

PSYCHOLOGY IN THE CAPITAL

Volume 8: Issue

Summer 2021

CHAIR CHAT

By: Dr. Joanna Pozzulo, Department of Psychology Chair



Chair Dr. Joanna Pozzulo

Hi Everyone!
I hope everyone is well!

I am sure you have heard this too many times, but it really has been an unprecedented year. I want to acknowledge what a difficult year this has been and applaud everyone's efforts for stepping up in so many ways. I am immensely proud of our Department, our students, and our entire Carleton

community. I am deeply thankful and humbled by our extraordinary community. Way to go everyone!! I am optimistic that as vaccines continue to roll out and we adhere to public health recommendations, we will be back, even better!

Amazingly, we were able to have an exciting year. We saw our first cohort of undergraduates in the mental health and well-being stream. We also saw the start of our new graduate concentration in mental health and well-being. Speaking of mental health and well-being, in Dec. 2020 we launched MeWeRTH (Mental Health and Well-Being Research and Training Hub) with a virtual, Hub Showcase. We saw almost 800 people register for this event. WOW!! The majority of attendees were external to Carleton, that spanned the world! MeWeRTH was also thrilled to host Dr. Linda Duxbury's presentation where she discussed Carleton's employee survey on well-being amid covid-19. A landmark study! To keep up with MeWeRTH news and events please follow us @CU_MeWeRTH (or drop us an email at MeWeRTH@carleton.ca and we will add you to our mailing list.)

Recognizing the need and interest in mental health

and well-being, we also passed a certificate in multidisciplinary mental health and well-being available to all students at Carleton.

We also held our annual Psychology Mental Health Day and our Let's Talk Lecture to large and enthusiastic, virtual audiences.

Recognizing that we offer six very popular concentrations at the undergraduate level (i.e., cognitive, developmental, forensic, health, organizational, and social-personality), students are now able to take a thematic minor in one of these six areas.

I'm also very excited to announce that we will have four new hires for 2021-22. Many thanks to the hiring committee chairs and members! Welcome aboard Drs. Kelly Babchishin, Vivian Lee, Yan Liu, and, Kira McCabe.

My term has been extended until June 30, 2022. As I look toward my final year in this position, I would like us to explore programming in "environmental psychology and sustainability", as I think that once the pandemic becomes a distant memory, we won't be able to ignore the interaction between humans and the environment.

I would be remiss if I did not thank my phenomenal executive team. Thank you, Tina, Guy, Michael, and Cheryl. Also, a HUGE THANK YOU to the best administrative staff a Chair could have. Thank you, June, Etelle, Kaitlin, Lea, Maya, and Eric. The Department could not function without all of you!!

I will close by saying, I hope to see us back on campus in a safe way, in the near future.

Stay well,
Joanna

About Us

Department of Psychology @ Carleton University

1. The Department of Psychology has 44 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



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

A MESSAGE FROM THE ASSOCIATE CHAIR

By: Dr. Tina Daniels



It feels to me as if we have lost a year. The year that life stood still. I want to commend you for all your efforts during this difficult time. I know many have young families and/or family members that required support and care and yet despite your personal challenges you showed up. You worked and delivered classes and dealt with many distressed students during a world-wide pandemic. You demonstrated great resilience in the face of great change. You navigated new technology, computer glitches, learned how to lecture and run lab meetings on ZOOM and did your job every single day. You guided your students through the year, saw them pass courses, complete theses and graduate. You all have much to be proud of.

We have been weathering the storm for quite a while now and I hope we are nearing the shore. Looking towards the fall as we plan for a gradual move to live classes at least for some we will need to be prepared to adapt as needed. As we plan for a safe and gradual return to campus it may look a little different than what we are used to. I have heard that the most likely scenario is that we should expect everyone to be wearing masks on campus and physically distancing as much as possible. Live classes will be held in classrooms that allow physical distancing and students will be required to sit in designated seats. Entry and exit will be only through designated doors. There will be no eating or drinking in class and restricted tunnel access except when required for accessibility. Personal microphones will be provided to all faculty that require them and faculty will be expected to wipe down any shared equipment. I am sure that things will change as we get closer to Sept. and there is still much to figure out but I am confident that we will find our way.

Moving forward with the fall term and all the unknowns that entails there will be unusual circumstances that may need to be addressed. For example, I have heard that some of the honours seminar classes may have their labs spread across two rooms. I do not know what this will mean for TA assignments so I encourage everyone to provide me with specific details that will impact on your TA needs for your courses in the fall. If you can Email me and also enter any specific requests into the TA management system I will try my best to address these issues.

In addition to all the changes that are coming as a result of COVID we also have the changes that are involved in moving classes from cuLearn to Brightspace. I have been involved in this process early as I am teaching Child Development this summer and I was lucky enough to get a student through the Student as Partners Programme (SaPP) to assist me. Teaching and Learning Services will fund a student partner for up to 130 hours of work at \$15 per hour. I would highly suggest this to anyone who could use the help. Applications are still being accepted at <https://carleton.ca/discoverycentre/sapp-application/>. If I can answer any questions or help in any way please reach out.

Finally, there are a few people I wish to recognize. Congratulations to Rob Coplan who received the Pickering Award for outstanding contributions to Developmental Psychology in Canada in the areas of mentorship, leadership, and scholarship. His Pickering Address, 'Unravelling the Paradox of Solitude in Childhood & Adolescence,' was given in March on ZOOM and was attended by more than 150 people. Congratulations to Shelley Brown who received a 2020-2021 Faculty Graduate Mentor Award given to faculty who render exceptional service to graduate students as supervisors and research mentors, and to Andrea Howard who was the recipient of a 2021 Research Achievement Award for her project "Understanding Strategic Drinking to Get Drunk in the Post-Secondary Context". Finally, and most importantly many thanks to Etelle, Lea, June & Kaitlin for all the help this year.

I look forward to the upcoming year and wish you all a great start to Fall 2021.

Regards, Tina

GRADUATE NEWS AND EVENTS

A MESSAGE FROM THE GRADUATE CHAIR

By: Dr. Michael Wohl



Did anyone think that we would spend the entire 2020-2021 academic year online? Not this guy. To be frank, this Year of COVID has been hard on all of us. And it is ok to not be ok. It is ok to go through periods (even long periods) where you feel less than enthused about graduate school. Students in our MA and PhD programs typically find the relationships they develop with their peers (both in class and in their home laboratory) and their mentors energizing. In those spaces, we learn, grow, and celebrate together. Like you I am sure, I miss going for a walk with others along the beautiful waters that flank Carleton University. I miss the hallway chats. I miss dropping into my laboratory in the Social Science Research Building to see how my graduate students are doing and talking shop (or just talking life) as we go for an overpriced venti at the library Starbucks. Physical isolation not only makes the academic endeavor difficult, it makes life difficult.

If you are struggling this year; if you are struggling more than normal this year; if you just want to scream on occasion, I hear you. I see you. We are, hopefully, nearing the end of this so-called COVID life. I am itching for things to return to normal (whatever that means), and I am sure you are as well. But we are not there just yet. Don't be afraid to email me. Don't be afraid to email Etelle. We are here for you.

Invaluable have been the tireless efforts of Etelle and Maya. Thank you for having my back and thank you for having the back of all those who call the Department of Psychology home. Also thank you to the graduate committee (Chad, Craig B, Craig L-S, Katie, Monique, Nassim, & Rachel). You have put in so many hours to help the graduate program this year. I don't think I could

have got through this past year without knowing I had such an awesome team by my side. And last, but not least, thank you to the graduate students. Your dedication to learning and research remind me constantly why I wanted to do this job.

Research is, of course, the backbone of both our MA and PhD programs. Even with COVID removing the lab-based research option, students in both programs have been conducting and subsequently publishing impactful work. Each month we get to pull the curtains back on one of those papers by way of the [Graduate Research Showcase](#). Not only do I love reading the plain language summary of the work showcased, but I find myself fascinated by the story behind the research. If you haven't checked out the showcases, I urge you to do so. Like a good Netflix show, if you come from one, I am sure you will binge them all. 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. I have said it before, but I will say it again, we have tracking data showing that traffic to the published version of the paper increases dramatically immediately after being showcased.

Of course, success breeds success. And our graduate students were remarkably successful in the awards and scholarships arena this past year. A total of fourteen students received an OGS scholarship. Seven students received a SSHRC MA scholarship. At the PhD level, three students received a SSHRC Doctoral scholarship and an additional three students received a SSHRC-CGS.

Our students were also very active in applying for Donor Funded Awards. We received 86 applications! From those applications, 5 received funding. An additional 11 graduate students received Psychology Endowment Awards. We congratulate all recipients. Keep up the great work.

As with every year, several of our students bid us farewell. This year was, of course, a little different in that regard as well. Defense-via-Zoom became all the (necessary) rage. Despite several pets (and a child or two) attempting to ask the candidate a question, all went very smoothly. We were not able to see our 31 MA and 9 PhD graduands cross the stage and become graduates of the MA or PhD program in Psychology, but we celebrated their success through emails and other virtual methods. Once we can see each other in person, we hope to gather for a toast (and test out that new elbow pump, which is trying desperately to replace the hardy handshake).

We now look toward the future—a future that will see 32 new MA students and 10 new PhD students join our family.

We are crossing our fingers and toes that a new dawn is breaking. One that will usher a day in which we will be able to live, laugh, and learn in person. So, let's all get vaccinated-up so I can see you in the halls, see you in the labs, see you at the Starbucks on campus!

I wish you all a healthy 2021-2022 academic year,

Michael

UNDERGRADUATE NEWS AND EVENTS

A MESSAGE FROM THE UNDERGRADUATE CHAIR

By: Dr. Guy Lacroix



The last year was certainly one that everyone will remember for a very long time. If the pandemic had taken place a few years ago, it certainly would have meant closing the university completely for a year. Luckily, however, we had the technology in place to offer our courses and programs, and by all accounts, things went surprisingly well. From introduction to psychology to our fourth-year capstones classes, our students resiliently found ways to

make things work. Carleton students are amazing! We were even able to hold our [Psychology Undergraduate Research Event](#), which showcased incredibly good undergraduate research from the past year. Obviously, most of us will agree that we have been in enough Zoom meetings to last a lifetime, and I am sure that most of us are looking forward to getting back to our beautiful campus.

Here is what the Department currently has planned for the upcoming academic year. Caution! The last 15 months have taught us that things can change quickly, but to the best of my knowledge, this is what will happen. During the fall term, some of our smaller classes will be held on campus, but the larger ones will continue to be given online. If you have a preference, pay attention when you register. Each course will clearly state its mode of delivery. For the winter 2022 term, things should go back to normal. This means that students will be expected to be on campus and most classes will be offered synchronously in person. We will still offer some of our courses at a distance, however. Historically, our Department has always been a leader in distance learning and we will continue to be one. Nonetheless, some of our core courses, especially those that focus on research, will be offered on campus only. We firmly believe that in person interaction with professors and other students enhances the quality of our program. So, plan on being in Ottawa next year. One last thing. Carleton has changed its online learning platform from cuLearn to [Brightspace](#). Most professors and students will be using it for the first time in September. So, I encourage everyone to keep that in mind. You will need a bit of time to fa-

miliarize yourself with the new system.

In recent years, the Department has worked hard to develop a variety of program options that allows its students to tailor their degrees to fit their interests and vocational aspirations. First, we offer six very popular [concentrations](#) in Cognitive Psychology, Developmental Psychology, Forensic Psychology, Health Psychology, Organizational Psychology, and Social and Personality Psychology. All provide an in-depth survey of one of our Department's areas of research. Second, we have created a [Stream in Mental Health and Well-being](#) for our students who are considering graduate clinical psychology programs, counselling programs, or other mental-health related professions. We also have a [Minor in Human Resources and Management for B.A. Honours Psychology](#) for students who wish to apply their knowledge of psychology to the business world. Finally, all students get an opportunity to experience psychology as a science. Our unique [third year Honours seminars](#) provide students with an applied introduction to research and prepare them well for their fourth year capstone course: the [Honours Project or the Honours Thesis](#). We are convinced that our students leave Carleton ready for the challenges ahead.

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. Psychology has one of the largest programs at Carleton! An orientation will take place a few days before the term starts. We will send out all the details about it later during the summer. 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. Our Undergraduate Office in Loeb B550 will also reopen as soon as conditions allow.

I hope that you will enjoy the upcoming summer and the Department looks forward to welcoming you back to campus. Classes officially start September 7.

Guy Lacroix
Undergraduate Chair
Department of Psychology

A MESSAGE FROM THE STUDENT EXPERIENCE CHAIR

By: Dr. Cheryl Harasymchuk



Pandemic-related restrictions altered undergraduate students' learning practises, but it did not stop them from having meaningful, experiential learning opportunities (e.g., hands-on experiences, simulated workplace, the development of problem-solving and interpersonal skills, self-reflection).

Co-op. Despite some added challenges, the Co-op program continued throughout the pandemic; there were 12 psychology undergraduate students participating through the fall, winter, and summer terms (similar number as previous years). These students worked at a variety of agencies/centres including *The Portia Learning Centre*, *Health Canada and Public Health Agency of Canada*, *Career Services at Carleton*, and the *Royal Canadian Mint*. Several of our Co-op students even retained their in-person, face-to-face interactions with their clients during the pandemic. For instance, students working at the Portia Learning Centre, provided, in-person, one-on-one applied behaviour analysis therapy (organizing, planning, and monitoring learning progress) for children diagnosed with an autism spectrum disorder. Other students had their work positions moved online where they continued to engage in similar tasks remotely (e.g., creating job postings, screening resumes, fielding

questions from students about career services). Many of the students reported minor challenges in their Co-op positions due to the pandemic (e.g., setting up suitable in-home office, technology and internet connection glitches, concerns about not having training in-person), but they also highlighted how they adapted. For instance, one student noted that although the in-person connections were missed as a function of the remote work, the live video chats (e.g., MS teams, zoom), phone calls, and regular email check-ins helped to bridge the connection gaps. Other students noted several advantages of remote work including providing faster online service (e.g., video chat) to clients (vs arranging in-person meetings) and being able to re-visit the training sessions that were recorded in the zoom meetings.

Lab volunteers. I'm happy to report that our research lab volunteering program-- that allows students to earn co-curricular credits for assisting faculty with their research (e.g., data collection, analysis, coding, literature searches) -- continued in the face of the pandemic-related restrictions. This past year, there were 15 participating faculty members (the same number as previous years) and 47 undergraduate students (a decrease from previous years). Although the number of participating students dropped from before the pandemic-- likely due to less positions rather than less student interest--I was happy to see this number of positions during these trying times (thanks to the participating faculty!). This is a very popular opportunity for our undergraduate students and there are more volunteers than positions available. As a faculty member, if you are thinking about involving undergraduate volunteers in your lab but are uncertain what it entails, let me know, and I can answer your questions. To facilitate the process, if you are looking for a research volunteer (and do not have students contacting you), let me know, and I can forward names of people that contact me. As well, I will be creating a tip sheet for students to post on the Department website with a description of the process.

First-Year Seminars. Experiential learning is a key feature of first-year seminars (i.e., full-year, group-based, active-learning courses with ~30 students). Despite initial concerns about our ability to adapt our ~12 FYSM courses online, this feeling quickly passed when I heard how our instructors modified their courses. I reached out to the first-year seminar instructors to collect ideas about how they promoted experiential learning in an online environment and, as usual, I was inspired by the creative efforts of my colleagues. For instance, Rachel Burns designed a behaviour change intervention assignment where students proposed and researched a health behaviour of their choice, identified a relevant health behaviour change theory, and used the theory to design an intervention (i.e., application of theory to real-world problems). She also had students engage in a virtual campus scavenger hunt to increase awareness about student resources on campus and then had them reflect on how awareness of these resources might affect their stress appraisals. Another instructor, Dean Verger, developed an assignment where students designed and conducted a study that involved students gathering observations of driver inattentiveness. In Matthew Sorley and Anne Bowker's (co-taught) first-year seminar on the psychology of success, they continued their *Success Speaker* series throughout the pandemic in a virtual format. The Success Speaker series was designed to introduce students to various members of the community and their views on reaching our potential. The 2020-2021 roster included a city councilor, a sport psychologist, a combat veteran, and Carleton Psychology's Chad Danyluck. Students interacted with each speaker (online), engaged in active reflection assignments, added them to their dynamic electronic portfolios, and shared their work via a virtual poster presentation. Finally, in Lisa Menard's course on emerging adulthood, as part of a reflection assignment, students were asked to record an online interview with an older adult about their emerging adulthood experiences. Additionally, students participated in an online Career Services workshop (with the goal to understand and acknowledge the employability or transferable skills that students are acquiring during university) that involved a cover letter and resume writing assignment.

Cheryl Harasymchuk

Special Feature:

Q&A with President and Vice-Chancellor Dr. Benoit-Antoine Bacon



How do you keep in touch with the discipline of Psychology during your service as President?

I've been in love with the discipline of Psychology for 30 years and being a member of the Psychology Department is important and meaningful to me. I keep in touch with my research interest through collaborative projects with great colleagues (who do most of the heavy lifting!), and this year I co-supervised a talented Carleton Honours student, Anamarie Gennara, who measured the efficacy of a Carleton program designed to support students both academically and personally. I've been speaking publicly about my own mental health and substance use journey to open a space for honest conversations about these critical issues at Carleton and nationally. This year I also have the honour of being the Honorary President of the Canadian Psychological Association and I am attending the annual convention in June.

Has your training in Psychology been useful in leadership roles?

From my point of view, leadership is all about people: What they think and feel, what they want – consciously and unconsciously – and what they want to do. I don't think it's possible to lead effectively without understanding both individual minds and group dynamics. The science of leadership is essentially applied Psychology and I am so grateful that I was formally taught about all the forces that drive human behavior. I would recommend a degree in Psychology to anyone considering leadership roles.

Do you think the pandemic offers new opportunities for the field of Psychology and for the Department?

The pandemic has made more explicit that a lot of people struggle to hold their lives together and has made even more urgent the need to have serious conversations about mental health, at Carleton but also as a society. Because the medical profession has dominated "health" for so long, there is a risk that mental health also becomes medicalized, when in reality medical issues only account for a proportion of mental health concerns. There is an opportunity for Psychology to present an alternative model of wellness that is not simply defined as the absence of genetic or organic dysfunctions. I am thinking in particular of the role of trauma, stress, and societal conditioning in fostering ways of being that lead to alienation and despair. Our Department is moving very strategically towards that aim, notably with the creation of the new Mental Health and Wellness Research and Training Hub (MeWeRTH). We have also engaged in serious discussion with the Royal Ottawa about a holistic, multidisciplinary approach to mental health care. There are tremendous opportunities.

Do you have any advice for our new Faculty members as they start their career in these challenging times?

There is more than one way to be successful and impactful as a University Professor. It is the responsibility of every young faculty member to find the model that will best suit their personality and interest and will lead to a happy and rewarding career. Look at the many wonderful role models in the department and across the University – who do you admire? who seems most engaged and most fulfilled? – and shape your own model of success. It may take you to strange and wonderful places... in my case my first mentors took leadership roles at the University and I followed them down that unusual path!

Do you have any advice for students who might be considering going into psychology?

Just do it! What can be most interesting to study than the human mind and human behavior? It's a fantastic degree that can take you to so many places. People think of clinical or research work, but I know people with Psychology degrees doing extremely well in government, business, law, entrepreneurship, the arts and more. From my perspective, Psychology has been my dear friend and my companion in both my professional and personal journey and I am grateful for all that it has brought to my life.

Welcome!

New Faces in Psychology

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



Kelly Babchishin
Assistant Professor

My research uses an epidemiological and socioecological framework to provide novel information on factors involved in the development and maintenance of sexually harmful behaviours with the ultimate goal of improving prevention efforts. I use population-based, family-based, cohort, and convenience sampling strategies. More information on my research can be found on my [lab's website](#).

Interested in supervision, volunteering, or research assistantships? I am accepting undergraduate and graduate students for Fall 2022. Interested students are encouraged to contact me with a short explanation of their research interests and their CV.



Vivian Lee
Assistant Professor

My research focuses on the emotional and mental health of children and youth with autism and other neurodevelopmental disabilities. My work includes the investigations of child-, parent-, and system-level characteristics, and the relationship between these factors, that either support healthy emotional development or exacerbates difficulties in the child and for the family. I am also interested in the impact of these factors on overall parent and family wellbeing. Additionally, I have an interest in implementation science and program evaluations, and working alongside community-based autism providers and advocacy groups, I am investigating the impact of the COVID-19 pandemic, as well as participation in psychosocial interventions on the mental health and wellbeing of autistic youth and their caregivers.

Welcome!

New Faces in Psychology

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



Yan Liu
Assistant Professor

My main research interests are in developing and disseminating innovative psychometric and statistical methods for addressing issues related to well-being and cognitive development. I have explored how we can apply causal models, including propensity score matching and mediation models, to psychometric and psychological research. I am also researching quantitative methods for analyzing response processes, longitudinal and multilevel data, and complex data, e.g., mixture distributions and zero-inflated distributions.

To analyze large scale assessment and text data, I have recently integrated machine learning and natural language processing (NLP) into my research. I also have been combining assessment and eye-tracking techniques into my studies on cognitive processes.



Kira McCabe
Assistant Professor

My primary research area explores how personality and motivation are integrated concepts. In particular, I am interested in how people pursue goals in their daily lives and how people use their personality traits (expressed in momentary personality states) to achieve their goals. For example, when a person is pursuing the goal of "trying to have fun," he or she becomes more extraverted to achieve this goal. People use personality states as a means, or tools, that help them achieve their goals. From this, I am exploring how these goals and personality states relate to specific life outcomes, including happiness and well-being. I'm also interested in exploring broader connections between personality

traits and other existing goal constructs, including achievement goals.

My second research area explores how individual differences (such as personality, cognitive abilities, and educational-vocational interests) predict career success, health, and psychological well-being. These projects have been diverse, but have explored topics that include the following: a) whether individual differences in graduate school predict STEM leadership 25 years later, b) whether career success among intellectually precocious samples is related to physical and psychological distress, and c) whether intellectually precocious samples are physically and psychologically healthier compared to an age-matched representative sample (National Longitudinal Study of Youth 1979 or NLSY79).



Faculty Awards



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

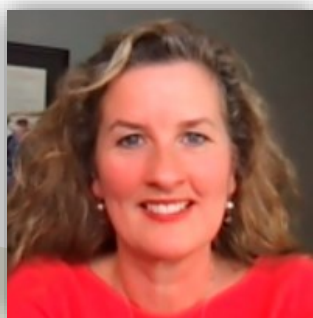


Carleton University Research Achievement Award

Dr. Andrea Howard

Understanding Strategic Drinking to Get Drunk in the Post-Secondary Context

In undergraduates who drink alcohol, planning to get drunk and being willing to get drunk (with no specific plans) each confer risk for alcohol-related harms. In a semester-long intensive repeated measures design, this research will test whether there are different degrees of alcohol-related risk associated with planning to get drunk versus being willing to get drunk. Intentions earlier in the day may influence students' same-day drinking motives, self-control, and protective strategies while drinking.



Faculty Graduate Mentoring Award

Dr. Shelley Brown

Sponsored by the Faculty of Graduate and Postdoctoral Affairs and the Office of the Vice-President (Research and International), these awards recognize faculty who render exceptional service to graduate students as supervisors and research mentors. The effect of such faculty on the careers of students is frequently transformational.



FASS Research Excellence Award

Dr. Cheryl Harasymchuk

FASS Research Excellence Awards are to assist with advancing a program of research. Up to four (4) such awards may be given each year. Congratulations to Dr. Harasymchuk on receiving an award this year!

Selected Publications



- Maheu, M., Nooristani, M., Kaci, B., Moin-Darbari, K., **Bacon, B.A.**, & Champoux, F. (2021) The aging-related decrease in cVEMP amplitude cannot be accounted for by normalization. *Journal of Vestibular Research* <https://doi.org/10.3233/VES-201515>
- Moin-Darbari, K., Pagé, S., **Bacon, B.A.**, & Champoux, F. (2021) Vestibular status: A missing factor in our understanding of brain reorganization in deaf individuals. *Cortex*, 138, 311-317. <https://doi.org/10.1016/j.cortex.2021.02.012>
- Ferland, M.C., Therrien-Blanchet, J.M., Proulx, S., Klees-Themens, G., **Bacon, B.A.**, Dang Vu, T.T., & Théoret, H. (2021) Transcranial Magnetic Stimulation and H1-Magnetic Resonance Spectroscopy Measures of Excitation and Inhibition Following Lorazepam Administration. *Neuroscience*, 452, 235-246.
- Nooristani, M., Bigras, C., Lafontaine, L., **Bacon, B.A.**, Maheu, M., & Champoux, F. (2021) Vestibular function modulates the impact of nGVS on postural control in older adults. *Journal of Neurophysiology*, 125 (2), 489-495. <https://doi.org/10.1152/jn.00512.2020>
- Nooristani, M., Moin-Darbari, K., Pagé, S., **Bacon, B.A.**, & Champoux, F. (2020) Audiomotor interaction induced by mental imagery. *Experimental Brain Research*, 238, 2469-2473. <https://doi.org/10.1007/s00221-020-05903-x>
- Finseth, S., Peterson-Badali, M., **Brown, S.L.**, & Skilling, T.A. (in press). Promoting rehabilitation among youth on probation: An examination of strengths as specific responsivity factors. *Criminal Justice and Behavior*.
- Wanamaker, K.A., & **Brown, S.L.**, (in press). Using strength and risk factors to inform treatment typologies over time for men on community supervision. *International Journal of Offender Therapy and Comparative Criminology*.
- Brown, S.L.**, Wanamaker, K.A., Greiner, L., & Scott, T., Skilling, T.A. (2021). Complex trauma and criminogenic needs: Two paths to the youth justice system—A Gender-informed latent profile analysis. *Criminal Justice and Behavior*, 48(2), 175–194. <https://doi.org/10.1177/0093854820964513>
- *Power, J., Hayden, P. S., & **Brown, S. L.** (2021). The Brief COPE: A factorial structure of incarcerated adults. *Criminal Justice Studies*, 34(2), 215-234. <https://doi.org/10.1080/1478601X.2020.1827589>
- *Wanamaker, K.A., & **Brown, S.L.** (2021). The Relationship Between Patterns of Change in Dynamic Risk and Strength Scores and Reoffending for Men on Community Supervision. *Criminal Justice and Behaviour*. Advance online publication. DOI: 10.1177/0093854821993512
- Coplan, R.J.**, Bowker, J.C., & Nelson, L. (2021). *The Handbook of Solitude: Psychological Perspectives on Social Isolation, Social Withdrawal, and Being Alone* (2nd Edition). Wiley-Blackwell.
- Coplan, R.J.**, Hipson, W.E., & Bowker, J.C. (2021). Social withdrawal and loneliness in adolescence: Examining the implications of too much and not enough solitude. *Journal of Youth and Adolescence*. Advance online publication. <https://doi.org/10.1007/s10964-020--1365-0>
- Hipson, W.E., **Coplan, R.J.**, Dufour, M., Watanabe, L.K., Wood, K.R., & Bowker, J.C. (2021). Time alone well spent? A person-oriented analysis of adolescents' solitary activities. *Social Development*. Advance online publication. <https://doi.org/10.1111/sode.12518>
- Wood, K.R., **Coplan, R.J.**, Hipson, W.E., & Bowker, J.C. (2021). Normative beliefs about social withdrawal in adolescence. *Journal of Research on Adolescence*. Advance online publication. <https://doi.org/10.1111/jora.12617>

Selected Publications



Xiao, B., Bullock, A., Liu, J., & **Coplan, R.J.** (2021). Unsociability, peer rejection, and loneliness in Chinese early adolescents: Testing a cross-lagged model. *Journal of Early Adolescence*, 41(6), 865-886. <https://doi.org/10.1177/0272431620961457>

Danyluck, C., Blair, I. V., Manson, S. M., Laudenslager, M. L., Daugherty, S. L., ... & Brondolo, E. (in press). Older and Wiser? Age Moderates the Association between Discrimination and Depressive Symptoms in American Indians and Alaska Natives. *Journal of Aging and Health*.

Hendriks, T., Pritikin, J., Choudhary, R., & **Danyluck, C.** (2021). Exploring the relationship between character strengths and meditation: A cross-sectional study among long-term practitioners of Sahaja Yoga meditation. *International Journal of Applied Positive Psychology*.

Blair, I. V., **Danyluck, C.**, Judd, C. M., Manson, S. M., Laudenslager, M. L., Daugherty, S. L., ... & Brondolo, E. (2021). Validation of the Brief Perceived Ethnic Discrimination Questionnaire – Community Version, in American Indians. *Cultural Diversity and Ethnic Minority Psychology*.

Zhanna, **Dupré, K.E.**, Barling, J., & Turner, N. (in press). Retaliating Against Abusive Supervision with Aggression and Violence: The Moderating Role of Organizational Intolerance of Aggression. *Work & Stress*.

Tulk, C., Mantler, J., & **Dupré, K. E.** (2021). The impact of job accommodations on stereotyping and emotional responses to coworkers with anxiety or depression. *Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement*, 53(2), 138.

Mantler, J., Campbell, B., & **Dupré, K.E.** (in press). Jobs, careers, and callings: Exploring work orientation at mid-career. *Journal of Career Development*.

Smith, C. J., **Dupré, K. E.**, McEvoy, A., & Kenny, S. (2021). Community perceptions and pro-environmental behavior: The mediating roles of social norms and climate change risk. *Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement*, 53(2), 200.

Ivey, G. W., & **Dupré, K. E.** (2020). Workplace Mentorship: A Critical Review. *Journal of Career Development*. <https://doi.org/10.1177/0894845320957737>.

De Brito, S., **Forth, A.** Baskin-Sommers, A., Brazil, I., Kimonis, E. R., Pardini, D. Frick, P., Blair, R. J. R & Viding, E. (in press). Psychopathy. *Nature Reviews Disease Primer*.

Baglione, J. S., Tsang, S., Hare, R. D., & **Forth, A.** (in press). Psychopathic expression from early to late adulthood: An item response theory analysis of the Hare Psychopathy Checklist-Revised. *Assessment*.

Brazil, K., Dias, C., & Forth, A. (in press). Successful and selective exploitation in psychopathy: Convincing others and gaining trust. *Personality and Individual Differences*.

Humeny, C., **Forth, A.**, & Logan, J. (2021). Psychopathic traits predict survivors' experiences of domestic abuse. *Personality and Individual Differences*, 171.

Brazil, K., & Forth, A. E. (2020). Psychopathy and the induction of desire: Formulating and testing an evolutionary hypothesis. *Evolutionary Psychological Science*, 6, 64-81.

Harasymchuk, C., Walker, D. L., Muise, A., & Impett, E. A. (2021). Planning date nights that promote closeness: The roles of relationship goals and self-expansion. *Journal of Social and Personal Relationships*, 38, 1692-1709.

Selected Publications



- Harasymchuk, C.**, Peetz, J., Fehr, B., & Chowdhury, S. (2021). Worn out relationship? The role of expectations in judgments of relational boredom. *Personal Relationships*, 28, 80-98.
- Carswell, K. L., Muise, A., **Harasymchuk, C.**, Horne, R. M., Visserman, M. L., & Impett, E. A. (2021). Growing desire or growing apart? Consequences of personal self-expansion for romantic passion. *Journal of Personality and Social Psychology*. Advance online publication. <https://doi.org/10.1037/pspi0000357>
- 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. (2021). Are couples more satisfied when they match on sexual desire? New insights from response surface analysis. *Social Psychological and Personality Sciences*, 12, 487-496.
- Howard, A. L.** & Barker, E. T. (in press). Mental health of students reporting food insecurity during the transition to university. *Canadian Journal of Dietetic Practice and Research*.
- Thérond, A., Pezzoli, P., Abbas, M., **Howard, A.**, Bowie, C. R., & Guimond, S. (2021). The efficacy of cognitive remediation in depression: A systematic literature review and meta-analysis. *Journal of Affective Disorders*, 284, 238-246.
- Xu, C., & **LeFevre, J.** (2021). Children's knowledge of symbolic number in grades 1 and 2: Integration of associations. *Child Development*, 92(3), 1099-1119. <https://doi.org/10.1111/cdev.13473>
- Susperreguy, M. I., Jimenez Lira, C., Xu, C., **LeFevre, J.**, Blanco Vega, H., Benavides Pando, E. V., & Ornelas Contreras, M. (2021). Home learning environments of children in Mexico in relation to socioeconomic status. *Frontiers in Psychology*. **Open Access**. <https://10.3389/fpsyg.2021.626159>
- Douglas, H., Headley, M. G., Hadden, S. & **LeFevre, J.** (2020). Knowledge of mathematical symbols goes beyond numbers. *Journal of Numerical Cognition*, 6(3). **Open Access**. <https://doi.org/10.5964/jnc.v6i3.293>
- Silinkas, G., Di Lonardo Burr, S., Douglas, H., Xu, C., **LeFevre, J.**, Garckija, R., Gabrielaviciute, I., & Raiziene, S. (2020). Responsive home numeracy as children progress from kindergarten through Grade 1. *Learning and Individual Differences*, 53, 484-495. <https://doi.org/10.1016/j.lindif.2020.06.003>
- Di Lonardo Burr, S., & **LeFevre, J.** (2020). Confidence is key: Unlocking the relations between ADHD symptoms and math performance. *Learning and Individual Differences*, 77. <https://doi.org/10.1016/j.lindif.2019.101808>
- Gabbert, F. Hope, L., **Luther, K.**, Wright, G., Ng, M., & Oxburgh, G. (2021). Exploring the use of rapport in professional information-gathering contexts by systematically mapping the evidence base. *Applied Cognitive Psychology*, 35, 329-341. doi:10.1002/acp.3762
- McCardle, M. I., **Luther, K.**, & Snook, B. (2020). Examining the administration of youth interrogation rights: A field study of Canadian police practices. *Youth Justice*. doi:10.1177/1473225420902841
- McCardle, M. I., **Luther, K.**, & Snook, B. (2020). Examining the administration of youth interrogation rights: A field study of Canadian police practices. *Youth Justice*. doi:10.1177/1473225420902841
- Snook, B., Fahmy, W., Fallon, L., Lively, C. J., **Luther, K.**, Messiner, C. M., Barron, T., & House, J. C. (2020). Challenges of a "toolbox" approach to investigative interviewing: A critical analysis of the RCMP's phased interview model. *Psychology, Public Policy, and Law*. doi:10.1037/law0000245

Selected Publications



Mantler, J., Campbell, C., & Dupré, K. E. (In press). Jobs, careers, and callings: Exploring work orientation at mid-career. *Journal of Career Development*. 10.1177/08948453211022845

Tulk, C., **Mantler, J.,** & Dupré, K. E. (2021). The impact of job accommodations on mental health-related stigma. *Canadian Journal of Behavioural Sciences*, 53 (2), 138 – 151. <https://doi.org/10.1037/cbs0000224>

Elliott, C. E., **Mantler, J.,** & Huggins, J. (2021). Exploring the gendered entrepreneurial gap: Implications for entrepreneurship education. *International Journal of Gender and Entrepreneurship*. <https://doi.org/10.1108/IJGE-04-2020-0048>

Nesdoly, N., Tulk, C., & **Mantler, J.** (2020). The effects of perceived professor competence, warmth, and gender on students' likelihood to register for a course. *Assessment and Evaluation in Higher Education*, 45 (5), 666-679. doi:10.1080/02602938.2019.1689381

*Levine, S., Tabri, N., & **Milyavskaya, M.** (in press). Trajectories of depression and anxiety symptoms over time in the transition to university: Their co-occurrence and the role of self-critical perfectionism. *Development and Psychopathology*.

*Smyth, A. & **Milyavskaya, M.** (2021). Mindfully motivated: Brief mindfulness meditation enhances motivation towards personal goals but not an anagram task. *European Journal of Social Psychology*.

Levine, S., **Milyavskaya, M.,** Powers, T.A., Holding, A.C., & Koestner, R. (2020). Autonomous motivation and support flourishes for individuals higher in collaborative personality factors: agreeableness, assisted autonomy striving and secure attachment. *Journal of Personality, Advance online publication*.

Milyavskaya, M., Saunders, B., & Inzlicht, M. (2020). Strategic self-control in daily life: prevalence and effectiveness of diverse self-control strategies. *Journal of Personality, Advance online publication*.

*Smyth, A., *Werner, K.W., **Milyavskaya, M.,** Holding, A., & Koestner, R. (2020). Do mindful individuals set better goals? Investigating the relations between trait mindfulness, self-concordance, and goal progress. *Journal of Research in Personality*, 88.

Nunes, K. L., Pedneault, C. I., & Hermann, C. A. (2021). The Evaluation of Violence Questionnaire (EVQ): Development and validity of a self-report measure of evaluative attitudes toward violence. *Psychology of Violence*. Advance online publication. <http://dx.doi.org/10.1037/vio0000388>

Pedneault, C. I., Hilgard, J., Pettersen, C., Hermann, C. A., White, K., & **Nunes, K. L.** (2021). How well do indirect measures assess sexual interest in children? A meta-analysis. *Journal of Consulting and Clinical Psychology*. Advance online publication. <https://doi.org/10.1037/ccp0000627>

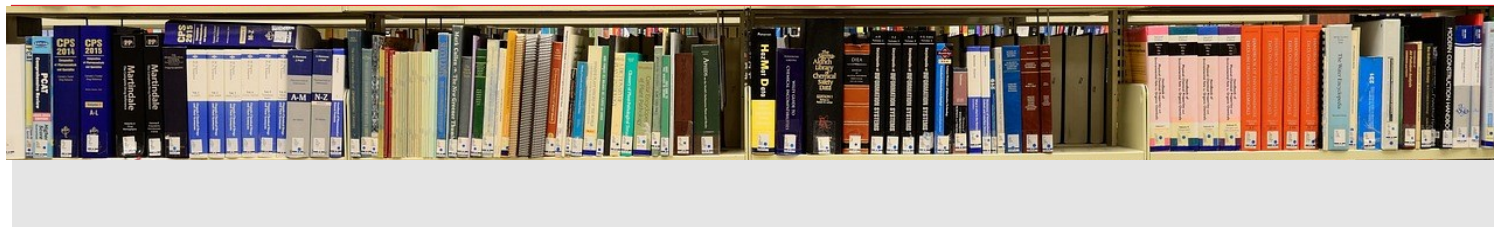
Hilton, N. Z., Pham, A. T., Jung, S., **Nunes, K.,** & Ennis, L. (2021). Risk scores and reliability of the SARA, SARA-V3, B-SAFER, and ODARA among intimate partner violence (IPV) cases referred for threat assessment. *Police Practice and Research*, 22, 157-172. <https://doi.org/10.1080/15614263.2020.1798235>

Nunes, K. L., Hermann, C. A., Maimone, S., Atlas, M., & Grant, B. A. (2020). The Violent Behavior Vignette Questionnaire (VBVQ): A measure of violent behavior for research in forensic and non-forensic settings and populations. *Psychological Reports*. Advance online publication. <https://doi.org/10.1177/0033294120939308>

Pedneault, C., Hermann, C. A., & **Nunes, K. L.** (2020). Disentangling cognitions about sexual aggression. *Sexual Abuse*. Advance online publication. <https://doi.org/10.1177/1079063220981066>

Thompson, L. E., Pica, E., & **Pozzulo, J.** (2021). Jurors' decision making in a sexual assault trial: The influence of victim age, delayed reporting, and multiple allegations. *American Journal of Forensic Psychology*, 39(2), 19–46.

Selected Publications



Fraser, B., Pica, E., & **Pozzulo, J.** (2021). The Effect of Delayed Reporting on Mock-Juror Decision-Making in the Era of #MeToo. *Journal of Interpersonal Violence*. Advance online publication <https://doi.org/10.1177/0886260521997464>

Sheahan, C. L., Fraser, B. M., Pica, E., & **Pozzulo, J.D** (2021). The influence of testimonial aids, age, and familiarity on mock-juror decision-making in a sexual offence case. *Journal of Police and Criminal Psychology*. Advanced online publication. <https://doi.org/10.1007/s11896-021-09432-3>

Sheahan, C. L., **Pozzulo, J.D.**, & Pica, E. (2021). Does familiarity between an adolescent eyewitness and a perpetrator impact identification accuracy? *Journal of Police and Criminal Psychology*. Advanced online publication. <https://doi.org/10.1007/s11896-021-094440-3>

Thompson, L. E., **Pozzulo, J.**, Pratt, K. J., Sheahan, C. L., Fraser, B. M., & Deweyert, C. E. (2020). Testing a new lineup procedure with children: The elimination with wildcard. *Journal of Applied Developmental Psychology*.

Levine, S. L., **Tabri, N.**, & Milyavskaya, M. (in press). Trajectories of depression and anxiety symptoms over time in the transition to university: Their co-occurrence and the role of self-critical perfectionism. *Development and Psychopathology*.

Orazani, S. N., **Tabri, N.**, Wohl, M. J. A., & Liedner, B. (in press). The sway of nonviolent collective action: A meta-analysis of the effects of nonviolent (rather than violent) strategies on third-party support. *European Journal of Social Psychology*. doi: 10.1002/ejsp.2722

Tabri, N., & Wohl, M. J. A. (2021). Financially focused self-concept in disordered gambling. *Current Addiction Reports*, 8(1), 57-63. doi: 10.1007/s40429-021-00360-0

Tabri, N., & Palmer, L. (2020). People who overvalue appearance selectively attend to descriptors of the attractiveness ideal: Findings from an emotional Stroop task. *International Journal of Eating Disorders*, 53 (12), 2003-2012. doi: 10.1002/eat.23391

Louderback, E. R., **Wohl, M. J. A.**, & LaPlante, D. A. (2021). Integrating open science practices into recommendations for accepting gambling industry research funding. *Addiction Research & Theory*, 29, 79-87 doi:10.1080/16066359.2020.1767774

Elgar, F. J., Stefaniak, A., & **Wohl, M. J. A.** (2020). The trouble with trust: Time-series analysis of social capital, income inequality, and COVID-19 deaths in 84 countries. *Social Science & Medicine*, 263, 113365 doi:10.1016/j.socscimed.2020.113365

Salmon, M. M., & **Wohl, M. J.** (2020). Longing for the past and longing for the future: A phenomenological assessment of the relation between temporal focus and readiness to change among people living with addiction. *Frontiers in Psychology*, 11, 1794. doi: 10.3389/fpsyg.2020.01794

Van Bavel, J. J., et al. (2020). Using social and behavioural science to support COVID-19 pandemic response. *Nature Human Behavior*. doi: 10.1038/s41562-020-0884-z

Wohl, M. J. A., Stefaniak, S., & Smeekes, A. (2020). Days of future past: Concerns for the group's future prompts longing for its past (and ways to reclaim it). *Current Direction in Psychological Science*, 29, 481-486. doi: 10.1177/0963721420924766

Davydenko, M., **Zelenski, J. M.**, Gonzalez, A., & Whelan, D. (2020). Does acting extraverted evoke positive social feedback?. *Personality and Individual Differences*, 159, 1, 109883.

Zelenski, J. M., & Desrochers, J. E. (2021). Can positive and self-transcendent emotions promote pro-environmental behavior?. *Current Opinion in Psychology*, 42, 31-35.

Congratulations!



CONVOCATION MEDALS & AWARDS

The Department of Psychology would like to congratulate all of our wonderful students who have graduated during the 2020-2021 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

Sabina Franklyn - Master of Arts in Psychology

Undergraduate Students

Governor General's Medal

Cole Johnson - Bachelor of Arts Honours, Psychology
Concentration in Social/Personality Psychology
Minor in Religion

University Medal in Arts

Caitlin Walker - Bachelor of Arts Honours, Psychology
Concentration in Cognitive Psychology
Minor in Neuroscience and Mental Health



Senate Medal for Outstanding Academic Achievement

Tuba Aktas
Kylie Arsenault
Madeleine Biron
Sydney Bota
Olivia Bussey
Stephanie Cathcart
Tyler Christoffer
Sally Crandlemire
Sreyasi Datta

Jovan Dhatt
Mackenzie Dowson
Amy Evans
Julia France
Renee Haddock
Samantha Harris
Bridget Hayes
Katherine Higgison
Marta Kolbuszewska

Jyllenna Landry
Hannah Leistle
Brittney Lewis Nash
Janine Mudge
Ha Nhat Lam Nguyen
Juliana Nicoletta
Katherine Parker
Julia Prather
Rebecca Prowse

Vivian Rigg
Veronique Rowley
Amy Russett
Sumayya Siddiqui
Renee St-Jean
Priyank Upadhyaya
Qaila Walji
Sarah Watts-Burpee

Award Winners



CONGRATULATIONS!

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

Graduate Students

Ontario Graduate Scholarship (2020-2021)

Master of Arts in Psychology

Tarek Benzouak
Alexandra Tucci

Social Sciences and Humanities Research Council

Master of Arts in Psychology

Lauren Belyea
Isabella Bossom
Kendra Carnrite
Katherine Higgison
Paul Lutz
Araby Roberts
Jessie Swanek

Doctor of Philosophy in Psychology:

Sean Alexander
Kimia Fardfini
Ariane-Jade Khanizadeh
Simona Mackovichova
Joy McLeod
Alicia McVarnock
Colleen Robb
Kailey Roche
Christine Tulk

Doctor of Philosophy in Psychology:

Andrew Brown
Bailey Fraser
Lindsay Healey
Bryce Jenkins
Aidan Smyth

Outstanding Teaching Assistant Award - Honourable Mention

Cassandra Starosta - *Master of Arts in Psychology*

Departmental TA Excellence Award

Jessica Desrochers - *Doctor of Philosophy in Psychology*
Roxana Ehsani-Moghaddam - *Master of Arts in Psychology*

Honourary Degrees



CONGRATULATIONS!

Please join us in sending a special congratulations to :

June B. Pimm, PhD, C PSYCH. ABPP School Psychology

June B. Pimm was awarded the degree of Doctor of Laws, *honoris causa*, on June 17, 2021 in recognition of her distinguished career in Developmental Psychology, devoted to child advocacy, with a particular focus on helping children on the autism spectrum, as well as their parents and educators.



Dr. Pimm has had a distinguished career in Developmental Psychology devoted to child advocacy. She has focused on helping children on the autism spectrum, as well as their parents and educators.

She earned the first PhD in Arts granted by Carleton in 1968; it was a PhD in Developmental Psychology.

She went on to have not one, but two notable careers. She served as a professor of pediatrics at the Miami School of Medicine and upon “retirement” joined the Ottawa Carleton District School Board as a psychologist. While there, she created the first school-based class for emotionally challenged students.

In 2008, she became the Coordinator of the Autism Initiative for the Ottawa Carleton District School Board, supervising the Autism Spectrum Team and conducting research on more than 700 children with Autism Spectrum Disorder (ASD). She continues to work on the Provincial Autism Initiative for the school board.

Dr. Pimm is also Adjunct Professor here at Carleton, where she teaches about autism in the Department of Psychology.

PSYCHOLOGY STUDENT SUCCESS STORIES

FASS Undergraduate Summer Research Internship, 2021

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:

Abby Bradley

Project Title: Screen Use and Well-being in Undergraduates During COVID-19

My current research examines whether there is an association between screen time use, as well as quality and content of screen time and undergraduate well-being. Research surrounding the effects of screen time on mental health and well-being has been mixed and inconclusive. Some studies indicate that screen time, in particular social media, increases well-being as it connects people socially while decreasing loneliness, whereas other studies have found the opposite. After collecting 12 weeks of data, including participant screenshots from an automated device-recorded screen time measurement (i.e., iPhone screen time summary designed to track daily and weekly time spent on apps and smart phone services), the goal is to be able to better understand what students are using their phones for most and whether it is related to undergraduate well-being over time, especially during the COVID-19 pandemic.



This study has the potential to advance data collection surrounding screen time as well as provide useful knowledge regarding the most popular types of applications used by undergraduate students.

Jayson Yung

Project Title: Striving to Eat Perfectly Healthy: Potential Pathways to Orthorexia Nervosa

My research project examines the antecedents of orthorexia nervosa (ON). ON is an emerging eating disorder characterised as a maladaptive fixation with eating healthy.

In the transdiagnostic cognitive-behavioural theory of eating disorders, perfectionism is indirectly linked to disordered eating via a self-concept focused on appearance - the core psychopathology underlying anorexia nervosa and bulimia nervosa. Also, research has shown that an appearance focused self-concept may be a mediating mechanism by which perfectionism leads to disordered eating. Tabri, Werner, Milyavskaya, and Wohl (under review) extended this view by showing that perfectionism is indirectly associated with

disordered eating via an appearance focused self-concept among people who hold erroneous beliefs about the safety and effectiveness of maladaptive weight-control strategies.

To extend the transdiagnostic eating disorders model, my project will replicate and extend Tabri and colleagues' findings in the context of ON. Because people with ON are preoccupied with the perceived quality of food consumed and its effect on health, I will examine whether a self-concept focused on health is a mechanism by which perfectionism is indirectly associated with ON symptoms, and whether this indirect association is conditional on having erroneous beliefs about the safety and effectiveness of maladaptive healthy eating strategies.



MeWeRTH

The MeWeRTH website (<https://carleton.ca/mental-health/>) is up and running and continues to be updated on a regular basis. Many thanks to Lea Hamilton for her diligence in keeping me and MeWeRTH organized. If you haven't had a chance to check it out yet, please do as we have had several partners come on board. We also have just joined Twitter, please follow us @CU_MeWeRTH

I am delighted to announce that we were successful in obtaining funding from OVPRI's Multidisciplinary Catalyst Research Fund. As a consequence of this funding, we announced a call for proposals for new collaborations between our members by providing seed funding with an eye toward incorporating and supporting grad students with each project. We had eight successful submissions! We will host our annual Hub Showcase in Dec.

2021 where these projects will be presented to both the internal and external community.



MeWeRTH
Mental Health and Well-Being
Research and Training Hub

Projects:

Rachel Burns—Does geospatial access to healthy foods exacerbate the association between diabetes and depression?

Chad Danyluck— Vicarious Crime Exposure and Well-being in Family and Friends of Victims of Crime

Stefania Maggi and Aida Warah— An exploratory study of the effectiveness of a new mobile app for sustainable, environment friendly lifestyle

Marina Milyavskaya— Changes in psychological wellbeing and health behaviours as COVID restrictions are lifted

Joanna Pozzulo— Evaluating wellness courses through partnerships with people with lived expertise in our community

Nassim Tabri— What are the personality correlates of people who have a financially focused self-concept?

Boric Vukovic— Landscape of functional limitations among university students

Michael Wohl— Temporal Orientation as a Predictor of Self-Directed Change among Disordered Gamblers



QUESTIONS & COMMENTS:

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

Joanna Pozzulo, Chair | joanna.pozzulo@carleton.ca
Lea Hamilton, Assistant to the Chair | lea.hamilton@carleton.ca

MAILING ADDRESS:

Department of Psychology
B550 Loeb Building
Carleton University
1125 Colonel By Drive
Ottawa, ON
K1S 5B6

www.carleton.ca/psychology