

PSYCHOLOGY IN THE CAPITAL

Volume 6: Issue 1

Summer 2019

CHAIR CHAT

By: Dr. Joanna Pozzulo, Department of Psychology Chair



Chair Dr. Joanna Pozzulo at PURE

This past year I returned from sabbatical to start another 3-year term as Chair. It has been a busy and fun year! This past Fall we hosted our first “Psychology Mental Health Day” focused on educating and helping those wanting to know more about Mental Health. The day began with a panel discussion on mental health, followed by hands-on workshops on such topics as “Procrastination, Health and Well-Being”, “Personality Types and Mental Health”, among others. Our keynote address was given by one of our alumni, Dr. Owen Kelly, who currently works as a psychologist in Ottawa. About 200 people attended throughout the day.

I am excited to announce that we will hold our second, now annual, Psychology Mental Health day on World Mental Health Day, Thursday, Oct. 10, 2019. This year we will focus on bringing the audience a series of lectures on current mental health issues (e.g., substance abuse and mental health, autism, the environment and mental health). Like last year, the event will be open not only to the Carleton community but also to the wider Ottawa community. We look forward to sharing the day with anyone interested in learning more about mental health and well-being. Please check out our website for more details and registration.

Speaking of mental health education, I am delighted to announce that we will be adding mental health concentrations at the undergraduate and graduate levels. We believe that providing these options to students will allow them to gain a greater understanding of mental health, and hopefully, that, in turn, will reduce the stigma.

I also would like to mention, that we launched our inaugural edition of, “*Psychology in the Capital: Research Edition*” highlighting our research achievements. We received so many submissions that we could not include everything (my apologies to those items not included). I am looking forward to our next edition (Spring 2020). Keep up the great work everyone!

This past year we continued our fundraising events, including an online auction with a number of hand-made items, such as the Carleton famous “Raven’s Red Pepper Jelly”, “Carleton’s Crabapple Jelly” and works of art provided by faculty. Through everyone’s generosity we were able to endow our Florence Dunlop Scholarship, awarded annually to our top undergraduate psychology major going into third year. I am certain that we will continue our fundraising efforts in the coming year but we have not yet finalized the cause. Stay tuned!

I would like to take this opportunity to welcome our limited-term Quantitative Instructor, Cecilia Jorgenson. Welcome aboard Cecilia!

As in past years, I need to express my deep gratitude for the best team a Chair could have. With thanks to our Administrator, June Callender; Graduate Administrator, Etelle Bourassa; Undergraduate Program Advisor, Kaitlin Barkley; and my Assistant, Lea Hamilton. I also want to welcome and thank our newest staff members of the Department; Rachel Anderson-Houldsworth and Sylvie Beekmans.

Also, thank you to my Associate Chair, Tina Daniels; Graduate Chair, Michael Wohl; Undergraduate Chair, Guy Lacroix; Experiential Learning Chair, Matt Sorley, and FYSM Chair, Cheryl Harasymchuk. I would like to give a big thank you to Bernadette Campbell as Chair of Ethics. Thank you Bernadette for all your hard work. I am happy to report that Janet Mantler will take over the role.

A MESSAGE FROM THE ASSOCIATE CHAIR

By: Dr. Tina Daniels



Having just completed my third year as associate chair I feel I have a good handle on the duties and responsibilities associated with this position. It is nice to have Joanna back from sabbatical with lots of energy, enthusiasm and lots of plans for our department. My duties have revolved around TA assignments, the TA mentorship program, practicum placements, and issues of academic integrity. The TA assignments for 2018/19 were significant. In total we received 327.5 TA's. This year I expect the process to proceed as it has in the past, however, the new Associate Dean (Academic), Peter Thompson, will be now responsible for the allocation of TA's. I look forward to working with Peter to meet our very large need for TA's. Many thanks to Mike Brklacich, who has been very helpful in making sure we received the TA's needed to smoothly implement our course over the last 3 years.

We received a TA mentor for the second year. Many thanks to Alyssa Bonneville who did a great job. Alyssa organized an amazing nine workshops for TA's including: Tech in the Classroom, Psychology TA Panel: Q&A with Senior TAs!, TAing Online Courses, iTA: Facilitating a Class in the Digital World, MIND your health: Mental Health in Grad School, What's So Bad About a Little Incivility? Furthering the Understanding About Incivility Among Psychology TAs, Powerful Posters, The Next Big Step: Resume and CV Writing, and Psychology Alumni Panel. The workshop I enjoyed the most was a panel of some of our previous graduates who spoke about their career paths and how they found their way to their current positions as well as offering lots of advice about how to start a search for employment. Many thanks to Danielle Quigley, Christine Polihronis, Shevaun Corey, Kyle Simpson, and Danay Novoa for kindly contributing to the success of this workshop.

This year approximately 10 students completed a practicum, many local, but some as far away as the University of Calgary. 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: Canadian Psychological Association, Children's Hospital of Eastern Ontario; Correctional Services Canada; Employment and Social Development Canada; Royal Canadian Mounted Police; Royal Ottawa Institute of Mental Health Research; University of Calgary; and Verity International Limited. Organizing a practicum placement that complements a student's research area takes time so it is important for students to start thinking about and approaching agencies at least one term before completing the placement. I am pleased to welcome Craig Bennell who will be taking over the administration of the practicum courses this year.

There seem to have been more incidents of academic integrity this year than previously. Plagiarism on take-home exams and essays, continues to be the most common issue, especially cutting and pasting from material found on-line and working collaboratively when instructed to work independently. As always remind students of the serious consequences for this behavior and why it is problematic. Please continue to be vigilant in this regard and caution your TA's to watch for papers and exams which contain similar material.

This year a new experience for me was to teach Child Development (PSYC 2500) on CUOL. My first experience was much better than I anticipated. That being said, I have gained a number of skills I would be glad to share if you are thinking about teaching CUOL. I have learned how to set up and offer on-line quizzes, how to assign groups to individual TA's and I have tried some new strategies for engaging students. The most success was my course Facebook page. Check out **Child Development Psyc2500** if you are interested in what is circulating the internet these days related to Child Development. Many thanks to Deanna Whelan and Danay Novoa for their support in helping to get my course off the ground, especially with regards to my many technical questions about CUlearn. It truly takes a village.

I look forward to the upcoming year and wish you all a great start to Fall 2019.
Regards, Tina

GRADUATE NEWS AND EVENTS

A MESSAGE FROM THE GRADUATE CHAIR

By: Dr. Michael Wohl



Exciting changes are on the horizon for our graduate programs. Students entering the M.A. or Ph.D. program during the 2019-2020 academic year will find an improved graduate program that enhances breadth and provides structure that will benefit their development as researchers. This will be accomplished by categorizing our courses into 1) content, 2) statistics, and 3) professional development. Students in both our M.A. and Ph.D. programs will be required to take at least one course in each category.

This change was made to advance learning outcomes, which will place our graduate students in the best position to secure employment within or outside academia. Specifically, students who graduate with an M.A. in Psychology should expect to be proficient at applying and analyzing expert knowledge in experimental psychology, have the ability to analyze and interpret data using advanced statistical techniques, as well as evaluate, create, and disseminate knowledge within and/or beyond academia.

Those who graduate with a Ph.D. in Psychology should expect to be highly skilled at applying and analyzing expert knowledge in experimental psychology, have superior ability to analyze and interpret data using advanced statistical techniques, as well as

evaluate, create, and disseminate knowledge within and/or beyond academia.

Of course, our graduate students were shining examples before the program change was instituted. However, we are not one to rest on our laurels. We want our graduate programs and graduate students to remain leaders at Carleton and beyond.

Indeed, our graduate students' success was well recognized during the 2018-2019 academic year. Sixteen students (15 domestic, 1 international) received an OGS scholarship, which is an increase of 3 from 2017-2018. Three students received a SSHRC M.A. scholarship, and an additional 4 students received a SSHRC Doctoral scholarship (3 of which were a CGS!).

Our students were also very active in applying for Donor Funded Awards. We received 199 applications! From those applications, 24 received funding. An additional 16 graduate students received Psychology Endowment Awards. We congratulate all recipients. Keep up the great work.

The productivity of our graduate students was also on display again during the Psychology Graduate Student Conference (PGSC) held January 30th, 2019. In total, 12 papers and 12 blitz talks were presented by graduate students in our department. Kudos to Shaela Javala and Janelle Knoop for making the day such a smashing success.

During the 2018-2019 academic year, we bid farewell to 19 M.A. and 11 Ph.D. students. We are excited for you all, but your presence will be missed. Although we said goodbye to some, we say hello to others. Indeed, there will be a number of new faces roaming the halls of Loeb, HCI, VSIM, and the SSRB come September. At present, the new cohort consists of 23 M.A. and 12 Ph.D. students, which represents an excellent acceptance rate of 62%. Please introduce yourself and continue our long history of being a warm, welcoming group.

To a new year full of possibility!

Michael

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 this year. I never cease to be amazed by our gifted and passionate students! Psychology continues to be one of Carleton's most popular and dynamic undergraduate programs! The size of our program leaves no doubt. It presently counts 2098 BA Honours students, 147 BSc Honours students, 87 Com-

combined Honours students, and 785 BA General students. A significant proportion of our students also choose to register for one of our six concentrations: Cognitive Psychology, Developmental Psychology, Forensic Psychology, Health Psychology, Organizational Psychology, and Social and Personality Psychology. In fact, 930 students are presently pursuing 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. Finally, we are proud to announce a new addition to our program for the 2019-2020 academic year. We are now offering a minor in Management and Human Resources for psychology students! It was created cooperatively by the Department of Psychology and the Sprott School of Business with psychology students' needs in mind! Students who wish to learn more about management, human resources, and marketing, while also deepening their knowledge about psychology will want to consider taking adopting this minor.

Experiential education has always been an important component of our program. Students have always had many opportunities to volunteer, work, and study in one of our many research laboratories. Yet, the creation of the COOP option in 2015 has allowed an even larger

number of students to gain applied knowledge of different workplace environments related to their studies. This option has attracted the attention of 766 students! Otherwise, the more traditional means that our students have employed to get hands on experience are still going strong. 35 students completed a practicum this year and proudly displayed their accomplishments during the PRACTICON poster session.

Our Psychology Undergraduate Research Events were once again a great success this year. 182 students from our Thesis and Project classes presented their capstone research to the Department, the Carleton community, family, and friends. PURE was especially memorable this year because our President, Benoit-Antoine Bacon, presented the first prize for the Honours thesis section to Kathleen McKee. Otherwise, PURE is always a very satisfying day for me. Our students are always very proud to present the outstanding research that they have conducted. Summer PURE 2019 will be held August 15 and PURE 2020 will take place April 8. Both will take place in the Richcraft Hall. Everyone is invited!

We presently have 439 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 on September 3. They will also be able to count on the best undergraduate advising team at Carleton: Kaitlin Barkley and Rachel Anderson-Houldsworth. Kaitlin and Rachel 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.

I wish you a wonderful summer,

Guy Lacroix
Undergraduate Chair

A MESSAGE FROM THE STUDENT EXPERIENCE CHAIR

By: Dr. Cheryl Harasymchuk



I will be moving into the role of Student Experience Chair for 2019-2020. In my new role, I will be working on and overseeing experiential learning-related projects in our undergraduate program (e.g., co-op, practicum, and lab volunteer experiences). I have some big shoes to fill as Matthew Sorley has done an exceptional job developing these student experiences for our Department.

Additionally, I will be continuing my role as First Year Seminar Chair (there are approximately a dozen psychology-themed first year seminars). These seminars provide a unique opportunity to promote experiential learning (i.e., small class held over two terms). One of the advantages of this position is hearing about all of the exciting and creative experiential learning practises that our faculty and instructors incorporate in their classrooms. The goal of this role is to gather and share these best practises with incoming FYSM instructors. As well, I will be developing my own FYSM teaching project on research design, a project that was awarded a Carleton Teaching Achievement Award in February 2019.

Another part of my role will be to research and promote the career stories of students who graduate with an undergraduate degree in our Psychology program. A common question that professors and instructors hear is, “*What can I do with my Psychology degree?*”. Students gain many marketable and valuable skills in our undergraduate program, including skills from their experiential learning, and it is time that we share their stories about how it helps them in the workplace.

Carleton University hosts the 2019 IARR Mini-Conference

From June 20 to 22, 2019, Carleton University hosted the International Association for Relationship Research (IARR) Mini-Conference. Organized by [Dr. Cheryl Harasymchuk](#), the conference’s theme was based on “Positive Action in Relationships”. Two of our graduate students, Chantal Bacev-Giles and Elisabeth Bailin Xie, presented their research at the conference. Chantal’s research investigates the role of daily relationship threats as obstacles to trying novel, exciting activities with a romantic partner; Elisabeth’s research focuses on secret keeping in romantic relationships and how it is harmful to both the relationship and well-being of the secret keeper.



To read more about the Conference, please see the Carleton Newsroom article here:

[Relationship Conference Research Addresses Secrets and Threats](#)

Welcome!

New Faces in Psychology

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



Cecilia Jorgenson
Instructor I

My role in the department this year will mainly be teaching statistics courses. I am very excited to have this opportunity to work with students at the graduate and undergraduate level. I started feeling comfortable (and even enjoying!) teaching statistics when I became an undergraduate TA for Psyc 3000. Learning how to explain concepts to someone else gave me new per-

spectives on the apprehension that some students experience when approaching statistical problems. My goal as an instructor is to figure out a way to help students understand that stats is fun. As to my PhD research, I am interested in the development of perceived competence in the sports domain. The broader value of studying this is that, beyond sports, the ways in which youth athletes interpret success can generalize to other domains - school and work being two obvious examples.

Congratulations!



CONVOCATION MEDALS & AWARDS

The Department of Psychology would like to congratulate all of our wonderful students who have graduated during the 2018-2019 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

Senate Medal for Outstanding Academic Achievement

Susan Yamamoto - *Doctorate of Philosophy in Psychology*
Jesika Walker - *Master of Arts in Psychology*

Undergraduate Students

Governor General's Medal

Joy McLeod - *Bachelor of Arts Honours, Psychology*

University Medal in Arts

Natalie Feldman - *Bachelor of Arts Honours, Psychology*
Myriam Harper - *Bachelor of Arts Honours, Psychology*

Senate Medal for Outstanding Academic Achievement Bachelor of Arts Honours

Shannon Carson	Morgan McGowan
Jessica Crosier	Jesse Nietmann
Julianne Dumont	Evan Ostrander
Sasha Gunpat Motayne	Gabrielle Belhumeur
Andréanne Kyle	Brett Babcock
Laura McArthur-Gupta	Hannah Weston

Bachelor of Arts

Natasha Zabchuk



Above: Joy McLeod receiving her Governor General's Medal from President Bacon

Award Winners



CONGRATULATIONS!

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

Graduate Students

Ontario Graduate Scholarship (2018-2019)

Master of Arts in Psychology

Jessica Cohen	Aidan Smyth
Vasileia Karasavva	Christine Tulk
Ariane-Jade Khanizadeh	Chelsie Smith
Simona Mackovichova	Elisabeth Xie

Doctor of Philosophy in Psychology:

Brittany Blaskovits
Bailey Fraser
Bronwen Perley-Robertson
Melissa Salmon
Mikhail Sokolov



Above, from left to right: PhD Graduates **Susan Yamamoto** (Senate Medal Winner) and **Kaitlyn Werner**, **Glen Smith** and **Katherine Magner** at the Spring 2019 Convocation Ceremony

Department of Psychology Teaching Assistance Excellence Award

Hannah Brazeau - *Doctor of Philosophy in Psychology*
Chloe Jones - *Master of Arts in Psychology*



Above, from left to right: MA Graduates **Alina Raza** and **Jesika Walker** (Senate Medal Winner) at the Spring 2019 Convocation Ceremony



Above, from left to right: PhD Graduates **Elisabeth Leroux**, **Seung Chan Lee** and **Chantal Bacev-Giles** at the Spring 2019 Convocation Ceremony

PSYCHOLOGY STUDENT SUCCESS STORIES

FASS Undergraduate Summer Research Internship, 2019

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. Four 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:

Andrew Dawson

Project Title: Factors in Moral Judgement

Supervisor: Dr. Johanna Peetz

My research is focused on the connections between how people judge the morality of different actions and how they judge the moral standing of themselves and others.

The study I conducted earlier in the summer examined how seeing oneself as a good person was related to whether they made ethical decisions based on aggregate welfare or prohibitions against harm. While my experimental manipulation of moral self-regard proved ineffective, I was able to replicate some correlational findings from previous research on moral dilemmas. In particular, I found that a willingness to sacrifice for the greater good was positively associated with seeing oneself as a good person deep down, but negatively associated with expressing an external image of moral virtue.

In addition to working with my supervisor, Johanna Peetz, on some other projects, I'm currently determining what my next line of inquiry will be. While I've really enjoyed learning more about the intricacies of moral psychology, the real benefit of this internship has been gaining a deeper understanding of the research process. I feel much more prepared for my graduate studies than I was two months ago.



Thea Froelich

Project Title: Does the Degree to Which an Experience Fulfills our Psychological Needs Affect How we Perceive the Passage of Time?: Linking Self-Determination Theory to the Experience of 'Time Flying By' When we are Engaged in a Satisfying Task.

Supervisor: Dr. Johanna Peetz

I am thrilled to have been given the opportunity to conduct my own research under the expert supervision of Dr. Johanna Peetz as a FASS undergraduate intern this summer! We are conducting a pair of studies looking into the relationship between psychological needs satisfaction and time perception in the context of whitewater kayaking. According to Self Determination Theory, tasks and experiences that fulfill our psychological needs (i.e. competence, relatedness, and autonomy) feel more enjoyable and lead us to become intrinsically motivated to continue them. A substantial body of research also supports that we seem to perceive time as passing more quickly when we are deeply engaged with and/or enjoying a task or experience. The primary goal of these studies study is to investigate the link between these two phenomena by determining whether or not a relationship exists between the extent to which whitewater

kayaking contributes to one's psychological need fulfillment and one's subjective experience of the passage of time. To date, the field has primarily relied on the use of sedentary lab tasks to study the experience of time passing, so a secondary goal of our research is to fill a gap in the time estimation literature by examining this relationship in a dynamic, outdoor-sports context. I have recently finished collecting data (both online and in the field) and am excited to be moving on to the analysis to see what patterns emerge!

PSYCHOLOGY STUDENT SUCCESS STORIES

FASS Undergraduate Summer Research Internship, 2019

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Tristan Shaeen

Project Title: The Secret Life of Secret Keeping

Supervisor: Dr. Chris Davis

It's been interesting coming up with an elevator pitch that doesn't make people want to get off on the next floor, but the long and short of it is this: I'm interested in your secrets. Not so much the content, but the effects that they have on you, your health, and your relationships. In fact, the research in this area suggests that the content doesn't matter much. What does seem to matter, however, is the extent to which you are preoccupied with your secrets. Yet, for all the research conducted so far, it remains a mystery precisely what makes some secrets more preoccupying than others. So while the mechanisms at-play are currently up for debate, it is now widely accepted that harbouring secrets is associated with lower levels of personal and interpersonal wellbeing. My research seeks to contribute to this area by taking a slightly different approach: a qualitative approach. It is my hope that open-ended interviews with secret-keepers themselves will shine some light on this puzzling aspect of the human experience. We all know why we keep certain things hidden beneath the surface, but it appears we have little idea what they're doing to us while they're down there.



Silas Xuereb

Project Title: Individual-Level Predictors of Support for Strong Non-Democratic Leaders in Democracies and Authoritarian Regimes

Supervisor: Dr. Michael Wohl

I am a fourth-year student in psychology and economics currently completing a FASS Undergraduate Summer Research Internship in Dr. Wohl's Intergroup Relations Lab. Using international survey data, we are investigating the predictors of support for strong non-democratic leaders. Strong leaders have been on the rise around the world recently, in places such as Brazil, Italy, Russia, and the United States, and have been linked to reduced democracy. Recent research has found that perceived inequality, low social capital, low education and low income are predictors of support for such leaders. However, we predict that predictors of support for strong leaders will differ between democratic and non-democratic countries. Although economic problems and low social capital increase support for strong leaders in democratic countries, we expect that individual wealth and social capital will increase their support in non-democratic countries. These individuals are relatively gratified and likely to already live under strong non-democratic leaders, so they will support the status

quo. This project is allowing me to improve my research skills and explore topics of interest to me while preparing me for graduate school. I hope I will be able to apply what I learn this summer to further research at the nexus of psychology and economics.



FAREWELL AND ALL THE BEST!



CARLETON UNIVERSITY

CONGRATULATIONS 2019 GRADUATES!

OURS THE TASK ETERNAL



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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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