

The University of Manitoba

GRADUATE STUDY IN PSYCHOLOGY

Graduate Brochure

December 2018

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THE DEPARTMENT OF PSYCHOLOGY – ABOUT US

Come study with us! Together, the students, faculty, and staff of the Department of Psychology at the University of Manitoba have developed an outstanding learning and research environment. As the first university founded in Western Canada, The University of Manitoba has served as the academic gateway to the Canadian West, and our Department of Psychology can serve as the gateway to your future. Graduate students may apply to, and receive training in, a wide variety of areas of specialization including Applied Behaviour Analysis, Brain and Cognitive Sciences, Clinical Psychology, Developmental Psychology, Quantitative 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 100 graduate students. We boast approximately 37,000 square feet of space for offices, laboratories, and classrooms. Basic research facilities are housed in over 100 dedicated research rooms. We host a large computer lab maintained by a crew of three excellent computer technicians, 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 26,000 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 holds 43 Canada Research Chairs. It is also home to a wide range of research centers and institutes, and is involved with a number of strategic research initiatives, such as Mitacs and Research Manitoba ([Strategic Research Initiatives](#)). 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. umanitoba.ca/faculties/graduate_studies

STUDENT LIFE

A number of housing options are available to graduate students on campus and in the surrounding community. A full complement of services, including restaurants and pubs, book and computer stores, medical and dental offices, 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 Black Hole Theatre Company entertains audiences annually with its eclectic selection of plays. A great number of concerts, and other social occasions are organized throughout the year by student organizations, faculties, and departments. For sports fans, professional city teams and the university's own Bisons combine to provide a wealth of exciting entertainment in hockey, football, baseball, basketball, volleyball, and soccer.

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

PROGRAMS OF STUDY

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

M.A. PROGRAM

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

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

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 Graduate Chair of the department so as to bring the student's educational background to a level comparable to that of an Honours student. Typically, a pre-MA program would be comprised of

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

PHD PROGRAM

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

The following are requirements for the PhD degree:

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

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

APPLYING FOR ADMISSION

We hope that you will consider joining us here at the University of Manitoba. We have an energetic, productive, and caring department that will provide the support, education, and research opportunities you need to reach your goals. Once you settle on an area of specialization in which you would like to pursue graduate studies, it is often a good idea to contact a professor or two with whom you might like to work both to introduce yourself and to ask for more information about their interests and research. Clinical students can be admitted and advised by faculty members in any area of our department, including individuals with adjunct appointments to the Department of Psychology. Applications for admission to M.A. and PhD programs must be submitted to the **Faculty of Graduate Studies by December 15** of the academic year preceding admission. Applications must be submitted online:

http://umanitoba.ca/faculties/graduate_studies/admissions/index.html

A complete application should include all of the following:

1. A completed application for Graduate Admission and application fee. Apply on line using Self Service Centre http://umanitoba.ca/faculties/graduate_studies/admissions/index.html
 2. Two completed Recommendation Forms from individuals familiar with the student's academic or professional work. The Self Service Centre 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.
 3. Scores on three components of the GRE® General Test (analytical, quantitative, verbal) of the Graduate Record Examination (GRE®). Applicants to the BCS area who wish to have their GRE® scores waived should contact Dr. Melanie Soderstrom, Associate Head (Graduate)
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 description of academic or professional goals, a statement which should include a preference ordering of staff members with whom you might wish to work.
 6. Any additional information such as special awards, abilities, and publications.
 7. An English Language Proficiency Test (ELPT) score is required of all applicants unless they have received a high school diploma or university degree from Canada or one of the countries listed on the ELPT Exemption List. (*See International Student - Admission Requirements* (http://umanitoba.ca/faculties/graduate_studies/admissions/139.html) for exempt countries and minimum score requirements.)

at M_Soderstrom@umanitoba.ca . (Note that to ensure meeting the December 15 application deadline please check for registration and test dates on the GRE® web page at www.ets.org/gre

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 two years of base funding from the Psychology Graduate Fellowship at \$14,000/year.

Students accepted into the graduate program at the PhD level are also automatically considered for a Psychology Graduate Fellowship, currently valued at \$15,000/year for one or two years.

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) or Manitoba Graduate Scholarship (MGS). Students will automatically be considered for both the UMGF and MGS awards. Students applying at the PhD level will be contacted by the Department to submit an application.

Competitions for various awards and fellowships are held throughout the academic year (please see the Faculty of Graduate Studies web site for a complete list

- umanitoba.ca/faculties/graduate_studies/funding).

Psychology graduate students receive frequent email updates regarding upcoming competitions and application deadlines.

PROGRAM COSTS

Tuition and ancillary fees for full-time, part-time, and occasional graduate students are set by the University of Manitoba. For current information please

visit umanitoba.ca/student/records/fee_information_hub.htm

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Program Costs (tuition and fees):

A. Tuition: (subject to change)

- a) Full-time MA Students in their first year of study: Canadian Students: \$4,961.64 per year, and \$799.08 for subsequent years; International Students: \$10,915.76 per year, and \$799.08 for subsequent

years. School Psychology is a Master's Program with Special Fees. Fee information is available under the

Master's Programs with Special Fees

at: umanitoba.ca/student/records/fees/1031.html

- b) Full-time PhD Students in their first and second years of study: Canadian Students: \$4,961.64 per year, and \$799.08 for subsequent years; International Students: \$10,915.76 per year, and \$799.08 for subsequent years.

B. Other Costs:

- a) Graduate Studies students, including Pre-Masters Students, are also assessed other applicable fees, including Student Services Fees, Endowment Fees, and Student Organization Fees. Refer to [Other Compulsory Fees](#) and [Other Graduate Student Fees](#) .

Graduate Student Fees Link:

<http://umanitoba.ca/student/records/fees/988.html>

- b) Graduate Studies (including Pre-Masters) students enrolling in undergraduate courses that are not part of the Masters or Ph D program are assessed fees at the [Undergraduate course rate](#) on a per credit hour basis. **Undergraduate Student Fees Link:** http://umanitoba.ca/student/records/fees/Undergraduate_Tuition.html

C. Cost Offsetting Benefits:

- a) Financial Aid: International Graduate Student Bursary ([IGSB](#)): Awarding of this bursary is based on grade point average and verification of need. It will help to provide financial aid in subsequent years when full tuition fee is required, and is administered by the Financial Aid and Awards Office.
- b) Grants: Students may receive a grant stipend from their academic advisor if funds are available.
- c) Loans: Students may apply for student loans but these loans are not financed through the University.
- d) Tuition Remission: International Graduate Student Entrance Scholarship ([IGSES](#)). International students entering their first year of full-time graduate studies in pursuit of a Master's, PhD or Graduate Diploma may be eligible for this scholarship. Academic qualification for this scholarship is a grade point average (GPA) of 3.5 in

the previous two years of study. FGS will calculate your GPA during the admission process, and determine your eligibility, so there is no need to apply for this scholarship.

e) Assistantships: Students may apply/inquire for Research Assistantships (current salary range \$11.08-\$23.00 per hour, subject to available funding); Teaching Assistantships (currently \$20.72 to \$22.79 per hour); and Grader/Marker (currently \$15.29 per hour) positions.

D. Fellowships/Scholarships:

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

a) Canadian Institute of Health Research (www.cihr.ca)

b) Research Manitoba (<https://researchmanitoba.ca/>). International Students are eligible to apply.

c) Natural Sciences and Engineering Research Council of Canada Scholarships (www.nserc-crsng.gc.ca)

d) Social Sciences and Humanities Research Council of Canada Scholarships (www.sshrc-crsh.gc.ca)

e) The University of Manitoba Fellowships (UMGF) Manitoba Graduate Scholarships (MGS). Newly admitted MA students are not required to apply to the UMGF/MGS as they are automatically considered for both awards. International Students are eligible for a UMGF. Students entering a Pre-Master's year are not eligible to apply for funding.

f) Psychology Graduate Fellowship: (PGF): Students are not required to apply for a PGF. The award is comprised of departmental funding. International

Students are eligible for a PGF. Students entering a Pre-Master's year are not eligible.

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

h) International Graduate Student Scholarship ([IGSS](#)): This scholarship provides funding in subsequent years when full tuition fee is required. http://umanitoba.ca/faculties/graduate_studies/funding/igssfaq.html.

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

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

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

umanitoba.ca/faculties/graduate_studies/funding

AREAS OF SPECIALIZATION

APPLIED BEHAVIOUR ANALYSIS

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

We offer a course sequence that has been approved by the Behavior Analyst Certification Board, Inc.® Please refer to Appendix 1 for further information.

AREA FACULTY

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

204 474 8589

Garry.Martin@umanitoba.ca

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

INFORMATION ABOUT ME: After growing up on a farm near Neepawa, MB, I attended Colorado College on a hockey scholarship, where I received a BA degree. After receiving my MA and PhD degrees in Psychology from Arizona State University, I began teaching at the University of Manitoba, where I am now a Distinguished Professor Emeritus. My applied consulting activities and my research have been largely devoted to autism, developmental disabilities, and sport psychology. I have co-authored or co-edited 8 books and over 170 journal articles on various areas in behavioral psychology. I have

served as staff training and programming consultant to numerous training facilities for persons with developmental disabilities and/or autism in several provinces in Canada, several states in the USA, and in Brazil and Peru. I have also served as a sport psychology consultant for several sport teams and numerous athletes in several sports. I retired as a regular faculty member on December 31st, 2008. However, I continue to enjoy supervising graduate student theses, publishing, and teaching two on-line undergraduate courses: [Behavior Modification Principles](#) and [Sport Psychology](#). I will not be admitting new students at this time.

TOBY MARTIN, PHD, UNIVERSITY OF MANITOBA

(204) 474 8169

Toby.Martin@umanitoba.ca

AREAS OF EXPERTISE: Experimental and applied behaviour analysis, developmental disabilities, challenging behaviour, discrimination training

CURRENT RESEARCH INTERESTS: Knowledge translation including parent and staff training, behavioural approaches to promoting mindful caregiving, program evaluation.

JOSEPH J. PEAR, PHD, OHIO STATE UNIVERSITY

204 480 1466

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

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

C.T. YU, PHD, UNIVERSITY OF MANITOBA

204 474 9453

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AREAS OF EXPERTISE: Developmental disabilities and autism spectrum disorders

CURRENT RESEARCH INTERESTS: Early intensive behavioural intervention, choice making and preference assessment, knowledge translation and exchange.

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 receive funding from a variety of sources, resulting in cutting-edge laboratories utilizing modern and diverse techniques. During both M.A. and PhD training, students will develop their ability to think critically and work independently, while still being able to successfully collaborate and work as part of a team. The course requirements in this area are structured around a flexible core curriculum that permits specialization and concentration of research during graduate training. Students will also be given the opportunity to collaborate with faculty from other areas in Psychology, and in related social, behavioural, and biomedical sciences.

AREA FACULTY

TAMMY L. IVANCO, PHD, MCMASTER UNIVERSITY

204 474 7375

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home.cc.umanitoba.ca/~ivancotl

AREAS OF EXPERTISE: 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

204 474 6980

Lorna.Jakobson@umanitoba.ca

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

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

RANDALL K. JAMIESON, PHD, QUEEN'S UNIVERSITY

204 474 7837

Randy.Jamieson@umanitoba.ca

home.cc.umanitoba.ca/~jamiesor

AREAS OF EXPERTISE: 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

204 474 9489

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AREAS OF EXPERTISE: 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

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

CURRENT RESEARCH INTERESTS: People often assume near-perfect accuracy in the way they experience the world. However, considerable evidence suggests that

this assumption is often incorrect. People's perception of the external world can be distorted. Also, errors can occur in what people believe about their own personal history. The focus of my research is to investigate the rules that govern errors people make in both perceptual and remembering tasks. I expect that the same principles that lead people into error are also the principles that allow them to be highly accurate in their perception of the current environment and in their recollections of the past. Thus, by determining the basis for such discrepancies between reality and subjective experience, I expect to gain a greater understanding of the principles that govern human cognition more generally. I am also interested in investigating how people's ability to perform a task in the present is influenced by prior learning. In many cases, performing a similar task in the past leads to better performance on that task. In other situations, however, prior learning can actually interfere with current performance on a task. Knowledge of the principles that determine whether the outcome of a learning experience will be positive or negative could provide insight into the conditions that best promote the acquisition of skill.

I will consider offering admission for the next academic year.

LAUNA LEBOE-McGOWAN, PHD, UNIVERSITY OF
MANITOBA

204 474 7326

Launa.Leboe-McGowan@umanitoba.ca

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

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

JONATHAN J. MAROTTA, PHD, UNIVERSITY OF
WESTERN ONTARIO

204 474 7057

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www.perceptionandaction.com

AREAS OF EXPERTISE: Visuomotor Control; Eye-hand Coordination; Face and Object Perception; fMRI; Cognitive Neuroscience, Neuropsychology; Stroke; Aging

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

I will consider offering admission for September 2019.

TODD A. MONDOR, PHD, UNIVERSITY OF WATERLOO

204 474 9887

Todd.Mondor@umanitoba.ca

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

CURRENT RESEARCH INTERESTS: How can we pay attention to one sound while at the same time ignoring others? Can we attend to any specific feature of a sound such as its pitch or location or must we pay attend to 'whole' sounds (e.g., the combination of pitch, loudness and location that defines the sound of hockey puck striking a goal post)? Can our attention be drawn to a sound even without our conscious intent? My research program is designed to answer these deceptively simple questions and, in so doing, to develop a complete understanding of the operation of auditory selective attention. In working toward this ultimate goal, my students and I often study how the perception of a specific sound may be enhanced or compromised depending on the context in which it is presented. We have found that perception of a target sound is often affected by its local (in basic features such as location, frequency, intensity, & timbre) and global (consistency with a pattern) similarity to any other sounds which precede or follow it, and by the listener's expectations. Experiments such as these provide insights into the operation of auditory selective attention, and into the interaction of attentional mechanisms with processes involved in perceptual organization and memory. I am not considering admitting a student at this time.

JOSEPH J. PEAR, PHD, OHIO STATE UNIVERSITY

204 480 1466

Joseph.Pear@umanitoba.ca

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

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

L. JAMES SHAPIRO, PHD, TEXAS CHRISTIAN UNIVERSITY

204 474 7422

James.Shapiro@umanitoba.ca

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

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

MURRAY SINGER, PHD, CARNEGIE-MELLON UNIVERSITY

204 474 8486

Murray.Singer@umanitoba.ca

AREAS OF EXPERTISE: Cognitive Processes of Natural Language Comprehension; Inferences in Language Comprehension; Memory for Text and Discourse; Question Answering; Individual Differences in Comprehension; 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 as a 5-year term until 2022-2023.

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

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AREA FACULTY

DIANE HIEBERT-MURPHY, PHD, UNIVERSITY OF MANITOBA

204 474 8283

Diane.Hiebert-Murphy@umanitoba.ca

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

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

I am NOT planning to admit students for fall 2019.

LORNA JAKOBSON, PHD, UNIVERSITY OF WESTERN ONTARIO

204 474 6980

Lorna.Jakobson@umanitoba.ca

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

CURRENT RESEARCH INTERESTS: The main branch of my current research program is concerned with assessing long-term neurodevelopmental sequelae of extremely premature birth in children, adolescents, and young adults. Students in my laboratory are exploring the impact of particular medical complications that frequently affect this population (e.g., periventricular brain damage, retinopathy of prematurity, intrauterine growth restriction) on functioning in different domains. Possible

relationships between abnormalities in low level sensory and perceptual processes, and problems with more complex perceptual, visuomotor, cognitive, and language skills are being explored using a combination of psychophysical and neuropsychological testing techniques. Other work being done in my laboratory is aimed at exploring visual aspects of social perception and social cognition in neurologically-intact adults across a broad age range, in children and young adults born prematurely, or with neurodevelopmental disorders (e.g., Asperger Syndrome).

EDWARD JOHNSON, PHD, UNIVERSITY OF WATERLOO
204 474 9006

Ed.Johnson@umanitoba.ca

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

CURRENT RESEARCH INTERESTS: My research addresses how mental health and self-regulation are affected by factors that distort self-knowledge, such as threat, feelings of shame, self-deception, and narcissism, on the one hand, and how interventions that promote self-acceptance, such as self-compassion and self-affirmation, can enhance self-acceptance, mental health, and self-regulation. Another interest is in how clinical supervisors develop competence, including self-assessment competency. Some of the current research projects my students and I have been investigating include: How self-compassion reduces depression and shame-proneness, and the influence of parental criticism on self-criticism; How narcissism promotes envy and hostility, and undermines accurate self-assessment; How self-affirmation reduces fear and promotes social engagement in socially anxious persons, and helps obsessively studious students approach their studies more harmoniously.

MATTHEW KEOUGH, PHD, CONCORDIA UNIVERSITY
204 474 7400
Matthew.Keough@umanitoba.ca

AREAS OF EXPERTISE: Problem Alcohol and Substance Use, Problem Gambling, Evidence-Based Interventions for Concurrent Disorders, Cognitive Assessment,

Cognitive-Behaviour Therapy, Motivational Interviewing, and Statistics.

CURRENT RESEARCH INTERESTS: My research focuses on improving our understanding of the etiology and treatment of addictive behaviour, including both substance use and behavioural addictions (e.g., problem gambling). My work is mechanism-focused and is rooted in motivational models of personality and cognitive theory. I use laboratory-based experiments, correlational studies, and prospective designs to identify who is at risk for addiction and the mechanisms underlying this risk. One specific aim of my work is to elucidate coping or self-medication pathways to alcohol misuse among young adults. Moreover, in the coming years, I plan to conduct a series of basic studies and randomized clinical controlled trials to examine cognitive training as a key adjunct to evidence-based treatments for substance use disorders and problem gambling. The rationale for this work came from existing data showing that substance users with cognitive impairments (especially in the domain of executive control) show poorer responses to evidence-based treatments. Finally, another central focus of my upcoming work will be to examine ways to improve treatments for concurrent disorders. Informed by theory and the literature, this work will investigate clinical interventions that target common mechanisms of concurrent mental illness and addiction. I will consider offering admission for fall 2018.

COREY S. MACKENZIE, PHD, QUEEN'S UNIVERSITY
204 474 8260
Corey.Mackenzie@umanitoba.ca
<http://www.coreymackenzie.com>

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

CURRENT RESEARCH INTERESTS: My Aging and Mental Health laboratory is interested in improving older adults' mental health using both quantitative and qualitative research methods, and secondary analyses of national population surveys. Within the broad field of geriatric mental health my students, local, national, and international collaborators and I are engaged in research related to three topics. First, we are interested in understanding positive (e.g., resilience) and negative

(e.g., mood and anxiety disorders) changes in mental health with age. Second, because older adults are the least likely group to seek professional help when they have mental health problems, we explore barriers to their use of mental health services. Finally, we are investigating the mental health and cognitive consequences of stress experienced by caregivers of older adults with dementia.

I am considering accepting a new student in September 2019.

KRISTIN REYNOLDS, PHD, UNIVERSITY OF MANITOBA

204 474 9528

Kristin.Reynolds@umanitoba.ca

AREAS OF EXPERTISE: 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 plan to accept a clinical psychology graduate student in the 2019-2020 academic year.

LESLIE E. ROOS, PHD, UNIVERSITY OF OREGON

204 474 8746

Leslie.Roos@umanitoba.ca

AREAS OF EXPERTISE: Acute and Chronic Stress, Intergenerational Transmission of Risk, Child Maltreatment, Externalizing Psychopathology, Parenting, Early Intervention and Prevention Science, Cognitive Development, Stress Neurobiology, Self-Regulation, Translational Neuroscience

CURRENT RESEARCH INTERESTS: Dr. Roos' research focuses on improving outcomes for children and families exposed to chronic stress by identifying self-regulatory processes that are amenable to intervention. In her basic science work, this includes employing multi-level assessments of child and caregiver biobehavioral function. Techniques used include EEG, Behavioral, Video-Coding, Autonomic Physiology, Hormonal, Biomarker measurements. She is also interested in the development of ecologically valid assessments of the effects of acute stress on cognitive function using experimental designs. Her intervention research seeks to understand mechanisms of intervention efficacy using precision medicine and translational neuroscience approaches. She is also developing a dual-generation intervention to meet the needs of children and parents with self-regulatory difficulties who have experienced chronic stress.

She will be accepting *Graduate Students* (in the Clinical Psychology Program) and *Honours Students* for 2019-2020

JENNIFER THEULE, PHD, UNIVERSITY OF TORONTO

204 474 7417

Jen.Theule@umanitoba.ca

Lab website: fdpl.ca

AREAS OF EXPERTISE: Attention Deficit Hyperactivity Disorder, Attachment, Parenting, 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, as well as on gambling and ADHD. The second is on clinical applications of attachment theory. I often use systematic reviews (meta-analysis) to help me answer these questions and clarify the effects and relationships between these factors, as well as to identify moderators of the examined relationships. I do not anticipate accepting a new student for September 2019.

HAROLD WALLBRIDGE, PHD, UNIVERSITY OF
MANITOBA

204 474 9069

Harold.Wallbridge@umanitoba.ca

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

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

Please note that Dr. Wallbridge has an administrative
appointment to the department and does not admit
students to the clinical program as a research advisor.

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, cross-cultural differences in children's experiences, and the experiences of aging individuals. 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

JUDITH CHIPPERFIELD, PHD, UNIVERSITY OF MANITOBA

204 474 8762

Judith.Chipperfield@umanitoba.ca

AREAS OF EXPERTISE: Health and Aging

CURRENT RESEARCH PROJECTS: My current research involves the investigation of how psychological factors as assessed among older individuals relate to health, well-being, and use of health services such as physician visits and hospitalizations. The focus is on individuals' behaviors, emotions, and their psychological mindsets, particularly those that are characterized by perceptions of

control. This research is addressing how these factors are protective for older adults in general, as well as for target populations such as those suffering acute events (e.g., heart attacks, strokes, falls) and having chronic health conditions (e.g., arthritis).

MELANIE GLENWRIGHT, PHD, UNIVERSITY OF CALGARY

204 474 9726

Melanie.Glenwright@umanitoba.ca

AREAS OF EXPERTISE: Humour and Figurative Language Comprehension in Children and Adults

CURRENT RESEARCH PROJECTS: One line of my research examines verbal irony and sarcasm comprehension in children, adolescents, and adults. I am also studying sarcasm and humour appreciation in special populations including deaf adults and adults who speak English as an Additional Language (EAL). My future research plans include examining children's understanding of teasing, gossip, and idioms. I am interested in accepting a developmental graduate student in the upcoming year.

RYAN J. GIULIANO, PHD, UNIVERSITY OF OREGON

204 474 9276

Ryan.Giuliano@umanitoba.ca

AREAS OF EXPERTISE: Developmental Cognitive Neuroscience, Psychophysiology, Executive Function, Selection Attention, Working Memory, Early Adversity, Biomarkers of Chronic Stress

CURRENT RESEARCH INTERESTS: My research is focused on explaining how early life adversity becomes embedded in neurobiological systems implicated in higher-order cognitive function and basic health outcomes. In the Hearts & Minds Lab (co-directed with Leslie E. Roos), we study individuals from young children to adults using electrophysiological indices of neural (EEG) and cardiovascular function (ECG; IC), to examine interactions between central and peripheral nervous function during tasks measuring attention and inhibitory control. A particular focus of our lab is to examine effects of early adversity and socioeconomic inequality on neurocognitive function, including an emphasis on

biomarkers of stress hormones and immune system activity. I will consider accepting grad students for fall 2019.

MELANIE SODERSTROM, PHD, JOHNS HOPKINS
UNIVERSITY

204 474 8777

M_Soderstrom@umanitoba.ca

<http://www.babylanguagelab.ca/>

AREAS OF EXPERTISE:

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 largescale collaborative effort within the infant research community that works toward positive solutions to the so-called "replication crisis". In our first initiative, we are studying variation in infants' preference for infant-directed speech across methodologies, age, and linguistic community, with an estimated sample of over 60 laboratories and over 2000 infant participants.

I currently receive funding from diverse sources including SSHRC, NIH and the Children's Hospital Research Institute of Manitoba. I am accepting applications for graduate students in all aspects of my research.

QUANTITATIVE

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

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AREA FACULTY

JOANNE C. KESELMAN, PHD, UNIVERSITY OF MANITOBA

204 474 9444

Joanne.Keselman@umanitoba.ca

AREAS OF EXPERTISE: Quantitative Methods; Applied Statistical Analysis

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

JOHNSON C. H. LI, PHD, UNIVERSITY OF ALBERTA

204 318 2923

Johnson.Li@umanitoba.ca

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

CURRENT RESEARCH PROJECTS: Being a quantitative psychologist, I am particularly interested in evaluating the behavior of existing statistical analyses under different data conditions (e.g., non-normal data in a clinical-psychology sample, range-restricted data in an industrial/organizational sample), developing new quantitative methods (e.g., new model specifications in latent-variable modeling) for increasingly sophisticated models in psychological research, and applying different quantitative methods in real-world research. Specifically, my first line of research involves proposing and evaluating new bias-correction procedures for study artifacts (e.g., restriction of range, non-normality) in reliability and validity coefficients in single and meta-analytic studies. Secondly, I am interested in improving the accuracy of latent-variable models—including item response models, confirmatory factor models and structural equation models—when they are subject to different data conditions such as hierarchical grouping and restriction of range. My third line of research lies in applying existing and new quantitative methods in practice. I have been engaged in evaluating the psychometric properties of existing scales (e.g., Spence's Children Anxiety Scale), and developing psychometric instruments in psychology (e.g., early detection of children with autism spectrum disorder) and education (e.g., items for university students' evaluation of teaching).

SCHOOL PSYCHOLOGY

We offer two streams of training in School Psychology: a 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 aetiology 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 focussed on instructional processes and school systems.

Please refer to Appendix 3 for further information.

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AREA FACULTY

RICHARD KRUK, PHD, UNIVERSITY OF TORONTO

204 474 7349

Richard.Kruk@umanitoba.ca

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

CURRENT RESEARCH INTERESTS: I study how children's visual and cognitive skills in the early elementary school years can predict later difficulties in reading. I am currently focusing on how early vision and attention abilities influence difficulties in basic reading skill acquisition, and I am examining the roles of phonological, orthographic, morphological knowledge in emerging word recognition and reading comprehension skills.

Relying mainly on longitudinal approaches, I track how the role of early visual processes on early reading changes during the first three years of literacy learning. I am also exploring the importance of morphological awareness, involving basic meaning units in words, as a reciprocal influence in reading acquisition.

BARRY A. MALLIN, PHD, UNIVERSITY OF MANITOBA

204 474 8257

Barry.Mallin@umanitoba.ca

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

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

JANINE MONTGOMERY, PHD, UNIVERSITY OF SASKATCHEWAN

204 474 8306

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<https://janinemontgomery.wixsite.com/socialcoglab-mb>

AREAS OF EXPERTISE: 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 offering admission to M.A and/or Honours students for September 2019.

LESLIE E. ROOS, PHD, UNIVERSITY OF OREGON

204 474 8746

Leslie.Roos@umanitoba.ca

AREAS OF EXPERTISE: Acute and Chronic Stress, Intergenerational Transmission of Risk, Child Maltreatment, Externalizing Psychopathology, Parenting, Early Intervention and Prevention Science, Cognitive Development, Stress Neurobiology, Self-Regulation, Translational Neuroscience

CURRENT RESEARCH INTERESTS: Dr. Roos' research focuses on improving outcomes for children and families exposed to chronic stress by identifying self-regulatory processes that are amenable to intervention. In her basic science work, this includes employing multi-level assessments of child and caregiver biobehavioral function. Techniques used include EEG, Behavioral, Video-Coding, Autonomic Physiology, Hormonal, Biomarker measurements. She is also interested in the development of ecologically valid assessments of the effects of acute stress on cognitive function using experimental designs. Her intervention research seeks to understand mechanisms of intervention efficacy using precision medicine and translational neuroscience approaches. She is also developing a dual-generation intervention to meet the needs of children and parents with self-regulatory difficulties who have experienced chronic stress.

She will be accepting *Graduate Students* (in the Clinical Psychology Program) and *Honours Students* for 2019-2020

JENNIFER THEULE, PHD, UNIVERSITY OF TORONTO

204 474 7417

Jen.Theule@umanitoba.ca

Lab website: fdpl.ca

AREAS OF EXPERTISE: Attention Deficit Hyperactivity Disorder, Attachment, Parenting, Families, 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, as well as on gambling and ADHD. The second is on clinical applications of attachment theory. I often use systematic reviews (meta-analysis) to help me answer these questions and clarify the effects and relationships between these factors, as well as to identify moderators of the examined relationships. I do not anticipate accepting a new student for September 2019.

SOCIAL & PERSONALITY

Social and personality psychology are scientific fields that seek to understand how people think about, influence, and relate to one another, and how they strive to satisfy personal needs and goals in the wider world. These aims, which are common to both fields, are nevertheless pursued with a different emphasis in each. The emphasis in social psychology is on external situational and environmental factors that may affect social or personal functioning, whereas the emphasis in personality psychology is on relatively durable attributes within the person--including some that may be unique to each individual and others that may be universal to the species or to all living organisms. Training in social and personality psychology at the advanced undergraduate, M.A., and PhD levels emphasizes critical thinking and the creative generation of research hypotheses and proposals. Such training occurs through a wide range of seminars, supervised research projects and thesis work, and regular research meetings of the social and personality faculty and graduate students, resulting in successful employment in both academic and applied careers. Current research interests of the social and personality psychology faculty include close relationships, health related self-perceptions and behavior, human motivation and emotion, individual differences (e.g., personal control, self-esteem, and gender), intergroup relations and social justice (e.g., prejudice and discrimination), scale construction, and social perception (e.g., attributions, biases, empathy and perspective taking). Our faculty pursue these research interests not only with students within our program but collaborators across Canada, the United States, and Europe. These research interests are also the focus of numerous grants, conference presentations, and publications in prestigious journals.

Area website: home.cc.umanitoba.ca/~sapa/

AREA FACULTY

JOHN G. ADAIR, PROFESSOR EMERITUS PHD,
UNIVERSITY OF IOWA
204 474 8248
adair@umanitoba.ca

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

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

DAN BAILIS, PHD, PRINCETON UNIVERSITY
204 474 8777
Daniel.Bailis@umanitoba.ca

AREAS OF INTEREST: Social psychology and health.

CURRENT RESEARCH INTERESTS: I am currently investigating how psychological traits/states of autonomous motivation and self-compassion are related to defensive cognition and risk perception. I have also worked in the area of healthy aging and have long-term interests in the topics of perceived control, collective self-esteem, social comparison, and goal conflict as a barrier to regular physical activity. I thank the Social Sciences and Humanities Research Council of Canada, Sport Canada, and the Manitoba Gambling Research Program for support of my work. For Fall 2019, I am planning to admit students in the social/personality program area.

JESSICA J. CAMERON, PHD, UNIVERSITY OF WATERLOO

204 474 7490

Jessica.Cameron@umanitoba.ca

home.cc.umanitoba.ca/~cameron2

AREAS OF EXPERTISE: Insecurity/Self-esteem/Models of Self and Other (Attachment theory), Romantic Relationships, Gender and Psychology of Women

CURRENT RESEARCH INTERESTS: My primary interest involves the behavioural, perceptual, and emotional consequences of insecurity (e.g., low self-esteem; insecure attachment). In the majority of my work, I focus on investigating the consequences (and perhaps the sources) of insecurity in relationships in the context of romantic relationship initiation and self-disclosure. I have also taken a special interest in two related areas: 1) the measurement of insecurity; 2) the social stereotypes about being insecure in Western cultures. My secondary area of interest pertains to issues surrounding gender and women's unique experiences. Currently my research focuses on the influence of gender roles during romantic relationship initiation and in the sources of sexism.

RAYMOND P. PERRY, PHD, UNIVERSITY OF CALGARY

204 474 7838

Ray.Perry@umanitoba.ca

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

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

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

KATHERINE STARZYK, PHD, QUEEN'S UNIVERSITY

204 474 8254

Katherine.Starzyk@umanitoba.ca

AREAS OF EXPERTISE: Intergroup relations, reconciliation, social justice, individual and social causes of collective action, psychometrics

CURRENT RESEARCH INTERESTS: I am currently focusing on understanding how Indigenous and non-Indigenous peoples in Canada think about reconciliation and developing a socioemotional barometer of reconciliation to track progress over time, in collaboration with Ry Moran of National Centre for Truth and Reconciliation and Dean Peachey of Global College at the University of Winnipeg. 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. Students working with me tend to focus on related issues. Please see <http://katherinestarzyk.com> for more information.

I am planning to admit one or two students to begin September 2019 to the Social and Personality Area only.

JACQUIE VORAUER, PHD, UNIVERSITY OF WATERLOO

204 474 8250

Jacquie.Vorauer@umanitoba.ca

AREAS OF EXPERTISE: Social Perception; Evaluative Concerns; 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 evaluative concerns affect people's interactions with outgroup members. The research I do along these lines focuses on examining communication breakdowns that pose obstacles to positive relationships between individuals and groups in society, with the long term goal of identifying ways in which these obstacles can be overcome. Most recently I have been examining how being the target of empathy affects individuals' psychological sense of power and affective states in both interpersonal and intergroup situations.

I plan to accept one new graduate student for September 2019.

APPENDICES

Appendix 1 Applied Behaviour Analysis Program

Appendix 2 Clinical Psychology Program

Appendix 3 School Psychology Program

APPLIED BEHAVIOUR ANALYSIS

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

The Behavior Analyst Certification Board, Inc.® has approved the following courses as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Examination. The approved courses include:

- PSYC 7150 Readings in autism spectrum disorders
- PSYC 7280 History and systems of psychology
- 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

The Behavior Analyst Certification Board, Inc.® has approved the following intensive practica toward the experience requirements for eligibility to take the Board Certified Behavior Analyst Examination. Applicants will need to accrue additional experience to qualify.

- PSYC 7220 Autism practicum 1
- PSYC 7230 Autism practicum 2
- PSYC 7240 Developmental disabilities practicum 1
- PSYC 7250 Developmental disabilities practicum 2

Students must be enrolled in the psychology graduate program at the University of Manitoba in order to take these courses and practica. 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 candidacy examination).

In addition, a student seeking registration as a psychologist must 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.

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
Corey Mackenzie, Ph.D., C. Psych
P516 Duff Roblin Building
Phone: 204-474-8260
Email: Corey.mackenzie@umanitoba.ca

ACCREDITATION STATUS

The University of Manitoba Clinical Psychology Training Program is accredited by the Canadian Psychological Association (CPA) for a 4-year term until its next site visit in 2017-2018. 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

CPA General Contact Info
Toll free: 1-888-472-0657
Email: cpa@cpa.ca

ADMISSION INFORMATION

In addition to the general requirements outlined in Section 8 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, including individuals with 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 Graduate Record Examination (GRE) scores and assigns each applicant up to a maximum of 70 points at this **first stage** of the admission process. During the **second stage** of the admissions process the Clinical Admissions Committee then assigns up to a maximum of 30 additional points based on letters of recommendation, and the congruence of student and faculty interests. Applicants with enough points to be within the range of admission will also be contacted for an interview to assess their suitability for being admitted to a professional training program. This interview can be in-person, by telephone, or via a video link 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 below). There are usually 40-70 applicants for an average of 5-7 new admissions per year. Successful applicants usually come from the top 10 to 20 students in our two-stage ranking process. Information about newly admitted students' GPA and GRE® scores can be found on the "Clinical Program Statistics" link on the Clinical Psychology homepage. 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), GRE® scores well above the 50th percentile, and strong letters of recommendation. The Program shares our profession's commitment not to

discriminate against applicants on the basis of age, sex, ethnic background, religion, sexual orientation, or physical disability. Applications for admission are considered only during the regular January admissions period. Students 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 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.

In addition to our regular admissions process, our clinical training program will admit up to 2 students in a separate admissions procedure for students who explicitly declare Indigenous status on their application

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

Transfers

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

CLINICAL TRAINING SEQUENCE

Clinical psychology training at the University of Manitoba includes a carefully sequenced series of courses and training experiences that are outlined in this section of the Graduate Studies in Psychology brochure. While the Department does not offer terminal M.A. level training in clinical psychology, the required curriculum is outlined for M.A. level students to (a) provide important preparation for later clinical work, (b) satisfy prerequisites for doctoral level courses, and (c) fulfill the requirements at the Master's level. In other words, pre-doctoral courses provide preparatory training leading to an M.A. degree in Psychology, whereas the entire educational program is expected to culminate in the Ph.D. degree. Thus, the education and training program outlined in this section of the brochure represents the entire Clinical Psychology Training Program at the University of Manitoba. The normal expected time for completion of the Ph.D. (including a pre-doctoral internship year) is **six to seven** years for students entering the Program with an Honours B.A. degree and **four** years for students entering with a clinical psychology Master's degree.

Practicum experience is obtained through supervised clinical work at the Psychological Service Centre and at other approved settings. Internships as well as other supervised clinical experience can be obtained in various facilities and institutions in Canada and the United States. It is our expectation that clinical students will apply broadly across Canada and/or the United States for internships that are accredited by either or both the Canadian Psychological Association and the American Psychological Association. Students who wish to apply for a non-accredited internship must obtain prior approval of the program. A pre-requisite for approval is that the student document that the internship is equivalent to accredited by having all or nearly all of the requirements for CPA internship accreditation in place.

CLINICAL TRAINING PROGRAM OF STUDY (LAST MODIFIED NOVEMBER 2017)

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

MA 2 Year 2	Psychopathology and Diagnosis PSYC 7290 (3)	MA Ancillary: ³ History & Systems of Psychology PSYC 7280 (3) OR Clinical Neuropsychology PSYC 8230 (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 GRAD 7000 (0) Optional practicum <i>(students are eligible to apply for this practicum only if the MA defense has been scheduled)</i>
	Child/Youth Psychopathology PSYC 7080 (3)		
	PSC Practicum I PSYC 7910 (0)	PSC Practicum II PSYC 7920 (0)	
	Case Conceptualization and Communication 2 PSYC 7270 (0)		

CLINICAL TRAINING PROGRAM OF STUDY (CONTINUED):

Ph.D.	FALL	WINTER	SUMMER
PhD 1 Year 3	Cognitive & Behaviour Therapy PSYC 8430 (3)	Social Bases of Behaviour Elective ^{3:} <i>Social elective (See Note C) that is approved by the DCT & Associate Head (Graduate)</i>	Candidacy exam GRAD 8010 (0) Optional practicum
	Personality & Psychological Assessment PSYC 7560 (3)	Program Evaluation & Consultation PSYC 8110 (3) (strongly recommended) OR <i>School Psychology Research Design & Program Evaluation PSYC 7130</i> <i>If approved by DCT & Associate Head (Graduate)</i>	
	PSC Practicum III PSYC 7930 (0)	Senior Practicum ⁴ PSYC 7940 (0)	
	Case Conceptualization and Communication 3 PSYC 8080 (3)		
PhD 2 Year 4	PhD Dissertation Proposal Development ⁵ PSYC 7790 & Propose PhD Dissertation	Doctoral Ancillary: ³ History & Systems of Psychology PSYC 7280 (3) OR Clinical Neuropsychology PSYC 8230 (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 practicum
	Senior Practicum PSYC 7950 (0)	Senior Practicum PSYC 7952 (0)	
	Clinical Supervision in Psychology PSYC 8090 (3)		
PhD 3 Year 5	Optional Senior Practicum ⁶ PSYC 7954 (0)	Optional Senior Practicum ⁶ PSYC 7956 (0)	Complete dissertation research
	<u>Cognitive-Affective Bases Elective ⁶</u> <i>Cognitive &/or Affective elective (See Note C) that is approved by the DCT & Associate Head (Graduate)</i>	Internship Interviews	
	Apply for Internship ⁷		
PhD 4 Year 6	Ph.D. Dissertation Oral Final GRAD 8000 (0)		
	Internship PSYC 7980 (0)		

NOTES:

- ¹ Students may take an optional elective course at any point in their graduate program under the advisement of their advisor and/or advisory committee.
- ² Although this course can be taken during any one of the first four terms of full-time study in the M.A. program (including the summer session), we recommend that students complete it in this term so that they can propose and begin collecting data in the summer of the MA1 year.
- ³ This course can be waived by the DCT if students have taken 6 credits of senior undergraduate course work meeting this basis requirement. The History core content area can be met with a 3-credit advanced 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.
- ⁴ 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 the consent of their advisory committee, may take more than the required six practica (see bullet #6). Senior practica are typically completed in the community, but may also be completed with a specific focus, supervised by clinical faculty at the PSC.
- ⁵ Although this course can be taken during any one of the first eight terms of full-time study in the PhD program (including the summer session), we recommend that students complete it this term so that they have a full year to work on dissertation research before applying for internship.
- ⁶ Each practicum beyond the 6th 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.
- ⁷ PhD oral proposal must occur and receive either an outright or provisional pass by May 15th of the year applications are due. If the pass is provisional, any required revisions to the written proposal must be fully completed and approved by the Department of Psychology in order for the student to receive approval to apply for internship. Our program prefers students to have defended their proposal well before this date before applying for internship (see bullet point #5)

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 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), area 2 through the Cognitive-affective elective in PhD Year 4, area 3 through the Social elective in PhD Year 3, area 4 through PSYC 7080 (Child/Youth Psychopathology), and area 5 through PSYC 7280 (History and Systems of Psychology).

Clinical Student Admissions, Outcomes, and Other Data

1. Admissions information

	2014	2015	2016	2017	2018
Number of applicants	59	39	69	53	74
Data on admitted students					
Number admitted	7	3	7	9	7
Percentage female	86%	100%	71%	71%	86%
Average GPA (last 60 hours)	3.94	4.09	4.14	4.2	4.21
Average GRE®-Verbal	157	160	159	158	156
Average GRE®-Quantitative	153	149	155	155	154
Average GRE®-Analytical	4.64	5.33	5	4.8	4.43

2. Time to Completion from Program Entry to Graduation:

Mean number of years (for past 7 years): 9.4

Median number of years (for past 7 years): 9.0

Number and Percentage of students completing the Clinical Psychology Training Program	Years to Completion
0	< 5 years
0	5 years
1 (3%)	6 years
7 (19%)	7 years
29 (78%)	> 7 years

*There were 37 graduating students from 2012 to 2018.

3. Internships:

	2012	2013	2014	2015	2016	2017	2018
Number students applying for Internship	7	8	7	4	7	4	5
# and (%) Obtaining internships	2 (29%)	7 (88%)	7 (100%)	4 (100%)	6 (86%)	4 (100%)	5 (100%)
# and (%) Obtaining Paid Internships	2 (29%)	7 (88%)	7 (100%)	4 (100%)	6 (86%)	4 (100%)	5 (100%)
# and (%) Obtaining APA or CPA Internships	2 (29%)	7 (88%)	7 (100%)	4(100%)	6 (86%)	3 (75%)	5(100%)
# and (%) Obtaining Non-Accredited APPIC internships	0	0	0	0	0	0	0
# and (%) obtaining Non-Accredited Non-APPIC internships	0	0	0	0	0	1 (25%)	0
# and (%) obtaining two-year, half time internships	0	0	0	0	0	0	0

4. Attrition (Over last 7 years):

Year of First Enrollment	Number of Students Enrolled	Number and percentage who graduated with doctorate	Number and percentage of students still enrolled in program	Number and percentage of students no longer enrolled for any reason other than graduation
2011	6	0	3 (50%)	3 (50%)
2012	6	0	6 (100%)	0
2013	3	0	3 (100%)	0
2014	7	0	7 (100%)	0
2015	3	0	3 (100%)	0
2016	7	0	7 (100%)	0
2017	9	0	9 (100%)	0

5. Licensure:

Year of Graduation	Number of Students Graduated	Number and percentage who are licensed
2011	3	3 (100%)
2012	8	7 (88%)
2013	6	6 (100%)
2014	6	6 (100%)
2015	4	1 (25%)
2016	5	2 (40%)
2017	5	1 (20%)
Totals:	37	26 (70%) over last 7 years

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

SCHOOL PSYCHOLOGY

PROGRAM OVERVIEW

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

Students applying to the program will indicate their preference for thesis or non-thesis track. The application, interview, and acceptance process 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. 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 and to write the comprehensive examinations. 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 aetiology and treatment of psychological disorders. It also includes significant expert training in assessment and measurement and the implementation and evaluation of prevention and treatment programs. It includes course content focussed on instructional processes and school systems. We provide this by partnering with the Faculty of Education and by the inclusion, in core courses, of specific modules focussed on topics specific to the classroom experience.

A particular strength of our program is the collaboration in training with working Clinicians. The curriculum includes two supervised practica for the development of skills in assessment and intervention. By providing early and continuing placements in real-world, applied settings we provide training that allows students very early on to apply their skills in practical and meaningful activities. Feedback from employers indicates that our students are well equipped to begin their careers with confidence and capacity, and to grow with the benefit of continuing

education. Our focus is on helping students become familiar with the best practices of data-based decision making and evidence-based interventions.

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

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

ADMISSION REQUIREMENTS

The admissions criteria and process are the same as those for the other graduate programs in the Department of Psychology with the exception that non-thesis stream students are not required to identify a potential advisor when applying. We admit eight to ten students per year, including up to three thesis stream students. All students are required to submit a Criminal Record Check and a Child Abuse Registry Check upon admission to and prior to registering in the program. Prospective students should note that a 114 hour Honours degree will result in a lower salary placement in Manitoba than will a 120 hour degree and should choose their Undergraduate courses accordingly.

In recent years new admissions have had an average GPA of 4.09 (on a 4.5 scale) in their last 20 full courses (or their equivalent) and average *GRE*® General Test Scores of: Verbal 159, Quantitative 153 and Analytical Writing 4.7.

A "special admissions" process allows indigenous 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.

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:

umanitoba.ca/student/records/fees/1031.html

Year 1

2 YEAR COMPREHENSIVE EXAM BASED STREAM (SAMPLE SEQUENCE)

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

Year 2

FALL	WINTER	SUMMER
Senior Practicum in School Psychology (6) - PSYC 7060		<p>Comprehensive Exam II - PART B - GRAD 7010</p> <p>Example:</p> <p>Part A</p> <p>Presentation of the student's professional portfolio demonstrating:</p> <ol style="list-style-type: none"> personal growth and skill development over the time in the program Self-reflection and critical thinking Planning for future growth and skill development Documentation of training and acquisition of competencies. <p>Part B</p> <p>Preparation of an annotated evaluation report demonstrating the student's skills acquired across courses and their reflections on the use of those skills in an applied setting.</p>
Behavioural Assessment and Intervention in School Settings (3) - PSYC 7090	Development in Learning Environments (Faculty of Education course) (3) - EDUA 7710	
Consultation & Supervision (3) - PSYC 7120	School Psychology Research Design and Program Evaluation (3) - PSYC 7130	
Interventions 1 (3) - PSYC 7820	Interventions 2 (3) - PSYC 7830	
Elective 1 (3)	Elective 2 (3)	

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

Notes:

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

Year 1

3 YEAR THESIS BASED STREAM (SAMPLE SEQUENCE)

FALL	WINTER	SUMMER
Quantitative Methods in Psychology I (3) - PSYC 7200	Quantitative Methods in Psychology 2 (3) - PSYC 7210	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.
Working with Family, Schools, and Community Systems (3) (Faculty of Education course) - EDUA 7712	Two of three required: <i>Teaching Strategies, Learning Styles, and Academic Remediation</i> (3) - PSYC 7040 <i>Social, Emotional, and Personality Assessment of children/youth</i> (3) - PSYC 7070 <i>Consultation & Supervision</i> (3) - PSYC 7120	
One of two required: <i>Learning and cognitive impairment</i> (3) - PSYC 7030 <i>Child/Youth Psychopathology</i> (3) - PSYC 7080		

Year 2

FALL	WINTER	SUMMER
<i>Ethics, History and Profession of School Psychology</i> (3) - PSYC 7012	<i>Legal and Administrative Aspects of Schools for Clinicians</i> (3) - EDUA 5012	Data collection. Students may be placed in alternate spring/summer practicum placements if deemed appropriate by committee, to facilitate data collection.
<i>Psycho-Education Assessment and Measurement 1</i> (3) - PSYC 7022	<i>Psycho-Education Assessment and Measurement 2</i> (3) - PSYC 7024	
One of two required (if not taken in year one): - PSYC 7030 - PSYC 7080	One of two required (if not taken in year one): - PSYC 7040 - PSYC 7070	
<i>MA Thesis Proposal Development</i> - PSYC 7780	<i>Junior Practicum in School Psychology</i> (3) - PSYC 7050	

Year 3

FALL	WINTER	SUMMER
<i>Senior Practicum in School Psychology</i> (6) - PSYC 7060		Students will complete and defend the thesis no later than the 15 th of August. - GRAD 7000
<i>Behavioural assessment and intervention in school settings</i> (3) - PSYC 7090	<i>School Psychology Research Design and Program Evaluation</i> (3) - PSYC 7130	
<i>Consultation & Supervision</i> (3) - PSYC 7120 (If not taken in Year 1)	<i>Intervention 2</i> (3) - PSYC 7830	
<i>Intervention 1</i> (3) - PSYC 7820	<i>Development in learning environments</i> (3) - EDUA 7710	

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

Mrs. Gloria Derksen

204 474 6377

Gloria.Derksen@umanitoba.ca

ASSOCIATE HEAD (*GRADUATE PROGRAM*)

Dr. Melanie Soderstrom

204 474 8777

Melanie.Soderstrom@umanitoba.ca

INFORMATIVE LINKS

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

UNIVERSITY OF MANITOBA (umanitoba.ca)

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

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

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

U of M – HOUSING (umanitoba.ca/student/housing)

U of M – STUDENT LIFE ([HTTP://UMANITOBA.CA/STUDENT/STUDENTLIFE/](http://umanitoba.ca/student/studentlife/))

U of M – INTERNATIONAL CENTRE (umanitoba.ca/international)

U of M – INDIGENOUS STUDENT CENTRE (<http://umanitoba.ca/student/indigenous/>)

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

U of M – REGISTRAR'S OFFICE (umanitoba.ca/student/records/)

WINNIPEG & MANITOBA

- Tourism Winnipeg (tourismwinnipeg.com)
- Travel Manitoba (travelmanitoba.com)