

PSYCHOLOGY IN THE CAPITAL

Volume 5: Issue 1

Summer 2018

CHAIR CHAT

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



Chair **Dr. Joanna Pozzulo** at PURE

Greetings Everyone! It's good to be back! I have missed the daily interactions in the Department, although I must say that I greatly enjoyed this past year – what's not to like about sabbatical! I was able to complete a few manuscripts, get a book submitted, and of course, get caught up on my sleep. I now am ready and eager for another term!

First off, I would like to extend a huge THANK YOU to Dr. Lise Paquet who not only held down the fort, but managed to transform how we think about our physical space. I think space is one of the thorniest issues at Universities.

Everyone wants more, and once you have it, you don't want to give it up. I am happy to report that we are moving to "flex space", where we will be able to book rooms electronically for our research studies or even if we want to have a meeting. Well done Lise!

Sabbatical is a great time for reflection and thinking forward. I couldn't help but be struck by the mental health issues that seemed so prevalent every time I turned on the TV or read the newspaper. It made me think further on what programming we could offer our students. You may recall that we had approved a Certificate in Health and Well-Being (in principle) for undergraduates. I am hopeful we can work through the details on this and begin offering it in the near future. I also think we have an opportunity to expand our offerings on "workplace health" including environmental health. Although we don't have a clinical graduate program (and I'm not suggesting that we do), I think we could enhance our programming to include some applied training around Health/Mental Health/Well-Being. And, on that note, I want us to spend some energy thinking about our graduate program and how we might make a good thing better. I am looking forward to hearing everyone's thoughts and working together. It is going to be a great year!

I am excited to announce our newest members to the Department.

I would like to welcome Dr. Benoit-Antoine Bacon, who also happens to be Carleton's new President. Welcome Benoit! Looking forward to showing you the Department and introducing you to everyone.

I would like to welcome Dr. Nassim Tabri who joins our Health/

Mental Health group. Welcome aboard Nassim!

Dr. Danay Novoa is our limited term instructor "Introduction to Psychology Specialist". Danay will be revitalizing the Intro Psych lab sections. Welcome Danay (p.s. yes, Danay is one of our former grad students).

Kaitlin Barkley, formerly our Undergraduate Assistant, comes back to us as our Undergraduate Program Advisor. Welcome back Kaitlin. Looking forward to working with you!

Lea Hamilton, who was the acting Administrative Assistant to the Chair, is now in the role permanently. Excited to work with you Lea! It will be fun!

As we say hello, we also have said good-bye to two long-standing members of the Department.

Dr. Mary Gick retired at the end of June, 2018. Mary was with the Department over 30 years and served as Departmental Chair and Ethics Chair. During this period, Mary supervised 23 graduate students and 53(BAH/BSc) honours students. Further, Mary has always been one of our favourite performers in the Department's Variety Show fundraiser. Thank you Mary for all your hard work and dedicated service over the years. It was wonderful working with you. You will be missed.

Joanne Sonley, our Undergraduate Program Advisor, retired at the end of June, 2018. Joanne was with us over 14 years and was instrumental in keeping the undergrad program running and advising 1000s of students over the years. It was an absolute pleasure and honour working with you Joanne. Your professionalism, dedication, and commitment will be hard to match.

Last but not least, I want to thank the 2017-18 Administrative team; Tina Daniels, Associate Chair, Michael Wohl, Grad Chair, Anne Bowker, Undergraduate Chair, Matt Sorley, Experiential Chair, and Cheryl Harasymchuk, FYSM Chair. The only change to this team for 2018-19 is that Anne Bowker now is the Associate Dean Student Affairs in FASS. Congratulations Anne!! Guy Lacroix is the Undergraduate Chair. Also, thanks very much to Bernadette Campbell who was Co-Chair of Ethics for 2017-18 and is now Chair of Ethics for 2018-19. And of course, I want to thank the best staff at Carleton!; June Callender, Departmental Administrator, Etelle Bourassa, Graduate Studies Administrator, Jessica Whitney, Graduate Administrative Assistant, and Julianna Moffatt, Undergraduate Assistant (acting).

Looking forward to another great year together!

A MESSAGE FROM THE ASSOCIATE CHAIR

By: Dr. Tina Daniels



Having just completed my second year as Associate Chair I am starting to get an idea of what this position entails. I have had the pleasure this year of working with Lise Paquet while Joanna was on sabbatical. There has been a nice feeling of coming full circle as Lise and I were hired at the same time and it was great to finally have an opportunity to work more closely together. My duties this year have revolved around TA assignments, the TA mentorship program, practicum placements, and issues of academic integrity. The TA assignments for 2017/18 were significant. In the fall we hired 138.5 TA's, in the Winter, 137.5 TA's and in the Spring 38 TA's. A large proportion of these TA's were undergraduates who were very much needed to cover our requirements. Given this, I would encourage you to suggest to any undergrads you think would be great TA's to apply. In thinking about the fall term please be aware that TA's are being assigned on the basis of enrollment so keep track of how your numbers are looking and structure your course accordingly. Do not count on the same number of TA's as you received last year for a specific course unless the enrollments are similar. Feel free to contact me at any time to discuss your TA needs. My goal this year will be to try to streamline and improve the fit of TA's with courses. You can help by completing your TA request

(Faculty) or TA application (Students) in as much detail as possible, including any particular profs you would like to work with or courses you would like to TA.

Last year I had the pleasure of working with a TA Mentor for the first time. Many thanks to Kristen Archbell who did a great job and is now enjoying her maternity leave. Welcome to Alyssa Bonneville who will now be filling this position. Seven workshops for TA's were offered. The most positive feedback we received was for the New Hire panel we held where Rachel Burns, Katie Gunnell, & Andrew Smith fielded questions about their TA experiences and how they had contributed to their CV when they were on the job market. There were lots of lively examples provided and everyone came away feeling that many valuable skills are acquired from TAing that can make you more marketable once you are on the hunt for a job.

This year approximately 20 students completed a practicum, many local, but some as far away as Alberta and Washington. A big thank-you to the individuals at the following agencies who offered their time and expertise to provide our students with diverse and interesting learning opportunities: Correctional Services Canada; John Howard Society; Women's Initiative for Safer Environments; Ottawa Carleton District School Board; Royal Canadian Mounted Police; Concordia University; Children's Hospital of Eastern Ontario; Royal Ottawa Institute of Mental Health Research; Alberta Integrated Threat & Risk Assessment Center; The Canadian Red Cross and the Spokane County Sheriff's Office. If you have a student who is interested in a practicum encourage them to look beyond the agencies listed on our website as there are many possibilities out there. Specific and tailored practicum placements take time to establish so encourage students to start thinking about and approaching agencies at least one term before they are planning on completing their placement.

Considering the number of students completing our courses I am pleased to note that the incidents of academic integrity were few this year. They mainly involved: plagiarism, exam copying, and collaborating on assignments and exams when instructed to work independently. Given my heightened awareness of these issues I adopted a couple of new strategies this year to proactively address these issues. I had been hearing that answers are provided on-line for many of the exams and assignments we currently use. When I checked it out, I was surprised to find that one of my assignments had extensive answers available. In response, I modified the assignment to be more specific to my course such that the on-line answers were no longer applicable. I also opted this year, for the first time, to administer alternative versions of my midterm exam. Are there any strategies that you employ to address issues of academic integrity? I would love to hear from you.

It was a great year to see the talents of those in our department as everyone came together for a great cause. We introduced several new events to raise funds for the Florence Dunlop Scholarship including "Pie-A-Prof" (thanks to Andrea Howard for this idea). There were seven brave souls who volunteered including Danay Novoa, John Zelenski, Bernadette Campbell, Craig Bennell, Andrew Smith, Matt Sorley, and Bruce Tsuji. Check out the YouTube clip if you have not seen it. We also held a silent auction and a "One of a Kind Sale". I was impressed with the ingenuity and creativity in our department as objects for the sale came in, from hand knitting, to pottery, to stunning photographs to creative gift baskets. Many thanks to June Callender, Jessica Whitney and Lea Hamilton for their organization of these very successful activities.

Finally, I am sorry to say goodbye to Joanne Sonley who has worked so tirelessly in the Undergraduate Office for 14 years. Joanne has been my go to person for all my questions. She will be sorely missed. On a more positive note, I welcome Kaitlin Barkley who previously worked in the undergraduate office and comes back to us as Undergraduate Program Advisor. I am also very pleased to continue working with Lea Hamilton as she is now in a permanent position as Assistant to the Chair. Joanna, it is great to have you back and I look forward to working together again this year on whatever great adventures await us. Lise, you can sit back now and relax. Many thanks for stepping in and taking over some very onerous tasks this year, especially the space issues. You deserve a great summer holiday!

Regards, Tina

GRADUATE NEWS AND EVENTS

A MESSAGE FROM THE GRADUATE CHAIR

By: Dr. Michael Wohl



Our graduate program continues to shine. We are the largest thesis-based graduate program in the Faculty of Arts and Social Sciences, with some of the brightest minds this side of the Rideau Canal. This was on full display during the Psychology Graduate Student Conference (PGSC) held January 25th, 2018. In total, 11 papers, 13 blitz talks, and 7 posters were presented by graduate students in our department. Kudos to Chloe Pedneault and Chelsea Sheahan for making the day such a smashing success.

At PGSC's in the coming years, we can look forward to presentations from the incoming (Fall 2018) cohort of graduate students (as well as our strong returning students). At present, the new cohort consists of 35 MA and 11 PhD students, which represents an excellent acceptance rate of 69%. If you see a new face in our department this September, please introduce yourself and continue our long history of being a warm, welcoming group.

In terms of scholarships and awards, the success of our graduate students was well recognized. Thirteen students (12 domestic, 1 international) received an OGS scholarship, 5 students received a SSHRC MA scholarship, 5 students received a SSHRC PhD scholarship, and 2 students received a NSERC scholarship. Additionally, 21 Donor Funded Awards were distributed to our graduate students. We congratulate all recipients.

We also bid farewell to a number of students who successfully defended their MA thesis (27) or PhD dissertation (6) during the 2017-2018 academic year. We wish them the best of luck as they enter their next chapter.

I would like to take this opportunity to thank Monique Sénéchal for her two years of service as Graduate Supervisor. She left the program running at peak performance. As such, it was easy for me to slip into the role. I look forward to continuing as the Graduate Supervisor and interacting with the bright, determined, and enthusiastic graduate students that make the Department of Psychology the best at Carleton University.



Chloe Pedneault and Daniel Shaw at the podium presenting their research during the Psychology Graduate Student Conference.

UNDERGRADUATE NEWS AND EVENTS

A MESSAGE FROM THE UNDERGRADUATE CHAIR

By: Dr. Anne Bowker



Currently there are 1982 students in our program, 95% registered in the BA program; 5% in the BSc. 75% of our students are in the honours program and the majority (84%) are full time and female (75%). 234 students are enrolled in the co-op option. 22% of our students have declared a concentration: 181 in Forensic; 101 in Health; 60 in Social /Personality; 53 in Developmental; 36 in Cognitive; and 18 in Organizational. This past year we admitted approximately 500 1st students into our program. Having such a large group of students makes engagement an ongoing challenge. We know that engagement and connection in 1st year is related to retention and graduation rates. How can we best facilitate a sense of connection to the department and to fellow psychology students?

This past academic year, we introduced a psychology mentorship program, with a goal of increasing 1st year students' sense of connection and engagement with the department. We recruited 18 3rd and 4th year students to mentor incoming 1st year students. Each mentor was paired with about 6 incoming students for the entire academic year. Interactions ranged from emails and texts, to in-person meetings, depending on the mentee preferences. All mentors went through a one-day training program in August, including mental health training from

Health and Counselling services staff, extensive information on support services available on campus and tips on how to interact with 1st year students. Mentors were volunteer positions, and students could add this activity to their co-curricular records.

Mentors helped out with the scavenger hunt during orientation in September and had drop-in office hours during both the Fall and Winter terms. We organized a meet and greet in September and January, for mentors and mentees and we added some study sessions at the end of each term (aka Cocoa and Cram sessions) for all introductory psychology students, facilitated by mentors, which were very well-received. While our mentors were all enthusiastic ambassadors of our program, ready with advice and support, our mentees did not always follow up after initial contact and we will structure things slightly differently this year, so as to give the incoming students a better idea of what to expect from their mentors. We'll also include a more structured approach to data collection, having mentors record the number of contacts with each student, and collecting student satisfaction data. Our goal is to provide an experience that is mutually beneficial for both the mentor and the mentee, and to enhance student connection to the department.

We have just completed the hiring process for the upcoming academic year's mentors. We will have 17 new mentors, with 5 returning mentors from last year. Training will include an on-line component, which will be available through cuLearn. While the initial working group included myself, Chris Motz, Matt Sorley and Bruce Tsuji, Deanna Whelan has joined the group, as I head off to the Dean's office. We are excited about the possibilities for this psychology mentorship program and invite any feedback or suggestions from our department colleagues.

FROM THE DESK OF THE ETHICS CHAIR

By: Dr. Bernadette Campbell, Carleton University, Ethics Board



After a year serving as the Vice-Chair of CUREB A/B, I will be moving into the role of Chair for 2018-19. As many of you know, Andy Adler is stepping down as chair and is taking a much-needed sabbatical leave. If you see Andy around campus, thank him for his dedicated service to CUREB over the last several years.

We are pleased to be welcoming Natasha Artemeva as Vice-Chair of CUREB A/B. Natasha is from the School of Linguistics and Language Studies. She has served on the university board for a number of years and has chaired the departmental ethics committee in SLALS.

Many of you have had the opportunity to chat with Gordon Duval, our Director of Human Research Ethics. Gordon is extremely knowledgeable, helpful and very approachable. Should you have ethics-related questions, the office (including Alisha Seguin, Gordon and myself) are always willing to help.

We also have a number of psychology faculty members who will be serving on CUREB this year. Feel free to ask them for advice as well. Thank you to all past and present CUREB members for giving of your time and expertise to serve the research community at Carleton!

Did you know? Last year, the Carleton University Research Ethics Board processed nearly 800 research ethics protocols. Of these, over one-third (35%) came from Psychology faculty and students.

PSYCHOLOGY SOCIETY

Psych Lovers Rendezvous in the PSCU

Looking to make connections with people in the Carleton community? Do you want to plan and organize on campus all while bolstering your CCR? Or are you simply looking for a place to meet new people with similar interests? For all of the above, consider the Psychology Society of Carleton University. PSCU aims to provide professional, academic, and social information, opportunities, and support for individuals pursuing an education, career, or interest in the field of psychology. We are in the process of planning events, volunteering opportunities, apparel, and fundraisers to make the 2018/2019 academic season stellar for PSCU members. Interested? Do we have your attention? Your curiosity? Then subscribe to our mailing list for details, event notifications, and membership opportunities at psychologysocietycu.com. Inquiries can be directed towards pscarletonu@gmail.com. Keep an eye out for our booth at the Carleton Expo.

We hope to see you this fall!

Cheers,
The PSCU Exec Team

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 2017-2018 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

Last year's co-op update was focused on Chelsea Medland, the first student to complete a work term as part of Psychology's new co-op option. Since then, there have been 16 more student placements and our PSYC majors have been contributing to agencies such as the Department of Indigenous Services, Employment and Social Development Canada, Canada Border Services Agency, the RCMP, and more. And Chelsea? Her pioneering ways continue, as she recently became the first PSYC student to graduate with the co-op designation on her degree. She's headed to a Master of Education (Counselling Psychology) program this fall. Thanks to Carleton's Career Services for working with Chelsea and providing such a valuable placement experience.



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

To learn more, access [Experience Psychology](#). If you have a story or opportunity to share, please forward to matthew.sorley@carleton.ca.

PSYCHED UP FOR EXPERIENTIAL LEARNING

By: Matthew Sorley

The Practical Practicum

Honours student Kathleen McKee recently completed a practicum with Vista Centre Brain Injury Services. One of the most popular placements among PSYC students, Vista provides residential, supported independent living, and day services to individuals who have experienced a brain injury. “I have a strong interest in brain injuries and concussions,” suggests Kathleen, and so it was a good fit. The practicum experience provides students with an opportunity to cultivate professional skills, make a contribution to the community, and engage with the discipline. For Kathleen, “What I learned and experienced at Vista could not have been taught in a lecture style course.” However, many students find the practicum leads to meaningful reflection about one’s career and this certainly resonates with Kathleen: “While this placement made me realize that I don’t want a developmental service career, I do want to pursue a research career possibly in the traumatic brain injuries field.” Congratulations to Kathleen and the many Psychology students doing exceptional work in our community. Also thanks to Vista and all our valued agency partners.



Left: Kathleen McKee presenting at the Practicum in Community Psychology Conference (PRACTICON)

The *Practicum in Psychology Conference (PRACTICON)* is heading into its 3rd-year of highlighting student achievement and learning in the community. See you at the next editions of PRACTICON in December and April.

VOLUNTEERING AS EXPERIENTIAL LEARNING

By: Matthew Sorley

The Fab Lab Blab

The past year saw 70 research lab volunteer positions created for our undergrads. Dr. Rachel Burns joined the department only last year, but as director of the *Health Psychology Lab*, she is already providing multiple opportunities for students. Her reasons for working with volunteers are simple: “Volunteer research assistants help to ensure that the research produced by my lab is of high quality. For example, my research can involve multiyear datasets that contain thousands of health-related variables from tens of thousands of people. To ensure that there are no mistakes, I have research assistants independently look for certain pieces of information (e.g., how were depressive symptoms coded?) or specific types of people (e.g., people with diabetes) in the dataset.” However, Rachel also appreciates the benefits to students: “In addition to getting a ‘behind the scenes’ look at the research process, students gain direct experience working with large datasets, which is a marketable skill when applying to graduate school or the work force.” In other words, everyone wins.

One of the winners is student volunteer Tarek Benzouak: “I have always held a great interest in the field of health and when I learned of the opportunity to volunteer in the new Health Psychology Lab, I was very excited.” For Tarek, a focus has been placed on skills: “I had the chance to work with SPSS and Excel. As I keep using these programs, I am definitely more comfortable with data-driven work. I am also improving my analytical and critical thinking skills.” When thinking about learning outside the classroom, Tarek says “I would most certainly recommend volunteering in a lab to other students...even if considered volunteering, it offers work experience in the field and that benefits anyone looking to graduate with a degree in psychology.” The Department couldn’t agree more. Thanks to our volunteers and lab supervisors for all they do. Tip: Volunteering in a PSYC research lab continues to be eligible for credit on the Co-Curricular Record.



Right: Student Volunteer Tarek Benzouak

Welcome!

New Faces in Psychology

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



Benoit-Antoine Bacon
Professor, President and Vice-Chancellor

Dr. Benoit-Antoine Bacon started his five-year mandate as President of Carleton University on July 1, 2018. He joined Carleton from Queen's University where he served as Provost and Vice-Principal (Academic).

He previously served as Provost and Vice-President (Academic Affairs) at Concordia University in his hometown of Montreal where he was recognized with an award as Concordia University's Sustainability Champion.

His first academic appointment was at Bishop's University, where he served in a number of leadership roles including Dean of Arts and Science, Associate Vice-Principal for Research, chair of the psychology department and chief negotiator for the association of professors of Bishop's University. He is a three-time recipient of Bishop's Merit Award for exceptional performance in teaching and research.

Dr. Bacon holds a PhD in neuropsychology from the University of Montreal, after which he undertook an NSERC-funded post-doctoral fellowship at the University of Glasgow in Scotland. His research in the field of cognitive neuroscience focuses on the links between brain activity and perception in the visual and auditory systems, as well as on multisensory integration. He remains associated with the Montreal-based Neuropsychology and Cognition Research Center (CERNEC), which is funded by the Fonds de recherche du Québec – Santé (FRQS).

Welcome!

New Faces in Psychology

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



Nassim Tabri
Assistant Professor

In one line of research, I investigate how various transdiagnostic factors (e.g., overvalued ideation, perfectionism, and impulsivity) may function together to proliferate and maintain engagement in various health compromising behaviours (e.g., disordered eating and gambling). The research I have conducted is contributing to the development of a transdiagnostic theory of mental health disorders, which will help explain why people engage in health compromising behaviours. The ultimate aim of this line of research is to enhance the prevention, assessment, and treatment protocols of various mental health disorders (e.g., prevention and treatment for disordered eating).

In a second line of research, I investigate the mental health implications of group membership. This research integrates social identity theory with theories from clinical and health psychology to understand how group-related factors (e.g., perceived intergroup threat, group-based emotions, and social identification) affect the mental health and well-being of group members. The goal is to develop an integrative framework of how group membership may affect our mental health and well-being.



Danay Novoa
Instructor II

I fell in love with psychology during my first year of my undergraduate degree. I was inspired to understand why people behave the way they do. In particular, how others can influence us. Throughout my graduate school years, I became fascinated by how we interpret our experiences with others and in turn how that affects our own self-perception. My role within the department is teaching introduction to psychology, specifically tutorial sections. My goal is to provide students with an overview of the many different topics of psychology, focusing on topics such as learning, memory, states of consciousness, human development, motivation, emotion, personality, social interaction, disorders, stress and health, and therapy. I believe that learning is facilitated through engagement. In lecture, I encourage students to engage in discussion about the topics as well as participate in class activities meant to encourage reflection of the concepts covered. I believe discussion and reflection facilitate learning beyond the style where I spend the entire class talking at students. In tutorials, students will engage in additional activities to further demonstrate concepts learned in class to help facilitate understanding.



Faculty Awards



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



Adding It Up: The Influence of Home and School Experiences on Children's Early Math Learning—Dr. LeFevre

SSHRC Award

Jo-Anne LeFevre, Helena Osana (Concordia), Sheri-Lynn Skwarchuk (Winnipeg), Erin Maloney (Ottawa); international collaborators: Maria Ines Susperreguy (Chile), Winnie Chan (Hong Kong), Judith Wylie (Northern Ireland), Maureen Vandermass-Peeler (USA), Victoria Simms (Northern Ireland)

The goal of this international project is to examine the roots of math difficulties as they arise in children's early experiences. We will examine children's home and school experiences at ages 4 and 5, and follow them in a longitudinal design as they progress to grades 1 and 2. Parents and educators have various opportunities to provide children with experiences that might be important for their math learning, from using fractions while cooking, to reading number storybooks, to practicing counting, to providing opportunities for children to use mathematics in activities such as managing their allowances. Such activities vary dramatically in the extent to which they require children to understand symbolic numbers, use spatial abilities, rely on working memory, or use math-specific language. Our research explores the role of these, and other experiences, in children's early mathematical development. Results may be helpful for formulating appropriate math curricula, for supporting teachers, for shaping public policy around mathematics education, and for helping parents to appreciate the role that they can play in their children's math success.



Profiles of parenting during the transition to university: Understanding environments that predict first-year academic success and well-being—Dr. Howard

SSHRC Award

Are university students' parents too involved in their adult children's lives? A prevailing assumption is that students whose parents are actively engaged in their daily lives (but who also intrude and don't allow their kids enough independence) have poorer outcomes, including lower grades and impaired psychological well-being. Evidence supporting this assumption to date is weak. In two short-term longitudinal studies, this research will attempt to isolate the factors such as parent autonomy support, warmth, and involvement that differentiate adaptive from maladaptive parenting environments during the transition to university. We will determine whether students experiencing maladaptive environments (likely a minority of all students) also tend to be less intrinsically motivated to succeed in their studies; they may also have poorer daily study habits, worse end-of-semester grades, higher rates of dropout, and poorer mental health. Findings from this research will build a longitudinal evidence base to guide universities, parents, and students in understanding what kinds of parenting practices foster success during the transition to university.



Faculty Awards



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



The role of motivation in the experience of obstacles and self-control in goal pursuit—Dr. Milyavskaya

Ontario Early Researcher Award

Carleton 2018 Research Achievement Award

Although people regularly set and pursue goals such as eating healthy, these goals are frequently not attained. This research will investigate the role of motivation in how people inadvertently set up obstacles to their own goals in their environments, and how such obstacles are perceived. We will examine these both experimentally and outside the laboratory in people's day-to-day lives through multiple studies using a variety of methodologies. The ultimate aim of this research is to develop strategies to help people attain their personal goals and live a healthier life.



Signal Detection Theory in Single-Trial Human-Decision Tasks – Dr. Smith

NSERC Award

This program of research explores the cognitive processes involved in memory, judgment, and decision-making in real-world single-trial human-decision tasks (e.g., eyewitness identification procedures, fingerprint-matching tasks, etc.). During the current funding period, my program of research has three short-term objectives: (1) to examine the fit between signal detection theory and single-trial, between-participant tasks, and to reform the signal detection model where necessary, (2) to develop a better theoretical understanding of the cognitive processes involved in false-positive and false-negative responses, and (3) guided by the findings in objectives one and two, to develop diagnostic tests that maximize utility in forensic settings.

PSYCHOLOGY GRADUATE STUDENT CONFERENCE

The third annual Psychology Graduate Student Conference took place on January 25th, 2018. This is a wonderful event where psychology graduate students come together to share their work with other students, professors, and the Department of Psychology. In total, psychology graduate students presented 11 papers, 13 blitz talks, and 7 posters. A wide range of research topics were covered in these presentations, including eyewitness lineup procedures, police use of force, dark personalities, the influence of nature on well-being, and perceptions of psychology as a science.

During the conference, psychology graduate students also got to network over morning coffee, a catered lunch, and refreshments served at the poster session. Following the conference proceedings, students and faculty gathered at one of Carleton University's pubs for the reception. This year's PGSC coordinators (Chloe Pedneault and Chelsea Sheahan) would like to thank the Department of Psychology, the conference volunteers, and all the student presenters for, once again, making the Psychology Graduate Student Conference a wonderful success.



Left: PGSC Coordinators and Volunteers



Right: Students and faculty mingling at the PGSC poster session.

PSYCHOLOGY IN ACTION

2018 ParticipACTION Report Card on Physical Activity for Children and Youth

CU's Department of Psychology encourages kids to move more to boost brain health

CU's Department of Psychology supports findings in the 2018 ParticipACTION Report Card on Physical Activity for Children and Youth that links brain health with regular physical activity

OTTAWA, ONTARIO – The Department of Psychology at Carleton University supports findings in the *2018 ParticipACTION Report Card on Physical Activity for Children and Youth*. Released June 19, 2018, the Report Card gave Canadian kids a score of D+ for Overall Physical Activity. This grade is particularly alarming considering that this year's Report Card also highlights important connections between physical activity and kids' brain health.

Only 35 per cent of 5- to 17-year-olds and 62 per cent of 3- to 4-year-olds are getting the recommended physical activity levels for their age group, the report card found, and may be having an impact on the health of their brains – kids may be less attentive, moody and not meeting their full potential both in and out of the classroom.

“Regular physical activity, even in short bursts, can help kids' brains on many levels,” said Dr. Mark Tremblay, Chief Scientific Officer, ParticipACTION Report Card and Director of the Children's Hospital of Eastern Ontario Research Institute's Healthy Active Living and Obesity Research Group (CHEO-HALO). “Kids who are more active have increased self-esteem and are generally more focused and less stressed compared to their less active peers. For example, students who exercise before a test show stronger brain function than those who don't. Furthermore, kids with brain-based disabilities, such as autism spectrum disorder or ADHD, may experience even greater improvements in learning and thinking as a result of regular physical activity.”

This year's Report Card was released in concert for the first time with an evidence-informed *Expert Statement on Physical Activity and Brain Health in Children and Youth*. The Expert Statement was developed by a team of pediatric neuroscientists, exercise scientists, clinicians and practitioners. It finds that for better brain health – including cognition, brain function and mental health – all children and youth should be physically active on a regular basis.

Dr. Katie Gunnell, Assistant Professor in the Department of Psychology, was a member of the expert panel who developed the Expert Statement on physical activity and brain health.

Recommendations on how to increase opportunities for physical activity and improve kids' brain health, including those with brain-based disabilities, can be found within the Expert Statement.

To download the 2018 ParticipACTION Report Card Highlight Report, including the Expert Statement, or Full Report, please visit www.participACTION.com/reportcard.

Congratulations!



CONVOCATION MEDALS & AWARDS

The Department of Psychology would like to congratulate all of our wonderful students who have graduated during the 2017-2018 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:

Graduate Students

University Medal for Outstanding Graduate Work—Doctoral Level

Laura Ooi - *Doctorate of Philosophy in Psychology*

Senate Medal for Outstanding Academic Achievement

Chelsea Sheahan - *Doctorate of Philosophy in Psychology*

Undergraduate Students

Chancellor's Medal

Traleena Rouleau - *Bachelor of Arts Honours, Psychology*

University Medal in Arts

Alyssa Lindsay-Brown - *Bachelor of Arts Honours,
Psychology*

Jared Jollymore - *Bachelor of Arts Honours,
Psychology*

University Medals

Bachelor of Arts Honours

Alicia Duval
Anna Conway
Chloe Jones

Christina Milani
Ellie Coleman
Elisabeth Xie

Hannah MacDonald
Madeline Moore
Marc Godin

Rachael Irwin
Sepi Parvzian
Stephanie McHugh

Bachelor of Science Honours

Laura Dodge

Bachelor of Arts Honours, Double Major

William Oakman



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

Danielle Baldwin
Lindsay Fulham
Alicia LaPierre
Cristina Marcu
Adrienne Paynter
Joshua Peters
Tori Semple
Christine Tulk
Lori Watanabe

Doctorate of Philosophy in Psychology

Brittany Blaskovits
Tia Carpino
Logan Ewanation
Misha Sokolov
Kaitlyn Werner

Outstanding Teaching Assistant Award (EDC)

William Hipson - *Doctorate of Philosophy in Psychology*

Department of Psychology Teaching Assistance Excellence Award

William Hipson - *Doctorate of Philosophy in Psychology*
Sabrina Di Lonardo - *Doctorate of Philosophy in Cognitive Science*



Above.: PhD Graduates **Laura Ooi** (University Medal Winner) and **Chelsea Sheahan** (Senate Medal Winner) at the Spring 2018 Convocation Ceremony



Above: MA Graduates **Andrew Woodard, Josee Taylor, Keltie Pratt, Shelby Levine, Emrah Eren** and **Stephanie Biro** at the Spring 2018 Convocation Ceremony

PSYCHOLOGY STUDENT SUCCESS STORIES

FASS Undergraduate Summer Research Internship, 2018

The FASS Undergraduate Summer Research Internship is an initiative that invites students to submit a research project that they propose to work on during the summer in collaboration with a faculty member. It is a great opportunity for students to gain research experience firsthand. Two of our own students were selected as recipients of the Research Internship after a very competitive selection process. You can read more about their internship experience below:

Tarek Benzouak -Depressive Symptoms of One’s Romantic Partner as a Predictor of Type 2 Diabetes Mellitus. B.A. Hons, Psychology, Concentration in Health

I am currently undertaking a FASS undergraduate research project in the Health Psychology Lab. Under the supervision of Dr. Burns, this great research project is examining how romantic partners’ depressive symptoms influence each other’s likelihood of developing type 2 diabetes mellitus. More specifically, using a longitudinal dataset, we predict that higher levels of spousal depressive symptoms will predict the onset of type 2 diabetes. The FASS undergraduate research internship is a very exciting opportunity for me as it offers the chance to examine a biopsychosocial perspective of health, something of great importance to me as an undergraduate student in psychology. In addition, the opportunity to work with Dr. Burns has provided me with a greater understanding of health and the research process. The knowledge I am acquiring during the FASS undergraduate research project is furthering my proficiency in variables related to public health, as type 2 diabetes and depression are largely prevalent in the Canadian population. Ultimately, the skills I have attained this summer will tremendously benefit my academic development, as the application of these skills will facilitate my goals of becoming an expert in the field of health as a Canadian physician.



Kim Nguyen—Individual Differences in Children with Early Emerging Reading Abilities. B.A. Hons, Psychology

My name is Kim Nguyen. I am a fourth-year B.A Honours Psychology student. My work in Dr. Sénéchal’s Child Language and Literacy Research Lab involves coding behaviours that occurred during the interactions of parents and their young children as they engaged in a word printing task in their home. Parent-child dyads were asked to spell words as they saw fit by selecting letters from one felt board and placing them on another that was blank. As children might behave differently depending on their parents’ feedbacks, my research project will examine whether instructive feedback will lead to greater exploration in child spelling behaviour compared to directive feedback. To explore this hypothesis, I will code a data set of 30 parent-child dyads to assess whether parents differ in the level of help they provide and come up with a definition of child exploration. Then, I will use contingency tables to analyze the types of parent feedback and child responses, which will allow me to assess whether there is a link between parent and child behaviors as they progress through the spelling task. Through my internship, I have the opportunity to gain a deeper understanding and real-world experience in the domain of child language development.



FAREWELL AND ALL THE BEST!



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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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