

PSYCHOLOGY IN THE CAPITAL

Volume 4: Issue 1

Spring 2017

CHAIR CHAT

By: *Dr. Joanna Pozzulo, Department of Psychology Chair*



Chair **Dr. Joanna Pozzulo** at
PURE

After more than 5000 emails, 100s of meetings, and too many phone calls to count, it is time for sabbatical. It has been a fantastic year and overall an amazing term as Chair for the BEST Department at Carleton University. I have had tremendous joy moving the Department forward in exciting ways with new programing (e.g., concentrations, certificates, etc.) while remaining true to our roots of providing exceptional teaching and advancing the research

enterprise. I owe all of you a great deal of gratitude for supporting me and our programs. Together we have achieved great things. Thank you!

Rather than looking back, I would like to look forward and mention a few things that are on the horizon and I hope will take root in 2017-18.

A lot of thinking and discussion has led to a partnership between our Department and the School of Business to provide students access to both sets of courses resulting in a new business minor for psychology students. I believe this is the start of a very meaningful relationship.

Often when we think of psychology we think of “health” and “well-being” and “mental health”. We are putting the finishing touches on a certificate for Mental Health and Well-Being geared toward undergraduate students. I hope to see students be able to pursue this certificate in 2018-19. Somewhat related, but still in the developmental stage, we are working on a certificate for Environmental Health Psychology. This will be a timely certificate focused on health as it relates to our environment (e.g., nature, workplace, etc.).

At the graduate level, I am excited to see us offer a

number of new courses directed at methodology, statistics, and scientific integrity. We are offering some of these courses as special topics with an eye toward making them permanent. Others are making their way onto the books for 2017-18. We are a strong experimental program at the graduate level and courses in methods, statistics, and the scientific process will simply make us better and our students all the more sought after.

We have had a great year of hiring and I want to welcome our newest members who start July 1, 2017, Drs. Rachel Burns, Katie Gunnell, Andrew Smith, and Deanna Whelan. Welcome to the Department of Psychology!

A number of special thank yous are in order before I close, thank you to my Associate Chair, Tina Daniels, my Graduate Chair, Monique Sénéchal, my Undergraduate Chair, Guy Lacroix, and my Experiential Learning Chair, Matt Sorley. I also want to acknowledge and give a big thank you to Shelley Brown who shepherded us through all the changes with Ethics and made sure our protocols were reviewed quickly and professionally. THANK YOU Shelley!

Although I say this every year, I cannot say it often enough, our Department would not be as successful or run as smoothly if it wasn't for the fantastic, amazing, tremendous, staff. You truly are the backbone of the Department and make me shine even on my dullest days, THANK YOU, June, Etelle, Joanne, Kaitlin, Lea, and Brad.

I want to thank Lise Paquet for taking over the reigns as I get some sleep and get reacquainted with my lab. Also, I would like to thank the new administrative team: Michael Wohl, Grad Chair, Anne Bowker, Undergrad Chair, and Bernadette Campbell Co-Chair Ethics. A welcome back to Tina Daniels as Associate Chair and Matt Sorley as Experiential Learning Chair....I hear SSHRC calling.... All the very best everyone. See you July 2018!

Best,
Joanna

A MESSAGE FROM THE ASSOCIATE CHAIR

By: Dr. Tina Daniels



Last July 1st I celebrated my official 30th anniversary at Carleton and took on a new role in the department as the Associate Chair. I am pleased to have the opportunity to update you at the end of this landmark year. I have been thinking about the biggest changes I have seen in the time I have been here. Certainly there have been lots of physical changes on campus but the nature of the Psychology department has changed as well. When I came there were 48 faculty, only four of whom were women and I was the first hire in 10 years. Today we have 41 faculty, 23 of whom are women. Many in our department are young scholars and we are welcoming four new members this year: Katie Gunnell, Rachel Burns, Andrew Smith, & Deanna Whelan. We are seeing the end of the tenure of Carleton's first female president. The department has shifted from a group that prided themselves on not having any areas or specializations to a department with 6 areas of specialization: Cognitive, Developmental, Forensic, Health, Organizational, Personality and Social. I have seen our department grow and evolve into a strong group of like-minded citizens. I feel there is strong cohesion in the department and an atmosphere of enthusiasm and positivity. Much is happening! Congratulations to our many successful SSHRC recipients: Craig Bennell, Shelley Brown, Rob Coplan, Kate Dupré, Monique Sénéchal, Kevin Nunes, and Cheryl Harasymchuk.

My duties this year have revolved around TA assignments, Practicum, issues of academic integrity, and the FASS Curriculum Committee. Much like herding cats, the TA assignments have been very challenging. Overall this year we assigned 120 TA's in the Fall term, 140 TA's in the Winter term and 36 TA's for the Summer term. Thank-you to everyone for your patience and support as I go through the process of matching TA's to courses. The most important thing, we need to keep in mind during the administration and assignment of TA's is that this is a good learning experience for our students. For students, it is important to remember that TAing is a job and many people are depending on you to meet your obligations. There are many who go above and beyond to meet their obligations and I want to thank you for that. We were successful in our application to receive funding from the EDC for a TA Mentor for the 2017-18 academic year. Kristen Archbell (currently completing a practicum at EDC) will be our mentor for the coming year. The Mentor program is designed to help teaching assistants with discipline-specific support. Mentors are supervised by the EDC and collaborate with their department to coordinate TA training, organize departmental events (both social and academic), meet with the teaching assistants in their department, and facilitate training sessions. Most importantly, they are the first line of support for TA's. I am excited to be part of this program and look forward to working with Kristen in order to offer the best experience we can for our students.

This year was my first exposure to the practicum courses, (PSYC 5903/6903) and I was amazed to see the breadth of opportunities afforded to our students. Practicums were completed at the EDC (Carleton University), RMC, Correctional Services Canada, Roots of Empathy, CHEO, Alberta Law Enforcement Response Team (Integrated Threat and Risk Assessment Centre), and Orbis Partners Inc. Many thanks to the individuals at these agencies who offered their time and expertise to provide our students with such diverse and interesting learning opportunities.

One of the less pleasant parts of my new position has been to vet concerns regarding potential incidents of academic offences. Academic integrity can be viewed as a community issue. Just as in my own field of bullying the behavior is very much predicted by normative beliefs about this behavior. If it is accepted and endorsed by the peer group, the incidence rates will increase. If there is a clear message that the behaviour is not acceptable and is not supported the frequency of incidents will fall. As faculty and students it is important that we promote a culture of academic integrity in our classes. We all need to be strong role models and advocates in this regard.

I am still finding my way in regards to the FASS curriculum committee. As we wade our way through program changes, I am learning how everything works. People who have been on this committee for many years have been patient in helping me learn the ropes. So at the end of my first year I can say I am starting to feel like I know what I am doing thanks to Gorana Botic who helped me adjust to the demands of Associate Chair, to Brad Cousineau who is always ready to help in whatever way is needed, to June Callender and Etelle Bourassa who truly do know everything that one could possibly need to know about this department and to Joanne Sonley, who is always willing and able to answer my many questions. The thing I have always loved most about my job is that it is continually changing and evolving. Every term there are new courses, new people, new experiences. This has been a year of even more "news" than usual and I have thoroughly enjoyed it. Joanna, thanks so much for your patience, encouragement and your reminders that it is the type of job that you can only learn by making mistakes, not something I am that comfortable with. I hope you have a very enjoyable and relaxing sabbatical. You deserve it. Lise, I cannot tell you how much I am looking forward to the opportunity to work with you in the coming year.

Regards, Tina

PSYCHED UP FOR EXPERIENTIAL LEARNING

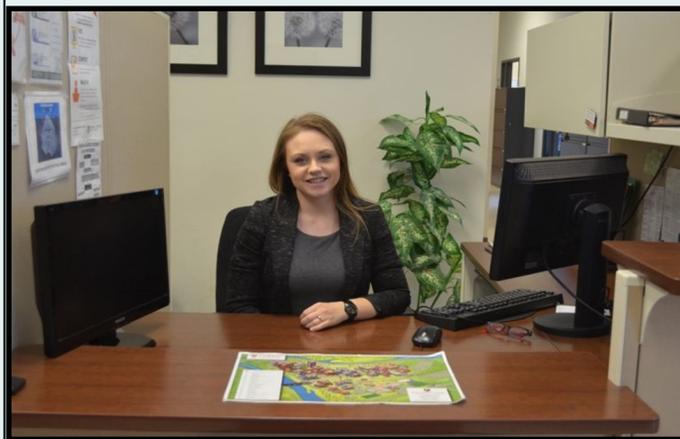
By: Matthew Sorley



Making the most of the university experience involves more than completing the courses required to obtain a degree. It's important for students to engage with their instructors, fellow students, and the broader community. Experiential learning helps students cultivate the professional skills associated with success, make valuable contacts, engage with Psychology outside the classroom, contribute to the community, and become more involved in the career planning process. The 2016-2017 year was a busy one for our students and I'd like to introduce a sample of those making a positive difference.

Keeping up with Co-op

If you've ever wanted to meet a pioneer, then you'll want to meet Chelsea Medland. She's the first student to complete a work term as part of Psychology's new co-op option. In her role as a Career Coach with Carleton's Career Services, she provides one-on-one support to students and alumni. In describing her experience, Chelsea focuses on skills: *"I've had the chance to refine my interpersonal skills and I've learned to integrate a psychological lens into my interactions with students as they make important decisions about their job search, career paths and education plans. Co-op has equipped me with important skills and experiences that have prepared me for grad school and beyond."* This summer, Chelsea will be joined on work term by Michel Sader who earned a position with the Canada Border Services Agency, Adrian Biletoff, who will be working with the RCMP, and Charissa Feres with Indigenous and Northern Affairs Canada.



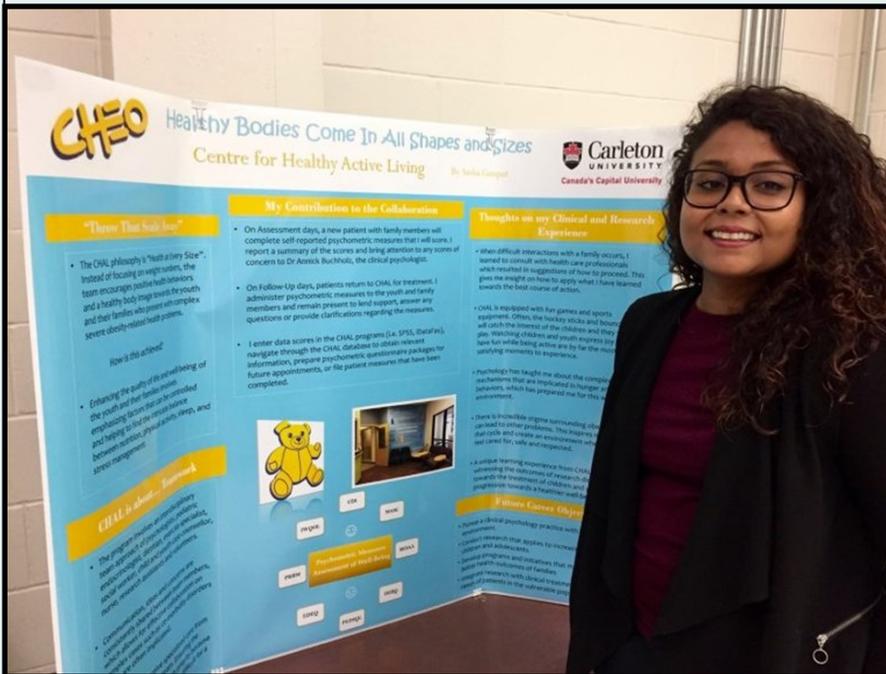
Left: Psychology Co-op Student **Chelsea Medland** at Carleton's Career Services

PSYCHED UP FOR EXPERIENTIAL LEARNING

By: Matthew Sorley

The Practical Practicum

Honours student Sasha Gunpat recently completed a research practicum with the Centre for Healthy Active Living (CHAL) at the Children's Hospital of Eastern Ontario. CHAL seeks to improve the health and quality of life of children with weight related health complications and support them and their families in achieving a healthy active lifestyle. Sasha notes that "I was lucky enough to work with a fantastic health team that is entirely dedicated towards the well-being of children, youth, and their families. I learned so much about research guidelines, patient-provider interactions, and how to collaborate effectively as part of a team." For Sasha, a practicum provided "some exposure into the mental health field and solidified that this is the right path for me." She also appreciated the opportunity to make "a positive difference in the lives of children and their families." Congratulations to Sasha and the many Psychology students doing exceptional work in our community. Also thanks to CHAL and all our valued agency partners.



Left: **Sasha Gunpat** presenting at the inaugural Practicum in Psychology Conference (PRACTICON)

This year saw the first *Practicum in Psychology Conference (PRACTICON)*. Students presented posters highlighting the most important elements of the practicum and what was learned along the way. See you at the next editions of PRACTICON in December and April.

PSYCHED UP FOR EXPERIENTIAL LEARNING

By: Matthew Sorley

The Fab Lab Blab

The past year saw 62 research lab volunteer positions created for our undergrads. Marina Milyavskaya's Goal Pursuit and Self-Regulation Lab was especially prolific, with 14 positions: "Volunteer research assistants are an integral part of the research process. With recent calls for better powered studies (requiring more participants per study), we often try to collect a few hundred participants per study, and typically conduct about 3-5 lab studies in a year. The volunteer RAs in my lab (along with the honours students) are the ones who run all those participants. In return, they get to experience first-hand how the research process unfolds."

One of the most active lab participants explained that "in every single lab, the professors are not only understanding but offered an incredible amount of guidance and help...I felt like I was there to contribute and most importantly to learn." His take-home message is clear: "Volunteering provides the best opportunity to get hands-on experience and explore career choices in psychology." New is the opportunity for

lab participation to be recognized on the Co-Curricular Record, a first for any department at Carleton. Thanks to our volunteers and lab supervisors for all they do.



Police Research Lab volunteer working with motion capture.

Award Winners



CONGRATULATIONS!

Please join us in sending a special congratulations to the following individuals:

Graduate Students

Ontario Graduate Scholarship (2017-2018)

Master of Arts in Psychology

Lindsay Fulham
Nicholas Ostapchuk
Bronwen Perley-Robertson

Doctorate of Philosophy in Psychology

Colin Capaldi
Matthew Huebner
Elisabeth Leroux
Kimberly Mularczyk

Certificate of Teaching Excellence (2017)

Shamarukh Chowdhury - *Doctorate of Philosophy in Psychology*
Nicole Summers - *Doctorate of Philosophy in Psychology*
Vasileia Karasavva - *Bachelor of Arts Honours*
Vichheka Oeur - *Bachelor of Arts Honours*

Outstanding Teaching Assistant Award (EDC)

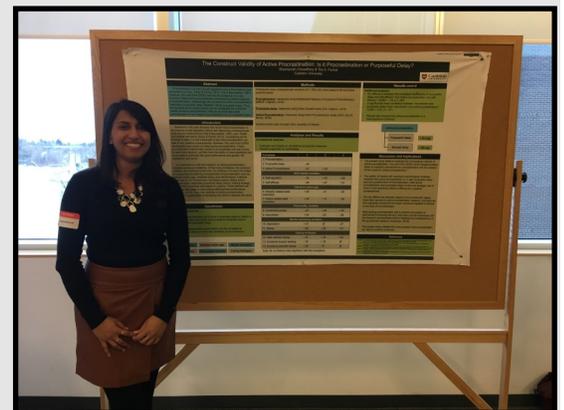
Shamarukh Chowdhury (Nominated) - *Doctorate of Philosophy in Psychology*

Department of Psychology Teaching Assistance Excellence Award

Shamarukh Chowdhury - *Doctorate of Philosophy in Psychology*



Above.: **Dr. Tina Daniels** with her graduating Ph.D. student **Christine Polihronis**



Above: **Shamarukh Chowdhury** presenting her poster at the PGSC conference on “The construct validity of active procrastination: Is it procrastination or purposeful delay?”

Congratulations!



CONVOCATION MEDALS & AWARDS

The Department of Psychology would like to congratulate all of our wonderful students who have graduated during the 2016-2017 year! We hope that you will take positive memories of your time in the Department of Psychology at Carleton University with you wherever you may go. We wish you all of the best in your future endeavours!

Please join us in sending a special congratulations to the following students:

Undergraduate students

Senate Medal for Outstanding Academic Achievement

Mariya Davydenko	- Master of Arts, Psychology
Monique Amar	- Bachelor of Arts Honours major in Psychology
Sarah Church	- Bachelor of Arts Honours major in Psychology
Cassandra Conley	- Bachelor of Arts Honours major in Psychology
Stephanie Harrison	- Bachelor of Arts Honours major in Psychology
Kyle Lemay	- Bachelor of Arts Honours major in Psychology
Erin Macdonald	- Bachelor of Arts Honours major in Psychology
Lauren Tansley	- Bachelor of Arts Honours major in Psychology
Katie Tilley	- Bachelor of Arts Honours major in Psychology
James Wiley	- Bachelor of Arts Honours major in Psychology
Hailey Russell	- Bachelor of Science Honour, major in Psychology
Chelsie Smith	- Bachelor of Science Honour, major in Psychology
James Broadbent	- Bachelor of Arts General, major in Psychology
Gavin Shanks	- Bachelor of Arts General, major in Psychology

University Medal in Arts

Sachin Ivan Ramaniah - Bachelor of Arts Honours major in Psychology,
Chancellor's Medal

University Medal in Science

Christine Tulk - Bachelor of Science Honours Psychology,
Interfaculty Studies



UNDERGRADUATE NEWS AND EVENTS

A MESSAGE FROM THE UNDERGRADUATE CHAIR

By: Dr. Guy Lacroix



It was a great pleasure to be the Department's Undergraduate Chair once more this year. I never cease to be amazed by our gifted and passionate students! During the last year, 133 students graduated with a BA or BSc Honours, 10 with a combined Honours, 120 with a BA general, and 140 with a minor. Without a doubt, we offer the best and most popular undergraduate programs at Carleton!

Recently, Carleton has started to recognize the importance of experiential education. Psychology is ahead of the curve and already offers a variety of ways for students to apply their classroom knowledge to real-world situations. In 2015, our Department launched its COOP option. It allows students to alternate work and study terms while gaining invaluable knowledge about employment opportunities. This option has been growing extremely quickly and already counts 250 students. Otherwise, the more traditional means that our students have gained hands on experience are still going strong. Thirty-five students completed a practicum this year and proudly displayed their accomplishments during a poster session. Also, many students volunteered in Professors' laboratories during the year. Undergraduate students are clearly an integral part of research at Carleton! And don't forget to read Matt Sorley's Experiential Learning Chair Update for more on this topic. Last year, the Department added concentrations to the BA and BSc programs. They allow our students to be formally recognized for their acquired expertise in one of our six research areas: Cognitive Psychology, Developmental Psychology, Forensic Psychology, Health Psychology, Organizational Psychology,

and Social and Personality Psychology. They have been successful beyond any expectations. One hundred and ninety eight students have now selected one! Remember that concentrations are not necessary to find a job or to get admitted into any particular graduate program. They do allow students, however, to enjoy thematically related courses that they are passionate about.

As you will find out by reading the portion of this newsletter dedicated to PURE, our 6th Annual Psychology Undergraduate Research Event was once again a great success this year. Two hundred and eight students from our Thesis and Project classes presented outstanding capstone research to the Department, the Carleton community, family, and friends. The pride that our students experience on this day greatly exceeds our efforts to prepare the event. Summer PURE 2017 will be held August 15 and PURE 2018 will take place April 13. Both will take place in the Richcraft Hall. Everyone is invited!

We presently have 447 new students who plan to start their study of psychology with us in September. This is one of our largest incoming classes ever! We look forward to meeting all of them at our student orientation in September. They will also be able to count on the best undergraduate advising team at Carleton: Joanne Sonley and Kaitlin Barkley. Joanne and Kaitlin are always happy to answer all student questions Monday to Friday (8:30am – 12:00pm, 1:00pm – 4:30pm) in the Undergraduate Office in Loeb B550.

Finally, starting July 1, Anne Bowker will take over as the Undergraduate Chair. Our undergraduate students will be in good hands during the upcoming academic year.

I wish you a wonderful summer,

Guy Lacroix
Undergraduate Chair



Dr. Janet Mantler with
her students from PSYC
4909/10 A



Dr. Suzzane Cooper with
her students from PSYC
4909/10 B

PSYCHOLOGY UNDERGRADUATE

RESEARCH EVENT (P.U.R.E 2017)

On April 7, 2017 the Department of Psychology held its 6th annual Psychology Undergraduate Research Event (PURE 2017). The event provided an opportunity for over 160 fourth-year honours students to share their capstone research via poster presentations. PURE has become Carleton's largest undergraduate research conference. Congratulations to all of our presenters, including the following prize winners:

Thesis category:

1st place: Stephanie Harrison (Supervisor: Marina Milyavskaya)

2nd place: Mary-Lynn Eden (Supervisor: Adelle Forth)

3rd place: Emily Verhey (Supervisor: Chris Davis)

People's Choice Award: Jessica Wilcox (Supervisor: Kim Hellemans)



Right: First Place Thesis Category Winner **Stephanie Harrison**, with Undergraduate Chair **Dr. Lacroix**.

Honours Project category:

1st place: Hailey Russell (Instructor: Suzanne Cooper)

2nd place: Jaymie Kendall (Professor: Janet Mantler)

3rd place: Katie Tilley (Instructor: Rachelle Thibodeau)

People's Choice Award: Sarah Ratayczak (Instructor: Erin Squires)



Left: First Place Honours Project Category Winner **Hailey Russell** with her supervisor **Dr. Cooper**.

For more information and a photo slideshow, access our [PURE website](#).



Dr. **Erin Squires** with her students from PSYC 4909/10 C



Dr. **Rachelle Thibodeau** with her students from PSYC 4909/10 E

Welcome

New Faces in Psychology

Please join us in welcoming the newly hired Faculty member in the Department of Psychology



Rachel Burns
Assistant Professor

My research focuses on health behaviour change and health outcomes. I leverage theory to identify the social and cognitive processes that shape how people manage their health behaviour and examine how these processes unfold over time. This information is used to inform, implement, and/or evaluate interventions, which, in turn, provide an evidence base to inform theory. I have a particular interest in the associations between mental health, health behaviours, and health outcomes in individuals with type 2 diabetes, though my interests are not limited to this population. Currently, my work examines habits for self-management behaviour, the influence of close others on health behaviour, and the application of theory to existing health behaviour change interventions.



Katie Gunnell
Assistant Professor

I am interested in understanding the psychological correlates and mechanisms of psychological health and behaviour across various populations including youth, adults, and individuals diagnosed with osteoporosis. I examine all aspects of the psychological health continuum including ill-being (e.g., symptoms of depression), hedonic well-being (e.g., positive affect), and eudaimonic well-being (e.g., vitality). The behaviours I am interested in understanding include physical activity and recreational screen time (e.g., watching TV, playing video games). In an effort to better understand how to enhance psychological health and physical activity and decrease screen time, I am particularly interested in psychological needs (e.g., competence, autonomy, and relatedness) and motivation as mechanisms for change. In a secondary line of research, I am interested in psychometrics and quantitative statistics.

Welcome

New Faces in Psychology

Please join us in welcoming the newly hired Faculty member in the Department of Psychology



Andrew Smith
Assistant Professor

Most of my research focuses on the reliability of eyewitness identification procedures. I am currently investigating ways in which eyewitness decision-making might be improved and also how structural properties of identification procedures can neutralize eyewitness decision errors. In related research, I am examining the strengths and weaknesses of multiple measures of eyewitness identification performance.



Deanna Whelan
Department Instructor

My position as an Instructor within the Department of Psychology is my “dream job” as I am passionate about teaching. I have spent considerable time and energy learning about different teaching methodologies, techniques, and technology to incorporate into the classroom and into course evaluation elements. My role within the department is teaching of statistical and methodological courses at both the undergraduate and graduate levels. My research interests focus broadly on the concept of well-being and how it can be improved within non-clinical populations. I have previously explored personality, social interactions, and cognitive processes with the majority of my research examining the concept of acting out of character (formally termed counterdispositional behaviour). More recently, my students have inspired and shifted my research interests. The concepts of grit, persistence, and mental toughness fascinate me. Specifically, how university courses can be designed for students to learn and enhance these psychological concepts in hopes of allowing students to flourish and realize their full potential.

GRADUATE NEWS AND EVENTS

A MESSAGE FROM THE GRADUATE CHAIR

By: Dr. Monique Sénéchal



Ours is the largest thesis-based graduate program in the Faculty of Arts and Social Sciences. This gives us, at the graduate office, the pleasure of interacting with all students during admissions and defences, and with the select group of students who decide to apply for awards. The Spring Newsletter is always a good time to reflect on these interactions. For the Fall 2017 admission cycle, we received 137 applications to our graduate program, and, after evaluation, 44 MA and 17 PhD applicants received offers. Once an offer was made, our acceptance rate was excellent at 69%. We are looking forward to welcoming the 32 and 11 incoming MA and PhD students next September. Additionally, we are currently completing a cotutelle agreement with the University of Massachusetts Amherst for a co-supervision with Dr. M. Wohl and Dr. B. Leidner.

This year, like all others, graduate students are strongly encouraged to apply for scholarships. And luckily for us, they listen. The Graduate Committee evaluated a total of 120 applications for Tri-Council and OGS scholarships as well as 143 nominations for the 40 Carleton Donor Funded Awards. Many were successful: 16 students received SSHRC scholarships; 8 received OGS scholarships (and more to come); and 17 received Carleton awards. Of course, we congratulate those who were successful, and we encourage all to continue applying for funding.

For students, the cycle of graduate work ends with a successful defence. From June 2016 to June 2017, 9 doctoral and 28 master students completed their final examination with success. And we anticipate that by the end of the summer term, 24 more will have successfully defended their thesis.

As the yearly cycles of admissions, awards, and defence shows, our program is a lively one. And speaking of cycles, my term as Graduate Supervisor is ending. After two years, I can say with conviction that I'm proud of our students. They are bright, determined, and enthusiastic about learning. To all incoming and continuing students, I encourage you to make the most of your graduate experience by getting involved in research from the start – your thesis is but one research project. To all students who are completing their degree, I am certain that the knowledge and skills you gained in our program will serve you well in all your endeavours.



Alina Raza is at the podium presenting research titled, *"Identifying barriers in the context of early learning centers"*



Alyssa Bonneville, explaining her research *"Intimate partner aggression and relationship satisfaction across attachment styles"*

PSYCHOLOGY GRADUATE STUDENT CONFERENCE

The second annual Psychology Graduate Student Conference was held on January 26th, 2017 – and it was another successful event! Graduate students in the department of Psychology presented their exciting new research and ideas for future studies. Due to the enthusiastic response to the call for submissions, the day-long event was filled with 29 talks and 6 posters. The student presenters were knowledgeable about their fields and communicated their research ideas thoughtfully. This year's conference was a wonderful occasion to showcase the diversity of research being conducted by graduate students in Psychology.

Stay tuned for more information about next year's conference!



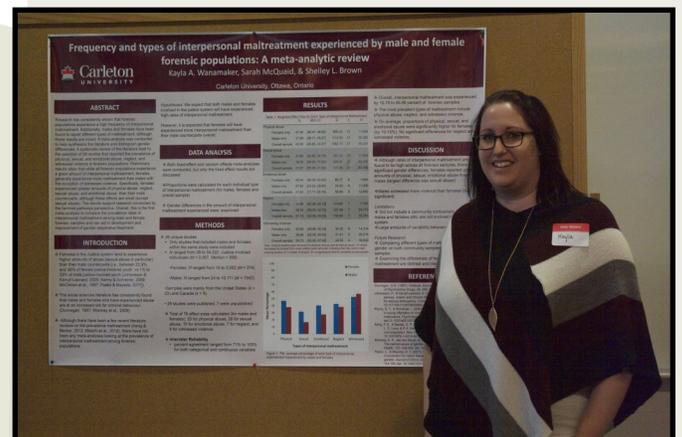
Faculty members **Dr. Brian Tansley**, **Dr. Monique Sénéchal** and **Dr. Adelle Forth** supporting their students during the conference



Andrew Brown describing his study *“An examination of grip strength and its relation to marksmanship performance during the Annual Firearms Qualification”*



Tia Caprino showing the research she completed with **Dr. Kritiansen**, titled *“Young Women's Perceptions and Experiences of Skinny and Fat Shaming”*



Kayla Wanamaker presenting the research she completed with Sarah McQuaid, and **Dr. Shelley Brown** titled *“Frequency and types of interpersonal maltreatment experienced by male and female forensic populations: a meta-analytic review”*

PSYCHOLOGY STUDENT SUCCESS STORIES

Written by: Dan Rubenstein

Photos by: Justin Tang

In Grade 4, Paul Safi was the best goalie on the soccer pitch at school.

By Grade 7, he would drop a pencil at his desk and not be able to find it on the floor.

A Lebanese-Canadian born and raised in Abu Dhabi, the capital of the United Arab Emirates, Safi choose to attend Carleton because the university's culture of accessibility and support for students with disabilities offered an opportunity to live independently.

Now the 20-year-old third-year psychology student has sprung out of Carleton's entrepreneurial ecosystem to start a company that promises financial independence for people with cognitive challenges.

"I wanted to launch a business that was not built around one product but a whole ideology of empowerment," says Safi, whose start up, [ReAble](#), has graduated from the Barclays-backed Techstars accelerator in Cape Town and is getting ready to roll out an app that will help people conduct banking transactions safely and simply.

"Because of my disability, I'm motivated to help others. Having a social aspect to the company is very important. We identified a need and have a market to serve, but we're not just doing this to make money."

Ideology of Empowerment

Before his eyesight deteriorated, Safi wanted to be a doctor. He shifted his focus to psychology because it's also a healing profession, but his plan to proceed straight to grad studies has been put on hold by the success of ReAble.

Third-year psychology student Paul Safi

The idea behind the company arose in the summer of 2015, when Safi was visiting family in Lebanon. His parents are both from there but emigrated to Canada and lived in Montreal for a decade before moving to the UAE for work, giving their son dual citizenship.

In Lebanon, Safi met a friend's cousin, Emile Sawaya, who has a background in computer science. They went to an entrepreneurial ideation event where attendees were encouraged to think about problems for which no solutions exist. Sawaya has a brother who is autistic and has trouble handling money. Safi had turned to technology when diminishing eyesight left him unable to read text on paper — he could still read large white text on black tablet screens or listen to audio lessons to study. Maybe technology, he wondered, could help Sawaya's brother manage his finances?

People with conditions such as autism may not understand the difference between a \$1 bill and a \$100 bill. They can see the two additional zeros but might not comprehend the difference in value.

When buying something at a store with cash, they might not know what change to expect, or even that they should wait for change. If using a credit card, they may not be able to relate the cost of their purchases to the money in their bank account. "The banking industry caters to the general population," says Safi. *"There's very little consideration for marginalized people."*

Safi and Sawaya, ReAble's head of research and CEO respectively, came up with a plan to develop an app that could walk people with autism through financial transactions — for instance, by keeping track of the amount of cash in your wallet and recommending the best combination of bills and coins required to make a purchase, and letting you know what change you should receive. Voiceovers and illustrations could also help users conceptualize numbers and money.

"The app is adaptable to each individual user, and different elements are gamified at the beginning of the user experience to help set up the app," explains Safi. *"These elements test and help develop factors such as financial literacy and manual dexterity."*

Empowering People with Disabilities

In the fall of 2015, Safi spent some time at [Hatch](#), the Carleton University Students' Association entrepreneurial organization. Then he applied for and, on his first attempt, was admitted into Carleton's [Lead To Win](#) business incubator.



Above: **Paul Safi**, has retinitis pigmentosa, a hereditary degenerative eye disease that has rendered him legally blind



PSYCHOLOGY STUDENT SUCCESS STORIES

Written by: Dan Rubenstein

Photos by: Justin Tang

“I was incredibly impressed when I met Paul,” says [Tony Bailetti](#), the executive director of Lead To Win and director of Carleton’s [Technology Innovation Management](#) master’s program. “He has a solid heart, a lot of passion, and he’s got it right in building a global market from the start. I always tell my students: look at the things that are problematic in your own life and try to address them. Paul identified a problem and came up with a solution. With a personal connection, you’ll understand more and be driven more to get things done.”

Safi’s success also speaks to the potential for people with disabilities to become entrepreneurs, which can be a challenging path to pursue, but no more difficult than overcoming the barriers to conventional employment.

“Carleton provides tremendous support and accommodations for students with disabilities,” says Bailetti.

“That’s important. But I want to integrate and not segregate our support for entrepreneurship. It can be easier to start a business than to get a job.”

Lead To Win Offers Mentorship and More

As a member of Lead To Win, which offers professional work space and meeting rooms in the St. Patrick’s Building, Safi benefited from mentorship, sales and marketing advice, and networking events. He also received \$8,000 in funding through a Nicol Internship. “I got to meet and learn from very practical people,” he says about Lead To Win’s suite of programs and services, which helped his idea evolve into a functional business model. “They understand the dream of being an entrepreneur, and also the reality. They have so much expertise, but it’s still your company and your decisions. It’s still you taking the risks.”

This experience helped propel Safi and Sawaya to the BDL Accelerate’s Early Stage Startup Competition in Beirut in December 2015, when they beat 21 competitors to [win the top prize](#): \$10,000 in support. Buoyed by that success, they applied for entrance to the prestigious [Techstars accelerator](#) and were one of 10 companies selected from 400 applications. “It’s one of the most powerful business networks on the planet,” says Safi. “What they teach you, it’s madness!”

During the 13-week Techstars program in Cape Town, Safi met and sought feedback from bankers, CEOs and high-powered investors. They saw that he was addressing a legitimate niche market and were receptive to his ideas. This past spring, Safi and Sawaya incorporated ReAble in Delaware. Their next step, before the end of 2016, will be to launch a virtual reality game (ReAble Chef) that will teach basic cooking skills to the cognitively challenged.

“It is the first of many skills development games we are building to increase the autonomy of those with cognitive challenges,” says Safi.

In mid-February, supported by a US \$50,000 loan from Barclays, they plan to release the ReAble Pay platform, allowing users to try their financial app for the first time.

“This will increase the independence of adults or children with intellectual or cognitive challenges without having to be a member of one particular bank,” says Safi. “In the future, we will continue developing solutions to make banks more accessible, but with the product so close to completion there is no reason to delay.”

After that, the platform could be adapted to meet the needs of people with other disabilities, including visual impairment. But first Safi and Sawaya know they need to satisfy their core market.

“ReAble has the potential to change people’s lives,” says Safi, who has scaled back his studies to part-time, but is still thinking about a PhD in clinical psychology down the road. “Right now, when somebody with autism wants to buy something, they usually have to rely on somebody else: a brother, parent or friend. That doesn’t give them much independence.”

“Our aim is that this app becomes a symbol of empowerment, much like the white cane for the blind.”





Faculty Awards



SOCIAL SCIENCE AND HUMANITIES RESEARCH COUNCIL (SSHRC)

Please join us in sending a special congratulations to the following Faculty Members for their distinguished contributions:



Body worn cameras in use-of-force encounters: Their influence on officer behaviour and memory—Dr. Bennell, Dr. Pozzulo, & Dr. Andersen

Dr. Craig Bennell will be conducting this research with his co-applicants (Joanna Pozzulo and Judith Andersen), his collaborators at the Royal Canadian Mounted Police, and with the help of his graduate students. A series of studies are planned, which will allow his team to examine: (1) the impact of surveillance on officer performance in low and high stress use-of-force scenarios, (2) the role that body worn camera footage can play in post-incident report writing, (3) potential negative effects related to the use of body cameras, such as cognitive offloading and its impact on memory for use-of-force events, and (4) the impact of delayed recall and the type of retrieval technique on memory for use-of-force events and the officer's ability to articulate their actions. The goals of this research are to assist police agencies in developing more informed policies around the use of body worn cameras, help use-of-force instructors develop better police training, and educate jurors, lawyers, and judges about use-of-force decision making and body worn cameras (and ensure the critical appraisal of both).



Using Goals to Address Workplace Mistreatment—Dr. Dupré, Dr. Warren, & Dr. Brown

Dr. Kate Dupre will be examining interpersonal workplace mistreatment, along with its corresponding detrimental outcomes, has been focused on widely in both research and practice, very little evidence has emerged in support of effective interventions to address this issue. The purpose of our research program is to examine the effectiveness of two practical and cost effective goal setting interventions in the reduction of workplace mistreatment. Given long standing evidence in support of the ability of goal setting to bring about behavioural change, we expect these goal setting interventions will reduce levels of both experienced and enacted workplace mistreatment.



The Solitude Paradox: Causes and Consequences of Seeking Time Alone in Childhood and Adolescence—Dr. Coplan

The primary goal of this program of research is to examine the costs and benefits of solitude for wellbeing across development. In a series of studies, we will explore the different reasons why individuals seek to spend time alone, developmental changes in children's and adolescents' attitudes about solitude, and mitigating factors that may underlie the link between solitude and socio-emotional functioning at different life stages.



Faculty Awards



SOCIAL SCIENCE AND HUMANITIES RESEARCH COUNCIL (SSHRC)

Please join us in sending a special congratulations to the following Faculty Members for their distinguished contributions:



Going Straight: Understanding the role of strengths, race, and gender in the path to desistance among adolescent offenders—Dr. Brown

This research explores the role of strengths in stopping high risk adolescent offenders from engaging in further crime during emerging adulthood. The research uses both quantitative and qualitative methods through an intersectionality lens—exploring how gender, race and ethnicity contribute to the desistance process.



Understanding Growth in Early Literacy—Dr. Sénéchal

The goal of the proposed research is to increase our understanding about the development of early individual differences in reading and spelling. The proposed research has three objectives: (1) to describe, via an observational study, how parents might help their young children learn about literacy; (2) to assess, via a longitudinal correlational study, a nested skills model of the transition from emergent to early literacy; and (3) to test, with experimental procedures, a model of how young children build orthographic knowledge



Defining and Measuring Evaluations of Violence—Dr. Nunes & Dr. Hermann

The main goals of the project are to develop a new self-report measure of evaluations of violence (Evaluation of Violence Questionnaire), test the construct validity of its scores, examine the relationship between evaluations and violent behaviour, and explore the extent to which commonly used measures thought to assess attitudes towards violence are distinct from evaluations of violence.



Spicing Things Up: Responses to Relational Boredom and the Role of Approach Goals—Dr. Harasymchuk

The general goal of this research is to identify factors that contribute to decreased relational boredom in the context of romantic relationships. The three specific objectives of this research are to examine: (1) if momentary relational boredom signals people to try new couple activities together, (2) whether some people are more likely than others to initiate new couple activities in the face of momentary boredom (e.g., those high in approach relationship goals), and (3) if the frequency and quality of new couple activities assessed over time predicts future evaluations of the relationship as less boring and more satisfying.

FORENSIC CONFERENCE 2017

In April 2017 the Forensic Psychology Research Centre held the *Forensic Psychology in Canada Conference*. The main goals were to bring together faculty and students from Canadian universities as well as people from various agencies (e.g., police, forensic, correctional); foster enthusiasm, cohesion, and collaboration; and showcase and celebrate the impressive Canadian contributions to forensic psychology in the year of Canada's 150th and Carleton's 75th anniversaries.

Over 100 people attended from across Canada and beyond, and we had an excellent lineup of presentations! There was a workshop on clinical and forensic applications of the Hare Psychopathy Checklist-Revised (Dr. Adelle Forth). There were plenary presentations on the use of actuarial risk assessment instruments with indigenous forensic populations (Dr. Mark Olver), domestic violence risk assessment (Dr. Zoe Hilton), psychopaths as social predators (Dr. Angela Book), and the effects of prison (Dr. Paul Gendreau). There were also dozens of paper and poster presentations. Thank-you to all the people who attended and presented!



Speakers from left to right: Dr. Kevin Nunes, Dr. Mark Olver, Dr. Zoe Hilton, Dr. Paul Gendreau and Dr. Adelle Forth

The conference and travel bursaries for student-presenters were made possible by a SSHRC Connection Grant and funding from the Department of Psychology, Faculty of Arts and Social Sciences, Vice-President (Research and International), and Pearson Canada. Thank-you to all the people who contributed to planning and running the conference: Sally Babson at the Events Office, Chloe Pedneault, Sacha Maimone, Craig Bennell, Julie Blais, Shelley Brown, Adelle Forth, Evelyn Maeder, Ralph Serin, Stephanie Biro, Eric Filleter, Lindsay Fulham, Mari Somerville-Shanahan, Mike Brklacich, Joanna Pozzulo, Darlene Gilson, and Chris Strangemore, as well all the people at Event Support, Information Management Services, Dining Services, and Conference Services.

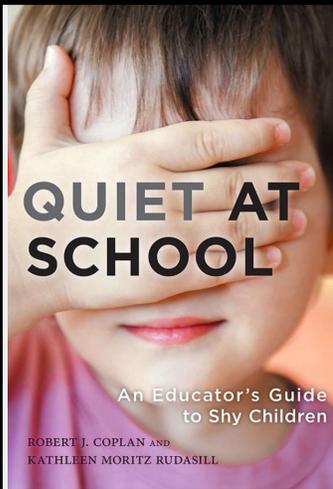
FROM THE DESK OF THE ETHICS CHAIR

By: Dr. Shelley Brown, Carleton University, Ethics Board – B

After four years of service, I am so pleased that Bernadette Campbell will be taking on the role of vice-chair of research ethics as of July 1, 2017. It has been a pleasure facilitating the research ethics process for our department. On a final note, we now have an official Director of Human Research Ethics—Gordon Duval. Gordon has extensive experience not only chairing REBs but was instrumental in the development of TCPS-2. He is a wealth of knowledge and importantly is very approachable!

Dr. Shelley Brown

DELIGHTFUL READ



Quiet at School By Dr. Robert Coplan

Compared to their more sociable counterparts, shy children are at greater risk for a variety of difficulties in elementary school, including internalizing problems, difficulties with peer relationships, and poorer academic performance. Written by a developmental and an educational psychologist with decades of experience between them, this book demystifies the latest research on shyness. It offers a comprehensive and accessible guide to everything teachers should know about shy children. Topics covered include how shyness develops in childhood, the unique challenges faced by shy children at school, and general strategies and specific techniques for improving shy children's social, emotional, and academic functioning at school. Despite an increase in research on shyness, shy children are still not well understood by teachers and other school personnel. *Quiet at School* offers research-based practices for creating safe and inclusive learning environments that will help shy students thrive.

Consider joining the 2017-18 Psychology Graduate Students' Association!

With the summer in full swing, I would like to take this opportunity to enlighten you on why you should consider becoming a member of the 2017-18 [Psychology Graduate Students' Association \(PGSA\)](#).

Most students are aware of the PGSA though perhaps less aware of its objectives. The purpose of the PGSA is to promote a balance between academic and social aspects of student life. The council plays a strong role in representing the interests of our students at both the departmental and university level, while striving to promote a cohesive community of psychology graduate students at Carleton. The council consists of approximately 20 students with positions such as: president, financial officer, graduate committee representative, CUPE 4600 steward, and social committee.

Becoming a member is really quite simple. Each September, the PGSA holds their annual election where members are elected by a democratic process. Membership in the council requires very little time commitment. The council briefly meets 2-4 times per semester to raise awareness of grad student issues and organize social events. A few of our ongoing events include: the annual wine and cheese night, movie nights, skating on the canal, and pub nights.

Why join the PGSA? Well, as a member of the PGSA for the last two years I can tell you that it's a great experience! Not only is membership on the committee fun and promotes a sense of community within the department, but it also is rewarding as it allows you to hone those transferable skills like leadership, communication, and organization that all employers are looking for.

The PGSA election will take place on September 5th, 2017 following the grad student orientation (details to be announced). So, whether you are new to the department or have been here for years, I encourage you all to consider this opportunity, attend the election, and find out what the PGSA has to offer!

Keltie Pratt & Kristopher Brazil
PGSA Co-Presidents



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QUESTIONS & COMMENTS:

For questions or comments regarding content or submissions for future editions, please feel free to contact us:

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