

# PSYCHOLOGY IN THE CAPITAL

Volume 9: Issue 1

Summer 2022

## CHAIR CHAT

By: Dr. Joanna Pozzulo, Department of Psychology Chair



Chair Dr. Joanna Pozzulo

It was July 1<sup>st</sup>, 2014, and I was starting my first term as Chair, Department of Psychology. I remember how excited I was about the possibilities! It has been a phenomenal 8 years (many thanks to Dr. Lise Paquet who took over for a year while I caught my breath on sabbatical). I have given quite a bit of thought to what I want to say in my final column as Chair.....

First, I would like to share how proud I am of all the amazing changes we made to our department and program. I'm delighted to say that I welcomed 13 new faculty members to the department including Carleton's President, Dr. Benoit-Antoine Bacon. I also want to recognize the many long-standing colleagues who retired. Many offered words of wisdom throughout my tenure. Thank you greatly for the gentle guidance.

Perhaps, the change closest to my heart, was reconnecting mental health and well-being to our department, both in terms of academic programming, and also in the form of the Mental Health and Well-Being Research and Training Hub (MeWeRTH). Thank you to everyone who has been part of the journey. It has been a lot of fun and hopefully, we can continue having a positive impact, however small, on our community.

Over the years, I had the pleasure of meeting many of our students. The Psychology Undergraduate Research Event (PURE) and the graduate conference were two of my favourite events. These are great opportunities for our students to showcase their research projects and share their hard work with fellow students, friends, and family. Thank you to everyone who presented their work and everyone who showed up to support our students. We have stellar students!

I would like to acknowledge and thank Dr. Johanna Peetz on her *proseminar series* focused on professional development for our graduate students but with presentations that were open to all. We have had some fantastic speakers share their cutting-edge research. I have enjoyed these talks immensely. Such a great way to build community and inspire the researcher in all of us. Keep up the great work Johanna!!

I also want to thank all the students who raised issues and shared their thoughts with me. Although these conversations were at times challenging, these exchanges were incredibly rewarding. If I did more listening than talking, often the way forward became clear. Thank you to all the students who raise their voices so that we can improve the student experience.

Most importantly though, none of our successes could have been possible without the best department a Chair could wish for. To every member of the Department, THANK YOU! I greatly appreciate everyone's patience with me as I found my footing. I have learned a lot and am indebted to each of you. A huge thank you to my executive team, Drs. Tina Daniels, Michael Wohl, Guy Lacroix, and Cheryl Harasymchuk. When I talk about my administrative team, saying thank you doesn't feel sufficient to express my gratitude. I have had the honour and pleasure of working alongside a team of the most professional, thoughtful, and kind individuals imaginable. They are the heart of the Department and I am fortunate to call them friends. They have stood beside me, in front of me, and behind me. THANK YOU, June Callender, Etelle Bourassa, Lea Hamilton, Kaitlin Barkley, and Maya Ruparelia. I will miss you all dearly! (I promise no more emails at midnight!)

Finally, I want to wish Dr. Guy Lacroix every success as he leads us into new times. Good luck Guy!

It has been a privilege and joy serving the Department of Psychology. Thank you Everyone.

Signing off....  
Joanna

# About Us

## Department of Psychology @ Carleton University

1. The Department of Psychology has 43 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*



I have been looking back at the articles I have written for the Psychology Newsletter over the last 6 years and wondering what I wanted to say to you as I finish my tenure as Associate Chair and look forward to my sabbatical starting in July. Last year, I optimistically wrote about the movement back to in-person classes that I expected to happen but COVID still had some surprises in store for us and the introduction of multiple variants kept most of us on-line for a second year but we adapted and persevered.

One of the challenges of remaining on-line has been issues related to Academic Integrity. I do want to highlight that the largest majority of our students are working hard to give their best effort in their courses but some are struggling. We have seen an increase in more sophisticated cheating. The majority of these infractions involve plagiarism or colluding with others during on-line exams. I find this worrying and I know faculty members are also finding it very challenging. Just a reminder to be cautious using materials provided that accompa-

ny your textbook as these easily available and students are accessing them. The most common reason given for having perpetrated an infraction is a lot of stress and a lack of time. These two pressures together lead students to resort to short cuts that can lead to serious repercussions. I encourage each of you to think about how you can structure your course in such a way as to foster behaviours that are incompatible with cheating. This may mean being more flexible about deadlines, providing smaller, more frequent assignments rather than a large end of the term project or paper, and recognizing that as professors we all structure our courses with the similar deadlines for midterms, finals and term work.

This year I had the absolute pleasure of presenting two of our faculty members for consideration for the designation of Chancellor's Professor. To be eligible for this designation the nominated individual must have at least ten years of service at the rank of full professor, and engage in scholarly activities of outstanding merit with substantial international impact. I am very pleased to be able to congratulate both Joanna Pozzulo and Robert Coplan on being awarded this distinction. It was quite remarkable to be able to put two candidates forward in the same year and they are both well deserving of this recognition. I want to thank Michael Wohl, Guy Lacroix, Kirk Luther, and Kira McCabe for all of their assistance and support during this process.

As usual, I have been assigning the TA's this year. This will be taken over by Adelle Forth for the fall. In looking back at the numbers over the last 6 years we have been holding fairly steady in the actual number of TA's we have received (about 275 a year), however, our ratio has increased to about 1:80 (TA/student). TA assignments are more equitably distributed than in the past, because they are now based predominately on enrolments. There is still room, however, for accommodation to individualized need. If you are thinking about developing your course in a way that will require additional TA support it will be important to let Adelle know early. I want to thank everyone in the department for being so adaptable and accommodating when issues have arisen and all the students who have TA'd, both graduate and undergraduate, who have worked tirelessly to support our students over the last two years.

We have been weathering the storm for much longer than I ever anticipated and I hope we are nearing the shore. I recently returned to my lab in the SSRB for the first time in over two years. Many of the office and labs had to be emptied due to a roof repair. I was prepared for the worst but I came back to a beautifully clean space with everything returned to its original place. My new graduate students who arrived at the height of the pandemic were thrilled to finally be able to come to campus to work.

Today I had the pleasure of attending Convocation for the first time in over 2 years and this time it was as a parent not a faculty member. It was a lovely event, well organized, well prepared for the challenges of COVID and it was so exciting and thrilling to see the students so excited to be back together and to be celebrating in-person.

Finally, there are a few people very important people I wish to thank for all their help and support over the last 6 years. Etelle and June, you truly do know everything there is to know about the Psychology Dept. Many thanks for always being there. To Lea, I cannot express what a wonderful support you have been. Finally, to Guy & Kaitlin for all the help this year. Joanna, thank-you for the opportunity to work together, it has been an amazing 6 years. I look forward to a coming year of rest, and rejuvenation. I wish you all a great start to Fall 2022.

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?” The academic year noted is not a typo. That is how I started last year’s annual report. We are now two years into this COVID existence. We have a bunch of MA graduates this year who have never walked the halls of the Loeb Building, never experienced the joys of the tunnels, and never had to fight off a goose on one of the river paths. Although that pains me to write, I am continually awestruck by our ability to adapt and flourish under these circumstances.

Indeed, we have seen a record number of publications coming from the graduate students in Psychology. We got a behind the scenes look at some of these publications by way of the [Graduate Student Showcase](#), which continues to be a smashing success.

Speaking of success, our MA and PhD students are still knocking it out of the park when it comes to awards and scholarships. A total of 14 students received an OGS scholarship. Nine students received a SSHRC MA scholarship, and 1 received a CIHR. At the PhD level, 2 students received a SSHRC Doctoral scholarship, and an additional 2 students received a SSHRC-CGS. We also had 1 Vanier scholarship awarded this

year.

Our students were also very active in applying for Donor Funded Awards. We received 81 applications! From those applications, 4 received funding. An additional 14 graduate students received Psychology Endowment Awards.

WOW!!! We congratulate all recipients. Keep up the great work.

We also have a new crop of MA and PhD students joining our community. In total, we have 28 new MA and 10 new PhD students. All signs point to being able to see them (and everyone one else) in-person soon enough (hopefully I didn’t just jinx the planet).

Of course, at the same time that we welcome new students we say goodbye to others. During the 2021-2022 academic year, 23 MA and 9 PhD degrees were granted in Psychology. I look forward to exchanging our secret handshake the next time I see each of them.

A few thanks are in order. First and foremost, a thank you to Etelle. She continues to be the rock on which our graduate programs stand. I could not do this Grad Chair thing without her. You may think you have an idea of how hard Etelle works but I assure you, you don’t. Maya is also a life saver. She is always there to offer her assistance with a (virtual) smile. And a thank you to the graduate committee (Craig B, Rachel, Chad, Chris, Vivian, Yan, Kevin, Monique, & Nas-sim). It makes my job (and Etelle’s job) so much easier knowing we had such a great group. They were willing to help at a moment’s notice. Also, reviewing all those graduate fellowship applications was not an easy task, especially given that the graduate students in Psychology are of such high quality. Thank you!

Lastly, I want to thank each and every person in Psychology. We are a very large group. Nonetheless, because of you, I always feel like I am a member of a small, supportive family.

I wish you all a happy and healthy 2022-2023 academic year,

Michael

# UNDERGRADUATE NEWS AND EVENTS

## A MESSAGE FROM THE UNDERGRADUATE CHAIR

*By: Dr. Guy Lacroix*



The last year was again a challenging one with many ups and downs. Once more, we were forced to offer many courses at a distance, and those held on campus were subject to less-than-ideal conditions... Nonetheless, everyone made it work and now that things are almost back to normal, it is a bit strange going to Carleton again, but it is a great feeling! I know that some of our students who

are starting the third year of their program still have not taken a single in person class yet. It will be great to finally meet and exchange with you without needing a Zoom link.

The next academic year will go back to our Department's pre-COVID model: We will offer the best possible on campus academic experience. Hence, expect to take most of your courses in person at Carleton. Our Department does have a long-standing tradition of excellence offering students courses that can be taken at a distance. We will do so again this year because we know that it gives our students additional scheduling flexibility. Remember, however, that Carleton is not a distance education university. We want you to learn in our classroom and laboratories, to talk with your professors and fellow students, and to experience campus life. So, plan on being in Ottawa next year and pay attention when you register for your courses. Their mode of delivery will be clearly indicated.

Otherwise, I encourage you to explore the many program options that we offer. They can allow you to tailor your degree to fit your 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](mailto:psychology@carleton.ca).

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



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 (similar number as previous years) and ~65 undergraduate students (an increase of 20 students from last year). I'd like to make a special acknowledgement of Dr. Chad Danyluck's and Dr. Shelley Brown's contributions; they provided volunteer opportunities for 25 students (10 and 15 students respectively). 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 ques-

tions. 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. I created a FAQ sheet for students with a description of the process as well as some tips for seeking out a volunteer opportunity, <https://carleton.ca/psychology/volunteering-psyc-lab/>.

The Co-op psychology program continues to grow; there were 16 psychology undergraduate students participating through the fall, winter, and summer terms (an increase from previous years). These students work 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*. If you have any contacts for additional agencies, please contact me or the co-op office.

Cheryl Harasymchuk  
Student Experience Chair

# Welcome!

## New Faces in Psychology

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



**David Sidhu**  
Assistant Professor

I was born in Toronto and completed my undergraduate degree at York University. I then moved to Calgary to do my graduate work at the University of Calgary. After that I held a SSHRC-funded postdoctoral position in London at University College London. I joined the Psychology Department at Carleton University in 2022.

Broadly speaking I am interested in language and cognition, in particular how we process words and represent meaning. I have always been fascinated by connections across modalities: how a sound can seem “bright”, how an image can convey something abstract. This led me to my research focus on the multimodality of language. For example, some words “sound small”, or “feel smooth” as you say them. How do these multimodal properties affect language processing? Relatedly, some words imitate the things that they refer to (e.g., onomatopoeia like “splash” or “meow”). Are these kinds of words processed differently? What does this mean for the development and evolution of language? I have also had a long interest in the fields of embodied cognition and conceptual metaphor theory.





# 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. Rachel Burns**

**Research Project:** *Undercovering the links between spousal mental health and health behaviours among couples in which one partner has diabetes*



## **International Research Seed Grant, OVPRI**

**Dr. Shelley Brown**

**Title:** Exploring Risks, Needs, Strengths, and Service Gaps for Women on Probation in Punjab, Pakistan

**Co-Investigator:** Mazhar Hussain Bhutta, Assistant Professor, Department of Sociology, PMAS-Arid Agriculture University, Rawalpindi, Punjab, Pakistan



## **SSHRC Insight Development Grant**

**Dr. Chad Danyluck**

**Collaborator:** Dr. Andrea Howard

**Research Project:** Discrimination-related Stress Transmission and Well-being in Romantic Relationships



## **CU SSHRC Explore Research Development Grant**

**Dr. Chris Davis**

**Research Project:** The effect of secret disclosure on relationship quality





# Faculty Awards



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



## **FASS Mid-Career Research Grant**

**Dr. Kate Dupré**

**Research Project:** An Examination of the Emergence of Outcomes of Environmental Leadership



## **SSHRC Partnership Development Grant**

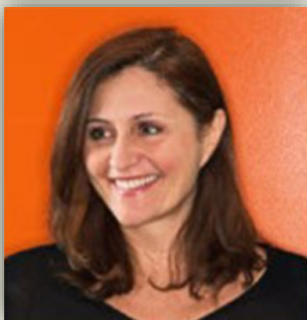
**Dr. Jo-Anne LeFevre**

*For: Assessment and Intervention for Mathematics (AIM)*



## **CU NSERC Research Development Grant**

**Dr. Craig Leth-Steensen**



## **SSHRC Insight Development Grant**

**Dr. Stefania Maggi**

**Research Project:** Children's rights, climate change, and emotional well-being: equipping young Canadians to thrive in times of crisis



# Faculty Awards



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



**SSHRC Insight Grant**

**Dr. Marina Milyavskaya**

**Research Project:** *Why Do We Spend Our Time The Way We Do? Basic Psychological Need Satisfaction and Time Use*



**SSHRC Insight Grant**

**Dr. Joanna Pozzulo**

**Research Project:** *Children's Identification Evidence Goes to Court*

**AND**

**CU Multidisciplinary Research Catalyst Fund**

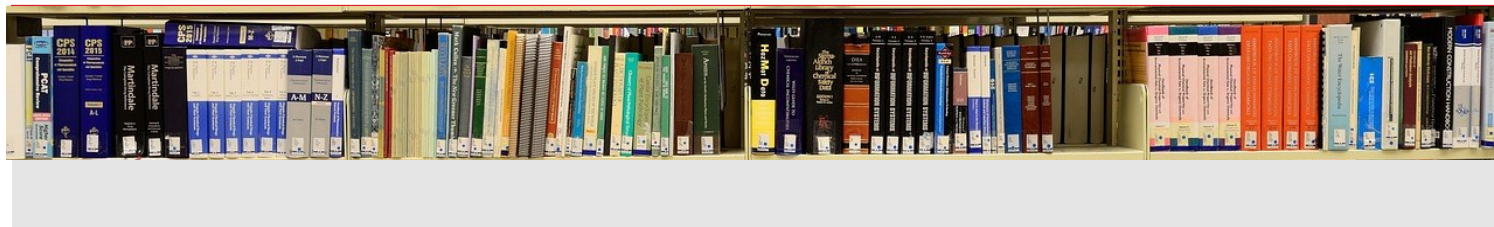
**For:** *Mental Health and Well-being Research and Training Hub (MeWeRTH)*



**Canada Research Chair in Child and Youth Mental Health and Well-Being and Canadian Institutes of Health Research Grant**

**Dr. Maria Rogers**

# Selected Publications



Wang, R.Y., **Bacon, B.A.**, Maheu, M., & Champoux, F. (2022). Ocular stimulation without visual input has no impact on postural control. *NeuroReport*, 33(1), 23-25.

Nooristani, Augereau, T., Moin-Darbari, K., **Bacon, B.A.**, & Champoux, F. (2021) Using transcranial electrical stimulation in audiological practice: The gaps to be filled. *Frontiers in Human Neuroscience*. [10.3389/fnhum.2021.735561](https://doi.org/10.3389/fnhum.2021.735561)

Cedras, A.M., Sharp, A., **Bacon, B.A.**, Champoux, F. & Maheu, M. (2021) Asymmetrical influence of bi-thermal caloric vestibular stimulation on a temporal order judgment task. *Experimental Brain Research*, 239(10), 3133-3141. <https://doi.org/10.1007/s00221-021-06201-w>

Brouillette-Alarie, S., Lee, S. C., Longpré, N., & **Babchishin, K. M.** (2022). An examination of the latent constructs in risk tools for individuals who sexually offend: applying multidimensional item response theory to the Static-2002R. Advance online publication. *Assessment*, 10731911221076373.

Martijn, F. M., **Babchishin, K. M.**, Pullman, L. E., Roche, K., & Seto, M. C. (2022). Attraction to Physical and Psychological Features of Children in Child-Attracted Persons. *The Journal of Sex Research*, 59(3), 391-402.

Pezzoli, P., **Babchishin, K. M.**, Pullman, L., & Seto, M. C. (2022). Viewing time measures of sexual interest and sexual offending propensity: An online survey of fathers. Advance online publication. *Archives of Sexual Behaviors*. Advance online publication. [10.1007/s10508-022-02324-5](https://doi.org/10.1007/s10508-022-02324-5)

Baldwin, S., **Bennell, C.**, Blaskovits, B., Brown, A., Jenkins, B., Lawrence, C., McGale, H., Semple, T., & Andersen, J. (2022). A reasonable officer: Examining the relationships among stress, training, and performance in a highly realistic lethal force scenario. *Frontiers in Psychology*.

**Bennell, C.**, Brown, A., Jenkins, B., Khanizadeh, A., MacIsaac, A., & Semple, T. (2022). The need for a Canadian database of police use of force incidents. *Canadian Journal of Criminology and Criminal Justice*, 64, 6-29.

Blaskovits, B., Jenkins, B., Brown, A., Baldwin, S., & **Bennell, C.** (2022). Misplacing memory: Examining the phenomenon of cognitive offloading during an officer-involved use-of-force scenario. *Journal of Police and Criminal Psychology*, 37, 49-67.

**Brown, S. L.**, & Gelsthorpe, L. (2022) (Eds.) *The Wiley handbook on what works with girls and women in conflict with the law: A critical review of theory, practice, and policy*. In Wiley-Blackwell Series: What Works in Offender Rehabilitation (Series Editors: Leam A. Craig, Louise Dixon, and J. Stephen Wormith). Wiley.

Goodwin, J., **Brown, S. L.**, & Skilling, T. A. (2022). Gender differences in the prevalence and predictive validity of protective factors in a sample of justice-involved youth. *Youth Violence and Juvenile Justice*. <https://doi.org/10.1177/15412040221089235>

\*Finseth, S., Peterson-Badali, M., **Brown, S. L.**, & Skilling, T. A. (2022). Promoting rehabilitation among youth on probation: An examination of strengths as specific responsivity factors. *Criminal Justice and Behavior*, 49 (5), 745-760. <https://doi.org/10.1177/00938548211039881>

Desveaux, L., Mosher, R., Buchan, J.L., **Burns, R.**, Corace, K.M., Evans, G.A., Fabrigar, L.R., Schwartz, B., Stall, N.M., Weerasinghe, A., & Pesseau, J. on behalf of the Behavioural Science Working Group and the Ontario COVID-19 Science Advisory Table (2021). Behavioural science principles for enhancing adherence to public health measures. *Science Briefs of the Ontario COVID-19 Science Advisory Table*, 2(24).

**Burns, R.J.**, Briner, E., & Schmitz, N. (2022). Trajectories of depressive symptoms and incident diabetes: A prospective study. *Annals of Behavioral Medicine*, 56, 311-316.



# Selected Publications



- Corno, D., & **Burns, R.J.** (2022). Loneliness and functional limitations among older adults with diabetes: Comparing directional models. *Journal of Psychosomatic Research*, 154, 110740.
- Bekkhus, M., Baldwin, D., **Coplan, R.J.**, von Soest, T., Skaret, S., Ulset, V., & Borge, A.I.H. (2022). Examining launch and snare effects in the longitudinal associations between shyness and socio-emotional difficulties in childhood. *Social Development*, 31(1), 109-125. <https://doi.org/10.1111/sode.12528>
- Coplan, R.J.**, Hipson, W.E., & Bowker, J.C. (2021). Social withdrawal and aloneliness in adolescence: Examining the implications of too much and not enough solitude. *Journal of Youth and Adolescence*, 50(6), 1219-1233. <https://doi.org/10.1007/s10964-020-1365-0>
- 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*, 32(1), 372-381. <https://doi.org/10.1111/jora.12617>
- Boyd, S. M., Kuelz, A., Page-Gould, E., Butler, E. A., & **Danyluck, C.** (2022). [An exploratory study of physiological linkage among strangers.](#) *Frontiers in Neuroergonomics*
- Page-Gould, E., Harris, K., MacInnis, C. C., **Danyluck, C.**, & Miller, I. D. (2022). The intergroup perspective on cross-group friendship. *Advances in Experimental Social Psychology*.
- Danyluck, C.**, Blair, I. V., Manson, S. M., Laudenslager, M. L., Daugherty, S. L. & Brondolo, E. (2021). Discrimination and sleep impairment in American Indians and Alaska Natives. *Annals of Behavioral Medicine*.
- Duval, A., **Davis, C. G.**, Khoo, E-L., Romanow, H., Shergill, Y., Rice, D., Smith, A., Poulin, P., & Collins, B. (2022). Mindfulness-Based Stress Reduction and Cognitive Function Among Breast Cancer Survivors: A Randomized Controlled Trial. *Cancer*, 128(13), 2520-2528. <https://doi.org/10.1002/cncr.34209>
- Thai, H., **Davis, C. G.**, Stewart, N., Gunnell, K. E., & Goldfield, G. S. (2021). The effects of reducing social media use on body esteem among transitional-aged youth. *Journal of Social and Clinical Psychology*, 40, 481-507.
- Davis, C. G.**, Brazeau, H., Xie, E. B., McKee, K. (2021). Secrets, psychological health, and the fear of discovery. *Personality and Social Psychology Bulletin*, 47, 781-795.
- Mazumdar, B., Warren, A. M., **Dupré, K. E.**, & Brown, T. (in press). Employment expectations: Examining the effect of psychological contract fulfillment on bridge employees' personal and work attitudes. *Personnel Review*.
- Dionisi, A. M., Smith, C. J., & **Dupré, K. E.** (2022). Weathering the storm alone or together: Examining the impact of COVID-19 on sole and partnered working mothers. *Journal of Community Psychology*.
- Zhanna, **Dupré, K. E.**, Barling, J., & Turner, N. (2021). Retaliating Against Abusive Supervision with Aggression and Violence: The Moderating Role of Organizational Intolerance of Aggression. *Work & Stress*, 1-19.
- Stewart, J., Smodis, A., & **Forth, A.** (in press). Perceived personality traits and presumptions of vulnerability to victimization. *Journal of Criminal Psychology*.
- Humeny, C., **Forth, A. E.**, & Logan, J. (in press). Psychopathic traits predict the severity of post-traumatic stress in survivors of intimate partner abuse. *Personality and Individual Differences*.



# Selected Publications



Karasavva, V., Swanek, J., Smodis, A., & Forth, A. (in press). Expectations vs reality: Expected and actual affective reactions to unsolicited sexual images. *Computers in Human Behavior*.

Carswell, K. L., Muise, A., Harasymchuk, C., Horne, R. M., Visserman, M. L., & Impett, E. A. (2022). Growing desire or growing apart? Consequences of personal self-expansion for romantic passion. *Journal of Personality and Social Psychology*, 121 (2), 354-377.

Harasymchuk, C., Peetz, J., Fehr, B., & Chowdhury, S. (2021). Worn out relationship? The role of expectations in judgments of relational boredom. *Personal Relationships*, 28(1), 80-98.

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(5), 1692-1709.

Howard, A. L., Carnrite, K., & Barker, E. T. (2022) First-year students' mental health trajectories were disrupted at the onset of COVID-19, but disruptions were not linked to housing and financial vulnerabilities: A Registered Report. *Emerging Adulthood*, 10(1), 264-281.

Howard, A. L. (2021). A guide to visualizing trajectories of change with confidence bands and raw data. *Advances in Methods and Practices in Psychological Science*, 4(4), 1-13.

LeFevre, J.-A., Skwarchuk, S., Sowinski, C., & Cankaya, O. (2022). Linking quantities and symbols in early numeracy learning. *Journal of Numerical Cognition*, 8(1), 1–23. <https://doi.org/10.5964/jnc.7249>

Xu, C., Di Lonardo Burr, S., Skwarchuk, S., Douglas, H., Lafay A., Osana H., Simms, V., Wylie, J., Maloney E. A., & LeFevre, J.-A. (2021). Pathways to learning mathematics for students in French-immersion and English-instruction programs. *Journal of Educational Psychology*. Advance online publication. <https://doi.org/10.1037/edu0000722>

Susperreguy, M. I., Di Lonardo Burr, S. M., Douglas, H., Xu, C., LeFevre, J., del Rio, M. F., Salinas, V. (2022). Home mathematics environment and children's math performance in kindergarten and grades 1 to 3. *Early Childhood Research Quarterly*, 59, 84-95. <https://doi.org/10.1016/j.ecresq.2021.11.004>

Leth-Steensen, C. Gallitto, E., Mintah, K. and Parlow, S. E. (2021). Testing the latent structure of the autism spectrum quotient in a sub-clinical sample of university student using factor-mixture modeling. *Journal of Autism and Developmental Disorders*, 51, 3722-3732. <https://doi.org/10.1007/s10803-020-04823-7>

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# Selected Publications



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 (2), 329-341. <https://doi.org/10.1002/acp.3762>

Lively, C. J., Snook, B., **Luther, K.**, McCardle, M. I., & House, J. (in press). A preliminary exploration of the multimedia principle's applicability for improving comprehension of youth interrogation rights. *Criminal Justice and Behavior*. <https://doi.org/10.1177%2F00938548221093283>

**Nunes, K. L.**, Pedneault, C. I., & Hermann, C. A. (2022). Do attitudes toward violence affect violent behavior? *Journal of Aggression, Maltreatment, & Trauma*. Advance online publication. <https://doi.org/10.1080/10926771.2021.2019158>

**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*, 11, 591-600. <http://dx.doi.org/10.1037/vio0000388>

**Nunes, K. L.**, Hermann, C. A., Maimone, S., Atlas, M., & Grant, B. A. (2021). The Violent Behavior Vignette Questionnaire (VBVQ): A measure of violent behavior for research in forensic and non-forensic settings and populations. *Psychological Reports*, 124, 1863-1896. <https://doi.org/10.1177/0033294120939308>

**Peetz, J.**, & Davydenko, M. \* (2021). Financial self-control strategy use: Reminders of personal strategies (but not expert strategies) reduce spending. *Journal of Experimental Social Psychology*, 97, 104189, <https://doi.org/10.1016/j.jesp.2021.104189>.

**Peetz, J.**, Shimizu, J. P.K.\*, & Royle, C.\* (2022). Projecting current feelings into the past and future: Better current relationship quality reduces negative retrospective bias and increases positive forecasting bias. *Journal of Social and Personal Relationships*, <https://doi.org/10.1177/02654075221084280>.

**Peetz, J.**, & Howard, A. (2022). People prefer to diversify help across different types of prosocial behavior. *British Journal of Social Psychology*. <https://doi.org/10.1111/bjso.12519>

Sheahan, C. L., Pica, E., Thompson, L.E., Vettese, A., & **Pozzulo, J.** (in press). The influence of Indigenous identity and gender in perceptions of behaviour in response to racialized police communication. *Race and Social Problems*.

Pica, E., Sheahan, C.L., & **Pozzulo, J.** (2022). The impact of delayed reporting, assault type, victim gender, and victim-defendant familiarity on mock-jurors' judgments. *Applied Psychology in Criminal Justice*, 16(2), 258-271.

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O'Rielly, H, **Rogers, M.**, Ritchie, T., Ogg, J., Santuzi, A., Shelby, E. (2022). A cohort study examining the association between children's ADHD symptoms, internalizing symptoms, and mindful parenting during the Covid-19 pandemic. *Pediatrics and Child Health*, 25, 47-52.

Dou, T., Oram, R., & **Rogers, M.** (2022). The effects of ADHD symptomatology and academic enabling behaviours on undergraduate academic achievement. *Psychology in the Schools*, 59, 574-588

Ritchie, T., **Rogers, M.**, & Ford, L. (2021). The impact of COVID-19 on school psychology practice in Canada. *Canadian Journal of School Psychology*, 36, 358-375.

# Selected Publications



- Tabri, N.**, Salmon, M. M., & M. J. A. Wohl (in press). Advancing the Pathways Model: Financially focused self-concept and erroneous beliefs as core psychopathologies in disordered gambling. *Journal of Gambling Studies*. doi: 10.1007/s10899-022-10105-x
- Tabri, N.**, Xuereb, S., Cringle, N., & Clark, L. (2022). Associations between financial gambling motives, gambling frequency, and level of problem gambling: A meta-analytic review. *Addiction*, 117(3), 559-569. doi: 10.1111/add.15642
- Yung, J., & **Tabri, N.** (in press). The association of perfectionism, health-focused self-concept, and erroneous beliefs with orthorexia nervosa symptoms: A moderated mediation model. *International Journal of Eating Disorders*. doi: 10.1002/eat.23719
- Clark, L. & **Wohl, M. J. A.** (2022). Langer's illusion of control and the cognitive model of disordered Gambling. *Addiction*, 117, 1146-1151. <https://doi.org/10.1111/add.15649>
- Kachanoff, F., Gray, K., Koestner, R., Kteily, N. & **Wohl, M. J. A.** (2022). Collective autonomy: Why groups fight for power and status. *Social and Personality Psychology Compass*, 16, e12652. <https://doi.org/10.1111/spc3.12652>
- Stefaniak, A., & **Wohl, M. J. A.** (2022). In time we will simply disappear: Racial demographic shift induces collective angst among high-power groups and intentions to preserve the intergroup hierarchy. *Group Processes and Intergroup Relations*, 25, NP1-NP23. <https://doi.org/10.1177/13684302211023551>
- Zelenski, J. M.**, & Desrochers, J. E. (2021). Can positive and self-transcendent emotions promote pro-environmental behavior?. *Current Opinion in Psychology* 42, 31-35. <https://doi.org/10.1016/j.copsyc.2021.02.009>
- Mangone, G., Dopko, R. L., & **Zelenski, J. M.** (2021). Deciphering landscape preferences: Investigating the roles of familiarity and biome types. *Landscape and Urban Planning*, 214, 104189. <https://doi.org/10.1016/j.landurbplan.2021.104189>
- van Allen, Z. M., Walker, D. L., Streiner, T., & **Zelenski, J. M.** (2021). Enacted extraversion as a well-being enhancing strategy in everyday life: Testing across three, week-long interventions. *Collabra: Psychology*, 7(1), 29931. <https://doi.org/10.1525/collabra.29931>



# Congratulations!



## CONVOCATION MEDALS & AWARDS

The Department of Psychology would like to congratulate all of our wonderful students who have graduated during the 2021-2022 year! We hope that you will take positive memories of your time in the Department of Psychology at Carleton University with you wherever you may go. We wish you all of the best in your future endeavours!

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

### Undergraduate Students

#### *Chancellor's Medal*

Madeline Wadlow - Bachelor of Arts Honours  
Jayson Yung - Bachelor of Arts Honours

#### *University Medal Faculty of Arts and Social Science*

Katherine Bobbitt - Bachelor of Arts Honours  
Mackenzie Mayled - Bachelor of Arts Honours  
Justin Shimizu - Bachelor of Arts Honours  
Shaelene Stack - Bachelor of Arts Honours



#### *Senate Medal for Outstanding Academic Achievement*

Elizabeth Charters	Emma McFarlane
Trinity Choiniere-Hamilton	Mckenna Mottahed
Christopher Holtum-Bennett	Shannon Robinson
Jana Galley	Madison Tomasini
Odessa Johnson	Patty Zhou

#### *Provost Scholar Award*

Justin Shimizu - Bachelor of Arts Honours

#### *Departmental TA Excellence Award*

Kimia Fardfini - Doctor of Philosophy in Psychology  
James Vellan - Doctor of Philosophy in Psychology

#### *Outstanding Teaching Assistant Award*

Tori Semple - Doctor of Philosophy in Psychology



# PSYCHOLOGY STUDENT SUCCESS STORIES

*FASS Undergraduate Summer Research Internship, 2022*

*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:*

## Meghan Mitchell

### **Project Title: A Systematic Literature Review of Non-Police Response Models to Those in Crisis**

When there is a medical emergency in Canada, you call 911, and an ambulance comes. So, why is it different for a mental health emergency, where the police often respond? Although there are many co-response teams in Canada where a mental health professional responds to such calls with a police officer, the mere presence of a police officer on scene can traumatize and criminalize innocent citizens. In addition, such co-responder programs are often not available and lack round-the-clock staffing. This means that a lot of the calls that Canadian police services receive every year about those in crisis are tended to by patrol officers with minimal mental health training. As made clear recently in the media, such encounters can result in tragedy.

The goal of my research is to start developing an evidence base around non-police response models to mental health crises by conducting a systematic literature review of program outcomes. By creating a document that encapsulates all available information on this topic, we will provide a resource that can be used by academic researchers, police services, community members, and policy makers to ensure that people in crisis receive the highest quality of care possible.



## Annie Steep

### **Project Title: The Impact of Signing Bonuses on Young Workers' Entitlement**

Since the beginning of the COVID-19 pandemic, employee turnover has skyrocketed in what is coming to be known as the "Great Resignation", resulting in a perceived labour shortage that has prompted many organizations to offer signing bonuses to facilitate recruitment. However, there is no conclusive research about the outcomes of this practice, and previously established theoretical models suggest that offering signing bonuses may skew employees' perceptions of their entitlement to future rewards, resulting in over-inflated expectations that ultimately go unmet.

My current research builds on this theory to examine the impact of signing bonuses on real work experiences as assessed by data collected before, at the start of, and at the end of participants' summer employment. The research will examine whether receipt of a signing bo-

nus increases one's sense of entitlement to and expectations for future reward, and whether these expectations going unmet results in lower job satisfaction and engagement, performance of more negative and fewer positive work behaviours, and higher turnover intentions.

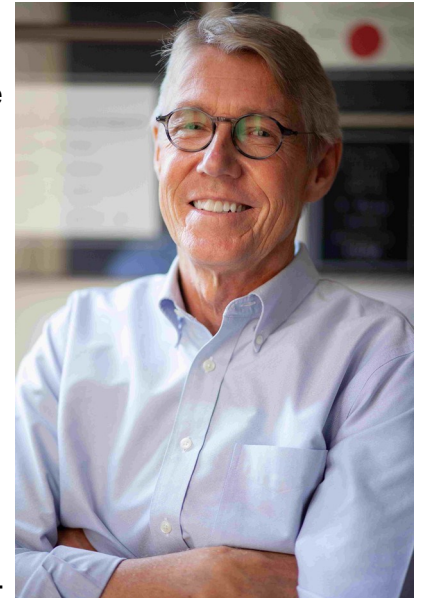
This study has the potential to highlight the impact of organizational actions on attitudes like entitlement that were previously treated only as stable personality traits, and to provide insight into the long-term impact of common recruitment practices.

# FAREWELL AND ALL THE BEST!

The Department would like to announce that Dr. Timothy Pychyl will be retiring as of June 30th, 2022. Dr. Pychyl has been a member of the department for more than 27 years. After completing his doctoral work in the department, he accepted a position as a faculty member in 1995.

Dr. Pychyl's research in psychology is focused on the breakdown in volitional action commonly known as procrastination and its relation to personal well-being (recent publications are provided below). You can learn about his research at [procrastination.ca](http://procrastination.ca).

Dr. Pychyl has garnered an international reputation for his research on procrastination. In addition to his journal publications and books such as *Solving the Procrastination Puzzle* (2013, Penguin) and *Procrastination, Health and Well-Being* (Elsevier, 2016; co-authored with Fuschia Sirois, University of Sheffield), Tim has produced the *iProcrastinate* podcast (iTunes) and the Don't Delay blog for *Psychology Today* (see [procrastination.ca](http://procrastination.ca)). Tim's research is complemented by his passion for teaching for which he has won numerous awards including the 3M National Teaching Fellowship, the Ontario Faculty Associations Teaching Award, and the University Medal for Distinguished Teaching.



Thank you for your commitment and dedication to our program, students, and the university. On behalf of the Department, it has been a pleasure working with you. You will be missed.

We wish you all the very best with your new adventures.



## 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](mailto:joanna.pozzulo@carleton.ca)  
Lea Hamilton, Assistant to the Chair | [lea.hamilton@carleton.ca](mailto: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](http://www.carleton.ca/psychology)