etc.)

⁵ A 3-credit course in another subject area may be substituted with the approval of the Director of Clinical Training & Associate Head (Graduate)

⁶ A 3-credit course in another subject area may be substituted with the approval of the Director of Clinical Training & Associate Head (Graduate)

⁷ A 3-credit course in another subject area may be substituted with the approval of the Director of Clinical Training & Associate Head (Graduate)
NOTES:

1 Students may take an optional elective course at any point in their graduate program under the advisement of their advisor and/or advisory committee.

2 Although this course can be taken during any one of the first four terms of full-time study in the M.A. program (including the summer session), we recommend that students complete this requirement early in the course sequence.

3 This course can be waived by the DCT if students have taken 6 credit of suitable undergraduate course work meeting this basic requirement.

4 Three Senior Practica, also known as specialty practica, are required, for a total of 6 required practica. The phrase “optional Senior Practicum” therefore refers to the timing of when senior practica are completed and the fact that students, with the consent of their advisory committee, may take more than the required six practica to be competitive for internship applications. Senior practica are typically completed in the community, but may also be completed with a specific focus by clinical faculty at the PSC.

5 Although this course can be taken during any one of the first eight terms of full-time study in the PhD Program (including the summer session), we recommend that students complete this requirement early in the course sequence.

6 This course can be waived by the DCT if students have taken 6 credits of suitable undergraduate course work meeting this basis requirement.

7 PhD oral proposal must occur and receive either an outright, or provisional, pass by May 15th of the year applications are due. If the pass is provisional, any required revisions to the written proposal must be fully completed and approved by the Department of Psychology in order for the student to receive approval to apply for internship.

Note: Number of credit hours is shown in parentheses

Note: 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.

Note: 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 the MA ancillary in Year 2, area 2 through the Cognitive-affective elective in PhD Year 4, area 3 through the Social elective in PhD Year 3, area 4 through PSYC 8200 (Development & Its Deviations), and area 5 through History and Systems of Psychology (Psych 7280).
STUDENT EVALUATION

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 exceptions noted below, receive letter grades while practica, Ethics/Professional Issues in Clinical Psychology, Case Conceptualization and Communication 1 and 2, Clinical Supervision in 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.

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.

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:

GEORGE BEDNARCZYK, PHD, UNIVERSITY OF MANITOBA

204 474 9276
George.Bednarczyk@umanitoba.ca

AREAS OF EXPERTISE: Clinical Psychology, School Psychology

CURRENT RESEARCH INTERESTS: As an instructor within the Department, my primary focuses are on teaching and supervision. I work with individuals, couples, and families. I integrate components of attachment-based interventions with behavioural approaches. I have considerable experience in assessing academic and attentional issues. I have a strong commitment to prevention and I promote student involvement in school/community based interventions. Although research is not a formal priority within my instructor role, I am currently exploring the possibilities of collaborating with related disciplines to bring concussion awareness and post-concussion programming to schools.

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

204 474 7255
Rayleen.Deluca@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?

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

204 474 8283
Diane.Hiebert-Murphy@umanitoba.ca

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

CURRENT RESEARCH INTERESTS: I am interested in how families adapt to challenging situations and how intervention can support families in these circumstances. The majority of my work has addressed these issues within two specific contexts: families who have experienced violence and families with young children with special needs. My current research is focused on
intimate partner violence. I have projects looking at the experiences of women who are considered “at risk” for partner violence and women who are frequent users of shelter services. I am also examining how power is defined and experienced in couples with a history of violence. This research is being conducted within the Couples Project, a clinical service/training/research program that I run for couples who have experienced violence and are working towards an abuse-free relationship.

LORNA JAKOBSON, PHD, UNIVERSITY OF WESTERN ONTARIO
204 474 6980
Lorna.Jakobson@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 born prematurely, or with neurodevelopmental disorders (e.g., Asperger Syndrome).

EDWARD JOHNSON, PH.D., UNIVERSITY OF WATERLOO
204 474 9006
Ed.Johnson@umanitoba.ca

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

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
Michael.Lebow@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 9524
Corey.Mcakenzie@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.

MARIA MEDVED, PH.D., UNIVERSITY OF TORONTO
204 480 1465
Maria.Medved@umanitoba.ca
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?

BRUCE TEFFT, PH.D., UNIVERSITY OF ROCHESTER
204 474 8259
Bruce.Tefft@umanitoba.ca

AREAS OF EXPERTISE: Community Psychology, Community Mental Health, Program Planning and Evaluation, Professional and Research Ethics

CURRENT RESEARCH INTERESTS: My current research interest 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 strengthening the ability of parents and societal agents to provide for young children the experiences and resources they need to flourish. It also depends on creating healthy environments in which adults can flourish, as health is largely socially determined. Finally, prevention of human distress depends on empowering disadvantaged groups and helping them to gain access to needed resources.

Potential applicants please note that I am not accepting new graduate students at this time.

JENNIFER THEULE, PHD, UNIVERSITY OF TORONTO
204 474 7417
Jen.Theule@umanitoba.ca
Lab website: fdpl.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.

**HAROLD WALLBRIDGE, PHD, UNIVERSITY OF MANITOBA**

204 474 9069
Harold.Wallbridge@umanitoba.ca

**AREAS OF EXPERTISE:** Psychological assessment, cognitive assessment, diagnosis, projective techniques

**CURRENT RESEARCH INTERESTS:** As the Director of the Psychological Services Centre, which is the on-site training clinic for the Clinical Psychology Program, my primary roles are administrative and supervisory. I offer a specialty practicum in psychological assessment of adults. I am interested in the clinical use of projective testing (with a special interest in projective drawings) and in psychodynamic approaches to therapy.

**INQUIRIES**

Inquiries concerning the Clinical Training Program may be directed to:

**DIRECTOR OF CLINICAL TRAINING**
Dr. Corey Mackenzie
Corey.Mackenzie@umanitoba.ca

**ACCREDITATION STATUS**

The Clinical Training Program is accredited by the Canadian Psychological Association. The most recent term of accreditation is 2010 – 2014. Enquiries regarding the program's accreditation status can be directed to:

Accreditation Office
**CANADIAN PSYCHOLOGICAL ASSOCIATION**
141 Laurier Avenue West, Suite 702
Ottawa, Ontario K1P 5J3 CANADA
Tel. 613 237 2144 x 328 or 1 888 472 0657 x 328
Email: accreditation@cpa.ca

**CPA General Contact Info**
Toll free: 1-888-472-0657 Fax: (613) 237-1674
Email: cpa@cpa.ca
Student Admissions, Outcomes, and Other Data

1. Admissions information

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of applicants</td>
<td>56</td>
<td>41</td>
<td>54</td>
<td>40</td>
<td>59</td>
</tr>
</tbody>
</table>

Data on admitted students

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number admitted</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Percentage female</td>
<td>80%</td>
<td>83%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Average GPA (last 60 hours)</td>
<td>4.14</td>
<td>4.07</td>
<td>4.16</td>
<td>4.12</td>
<td>3.96</td>
</tr>
<tr>
<td>Average GRE-Verbal</td>
<td>586</td>
<td>525</td>
<td>162</td>
<td>160</td>
<td>158</td>
</tr>
<tr>
<td>Average GRE-Quantitative</td>
<td>648</td>
<td>652</td>
<td>156</td>
<td>157</td>
<td>153</td>
</tr>
<tr>
<td>Average GRE-Analytical</td>
<td>4.3</td>
<td>4.25</td>
<td>4.92</td>
<td>4.67</td>
<td>4.75</td>
</tr>
</tbody>
</table>

2. Time to Completion from Program Entry to Graduation:

   Mean number of years (for past 7 years): 6.45
   Median number of years (for past 7 years): 7.00

<table>
<thead>
<tr>
<th>Number and Percentage of students completing the Clinical Psychology Training Program</th>
<th>Years to Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (3%)</td>
<td>&lt; 5 years</td>
</tr>
<tr>
<td>6 (18%)</td>
<td>5 years</td>
</tr>
<tr>
<td>4 (12%)</td>
<td>6 years</td>
</tr>
<tr>
<td>11 (33%)</td>
<td>7 years</td>
</tr>
<tr>
<td>11 (33%)</td>
<td>&gt; 7 years</td>
</tr>
</tbody>
</table>

*There were 33 graduating students from 2007 to 2013.*
3. Internships:

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number students applying for Internship</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td># and (%) Obtaining internships</td>
<td>5 (100%)</td>
<td>4 (100%)</td>
<td>5 (100%)</td>
<td>7 (100%)</td>
<td>3 (43%)</td>
<td>6 (100%)</td>
<td>7 (100%)</td>
</tr>
<tr>
<td># and (%) Obtaining Paid Internships</td>
<td>5 (100%)</td>
<td>3 (75%)</td>
<td>4 (80%)</td>
<td>7 (100%)</td>
<td>2 (28%)</td>
<td>6 (100%)</td>
<td>7 (100%)</td>
</tr>
<tr>
<td># and (%) Obtaining APA or CPA Internships</td>
<td>5 (100%)</td>
<td>3 (75%)</td>
<td>3 (60%)</td>
<td>7 (100%)</td>
<td>2 (28%)</td>
<td>5 (83%)</td>
<td>7 (100%)</td>
</tr>
<tr>
<td># and (%) Obtaining Non-Accredited APPIC internships</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1 (17%)</td>
<td>0</td>
</tr>
<tr>
<td># and (%) Obtaining Non-Accredited Non-APPIC internships</td>
<td>0</td>
<td>1 (25%)</td>
<td>2 (40%)</td>
<td>0</td>
<td>1 (14%)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># and (%) obtaining two-year, half time internships</td>
<td>0</td>
<td>1 (25%)</td>
<td>0</td>
<td>0</td>
<td>1 (14%)</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

4. Attrition (Over last 7 years):

<table>
<thead>
<tr>
<th>Year of First Enrollment</th>
<th>Number of Students Enrolled</th>
<th>Number and percentage who graduated with doctorate</th>
<th>Number and percentage of students still enrolled in program</th>
<th>Number and percentage of students no longer enrolled for any reason other than graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>5</td>
<td>2 (40%)</td>
<td>2 (40%)</td>
<td>1 (20%)</td>
</tr>
<tr>
<td>2008</td>
<td>7</td>
<td>0</td>
<td>6 (80%)</td>
<td>1 (20%)</td>
</tr>
<tr>
<td>2009</td>
<td>5</td>
<td>0</td>
<td>5 (100%)</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>5</td>
<td>0</td>
<td>3 (60%)</td>
<td>2 (40%)</td>
</tr>
<tr>
<td>2011</td>
<td>6</td>
<td>0</td>
<td>5 (83%)</td>
<td>1 (17%)</td>
</tr>
<tr>
<td>2012</td>
<td>5</td>
<td>0</td>
<td>5 (100%)</td>
<td>0</td>
</tr>
<tr>
<td>2013</td>
<td>3</td>
<td>0</td>
<td>3 (200%)</td>
<td>0</td>
</tr>
</tbody>
</table>
5. Licensure:

<table>
<thead>
<tr>
<th>Year of Graduation</th>
<th>Number of Students Graduated</th>
<th>Number and percentage who are licensed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>4</td>
<td>4 (100%)</td>
</tr>
<tr>
<td>2008</td>
<td>3</td>
<td>3 (100%)</td>
</tr>
<tr>
<td>2009</td>
<td>4</td>
<td>4 (100%)</td>
</tr>
<tr>
<td>2010</td>
<td>4</td>
<td>3 (75%)</td>
</tr>
<tr>
<td>2011</td>
<td>3</td>
<td>3 (100%)</td>
</tr>
<tr>
<td>2012</td>
<td>6</td>
<td>2 (33%)</td>
</tr>
<tr>
<td>2013</td>
<td>6</td>
<td>1 (17%)</td>
</tr>
<tr>
<td>Totals:</td>
<td>30</td>
<td>20 (67%) over last 7 years</td>
</tr>
</tbody>
</table>

*Note that the process to obtain licensure may take several years to complete after graduation.*
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.

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

204 474 8762  
Judith.Chipperfield@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 on 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.

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

204 474 9739  
Warren.Eaton@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 a report on milestone attainments using internet technology.

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

204 474 9726  
Melanie.Glenwright@umanitoba.ca  
home.cc.umanitoba.ca/~glenwrig/

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

**CURRENT RESEARCH PROJECTS:** One line of my research examines children’s understanding of sarcasm. Another line of my research investigates theory of mind reasoning and moral reasoning in children with ASDs. Future research projects will investigate children's understanding of teasing. A SSHRC stipend is available for a new graduate student to join my lab in 2013.
MELANIE SODERSTROM, PHD, JOHNS HOPKINS UNIVERSITY
204 474 9528
M.Soderstrom@umanitoba.ca

AREAS OF EXPERTISE: Infant Speech Perception, Early Language Acquisition, Effects of Environment and Child Factors on Language Development

CURRENT RESEARCH PROJECTS: Currently, my research interests span three 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. We are building a large database of recordings of language environments at home and daycare and a set of tools to analyze a variety of speech and language characteristics. In my newest project, currently funded by a Manitoba Institute of Child Health operating grant, I am examining differences in how infants born preterm (before 37 weeks gestation) differ from full term infants in their early speech perception. I am currently accepting applications for funded graduate students in all three areas of research.

QUANTITATIVE

Members of the Quantitative Psychology 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, structural equation modeling, multilevel and hierarchical methodology, meta-analysis methodology, parametric and nonparametric regression analyses and diagnostic procedures, analyses 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

STEVE HLADKYJ, PHD, UNIVERSITY OF MANITOBA
204 474 8481
Steve.Hladkyj@umanitoba.ca

AREAS OF EXPERTISE: Teaching Introductory Research Methods to Undergraduates, Research Ethics, Methods of Data Collection


CAM-LOI HUYNH, PHD, UNIVERSITY OF IOWA
204 474 7400
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.
JOANNE C. KESELMAN, PHD, UNIVERSITY OF
MANITOBA
204 474 9444
Joanne.Keselman@umanitoba.ca

AREAS OF EXPERTISE: Quantitative Methods; Applied
Statistical Analysis

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

JOHNSON C. H. LI, PHD, UNIVERSITY OF ALBERTA
204 318 2923
Johnson.Li@umanitoba.ca

AREAS OF EXPERTISE: Quantitative psychology, robust
analytic techniques, meta-analysis, correction for study
artifacts, resampling techniques, latent-variable
modeling

CURRENT RESEARCH PROJECTS: Being a quantitative
psychologist, I am particularly interested in evaluating the
behavior of existing statistical analyses under different
data conditions (e.g., non-normal data in a clinical-psychology sample, range-restricted data in an
industrial/organizational sample), developing new
quantitative methods (e.g., new model specifications in
latent-variable modeling) for increasingly sophisticated
models in psychological research, and applying different
quantitative methods in real-world research. Specifically,
my first line of research involves proposing and
evaluating new bias-correction procedures for study
artifacts (e.g., restriction of range, non-normality) in
reliability and validity coefficients in single and meta-
analytic studies. Secondly, I am interested in improving
the accuracy of latent-variable models—including item
response models, confirmatory factor models and
structural equation models—when they are subject to
different data conditions such as hierarchical grouping
and restriction of range. My third line of research lies in
applying existing and new quantitative methods in
practice. I have been engaged in evaluating the
psychometric properties of existing scales (e.g., Spence’s
Children Anxiety Scale), and developing psychometric
instruments in psychology (e.g., early detection of
children with autism spectrum disorder) and education
(e.g., items for university students’ evaluation of
teaching).
**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. In recent years new admissions have had an average GPA of 4.05 (on a 4.5 scale) in their last 20 full courses (or their equivalent) and average GRE General Test Scores of: Verbal 155 and Quantitative 154. All successful applicants have also had strong letters of recommendation. 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 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. Prospective students should note that a 114 hour Honours degree will result in a lower salary placement in Manitoba than will a 120 hour degree and should choose their Undergraduate courses accordingly. In recent years new admissions have had an average GPA of 4.07 (on a 4.5 scale) in their last 20 full courses (or their equivalent) and average GRE General Test Scores of: Verbal 157, Quantitative 154 and Analytical 4.7.

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:
- have very strong academic backgrounds
- have excellent written and oral communication skills
- have excellent social and interpersonal skills
- 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: [umanitoba.ca/student/records/fees/1031.html](http://umanitoba.ca/student/records/fees/1031.html)

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**AREA FACULTY**

**GEORGE BEDNARCZYK**, PHD, UNIVERSITY OF MANITOBA

204 474 9276  
bednarcz@cc.umanitoba.ca

**AREAS OF EXPERTISE:** Clinical Psychology, School Psychology

**CURRENT RESEARCH INTERESTS:** As an instructor within the Department, my primary focuses are on teaching and supervision. I work with individuals, couples, and families. I integrate components of attachment-based interventions with behavioural approaches. I have considerable experience in assessing academic and attentional issues. I have a strong commitment to prevention and I promote student involvement in school/community based interventions. Although research is not a formal priority within my instructor role, I am currently exploring the possibilities of collaborating with related disciplines to bring concussion awareness and post-concussion programming to schools.

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

204 474 7349  
Richard.Kruk@umanitoba.ca

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

**CURRENT RESEARCH INTERESTS:** I study how children’s visual and cognitive skills in the early elementary school years can predict later difficulties in reading. I am currently focusing on how early vision and attention abilities influence difficulties in basic reading skill acquisition, and I am examining the roles of phonological, orthographic, morphological knowledge in emerging word recognition and reading comprehension skills. Relying mainly on longitudinal approaches, I track how the role of early visual processes on early reading changes during the first three years of literacy learning. I am also exploring the importance of morphological awareness, involving basic meaning units in words, as a reciprocal influence in reading acquisition.

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

204 474 8257  
Barry.Mallin@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
Janine.Montgomery@umanitoba.ca
http://home.cc.umanitoba.ca/~montgom0/

AREAS OF EXPERTISE: Autism spectrum disorders (including Asperger Syndrome), learning disabilities (including nonverbal learning disabilities), attention deficit hyperactivity disorder, knowledge translation, school psychology: assessment and intervention

CURRENT RESEARCH INTERESTS: My research examines characteristics of children, youth, and adults 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 and 3) work to influence practice and policy. My 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 novel intervention programs for social cognition problems.

JENNIFER THEULE, PHD, UNIVERSITY OF TORONTO
204 474 7417
Jen.Theule@umanitoba.ca
Lab website: fdpl.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.
# 2 Year Comprehensive Exam Based Stream

## Year 1

<table>
<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
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<tbody>
<tr>
<td><strong>Ethics, History, &amp; Profession of School Psychology (3) - PSYC 7012</strong></td>
<td><strong>Legal and Administrative Aspects of Schools for Clinicians (3) – EDUA 5012</strong></td>
<td><em><em>Comprehensive Exam I</em> - PART A</em>*</td>
</tr>
<tr>
<td><strong>Psycho-educational Assessment and Measurement 1 (3) - PSYC 7022</strong></td>
<td><strong>Psycho-educational Assessment and Measurement 2 (3) - PSYC 7024</strong></td>
<td><strong>Example:</strong></td>
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<tr>
<td><strong>Learning &amp; Cognitive Impairment (3) - PSYC 7030</strong></td>
<td><strong>Teaching Strategies, Learning Styles, and Academic Remediation (3) - PSYC 7040</strong></td>
<td>Presentation of the student's professional portfolio demonstrating:</td>
</tr>
<tr>
<td><strong>Working with Family, Schools, and Community Systems (Faculty of Education course) (3) - EDUA 7712</strong></td>
<td><strong>Junior Practicum (Assessment) (3) - PSYC 7050</strong></td>
<td>a. personal growth and skill development over the time in the program</td>
</tr>
<tr>
<td><strong>Child/Youth Psychopathology (3) - PSYC 7080</strong></td>
<td><strong>Social, Emotional, and Personality Assessment of children/youth (3) - PSYC 7070</strong></td>
<td>b. Self-reflection and critical thinking</td>
</tr>
<tr>
<td><strong>Behavioural Assessment and Intervention in School Settings (3) - PSYC 7090</strong></td>
<td><strong>Consultation &amp; Supervision (3) - PSYC 7120</strong></td>
<td>c. Planning for future growth and skill development</td>
</tr>
<tr>
<td><strong>Intervention 1 (3) - PSYC 7820</strong></td>
<td><strong>School Psychology Research Design and Program Evaluation (3) - PSYC 7130</strong></td>
<td>Documentation of training and acquisition of competencies.</td>
</tr>
<tr>
<td><strong>Intervention 2 (3) - PSYC 7830</strong></td>
<td><strong>Development in Learning Environments (Faculty of Education course) (3) - EDUA 7710</strong></td>
<td>* Students do not register for COMP EXAM I</td>
</tr>
<tr>
<td><strong>Elective 1 (3)</strong></td>
<td><strong>Elective 2 (3)</strong></td>
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</tbody>
</table>

Elective courses should be 1) chosen so as to make up gap in background (e.g., neuropsychology, statistics), 2) Intervention and Assessment (e.g., Projective Tests, Family Therapy, etc.) or 3) Research (e.g., Independent Research, Supervised Field Study, Problems in Psychological Research, etc.)

## Year 2

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<tr>
<th>FALL</th>
<th>WINTER</th>
<th>SUMMER</th>
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<tbody>
<tr>
<td><strong>Senior Practicum (Intervention) (6) - PSYC 7060</strong></td>
<td></td>
<td><strong>Comprehensive Exam II - PART B</strong></td>
</tr>
<tr>
<td><strong>Behavioural Assessment and Intervention in School Settings (3) - PSYC 7090</strong></td>
<td><strong>Consultation &amp; Supervision (3) - PSYC 7120</strong></td>
<td>– GRAD 7010</td>
</tr>
<tr>
<td><strong>Intervention 1 (3) - PSYC 7820</strong></td>
<td><strong>School Psychology Research Design and Program Evaluation (3) - PSYC 7130</strong></td>
<td><strong>Example:</strong></td>
</tr>
<tr>
<td><strong>Intervention 2 (3) - PSYC 7830</strong></td>
<td><strong>Development in Learning Environments (Faculty of Education course) (3) - EDUA 7710</strong></td>
<td>Part A</td>
</tr>
<tr>
<td><strong>Elective 1 (3)</strong></td>
<td><strong>Elective 2 (3)</strong></td>
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</tbody>
</table>

Elective courses should be 1) chosen so as to make up gap in background (e.g., neuropsychology, statistics), 2) Intervention and Assessment (e.g., Projective Tests, Family Therapy, etc.) or 3) Research (e.g., Independent Research, Supervised Field Study, Problems in Psychological Research, etc.)

## 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

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<tr>
<th>FALL</th>
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<tr>
<td><strong>Quantitative Methods in Psychology 1</strong> (3) - PSYC 7200</td>
<td><strong>Quantitative Methods in Psychology 2</strong> (3) - PSYC 7210</td>
<td>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. Students may be placed in alternate spring/summer practicum placements if deemed appropriate by committee.</td>
</tr>
</tbody>
</table>
| *Working with Family, Schools, and Community Systems* (3) (Faculty of Education course) - EDUA 7712 | 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

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<th>SUMMER</th>
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</table>
| **Ethics, History and Profession of School Psychology** (3) - PSYC 7012 | **Legal and Administrative Aspects of Schools for Clinicians** (3) – EDUA 5012 | Data collection.  
  Students may be placed in alternate spring/summer practicum placements if deemed appropriate by committee, to facilitate data collection. |
| **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

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<th>FALL</th>
<th>WINTER</th>
<th>SUMMER</th>
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</table>
| **Senior Practicum** (3) - PSYC 7060 | **Senior Practicum** (3) - PSYC 7060 | Students will complete and defend the thesis no later than the 15th of August.  
  GRAD 7000 |
| **Behavioural assessment and intervention in school settings** (3) - PSYC 7090 | **School Psychology Research Design and Program Evaluation** (3) - PSYC 7130 | |
| **Consultation & Supervision** (3) – PSYC 7120  
  (If not taken in Year 1) | **Intervention 2** (3)  
  - PSYC 7830 | |
| **Intervention 1** (3) - PSYC 7820 | **Development in learning environments** (3) - EDUA 7710 | |
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: home.cc.umanitoba.ca/~sapa/

**Area Faculty**

**JOHN G. ADAIR, PROFESSOR EMERITUS**  PHD, UNIVERSITY OF IOWA  
204 474 8248  
adair@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 8777  
Daniel.Bailis@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  
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
Marian.Morry@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 behavior, 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
Ray.Perry@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.

KATHERINE STARZYK, PHD, QUEEN’S UNIVERSITY

204 474 8254
Katherine.Starzyk@umanitoba.ca

AREAS OF EXPERTISE: Social justice, individual and social causes of collective action, intergroup relations, personality and person perception, psychometrics

CURRENT RESEARCH INTERESTS: Falling under the umbrella of “social justice” research, my goal is to understand when people are likely to become concerned about current or past human rights issues as well as how various “frames” of such issues affect intergroup relations. I aim to make both theoretical and applied contributions. Currently, I am working on three interrelated projects. First, funded by a Social Sciences and Humanities Research Council (SSHRC) Standard Research Grant, my students and I are investigating what affects people’s responses to reparations for major intergroup harms. Second, as a co-investigator on a SSHRC Partnership Development Grant (Principal Investigator Karen Busby, Law), I am investigating how First Nations might most effectively advocate for clean, running water – about 39% of water and 14% of wastewater systems on First Nations have major deficiencies (see http://chrr.info/index.php/water-rights for more information). Third, as a co-investigator on another SSHRC Partnership Development Grant (Principal Investigator Andrew Woolford, Sociology), in the next three years my lab will investigate whether and how a virtual Indian Residential School affects people’s attitudes and feelings about Indian Residential School survivors (see http://embodyingempathy.ca for more information). Though the above are certainly my focus, I also have an interest in personality, person perception, and psychometrics.
JACQUIE VORAUER, PHD, UNIVERSITY OF WATERLOO
204 474 8250
Jacquie.Vorauer@umanitoba.ca

AREAS OF EXPERTISE: Social Perception; Evaluative Concerns; Intergroup Relations; Perspective-Taking; Power

CURRENT RESEARCH INTERESTS: One line of research centers on people's beliefs about how they are viewed by others. Here 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. Another 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. In other work I examine how evaluative concerns affect people's interactions with out-group members. Most recently I have been examining the positive and negative effects of perspective-taking in the context of romantic and intergroup relations and the implications of perspective-taking and different intergroup ideologies for individuals' psychological sense of power in social situations.
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

ASSOCIATE HEAD (GRADUATE PROGRAM)
Dr. Melanie Soderstrom
204 474 8777
Melanie.Soderstrom@umanitoba.ca

INFORMATIVE LINKS

DEPARTMENT OF PSYCHOLOGY (umanitoba.ca/faculties/arts/departments/psychology)

UNIVERSITY OF MANITOBA (U of M; umanitoba.ca)

U of M -- FACULTY OF GRADUATE STUDIES (umanitoba.ca/graduate_studies)

U of M -- FUNDING FOR GRADUATE STUDENTS (umanitoba.ca/faculties/graduate_studies/funding)

U of M -- FINANCIAL AID (umanitoba.ca/student/fin_awards/scholarships/1484.htm)

U of M -- HOUSING & STUDENT LIFE (umanitoba.ca/student/housing)

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U of M -- ABORIGINAL STUDENT CENTRE (umanitoba.ca/student/asc)

U of M -- CAMPUS SERVICES (umanitoba.ca/campus)

U of M -- REGISTRAR'S OFFICE (umanitoba.ca/student/records/fee_information_hub.html)

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• Travel Manitoba (travelmanitoba.com)