



# GRADUATE STUDY IN PSYCHOLOGY

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 built 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 Psychology, 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 120 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, and integrated animal care facilities under the supervision of a dedicated animal care technician. These resources are augmented by collaborative relationships we have with other university departments, local hospitals, St. Amant Research Centre, and the Kleysen Institute for Advanced Medicine. As a graduate student, your research opportunities will be limited only by your imagination.

## THE UNIVERSITY OF MANITOBA – ABOUT THE UNIVERSITY

The University of Manitoba (UofM) is the province's largest, most comprehensive post-secondary educational institution. Founded in 1877, it was Western Canada's first university and remains one of its leading research-intensive schools. More than 30,000 students from all over the world currently

study in a wide range of programs in the liberal arts and sciences, the creative arts, and the professions.

Research is a priority at the UofM and the success of its faculty in winning substantial research support in national competitions attests to this. The university currently has an allocation of 52 Canada Research Chairs, as well as the prestigious Canada 150 Research Chair and a Canada Excellence Research Chair laureate. The UofM has developed or partnered with research centres, institutes, facilities and groups that believe in collaborative research and scholarship, and is involved with a number of strategic research initiatives, such as Mitacs and Research Manitoba. Within the past two decades, Smartpark was established with the assistance of provincial and national governments and is maturing as an environment where collaborations between university and industry enhance the commercialization of new technologies.

## GRADUATE STUDIES @THE UNIVERSITY OF MANITOBA

More than 3,500 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 \$180 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 135 graduate 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: <https://www.umanitoba.ca/arts/psychology/graduate-student-resources>

## 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, 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 Folklorama (the largest and longest-running multicultural celebration in the world). On Campus, the Desautels Faculty of Music and Faculty of Arts' Theatre Program entertain audiences annually with their eclectic selection of performances and 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.

### U of M - STUDENT LIFE

<http://umanitoba.ca/student-supports/get-involved>

## PROGRAMS OF STUDY

Students holding a psychology 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 term.

### MA 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 Thesis Proposal, and preparation and defense of the MA Thesis

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

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 Associate Head (Graduate) 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 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. Complete applications for admission to M.A. and PhD programs must be submitted to the **Faculty of Graduate Studies by December 1** of the academic year preceding admission. Applications are submitted online.

A complete application should include:

1. A completed application for Graduate Admission and application fee. Apply online using the application portal <https://applygrad.umanitoba.ca/apply/>
2. It is important that applicants identify between 1 and 3 potential advisors by: (1) listing potential advisors directly in the online portal during the graduate application process, and (2) also clearly listing them in their statement of intent.
3. Two completed Recommendation Forms from individuals familiar with the student's academic or professional work. The application portal system will use information provided by the applicant to generate an email to the recommender that contains a link to an online form within the Self Service Centre.
4. Transcripts are required from ALL recognized, post-secondary institutions attended, no matter whether a degree has been awarded or not.

For initial assessment purposes only, **unofficial transcripts (uploaded to your UMGradConnect application) are acceptable and preferred.** Official transcripts will only be required by the Faculty of Graduate

Studies if you are recommended for admission. To be considered official, transcripts must arrive in envelopes that have been sealed and endorsed (stamped across the back flap) by the Main Records Office of the issuing institution. In cases where the transcript does/will not clearly state that a degree has been conferred and when it was awarded, a copy of the final degree certificate is required to accompany the transcript.

**Please note that official University of Manitoba transcripts are not required.** If you have access to your Aurora Student account, you may upload a web transcript. If not, an Admissions Assistant will add a copy of your transcript to your file for you.

5. A statement of intent.

### Statement of Intent Instructions

The statement of intent is a description of your academic and professional goals and your personal background. Tell us why you want to be an academic or professional psychologist and what you want to work on during your program of study.

**Required.** The statement should include your research interests (if applicable to your program) and how your background (educational and otherwise) has prepared you for this undertaking, as well as a preference ordering of academic staff members with whom you might wish to work (i.e., to have supervise your research), 2-3 pages maximum.

**Optional.** If you wish, you are invited to share as much or as little of your personal background as you feel appropriate within the given page limit. Your application will not be penalized if you choose not to disclose personal information, or for the content. Our program, consistent with the aims of our university and scientific and professional bodies, strives to include students of all backgrounds who reflect the diversity we see in society at large, and whose interest in psychology is informed by a wide range of experiences within and beyond formal academic training. If you choose to include personal information about your culture, race or ethnicity, religion, heritage, nationality, language, sexual orientation, physical and psychological functioning, gender, age, first-generation student and/or socio-economic status, it will be considered as additional

context you have supplied for our understanding of your academic and professional achievements and goals.

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 ELP Exemption List.

## 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 <http://umanitoba.ca/registrar/tuition-fees>

## 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 accepted into the graduate program at the MA level with a GPA higher than 3.75/4.5 currently receive up to two years of base funding from the Psychology Graduate Fellowship at \$20,000/year. Students are not required to apply for a PGF. The award is comprised of departmental funding and dependent on budgetary constraints. International Students are eligible for a PGF. Students entering a Pre-Master's year are not eligible. Students accepted into the graduate program at the PhD level are also automatically considered for a Psychology Graduate Fellowship, currently valued at \$20,000/year for the first year.

Students who are applying for admission to the Psychology Graduate Program at the Masters level are not required to submit a separate application for a University of Manitoba Graduate Fellowship (UMGF). Students will automatically be considered for the UMGF award. Students applying at the PhD level must include pages seven through nine of the UMGF application found at Psychology [Graduate Student Resources](#).

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](http://umanitoba.ca/faculties/graduate_studies/funding)) Psychology graduate students receive frequent email updates regarding upcoming competitions and application deadlines. Some examples of awards and fellowships are:

- A. [Funding for undergraduate or graduate students](#)
  1. [J.W. Dafoe Paper Prize](#) The purpose of the award is to support scholarship and research on any issue in the field of Canada on the world stage, or of Western Canada.
  2. [Student Conference Travel Award](#) This fund provides graduate and senior undergraduate students in the Faculty of Arts with financial support to attend a conference in their discipline at which they will present a paper, or play a role of similar significance.
- B. [Faculty of Arts Endowment Fund \(AEF\)](#) This fund is for the advancement and enrichment of the teaching, research and scholarly goals of the Faculty of Arts. The fund is intended to be used for activities or projects not normally funded by the operating or capital budgets of the Faculty of Arts.
- C. [Graduate scholarships, fellowships and awards](#) In addition to the awards offered through the Faculty of Arts, graduate students are eligible for awards through the Faculty of Graduate Studies and the UM Graduate Students' Association. Students can also pursue funding from external organizations.
  - [Berdie and Irvin Cohen Scholarship in Peace and Conflict Studies](#)
  - [Graduate Student Teaching Excellence Award](#)
  - [J.G. Fletcher Award](#)
  - [J.W. Dafoe Graduate Fellowship for study in international relations](#)
  - [Lillian Webb, Arthur Webb, and Elsie M. Webb Graduate Scholarship](#)
  - [Raymond F. Currie Graduate Fellowship](#)
  - [UM Graduate Fellowships](#)
- D. [Faculty of Graduate Studies awards](#) The Faculty of Graduate Studies offers internal and external scholarships, bursaries and fellowships to domestic and international graduate students at the University of Manitoba.
- E. [Graduate Students' Association awards](#) The Graduate Students' Association also offers conference grants and special projects grants.

- F. [Arts teaching awards](#) Nominate Arts professors, instructors, sessionals and graduate students for their achievements in teaching. Nominations are accepted all year. Selections are made annually by the end of May.
- Outstanding Professor Award
  - Award in Internationalization
  - Established Faculty Teaching Excellence Awards
  - New Faculty Teaching Excellence Awards
  - Sessional Instructor Teaching Excellence Award
  - Graduate Student Teaching Excellence Award

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

[Funding, Awards and Financial Aid](#)

## AREAS OF SPECIALIZATION

### APPLIED BEHAVIOUR ANALYSIS

Applied Behaviour Analysis (ABA) involves the systematic application of learning principles and techniques to assess and improve individuals' private and public 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. Through partnerships with community service settings, students will 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.

We currently prepare students to apply for Board Certified Behaviour Analyst (BCBA) certification via Pathway 2: Behaviour-Analytic Coursework. Please refer to Appendix 1 for further information.

#### AREA FACULTY

**RASHA BARUNI,**  
PHD, UNIVERSITY OF SOUTH FLORIDA  
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**AREAS OF SPECIALTY:** Behavioral Skills Training, Safety Skills, Assessment and Treatment of Maladaptive Behaviors, Neurodevelopmental Disorders, and Autism Spectrum Disorder, and investigating conjugate schedules of reinforcement. I will consider admitting students in the next academic year.

**CURRENT RESEARCH INTERESTS:** Rasha Baruni, PhD, is an Assistant Professor in the Department of Psychology. She obtained her PhD in applied behavior analysis from the University of South Florida and her MS degree in applied behavior analysis from St. Cloud State University. She has over 15 years of experience providing behavior

analytic services to young children and adolescents with autism spectrum disorder in homes, schools, and clinics within Canada, the US, and the UAE. Her research interests include training practitioners to implement evidence-based practices in safety skills, teaching children safety skills, assessment and treatment of maladaptive behaviors, and investigating conjugate schedules of reinforcement. I will consider admitting students in the next academic year.

**JENNIFER COOK,**  
PHD, UNIVERSITY OF SOUTH FLORIDA  
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**AREAS OF SPECIALTY:** Neurodevelopmental Disorders, Autism Spectrum Disorder, Early Behavioral Intervention, and Health, Sport, & Fitness (general)

**CURRENT RESEARCH INTERESTS:** Automatic Reinforcement, Schedules of Reinforcement, Cooperative Responding, Increasing Activity, and Improving Athletic Form. I will consider admitting a student for the next academic year.

**TOBY MARTIN,**  
PHD, UNIVERSITY OF MANITOBA  
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**AREAS OF SPECIALTY:** Experimental and applied behaviour analysis, developmental disabilities, discrete-trials teaching

**CURRENT RESEARCH INTERESTS:** I develop projects that help to meet knowledge needs among practitioners and families at St. Amant, Manitoba's largest service provider for persons with developmental disabilities. My students' recent work has included behavioural approaches to: promoting meaningful social connection for persons with developmental disabilities, improving infection prevention and control practices, and enhancing mindful caregiving. Emerging areas include the application of large language models to analyzing ethical practice scenarios, and feedback to increase sustainability practices. I will consider advising new graduate students in the coming academic year.

## BRAIN & COGNITIVE SCIENCES

Graduate study in this area offers students a unique opportunity for research training in both neuroscience and cognitive psychology. The Department boasts a number of faculty members who investigate human psychology from a biological perspective, providing students with opportunities to investigate the physiological processes underlying learning, memory, neurological impairments, visual perception, and visuomotor control. The Department's neuroscientists offer training in neuropsychology, developmental neuroscience, neurotoxicology, and fMRI, collaborating with members of the [Core Neuroimaging Platform Lab](#). 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 receives 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

**NICK BROSOWSKY,**  
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**AREAS OF SPECIALTY:** Attention, Cognitive Control, Mind Wandering, Creativity, Multi-Tasking, Music Cognition, Skill-Learning

**CURRENT RESEARCH INTERESTS:** The central goal of my current research program is to understand how people manage attentional demands in dynamic environments. Everyday activities can vary wildly in terms of attentional control demands (e.g., studying in a library, playing hockey, driving on a four-lane highway) and distractions can come in many forms (e.g., environmental, self-generated, habits). Managing these demands requires a complex set of processes to monitor and compare ongoing actions with internal goals and flexibly update behavior to meet those changing demands. My research investigates the underlying mechanisms that allow people to adaptively regulate attentional control. However, the success—and failure—to adaptively regulate control has far-reaching implications. Poor control regulation can result in momentary cognitive errors (e.g., not paying attention to where you put your keys because you were mind wandering), persistent errors (e.g., an inability to focus while trying to work from home), and extreme perseverance behavior (e.g., ruminative thoughts, attention disorders). Another aim of my research is to investigate the consequences of control regulation in a variety of domains such as creativity, multi-tasking, music cognition, and skill-learning. I will consider admitting a student for the next academic year.

**ASHLEY CHUNG-FAT-YIM,**  
PhD, York University  
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<https://sites.google.com/site/ashleykchungfatyim/mind-lab>

**AREAS OF SPECIALTY:** Bilingualism; executive functioning; attention; creativity; emotion perception

**CURRENT RESEARCH INTERESTS:** While language is often regarded as a tool for communication, it is also a powerful force that shapes how we perceive and interact with the world. My research seeks to understand how the experience of knowing and using more than one language influences cognition and the brain. Specifically, Dr. Chung-Fat Yim investigates the impact of bilingualism on executive function, emotion perception, creativity, and narrative transportation using a variety of research techniques, including EEG, eye tracking, and mouse tracking. Insights

from this research will contribute to a more comprehensive understanding of how linguistic and cultural diversity enrich human cognition and may ultimately inform approaches to education, communication, and cognitive health across the lifespan. I look forward to accepting new graduate students into our program for the next academic year.

**DAWSON CLARY,**  
PHD, UNIVERSITY OF MANITOBA  
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**AREAS OF SPECIALTY:** Comparative Cognition, Evolution of Cognition  
Corvid Cognition, Social Cognition, Self-awareness, Mirror Self-Recognition

**CURRENT RESEARCH INTERESTS:** Broadly, I am interested in the cognitive abilities of non-human animals and the ecological factors that influence the evolution of cognition. More specifically, my research investigates whether living in large social groups influences the social cognitive skills of birds in the corvid family. To do so, I compare social-living species (Western scrub jays, pinyon jays) with more solitary species (Clark's nutcrackers) to determine whether they differ in the strategies they use to prevent their food from being stolen by other birds, as an indicator of what they appreciate about the intentions and perspectives of other individuals. In a related line of research, I also investigate whether corvids can recognize themselves in the mirror whether this understanding of 'self' is a necessary precursor for complex social cognitive abilities 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 or traumatic brain injury. My lab utilizes a number of techniques to investigate plasticity throughout the mammalian lifetime. These techniques come from the areas of behavioral neuroscience, molecular biology and neuroscience, electrophysiology, and quantitative and qualitative anatomy.

**STEVEN GREENING,**  
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**AREAS OF SPECIALTY:** Emotion; Emotion Regulation; Cognitive Neuroscience; Facial Affect Perception; Mental Imagery; Depression and Anxiety; Aging; fMRI; Psychophysiology

**CURRENT RESEARCH INTERESTS:** Emotions serve to guide our thoughts and actions in an adaptive fashion, but sometimes they can become excessive, inappropriate, and even pathological, as in the case of major depression or post-traumatic stress disorder. Thankfully, there is both neurobiological and cognitive flexibility in how the impact of emotions is regulated. The primary goal of my research program is to elucidate the neurocognitive mechanisms involved in adapting to and controlling the influence of emotional events across the lifespan; and secondarily to assess how these mechanisms contribute to the development and persistence of psychopathology. My current research is focused on determining how internally directed (e.g., mental imagery) versus external directed processes (e.g., object-based attention) interact with emotion to influence information processing within brain networks. To accomplish this, I combine multiple methods from cognitive neuroscience (e.g., fMRI, MVPA & DTI) and psychology (e.g., psychophysiology & behavior) in studies of healthy participants ranging in age from youth to older adulthood and those with psychopathology.

I will consider admitting a student for the next academic year.

**TAMMY L. IVANCO,**  
PHD, MCMASTER UNIVERSITY  
204 474 7375  
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**AREAS OF SPECIALTY:** Brain Plasticity, Learning and Memory, Developmental Disorders, Brain Injury

**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 or traumatic brain injury. 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.

**LORNA JAKOBSON,**  
PHD, UNIVERSITY OF WESTERN ONTARIO  
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**AREAS OF SPECIALTY:** Human Neuropsychology; Visual Neuroscience, Visuomotor Control; Neurodevelopmental Disability; Neuropsychology of Music

**CURRENT RESEARCH INTERESTS:** The research in my lab exemplifies four important current trends. First, we study transfer effects in expert systems. For example, our research has provided evidence that extensive music training is linked to improved functioning in a range of non-musical domains including executive functioning, memory, reading ability and speech perception, and drawing. Second, we do research charting the typical and atypical development of the brain. Our primary focus in this work has been to explore how atypical neurodevelopment associated with extremely premature birth or autism spectrum disorder impacts the development of a range of perceptual, cognitive, and social skills. Third, we have a line research exploring how information

about movement affects how we direct our attention, make perceptual judgments, and represent information in memory. Finally, we have developed a line of research exploring how individual differences in sensory processing styles and in certain personality traits (sensory processing sensitivity, alexithymia) relate to emotion processing and regulation and to aspects of empathy and compassion. I am not considering accepting a new graduate student for the next academic year.

**RANDALL K. JAMIESON,**  
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**AREAS OF SPECIALTY:** Learning, memory, and knowledge; Computational modelling; Cognitive Science.

**CURRENT RESEARCH INTERESTS:** I conduct computational and experimental studies of how people learn, remember, think, and know. I am particularly interested in the problems of implicit learning, associative learning, and knowledge representation. My theoretical goal is to develop a coherent and general account of learning and memory. My applied goal is to leverage those theoretical discoveries to develop cognitive technologies.

**DEBBIE KELLY,**  
PHD, UNIVERSITY OF ALBERTA  
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**AREAS OF SPECIALTY:** Comparative Cognition, Spatial Cognition, Social Cognition, Functional Lateralization, Aging, Corvid Cognition, Avian Cognition, Dog Cognition, Cognitive Ecology and the Evolution of Cognition

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

cognitive traits (a biological approach). Using these approaches, we have examined whether sociality influences whether one species of corvid can recognize members of its own species, as well as members of another species, as a potential threat to its hidden food stores. For these studies we have used Clark's nutcrackers, pinyon jays and Western scrub jays. We have investigated whether racing pigeons might be good models to understand age-related brain changes. Using immersive virtual reality, we have examined how human spatial memory changes with healthy aging and with Alzheimer's disease. Recently, we have also begun to study the cognitive abilities of the domesticated dog.

**JASON LEBOE-MCGOWAN,**  
PHD, MCMASTER UNIVERSITY  
204 272 1558  
Jason.Leboe-McGowan@umanitoba.ca

**AREAS OF SPECIALTY:** 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 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.

I will consider offering admission for the next academic year.

**LAUNA LEBOE-MCGOWAN,**  
PHD, UNIVERSITY OF MANITOBA  
204 474 7326  
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**AREAS OF SPECIALTY:** 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,**

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204 474 7057  
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[www.perceptionandaction.com](http://www.perceptionandaction.com)

**AREAS OF SPECIALTY:** 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. I will consider offering admission for the next Academic year.

**MURRAY SINGER,**

PROFESSOR EMERITUS,  
PHD, CARNEGIE-MELLON UNIVERSITY  
204 474 8486  
[Murray.Singer@umanitoba.ca](mailto:Murray.Singer@umanitoba.ca)

**AREAS OF SPECIALTY:** Cognitive Processes of  
Natural Language Comprehension; Inferences in  
Language Comprehension; Memory for Text and  
Discourse; Question Answering; Individual  
Differences in Comprehension; Basic Memory  
Processes; 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. Some of this work has resulted in the investigation of basic memory processes, including memory strength, distinctiveness, metamemory, and signal detection analyses of memory judgments. 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. I'll consider accepting a student for Master's study next fall or someone with a Master's degree enrolling at the Ph.D. level.

## CLINICAL PSYCHOLOGY

Training in clinical psychology began at the University of Manitoba in 1967 with only two faculty members and grew very rapidly into what is now the Clinical Psychology Training Program. A training clinic, the Psychological Service Centre (PSC), was established in 1968. The Program achieved accreditation by the American Psychological Association in 1972, which it maintained until voluntarily withdrawing from APA accreditation January 1, 2012. The program has maintained accreditation by the Canadian Psychological Association since 1988 and currently has a 6-year term until 2028-2029.

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.

Please refer to **Appendix 2** for further information about the clinical program, including admissions to the program, the clinical training sequence and curriculum, and data on student admissions and outcomes.

## AREA FACULTY

**DIANE HIEBERT-MURPHY,**  
PHD, UNIVERSITY OF MANITOBA  
204 474 8283  
Diane.Hiebert-Murphy@umanitoba.ca

**AREAS OF SPECIALTY:** 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. I am not considering admitting a new student for the next academic year.

**TASMIA HAI,**  
PHD, University of Alberta  
Phone: 204-474- 8258  
[tasmia.hai@umanitoba.ca](mailto:tasmia.hai@umanitoba.ca)  
Lab: <https://www.caarlab.com/>

**AREAS OF SPECIALTY:** Neurodevelopment disorders, ADHD, Family Mental Health, Newcomer and immigrant Mental Health, Academic Achievement, Social determinants of health, Paediatric Neuroimaging, Cognitive Neuroscience

**CURRENT RESEARCH INTERESTS:** Dr. Hai's research program focuses on the intersection of family mental health, neurodevelopmental disorders (including ADHD, ASD, and FASD), and social determinants of health, with a particular emphasis

on immigrant and racialized populations. Her work uses a multimodal approach, including neuroimaging (MRI), clinical assessments, and qualitative interviews to understand how early life adversity, parenting, and cultural context influence children's mental health and brain development. Dr. Hai is affiliated with the Children's Health Research Institute of Manitoba and Douglas Research Centre at McGill University, in Quebec. She will be accepting Graduate Students in the Clinical Psychology Program for the next academic year.

**LORNA JAKOBSON,**  
PHD, UNIVERSITY OF WESTERN ONTARIO  
204 474 6980  
Lorna.Jakobson@umanitoba.ca

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

**CURRENT RESEARCH INTERESTS:** The research in my lab exemplifies four important current trends. **First**, we study transfer effects in expert systems. For example, our research has provided evidence that extensive music training is linked to improved functioning in a range of non-musical domains including executive functioning, memory, reading ability and speech perception, and drawing. **Second**, we do research charting the typical and atypical development of the brain. Our primary focus in this work has been to explore how atypical neurodevelopment associated with extremely premature birth or autism spectrum disorder impacts the development of a range of perceptual, cognitive, and social skills. **Third**, we have a line research exploring how information about movement affects how we direct our attention, make perceptual judgments, and represent information in memory. Finally, we have developed a line of research exploring how individual differences in sensory processing styles and in certain personality traits (sensory processing sensitivity, alexithymia) relate to emotion processing and regulation and to aspects of empathy and compassion. I am not considering accepting a new graduate student for the next academic year.

**EDWARD JOHNSON,**  
PHD, UNIVERSITY OF WATERLOO  
204 474 9006  
Ed.Johnson@umanitoba.ca

**AREAS OF SPECIALTY:** Ego-threat, Self-compassion, Clinical Supervision, Psychotherapy

**CURRENT RESEARCH INTERESTS:** My research addresses how mental health and self-regulation are negatively affected by ego-threats, such as feelings of shame and self-criticism, or trauma, and positively influenced by interventions that promote self-acceptance, such as psychotherapy and self-compassion. Other scholarly interests are in how psychotherapists and clinical supervisors develop competence. I am not considering accepting a new student for the next academic year.

**JOSHUA S. LE CLAIR,**  
PsyD, UNIVERSITY OF PRINCE EDWARD ISLAND

[Joshua.LeClair@umanitoba.ca](mailto:Joshua.LeClair@umanitoba.ca)

**AREAS OF EXPERTISE:** Ericksonian psychotherapy, clinical hypnosis, relational gestalt psychotherapy, LGBTQ+ issues.

**CURRENT RESEARCH INTERESTS:** Broadly, my research interests center on the epistemological and methodological foundations of clinical practice—examining how different theoretical frameworks shape how problems are understood, experienced, and approached in psychotherapy. I'm drawn to questions about how clinical approaches construct personal experience, how different paradigms privilege or obscure certain therapeutic possibilities, and how practitioners can develop more reflexive, philosophically informed approaches to understanding psychological suffering and promoting transformational change. Previously, my work has drawn on psychoanalytic theory and continental philosophy to critically examine contemporary therapeutic practices with sexual minority individuals from these perspectives.

Please note that I am unable to admit graduate students to the Clinical Training Program because my (Instructor) appointment with the Department of Psychology is primarily teaching- and clinical supervision-based.

**COREY S. MACKENZIE,**  
PHD, QUEEN'S UNIVERSITY  
204 474 8260  
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<http://www.coreymackenzie.com>

**AREAS OF SPECIALTY:** Geropsychology, mental health service use, stigma of seeking mental health help, ageism, positive psychology

**CURRENT RESEARCH INTERESTS:** My (he/him) Aging & Mental Health Lab uses both primary quantitative and qualitative methods, as well as secondary analyses of national surveys, to investigate ways of improving older adults' mental health. Within the broad field of geriatric mental health my students and local, national, and international collaborators and I are engaged in research on several topics. A primary focus of the lab is on barriers to older adults' use of mental health services to inform policy aimed at enhancing their access to effective mental health treatment. A second topic of interest in the lab is in psychological factors that either promote well-being in later life (e.g., mindfulness) or that hinder it (e.g., ageism). In addition to my primary appointment in the Department of Psychology, I am also an Adjunct in the Department of Psychiatry and an Affiliate with the Centre on Aging. I am considering accepting a new student for the next academic year.

**AMANDA MCCLEERY**  
Ph.D., Kent State University  
204-474-9524  
[amanda.mccleery@umanitoba.ca](mailto:amanda.mccleery@umanitoba.ca)

**AREAS OF SPECIALTY:** severe and persistent mental illness (SPMI), psychosis, lifespan developmental psychopathology, social and non-social cognition, perception, psychophysiology, risk and resilience, psychosocial interventions, early detection and intervention.

**CURRENT RESEARCH INTERESTS:** My (he/him) Current research interests: Schizophrenia is a devastating illness that has tremendous personal and societal costs. Even when symptoms of psychosis have remitted, many people with schizophrenia suffer marked functional disability (i.e., impaired social, occupational, and community functioning). Understanding the contributors to functional disability in schizophrenia is paramount for development of effective, recovery-based

interventions. The overarching aim of my research is to use a multimethod approach to identify and understand predictors of functional outcome in schizophrenia-spectrum conditions within a lifespan developmental framework. To date, most of my work has focused on perceptual processing, social and non-social cognition, and motivation/beliefs. Graduate students in my lab can expect to gain experience working with people with serious mental illness, and will receive training in clinical interviewing, performance-based assessment of social and non-social cognition, EEG/ERP methods, and cognitive-behavioural interventions for SPMI.

I am considering accepting a new student in the next Academic year.

**NATALIE MOTA**  
PHD, UNIVERSITY OF MANITOBA  
204 474 8245  
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[www.rraftlab.ca](http://www.rraftlab.ca)

**AREAS OF SPECIALTY:**

Trauma and posttraumatic stress; psychiatric epidemiology; resilience; occupational mental health; women's mental health

**CURRENT RESEARCH INTERESTS:** As the Director of the Resilience and Recovery After Trauma (RRAFT) Lab, my research aims to examine the mental and physical impacts of trauma and posttraumatic stress on individuals, and understand the factors associated with the development of posttraumatic stress injuries. I am particularly interested in uncovering what bolsters resilience and positive growth after trauma exposure, such that we might use these findings in the development of novel and effective prevention and intervention initiatives. Much of my work in this area has used population-based data to better understand these associations, with a focus on individuals who work in high-risk occupations (e.g., military, public safety personnel, healthcare workers) and on understanding potentially traumatic experiences that occur at much higher rates among women.

**KRISTIN REYNOLDS,**  
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204 474 9528  
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<https://healthinfoexchangelab.ca/>  
<https://www.theconnectprogram.ca/>  
<https://overcomingperinatalanxiety.ca/>

**AREAS OF SPECIALTY:** Knowledge Translation, Mental Health Literacy, Mental Health Service Use, Community Mental Health, Geriatric Psychology, Perinatal Mental Health, Health Psychology

**CURRENT RESEARCH INTERESTS:** My Health Information Exchange Laboratory is interested in decreasing gaps in the translation of health-related knowledge to the public, and increasing access to health-related information and services. Within the area of health-related knowledge translation (KT), I have three lines of research: pathways to health care treatment; evaluation of health-related information; and exploration of needs of community groups. My lab uses a wide range of research methodologies to examine research questions in the area of health-related KT, including primary quantitative data collection and analysis, secondary data analysis of population databases, qualitative data collection and analysis, and unique website and application evaluation methodology. I am considering accepting a clinical psychology graduate student for the next academic year.

**LESLIE E. ROOS,**  
PHD, UNIVERSITY OF OREGON  
204 474 8746  
Leslie.Roos@umanitoba.ca  
<https://heartsandmindslab.com/>

**AREAS OF SPECIALTY:** Maternal-Child Health, Supportive Parenting, Stress Neurobiology, Early Intervention & Prevention, Developmental Psychopathology, Cognitive & Emotional Development, Pediatrics, Self-Regulation, Behavior Management, Dialectical Behavior Therapy, Developmental Origins of Health and Disease

**CURRENT RESEARCH INTERESTS:** Dr. Roos' research focuses on addressing the mental health needs of families of young children exposed to chronic stress. This includes designing programs to address specific parent and child needs as well as refining programs to improve efficacy. She also researches

cognitive, emotional, and physiological self-regulatory processes that are amenable to change to gain a more precise understanding of what works for whom. Dr. Roos is also committed to community-led partnerships to promote family well-being and works with a parent advisory board on clinical research projects. In her basic science work, Dr. Roos employs multi-level assessments of child and caregiver biobehavioural function. Techniques used include EEG, Executive function, Video-Coding, Autonomic Physiology, Hormonal, and Biomarker measurements. She is also interested in the development of ecologically valid assessments of acute stress to better understand how caregivers help children cope with challenging experiences. Dr. Roos is affiliated with the Children's Health Research Institute of Manitoba and is a Junior Fellow at the Center on the Developing Child at Harvard University. She will be accepting Graduate Students in the Clinical Psychology & School Psychology Programs for the next academic year.

**GABRIEL SCHNERCH,**  
PHD, UNIVERSITY OF MANITOBA  
204 474 6945  
Gabriel.Schnerch@umanitoba.ca

**AREAS OF SPECIALTY:** Neurodiversity; ADHD; autism; psychoeducational assessments; ethics in professional psychology; dialectical behaviour therapy (DBT); applied behaviour analysis (ABA)

**CURRENT RESEARCH INTERESTS:** Intersectionality of neurodivergent (e.g., autistic) and trans experiences; ethical issues in applied behaviour analysis (ABA) and positive behaviour support (PBS); autistic-prioritized outcomes in therapy; operant learning relating to infant and early childhood development.

Please note that I am not able to admit graduate students to the Clinical or School Psychology Training Programs as I am in an Instructor appointment.

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

**AREAS OF SPECIALTY:** Family Systems; Parenting; Attention Deficit Hyperactivity Disorder, Women's Issues in Applied Psychology, Meta-Analysis

**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 clinical applications of attachment theory, as well as parenting more generally. Additionally, I have an interest in women's issues in applied psychology. I often use systematic reviews (including 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. I anticipate accepting one to two graduate students in the School and/or Clinical Psychology program for admission to the next academic year.

**HAROLD WALLBRIDGE,**  
PHD, UNIVERSITY OF MANITOBA  
204 474 9069  
Harold.Wallbridge@umanitoba.ca

**AREAS OF SPECIALTY:** Psychodynamic therapy and supervision, psychological assessment and 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 see my own patients, supervise clinical practicum, and coordinate and advise students about their subsequent external clinical practicum. I also routinely teach certain graduate courses. Please note that I am not able to admit graduate students to the Clinical Training Program because I have an administrative (non-academic) appointment with the Department of Psychology.

## DEVELOPMENTAL PSYCHOLOGY

Developmental psychology is a cross-disciplinary research area with the goal of understanding how we as humans grow and change over time. It bridges across diverse fields of inquiry, such as cognition, linguistics, social psychology, neuroscience, and health psychology. Faculty in our area study an extensive scope of topics across both special populations and typically developing individuals, like the development of language and communication, environmental and situational factors influencing development, and cross-cultural differences in children's experiences. We also employ diverse methodologies, including in-lab measurements of infants' perceptual responses, children's behaviour in play-based tasks, electrophysiological brain and cardiovascular responses in children and their caregivers, biomarkers of hormonal and immune function, surveys, and analysis of audio recordings of young children's everyday experiences. Graduates from our program are prepared for a wide range of careers in government, schools, business, and universities. Interested prospective graduate students should email individual developmental area faculty members regarding their plans for accepting new graduate students for the next admissions cycle.

### AREA FACULTY

MELANIE GLENWRIGHT,  
PHD, UNIVERSITY OF CALGARY

204 474 9726

[Melanie.Glenwright@umanitoba.ca](mailto:Melanie.Glenwright@umanitoba.ca)

**AREAS OF SPECIALTY:** Communication Comprehension in Children, Adolescents, and Adults

**CURRENT RESEARCH PROJECTS:** I study how people learn to appreciate conversational speech acts including sarcasm, gossip, teasing, and humour. I'm interested understanding how factors like development, social cues, and culture influence our appreciation of these speech acts. I will be accepting a new developmental graduate student in the upcoming year.

RYAN J. GIULIANO,  
PHD, UNIVERSITY OF OREGON  
204 474 9276

[Ryan.Giuliano@umanitoba.ca](mailto:Ryan.Giuliano@umanitoba.ca)

<https://heartsandmindslab.com/>

**AREAS OF SPECIALTY:** Developmental Cognitive Neuroscience, Psychophysiology, Executive Function, Selective Attention, Working Memory, Biomarkers of Acute and Chronic Stress

**CURRENT RESEARCH INTERESTS:** My NSERC and SSHRC funded research program is currently focused on studies of acute stress delivered in the laboratory or over online video chat platforms, adapted for children as young as three years of age and on up to adults. Our in-laboratory work involves concurrent measurement of neural (EEG) and cardiovascular function (ECG) during a variety of contexts and cognitive measures. Our work online uses adaptations of many of the same tasks and includes more novel physiological measures such as smartphone-based photoplethysmography (PPG) and wearable tech devices. The ultimate aim of this work is to better understand individual differences in the neurophysiological mechanisms implicated in the experience of stress across the lifespan. I will consider applications for graduate students in my lab this coming year.

SHAYLENE NANCEKIVELL,  
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204 474 8248

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[www.youngmindsresearch.com](http://www.youngmindsresearch.com)

**AREAS OF SPECIALTY:** Social-Cognitive Development, Learning Sciences, Early and Middle Childhood, Intuitive Theories, Ownership, Learning Myths, Child-Technology Interactions

**CURRENT RESEARCH PROJECTS:** My research program aims to understand the development of intuitive theories including how young children use these theories to navigate the social world. How do children explain and predict others' behavior, actions, and reactions? How are children's intuitions about how the world works similar to or different from adults' intuitions? I use multidisciplinary methods such as forced-choice paradigms, open-ended responses, protests, and

naturalistic observations to examine these questions. My main line of work focuses on understanding how theories of ownership develop. Namely, how do children acquire a sense of mine and yours? Most recently, I have asked how early beliefs about ownership shape people's interactions with technology (e.g., Does Alexa own my data?). My work on ownership focuses predominantly on early and middle childhood as these are the ages at which conceptual representations are rapidly forming, and when children begin to develop more nuanced understandings of others' behavior and minds. I also have a secondary line of work that examines common beliefs and misconceptions about learning. This work has mainly focused on undergraduate students and teachers. My work has been funded by NSERC and SSHRC. It was also selected for funding by NSF in the United States. I am considering applications for graduate students in all aspects of my research.

largescale collaborative effort within the infant research community that works toward positive solutions to the so-called "replication crisis". In our first initiative, we studied variation in infants' preference for infant-directed speech across methodologies, age, and linguistic community, with a sample of approximately 70 laboratories and over 2000 infant participants. I currently receive funding from diverse sources including SSHRC, NSERC, and the NIH. I am considering applications for graduate students in all aspects of my research.

**MELANIE SODERSTROM,**  
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204 474 8777  
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<http://www.babylanguagelab.ca/>

**AREAS OF SPECIALTY:** Infant Speech Perception, Early Language Acquisition, Cross-cultural and situational differences in early language experiences, Collaborative and Open Science

**CURRENT RESEARCH PROJECTS:** I examine the perceptual capabilities of infants and the characteristics of their natural language environment, and how these influence early language development. I am particularly interested in how situational factors (e.g. cultural characteristics of the language community, parent age, child hearing status, childcare setting) influence children's language experiences, and the role of infant-directed speech ("babytalk") in these experiences. I am currently leading a consortium of child language researchers and machine learning experts (the ACLEW project) in developing new automated methods for analyzing real world recordings of children's early language experiences and a flexible annotation system to allow direct comparisons of language experiences across culturally diverse audio samples. I am also an organizing researcher on the ManyBabies project, a

## 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.

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### AREA FACULTY

**JOANNE C. KESELMAN,**  
PHD, UNIVERSITY OF MANITOBA  
204 474 9444  
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**AREAS OF SPECIALTY:** Quantitative Methods;  
Applied Statistical Analysis  
**CURRENT RESEARCH PROJECTS:** Data-analytic strategies for repeated measures designs;  
Meta-analysis.

**SUNMEE KIM,**  
PHD, MCGILL UNIVERSITY  
204 474 8268  
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**AREAS OF SPECIALTY:** Interpretable data reduction in prediction modeling, Dealing with heterogeneity in data by clustering or recursive partitioning, Component-based structural equation modeling, Analysis of clustered or correlated data using generalized estimating equations and multilevel models, Bootstrap smoothing, Regularization techniques

**CURRENT RESEARCH PROJECTS:** My interests are broadly related to the development of novel statistical techniques to alleviate the assumptions or restrictions of current quantitative methods in the fields of Psychology and Behavioral Data Science. I am particularly interested in component-

based data reduction for regression problems, various methods for analyzing multiple response variables considering their underlying interdependent pattern, and the application of statistical and machine learning techniques to a variety of research questions in the social and behavioral sciences. I have explored various applications of these methods for studying substance use, rare genetic variants, Canadians' political opinions, and changes in health status, psychological well-being, and cognitive faculties associated with aging. I am accepting graduate student applications for the MA and PhD program in psychology for the next Academic year. Experience in computer programming and/or coursework in math/statistics is desirable. I am also open to potential collaborations from researchers in related fields.

**JOHNSON C. H. LI,**  
PHD, UNIVERSITY OF ALBERTA  
204 318 2923  
[Johnson.Li@umanitoba.ca](mailto:Johnson.Li@umanitoba.ca)

**AREAS OF SPECIALTY:** 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).

**WAN WANG,**

PHD, WILLFRID LAURIER UNIVERSITY  
204 474 9276  
Wan.Wang@umanitoba.ca

**AREAS OF SPECIALTY:** Teaching of quantitative research methods and statistics; Moderation and Mediation; Self and Identity; Climate Change Communication

**CURRENT RESEARCH PROJECTS:** My research interests involve applying advanced quantitative methods to addressing pressing social issues. One ongoing line of my research investigates psychological barriers to pro- environmental actions and seeks to identify effective climate change communication messages. My second line of research focuses on how personality and self-related processes contribute to dismissive and aggressive reactions to differing opinions. I am also interested in scholarly teaching and learning research on promoting critical thinking, open science, and statistical literacy. I am considering admitting Honours thesis students and one Master's student for the next academic year.

## SCHOOL PSYCHOLOGY

We offer two streams of training in School Psychology: a two-year non-thesis comprehensive exam based MA degree and a three-year thesis stream. 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 etiology and treatment of psychological disorders, significant expert training in assessment and measurement and the implementation and evaluation of prevention and treatment programs and course content focused on instructional processes and school systems. Please refer to Appendix 3 for further information.

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### AREA FACULTY

**RICHARD KRUK,**  
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204 474 7349  
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Lab website: <https://www.earlyreadingproject.ca>

**AREAS OF SPECIALTY:** 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.

**JANINE NEWTON MONTGOMERY,**  
PHD, UNIVERSITY OF SASKATCHEWAN  
204 474 8306  
[Janine.Montgomery@umanitoba.ca](mailto:Janine.Montgomery@umanitoba.ca)  
<https://janinemontgomery.wixsite.com/socialcoglab-mb>

**AREAS OF SPECIALTY:** Autism spectrum disorders (including Asperger Syndrome), Learning Disabilities (including Nonverbal Learning Disabilities), Attention Deficit Hyperactivity Disorder, Social-emotional Learning, Emotional Intelligence, Knowledge Translation, School Psychology, Assessment and Intervention

**CURRENT RESEARCH INTERESTS:** My research examines social cognition and particularly characteristics of children, youth, and adults who have difficulties with social thinking and reasoning (i.e., Autism spectrum disorders and other clinical conditions contributing to social difficulties). My broader research interests are aimed towards gathering information about individuals with and without 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, psychosocial correlates of impairment, positive psychology & resiliency, and novel intervention programs for social cognition problems. I will consider graduate admissions for the next academic year.

**LESLIE E. ROOS,**  
PHD, UNIVERSITY OF OREGON  
204 474 8746  
[Leslie.Roos@umanitoba.ca](mailto:Leslie.Roos@umanitoba.ca)  
<https://heartsandmindslab.com/>

**AREAS OF SPECIALTY:** Maternal-Child Health, Supportive Parenting, Stress Neurobiology, Early Intervention & Prevention, Developmental Psychopathology, Cognitive & Emotional

Development, Pediatrics, Self-Regulation, Behavior Management, Dialectical Behavior Therapy, Developmental Origins of Health and Disease

**CURRENT RESEARCH INTERESTS:** Dr. Roos' research focuses on addressing the mental health needs of families of young children exposed to chronic stress. This includes designing programs to address specific parent and child needs as well as refining programs to improve efficacy. She also researches cognitive, emotional, and physiological self-regulatory processes that are amenable to change to gain a more precise understanding of what works for whom. Dr. Roos is also committed to community-led partnerships to promote family well-being and works with a parent advisory board on clinical research projects. In her basic science work, Dr. Roos employs multi-level assessments of child and caregiver biobehavioural function. Techniques used include EEG, Executive function, Video-Coding, Autonomic Physiology, Hormonal, and Biomarker measurements. She is also interested in the development of ecologically valid assessments of acute stress to better understand how caregivers help children cope with challenging experiences. Dr. Roos is affiliated with the Children's Health Research Institute of Manitoba and is a Junior Fellow at the Center on the Developing Child at Harvard University. She will be accepting Graduate Students in the Clinical Psychology & School Psychology Programs for the next academic year.

**GABRIEL SCHNERCH,**  
PHD, UNIVERSITY OF MANITOBA  
204 474 6945  
Gabriel.Schnerch@umanitoba.ca

**AREAS OF SPECIALTY:** Neurodiversity; ADHD; autism; psychoeducational assessments; ethics in professional psychology; dialectical behaviour therapy (DBT); applied behaviour analysis (ABA)

**CURRENT RESEARCH INTERESTS:** Intersectionality of neurodivergent (e.g., autistic) and trans experiences; ethical issues in applied behaviour analysis (ABA) and positive behaviour support (PBS); autistic-prioritized outcomes in therapy; operant learning relating to infant and early childhood development.

Please note that I am not able to admit graduate students to the Clinical or School Psychology Training Programs as I am in an Instructor appointment.

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

**AREAS OF SPECIALTY:** Family Systems; Parenting; Attention Deficit Hyperactivity Disorder, Women's Issues in Applied Psychology, Meta-Analysis

**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 clinical applications of attachment theory, as well as parenting more generally. Additionally, I have an interest in women's issues in applied psychology. I often use systematic reviews (including 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. I do not anticipate accepting graduate students for admission in the next academic year.

## SOCIAL & PERSONALITY

Social and personality psychology seeks 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.

Training in social and personality psychology at the advanced undergraduate, M.A., and Ph.D. levels emphasizes critical thinking and the scientific process from idea generation to disseminating knowledge. Such training occurs through a wide range of seminars, supervised research projects and thesis work, and regular research meetings of the social and personality faculty and graduate students, resulting in academic and applied careers.

Students are encouraged to build their research portfolio by presenting at conferences, writing manuscripts for potential publication, and working on multiple lines of research.

Studying in the social and personality psychology area offers an opportunity to work with research experts on:

- Close relationships (e.g., romantic, friendship, relationship initiation)
- Health-related self-perceptions and behavior
- Motivation and emotion in achievement and health domains
- Individual differences (e.g., personal control, self-esteem, self-compassion, gender)
- Intergroup relations and social justice (e.g., reconciliation, prejudice, discrimination, social change, intergroup interaction)
- Scale construction
- Social perception (e.g., attributions, biases, empathy, perspective taking, concerns with social evaluation)

To learn more, visit the websites of our area members

Prof. Katherine Starzyk,  
[Social Justice Laboratory](#)

Prof. Jacquie Vorauer,  
[Social Relations Lab](#)

Prof. Daniel Bailis,  
[Action & Identity Lab](#)

Prof. Jessica Cameron,  
[Self and Interpersonal Dynamics Lab](#)

Dr. Nicholas Evans,

[Personality, Relationships, Emotion, Social Cognition, & Identity Lab](#)

Dr. Danielle Gaucher,  
[Intergroup Relations & Social Justice Laboratory](#)

Prof. Raymond Perry,  
[Motivation and Academic Achievement Laboratory](#)

### AREA FACULTY

DAN BAILIS,  
PHD, PRINCETON UNIVERSITY  
204 474 8777  
[Dan.Bailis@umanitoba.ca](mailto:Dan.Bailis@umanitoba.ca)

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

**CURRENT RESEARCH INTERESTS:** My research focuses on the personal lifestyle decisions that lead to our health and well-being, and the social and personality factors behind those decisions. My approach is guided by theories in social and personality psychology that address the interplay of action and identity – where identity is examined as a cause, consequence, and sometimes an object to be shielded from our actions and decisions. I have previously applied this approach to topics in the psychology of health and aging, such as self-rated health, physical activity, goal conflict, perceived control, social comparison, and collective self-esteem. I am currently working on several projects to investigate how personal decision-making is related to individual differences in self-compassion. All of these projects build upon our current understanding of how self-compassion relates to mental processing of past failures and mistakes, and are meant to pivot toward a new understanding of how self-compassion relates to mental processing of the future – i.e., the prospects of gains and losses that have not happened yet – in domains such as consumer behaviour, gambling, changing and giving up lifestyle behaviours, and sport injury rehabilitation. I look forward to admitting new graduate students in the Social and Personality Program Area this year.

**JESSICA J. CAMERON,**  
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204 474 7490  
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[home.cc.umanitoba.ca/~cameron2](http://home.cc.umanitoba.ca/~cameron2)

**AREAS OF SPECIALTY:** Romantic Relationships, Insecurity, Self-esteem, and Gender

**CURRENT RESEARCH INTERESTS:** I have three main research interests that inspire the research undertaken in my lab. First, I focus on romantic relationships with an emphasis on relationship initiation. Much of this work intersects with my second and third research interests and thus, focuses on how insecurity and gender influence how romantic relationships begin. Recently, our research on the friends-to-lovers pathway has investigated how romantic desire can form within a platonic friendship. Second, I am keenly interested in the behavioural, perceptual, and emotional consequences of insecurity (e.g., low self-esteem; insecure attachment). In this line of research, I focus on investigating the consequences (and perhaps the sources) of insecurity in close relationships. Within this broad research area, I have also taken a special interest in social stereotypes about being insecure and the measurement of insecurity. Third, I am interested in issues surrounding gender diversity, gender roles and attitudes, and women's unique experiences. Within this line of research, I focus on the use and creation of inclusive gender demographic measures, and the influence of gender roles and sexism during romantic relationship initiation. I look forward to accepting new graduate students into our program for the next academic year.

**NICHOLAS EVANS,**  
PHD, UNIVERSITY OF TEXAS AT EL PASO  
204 474 8257  
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<https://nicholasdevans.weebly.com/>

**AREAS OF SPECIALTY** Personality, Social Cognition, Emotion, Self and Identity, Interpersonal and Romantic Relationships

**CURRENT RESEARCH INTERESTS:** My research primarily lies at the intersection of personality, social psychology, and social cognition, and often focuses on interpersonal relationships. Using a variety of

methods from these domains, my work explores the interplay between different emotional, cognitive, and behavioral processes and how people perceive and make sense of their social worlds. My major lines of research include the cognitive components and interpersonal benefits of nostalgia and metaphor use. For example, I am interested in investigating the role mental imagery plays in experiencing nostalgia and using metaphors in our everyday language. I am also investigating how both nostalgia and metaphor use can serve interpersonal benefits, particularly within romantic relationships. Finally, I have a growing line of research in the psychological and interpersonal processes involved in intellectual humility and science denialism. I plan to accept graduate students in the Social & Personality area for the next academic year.

**DANIELLE GAUCHER,**  
PHD, UNIVERSITY OF WATERLOO  
204 474 7840  
[Danielle.Gaucher@umanitoba.ca](mailto:Danielle.Gaucher@umanitoba.ca)

**AREAS OF SPECIALTY:** Social Change, Intergroup Relations, Social Justice, Political Psychology, Social Activism, Immigration, Gender

**CURRENT RESEARCH INTERESTS:** My goal is to advance theory and better understand the social-psychological barriers to social change, with the ultimate goal of discovering how to best encourage a wide range of prosocial behaviours and social arrangements. To accomplish these aims, the research conducted in the lab is psychologically informed, quantitatively grounded, and broadly disseminated. Our research attempts to answer questions such as: What are the barriers to social change? How do these barriers manifest at the individual and institutional levels? And how can prosocial behaviour and social arrangements be encouraged? I will be admitting graduate and undergraduate honours students for the next academic year.

**RAYMOND P. PERRY, DISTINGUISHED PROFESSOR,**  
PHD, UNIVERSITY OF CALGARY  
204 474 7838  
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**AREAS OF SPECIALTY:** 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](mailto:Katherine.Starzyk@umanitoba.ca)

**AREAS OF SPECIALTY:** Reconciliation, psychometrics, solidarity, social justice, individual and social causes of collective action, intergroup relations

**CURRENT RESEARCH INTERESTS:** In collaboration with an interdisciplinary team, I'm currently focusing on the Canadian Reconciliation Barometer project (<https://reconciliationbarometer.ca>), one goal of which is to track progress toward reconciliation between Indigenous and non-Indigenous peoples in Canada. Broadly speaking, my research addresses "social justice" issues. Frequently working with multidisciplinary teams of collaborators, I aim 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—with the goal of making both theoretical and applied contributions. Aside from the usual methods (i.e., correlational, experimental, and survey) and analytic approaches in Psychology (i.e., quantitative, including advanced methods such as structural equation modeling and meta-analysis), I also value working with large data sets from public polls, conducting focus groups and interviews, and completing qualitative and archival analyses. Students working with me tend to focus on related issues. Please see <http://katherinestarzyk.com> for more information. I'm open to supervising students in Social and Personality (Department of Psychology; I'm a member of this program and prefer to admit students to this program) and Clinical Psychology (Department of Psychology; I can only admit to this program in some years). Though eligible to supervise students in the Master in Human Rights (Faculty of Law) and Peace and Conflict Studies (Arthur V. Mauro Centre for Peace and Justice) programs, I'm less likely to do that now. Interested students should \*ideally\* contact me early (before September) and apply for Social Sciences and Humanities Research Council Canada funding.

**JACQUIE VORAUER,**  
PHD, UNIVERSITY OF WATERLOO  
204 474 8250  
[Jacquie.Vorauer@umanitoba.ca](mailto:Jacquie.Vorauer@umanitoba.ca)

**AREAS OF SPECIALTY:** Social Perception; Intergroup Relations; Empathy and Perspective-Taking; Power

**CURRENT RESEARCH INTERESTS:** I have a long-standing interest in people's beliefs about how they are viewed by others and in how concerns about evaluation affect interpersonal and intergroup interaction. Recent projects have focused on how individuals' reactions to anger-inducing events are enhanced by their imaginings of close others' empathy for them, how different ways of framing discussions of intergroup policies affect marginalized group members' power outcomes, and how the self-observation (being able to see oneself) often involved in online communication platforms affects interaction dynamics and outcomes. I am seeking to admit new graduate students in the Social and Personality Area this year.

## APPENDICES

Appendix 1 Applied Behaviour Analysis Program

Appendix 2 Clinical Psychology Program

Appendix 3 School Psychology Program

APPENDIX 1 .....

**APPLIED BEHAVIOUR ANALYSIS**

The Department of Psychology offers research and applied training in ABA at both the MA and PhD levels. Students will 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 (see practicum information below).

Our program is currently preparing to apply for accreditation by the Association for Behavior Analysis International. In the meantime, this program has been designed to meet the [BACB Pathway 2 coursework requirements](#). We offer the following courses that may be used to satisfy the Pathway 2 course content area requirements.

PSYC 7150 Readings in autism spectrum disorders

PSYC 7300 Applied behaviour analysis in developmental disabilities

PSYC 7362 Ethics and professional issues in applied behaviour analysis and psychology

PSYC 7570 Skinner's writings

PSYC 8212 Verbal behaviour

PSYC 8240 Seminar in behaviour modification

PSYC 8260 Individual organism research methodology

PSYC 8270 Seminar in basic operant research

PSYC 8300 Behavioural assessment

Students must also meet additional requirements for the Master's and PhD degrees as required by the Department of Psychology and University of Manitoba (e.g., quantitative and ancillary courses, research thesis, and at the Ph.D level, candidacy examination). Students seeking registration as a psychologist must also meet coursework requirements in the following content areas (e.g., biological bases, cognitive-affective bases, social bases, individual bases, and history and foundations of behaviour), and accrue appropriate supervised experience to be eligible to take the Examination for Professional Practice of Psychology.

The ABA area, in partnership with local service providers, offers four optional practicum courses that provide course credit while the student accumulates Concentrated Supervised Fieldwork experiences. Students must be enrolled in the psychology graduate program at the University of Manitoba in order to take these courses and practica. For more information, please contact the ABA area chair, Dr. Toby Martin.

PSYC 7220 Autism practicum 1

PSYC 7230 Autism practicum 2

PSYC 7240 Developmental disabilities practicum 1

PSYC 7250 Developmental disabilities practicum 2

## APPENDIX 2 .....

### CLINICAL PSYCHOLOGY

This appendix includes information about our program's accreditation status, admissions to the Clinical Program, the clinical training sequence and curriculum, and data on student admissions and outcomes. Other primary sources of information about the program include the Clinical Program homepage on the Department of Psychology website, and the Clinical Program Handbook (which is available online).

For inquiries about the program please contact:

#### Director of Clinical Training

Kristin Reynolds, Ph.D., C. Psych

P516 Duff Roblin Building

Phone: 204-474-8260

Email: [Kristin.Reynolds@umanitoba.ca](mailto:Kristin.Reynolds@umanitoba.ca)

### ACCREDITATION STATUS

The University of Manitoba Clinical Psychology Training Program is accredited by the Canadian Psychological Association (CPA) for a 6-year term until its next site visit in 2028-2029. Inquiries regarding the program's accreditation status can be directed to:

CPA Accreditation Office

Dr. Stewart Madon, Registrar, Accreditation

141 Laurier Avenue West, Suite 702

Ottawa, Ontario K1P 5J3

Phone: 613 237 2144 x 328 or 1 888 472 0657 x 328

Email: [accreditation@cpa.ca](mailto:accreditation@cpa.ca)

#### CPA General Contact Info:

Toll free: 1-888-472-0657

Email: [cpa@cpa.ca](mailto:cpa@cpa.ca)

### ADMISSION INFORMATION

In addition to the general requirements outlined in the section concerning admission for all graduate students, it is important to note that clinical students can be admitted and advised by faculty members in any area of our department, as well as those doing psychological research outside of our department (who must have existing or new adjunct appointments to the Department of Psychology). However, core members of the clinical area have priority over non-clinical members of our

department and adjuncts concerning admissions. Applicants are strongly encouraged to contact, prior to applying, potential advisors to determine whether they will be admitting new students. The match of research interests 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 their research fit with potential research advisors.

Given our program's commitment to equity, diversity, and inclusion, any diversity information that applicants wish to share will also be taken into consideration. Based on this initial review of applications, each applicant will receive a maximum of 60 **stage one** points, with students who receive scores of 40+ moving to a **stage two** review.

During the **second stage** of the admissions process the Clinical Admissions Committee then assigns up to a maximum of 40 additional points based on letters of recommendation, statement of interest, research & professional experience, and a clinical suitability interview (that can be completed in-person, by phone, or online). Applicants who are deemed suitable for admission, and who have the highest number of points from both stages of the admissions process, 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 on our Clinical Psychology Program website: <https://umanitoba.ca/arts/psychology/graduate-student-resources/clinical-psychology>). There are usually 100-160 applicants for an average of 14-16 new admissions per year. Successful applicants usually come from the top 20-30

students in our two-stage ranking process. Students admitted to our program typically have GPAs above 4.0 (on a 4.5 scale) in their last 20 full courses (or their equivalent), strong letters of recommendation, and both research and clinical experience. Our program is committed to increasing the number of students from diverse backgrounds that we admit and train, such that any diversity information that applicants wish to share as part of their letter of intent will be viewed favourably and treated with confidence. Students recommended for admission to the Clinical Psychology Training Program will receive an email 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, Adult Abuse Registry 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 clinical training program also has a special admission procedure for students who identify as coming from marginalized backgrounds. In addition to this broad commitment to greater diversity among our student body, the program strives to ensure that at least two students who identify as Indigenous are admitted each year so that our program can better meet the needs of Indigenous communities. 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** 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, in rare cases, the United States). It is our expectation that clinical students will apply broadly across Canada for internships that are accredited by the Canadian Psychological Association.

CLINICAL TRAINING PROGRAM OF STUDY <sup>1</sup>  
(LAST MODIFIED APRIL 2019)

M.A.	FALL	WINTER	SUMMER
MA 1 Year 1	Quantitative Methods in Psychology 1 <b>PSYC 7200 (3)</b>	Quantitative Methods in Psychology 2 <b>PSYC 7210 (3)</b>	MA Thesis Oral Proposal
	Foundations of Evidence-Based Treatment <b>PSYC 7320 (3)</b>	Clinical Research Design <b>PSYC 7140 (3)</b>	
	Ethics and Professional Issues in Clinical Psychology <b>PSYC 7520 (3)</b>		
	Intellectual and Cognitive Assessment <b>PSYC 7550 (3)</b> OR Psychoeducational Measurement and Assessment <b>PSYC 7022</b>	MA Thesis Proposal Development <sup>2</sup> <b>PSYC 7780 (0)</b>	
	Case Conceptualization and Communication 1 <b>PSYC 7260 (0)</b>		

MA 2 Year 2	Psychopathology and Diagnosis <b>PSYC 7290</b> (3) AND/OR <sup>3</sup> Child/Youth Psychopathology <b>PSYC 7080</b> (3)	MA Ancillary: <sup>4</sup> History and Systems of Psychology <b>PSYC 7280</b> (3) OR Clinical Neuropsychology <b>PSYC 8230</b> (3) <i>Or a "Biological Bases of Behaviour" alternative (see Note C) approved by the DCT and the Associate Head (Graduate)</i>	Defend MA Thesis <b>GRAD 7000</b> (0) Optional practicum *
	Personality and Psychological Assessment <b>PSYC 7560</b> (3)		
	PSC Practicum I <b>PSYC 7910</b> (0)	PSC Practicum II <b>PSYC 7920</b> (0)	
	Case Conceptualization and Communication 2 <b>PSYC 7270</b> (0)		

\*Students are eligible to apply for this optional external practicum only if their thesis has been proposed by the time the application is submitted and the student has the support of their advisor (i.e., the advisor is confident the MA thesis can be defended by the end of the summer). If the thesis is not defended by the end of the summer, the student would be held back from starting a fall Ph.D. practicum.

CLINICAL TRAINING PROGRAM OF STUDY (CONTINUED):

Ph.D.	FALL	WINTER	SUMMER
PhD 1 Year 3	Cognitive and Behaviour	Intervening with Children and Social Systems <sup>4</sup> <b>PSYC 7082 (3)</b> <i>Or a "Social Bases of Behaviour"</i>	Candidacy exam <b>GRAD 8010 (0)</b>  Optional
	Senior Practicum <sup>5</sup>	Program Evaluation and Consultation <b>PSYC 8110 (3)</b> (strongly recommended) OR Senior Practicum <b>PSYC 7950 (0)</b>	
	Case Conceptualization and Communication <sup>3</sup> <b>PSYC 8080 (3)</b>		

PhD 2 Year 4	PhD Dissertation Proposal Development <sup>6</sup> <b>PSYC 7790</b> (0)  & Propose PhD Dissertation	Doctoral Ancillary: <sup>4</sup> _____ History and Systems of Psychology <b>PSYC 7280</b> (3) OR Clinical Neuropsychology <b>PSYC 8230</b> (3) <i>Or a "Biological Bases of Behaviour" alternative (see Note C) approved by the DCT and the Associate Head (Graduate)</i>	Begin researching internship sites  Optional practicu m
	Senior Practicum <b>PSYC 7952</b> (0)	PSC Practicum III <b>PSYC 7930</b> (0)	
	Clinical Supervision in Psychology <b>PSYC 8090</b> (3)		

PhD 3 Year 5	Optional Senior Practicum <sup>7</sup> <b>PSYC 7954</b> (0)	Optional Senior Practicum <sup>7</sup> <b>PSYC 7956</b> (0)	Complete dissertatio n research
	<u>Cognitive-Affective Bases</u> Elective <sup>4</sup> <i>Cognitive &amp;/or Affective elective (see Note C) approved by the DCT &amp; Associate Head (Graduate)</i>	Internship Interviews	
	Apply for Internship <sup>8</sup>		

PhD 4 Year 6	Ph.D. Dissertation Oral Final <b>GRAD 8000</b> (0)
	Internship <b>PSYC 7980</b> (0)

**NOTES:**

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

<sup>2</sup> 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 term), we recommend that students complete it in this term so that they can propose, apply for ethics approval, and begin collecting data in the summer of the MA1 year.

<sup>3</sup> If a student is taking only one of *Psychopathology and Diagnosis (PSYC 7290)* or *Child/Youth Psychopathology (PSYC 7080)*, the student can audit the other. If the student is taking both, they are able to take one in the Fall MA2 & the other later (as early as possible, preferably in the fall of PhD 1). Decisions about whether to take one course or both should be made with the advisor and/or advisory committee.

<sup>4</sup> Students can take a 3-credit graduate course to meet this core content area or apply to the DCT to have it waived in one of the following three ways: (1) students have taken 6 credits of senior undergraduate course work meeting this requirement, (2) students have taken 3 credits of senior undergraduate course work and scored at or above a scaled score of 65 on the relevant (Biological, Cognitive, or Social) subscale from the Psychology GRE test, or (3) students have a candidacy exam question that meets this requirement that is approved by their thesis committee. The History core content area can be met with a 3-credit senior undergraduate course. If this course is used to meet the Department's MA or PhD Ancillary requirement, waiving it will require that students take another ancillary course.

<sup>5</sup> Three senior practica, also known as specialty practica, are required, for a total of 6 required practica. The phrase "Senior Practicum" therefore refers to the timing of when senior practica are completed and the fact that students, with approval from the program and PSC directors, may take more than the required six practica (see bullet #7). Senior practica are typically completed in the community, but may also be completed with a specific focus, supervised by clinical faculty at the PSC.

<sup>6</sup> 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 it this term so that they have a full year to work on dissertation research before applying for internship.

<sup>7</sup> Each practicum beyond the 6<sup>th</sup> requires approval from the DCT and Director of the PSC. Approval will be contingent upon the student having demonstrated satisfactory progress through the program. See the Request to Apply for Optional Practicum form in the Appendix of the Clinical Program Handbook.

<sup>8</sup> PhD oral proposal must have received either an outright or provisional pass by May 15<sup>th</sup> of the year internship 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. Our program prefers students to have defended their proposal well before this date before applying for internship (see bullet point #6).

*Note A:* Number of credit hours is shown in parentheses

*Note B:* 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 C:* CPA requires coverage in 5 core content areas of general psychology through: (a) passing suitable evaluations in each area, or (b) completing 3 credits of graduate or 6 credits of senior undergraduate courses in each area. The 5 content areas are:

- (1) Biological bases of behaviour (e.g. neuropsychology, psychopharmacology, physiological psychology, comparative psychology),
- (2) Cognitive-affective bases of behaviour (e.g., learning, sensation, perception, cognition, thinking, motivation, emotion),
- (3) Social bases of behaviour (e.g., social psychology; cultural, ethnic, and group processes; sex roles; organizational and systems theory),
- (4) Individual behaviour (e.g., personality theory, human development, individual differences, abnormal psychology),
- (5) Historical and scientific foundations of general psychology.

Our program normally fulfills core content area 1 via PSYC 8230 (Clinical Neuropsychology), core content area 2 through the Cognitive-affective elective in PhD Year 3, core content area 3 through PSYC 7082 (Intervening

with Children & Social Systems in PhD Year 1), core content area 4 through PSYC 7290 and/or 7080 (Child and Adult Psychopathology courses), and core content area 5 through PSYC 7280 (History and Systems of Psychology). For exceptions to this see footnote #4

Clinical Statistics can be found at the following link:

**Clinical Statistics**

( [https://www.umanitoba.ca/arts/sites/arts/files/2022-09/Clinical-Program-Statistics-2022\\_3.pdf](https://www.umanitoba.ca/arts/sites/arts/files/2022-09/Clinical-Program-Statistics-2022_3.pdf) )

## APPENDIX 3 . . . . .

### SCHOOL PSYCHOLOGY

#### PROGRAM OVERVIEW

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

Students applying to the program will indicate their preference for thesis or non-thesis track. The application, interview, and acceptance process is 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 any departmental area as long as their research is compatible with 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 faculty 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 including the comprehensive examinations in year one and two. Students in the non-thesis track will not be permitted to switch to the thesis track unless they reapply 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 etiology 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 focused 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 focused on topics specific to the classroom experience.

A particular strength of our program is the collaboration in training with working school-based clinicians. The curriculum includes two supervised practica for the development of skills in assessment and intervention, and other School Psychology activities. 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 Indigenous students), and the special needs of students who have physical, cognitive, or

emotional/behavioural disorders.

For inquiries about the program please contact:  
Janine Newton-Montgomery, Ph.D.  
P513 Duff Roblin Building  
Phone: 204-474-8306  
Email: [Janine.Montgomery@umanitoba.ca](mailto:Janine.Montgomery@umanitoba.ca)

### **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. 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. In recent years new admissions have had an average GPA of 4.12 (on a 4.5 scale) in their last 20 full courses (or their equivalent).

A "special admissions" process allows Indigenous and Métis students who meet the minimal requirements set by the Faculty of Graduate Studies and the Psychology Department to be eligible for admission in a process separate from the general competition. We anticipate admitting up to two students per year in this category, but the actual numbers will vary depending on applications.

Additionally, applicants for the comprehensive exam stream in school psychology will be eligible with a 4 year non-honours degree if a) they have a degree in Arts, Education, or related discipline, b) they have professional experience working with children and/or youth, and c) they have completed course work in Child Development, Research Methods/Design, Statistics, Abnormal psychology, and Cognitive Psychology, or their equivalents. A review of previous coursework may be conducted to ascertain equivalency.

Our program attracts students who:

- a. have very strong academic backgrounds
- b. have excellent written and oral communication skills
- c. have excellent social and interpersonal skills
- d. have a strong interest in working with children and

adolescents and who understand the value of the profession of school psychology as an institutional practice.

Fee information is available under the Masters Programs with Special Fees at:  
<https://umanitoba.ca/registrar>

Year 1

2 YEAR COMPREHENSIVE EXAM BASED STREAM (SAMPLE SEQUENCE)

FALL	WINTER	SUMMER
<i>Ethics, History, and Profession of School Psychology</i> (3) - PSYC 7012	<i>Legal and Administrative Aspects of Schools for Clinicians (Faculty of Education course)</i> (3) - EDUA 5012 **	<p><i>Comprehensive Exam I* - PART A</i></p> <p>Example:</p> <p>Presentation of the student's professional portfolio demonstrating:</p> <ol style="list-style-type: none"> <li>personal growth and skill development over the time in the program</li> <li>Self-reflection and critical thinking</li> <li>Planning for future growth and skill development</li> </ol> <p>Documentation of training and acquisition of competencies</p> <p>* Students do not register for <u>COMP EXAM I</u></p>
<i>Psycho-educational Assessment and Measurement 1</i> (3) - PSYC 7022	<i>Psycho-educational Assessment and Measurement 2</i> (3) - PSYC 7024	
<i>Learning and Cognitive Impairment</i> (3) - PSYC 7030	<i>Teaching Strategies, Learning Styles, and Academic Remediation</i> (3) - PSYC 7040	
<i>Working with Family, Schools, and Community Systems (Faculty of Education course)</i> (3) - EDUA 7712	<i>Social, Emotional, and Personality Assessment of children/youth</i> (3) - PSYC 7070	
<i>Child/Youth Psychopathology</i> (3) - PSYC 7080		
<i>Junior Practicum in School Psychology</i> (3) - PSYC 7050		

\*\* Students can request a waiver by emailing the School Psychology Area Chair prior to completion of the program if they do not wish to practice in Manitoba schools



**Notes:**                    Number of credit hours shown in parentheses  
                                  Summer comprehensive exam assigned during Winter semester  
                                  Total number of 54 credit hours

**3 YEAR THESIS BASED STREAM (SAMPLE SEQUENCE)**

*Year 1*

FALL	WINTER	SUMMER
<i>Quantitative Methods in Psychology I</i> (3) - PSYC 7200	<i>Quantitative Methods in Psychology 2</i> (3) - PSYC 7210	<i>MA Thesis Proposal Development</i> - PSYC 7780  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.
<i>Working with Family, Schools, and Community Systems (Faculty of Education course)</i> (3) - EDUA 7712	<i>Legal and Administrative Aspects of Schools for Clinicians (Faculty of Education course)</i> (3) - EDUA 5012 **	
<i>Ethics, History and Profession of School Psychology</i> (3) - PSYC 7012	<i>Development in Learning Environments (Faculty of Education course)</i> (3) - EDUA 7710	

\*\* Students can request a waiver by emailing the School Psychology Area Chair prior to completion of the program if they do not wish to practice in Manitoba schools

Year 2

FALL	WINTER	SUMMER
<i>Psycho-Education Assessment and Measurement 1 (3)</i> - PSYC 7022	<i>Psycho-Education Assessment and Measurement 2 (3)</i> - PSYC 7024	Data collection. Students may be placed in alternate spring/summer practicum placements if deemed appropriate by committee, to facilitate data collection.
<i>Learning and Cognitive Impairment (3)</i> - PSYC 7030	<i>Teaching Strategies, Learning Styles, and Academic Remediation (3)</i> - PSYC 7040	
<i>Child/Youth Psychopathology (3)</i> - PSYC 7080	<i>Social, Emotional, and Personality Assessment of children/youth (3)</i> - PSYC 7070	
<i>Junior Practicum in School Psychology (6)</i> - PSYC 7050		

Year 3

FALL	WINTER	SUMMER
<i>Behavioural Assessment and Intervention in School Settings (3)</i> - PSYC 7090	<i>School Psychology Research Design and Program Evaluation (3)</i> - PSYC 7130	Students will complete and defend the thesis no later than the 15 <sup>th</sup> of August. - GRAD 7000
<i>Consultation and Supervision (3)</i> - PSYC 7120	<i>Interventions 2 (3)</i> - PSYC 7830	
<i>Interventions 1 (3)</i> - PSYC 7820		
<i>Senior Practicum in School Psychology (6)</i> - PSYC 7060		

**Note:** Number of credit hours shown in parentheses

## PSYCHOLOGY GRADUATE PROGRAM 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

**Jaymee Primavera**

204 474 6377

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### ASSOCIATE HEAD (GRADUATE)

**Dr. Richard Kruk**

204 474 7349

[Richard.Kruk@umanitoba.ca](mailto:Richard.Kruk@umanitoba.ca)

## INFORMATIVE LINKS

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

UNIVERSITY OF MANITOBA ([umanitoba.ca](http://umanitoba.ca))

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

U of M - FUNDING FOR GRADUATE STUDENTS (<https://umanitoba.ca/graduate-studies/funding-awards>)

U of M - FINANCIAL AID (<https://umanitoba.ca/science/student-experience/financial-aid-awards>)

U of M – HOUSING (<https://umanitoba.ca/housing> )

U of M - STUDENT LIFE (<https://umanitoba.ca/student-supports>)

U of M - INTERNATIONAL CENTRE (<https://umanitoba.ca/international>)

U of M - INDIGENOUS STUDENT CENTRE (<https://umanitoba.ca/indigenous/>)

U of M - CAMPUS SERVICES (<https://umanitoba.ca/campus-services>)

U of M - REGISTRAR'S OFFICE (<https://umanitoba.ca/registrar>)

U of M – OUR STORY (<https://umanitoba.ca/about-um>)

### WINNIPEG & MANITOBA

- Tourism Winnipeg (<https://www.tourismwinnipeg.com/>)
- Travel Manitoba (<https://www.travelmanitoba.com/>)