

PSYCHOLOGY IN THE CAPITAL

Volume 7: Issue 1

Summer 2020

CHAIR CHAT

By: Dr. Joanna Pozzulo, Department of Psychology Chair



Chair Dr. Joanna Pozzulo

Hi Everyone!

First, let me say that I hope everyone is safe and well. It has been a very unique year. If you are anything like me, you wonder where the year has gone and in the next breath wonder how you are getting through it. Needless to say, COVID-19 has occupied most of our time since March. We transitioned the Winter

Term to virtual learning, in about 24 hours, so that our students could complete their

term. Well done everyone! With very few hiccups, the students completed their term and we congratulated the class of 2020.

We had a very full summer term. We had record numbers of students in our summer courses and couldn't keep up with demand. Pre-COVID, students typically want their summer term online. COVID didn't change that. Of course, the big question was what would happen in the Fall. As you are all aware at this point, the Fall Term will be online. I am thrilled to say that we have exceeded our enrollments from last year, with 448 new undergraduate students, and 34 new graduate students. COVID cannot slow us down!

I want to take this opportunity to thank all of you for embracing online learning and for your commitment to delivering high integrity courses. I am not sure how this academic term will play out exactly, but I am confident that students will not be disappointed and that we can be proud of our program. I am certainly proud of all of you. Thank you!

Behind the scenes, my amazing team worked tirelessly. I could not be more thankful for this unbelievable tour de force. I cannot count the number of hours logged by the staff. I didn't expect responses to questions that I emailed at midnight, but I got them, within minutes. A

very special THANK YOU to June, Etelle, Kaitlin, and Lea. Many thanks to Maya and Shraddha as well. I also want to thank, Tina, Michael, Guy, and Cheryl. I could not have made it through without each of you nor would we have a program.

Although COVID was at the forefront of everything we did, we managed to move the program forward. We saw the approval of the Stream in Mental Health and Well-being (THANK YOU Guy and Kaitlin) with our first cohort starting this Fall. We also received approval for the Concentration in Mental Health and Well-being at the graduate level (THANK YOU Michael and Etelle). Grad students are now able to take this concentration. We are not a Department that rests on its laurels, I am thrilled to announce that Psychology is leading a Multidisciplinary Certificate in Mental Health and Well-being at the undergraduate level with over 10 departments across Carleton participating. The Certificate will be open to any Carleton student. I am hopeful that we will see our first cohort for the Certificate in Fall, 2021. Lastly, we received approval for a Faculty level Research Centre in Mental-Health, Resilience, and Well-Being with a virtual launch in September, 2020.

Wishing everyone a very successful academic year. It will be like no other, but it will be a great one!

Thank you!

Cheers,
Joanna

About Us

Department of Psychology @ Carleton University

1. The Department of Psychology has 39 faculty members.
2. There are 6 research areas represented by our faculty members—cognitive, developmental, forensic, health, personality/social and organizational psychology.

3. Granting agencies and funders:

SSHRC
NSERC
CIHR
Ontario Ministry of Community Safety and
Correctional Services
National Institutes of Health/National Institute on
Drug Abuse
Ontario Ministry of Health and
Long-Term Care
Centre for Research and Education on Women
and Work (CREWW)
Heart and Stroke Foundation of Canada
Ontario Centers of Excellence (OCE)
Canadian Foundation for Innovation (CFI)
Department of National Defence
MITACS
General Dynamics Mission Systems
Carleton Multidisciplinary Research Catalyst Fund (MRCF)
Mauril Bélanger Memorial Youth Addictions Research Grant
Carleton University Experiential Learning Fund (CUELF)
The Royal Institute of Mental Health Research
Spencer Foundation
Gambling Research Exchange Ontario
Alberta Gambling Research Institute

Department of Psychology Research
Areas



■ Cognitive ■ Developmental ■ Forensic
■ Health ■ Organizational ■ Personality/Social

4. Our faculty contribute over 200 publications to academic journals per year.

Sad to see you go!

- ⇒ Drs. Connie Kristiansen, Lise Paquet, and Shelley Parlow retired on June 30, 2020, after a combined 101 years at Carleton. They will be dearly missed!
- ⇒ Julie Blais followed a call to Dalhousie after 5 years at Carleton. Best of luck to Julie in her new position!

A MESSAGE FROM THE ASSOCIATE CHAIR

By: Dr. Tina Daniels



In the words of Bob Dylan, “The times they are a-changin’” and boy are we experiencing big changes this year. I have spent most of the summer thinking a lot about teaching and teaching online as I know you have. I have attended many workshops offered by the EDC as I try to get my head around what my course might look like as it moves online. I have also wondered if I will ever teach in a classroom again. These are unprecedented times. How well we are able to implement our online courses this term and how engaged our students are will determine whether they will return for another term or another year. We are going to need to work harder than ever to engage students as they now have the option of completing their degree online at any University they wish to choose. Moving to online teaching has resulted in the need to provide additional efforts to increase student engagement in the online environment. Going online means that we are looking at new ways of teaching and I know from talking with many of you that you have

put a lot of effort into finding creative ways to offer your courses in this new milieu. I look forward to hearing what strategies you are using and how they are working as the term progresses. I think it will be important for us to keep in touch and to share both our successes and our challenges. I look forward to attending the Dept. Teaching Brown Bags, organized by Chris Motz to hear about your teaching experiences.

On another note, this past year we were lucky enough to have been successful in our application for a TA mentor for the third year in a row. The Mentor program is designed to help Teaching Assistants (TAs) with discipline-specific as well as faculty-focused support in the teaching and learning duties that they perform at Carleton University. Changes were made to the program last year such that only 5 were awarded across all of FASS. In contrast to past years we offered workshops to TA's across all of FASS not just our own graduate students. Congratulations to Esther Briner who was selected as a TA mentor for FASS. Esther's role was to be the TA's go-to person for questions and concerns about their TA position (duties, conflicts, etc.), and to provide them with ongoing training options related to their Psychology TAship. Esther organized an amazing 10 workshops for TA's including: Kickstart your Writing, Developing Effective Poster Presentations, TAing for Statistics, Demystifying the Library for Teaching Assistants, Psychological Assessments and the Determination of Accommodations for University Students, How Teaching Assistants can enhance student experiences and success, APA style for Teaching Assistants: What's new with the 7th edition?, Learn How to Improve Your Goal Pursuit Strategies, Beat the Winter Blues, and Building Positive Relationships between Professors and Students. I would like to thank the following people from our department for contributing their time and expertise to ensuring the success of these workshops: Alyssa Bonneville, Anne Bowker, Rachel Burns, Jessica Cohen, Cecilia Jorgenson, Janet Mantler, Marina Milyavskaya, Matt Sorley and Katherine Wood.

This year there will not be a TA Mentor program. Instead the EDC has been preparing video workshops to support our TA's this fall. Some of the individuals involved in the development of these workshops include our own Alyssa Bonneville and Danay Novoa. There will be online workshops that will include topics such as: Maintaining your Mental Health, Details of using ZOOM for tutorials and office hours, Discussion Forum Management, The Basics of using cuLearn for grading and How to engage students when your course is online. These sound very interesting and relevant given the circumstances of teaching online this year. Let your TAs know about this valuable resources.

Also just a reminder, when planning your course for fall that the largest majority of your TAs, like your students, will be attending from their home base. Do not plan on your TAs being local. My newest realization is that I have not considered how to get a copy of the textbook for my course to my TAs as I can no longer just drop it in their mailbox or have them drop by my office to pick it up. I think it will be a term of sudden realizations that things I have taken for granted for many years will no longer work or be an option. I know it will be challenging but I also know that out of great challenge can come great solutions. As always, If I can be of any help or you just need a sounding board, I am always available.

I look forward to the upcoming year and wish you all a great start to Fall 2020.
Regards, Tina

GRADUATE NEWS AND EVENTS

A MESSAGE FROM THE GRADUATE CHAIR

By: Dr. Michael Wohl



This year has been one for the ages. It started off with the implementation of a re-design to our M.A. and Ph.D. programs that included an enhanced structure that will benefit our students' development as researchers and ended with programs that were entirely virtual. Our new virtual reality has been (and will likely continue to be) a struggle. That said, I am repeatedly impressed with our ability to adapt. There is no doubt more adaptation and thinking on the fly will be needed, but I have faith in each and every person in our department. The Good Ship Psychology will make its way through this pandemic, and we will all be stronger for it (and maybe 5-10 lbs. heavier).

Despite COVID-19, we are still finding ways to improve the programs we offer. For those in our M.A. program, new for the 2020-2021 academic year will be a Concentration in Mental Health and Well-Being. This Concentration is the first of its kind in Canada. Once again, we are forging new territory, standing out, and shining. Changes will also be coming to our course calendar. In 2021-2022, most of our graduate courses will undergo a name change to streamline the calendar. All core area courses will be labeled "Topics in" (e.g., Topics in Organizational Psychology), and all core advanced courses will be labeled "Advanced Topics in" (e.g., Advanced Topics in Cognitive Psychology). With this change, the "Special Topics in" label will make far more sense. There are also a few

other changes, but we can't let all the good news out of the bag this early!

Speaking of good news, our graduate students continue to be the standard by which all other programs draw comparisons. Our graduate students are maintaining the tradition of publishing high quality research that gets national and international attention. To see a sample of this published work, I urge you to check out the [Graduate Research Showcase](#). This Showcase will return in the Fall. To the graduate students reading this, please [submit](#) a paper you have published so we can showcase your hard work as well as the story behind your research.

Success has not only made its way into the pages of academic journals; we also have witnessed the strength of our graduate students in the awards and scholarships they have received. During the 2019-2020 academic year, 11 students received an OGS scholarship. Three students received a SSHRC M.A. scholarship, and an additional 2 students received a SSHRC Doctoral scholarship.

Our students were also very active in applying for Donor Funded Awards. We received 112 applications! From those applications, 3 received funding. An additional 10 graduate students received Psychology Endowment Awards. We congratulate all recipients. Keep up the great work.

As much as we would like to see you continue your productive work under the CU umbrella, we know we eventually have to bid our graduate students a fond farewell. This year, we saw 29 M.A. and 13 Ph.D. students graduate. Your presence will be missed. Although these students are irreplaceable, we are welcoming a new group of students who we can't wait to see succeed. We received 208 applicants this year! The best of the best will be roaming our halls soon enough (and our Zoom meetings for at least the Fall semester). At present, the new cohort consists of 29 M.A. and 5 Ph.D. students. Welcome to the family!

I wish you all a healthy 2020-2021 academic year,

Michael

PS – A special shoutout is required. At the best of times, Etelle and Maya are a godsend. During these COVID times, I am not sure what we would do without them. All the graduate students in our program are currently nodding their heads in agreement.

UNDERGRADUATE NEWS AND EVENTS

A MESSAGE FROM THE UNDERGRADUATE CHAIR

By: Dr. Guy Lacroix



Any expression that attempts to describe the last few months that we experienced has already become cliché, but it was out of the ordinary to say the least. Rather than focus on the negative, I will instead express how impressed I was with everyone's ability to adapt quickly and make our program work at a distance. Going back to the days of CUTV some 40 years ago, our Department does have a

students who are considering graduate clinical psychology programs, counselling programs, or other mental-health related professions a coherent set of introductory courses that will help them meet their vocational goals. This stream joins an already rich set of program options that includes a [Minor in Human Resources and Management for B.A. Honours Psychology](#), our six very popular [concentrations](#) in Cognitive Psychology, Developmental Psychology, Forensic Psychology, Health Psychology, Organizational Psychology, and Social and Personality Psychology, our unique [third year Honours seminars](#), and a choice between the [Honours Project and the Honours Thesis](#). So, our students have many ways of tailoring their degrees and making them fit their interests as closely as possible.

long-standing tradition of excellence offering students courses that can be taken off campus. Watch [this video](#) if you don't believe me! Nonetheless, none of us ever had to transform "live" lecture courses into distance ones in the span of a few days before. Yet, we made it work. And if we were successful, our students should get most of the credit. They were patient, flexible, and understanding. They made it possible for us to get to the finish line together!

For the upcoming academic year, we will be well-prepared to give our students the very best experience at a distance. As early as May, we were meeting to talk about our classes, exchanging tips, and planning for a year away from campus. If you are a psychology student, you should be preparing too. As you probably realized last winter, distance education presents a unique set of challenges. Many resources are available, however, to help you be successful. You can certainly start with this page of [Online Learning Resources](#) and register for this [Online Learning Orientation](#). I am sure that we are all looking forward to the day when we will be able to return to Carleton, but in the meantime, I am confident that the next year will be an excellent one.

Looking forward, this is an exciting time for our Department and our undergraduate students. Starting this year, we will be offering a [Stream in Mental Health and Well-being](#). This stream is devised to give psychology stu-

Finally, if you are one of our new students this year, welcome! You should know that you will be joining over 400 other students who will be starting their program with us in September. This is one of largest incoming classes at Carleton! We are currently organizing an orientation for the week of September 7. We will send out all the details about it shortly. Otherwise, all students should remember that we will continue to provide them with outstanding advising whenever they have questions about their program. Please reach us at psychology@carleton.ca.

I hope that the rest of your summer will be fantastic and I look forward to the start of the fall term September 9.

Guy Lacroix
Undergraduate Chair
Department of Psychology

A MESSAGE FROM THE STUDENT EXPERIENCE CHAIR

By: Dr. Cheryl Harasymchuk



In my role as Student Experience Chair this past year, I have had the opportunity to oversee and learn more about all of the valuable experiential learning-related projects in our undergraduate program (e.g., co-op, volunteering in research labs, FYSMs).

First, in our Co-op program, there were 10 psychology undergraduate students participating through the Fall, Winter, and Summer terms. These students worked at a variety of agencies/centres including *The Portia Learning Centre*, *Correctional Service of Canada*, and the *Digital Technologies Research Centre*. The students had many different types of work experiences. As examples, one student was an instruction therapist for children with Autism Spectrum Disorder; another was a crime analyst intern with the Peel Regional Police. It was a pleasure reading the students' term reports and hearing about how their work experiences helped them to grow and develop new skills that will be beneficial for future employment.

Second, our research lab volunteering program allows students to earn co-curricular credits for assisting faculty with their research (e.g., data collection, analysis, coding, literature searches). This past year, there were 13 participating faculty members and 60 undergraduate students. I view this as a unique and valuable feature offered by the Psychology Department, and I would like to see it continue to grow. One of my observations, based on emails from students and faculty was that it might be helpful to streamline the process to make it easier for faculty with research tasks and interested students to connect. As an initiative for the coming year, I will pilot a site for faculty to post their positions and for students to express their interest to volunteer in one place. I'll also provide some tips to students for effective ways to reach out to faculty members to express their interest.

Third, a key feature of first year seminars is experiential learning. Our Department offered a dozen of these courses this past year on topics like creativity, how to succeed, relationships, healthy aging, and so on. A highlight for me was in December 2019 when we had a chance to meet in small groups over lunch to discuss tips for improving the experiential learning experience of our students. I am in awe at how much our faculty and instructors devote to these courses to make them a memorable and engaging experience for new students to Carleton (e.g., poster research fair, creative writing and problem-solving tasks, learning how to conduct an effective work interview, creating podcasts).

Finally, another part of my role was learning about Carleton Psychology Undergraduate Alumni success stories by being involved in a project designed to highlight examples of what undergraduate students can do with their psychology degree. 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 was time that we share their stories about how it helps them in the workplace. I interviewed several alumni from the Carleton Psychology Department about their current work position, the skills they learned from their psychology undergraduate degree, and advice for current students. Working with the Undergraduate Office, an Alumni Profile was created on our Department website <https://carleton.ca/psychology/alumni/>. We will continue to expand this list. If you have someone in mind that might be interested in sharing their story, please contact Cheryl.Harasymchuk@carleton.ca

Welcome!

New Faces in Psychology

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



Chad Danyluck
Assistant Professor

I am a social psychophysicologist who studies interpersonal interactions. My primary research interests focus on understanding the interpersonal processes that promote and detract from the health and well-being of underrepresented groups, with an emphasis on Indigenous people. To target these goals, I use ecologically valid methods (e.g., community-based research, field studies, as well as psychophysiological, dyadic, and group-based designs), advanced statistics (e.g., structural equation modeling, multilevel modelling), and open science practices (e.g., pre-registrations, pre-print, data and code sharing). My aim is to understand the combination of subjective, behavioral, physiological and social factors that support harmonious interpersonal relationships in diverse societies and to help underrepresented groups live safer, healthier and happier lives.



Kirk Luther
Assistant Professor

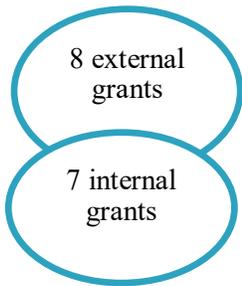
My research interests include safeguarding legal rights for adults and youth, and advancing research and practice on investigative interviewing. Specifically, my research works toward (1) developing a theoretical model of the cognitive, social, and language factors that moderate and mediate individual's comprehension of complex information (i.e., legal rights), and (2) developing a theoretical model of the cognitive and social factors that promote information provision in investigative interviews.



Funding and Grants



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



\$695,662

new grant funding this year



Social Sciences and
Humanities Research
Council of Canada

Canada



CIHR IRSC



Canadian Institutes of Health Research
Instituts de recherche en santé du Canada

Congratulations to new grant holders and
award winners!



- Craig Bennell
- Rachel Burns
- Bernadette Campbell
- Chris Davis
- Katie Gunnell
- Cheryl Harasymchuk
- Andrea Howard
- Marina Milyavskaya
- Kevin Nunes
- Johanna Peetz
- Nassim Tabri
- Deanna Whelan
- Michael Wohl
- John Zelenski



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Solicitor General



Faculty Awards



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



Carleton University Research Achievement Award

Dr. Johanna Peetz

Tools of Self-Control: Tracking financial self-control strategy use in daily life

Failing at financial self-control is common and can be pernicious. Financial self-control is facilitated by using cognitive strategies (e.g., taking the perspective of an older self) rather than relying on willpower alone to resist tempting spending situations. However, there is scant evidence to suggest that the general public knows of or uses the specific self-control strategies that have been proposed by behavioural scientists. Dr. Peetz's research tests interventions to increase financial self-control literacy and strategy use in day-to-day life.



Carleton University Teaching Achievement Award

Deanna Whelan, Instructor II

A Reengineered Statistics Course in Psychology: Refining and Scaling for Distribution

Statistics is generally one of the most stressful and challenging courses of FASS degrees. The project redesigned a statistics course to lower stress and anxiety surrounding learning statistics while increasing mastery of material. A variety of tools were developed including online videos and experiential learning activities. The new blended course format showed significant promise and thus, refining the design and adjustments for scaling for distribution are the new focus.

FASS Research Excellence Award

FASS Research Excellence Awards are to assist with advancing a program of research. Up to four (4) such awards may be given each year. Congratulation to Drs. Gunnell, Howard and Nunes!



Selected Publications



- Sharp, A., **Bacon, B.A.**, & Champoux, F. (2020) Enhanced tactile identification of musical emotion in the deaf. *Experimental Brain Research*. DOI: 10.1007/s00221-020-05789-9
- Nooristani, M., Maheu, M., Houde, M.S., **Bacon, B.A.**, & Champoux, F. (2019) Questioning the long-lasting effect of galvanic vestibular stimulation on postural control. *PLOS ONE*, 14(11): e0224619.
- Sharp, A., Houde, M.S., **Bacon, B.A.**, & Champoux, F. (2019) Musicians show better auditory and tactile identification of emotions in music. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2019.01976>
- Nooristani, M., Maheu, M., **Bacon, B.A.**, & Champoux, F. (2019) The importance of nGVS current density for postural control enhancement. *Brain Stimulation*, 1592-1594.
- Semple, T., Jenkins, B., & **Bennell, C.** (accepted). Injuries and deaths proximate to oleoresin capsicum spray deployment: A literature review. *The Police Journal: Theory, Practice, and Principles*.
- Blaskovits, B., & **Bennell, C.** (in press). More than meets the eye: Exploring the potential impact of body worn cameras on memory in officer-involved critical incidents. *Journal of Police and Criminal Psychology*.
- Blaskovits, B., **Bennell, C.**, Huey, L., Kalyal, H., Walker, T., & Jalava, S. (2020). A Canadian replication of Telep and Lum's (2014) examination of police officers' receptivity to empirical research. *Policing & Society*, 30, 276-294.
- Kalyal, H., Huey, L., Blaskovits, B., & **Bennell, C.** (2020). "If it's not worth doing halfassed, it's not worth doing at all": Police views as to why new strategy implementation fails. *Police Practice and Research*, 21, 117-133.
- Baldwin, S., **Bennell, C.**, Andersen, J., Semple, T., & Jenkins, B. (2019). Stress-activity mapping: Physiological responses during general duty police encounters. *Frontiers in Psychology*.
- Lenne, R.L., Mann, T., **Burns, R.J.**, Vickers, Z. & Redden, J.P. (in press). Variety salience and enjoyment of repetitiously consumed foods: A field experiment. *International Journal of Behavioral Medicine*. doi: 10.1007/s12529-020-09916-2
- Xie, E.B. & **Burns, R.J.** (in press). Optimism and depressive symptoms following a diabetes diagnosis: Results from the Health and Retirement Study. *Journal of Health Psychology*. doi: 10.1177/1359105319883929
- Deschênes, S.S., **Burns, R.J.**, & Schmitz, N. (2020). Anxiety and depression symptom comorbidity and the risk of heart disease: A prospective community-based cohort study. *Psychosomatic Medicine*, 82, 296-304. doi:10.1097/PSY.0000000000000790.
- Burns, R.J.** (2020). Dyadic associations between body mass index and the development of type 2 diabetes in romantic couples: Results from the Health and Retirement Study. *Annals of Behavioral Medicine*, 54, 291-296. doi: 10.1093/abm/kaz042
- Burns, R.J.**, Fillo, J., Deschenes, S.S. & Schmitz, N. (2020). Dyadic associations between physical activity and body mass index in couples in which one partner has diabetes: Results from the Lifelines Cohort Study. *Journal of Behavioral Medicine*, 43, 143-149. doi: 10.1007/s10865-019-00055-y

Selected Publications



Coplan, R.J., Bowker, J.C., & Nelson, L. (forthcoming in Dec, 2020). *The Handbook of Solitude: Psychological Perspectives on Social Isolation, Social Withdrawal, and Being Alone* (2nd Edition). New York: Wiley-Blackwell.

Coplan, R.J. (2020). Play skills for shy preschoolers: A social skills training and facilitated play (SST-FP) early intervention program. In D.W. Nangle, C.A. Erdley, & R.A. Schwartz-Mette (Eds.), *Social skills across the lifespan: Theory, assessment, and intervention* (pp. 165-179). Cambridge: Elsevier.

Coplan, R.J., Baldwin, D., & Wood, K.R. (2020). Shy but getting by: Protective factors in the links between childhood shyness and indices of socio-emotional functioning. In L.A. Schmidt & K.L. Poole (Eds.), *Adaptive shyness: Multiple perspectives on behavior and development* (pp. 63-87). New York: Springer.

Baardstu, S., **Coplan, R.J.**, Karevold, E.B., Laceulle, O.M., & von Soest, T. (2020). Longitudinal pathways from shyness in early childhood to personality in adolescence: Do peers matter? *Journal of Research on Adolescence*, 30, 362-379.

Bowker, J.C., Ooi, L.L., **Coplan, R.J.**, & Etkin, R.G. (2020). When is it okay to be alone? Gender differences in normative beliefs about social withdrawal. *Sex Roles*, 82, 482-492.

Blair, I. V., **Danyluck, C.**, Judd, C. M., Manson, S. M., Laudenslager, M. L., Daugherty, S. L., ... & Brondolo, E. (in press). Validation of the Brief Perceived Ethnic Discrimination Questionnaire – Community Version, in American Indians. *Cultural Diversity and Ethnic Minority Psychology*.

Kenny, S., **Dupré, K.E.**, & McEvoy, A. (2019). Asset management of rural Ontario core infrastructure – Drivers and barriers associated with climate change considerations. Proc., Canadian Society for Civil Engineering Conference, CSCE GEN090:10p., Laval, QC.

Oyet, M., Arnold, K.E., & **Dupré, K.E.** (2019). Differences among women in response to workplace incivility: Perceived dissimilarity as a boundary condition. *Equality, Diversity and Inclusion*, 39, 285-299.

Harasymchuk, C., **Peetz, J.**, Fehr, B., & Chowdhury, S. (in press). Worn out relationship?: The role of expectations in judgments of relational boredom, *Personal Relationships*.

Harasymchuk, C., Muise, A., Bacev-Giles, C., Gere, J., & Impett, E. (2020). Broadening your horizon one day at a time: The role of daily approach relationship goals in shaping self-expansion. *Journal of Social and Personal Relationships*, 37, 1910-1926.

Kim, J. J., & Muise, A., Barranti, M., Mark, K. L., Rosen, N. O., **Harasymchuk, C.**, Impett, E. A. (in press). Are couples more satisfied when they match on sexual desire? New insights from response surface analysis. *Social Psychological and Personality Sciences*.

Muise, A., **Harasymchuk, C.**, Day, L. C., Bacev-Giles, C., Gere, J., & Impett, E. A. (2019). Broadening your horizons: Self-expanding activities promote desire and satisfaction in established romantic relationships. *Journal of Personality and Social Psychology*, 116(2), 237- 258.

Impett, E. A., Muise, A., & **Harasymchuk, C.** (2019). Giving in the bedroom: The costs and benefits of responding to a partner's sexual needs in daily life. *Journal of Social and Personal Relationships*, 36 (8), 2455-2473.

Macdonald, E. P., & **Howard, A. L.** (in press). Peer information and substance use decision-making in street-involved youth. *Journal of Research on Adolescence*.

Selected Publications



- Howard, A. L.,** Alexander, S. M., & Dunn, L. C. (in press). Helicopter parenting is unrelated to student success and well-being: A latent profile analysis of perceived parenting and academic motivation during the transition to university. *Emerging Adulthood*.
- Howard, A. L.,** Kennedy, T. M., Mitchell, J. T., Sibley, M. H., Hinshaw, S. P., Arnold, L. E., ... & Molina, B. S. G. (2020). Early substance use in the pathway from childhood attention-deficit/hyperactivity disorder (ADHD) to young adult substance use: Evidence of statistical mediation and substance specificity. *Psychology of Addictive Behaviors*, *34* (2), 281-292.
- Howard, A. L.,** Kennedy, T. M., Macdonald, E. P., Mitchell, J. T., Sibley, M. H., Roy, A., ... & Molina, B. S. G. (2019). Depression and ADHD-related risk for substance use in adolescence and early adulthood: Concurrent and prospective associations in the MTA. *Journal of Abnormal Child Psychology*, *47*(12), 1903-1916.
- Petz, J., Milyavskaya, M.,** & Davydenko, M., (2020). When time on task is seen as a reward: Autonomous motivation increases preference for pursuing goals more often for less time. *Collabra: Psychology*, *6*(1), 13
- Koestner, R., Powers, T.A., Holding, A., Hope, N., & **Milyavskaya, M.**, (in press). The relation of parental support of emerging adults' goals to well-being over time: The mediating role of goal progress and autonomy need satisfaction. *Motivation Science*.
- Levine, S., **Milyavskaya, M.**, & Zuroff, D. (2020). Perfectionism in the transition to university: Comparing diathesis-stress and downward spiral models of depressive symptoms. *Clinical Psychological Science*, *8*, 52-64.
- Bagheri, L., & **Milyavskaya, M.** (2020). Novelty-variety as a candidate basic psychological need: New evidence across three studies. *Motivation and Emotion*, *44*, 32-53.
- Wang, K., & **Milyavskaya, M** (2020). Simple Pleasures: How Goal-Aligned Behaviours Relate to State Happiness. *Motivation Science*, *6*(2), 156–163.
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Selected Publications



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Liebman, R. E., Coniglio, K. A., Becker, K. R., **Tabri, N.**, Keshishian, A. C., Wons, O., Keel, P. K., Eddy, K. T., & Thomas, J. J. (2020). Behavioral inhibition moderates the association between body overvaluation of shape and weight and non-compensatory purging in eating disorders. *International Journal of Eating Disorders*, 53, 143-148. doi: 10.1002/eat.23195

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Wohl, M. J. A., Stefaniak, S., & Smeekes, A. (accepted). Longing is in the memory of the beholder: Collective nostalgia content determines the method members will support to make their group great again. *Journal of Experimental Social Psychology*.

Hornsey, M. J., **Wohl, M. J. A.,** Harris, E. A., Okimoto, T. G., Thai, M., & Wenzel, M. (in press). Embodied remorse: Physical displays of remorse increase positive responses to public apologies, but have negligible effects on forgiveness. *Journal of Personality and Social Psychology*. doi: 10.1037/pspi0000208

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Hollingshead, S. J., **Wohl, M. J. A.,** & Santesso, D. (2019). Do you read me? Including personalized behavioral feedback to pop-up messages does not enhance limit adherence among gamblers. *Computers in Human Behavior*, 94, 122-130. doi: 10.1016/j.chb.2019.01.015

Davydenko, M., **Zelenski, J. M.,** Gonzalez, A., & Whelan, D. (2020). Does acting extraverted evoke positive social feedback?. *Personality and Individual Differences*, 159, 109883.

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Congratulations!



CONVOCATION MEDALS & AWARDS

The Department of Psychology would like to congratulate all of our wonderful students who have graduated during the 2019-2020 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

Natasha Knack - *Master of Arts in Psychology*

Undergraduate Students

President's Medal

Rebecca Butler - *Bachelor of Arts General, Psychology*

University Medal in Arts

Julie Aalders - *Bachelor of Arts Honours, Psychology*

Gregory-Clinton Archibald - *Bachelor of Arts Honours, Psychology*



Senate Medal for Outstanding Academic Achievement

Polina Andrievskaia
Kayla Beaudin
Tarek Benzouak
Isabella Bossom
Patricia Bryden
Erin Burke

Margaret Cameron
Brendon Graveline
Analis Groh
Marcus Hebert
Sarah Hobson
Laura Keating

Krista Luzzi
Rachel Moreau
Laura Polakova
Carley Richards
Vijay Robinson
Courtney Royle

Michaela Scanlon
Alexandra Tucci
Minda Wood

Award Winners



CONGRATULATIONS!

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

Graduate Students

Ontario Graduate Scholarship (2019-2020)

Master of Arts in Psychology

Isabella Bossom
Sarah Enouy
Atara Lonn
Alexandra Tucci

Social Sciences and Humanities Research Council

Master of Arts in Psychology

Tarek Benzouak
Sasha Gunpat-Motayne
Joy McLeod

Doctor of Philosophy in Psychology:

Sean Alexander
Andrew Brown
Lindsay Healey
Bryce Jenkins
Simona Mackovichova
Melissa Salmon
Mikhail Sokolov

Doctor of Philosophy in Psychology:

Jessica Desrochers

Outstanding Teaching Assistant Award

Chloe Jones - *Master of Arts in Psychology*

PSYCHOLOGY STUDENT SUCCESS STORIES

FASS Undergraduate Summer Research Internship, 2020

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:

Isabella Bossom

Project Title: The Potential Negative Impact of Nostalgic Reverie for Relapses in Eating Disorder Psychology and Behaviours

Supervisor: Dr. Michael Wohl and Dr. Nassim Tabri

In my research I am assessing the associations between nostalgia for past disordered eating behaviours, relapse frequency, and recovery stage among people in recovery from eating disorders. Prior research has highlighted the positive influence of nostalgia for motivating people living with addiction to change their behaviour. However, no research has examined the role of nostalgia for past maladaptive behaviours among people in recovery. In eating disorder research, nostalgia has never been studied, although, anecdotal evidence suggests that nostalgia could potentially be beneficial to the recovery process. My goal with this research is to investigate how people in recovery from eating disorders experience nostalgia and the effects it has on their recovery journey. The results of this study will shed much needed light on the role of nostalgia in eating disorder recovery.



Conducting this research has prepared me for beginning my M.A. at Carleton this fall. I aspire to become a clinical psychologist so it is important to me to learn more about mental health and its intersection with social psychology through empirical research.



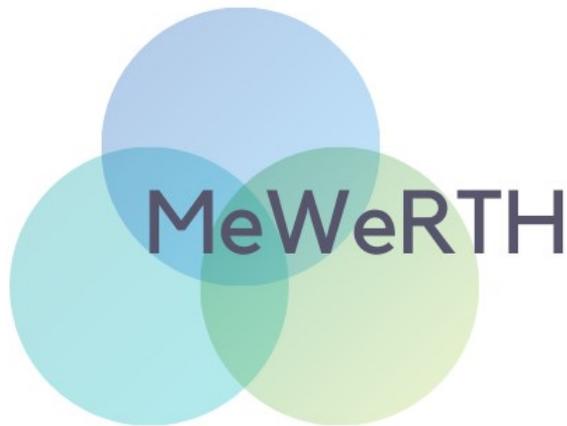
Kate Higgison

Project Title: Clinging to the Past: Gender Inequality and Collective Nostalgia

Supervisor: Dr. Michael Wohl

I chose to research collective nostalgia (i.e., sentimental longing for the past) and gender inequality, because despite large strides for gender parity, there is still much work to be done, as is evidenced by important movements such as the Me Too and Times Up Movement, as well as the Missing and Murdered Indigenous Women and Girls Movement, and many more. Do some men cling to the past—the “good old days”? I ponder the potential adverse outcomes of collective nostalgia among men and how profoundly the threads of male dominance are interwoven into the male psyche and ultimately, whether this sentimental longing for the last is related to or has a moderating impact on support for gender equality.

COMING SOON!



The **Mental Health and Well-Being Research and Training Hub (MeWeRTH)** is composed of researchers and students with a shared interest in mental health, well-being, and resilience. MeWeRTH is a virtual space housed within the Department of Psychology at Carleton University.

Mission: MeWeRTH is dedicated to understanding and enhancing mental health and well-being by facilitating innovative research and fostering multi-disciplinary collaboration.

Vision: To connect researchers, students, and knowledge users to improve the mental health and well-being of our communities.

MeWeRTH is run by a management board, whose membership consists of Director Dr. Joanna Pozzulo, and board members Drs. Rachel Burns, Chad Danyluck, Katie Gunnell, Nassim Tabri and Michael Wohl.

The MeWeRTH website will be launching soon! Check carleton.ca/psychology/ for more details.



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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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