

## **Letter from the Head, Department of Psychology (2024-2025)**

Dear Graduate School Applicant:

Thank you for your interest in our graduate programs in psychology at the University of Regina. We offer a fully accredited program leading to the Ph.D. in Clinical Psychology, as well as a M.Sc. and a Ph.D. program in Experimental and Applied Psychology. Our graduate programs are described in the following pages.

We look forward to receiving your application.

Gordon J.G. Asmundson, Ph.D.  
Head, Department of Psychology

### **Graduate Program Coordinators**

#### **Director, Clinical Training**

Kristi D. Wright, Ph.D., R. D. Psych  
Psyc.GradCoord@uregina.ca

#### **Director, Experimental and Applied Psychology**

Kaila Bruer, Ph.D.  
Psyc.GradCoord@uregina.ca

## **Living in Saskatchewan**

Residents of Saskatchewan enjoy a high standard of living. Saskatchewan is rich with cultural heritage, has an excellent network of national and provincial parks, and has clean air that is smog free. The landscape varies tremendously from the vast wheat fields in the South to the dense trees and thousands of lakes that make up the Northern Forest.

Saskatchewan has been a leader in health care for over 60 years. Saskatchewan pioneered universal hospital care insurance in the 1940's and comprehensive coverage in the 1960's. The province is now concentrating on a wellness model that promotes preventive care and innovative service delivery. Regina is home to three major healthcare facilities: The Regina General Hospital, Pasqua Hospital and the Wascana Rehabilitation Centre.

The climate is relatively diverse across four distinct seasons and residents enjoy more hours of sunlight than most other places in North America. The temperature shows considerable fluctuation over the course of the year. The average temperature is -11 degrees Celsius for the winter and +23 degrees Celsius for the summer.

## **The City of Regina**

Regina, the capital of Saskatchewan, is located in south central Saskatchewan, midway between Calgary, Alberta and Winnipeg, Manitoba. Regina is well known as one of the sunniest places in Canada with a metropolitan area population of approximately 268,804 (2022 statistic).

Regina is home to the beautiful Legislative Building, and residents benefit from an abundance of parks, pathways, cultural events, organised sports, and excellent sporting facilities. Regina's park system features over 100 parks and is crowned by the Wascana Centre, a 930-hectare park that includes a lake, a picnic island, a marina, and waterfowl park and display ponds. Wascana Centre is one of the largest urban parks in North America and has no counterpart in Canada. Major annual events include: the Regina Dragon Boat Festival, the Regina Folk Music Festival and the intercultural celebration, Mosaic. Winter sports are also popular including, for example, curling, hockey, and skiing. Regina is also home to several theatre groups, the longest continually running symphony in Canada and many fine as well as ethnically diverse restaurants.

The cost of living in Regina is very reasonable compared to other major Canadian cities. Affordable arrangements for student accommodations include a variety of student housing options that are available on campus. As of May 2024 cost of on campus accommodations ranges between approximately \$3,276 (single room with private washroom) and \$4,580 (deluxe studio) per semester depending on the nature of the accommodation and the options selected. College West has newly renovated 2 to 7 bedroom apartments with their rooms ranging from \$3,884 to \$3,202 per semester. These rates may change in the next year. Dorm rooms with shared washrooms are available at a lower cost. Off-campus unfurnished one bedroom apartments near the University start at approximately \$1,300 per month. Less expensive rental accommodations are available throughout Regina. For additional information about on-campus housing, go to: <http://www.uregina.ca/arts/english/graduate-studies/prospective-students/student-housing.html>.



The University of Regina is a young and dynamic institution. Although we achieved independence only in 1974, we have grown to ten faculties and many departments, which have established reputations for excellence and innovative programs leading to Bachelor's, Master's, and Doctoral degrees. As well, a variety research centres and institutes on campus enhance teaching and research opportunities.

Our main campus is located in the heart of Wascana Centre, a unique 930-hectare development dedicated to education, recreation, culture, and the seat of government. The new Campus and our historic 'old' campus provide an attractive work and study environment for our students, faculty, and staff.

The University of Regina has grown rapidly over the past few years. The annual operating budget is approximately \$283.1 million (projected expenditures for 2024-25). In recent years, enrollment has ranged between 14,500 and 16,860 full and part-time students with over 1,700 faculty and staff. Over the last decade, the University has achieved dramatic increases in its research revenues from external sources. Research efforts cover an impressive array of topics such as mental health, and environment & climate action.

The University has enjoyed renewed physical growth. This consisted of the addition of several new buildings including the multi-million dollar a new 600 bed residence with indoor parkade, a two-storey addition and renovation to the Education Building, an impressive home for the First Nations University of Canada, two new residences, a state of the art Kinesiology and Health Studies complex, a major laboratory building addition and new Regina Research Park buildings that have led to synergies and research partnerships with industry and government. The University's College Avenue campus, located a 5-10 minute drive away from the main campus, has undergone a major multi-million dollar upgrade and renovation to better serve the needs of the University and the community.

**Much of this information is derived from the University of Regina's official website at [www.uregina.ca](http://www.uregina.ca).**

## **Psychology Department**

The Department of Psychology offers M.Sc. and Ph.D. degrees in Clinical Psychology as well as Experimental and Applied Psychology (EAP). The Master's degree programs offered in the Department are considered as preparatory for further work at the doctoral level. In all cases, the graduate programs offered in the Department of Psychology are subject to the general regulations of the Faculty of Graduate Studies and Research.

In early 2023, the Government of Saskatchewan committed approximately 5.5 million over 7 years to support an expansion of our graduate program in clinical psychology. This expansion will be reflected in additional faculty, training resources and student support.

For a relatively small Department, a rather broad range of interests is reflected in the scholarly activities of psychology faculty members (see section on faculty interests); and an even broader range of research activities is reflected in the products of our graduate students (see list of recent faculty publications and student theses). The size of the program allows students to receive a great deal of individual attention from faculty. At the undergraduate level, the Department of Psychology has the largest number of majors in the university. Our current complement of graduate students stands at 38 clinical and 19 EAP students.

## **Admission Requirements**

Fully qualified acceptance into the M.Sc. program requires an Honours degree or its equivalent in psychology. Applicants with an Honours degree (or its equivalent) in related disciplines may also be considered for admission into the Master's program. Admission to the Ph.D. program is traditionally contingent upon a Master's degree in Psychology. Fully qualified acceptance into either stream of doctoral studies requires previous academic preparation equivalent to that comprising the Master's degree programs offered in the Department.

## **Financial Support**

The department strives to ensure that all of its graduate students have access to a satisfactory level of funding support. This is typically achieved through a combination of sources of support described in this section. During 2023-2024 the average levels of funding (over 12 months) obtained by students in the Clinical program were \$23,279 at the Master's level and \$36,075 at the doctoral level prior to pre-doctoral residency. These levels of average funding have been relatively stable in recent years. Students in the EAP program are also funded through a combination of sources with most students receiving funding from supervisors' grants. A high proportion of our graduate students are funded

through national scholarships.

A number of department-managed internal scholarships (variable value) are available. In addition teaching assistantships from the Faculty of Arts are valued (as of 2024) at- \$ 2,117.70 [MSc]; \$ 2,220.30 [PhD] per semester including vacation pay. Graduate Teaching Assistantship Awards (GTAs) from the Faculty of Graduate Studies and Research (FGSR) are valued at \$2,740.80 [MSc] and \$2,874 [Ph.D.]. University teaching fellowships may be available to advanced graduate studies and are valued at \$7,607.31 per semester including vacation pay. Additional awards are available on a competitive basis from FGSR and elsewhere. For example, highly-qualified applicants may be offered extra entrance awards through FGSR and the Faculty of Arts (see FGSR website for additional information on various awards <https://www.uregina.ca/graduate-studies-research/scholarships/index.html> ) Individual faculty members often also support their own graduate students with research assistantships from their grants. .

Students are strongly encouraged to seek additional funding from external sources. There are several national granting agencies that support graduate research through scholarships such as the Social Sciences and Humanities Research Council (SSHRC), the Natural Sciences and Engineering Research Council (NSERC), and the Canadian Institutes of Health Research (CIHR), among others. The Faculty of Graduate Studies and Research (FGSR) has offered financial enhancement packages for students who hold CIHR, NSERC and SSHRC awards. For more information on these enhancement packages please review the FGSR website [www.uregina.ca/gradstudies/about-us/index.html](http://www.uregina.ca/gradstudies/about-us/index.html). Both EAP and Clinical students have achieved a great deal of success earning prestigious national scholarships. These awards have ranged in value from approximately \$17,000 to \$50,000 per year. Our students have also been highly successful in winning institutional scholarships and other awards such as the Governor General's Medal for best graduate thesis at the University of Regina.

## Application Procedures

If what we have to offer appears to mesh with your goals, you can obtain the application or apply online <https://www.uregina.ca/gradstudies/future-students/Application/index.html> . There is a non-refundable application fee of \$125.00 for all applicants; please note that if your file is not complete by January 15th you cannot be considered for the fall of that year.

A complete file consists of:

- a) a completed application form
- b) your transcripts
- c) two letters of reference
- d) an application statement detailing your background, goals, and research interests including faculty members whom you would be interested in having as research supervisors.

With respect to the letter of intent, you must provide a short written statement detailing your background, your interests and why you think that our program is suited to your goals. A form letter designed to provide general information to a number of graduate schools may well be inadequate for our purposes. After you have reviewed faculty members' interests you should contact a faculty member who shares your interest and discuss potential supervision.

Applications must be complete and received in the Faculty of Graduate Studies and Research office, Studies and Research Centre for Kinesiology, Health & Sport Floor 2A, Room 227, 3925 Goldenrod Loop, University of Regina, Regina, Saskatchewan, S4S 0A2. Tel: (306) 585-4161 by January 15th.

The department values diversity and encourages applications from all qualified women and men, including aboriginal peoples, persons with disabilities, and members of visible minorities.

We hope that the information we have provided in this package will help you to make an informed decision and we thank you for your initial interest in our Department.

## Other Student Services

The University of Regina, Department of Counselling Services offers confidential counselling services to any University of Regina student. For more information contact Counselling Services at:

Room 251, 2<sup>nd</sup> Floor, Riddell Centre,  
University of Regina

Regina, Saskatchewan S4S 0A2

Telephone: (306) 585-4491 Fax: (306) 585-5172

<http://www.uregina.ca/student/counselling/>

Instructional areas used by the Department of Psychology are wheelchair accessible. Assistance can be arranged with parking, special arrangements with instructors and technologies to assist students. Other services are also available. For more information please contact the University's Centre for Student Accessibility, <https://www.uregina.ca/student/accessibility/>, (306 585-4631), or Room 229, Dr. William Riddell Centre.



## **Graduate Programs**

### **Clinical Psychology Program**

#### **Accreditation**

The Ph.D. program in Clinical Psychology has been fully accredited by the Canadian Psychological Association (CPA) since the 2003-2004 academic year. Our next accreditation site visit is expected to take place during the 2027-2028 academic year. Information regarding CPA accreditation can be obtained by contacting the CPA Accreditation Office at:

Accreditation Office  
Canadian Psychological Association  
141 Laurier Avenue West, Suite 702  
Ottawa, ON K1P 5J3

CPA website: [www.cpa.ca](http://www.cpa.ca)

#### **Mission**

The mission of the Clinical Psychology Program at the University of Regina is to train our students in the scientist-practitioner tradition so that they will be prepared to work as either a researcher, teacher or practitioner or all of these within a variety of settings (academic, clinical, or research setting).

#### **Philosophy/Principles**

In keeping with the motto of the University of Regina as “One Who Serves” the philosophy of the clinical program in the Department of Psychology is characterized by a commitment to our responsibility to society and to our responsibility to the profession. In fulfilling these responsibilities, we endeavour to ensure that our students are not only knowledgeable and competent in both delivery of services and in the conduct of creative research, but that they also endorse an ethic of care. Underlying these skills and attitude acquisitions is the principle of integrity in relationships, which, in turn, is characterized, by respect for the dignity, and welfare of others.

The Clinical Psychology program at the University of Regina aims to prepare future psychologists to work effectively with all individuals. We expect students and faculty to treat all persons with respect and fairness, and we strive to foster appreciation, awareness, and knowledge of demographic and cultural diversity. As a program, we affirm students' rights to maintain their personal beliefs, faiths and customs. For students to cultivate the competencies necessary for practice as a

professional practice psychologist, we also require students to develop both the knowledge and skills to work with individuals across the full spectrum of demographic and cultural variability.

The Clinical Psychology program at the University of Regina aims to prepare future psychologists to work effectively with all individuals. We expect students and faculty to treat all persons with respect and fairness, and we strive to foster appreciation, awareness, and knowledge of demographic and cultural diversity. As a program, we affirm students' rights to maintain their personal beliefs, faiths and customs. For students to cultivate the competencies necessary for practice as a professional practice psychologist, we also require students to develop both the knowledge and skills to work with individuals across the full spectrum of demographic and cultural variability.

The University of Regina Clinical Program is committed to diversity, equity and inclusion and we encourage applications from diverse candidates.

#### **Values**

The following values are inherent in the clinical program's achievement of our mission:

- Excellence
- Scholarship
- Leadership
- Innovation & Creativity
- Integration of Science and Practice
- Generalist Training
- High Ethical Standards
- Responsiveness to Society
- Adherence to National Standards and Policies Concerning Training
- Compassion
- Diversity
- Respect & Integrity
- Professional Satisfaction
- Collegiality
- Collaboration
- Productivity and Effort
- Accountability

## **Theoretical Orientations**

Students have opportunities through work with faculty or community supervisors to pursue various interests in clinical psychology including clinical health psychology. Opportunities exist to work with children, adults or seniors in a variety of settings such as mental health, psychiatric, acute care, rehabilitation, counselling or forensic settings. Exposure to a variety of theoretical orientations is possible, including cognitive-behavioural (CBT), and Acceptance and Commitment Therapy (ACT). Exposure to neuropsychology is also available.

## **Professional and Research Interests**

A rather broad range of interests is reflected in the professional and scholarly activities of the Clinical Psychology Faculty members (see section on faculty interests). Research expertise of faculty fall both within the quantitative as well as qualitative domain.

## **Goals/Objectives**

**Goals/Objectives:** Our program has identified five broad goals, in the areas of research, clinical practice, knowledge, ethics and professional practice, and leadership. We have also identified specific objectives designed to meet these goals. These are discussed below.

**1. Research:** The program strives to prepare students to have an understanding and respect for both basic and applied research. The Clinical Faculty subscribe to the views that: (a) the clinical scientist, who is competently-trained in practice makes the most significant contributions to clinical research; and (b) the practitioner who is familiar with the body of basic and applied research, and who can critically evaluate research findings, makes the soundest contributions to society and the profession.

**Objectives:** To meet the above goals, students take courses in research methods and statistics. Students complete both a M.Sc. and Ph.D. thesis and have the opportunity to participate in faculty research projects as research assistants. Students also obtain experience in program evaluation (e.g., through extensive preparation and participation in the Canadian Evaluation Society Annual Case Competition or completion of a program evaluation proposal as part of comprehensive exams). The critical evaluation of research is incorporated into clinical courses and is a component of reading required for clinical training.

**2. Clinical Practice:** Students become competent in: (a) assessment, (b) diagnosis, (c) evaluation; (d)

consultation; and (e) intervention. In each area, students gain competency in the development and maintenance of interpersonal relationships, including competency in working with diverse groups. Our program is generalist in nature, and we expect students to engage in a wide variety of diverse clinical experiences. It is recognized, however, that the field of clinical psychology is diverse and no single practitioner can master all areas. Students are taught to recognize the limits of their skills and, when appropriate, refer to colleagues who have the requisite skills.

**Objectives:** Students complete course work in ethics, psychopathology, assessment and interventions. This course work exposes students to more than one theoretical orientation, with an emphasis on evidence-based approaches, and skills needed to work with adults, and children and diverse populations. Students also complete Psyc 900 AB, which is a doctoral level seminar course which provides training in clinical supervision and case conceptualization. They also attend the Clinical Seminar Series throughout their graduate program, where they are exposed to a number of topics in clinical practice. Students carry out at least 2,700 hours of clinical training under supervision (at least 300 direct client hours; at least 150 hours of supervision prior to the pre-doctoral residency), including a four month internship, two PhD clinical placements and a pre-doctoral residency. Students also complete an oral case presentation, an oral ethics exam and an exam covering broad topics in clinical psychology (i.e., comprehensive exams).

**3. Knowledge:** Students gain a working understanding of biological, social, cognitive and affective bases of behaviour as well as individual differences, statistics and research methods. A more thorough knowledge of personality, psychopathology, assessment, diagnostics, intervention, ethics and professional behaviours is obtained. Several theoretical orientations are covered.

**Objectives:** To gain the above knowledge students complete course work at the graduate level in the above areas. Further knowledge is gained through clinical experiences and comprehensive exams.

**4. Ethics and Professional Conduct:** The program strives to prepare students to be ethical and professional in their research, clinical, and teaching activities. Moreover, the program strives to prepare students to be sensitive to issues of racial and cultural diversity and individual differences.

**Objectives:** To meet the above goals, students take a course in professional ethics that not only thoroughly covers the CPA code of ethics and ethical decision making process, but also legislation, standards of practice, and cultural issues. They are also trained in becoming competent and culturally sensitive in their interpersonal relationships. Students are exposed to diverse clients (over 2700 hours of clinical training), and diverse faculty mentors. Students also complete an oral ethics exam as part of the comprehensive examination process.

**5. Leadership:** We encourage our graduates to: (a) disseminate their work through conference presentations and publishing papers; (b) expand their knowledge by attending conferences or workshops and reading journals; (c) train others in psychology and other mental health fields; (d) educate the public; and (e) contribute to psychology as a discipline by holding leadership roles.

**Objectives:** To meet the leadership goals, students are encouraged to present and publish their work, to obtain experience as teaching assistants, to be involved in training junior students and to play an active role in the development of the discipline of psychology by being an active member of the Psychology Graduate Students Association and the Canadian Psychological Association.

### **Evaluation of Outcomes**

The program evaluates its outcomes on an annual basis. Our annual program evaluation is available on the departmental website and is included as an Appendix of this brochure.

### **Academic and Practical Functions for which the Students will be Prepared**

Students from our program will be prepared to pursue a variety of careers, including primarily research, clinical, or teaching positions, or a combination of these activities. We recognize and value that students have varying career aspirations. The program strives to prepare students to be well grounded in research, the provision of clinical services, and teaching.

### **Recent Practica and Four Month Internship Settings**

Beyond course work, clinical psychology students have a variety of training opportunities in Regina, other areas of Saskatchewan and elsewhere. Examples of four month internship and practica training sites include:

- Counselling Services, University of Regina
- Psychology Training Clinic (Child-Family Clinic & Adult Clinic), University of Regina
- Child and Youth Services, Saskatchewan Health Authority
- Mental Health Services, Saskatchewan Health Authority
- Wascana Rehabilitation Centre (Adult Rehab Program; Functional Rehab Program; Children's Program; Extended Care/Veterans Program), Saskatchewan Health Authority
- Saskatchewan Hospital (Inpatient Unit; Forensic Unit), North Battleford, SK
- Prince Albert Mental Health Centre, Prince Albert, SK
- Yorkton Mental Health Centre, Yorkton, SK
- Yorkton Functional Rehabilitation Clinic, Yorkton, SK
- Cypress Health Region, Swift Current, SK
- Centre for Addiction and Mental Health, Toronto
- St. Joseph's Hospital, Anxiety Treatment and Research Centre, and Mood Disorder Program, Hamilton, ON
- Carnat Centre, Alberta Health Services, Calgary, AB
- Alberta Health Services, Calgary, AB
- Cross Cancer Institute & Department of Psychology, University of Alberta Hospital, Edmonton, AB
- Life Mark Health, Calgary, AB
- Mandel and Associates, Calgary, AB
- Saanich Child and Youth Mental Health, Victoria, BC
- Memorial University of Newfoundland-Counselling Centre
- Rogers Memorial Hospital, Oconomowoc, WI

These placements offer graduate students clinical experience in assessment, individual therapy, and or group therapy. Ph.D. level psychologists supervise from a variety of theoretical perspectives. Individuals who have an interest in seeking placements in other provinces can explore this option with the Clinical Placement Coordinator. This has been feasible in several instances in the past. Students who are accepted into our program should be prepared to seek some of their clinical training outside of Regina.

### **Psychology Training Clinic**

Many students receive training in the Sun Life Financial Psychology Training Clinic which is directed by Dr. Nicole Faller. Supervision provided by registered doctoral clinical psychologists. Clients or community providers can refer to the clinic. Students are involved in the assessment and treatment of clients under supervision. Clients present with a variety of mental health conditions and gain experience in diagnostic assessment of mental health conditions. Individual, group and family therapy is used. Students working in

the clinic can book a clinic computer and desk to complete reports, and book a group room (2), individual assessment/therapy room (4 rooms) or family room (2 rooms) to see clients. All therapy rooms can be viewed by a one-way mirror and both audio and video recording are available.

### **Predoctoral Residency**

As part of training, doctoral students must complete a 1-year predoctoral residency at a CPA accredited site or equivalent. Our students have had a high degree of success in obtaining residences to their liking. Predoctoral residences are normally completed outside Regina. Sites since 2001 include:

- Alberta Children's Hospital, Calgary
- Annapolis Valley Health - Valley Regional Hospital, Kentville, NS (3 students)
- British Columbia Mental Health and Addiction Services, Vancouver, BC
- Calgary Clinical Psychology Residency, Calgary, AB (6 students)
- Central California Psychology Internship Consortium (CCPIC), California (2 students)
- Centre of Addictions and Mental Health, Toronto, ON (3 students)
- Clinical Health Psychology, University of Manitoba, Winnipeg, MB (8 students)
- Edmonton Consortium Clinical Psychology Residency, Edmonton, AB (2 students)
- Halifax Clinical Psychology Residency Program, NS
- Horizon Health, Fredericton, NB
- Hospital for Sick Children, Toronto, ON
- IWK Grace Health Centre, Halifax, NS
- Kingston Internship Consortium (3 students)
- London Clinical Psychology Consortium, London, ON (4 students)
- Memorial University of Newfoundland-Student Health and Counselling Centre, NF (2 students)
- Millard Health Centre, Edmonton, AB
- Northern Ontario Psychological Consortium, Thunder Bay, ON (4 students)
- Newfoundland Health Services
- Nova Scotia Capital District Mental Health, Dartmouth, NS
- Ottawa Hospital, Ottawa, ON (4 students)
- Queen Elizabeth II Health Science Centre, Halifax, N.S. (4 students)
- River Valley Health, Fredericton, NB
- Royal Ottawa Health Care Group, Ottawa, ON (8 students)
- Saskatchewan Health Authority, Regina, SK (13 students)
- Saskatchewan Health Authority, Saskatoon, SK (9

students)

- SHARP Health Care, San Diego, California
- St. Joseph's Hospital, Hamilton, ON
- University of Arizona, College of Medicine
- University of British Columbia, Counselling Services (2 students)
- University of Ottawa, Centre for Psychological Services (2 students)
- Waterloo Psychology Consortium
- University of Washington School of Medicine, Seattle, WA
- Vancouver Coastal Health, Vancouver, BC (4 students)

### **Clinical Program Facts**

- We received 134 applications to our Master's Program for September 2024 admission.
- Last year we extended approximately 14 offers to M.Sc. applicants and enrolled 9 new MSc students.
- The majority of students accepted into our PhD program have completed their M.Sc. program at the University of Regina. However, we do consider applicants from other Master's programs.
- Attrition rates (i.e., leaving the department before the completion of a degree) are approximately 5% for the Master's program and 3% for the PhD program in the last 15 years.
- The student body currently is comprised of 49 MA and PhD students, with 40 students identifying as female.
- 27 of these students are from Saskatchewan, 15 are from other Canadian provinces, and 3 are international students.
- The average age of our graduate students is 26.7 years and ranges from 22-39 years.
- Nineteen percent of our students self-identify as diverse.

At present, we have no students who have self-identified as having a physical disability enrolled in our graduate programs. However, all university buildings are wheelchair accessible and specific assistance and equipment for students can be arranged through the Centre for Student Accessibility (306-585-4631).

### **Our Graduates**

Graduates from our program have been highly successful in obtaining employment in clinical settings (e.g., hospitals, mental health clinics) and research settings (e.g., universities). All of our doctoral clinical program graduates have been successful in becoming registered, licensed or certified (or, in the case of very



recent graduates, are in the process of becoming registered, licensed or certified) as psychologists in the jurisdiction of their choice.

### **Clinical Degree Programs**

The degree programs in Clinical Psychology offered in the Department are based on a scientist-practitioner model of training and emphasise clinical, research, and professional skill development.

The Master's program in Clinical Psychology is intended to provide students with a solid grasp of basic academic and practical skills. The Ph.D. program in Clinical

Psychology builds upon the Master's program and provides an opportunity for advanced research, study, and clinical skills acquisition. In line with the current emphasis of many programs and jurisdictions in North America with respect to academic training and credentialing in Psychology, students pursuing graduate education and training in Clinical Psychology are strongly encouraged to do so at the doctoral level. As such, all students completing the Master's are expected to apply to the Ph.D. program. Students who are enrolled in our clinical program are expected to maintain full-time student status.

### **M.Sc.**

Psyc 801 Research Design and Methodology in Psychology	(3 credit hours)
Psyc 802 Applied Multivariate Statistics	(3 credit hours)
Psyc 806 Ethics and Standards of Professional Practice	(3 credit hours)
Psyc 832 Advanced Psychopathology	(3 credit hours)
Psyc 850 Psychological Assessment I	(3 credit hours)
Psyc 860 Psychological Interventions I	(3 credit hours)
Psyc 876 Internship in Clinical Psychology	(1 credit hour)
Psyc 900 AA Graduate Seminar	(2 credit hours)
Psyc 901 Thesis Research	<u>(16 credit hours)</u>

Total Credit Hours: 37 credit hours

All course work is taken in the first academic year. The second academic year is used to complete research and usually the four month internship. Students in this program will normally apply for admission to the Ph.D. program in Clinical Psychology in January of their second year in the program. At this time of application to the PhD, all required course work and the clinical internship should be complete and data collection for the MA well underway. The likelihood of being accepted into the PhD program decreases if students do not meet these timelines.

### **Ph.D.**

Psyc 800 History, Theory and System in Psychology (or equivalent, e.g., Psyc 824, 826)	(3 credit hours)
Psyc 803 Psychometrics	(3 credit hours)
Psyc 851 Psychological Assessment II	(3 credit hours)
Psyc 861 Psychological Interventions II	(3 credit hours)
One elective Psychology course	(3 credit hours)
Psyc 865 Comprehensive Exams	(1 credit hour)
Psyc 870 Practica in Clinical Psychology	(1 credit hour)
Psyc 871 Practica in Clinical Psychology	(1 credit hour)
Psyc 880AB Residency in Clinical Psychology	(3 credit hours)
Psyc 900 AB Doctoral Seminar	(1 credit hour)
Psyc 901 Thesis Research	<u>(44 credit hours)</u>

Total Credit Hours: 66 credit hours

Ph.D. courses are typically offered every 2nd year. In addition to the above, students must demonstrate competence in: (a) biological bases of behaviour (e.g., physiological, comparative, neuropsychology, psychopharmacology); (b) cognitive and affective

bases of behaviour (e.g., learning, sensation, perception, cognition, motivation, emotion); and (c) social bases of behaviour (e.g., social, cultural, ethnic, and group processes, sex roles, theories relating to organisations and systems). This can be accomplished

either by taking a graduate course in each of these areas (one of which could be used to fulfil the Ph.D. elective course requirement), or by completing all-inclusive qualifying examinations (for students who demonstrate significant prior experience in an area, qualified faculty will co-ordinate the relevant reading lists and exam). A combination of graduate courses and examinations may also be used to fulfil the requirements. Moreover, students can demonstrate competence (subject to approval by the clinical committee) in a maximum of one cognate area (i.e., biological, cognitive or social) if they have completed a minimum of two advanced undergraduate courses in

### **Clinical Training**

Students in the graduate program in Clinical Psychology complete a minimum of 900 hours of supervised practical experience consisting of a 600 hour four month internship in Clinical Psychology (Psyc 876) and a minimum of two additional 150 hour Practica in Clinical Psychology (Psyc 870-875) prior to the full-year Pre-doctoral Residency in Clinical Psychology (Psyc 880AB). No more than 600 hours of the required supervised clinical experience can be undertaken for academic credit by students enrolled in the Master's program in Clinical Psychology. For the full-year pre-doctoral residency, students are expected to apply to CPA accredited sites or equivalent and to go through the Association of Psychology Postdoctoral and Internship Centers (APPIC) matching process ([www.appic.org](http://www.appic.org)). Students will receive at least 300 hours of direct contact with clients prior to the pre-doctoral residency and at least 150 hours of supervision.

### **Comprehensive Examination**

The Ph.D. Comprehensive Examination (Psyc 865-CL) covers broad aspects of clinical psychology, and consists of four parts:

- 1) A case presentation (~2 hours in length for presentation and questions) in which students are required to summarize a case that they have assessed and treated during a previously completed practicum or internship. In the presentation, the student must cover and integrate theory, research, assessment, and intervention in relation to the clinical case.
- 2) A written exam testing students on recent literature published in the *Annals of Clinical Psychology*
- 3) An ethics oral examination (~1-1/2 hours in length) during which students are asked questions that are

any one of the three cognate areas. Courses in these cognate areas may be taken at any point during the student's graduate training with departmental approval. In addition, students are encouraged to take courses in other areas such as program development/evaluation.

The program requires two years of full-time residency for the Master's and four years full-time for the Ph.D. At least three years of the Ph.D. training are spent on campus and one year is spent on the predoctoral residency

designed to assess their understanding of ethical and professional issues and their ability to resolve ethical dilemmas.

- 4) A program evaluation proposal. The following students are exempt from this component: a) Students who successfully completed a graduate course in program evaluation; b) students who participated in the Canadian Evaluation Society Annual Case Competition; and c) students who completed substantial supervised work (as determined by the clinical committee) in the area of program evaluation including a written program evaluation report.

The comprehensive examination process is typically completed over a four-month time span during spring/summer and is used as a means of judging whether or not the student has a mature and substantial grasp of the discipline and the ability to integrate theory, research, and practice in the areas of psychopathology, assessment, treatment, and ethics.

This examination is scheduled after the student has completed all degree requirements, with the exception of the doctoral dissertation and pre-doctoral residency. It must be taken prior to applying for the pre-doctoral residency.

All parts must be passed in order to meet the comprehensive examination requirement. Unsuccessful candidates for the comprehensive examination may repeat each component of the examination once. A second failure will result in the student being discontinued from the Clinical Program.

### **Program Manual**

More details on the Clinical Psychology Program can be obtained by downloading the Clinical Psychology Program Manual (<http://www.uregina.ca/arts/psychology>).

## **Experimental and Applied Psychology (EAP) Degree Program**

The Experimental and Applied Psychology (EAP) program is designed to prepare students for careers in either academic settings or as researchers in industry or the public sector. Recent graduates of the doctoral program have accepted faculty appointments in Canada and abroad, and research positions with the Saskatchewan government, RCMP, and the Saskatchewan Health Authority.

The EAP program focuses on training students to become independent researchers who are capable of carrying out high quality, high impact research. Faculty in the EAP program have research interests that address both basic questions of global importance and applied problems that impact our community, our province, and our country. To this end, student training takes place in traditional laboratory settings as well as in non-academic community settings, such as in hospitals, schools, and law enforcement agencies. A key component of the EAP program is strong mentorship, with students working closely with their supervisors at every stage of the development and implementation of research projects. Students also have opportunities to work with researchers in areas outside of their immediate area of specialization, and collaboration is encouraged. As part of their training, students are encouraged to present their findings at research conferences both at the University of Regina and around the globe. To this end, the Faculty of Graduate Studies provides travel awards on a competitive basis, in three competitions each year.

### **Research Areas**

Our faculty carry out high quality research in a wide variety of areas, published in high-calibre, peer-reviewed journals. Students interested in applying to our program are encouraged to consult the list of active research topics below when preparing their applicant's statement.

Faculty research in cognitive psychology focuses on questions of interest in both basic areas (including attention and perception, memory, learning, mathematical cognition, and reasoning/decision making) and applied areas (such as visuospatial attention, with application to driving; face recognition, with application to policing and security; investigative interviewing, with application to the law; and reasoning and decision-making, with application to the spread of misinformation, understanding religious

belief, and use of technology).

Our faculty specialized in **developmental psychology** conduct research on how children learn and become skilled in academic domains such as arithmetic; development of moral behaviour; and, developmental differences in children's memory.

Faculty research interests in **forensic psychology** include the psychology of policing, reliability of eyewitness testimony, the role of children in the justice system, deception detection, assessment of instruments used in forensic settings, factors affecting decisions made by law enforcement officials in the field, and how defendants' race shapes jurors' perceptions of their guilt or innocence.

Our research in **neuroscience** explores the neural correlates of the expression and interpretation of emotion; sex differences in cognitive and visuomotor skills; attention and visuospatial biases in perceptions of emotion in artwork and in driving behaviour; and, the effects of differential prenatal exposure to hormones on behaviour later in life.

Faculty research in **social psychology** examines decision-making in police investigators, judges, and jurors; perceptions of credibility; moral reasoning and lie detection; experiences with the reproductive health care system and informed reproductive decision-making; intimate partner violence; perceptions of efficacy of services for 2SLGBTQIA individuals; and, ethical practices such as debriefing in social psychology research.

### **Program Structure**

Students in the EAP program complete courses in research methods, statistics, ethics, and courses relevant to their thesis research, as well as courses in other areas of interest to the student. Both Master's and Ph.D. candidates complete thesis research, developed in consultation with the student's supervisor and a thesis committee. Following acceptance of a thesis by the student's thesis committee, an oral examination (defense) will be held. Doctoral candidates are also required to complete a comprehensive examination. The format of the comprehensive examination is flexible, with students able to choose from among several options including writing a mock research grant proposal, completing a research practicum with a community partner, or developing a new course, as best meets the career objectives of the student. Master's students typically complete their program of study in two years; Ph.D.

students typically complete their program of study in three years.

The courses required for the Master's and Ph.D. degrees are as follows.

**M.Sc.**

PSYC 801 Research Design and Methodology in Psychology	( 3 credit hours)
PSYC 802 Applied Multivariate Statistics or	
PSYC 805 Experimental Design and Analysis of Variance	( 3 credit hours)
PSYC 807 Research and Applied Ethics	( 3 credit hours)
One additional PSYC course	( 3 credit hours)
PSYC 900 AA Graduate Seminar in Psychology	( 2 credit hours)
PSYC 901 Thesis Research	<u>(16 credit hours)</u>
Total: 30 credit hours	

**Ph.D.**

PSYC 800 History, Theory and System in Psychology	( 3 credit hours)
PSYC 865-EA Comprehensive Examination	( 1 credit hour)
Three additional PSYC courses	( 9 credit hours)
PSYC 901 Thesis Research	<u>(48 credit hours)</u>
Total: 61 credit hours	

For more information: Please visit: <https://www.uregina.ca/gradstudies/future-students/programs/psychology.html> for current degree requirements and course descriptions.

Answers to questions about applying to the program and admissions can be found here: <https://www.uregina.ca/arts/psychology/programs/graduate-programs/FAQs/index.html>

Suggested timelines for completing degree requirements can be found here:

Masters <https://www.uregina.ca/arts/psychology/assets/docs/pdf/EAP-MA%20Timelines.pdf>

Ph.D.: <https://www.uregina.ca/arts/psychology/assets/docs/pdf/EAP-PhD%20Timelines.pdf>

## Faculty Research Interests, Primary Departmental Area Affiliation and Selected Publications

### CLINICAL PSYCHOLOGY AREA FACULTY

---



**Gordon J. Asmundson, Ph.D., FRSC (Manitoba), Professor**

Research and clinical interests involve understanding the basic mechanisms of the anxiety disorders, health anxiety, acute and chronic pain, and the association of these with disability and behavior change as well as related assessment and treatment issues. Current research is focused on the psychology of pandemics.

**Email:** Gordon.Asmundson@uregina.ca

<https://scholar.google.ca/citations?hl=en&user=8WabYfsAAAAJ>

---



**Shadi Beshai, Ph.D. (Calgary) Associate Professor**

Dr. Beshai is the director of the **Depression Cognition and Culture (DCC) Lab**. His research is focused on improving access to and promotion of evidenced-based psychological treatments for adult depression and anxiety. Specifically, Dr. Beshai has published several peer-reviewed scientific articles on the cultural adaptation of cognitive-behavioral and mindfulness-based interventions. He has also published extensively on improving public literacy about such interventions and ways to disseminate them more widely. Dr. Beshai's research is funded by the Canadian Institute of Health Research (CIHR), and the Saskatchewan Health Research Foundation (SHRF).

**Email:** Shadi.Beshai@uregina.ca

Beshai, S., Bueno, C., Yu, M., Feeney, J. R., & Pitariu, A. (2020). Examining the effectiveness of an online program to cultivate mindfulness and self-compassion skills (Mind-OP): Randomized controlled trial on Amazon's Mechanical Turk. *Behaviour Research and Therapy*, 134, 103724.

Beshai, S., Prentice, J. L., & Huang, V. (2018). Building blocks of emotional flexibility: Trait mindfulness and self-compassion are associated with positive and negative mood shifts. *Mindfulness*, 9(3), 939-948.

Beshai, S., McAlpine, L., Weare, K., Kuyken, W. (2016). A Non-Randomised Feasibility Study Assessing the Efficacy of the Foundation Course: A Mindfulness Intervention to Reduce Stress and Improve Well-Being for Teachers. *Mindfulness*, 7, 198-208.

---



**R. Nicholas Carleton, Ph.D. (Regina), Professor**

R. Nicholas Carleton, Ph.D. is a Professor of Clinical Psychology and a registered clinical psychologist in Saskatchewan. His work is focused on supporting the mental health of first responders and other public safety personnel. He served as founding Scientific Director for the Canadian Institute for Public Safety Research and Treatment until 2024. He has published more than 260 peer-reviewed articles and book chapters exploring the fundamental bases of anxiety- and trauma-related disorders. He has completed more than 500 national and international conference presentations. He also serves as an active member of several national and international professional associations. As principal or co-principal investigator he has been awarded more than \$72M in competitive external funding. He has received several prestigious awards and recognitions, including induction to the Royal Society of Canada's College and as a Fellow of the Canadian Academy of Health Sciences, and he was awarded the 2023 Saskatchewan Health Research Foundation Mid-Career Award and the 2020 Royal-Mach-Gaensslen Prize for Mental Health Research. He is principal investigator for the RCMP Longitudinal PTSD Study ([www.rcmpstudy.ca](http://www.rcmpstudy.ca)) and the associated extension study for Saskatchewan public safety personnel ([www.saskptsistudy.ca](http://www.saskptsistudy.ca)), and co-investigator on the Federal Internet Cognitive Behavioral Therapy Program for public safety personnel ([www.PSPSNET.ca](http://www.PSPSNET.ca)). Dr. Carleton has supervised or co-supervised 15 post-doctoral trainees, 20+ successful graduate students (most awarded tri-council funding), and served as committee member for 25+ additional graduate students.

**Email:** Nick.Carleton@uregina.ca

<https://scholar.google.ca/citations?user=nS-yQa8AAAAJ&hl=en>



**Natasha Gallant, Ph.D. (Regina), R. D. Psych., Assistant Professor, Canada Research Chair (Tier II)**

Current research interests include the (1) influence of psychosocial factors (e.g., ageism, social support, emotions) in the experience of chronic diseases among older persons; (2) role of adversity & resilience in the aging process; and (3) development of policy recommendations aimed at improving the lived experiences of aging populations. Using cognitive-behavioural and mindfulness-based approaches, clinical interests include psychological assessments and interventions for adults living with chronic diseases or acute illnesses.

**Email:** [Natasha.Gallant@uregina.ca](mailto:Natasha.Gallant@uregina.ca)

<https://scholar.google.ca/citations?user=vrr2MCcAAAAJ&hl=en>

---



**Jennifer Gordon, Ph.D. (McGill), R. D. Psych., Associate Professor, Director of the Women's Mental Health Research Unit, CIHR Canada Research Chair in Women's Mental Health, SHRF Patient-Oriented Research Leader**

Current research interests involve 1) understanding the ways in which hormonal and psychological factors interact to influence mood and wellbeing across the female lifespan and 2) testing the efficacy of hormonal and behavioural interventions for the treatment and prevention of mood disorders tied to reproductive events (e.g. postpartum depression, depression related to infertility, perimenopausal depression).

**Email:** [Jennifer.Gordon@uregina.ca](mailto:Jennifer.Gordon@uregina.ca)

[https://scholar.google.ca/citations?user=6Hq\\_TYkAAAAJ&hl=en&oi=ao](https://scholar.google.ca/citations?user=6Hq_TYkAAAAJ&hl=en&oi=ao)

---



**Heather Hadjistavropoulos, Ph.D. (British Columbia), Professor**

Dr. Heather Hadjistavropoulos is a Professor of Psychology at the University of Regina, Founder and Executive Director of the Online Therapy Unit of Saskatchewan, and Founder and Director of the Public Safety Personnel Internet-delivered Cognitive Behaviour Therapy (PSPNET) program. Dr. Hadjistavropoulos' program of research focuses on developing, evaluating and enhancing evidence-based online interventions for clients and families experiencing diverse mental health challenges. Her work aims to improve the accessibility and effectiveness of digital mental health support. Her research has leveraged >\$51 M in funding as principal investigator and she has published > 215 peer-reviewed publications. Dr. Hadjistavropoulos is a Fellow of the Canadian Association of Cognitive Behavioural Therapies and the Canadian Psychological Association and Associate Editor of Internet Interventions.

**Email:** [Heather.Hadjistavropoulos@uregina.ca](mailto:Heather.Hadjistavropoulos@uregina.ca)

<https://scholar.google.com/citations?user=QcK8uaEAAAAJ&hl=en&oi=sra>

---



**Thomas Hadjistavropoulos, Ph.D., ABPP, FCAHS, SOM (Saskatchewan) Professor, Research Chair in Aging and Health, Director of the Centre on Aging and Health**

Current research interests include the following: a) Clinical psychology; b) health psychology; c) social influences on pain; d) aging; e) knowledge mobilization using social media platforms; and f) ethics and professional issues in clinical psychology. Clinical interests fall within the areas of adult Cognitive Behaviour Therapy and adult clinical assessment.

**Email:** [Thomas.Hadjistavropoulos@uregina.ca](mailto:Thomas.Hadjistavropoulos@uregina.ca)

<https://scholar.google.com.hk/citations?user=CXLyQtsAAAAJ&hl=en>

---



**Lynn Loutzenhiser, Ph.D. (Saskatchewan), Professor**

Research interests include parenting and health, and on-line interventions for parents of anxious children. Clinical interests include the assessment and treatment of childhood disorders, particularly Autism Spectrum Disorders.

**Email:** [Lynn.Loutzenhiser@uregina.ca](mailto:Lynn.Loutzenhiser@uregina.ca)

Sevigny, P., **Loutzenhiser, L.** & Oriet, C. (2021). Canadian fathers' preferences for support during the transition to fatherhood. *Canadian Journal of Community Mental Health, 40*(2).

McCall, H. \*, Hadjistavropoulos, H.D. & Loutzenhiser, L. (2019). Reconsidering the Ethics of Exclusion Criteria in Research on Digital Mental Health Interventions. *Ethics and Behaviour*. doi: [10.1080/10508422.2019.1684295](https://doi.org/10.1080/10508422.2019.1684295)

Berard, N.,\* Loutzenhiser, L., Sevigny, P.R.\* , Alfano, D. (2017). Executive Function, Social Emotional Learning, and Social Competence in School-Aged Boys with Autism Spectrum Disorder. *Canadian Journal of Psychology, 32*, 265-281.



**Kristi Wright**, Ph.D. (Dalhousie), R. D. Psych, Professor, Director of Clinical Training  
Current research interests include: childhood psychopathology; health anxiety, preoperative anxiety, and chronic health conditions, ehealth interventions.

**Email:** [Kristi.Wright@uregina.ca](mailto:Kristi.Wright@uregina.ca)

<https://scholar.google.com/citations?user=6cMCroEAAAAJ>



**Tamara Williamson**, Ph.D. (Calgary)

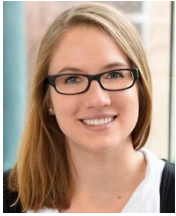
Tamara Williamson is a PhD candidate in Clinical Psychology and Lecturer in the Clinical Psychology Program at the University of Regina. Her PhD research focussed on the design and development of a behavioural weight loss treatment for patients with cardiovascular disease in cardiac rehabilitation. Broadly, her research program focusses on the biobehavioural mechanisms of health and chronic disease, with a particular interest in obesity and cardiovascular disease.

Email: [Tamara.Williamson@uregina.ca](mailto:Tamara.Williamson@uregina.ca)

[https://scholar.google.ca/citations?user=T\\_ORI70AAAAJ&hl=en&oi=ao](https://scholar.google.ca/citations?user=T_ORI70AAAAJ&hl=en&oi=ao)

## Experimental and Applied Psychology Area Faculty

---



**Kaila Bruer, Ph.D. (Regina)** Assistant Professor, Experimental and Applied Graduate Program Coordinator

Dr. Bruer is currently an Assistant Professor of Psychology at Luther College at the University of Regina where she studies factors that facilitate the gathering of reliable evidence from child witnesses, with an emphasis on memory and truthfulness. In her research, she works with children between the ages of 4 through 12 to explore: (a) how police should gather memory evidence from child eyewitnesses; and, (b) the circumstances that impact whether a child will truthfully and completely report an experienced event. **Email:** [Kaila.bruer@uregina.ca](mailto:Kaila.bruer@uregina.ca)

**Website:** <http://uregina.ca/~bruer20k/>

<https://scholar.google.com/citations?hl=en&user=NBnVHlwAAAAJ>



**Richard N. MacLennan, Ph.D. (Western)**, Professor, Statistics Lead for Examination for Professional Practice of Psychology (EPPP)

Psychological measurement and statistics. As Director of the Regina Research Data Centre (RDC), my focus is on using Statistics Canada datasets for psychological research at the national level. In order to do so, my students and I have to employ advanced statistical procedures such as weighting of cases and bootstrap estimation to reduce sampling bias and make the results more representative of the Canadian population.

**Email:** [Richard.Maclennan@uregina.ca](mailto:Richard.Maclennan@uregina.ca)

[https://scholar.google.com/citations?hl=en&view\\_op=list\\_works&gmla=AC6lMd93a2jcox8feIWqfqKQhyWSCkzes-cv\\_xR9SB4VfboyqaJ4qAsJrGXJmMzPdndCoZ-H4x\\_y2Hyi8Ux-w&user=nqTyME0AAAAJ](https://scholar.google.com/citations?hl=en&view_op=list_works&gmla=AC6lMd93a2jcox8feIWqfqKQhyWSCkzes-cv_xR9SB4VfboyqaJ4qAsJrGXJmMzPdndCoZ-H4x_y2Hyi8Ux-w&user=nqTyME0AAAAJ)



**Chris Oriet, Ph.D. (Waterloo)**, Professor and Associate Dean, Faculty of Graduate Studies and Research

Interests focus primarily on the effects of attention and experience on perception and memory, as well as limitations in the allocation of attention across time and space. Current research interests include: 1) face familiarization; 2) statistical summary representations of sets, 3) the relationship between attention and awareness, and 4) methodological issues in eyewitness memory.

**Email:** [Chris.Oriet@uregina.ca](mailto:Chris.Oriet@uregina.ca)

<https://scholar.google.com/citations?user=AJD7Y5kAAAAJ&hl=en&oi=ao>



**Tom Phenix, Ph.D. (Saskatchewan)**, Professor (Campion College, University of Regina), Dean of Campion College

Mathematical cognition; retrieval-induced forgetting; math anxiety

**Email:** [Tom.Phenix@uregina.ca](mailto:Tom.Phenix@uregina.ca)

[https://scholar.google.ca/citations?view\\_op=list\\_works&hl=en&user=vVYF\\_DkAAAAJ](https://scholar.google.ca/citations?view_op=list_works&hl=en&user=vVYF_DkAAAAJ)

**Katherine Robinson, Ph.D. (Alberta)**, Professor (Campion College, University of Regina), Mathematical Cognition Lab and IMPACT Lab, Journal of Experimental Child Psychology, Canadian Journal of Experimental Psychology Editorial Board Member

My primary area is mathematical cognition research with both adults and children. Most of this research focuses on conceptual knowledge of arithmetic. I also conduct collaborative and interdisciplinary research on how poetics and aesthetics affect cognitive processing and on how eye trackers can be used to create artwork for individuals with mobility limitations. My research is funded by NSERC and SSHRC. My labs are equipped with mobile data collection devices including laptops, video cameras, iPads, and portable eye trackers, as well as a Tobii eye-tracker located in the CFI-funded IMPACT (Interactive Media, Poetics, Aesthetics, Cognition, and Technology) Lab.

**Email:** [Katherine.Robinson@uregina.ca](mailto:Katherine.Robinson@uregina.ca)

<https://scholar.google.ca/citations?user=5xHzmhkAAAAJ&hl=en&oi=ao>





**Sarah Sangster**, Ph.D. (Saskatchewan), Assistant Professor, Interim Psychology Undergraduate Coordinator

Research interests include: Experiences in the reproductive health care system and informed reproductive decision making in the contexts of fertility control and infertility, prenatal screening and diagnostic testing, pregnancy and birth, pregnancy termination, and the transition to parenting.

**Email:** Sarah.Sangster@uregina.ca

<https://scholar.google.ca/citations?user=NCU9P1wAAAAJ&hl=en>

---



**Donald A. Sharpe**, Ph.D. (Manitoba), Professor

Current research interests include applications of quantitative approaches (e.g. meta-analysis; structural equation modeling), research methodology, and research ethics.

**Email:** sharped@uregina.ca

<https://scholar.google.com/citations?user=ucEDAXsAAAAJ&hl=en&oi=ao>

---



**Austen Smith**, Ph.D. (Saskatchewan), Assistant Professor

Visuospatial attention, eye tracking, laterality, perceptual asymmetries, aesthetics and art, emotion and the posing bias, driving and navigation, multisensory integration, and body mapping.

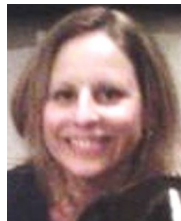
**Email:** Austen.Smith@uregina.ca

Smith, A.K., Sedgewick, J.R., Weiers, B., & Elias, L.J. (2021). Is there an artistry to lighting? The complexity of illuminating three-dimensional artworks. *Psychology of Aesthetics, Creativity, and the Arts*, 15(1), 20–27. <http://dx.doi.org/10.1037/aca0000221>

Smith, A.K., Duerksen, K.N., Gutwin, C., & Elias, L.J. (2020). Lateral biases in aesthetic and spatial location judgments: Differences between tasks and native reading directions. *Laterality*, 25(1), 5–21. <https://doi.org/10.1080/1357650X.2019.1577433>

Flath, M.E., Smith, A.K., & Elias, L.J. (2019). Cultural differences in lateral biases on aesthetic judgments: The effect of native reading direction. *Culture and Brain*, 7, 57–66. <http://dx.doi.org/10.1007/s40167-018-0062-6>

---



**Laurie Sykes Tottenham**, Ph.D. (Saskatchewan), Professor

My research examines individual differences in cognitive, motor, and emotion functions from a neuropsychological perspective. Areas of focus include: laterality, task characteristics, and sex and stress hormones. Research techniques include salivary and urinary enzyme immunoassays (conducted on-site to assess circulating hormone concentrations) and behavioural testing. **Email:**

Laurie.SykesTottenham@uregina.ca

<https://scholar.google.ca/citations?user=7dgt4VEAAAAJ&hl=en&oi=ao>

---



**Susan Yamamoto**, Ph.D. (Carleton), Assistant Professor

Susan completed her graduate training at Carleton University in the experimental forensic psychology program, where she studied jury decision-making. Her current research in the Normative Ethics and Law Lab (NELL) focuses on lay punishment ethics, the insanity defence, and racial/cultural differences in the courtroom. The lab's aim is to better understand basic social processes and help promote fairness in legal and political decisions.

**Email:** [Susan.Yamamoto@uregina.ca](mailto:Susan.Yamamoto@uregina.ca)

Yamamoto, S. & Maeder, E. M., (2021). What's in the box? Punishment and insanity in the Canadian jury deliberation room. *Frontiers in Psychology, Forensic and Legal Psychology*.

<https://doi.org/10.3389/fpsyg.2021.689128>

Yamamoto, S., & Maeder, E. M. (2019). Creating the punishment orientation questionnaire: An item response theory approach. *Personality and Social Psychology Bulletin*, 45 (8),1283-1294

Maeder, E. M., & Yamamoto, S. (2018). Investigating race salience, defendant race, and victim race on mock juror decision-making in Canada. *Justice Quarterly*. <https://doi.org/10.1080/07418825.2018.1460390>

---



Sarah Zanette, Ph.D. (Toronto), Assistant Professor

Dr. Zanette is a developmental psychologist with research interests that lie at the intersections of social, moral, and forensic psychology. Broadly speaking, her research focuses on improving our understanding of childhood deception (i.e., lying and cheating) and applying this knowledge to legal, forensic, clinical, and parenting contexts. Specifically, she investigates questions regarding how children learn to deceive and in what contexts; the social, moral, and cognitive factors associated with lying and cheating in childhood; how children's lies can be reliably detected; and other similar topics.

Email: [Sarah.Zanette@uregina.ca](mailto:Sarah.Zanette@uregina.ca)

<https://scholar.google.ca/citations?user=e4OZ8F8AAAAJ&hl=en&oi=ao>

## PSYCHOLOGY TRAINING CLINIC DIRECTOR

Nicole Faller, Ph.D., R.D.Psych (University of Regina)

## ADJUNCT FACULTY

**Robert Brown**, PhD (Memorial University of Newfoundland)

**Email:** robert.brown@uregina.ca

TM Furlong, LH Corbit, RA Brown, BW Balleine (2018). Methamphetamine promotes habitual action and alters the density of striatal glutamate receptor and vesicular proteins in dorsal striatum. *Addiction Biology* 23(3):857-867

Selective wheat germ agglutinin (WGA) uptake in the hippocampus from the locus coeruleus of dopamine- $\beta$ -hydroxylase-WGA transgenic mice. SG Walling, RAM Brown, N Miyasaka, Y Yoshihara, CW Harley (2012). *Frontiers in behavioral neuroscience* 6, 23

Acquisition and performance of goal-directed instrumental actions depends on ERK signaling in distinct regions of dorsal striatum in rats. MW Shiflett, RA Brown, BW Balleine (2010). *Journal of Neuroscience* 30 (8), 2951-2959

**Bridget Klest**, Ph.D. (Oregon), Associate Professor

**Email:** Bridget.Klest@uregina.ca

Kokokyi, S., Klest, B., & Anstey, H. (2021). A patient-oriented research approach to assessing patients' and primary care physicians' opinions on trauma-informed care. *PLoS one*, 16(7), e0254266.

Klest, B., Smith, C. P., May, C., McCall-Hosenfeld, J., & Tamaian, A. (2020). COVID-19 has united patients and providers against institutional betrayal in health care: A battle to be heard, believed, and protected. *Psychological Trauma: Theory, Research, Practice, and Policy*, 12(S1), S159.

Lett, K., Tamaian, A., & Klest, B. (2020). Impact of ableist microaggressions on university students with self-identified disabilities. *Disability & Society*, 35(9), 1441-1456.

**Gregory Kratzig**, Ph.D. (Director Research and Strategic Partnerships/Directeur recherche et partenariats stratégiques, RCMP Depot Division/Ecole de la GRC Division Dépôt)

**Email:** Greg.kratzig@uregina.ca

Carleton, R. N., Krätzig, G. P., Sauer-Zavala, S., Neary, J. P., Lix, L. M., Fletcher, A. J., Afifi, T. O., Brunet, A., Martin, R., Hamelin, K., Teckchandani, T., Jamshidi, L., Gerhard, D., McCarron, M., Hoeber, O., Jones, N., Stewart, S. H., Keane, T. M., Sareen, J., Dobson, K., & Asmundson, G. J. G. (submitted). The Royal Canadian Mounted Police (RCMP) Study: Protocol for a Prospective Investigation of Mental Health Risk and Resiliency Factors. *Health Promotion and Chronic Disease Prevention in Canada: Research, Policy and Practice*.

Kratzig, G. P., & Arbuthnott, K. A., (submitted). Skills Transferability and Retention: An Investigation into the Efficacy of Training and Testing in a Synthetic Firearms Environment. *Journal of Psychology: Applied*.

Krätzig, G. P., (2014). Pistol skill acquisition and retention: A 3-year longitudinal study. *Interservice/Industry Training, Simulation, and Education Conference (I/ITSEC)*. 1-10 (Second Place for Best Paper).

**Jeff Loucks**, Ph.D. (Oregon), Associate Professor

Loucks, J., Reise, B., Gahite, R., & Fleming, S. (2023). Animate monitoring is not uniform: Implications for the animate monitoring hypothesis. *Frontiers in Psychology*, 14.

Loucks, J., Verrett, K., & Reise, B. (2020). Animates engender robust memory representations in adults and young children. *Cognition*, 201, 104284.

Loucks, J. & Price, H. L. (2019). Memory for temporal order in action is slow developing, sensitive to deviant input, and supported by foundational cognitive processes. *Developmental Psychology*, 55, 263-273.

**Heather Price**, Ph.D. (Thompson Rivers University)

**Email:** hprice@tru.ca

Price, H. L., & Evans, A. D. (2021). With support, children can accurately sequence within-event components. *Applied Cognitive Psychology*. Advanced online publication.

Price, H. L., Bruer, K. C., & Atkins, M. C. (2020). Using machine learning analyses to explore relations between eyewitness lineup looking behaviors and suspect guilt. *Law and Human Behavior*, 44, 223-237.

Evans, A. D., Dykstra, V. W., Bruer, K. C., & Price, H. L. (2021). Lying to conceal a group transgression in middle- to late- childhood. *Merrill-Palmer Quarterly*, 67, 75-93.

**Michelle C.E. McCarron, Ph.D. (Saskatchewan Health Authority)**

**Email:** Michelle.McCarron@uregina.ca or Michelle.McCarron@saskhealthauthority.ca

Carleton, R. N., Korol, S., Wagner, J., Horswill, S., Mantesso, J., Neary, J. P., Luhanga, F., Arvidson, S., McCarron, M., Hozempa, K., Harenberg, S., Donnelley, G., & Lyster, K. (2019). A prospective assessment of PTSD symptoms using analogue trauma training with nursing students. *Canadian Journal of Behavioural Science*, 51(3), 181-191. <https://doi.org/10.1037/cbs0000127>

Harenberg, S., McCarron, M. C. E., Carleton, R. N., O'Malley, T., & Ross, T. (2018). Experiences of trauma, depression, anxiety, and stress in Western-Canadian HEMS Personnel. *Journal of Community Safety & Well-Being*, 3(2) 18-21. <https://doi.org/10.35502/jcswb.62>

Paluck, E., McCarron, M. C. E., Pandey, M. & Banka, D. (2017). An innovative service collaboration to reduce criminal recidivism for inmates with severe addictions. *Journal of Community Safety & Well-Being*, 2(2), 66-70. <https://doi.org/10.35502/jcswb.43>

**Jennifer McConnell-Nzunga, Ph.D. (Statistics Canada)**

**Email:** jsmcconnell12@gmail.com

McConnell-Nzunga, J., Mâsse, L. C., Buckler, E. J., Carson, V., Faulkner, G. E., Lau, E. Y., McKay, H. A., Temple, V. A., Wolfenden, L., Naylor, P. J. (2020). Prevalence and relationships among physical activity policy, environment, and practices in licensed childcare centers from a manager and staff perspective. *International Journal of Environmental Research and Public Health*, 17(3), 1064.2.

McConnell-Nzunga, J., Naylor, P.J., Macdonald, H., Rhodes, R., Hofer, S., McKay, H. (2020). Body fat accrual trajectories for a sample of Asian- and Caucasian-Canadian children and youth: A longitudinal DXA-based study. *Pediatric Obesity*, 15 (1), e12570. 3.

McConnell-Nzunga, J., Naylor, P.J., Macdonald, H., Rhodes, R., Hofer, S., McKay, H. (2018). Classification of obesity varies between measures of BMI and direct measures of body fat in boys and girls of Asian and European ancestry. *Measurement in Physical Education and Exercise Science*, 1-13.

**Lloyd Robertson**

**Email:** lhrobertson@sasktel.net

Robertson, L. H. (2020). *The Evolved Self: Mapping an understanding of who we are*. University of Ottawa Press.

Robertson, L. H. (2021). *The Medicine Wheel Revisited: Reflections on Indigenization in Counseling and Education*. *SAGE Open*, 11(2), 1-11. <https://doi.org/10.1177/21582440211015202>

Robertson, L. H., Robertson, T. J., & Robertson, D. T. (2020). The opened mind: An application of the historical concept of openness to education. In D. Conrad & P. Prinsloo (Eds.), *Opening education: Theory and practice* (pp. 26-46). Brill. <https://doi.org/10.1163/9789004422988>

**Sandeep Mishra, Ph.D. (University of Guelph)**

**Email:** sandeep.mishra@uoguelph.ca.

Mishra, S., Barclay, P., & Sparks, A. (2017). The relative state model: Integrating need-based and ability-based pathways to risk-taking. *Personality and Social Psychology Review*, 21, 176–198.

Mishra, S., & Novakowski, D. (2016). Personal relative deprivation and risk: An examination of individual differences in personality, attitudes, and behavioral outcomes. *Personality and Individual Differences*, 90, 22–26.

Mishra, S., & Carleton, R. N. (2015). Subjective relative deprivation is associated with poorer physical and mental health. *Social Science & Medicine*, 147, 144–149.

**Jennifer St. Onge**, Ph.D. (independent consultant)

**Email:** stonge2j@gmail.com

Harenberg, S., St. Onge, J., Robinson, J., Omorowa, E., Feinstein, A., Dorsch, K., Kakar, R., Abdulhakim, R., Rehman, Z., Shawush, M., & Pillay, V. (2020). The effectiveness of 3-dimensional multiple object tracking in Patients with Multiple Sclerosis – A pilot trial. *International Journal of MS Care*. <https://doi.org/10.7224/1537-2073.2020-007>

Harenberg, S., St. Onge, J. R., Robinson, J., Eguakun, O., Lavoie, A., Dorsch, K., Kakar, R. S., & Dehghani, P. (2020). Assessing postoperative cognitive dysfunction using 3D multiple object tracking in open heart surgery patients. *Technology & Disability*, 32(2): 123-128.

St.Onge, J.R., Stephenson, R., Senthil Kumar, B. (2016). Validation of the FRIENDS Anxiety Prevention Program for Children in Canada. *Canadian Journal of Community Mental Health*, 35 (3): 1-24.

**Jamie Williams**, Ph.D., R.D.Psych.

**Email:** Jaime.Williams@uregina.ca

Williams, J., Hadjistavropoulos, T., Ghandehari, O. O., Malloy, D. C., Hunter, P. V., Martin, R. R. (2016). Resilience and organizational empowerment among long-term care nurses: Effects on patient care and absenteeism. *Journal of Nursing Management*, 24, 300-308.

Williams, J. & Richmond, C. (2015). Cross-cultural issues in health psychology (pp.296-314). In T. Hadjistavropoulos & H. Hadjistavropoulos (Eds.), *Fundamentals of health psychology*. Don Mills, Ontario: Oxford University Press.

Williams, J., Hadjistavropoulos, T., Ghandehari, O. O., Yao, X., & Lix, L. (2015). An evaluation of a person-centred care program for long-term care facilities. *Ageing & Society*, 35, 457-488.

**Katherine Owens**, Ph.D., R.D.Psych.

**Email:** katherine@theowensgroup.ca

[Peynenburg, V., Wilhelms, A., Sapkota, R., Owens, K.M.B., Titov, N., Dear, B., & Hadjistavropoulos, H. \(2022\). Understanding Client Difficulties in Transdiagnostic Cognitive Behaviour Therapy: A Qualitative Analysis of Homework Reflections. \*Journal of Clinical Medicine\*, July 21, 2022: DOI: 10.3390/jcm11144226.](#)

[Hadjistavropoulos, H., Peynenburg, V., Thiessen, D.L., Nugent, M.M., Adlam K., Owens, K.M.B., Karin, E., Dear, B. F., Titov N. \(2020\). A Pragmatic Factorial Randomized Controlled Trial of Transdiagnostic Internet-Delivered Cognitive Behavioural Therapy: Exploring Benefits of Homework Reflection Questionnaires and Twice-Weekly Therapist Support. \*Internet Interventions\*, Dec 1; 22:100357.](#)

[Hadjistavropoulos, H., Williams, J., Adlam, K., Spice, K, Nugent, M., Owens, K.M., Dear, B., & Titovh, N. \(2020\). Audit and Feedback of Therapist-Assisted Internet-delivered Cognitive Behavior Therapy within Routine Care: A Quality Improvement Case Study. \*Internet Interventions\*, 20, 100309.](#)

## Associate Members

Kim Dorsch, Ph.D. (Kinesiology and Health Studies, University of Regina)

**Erica Carleton**, Ph.D. (Associate Professor, Leadership, Hill and Levene Schools of Business, University of Regina)

**Email:** [Erica.Carleton@uregina.ca](mailto:Erica.Carleton@uregina.ca)

Ortynsky, M.\* , Walsh, M. M., Carleton, E. L., Ziemer, J.\* , & Hundseth, A.\* (2023). Leaders' emotional labour and abusive supervision: The moderating role of mindfulness. *Stress and Health*. (IF= 4.1; ABS= 2; ABDC= A

Walsh, M. M., Carleton, E. L., Hancock, A. J., & Arnold, K. A. (2022). Mindfulness and stereotype threat in social media: Unexpected effects for women's leadership aspirations. *Gender in Management: An International Journal*, 37(4), 535–548. (IF= 3.337; ABS= 1; ABDC= C)

Carleton, E. L., & Barling, J. (2020). Indirect effects of obstructive sleep apnea treatments on work withdrawal: A quasi-experimental treatment outcome study. *Journal of Occupational Health Psychology* 25, 426–438. (IF= 7.7; ABS= 4; ABDC= A)PI

## Professional Associates

Amy Janzen Claude, Ph.D. (Mental Health Services, Regina Qu'Appelle Health Region)

## Professors Emeriti

Dennis P. Alfano, Ph.D.

Siu Chow, Ph.D.

Robert Moore, Ph.D.

Joan Roy, Ph.D.

William E. Smythe, Ph.D.

William Wynn, Ph.D.

## Recent Graduate Theses and Dissertations

### Ph.D.

Edmonds, M. (2023). Treating comorbid insomnia in patients receiving Transdiagnostic Internet-delivered Cognitive Behaviour Therapy

for anxiety and depression: A randomized controlled trial

Boughner, E. (2023). Institutional betrayal and trauma in child welfare workers in Canada

Peynenburg, V. (2022). Examining Motivational Interviewing and Booster Sessions in Internet delivered Cognitive Behaviour Therapy for Post-Secondary Students: An Implementation Trial

Audette, K. (2021). Children and the Law: How Does Early Contact with Law Enforcement Predict Severity and Frequency of Offending Later in Life?

Browne, M. (2021). Observers' Misperception of Pain In Older Adults With Dementia.

Faller, Y. (2021). A Randomized Controlled Trial of an Online Psychoeducation Course for Improving Knowledge and Access to Mental Health Accommodations

Gallant, N. (2021). Facilitators and Barriers to Technology Adoption: An Automated Pain Detection System for Long-Term Care.

Grummisch, J. (2021). Estrogen and Cognitive Functioning in the Menopause Transition.

Korol, S. (2021). Investigating the Relationship Between Problematic Smartphone Use, Intolerance of Uncertainty, and Mindfulness.

Mason, J. (2021). Can Cognitive Behavioural Techniques Reduce Exercise Anxiety and Improve Adherence to a Resistance Training Program for People with Anxiety-Related Disorders? A Randomized Controlled Trial

Mazenc, K. (2021). An Investigation of Engagement in Parent-Administered, Internetdelivered Cognitive Behaviour Therapy for Childhood Anxiety: Intervention Usage and Subjective Experience.

Peynenburg, V. (2021). Examining Motivational Interviewing and Booster Sessions in Internet-Delivered Cognitive Behaviour Therapy for Postsecondary Students: An Implementation Trial.

Suchan, V. (2021). Examining The Acceptability and Effectiveness of Transdiagnostic, Internet-Delivered Cognitive Behaviour Therapy for Symptoms of Postpartum Anxiety And Depression: A Randomized Controlled Trial.

Kokokyi, S. (2020). A Patient Oriented Research Approach to Assessing Patients' and Primary Care Physicians' Opinions on Trauma-Informed Care in Primary Care in Canada

Shackleton, D. (2020). Age Differences in Pain Responses.

Soucy, J. (2020). Online Motivational Interviewing for Enhancing Internet-Delivered Cognitive Behaviour Therapy: A Randomized Controlled Trial. Wuerch, M. (2020). Intimate Partner Violence in Rural and Northern Communities: A Canadian Perspective.

Price, J. A. B. (2019). Children's Mathematics Anxiety and Their Arithmetic Fluency: How Do Teachers and Parents Pay a Role in Their Development?

Tamaian, A. (2019). Individual Factors and Patient Appraisal of Betrayal in the Medical System.

Teale Sapach, M. (2019). Self-Compassion Training for Individuals with Social Anxiety Disorder: A Randomized Controlled Trail.

Thorisdottir, A. (2019). Internet-Delivered Cognitive Processing Therapy for Individuals with a History of Bullying Victimization: A Randomized Controlled Trial.

Schneider, L. H. (2019). Efficacy of Internet-Delivered Cognitive Behavioural Therapy Following an Acute Coronary Event: A Randomized Controlled Trial.

Welch, P. G. (2019). Investigating the Effects of Task Characteristics and Educational Interventions on Intuitive Statistical Biases.

Barefoot, C. (2018). A Meta-Analysis of Neuropsychological Outcomes of the Frontal Lobe Following Chemotherapy.

Dirkse, D.A. (2018). A Randomized Non-inferiority Trial of Technician-Guided and Self-Guided Transdiagnostic Internet Delivered Cognitive Behaviour Therapy for Cancer Survivors: Making Treatment Scalable

Ghandehari, O. G. (2018). Exploring the Relationship Between Pain and Emotion Regulation in Older Adults.

Hampton, A.J.D. (2018). Contextual Influences in Decoding Pain Expressions: Effects of Patient Age, Informational Priming, and Observer Characteristics.

Reiser, Sarah. (2018). Examining Health Anxiety and Anxiety About Fetal Health During Pregnancy.

Bruer, K.C. (2017). A Repeated Forced-choice Lineup Procedure: Examining the Impact on Child and Adult Eyewitnesses.

Duranceau, S. (2017). Mental Health Care Seeking in the Canadian Armed Forces Post-Afghanistan: Can Social Support and Paraprofessional Initiatives Help Increase Access to Care?

Hatin, B.D.M. (2017). That's Just Your Point of View: How Visuospatial Biases and Functional Lateralization Influence the Way We Perceive the World.

Horswill, S.C. (2017). Exploring Police Officers' Susceptibility to Posttraumatic Stress and Growth After Trauma.

LeBouthillier, D.M. (2017). The Efficacy of Aerobic Exercise and Resistance Training for Anxiety-Related Disorders and Constructs: A randomized Controlled Trial.

Parkerson, H. (2017). A Pilot Test of an Internet-Based Smoking Cessation Intervention: Outcomes Across Chronic Pain and Pain-Free.

Walker, K. (2017). Randomized Control Trial on the Efficacy of Parent-Directed Presurgery Shaping and Exposure to Anesthetic Mask for Prevention of Preoperative Anxiety in Children.

Delparte, C.A. (2016). Development and Effectiveness of a Brief Dialectical Behavior Therapy skills training group for Bariatric Patients.

Drost, C. (2016). Exploring Therapist Behaviours in Therapist-Assisted Internet-Delivered Cognitive Behavioural Therapy for Generalized Anxiety Disorder: A Mixed Methods Analysis.

Gagnon, M. (2016). Pain Communication in Couples with Chronic Pain.

Kratzig, G.P. (2016). Skill retention: A test of the effects of overlearning and skill retention interval on maintenance of infrequently used complex skills.

Mustafaeva, S. (2016). The Cultural Shaping of Depression: A Qualitative Investigation into Afghan Women's Perspectives on Depression.

McMillan, K. (2016). Comorbidity of Posttraumatic Stress Disorder and Social Anxiety Disorder: Implications for Diagnosis and Treatment.

Zorn, K. (2016). The Impact of Intimate Partner Stalking on Women Targets: A Narrative Inquiry Analysis.

Dhillon, J. (2015). Stereotypes and Perceptions of Child Witness Credibility

Friesen, L.N. (2015). A Randomized Controlled Trial of Internet-Delivered Cognitive Behaviour Therapy for Individuals with Fibromyalgia.

Gelinas, B.L. (2015). Recovery from Deliberate Self-Harm Perspectives from Those Who Have Survived and From Those Who Have Helped.

Abrams, M.P. (2014). Clarifying the Nature of Pain-Related Anxiety: Implications for Assessment and Treatment of Chronic Musculoskeletal Pain

Alberts, N.M. (2014). Transdiagnostic Internet-Delivered Cognitive-Behaviour Therapy for Recent Cancer Survivors: A Feasibility Trial and Examination of Clinician Perspectives.

Eritz, H.S. (2014). Life History, Nurse Empathy, and Aggressive Behaviours in Individuals with Dementia.

Fitzgerald, R.J. (2014). Lineup Composition Effects on Eyewitness Identification.

Jones, S.L. (2014). An Efficacy Trial of Therapist-Assisted Internet-Delivered Cognitive-Behaviour Therapy for Older Adults with Generalized Anxiety.

Makelki, M.C. (2014). Long-term Neuropsychological and Psychosocial Consequences of Pediatric Mild Traumatic Brain Injury.



## Master's

Rachor, G. (2023). Psychological responses to COVID-19 and predictors of functional impairment among individuals living with chronic pain: A web-based population representation survey

Halleran, M. (2023). Mindful self-compassion (MSC) as an intervention for infertility related distress: A pilot self-help version of MSC

Bueno, C. (2023). Efficacy of a brief online mindfulness and self-compassion intervention (Mind-OP+) to increase connectedness: Randomized controlled trial

Avey, M. (2022). Differences in Psychological Outcomes Associated With Institutional Betrayal.

Beck, C. (2022). A usability study of Internet-delivered cognitive behaviour therapy and resource tailored to agricultural producers.

Binnendyk, J. (2022). Why do People Self-Censor on Social Media? A Metacognitive Approach.

Castillo, L. (2022). Systematic Evaluation of Mobile Applications for Informal Caregivers of People Living With Dementia.

Corpuz, R. (2022). The Relationship Between Predicted and Observed Accuracy When Learning A New Face.

Fogg, C. (2022). Relative State and Decision-Making Under Risk.

Halleran, M. (2022). Mindful Self-Compassion (Msc) as an Intervention for Infertility Related Distress: A Pilot Self-Help Version of Msc.

Landry, C. (2022). Shifting Focus: Feasibility of Online Mindfulness Meditations as an Adjunct to Tailored Internet-Delivered Cognitive Behaviour Therapy for Public Safety Personnel.

Rachor, G. (2022). Psychological Responses to Covid-19 and Predictors of Functional Impairment Among Individuals Living With Chronic Pain: A Web-Based Population Representative Survey.

Shields, R. (2022). Detailed Item Analyses of the Posttraumatic Stress Disorder Checklist for Dsm-5 (Pcl-5): Use in Public Safety Personnel.

Stewart, S. (2022). Climate Change Denial and Associated Characteristics in Saskatchewan Agricultural Producers.

Tran, V. (2022). Systematic Implementation and Evaluation of an App-Based Community Platform for Assessing Pain in Long-Term Care Facilities.

Trott, K. (2022). Examining the Effects of Legal Articulation in Memory Accuracy.

Ziemer, J. (2022). The Effects of Chronic Stress on Allocentric Versus Egocentric Spatial Memory.

Adams, A. (2021). Metamemory And Lineup Selection: Can Children's Metacognitive Beliefs Influence Lineup Selection?

Caissie, D. (2021). Exploring Adaptive Functioning and Sleep Quality in Children With Congenital Heart Disease.

Deminchuk, J. (2021). An Empirical Test of the Relative State Model with Texas Holdem Poker Scenarios

Koca, Y. (2021). Statistical Summary Representations in Identity Learning: Exemplar-Independent Incidental Recognition

Anghem, A. (2020). "Suck It Up, Buttercup": The Role of Gender In The Mental Health of Police Officers.

Balsom, A. (2020). Distress and Coping Among Infertile Women Attempting to Conceive Naturally.

Del Rosario, N. (2020). Do You Mind? Examining Public Perceptions of Mindfulness-Based Programs.

DeLucry, K. (2020). Exploring Parental Intentions To Engage In A Parent-Administered Internet Cognitive Behavioural Therapy Program.

McCall, H. (2020). Does Persuasive Design Predict Efficacy in Unguided ICBT? A Meta-Regression Analysis.

Paluszek, M. (2020). The Role of Anxiety Sensitivity and Disgust on Facets of Covid-19-Related Anxiety.

Shivak, S. (2020). A Qualitative Exploration of the Information and Service Needs of Youth Siblings of Individuals with Cystic Fibrosis.

Anstey, H. (2019). "So What Happened To You?" A Pilot Study Examining the Impact of Ableist Microaggressions.

Buchko, D. (2019). The Roles of Language in Childrens Snake Aversion and Categorization.

Chahar Mahali, S. (2019). Burnout and Mental Well-Being in Higher Education: Investigating the Impact of Multicultural Efficacy.

Hahn, I. (2019). Are you Certain it is that bad?

Examining the Role of Intolerance of Uncertainty in the Experience of Pain.

Iskric, A.J. (2019). The Impact of Cognitive Distortions on Negative Social Comparisons and Depressive Symptoms: Six-Month Longitudinal Study.

Krakauer, R.L. (2019). Does Exercise Prevent Exacerbation of Anxiety-Related Vulnerability Factors Following An Analogue Stressor: A Randomized Controlled Trial.

MacIntyre, A.A. (2019). A Pain Self-Management Program for Older Adults: Online vs. Workbook Delivery.

Peay, V.A. (2019). Perceptions of and Preference for Internet-Delivered Cognitive Behaviour Therapy among Post-Secondary Students.

Power, H.A. (2019). Informing the Development of An Internet-Delivered Mental Health Program for Youth With Cystic Fibrosis: A Qualitative Study.

Rafaie, N. (2019). Experimentally Testing the Three-Factor Structure of Socio-Emotional Comparisons.

Stopyn, R. (2019). Facial Cues of Pain in Older Adults: Predicting the Accuracy of Observer Pain Ratings.

Wuth, A.A. (2019). From the Distal to the Proximate: Exploring Social Cognitions in Risk-Taking.

Edmonds, M.R. (2018). Can Patient Characteristics at Intake Predict Patient Response to Therapist-Assisted, Transdiagnostic Internet-delivered Cognitive Behavioural Therapy?

Ethier, A.E. (2018). The Influence of Hormonal Fluctuation on Stress-Induced Smoking Cravings in Women.

Gonzales, J.D. (2018). Strategic Risk-Taking in the National Football League: a Multi-Level Model Analysis of the Relative State Model.

Owens, V. (2018). Examining Change in Health Anxiety Symptoms Resulting from Transdiagnostic, Internet-Delivered Cognitive Behaviour Therapy: The Impact of Therapist Support.

Mason, J. (2018). A Single Bout of Sprint Interval Training or Continuous Moderate Intensity Training for Reducing Anxiety Sensitivity: A Randomized Controlled Trial

Novakowski, D. (2018). Embodied Capital, Envy, and Relative Deprivation.

Vig, K.D. (2018). An Investigation of the Associations Between Intolerance of Uncertainty, Attentional Network Functioning, and Attentional Bias for Uncertainty.

Yu, K.T. (2018). Cross-Cultural Examination of the Cognitive Theory of Depression Among Individuals of Chinese.

Faller, Y.N. (2017). Qualitative Examination of Mental Health Disclosure in the Workplace.

Mazenc, K. (2017). Internet-Delivered Exposure Therapy Training for Parents of Children with Anxiety: Therapist and Parent Perceptions of Usability.

Ammaturo, D. (2016). Use of the Pain Assessment Checklist for Seniors with Limited Ability to Communicate-II (Pacslac-II) by People Who are not health professionals

D'Ambrosio C. (2016). The Therapeutic Benefit of Expressive Writing for Posttraumatic Symptoms: A Randomized Controlled Trial of Emotional Moderators and Writing Modality.

Gallant, N. (2016). Experiencing Pain Alone and in the Presence of Others: A Study of Older Adults.

Ivens, S. (2016). Fatigue In Parents Of Children With Autism Spectrum Disorder: The Role of Parental and Child Factors for Mothers and Fathers.

Kokoyi, S. (2016). A Qualitative Exploration of Doctor-Patient Relationship Experiences in Trauma Survivors and Primary Care Physicians.

Price, J. (2016). Children's Mathematics Anxiety and its Effect on Their Conceptual Understanding of Arithmetic and their Arithmetic.

Soltani, S. (2016). The Impact of Intolerance of Uncertainty and Social Threat on Decision-Making in Socially Anxious Individuals.

Soucy, J. (2016). Treatment Acceptability and Preference among Primary Care Patients Experiencing Severe Health Anxiety: The Role of Internet-Delivered Cognitive Behaviour Therapy.

Summerfield, T. (2016). Police Decision-Making: The Impact of Choice on Use-of-Force Decisions.

Wallace, J. (2016). Beliefs about the Healthfulness of Common Foods.

## **APPENDIX**

Clinical Psychology Program  
Department of Psychology  
University of Regina

September 2023 to August 2024 Program Review

Kristi D. Wright, Ph.D., R. D. Psych

Director of Clinical Training

## Overview of Review

CPA encourages us to evaluate our program on a regular basis. The purpose of this report is to provide an overview of various goals, objectives and outcomes of the Clinical Psychology Program. Please send comments and feedback to [kristi.wright@uregina.ca](mailto:kristi.wright@uregina.ca). Please see full Public Disclosure tables on our website.

## Research

**Research Goals:** We strive to prepare students to have an understanding and respect for both basic and applied research. We subscribe to the views that the clinical scientist, who is competently trained in practice, makes the most significant contributions to clinical research; and the practitioner, who is familiar with the body of basic and applied research, and, who can critically evaluate research findings makes the soundest contributions to society and the profession.

**Research Objectives:** To meet the above goals, students: 1) take courses in research methods and statistics and gain experience in program evaluation; 2) take clinical courses that incorporate research literature; 3) complete an Master’s thesis and Ph.D. dissertation; and 4) participate in faculty research projects.

**Outcomes:** The following are some indicators that represent how we are doing in this area:

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Students with at least one conference presentation	86%	75%	80%	53%	57%	67%	70%	85%
Students with at least one refereed publication	66%	56%	62%	63%	80%	81%	84%	76%
Students holding RA positions*	53%	36%	31%	47%	54%	36%	66%	63%
Students with major external funding*, **	47%	42%	40%	50%	69%	61%	62%	75%
Students with Faculty of Graduate Studies & Research(FGSR) funding*	93%	75%	66%	73%	69%	50%	69%	51%

\* excludes students who are on or have completed the predoctoral residency

\*\*includes both tri-council funding and other major external funding

## Clinical Practice

**Clinical Practice Goals:** Students will be trained to be competent in assessment, diagnosis, and intervention. In each area, students will gain competency in the development and maintenance of interpersonal relationships, including competency in working with diverse groups. It is recognized, however, that the field of clinical psychology is diverse and no single practitioner can master all areas. Students will be taught to recognize their skills and when appropriate refer to colleagues who have the requisite skills.

**Clinical Practice Objectives:** Students will meet the clinical goals by: 1) completing course work in psychopathology, assessment and interventions exposing students to more than one theoretical orientation and skills for working with both adults and children and diverse populations; 2) carrying out at least 2700 hours of clinical training under supervision; and 3) completing comprehensive exams that require an oral case presentation, a review paper on a clinical topic, and an ethics oral exam.

**Outcomes:** Some indicators of our success in this area are:

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Percentage Students Matched for Residency (includes those matched through Phase II)	100%	100%	100%	100%	100%	100%	80%	100%
Mean Practicum Hours on AAPI -Assessment & Intervention	643	620	774.8	561	589	505	614	616
-Supervision	323	320	370	313	376	315	333	417
-Support	2047	1135	1043.8	994	1024	989	1130	1260
Mean Total Hours	2047	2,075	2,189	1,868	1,989	1,809	2,077	2,293
Stipend	\$30464	\$35237	\$37874	\$35742	\$36725	\$35166	\$35875	\$43936

Predoctoral Residency Sites	
2024-2025	<ul style="list-style-type: none"> <li><input type="checkbox"/> Alberta Children's Hospital, Calgary, AB</li> <li><input type="checkbox"/> Kingston Internship Consortium, Kingston, ON</li> <li><input type="checkbox"/> NL Health Services, St. John's, NL</li> <li><input type="checkbox"/> IWK Health, Halifax, NS</li> <li><input type="checkbox"/> Calgary Clinical Psychology Residency, Calgary, AB</li> </ul>
2023-2024	<ul style="list-style-type: none"> <li><input type="checkbox"/> Horizon Health NB, Fredericton, NB</li> <li><input type="checkbox"/> Halifax Clinical Psychology Residency Program, Halifax, NS</li> <li><input type="checkbox"/> Northern Ontario Psychology Internship Consortium, Thunder Bay, ON</li> <li><input type="checkbox"/> Student Wellness and Counselling Centre, Memorial University of Newfoundland, St. John's, NL</li> </ul>
2022-2023	<ul style="list-style-type: none"> <li><input type="checkbox"/> SHA Regina Clinical Psychology, Regina SK</li> <li><input type="checkbox"/> University of British Columbia Counselling Services Vancouver, BC</li> <li><input type="checkbox"/> Rachel Sharp Healthcare San Diego, CA Psychology Internship</li> </ul>
2021-2022	<ul style="list-style-type: none"> <li><input type="checkbox"/> University of Ottawa, Centre for Psychological Service, Ottawa, ON</li> <li><input type="checkbox"/> Royal Ottawa Health Care Group, Ottawa, ON</li> <li><input type="checkbox"/> Memorial University of Newfoundland, Student Wellness and Counselling Centre, St. John's NL</li> </ul>
2020-2021	<ul style="list-style-type: none"> <li><input type="checkbox"/> Northern Ontario Psychology Internship Consortium, Thunder Bay, ON</li> <li><input type="checkbox"/> Vancouver Coastal Health Vancouver, BC</li> <li><input type="checkbox"/> Royal Ottawa Health Care Group, Ottawa, ON</li> <li><input type="checkbox"/> University of Manitoba Clinical Health, Winnipeg, MB</li> <li><input type="checkbox"/> London Clinical Psychology Consortium, London, ON</li> <li><input type="checkbox"/> Kingston Internship Consortium, Kingston ON</li> <li><input type="checkbox"/> SHA Regina Clinical Psychology, Regina SK</li> </ul>

2019-2020	<input type="checkbox"/> University of Manitoba Clinical Health <input type="checkbox"/> London Clinical Psychology Consortium, London, ON <input type="checkbox"/> The Ottawa Hospital, Ottawa, ON <input type="checkbox"/> Waterloo Region Psychology Consortium <input type="checkbox"/> Edmonton Consortium, Edmonton, AB <input type="checkbox"/> Saskatoon Health Region, Saskatoon, SK
2018-2019	<input type="checkbox"/> University of Manitoba Clinical Health <input type="checkbox"/> Nova Scotia Health Authority - Annapolis Valley <input type="checkbox"/> University of Ottawa, Centre for Psychological Service <input type="checkbox"/> Royal Ottawa Health Care Group <input type="checkbox"/> Saskatoon Health Region, Saskatoon, SK
2017-2018	<input type="checkbox"/> University of Manitoba Clinical Health <input type="checkbox"/> Psychology Internship-ROMHC Site, Ottawa, ON <input type="checkbox"/> Nova Scotia Capital District Mental Health Internship <input type="checkbox"/> Regina Qu'Appelle Health Region (primary rotation: WRC Children's Program)
2016-2017	<input type="checkbox"/> Northern Ontario Psychology Internship Consortium, Thunder Bay, ON <input type="checkbox"/> Calgary Clinical Psychology Program, Calgary AB <input type="checkbox"/> Vancouver Coast, Vancouver, BC <input type="checkbox"/> London Clinical Psychology Consortium, London, ON

## Knowledge

**Knowledge Goals:** Students will gain a working understanding of biological, social, cognitive and affective bases of behaviour as well as individual differences, statistics and research methods. A more thorough knowledge of personality, psychopathology, assessment, diagnostics, intervention, ethics and professional behaviour will be obtained.

**Knowledge Objectives:** To meet the knowledge goals students: 1) complete course work at the graduate level in all of the above areas, 2) gain knowledge through clinical experiences, and 3) complete comprehensive exams.

**Outcomes:** Indicators of success are reflected in completion of the indices outlined above.

## Ethics and Professional Conduct

**Ethics and Professional Conduct Goals:** Students will be prepared to be ethical and professional in their research, clinical, and teaching activities, and sensitive to issues of racial and cultural diversity and individual differences.

**Ethics and Professional Conduct Objective:** To meet the ethical goals of our program, students: 1) take a course in professional ethics, 2) are exposed to diverse clients at clinical training sites (over 2700 hours of clinical training), 3) complete an oral ethics exam as part of the comprehensive examination process, and 4) apply for ethics approval for Master's and Ph.D. research.

**Outcomes:** Indicators of success are reflected in completion of the indices outlined above.

## Leadership

**Leadership Goals:** Students will gain experiences that prepare them to take leadership roles and contribute to psychology as a profession.

**Leadership Objectives:** Students complete a seminar in professional issues at the PhD level and are encouraged to: 1) present and publish their work, 2) attend professional seminars and conferences when possible; 3) gain experience in supervision of junior students; 4) obtain experience as teaching assistants or sessional instructors; 5) be active in the department and the PGSA and the community, and 6) be members of the Canadian Psychological Association or other professional organizations.

**Outcomes:** The following are some indicators that represent how we are doing in this area:

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Conference Presentations	86%	75%	80%	53%	57%	67%	75%	85%
Publications	66%	56%	62%	62%	62%	50%	63%	76%
TA/Sessional Positions	75%	69%	54%	56%	69%	53%	59%	65%
Professional Org Membership	94%	81%	87%	90%	97%	92%	94%	94%
Additional Workshops	71%	69%	82%	53%	92%	47%	97%	71%

\* excludes students who are on or have completed the predoctoral residency

### Sample Positions after Graduation

- Assistant Professor, Memorial University, St. John’s, NL
- Assistant Professor, University of Saskatchewan, Saskatoon, SK
- Canada Research Chair, Concordia University, Montreal
- Psychologist, Child and Youth Services, Regina, SK
- Assistant Professor, Department of Psychology, University of Regina, Regina, SK
- Psychologist, Acute Care, Waterford Hospital, St. John’s, NL
- Psychologist, Functional Rehab Program, Regina, SK
- Assistant Professor, Department of Clinical Health Psychology, University of Manitoba, and Staff Psychologist, Community Mental Health Program, Steinbach, MB
- Postdoctoral Fellow, CANH, now Psychologist, Royal Ottawa Mental Health Centre, Ottawa, ON
- Psychologist, Adult Mental Health, Regina, SK
- Assistant Professor, St. Thomas More College, Saskatoon, SK
- Psychologist, Oshawa Psychological and Counselling Services
- Ranch Ehrlo’s Clinical Assessment and Resource Services, Regina, SK
- Mental Health Practitioner, Edmonton North Primary Care Network, Edmonton, AB
- Psychologist, St. John Psychology Centre
- Psychologist, Ottawa Institute for CBT
- Wascana Rehabilitation Centre, Children’s Program, Regina, SK
- Southport Psychology, Calgary, Alberta
- Brief Intervention Unit, Vancouver Coastal Health
- Psychologist, Odyssey Health Services, Ottawa, ON
- Psychologist, University Health Network Eating Disorder Program, Toronto, ON
- Assistant Professor, U of Saskatchewan, Saskatoon, SK
- Clinical Psychologist, Alberta Health Services
- Mental Health and Addiction Services, Saskatoon Health Region

## Faculty Information

Core Faculty Member	Year Hired	Academic Rank	Areas of Specialization	Contribution to Program	MSc Sup.	PhD Sup.	Hours Clin. Sup.	Grad Courses	Reg. Status
Dr. Gordon J G Asmundson	2002	Full	1	A, T, R, C	2	6	0	801, 900AA	Reg
Dr. Thomas Hadjistavropoulos	1994	Full	1, 9	T, R, C	3	5	0	860	Reg
Dr. Heather Hadjistavropoulos	2001	Full	1, 9	R, C	1	3	0	70%	Reg
Dr. Lynn Loutzenhiser	2003	Full	1	A, T, R, C	0	1	0	806, 850, 851	Reg
Dr. Kristi D. Wright	2007	Full	1, 9	A, T, R, C	3	3	6	832	Reg
Dr. Nick Carleton	2010	Full	1	A, R	0	2	0		Reg
Dr. Jennifer Gordon	2015	Associate	1, 9	A, T, R	2	4			Reg
Dr. Shadi Beshai	2015	Associate	1	T, R, C	2	1	0		Reg
Dr. Natasha Gallant	2022	Assistant	1	T, R, C	3	0	6	850, 851	Reg
Tamara Williamson	2024	Assistant	1, 9	T, R	0	0	0		

EAP Faculty Member	Year Hired	Academic Rank	Areas of Specialization	Contribution to Program	MSc Sup.	PhD Sup.	Hours Clin. Sup.	Grad Courses	Reg. Status
Dr. Richard MacLennan	1999	Full	12-statistics,, program evaluation, psychological measurement	T, R,	0	0	0	802, 803	NA
Dr. Donald Sharpe	1999	Full	5, 12-statistics	T, R,	0	0	0		NA
Dr. Chris Oriet	2005	Full	6	T, R,	1	3	0	881	NA
Dr. Tom Phenix	2004	Full	6, history	T, R,	0	1	0	800	NA
Dr. Katherine Robinson	2000	Full	7	T, R,	1	1	0	810	NA
Dr. Laurie Sykes Tottenham	2006	Full	4	T, R,	0	0	0		NA
Dr. Kaila Bruer	2019	Assistant	12-forensic	T, R,	0	4	0		NA
Dr. Austen Smith	2019	Assistant	4	T, R,	1	0	0		NA
Dr. Sarah Sangster	2019	Assistant	9,10	T, R,	0	0	0		NA
Dr. Susan Yamamoto	2021	Assistant	12-forensic	T, R,	1	1	0		NA
Dr. Sarah Zanette	2021	Assistant	7, 12-forensic	T, R,	2	0	0		NA

**Note:**

· For "Areas of Specialization" - 1 Clinical 2 Counselling 3 School 4 Neuropsychology 5 Social 6 Cognitive 7 Child Development 8 Aging 9 Health 10 Community 11 Addictions 12 Other - please specify

For "Contributions to Programme" - T Teaching R Research and Research Supervision C Clinical Work and Clinical Supervision A Administration (i.e., DoT, Chair, Clinic Director) O Other - please specify N None at this time

· "Graduate Courses-courses taught 2023-2024

-Sup- supervision

-Reg. Status- Clinical Registration Status

-NA-Not applicable