

ECP

ANNUAL REPORT
June 2008 to May 2009

Department of Educational and Counselling Psychology
Faculty of Education
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SECTION I: Description of Unit

A. Mission:

The Department of Educational and Counselling Psychology (ECP) has a primary disciplinary base in psychology with strong interdisciplinary collaborations with medicine, neurosciences, computer science, science, social policy, and law.

Our partnerships extend internationally and transdisciplinary research in ECP examines the interplay between complex human systems with the goal of enhancing human potential. Our niche is that we advance human potential across the lifespan by conducting research on the interplay between complex human systems (cognitive, social, emotional, behavioral, biological) and the relationship such systems have to successful learning, wellness (mental and physical) and human development in formal and informal settings in the real world.

Our research clusters address:

- 1) assessment and intervention for learning, performance, and mental health,
- 2) cognitive processes and developmental neurosciences, and
- 3) the design of learning environments and instructional practices (that include technology) in formal and informal contexts.

ECP is unique in its mandate to advance scientific knowledge and practice in education and psychology from both a research perspective that advances theories in this field as well as an applied perspective that informs policy decisions and practice in the community. The Department addresses life-long learning and the development of human potential in a variety of learning environments across multiple settings and throughout the lifespan.

B. Objectives:

We continue to implement program changes that resulted from reviews from our accrediting bodies, the Ordre des psychologues du Québec (OPQ), the Canadian Psychological Association (CPA), and the American Psychological Association (APA) as well as reviews from our external advisors for the Conférence des recteurs et des principaux des universités du Québec (CREPUQ) reports on our existing programs. We will continue to monitor and make changes to our programs to keep them, vibrant and effective. Accreditation issues will be addressed this year in both School Psychology and Counselling Psychology programs as the American Psychological Association (APA) has made a decision not to accredit programs outside of the United States of America effective September 1, 2015. See details below.

- a. The School/Applied Child Psychology program will start the process of seeking accreditation from the CPA along with beginning to prepare for re-accreditation from the APA.
- b. The Counselling Psychology program will submit its self-study report to the APA and CPA by September, 2009 and will host a joint APA/CPA site team visit during the Winter 2010 semester for re-accreditation. We anticipate an OPQ site visit this year as well. Counselling Psychology doctoral program remains accredited by all three bodies.
- c. Drs. Lynn McAlpine, Janet Donin and Glenn Cartwright retired this year and Dr. Kim Cornish accepted a new position at Monash University in Melbourne Australia.. Drs. Carl Frederiksen, Bruce Shore and Mark Aulls will be retiring in the upcoming year. It is imperative that the department has academic renewal.

ECP is requesting five new positions: two positions in the area of the *Learning Sciences*, two positions in the area of *Human Development* and one position in the area of *assessment*.

The *Learning Sciences* positions would add to the research clusters that pertain to learning by looking at knowledge acquisition and human potential in the context of the complex interplay of cognitive and affective process models and performance. The first position would seek a candidate who is developing cognitive and affective computational models of human performance and learning to promote intrinsic motivation and mastery. The second position in the learning sciences would be devoted to building the research core dedicated to designing effective learning environments (technology based) in formal settings such as a school, or in informal settings such as on-the-job, in the workplace. More specifically, the position will look at the advancement of human learning and performance through the study of self-regulated learning in complex domains using technology rich environments.

Two hires have been identified for the area of *Human Development*. One would address the gap that is left by Dr. Cornish's departure in the area of

developmental neurosciences and education. Given the importance of this research cluster to the department and faculty, we need to proceed with this position. The second hire would address human development across the lifespan (typical/atypical), that address the genetic and environmental influences across development that affect processing, behavioral and emotional regulation.

The *Assessment* hire will focus on assessment and intervention for learning, performance, and mental health. In this regard, the hire could potentially come from any combination of the learning, wellness and human development clusters in that assessment can be of learning trajectories, developmental trajectories and wellness (mental or physical) trajectories. Our researchers are interested in dynamic forms of embedded assessments, otherwise known as evidence based assessment and we will be seeking a candidate with expertise in this area.

- d.* We wish to further develop the Departmental website to provide student-centered support as well as instructor and teaching assistant resources. Our aim is develop an even stronger online presence to ensure we are reaching out to members of our department, both faculty and students, prospective students and the community at large.
- e.* We will continue to review and revamp course offerings both at the graduate and undergraduate levels.
- f.* The Department will seek to continue to increase graduate student enrollments over the next few years.

C. Programs:

Graduate Programs

ECP offers 3 Ph.D. programs (Educational Psychology, School/Applied Child Psychology and Counselling Psychology), one M.A. program with thesis option (Educational Psychology), one M.A. non-thesis option (counselling psychology), and an M.Ed. (non thesis) program (learning sciences, inclusive education, general education).

The School Psychology program is accredited by the American Psychological Association (APA) and the Ordre des Psychologues du Québec (OPQ) and they will apply for accreditation this year from the Canadian Psychological Association (CPA). The Counselling Psychology Program is accredited by the APA, CPA, OPQ and the Ordre des conseillers et conseillères d'orientation et psychoéducateurs et psychoéducatrices du Québec (OCCOPPQ).

In addition to the department specific graduate program offerings, we provide a service to the entire Faculty with respect to our methodology courses i.e. all quantitative statistics, research methods and qualitative courses. Brief descriptions of major programs are provided below.

Contribution to Undergraduate Studies

While ECP does not admit its own undergraduate degree students, the department does provide a strong contribution to undergraduate education by teaching core courses in the Faculty's Bachelor of Education programs. We serve future teachers by instructing courses in educational psychology, cognition and education, educational assessment and key courses in inclusive education and exceptionalities.

Undergraduate Minor, Diplomas and Certificate

ECP also administers an undergraduate minor concentration in Educational Psychology for those pursuing a Bachelor of Arts, an Undergraduate Certificate in Inclusive Education, a Graduate Diploma in Counselling Applied to Teaching and an Undergraduate Diploma in Human Relations and Family Life Education.

Descriptions of Major Programs:

Post Ph.D. Graduate Diploma in School/Applied Child Psychology

This Post-Ph.D. Graduate Diploma enables holders of a doctorate in Psychology to pursue further studies in School/Applied Child Psychology. The course of study is adapted to the background of each student. The program includes exceptionally one, or typically two, years of courses and practica, plus a year of internship. Students register on a per-credit basis (including Internship).

Doctor of Philosophy in Counselling Psychology (Accredited)

The Ph.D. program is built on the scientist-practitioner model. Its aims are to: (a) develop professionals who are able to contribute to the advancement of knowledge in the field of counselling psychology through research that studies social phenomena that may impinge

upon the practice of psychology; (b) to develop professionals who are able to evaluate the merits and weaknesses of current research in the field and its implications for the practice of counselling psychology; (c) to develop professionals who are able to integrate a broad theoretical and practical knowledge base into the practice and supervision of counselling psychology; and (d) to develop professionals who are able to take a leadership role in the profession at a variety of levels including community, university and professional organizational levels. Graduates go on to assume careers in education and community settings, including faculty positions, counselling and psychological positions on the staff of university and college mental health centres, and professional positions in psychological agencies offering preventative mental health services. The Ph.D. program in Counselling Psychology is accredited by the Canadian Psychological Association (CPA) and American Psychological Association (APA) and the Quebec Order of Psychologists (OPQ).

Doctor of Philosophy in Educational Psychology

The aim of the Ph.D. in Educational Psychology is to develop graduates who can demonstrate: (a) broad scholarship in planning and implementing basic and applied research on problems of cognition, teaching, learning, and human development; (b) mastery of current theoretical issues in educational psychology and their historical development; and (c) a detailed knowledge of their selected stream. The program emphasizes the development of research skills and supports both basic and applied research pertaining to all domains of educational psychology. The Ph.D. program offers two streams:

a) Learning Sciences Stream

This stream focuses on the study of learning as it occurs in school and in real-world situations and ways in which learning may be facilitated in designed environments.

b) The Human Development Stream

This stream focuses on typical and atypical development across the life span and thus includes all developmental trajectories.

Masters in Educational Psychology stream in School/Applied Child Psychology and Doctor of Philosophy in School/Applied Child Psychology (Accredited)

School/Applied Child Psychology is an integrated M.A. and Ph.D. program that combines theoretical, research, and clinical experiences. It is built on the Scientist-Practitioner (Boulder) model and prepares graduates for the practice of professional psychology and academic occupations. The program requires a minimum of five years of full-time study following the bachelor's degree, the first two of which lead to the awarding of the M.A., with thesis or research project, followed by the Ph.D. with thesis. Graduates go on to practice school psychology across a range of environments including private practice, academia, hospitals and school boards. The Ph.D. program in School/Applied Child Psychology is accredited by the Order of Psychologists of Quebec (OPQ) and the American Psychological Association (APA).

Masters of Arts in Counselling Psychology (Non-Thesis) with two Concentrations

Counselling psychology is a professional discipline that is underpinned by a number of basic sciences. In addition to training students to counsel professionally, this program teaches them to be intelligent consumers of the relevant research literature in this field and to do research in the applied aspects of the profession. For this purpose, it draws on the findings of developmental psychology, personality theory, social psychology, career psychology, and neuropsychology, among several other basic sciences.

The M.A. in Counselling Psychology Program offers the following two concentrations:

a) Professional/Internship (course work and internship based)

The aim of the M.A. in Counselling Psychology; Non-Thesis (Professional/Internship) is to produce graduates who (a) are trained in the major applied areas of Counselling; (b) will be qualified to work in a variety of settings where educational, vocational, personal, and developmental counselling is offered; (c) have had an extensive supervised internship in either a clinical or educational setting. This program qualifies graduates for membership into the Ordre des conseillers et conseillères d'orientation et psychoéducateurs et psychoéducatrices du Québec (OCCOPPQ).

b) Project (research based)

The M.A. in Counselling Psychology; Non-Thesis (Project) is designed to produce graduates with introductory academic preparation for research or clinical careers in counselling psychology. Training is provided in the research domain through coursework in data analysis and a research project. Clinical preparation is initiated in the program through coursework in ethics, intervention, assessment, psychological testing, and multicultural issues and through a practicum. The program is intended to give student research preparation for doctoral training. The degree alone does not fulfil the requirements for membership in the orders that certify either guidance counsellors (OCCOPPQ) or psychologists (OPQ) in Quebec.

Masters of Arts in Educational Psychology (Thesis Option)

The aim of the M.A. (Thesis) in Educational Psychology is to produce graduates who: (a) are broadly trained in educational psychology; (b) have sufficient research competence to critically evaluate research in educational psychology, and to design, conduct and report empirical research; and (c) have experience in applying research methods and findings to the solution of practical problems in varied educational settings. The program offers 4 streams:

a) The Learning Sciences Stream (48 credits)

This stream focuses on the study of learning as it occurs in real-world situations and ways in which learning may be facilitated in designed environments.

b) The Health Professions Education Stream (48 credits)

This stream focuses on research and the application of research in settings related to the health professions. Student admission and supervision is done jointly with the Centre for Medical Education, see website: www.mcgill.ca/centreformeded.

c) The Learning Sciences Stream (48 credits)

This stream allows a focus on development across the life span and thus includes all developmental trajectories.

d) The School/Applied Child Psychology Stream (78 credits)

This stream focuses on the improvement of the educational and psychological well-being of children.

Master of Education in Educational Psychology

The M.Ed. degree offers educators and practicing professionals advanced professional training in areas where educational psychology can make a practical contribution to the design, delivery and assessment of educational programs and the impact of these programs on student learning. Courses aim to promote (a) a greater understanding of human development, individual differences, and the learning process, (b) a greater understanding on classroom processes and strategies for teaching diverse learners in a variety of contexts, (c) the evaluation of student learning, teaching, programs and educational experimentation and innovation, and (d) the application of results of educational research. The program offers the following streams of study:

a) Learning Sciences**b) Family Life** - admission to this stream is currently suspended**c) Inclusive Education****d) General Educational Psychology**

The degree provides an early and extended emphasis on content, building on the strengths of potential students while providing the option of conducting research (via up to 12 credits of Special Activities) if the intent is to further pursue studies at the Ph.D. level. Courses taken at the M.Ed. level will be credited toward the Ph.D. in Educational Psychology if they are required. Any additional courses listed under the Ph.D. in Educational Psychology will have to be completed.

D. Current Academic Staff

Emeritus Professors

Janet G. Donald (<i>joint appt. with Teaching and Learning Services</i>)	<i>retired</i>
Eigil Pedersen	<i>retired</i>
Howard A. Stutt	<i>retired</i>
Lynn McAlpine (<i>joint appt. with Teaching and Learning Services</i>)	<i>retired</i>

Professors

Mark W. Aulls	<i>active</i>
Robert J. Bracewell	<i>active</i>
Jacob A. Burack	<i>active</i>
Glenn F. Cartwright	<i>Retired July 31st, 2009</i>
Jeffrey L. Derevensky	<i>active</i>
Nancy L. Heath (<i>William Dawson Scholar</i>)	<i>active</i>
Carl H. Frederiksen	<i>Sabbatic Leave Sept 09-Aug 10</i>
Susanne P. Lajoie (<i>James McGill Professor</i>)	<i>Sabbatic Leave Sept 09-Aug 10</i>
Alenoush Saroyan (<i>Chair</i>)	<i>active</i>
Bruce M. Shore	<i>active</i>
Cynthia B. Weston (<i>joint appt. with Teaching and Learning Services</i>)	<i>active</i>

Associate Professors

Alain Breuleux	<i>active</i>
Martin Drapeau	<i>Sabbatic Leave Sept 09-Aug 10</i>
Marilyn Fitzpatrick	<i>active</i>
Michael L. Hoover	<i>active</i>
Evelyn Lusthaus	<i>On Leave</i>
Robert Savage	<i>Sabbatic Leave Sept 09-Aug 10</i>
Ada L. Sinacore	<i>active</i>
Ingrid E. Sladeczek	<i>Sabbatic Leave Sept 09-Aug 10</i>
Ronald Stringer	<i>active</i>
Victoria Talwar	<i>active</i>

Assistant Professors

Tara Flanagan	<i>active</i>
Panayiota Kendeou	<i>Leave of Absence Sept 08-Dec 31, 09</i>
Annett Koerner	<i>active</i>
Krista Muis	<i>active</i>
Jeeseon Park	<i>active</i>
Steven R. Shaw	<i>active</i>
Nathan Smith	<i>active</i>

Faculty Lecturers

Jack de Stefano	<i>active</i>
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Associate Professors (Non-Tenure Stream)

Renée Stevens (<i>part-time</i>)	<i>active</i>
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Professional Associates

Isabelle Martin	<i>active</i>
Alissa Sklar	<i>active</i>

Research Associates

Dianne Bateman	<i>active</i>
Rina Gupta	<i>active</i>
Jasvinder Magon	<i>active</i>
Marguerite Roy	<i>active</i>
Diana Tabatabai	<i>active</i>
Laura Winer	<i>active</i>
Joan Wolforth	<i>active</i>

Associate Members

Reut Gruber	<i>active</i>
Daniel Levitin	<i>active</i>
Mary Maguire	<i>active</i>

Adjunct Professors

Dermot Bowler	<i>active</i>
Bertha Dawang	<i>active</i>
Judith Gradinger	<i>active</i>
Calvin Kalman	<i>active</i>
Judith McBride	<i>active</i>
Katherine Moxness	<i>active</i>
Judith Norton	<i>active</i>
Rhoda Root	<i>active</i>
Erica Shoshana Ross	<i>active</i>
David Shore	<i>active</i>
Anastassios Stalikas	<i>active</i>
Harold Wynne	<i>active</i>

Part-time Instructors (Fall 08, Winter 09, Summer 09)

Gus Appignanesi
Shawna Atkins
Dianne Bateman
Andrew Patrick Bennett
Antonio Bernardelli
Elana Bloom
Sam Bruzzese
Andrew Chiarella
Kevin Chin
Katherine Lee Cohene
Marie Constandinou
Scott Conrod
Dawn Cruchet

Dominic D'Abate
Tamara Dawkins
Nilmini De Silva
Lisa French
Karen Gazith-Cohen
Harriet Aileen Greenstone
Rina Gupta
Jim Heywood
David Hoida
Pheleshia Hudson
Marian Jazvac Martek
Anusha Kassan
Emily Kerner
Casey Finn Lefsrud
Stephanie A Mitelman
Judith Norton
Carolyn Nelham
Kevin O'Connor
Monica Oala
Ebba Olofsson
Loris Peternelli
Shelagh Wynne Robinson
Marguerite Roy
Norbert Schmitz
Linda Snell
Roberta Thomson
Boris Vukovic
Caroline Zanni-Dansereau
Catherine Zygmuntowicz

Non-Academic Staff

Samantha Ryan (*Administrative Officer*)
Carole Grossman (*Program Advisor & Admin. Assistant*)
Geri Norton (*Program Coordinator*)
Dean Thomson (*Program Coordinator*)
Claudia Weijers (*Administrative Coordinator*)
Alexander Nowak (*Departmental Secretary*)

full-time
full-time
part-time
full-time
full-time
full-time

SECTION II: A summary of achievements from the past year

A. Teaching and Learning (undergraduate and graduate):

1. Teaching Evaluation and Teaching Awards

The department's teaching evaluation score remains consistently high year after year, with this past year's overall course mean at 4.11 on a 5-point scale, up from 4.05 from last year. ECP's commitment to its students was further highlighted by some of our professor's achievements; Professor Bruce Shore was the first ever member of the Faculty of Education to be awarded the *David Thomson Award for Excellence in Graduate Supervision & Teaching* while also having the honour of receiving the *Faculty of Education's Distinguished Teaching Award*, both of which was presented to him by Principal Heather Munroe-Blum at the Faculty's Convocation Ceremony held in May 2009. Also noteworthy, Professor Steven Shaw and Martin Drapeau were also nominated for the *Faculty of Education's Distinguished Teaching Award*.

2. New Departmental Chair

After two terms as Chair, Professor Susanne Lajoie concludes her administrative duties in July of 2009 and starts her sabbatical in the upcoming year. Taking over as Chair of the department is Professor Alenoush Saroyan. Prof. Saroyan has been with ECP since 1990. There is great anticipation and excitement over her appointment and we look forward to continuing on the path of excellence.

3. Departmental affiliation and ongoing collaboration with Teaching and Learning Services

Professor Cynthia Weston continues her collaborations with ECP while she serves as the Director of *Teaching and Learning Services*. In this role, she is instrumental in the development of policies and practices that enhance teaching at McGill. In addition, she is actively involved in graduate student supervision and serves regularly on doctoral and comprehensive committees in ECP. Her work contributes to the improvement of teaching and learning not just here in ECP but throughout the McGill community at large.

Another collaboration of ECP with TLS is through Professor Alenoush Saroyan's Max Bell supported project. This research and development project targets newly appointed faculty at McGill and supports teaching development workshops and consultation to participating individuals. Professor Saroyan and Dr. Dianne Bateman, an ECP Adjunct Professor and Research Associate, contribute regularly to the Course Design and Teaching workshop offered through TLS and provide input and feedback about the effectiveness of these interventions. This input is used in TLS annual planning.

This year our professors look forward to using the new Active Learning Classroom (room 627) in the Education Building, with all of its state-of-the-art technology, which has been supported by TLS. Four ECP courses at both the graduate and undergraduate level have been scheduled in the new room in the Fall 2009 semester and more more courses will be scheduled there for the Winter 2010 term. This room is designed to foster active group collaboration with

round tables. Next to each table is a writable wall surface where students can work collaboratively. In addition, each table has two computers. There are additional power outlets and internet jacks so laptops can be used at each table. The room includes screen sharing capability so that any student screen can be displayed to the class at large, and the main presentation can be sent to all computers on the tables. Drs. Tara Flanagan and Nathan Smith as well as longstanding part-time course lecturers Sam Bruzzese and Maureen Baron will be the first of members of ECP to utilize the new room. They were identified as expert teachers who work on complex tasks that would most benefit from the new classroom that embeds technology in small group settings where collaboration would be most beneficial to student learning. Statistics classrooms (Smith), inclusive classrooms (Flanagan) and technology based classrooms (Baron and Bruzzese) are three areas where technology and collaboration can be used to enhance student understanding using multi-media formats that externalize complex concepts.

4. Current student satisfaction and program publicity

Our departmental website has been redesigned to provide a clearer and richer experience for both prospective and current students. However, we see the website as a dynamic site that is updated continuously to meet student needs so they will be aware of the new course offerings and tools that are available to them to make their stay at McGill easier. For example, in response student feedback we have included a variety of forms relating to graduate student progress, thesis-related deadlines and information, and other reports that students can access online instead of requesting this information from members of the department's support staff. Similarly, we continue to make improvements to our section of the 2009-2010 Graduate and Post-doctoral Studies calendar through consultation and feedback from faculty members, support staff, and students.

We are in the process of finalizing a major step in program publicity for the upcoming academic year. As a recruitment initiative, individual brochures are being created for each program in our department. In working closely with McGill's Content and Collaborations department and professional photographer Claudio Calligaris, we are creating brochures that will showcase our department in a more sophisticated and modern manner that accurately reflects our innovative programs. We are planning to distribute brochures to a targeted audience at specific Universities where we would like to recruit top students. Faculty members and students will also distribute brochures at a wide variety of professional conferences. We will also have these brochures available at local venues, i.e. McGill open houses, homecoming and related events.

5. Program Modifications

The department's Counselling Psychology program underwent a series of changes at both the Ph.D. and M.A. levels. After much consultation, the Counselling program is awaiting final University approval for changes to the master's degrees. Program Revisions have been made in order for the area to offer an M.A. in Counseling Psychology: Non-Thesis option with two concentrations: (a) Professional/Internship (course work and internship based) and (b) Project (research based) which are designed to produce graduates with introductory academic preparation for research or clinical careers in counselling psychology where their program is intended to give students research preparation for doctoral training. Among the major changes made to the programs at both levels, program entry requirements have been amended, research

courses previously offered at the Ph.D. level only are now offered at the M.A. level, and new specialization and clinical work courses have been created.

The goals of these changes are to create an M.A. program that provides a strong preparation for the Ph.D. (which leads graduates to licensing as a psychologist in Quebec) along with shortening the graduate training in counselling psychology at McGill from approximately 8 years to 6 years post-B.A. The changes are aimed at meeting or, in some cases, exceeding the requirements of our current accrediting bodies. Finally, the changes will also seek to improve the competitive status of students for funding by major granting agencies in Quebec and Canada.

6. *Cooperation with Other Teaching Units at McGill or Other Institutions:*

i. *Centre for Medical Education*

The department continues its ongoing collaboration with the Centre for Medical Education with the M.A. in Educational Psychology's Health-Professions Education stream which emphasizes educational research applicable to the health professions by informing students of educational psychology and related theories that can help in the design, implementation, and assessment of teaching and learning in the health professions. Student admission and supervision is done jointly with the Centre for Medical Education (<http://www.medicine.mcgill.ca/centreformeded>). This concentration is of interest to physicians, and other health professionals and teachers in the basic medical sciences that aspire to become leaders in the field of health sciences education, through conducting educational research, educational administration, and/or curriculum development. It is of equal interest to educational psychology graduate students wishing to specialize in health education.

ii. *Teaching and Learning in Higher Education*

ECP's *EDPH 689 Teaching and Learning in Higher Education* is a graduate level course that students from across the university take. This course is essential to helping students think about their own teaching strategies and their understanding of theories of learning that can impact the quality of how they teach future students. Along with inter-university, cross disciplinary outreach there are also inter-university agreements with the *John Molson School of Business at Concordia University*, *École des Hautes Études Commerciales Montréal (HEC)*, and *Université du Québec à Montréal (UQAM)* which provide opportunities for Management, Administration and Business students from all universities to take this course.

iii. *Office of Students with Disabilities (OSD)*

Dr. Tara Flanagan is the principal investigator on a project in collaboration with McGill's Office for Students with Disabilities on a program entitled, "Toward better support for McGill's students with high-functioning autism: An intra-university initiative." Dr. Flanagan was awarded a Mary H. Brown Fund for the project which involves setting up and evaluating a mentorship program for university students on the autism spectrum.

iv. *School of Social Work, Women's Studies Programs*

Dr. Ada Sinacore collaborated with the School of Social Work and taught *WMST 602 - Feminist Research Symposium* last Winter 2009 as part of the Graduate Option in Gender and Women's Studies (GWS) program. The program provides graduate students obtaining degrees in a variety of participating departments and faculties with a cross-disciplinary specialization in feminist, women's, and gender studies. Dr. Sinacore will be teaching *WMST 601 - Feminist Theories and Methods* in Fall 2009.

v. *Social Equity & Diversity Education Office (SEDE)*

Dr. Tara Flanagan's research team, the Social Policy, Advocacy, Research Community (SPARC), was featured in the Social Equity & Diversity Education Office for the SEDE Equity Research Calendar for 2009-2010. SPARC is highlighted in November, 2009 with a description of the team's mission and of some of the work that they do in the community to promote the social inclusion of young adults with developmental disabilities.

vi. *McGill Institute of Health and Social Policy*

Dr. Tara Flanagan was asked to join McGill's Institute of Health and Social Policy's (IHSP) Scientific and Policy Advisory Committee in July of 2008 and has maintained a close collaboration with IHSP. The institute and Dr. Flanagan's research team, SPARC, co-sponsored an event that acknowledges the United Nations International Day of Persons with Disabilities that took place on December 3rd, 2008. The celebration brought together researchers, practitioners, and members of the disability community to celebrate the strengths in the disability community. Highlighted were the work of artists and musicians with disabilities and a celebration of a recent victory in Canada's Human Rights Tribunal. The event was very well received and is planned for 2009.

vii. *Health and Wellness Axis of the McGill Institute for Gender, Sexuality, and Feminist Studies*

Dr. Nathan Grant Smith is a member of the Health and Wellness Axis of the McGill Institute for Gender, Sexuality, and Feminist Studies and collaborated with the Institute on a series of workshops for graduate students and postdoctoral fellows. The series focused on methodology in health-related research into gender and sexuality. Dr. Smith and professors from the Faculty of Science and the Faculty of Medicine presented current research and discussed with students and postdoctoral fellows issues of methodology and analysis using their own research as models.

viii. *Integrated Studies in Education (DISE)*

Dr. Nathan Grant Smith and Dr. Tara Flanagan, along with Dr. Fiona J. Benson (DISE), were awarded a Mary H. Brown Endowment Fund grant to develop interventions for lesbian, gay, bisexual, and transgender (LGBT) McGill student teachers. Drs. Smith and Flanagan will collaborate with DISE to help LGBT students who will be starting their teaching fieldwork placements deal with issues of coming out, self care, safety, and developing support networks and effective coping strategies.

ix. *American Psychological Association (APA)*

Dr. Nathan Grant Smith was a member of a working group that revised the American Psychological Association (APA) *Publication Manual*. Dr. Smith wrote sections of the new *Manual* focusing on reducing cultural bias in scientific writing. The sixth edition of the *Publication Manual* was released in August, 2009. APA style, which is detailed in the *Manual*, has been adopted by numerous disciplines and is used throughout the world as a standard for scientific writing.

x. *McGill Association of University Teachers (MAUT)*

Professor Alenoush Saroyan organized the McGill Association of University Teachers Annual Tenure (and Renewal) and Mentoring Workshop for new faculty on behalf of MAUT. Attendance at this workshop has averaged ninety people in the last three years.

7. *Extraordinary Student Success Stories:*

ECP students have once again had an incredible year in terms of research and awards, collecting a range of awards and honours from the Departmental and Faculty levels on to the most competitive of Provincial and Federal agencies. Particularly noteworthy accomplishments include the following:

ECP students who received doctoral fellowships this year from the Social Sciences and Humanities Research Council (SSHRC) were **Debora D'Iuso** (Ph.D., Counselling Psychology) and **Katherine Thompson** (Ph.D., Counselling Psychology), along with **Lavanya Sampasivam** (Ph.D., School/Applied Child Psychology), who won a CGS Doctoral Award. **Anna Polotskaia** (Ph.D., School/Applied Child Psychology) was the recipient of a Vanier Canada Graduate Scholarship.

At the Master's level, **Marina Dupasquier** (M.Ed., Educational Psychology), **Louise Overington** (M.A., Counselling Psychology), and **Hailey Sobel** (M.A. Educational Psychology) won Joseph Armand Bombardier Canada Graduate Scholarships from SSHRC.

From the Fonds québécois de la recherche sur la société et la culture (FQRSC), ECP had eight winners at the Doctoral level. They were: **Maria Di Stasio** (Ph.D. Educational Psychology), **Susan Gamberg** (Ph.D. Counselling Psychology), **Olivia Hua** (Ph.D. Educational Psychology), **Shannah McKinnis** (Ph.D. Educational Psychology), **Eric Morris** (Ph.D. Counselling Psychology), **Lavanya Sampasivam** (Ph.D., School/Applied Child Psychology), **Sukhbinder Sanghera-Sidhu** (Ph.D. Educational Psychology), and **Katherine Thompson** (Ph.D. Counselling Psychology).

Jessica Toste (Ph.D., Human Development) completed her Canada-U.S. Fulbright Award at Florida State University and **Laura Naismith** (Ph.D. Educational Psychology) won the Tomlinson Doctoral Fellowship. **Chris MacKinnon** (Ph.D., Counselling Psychology) won a Frederick Banting and Charles Best Canada Graduate Scholarship.

Brigitte Mayes, Anika Maloni, Andrea Taylor, and Mira Sigal (M.Ed. Educational Psychology) were all winners of the Dr. John A. Bryant Memorial Award, while **Aniko Burjan** won the Judy Fish Graduate Award in Inclusive Education.

B. Honours, Awards, and Prizes Conferred Upon Unit Staff Members:

1. Dr. **Mark Aulls** gave a keynote at the Center for the Study of Learning and Performance Conference in Montreal.
2. Dr. **Robert Bracewell**, completed his term as Associate Dean Research and Graduate Studies, in the Faculty of Education at the end of May 2008; He continues on the Editorial Boards for two international journals, *Pedagogies* and *Written Communication*.
3. Dr. **Alain Breuleux**, Member of the Adjudication Committee for FQRNT, (Programme Bourses d'excellence pour étudiants étrangers – Comité V3) as well as a member of the review for *FQRSC Programme bourses de post-doctorales*; He is also on the Editorial Board and Reviewer for the *Nordic Journal of Digital Literacy (Digital Kompetanse)*.
4. Dr. **Jake Burack**, Editor of the *Down Syndrome Quarterly*; Editorial Board for the *Journal of Neurodevelopmental Disorders*, *Journal of Autism and Developmental Disorders*, *Development and Psychopathology*, and the *Journal of Intellectual Disability Research*. He is also Program Chair for the Jean Piaget Society.
5. Dr. **Glenn Cartwright**, was a Visiting Fellow at Wolfson College, University of Cambridge.
6. Dr. **Kim Cornish**, Canadian Research Chair (Tier 1) in Developmental Neuroscience and Education; Member of the College of Reviewers, CRC and CFI; Advisory board for the Science, Research and Practice Board for the Down Syndrome Educational Trust in the U.K.; an Honorary Professor in Psychology, Zhejiang Normal University, China.
7. Dr. **Jeff Derevensky**, Board of Directors for the G4, Global Gambling Guidance Group, Amsterdam; Member of Editorial Review boards of the following journals: *BASIS: The Brief Addiction Science Information Source*, *Canadian Journal of School Psychology*, *International Journal of Gambling Studies*, *Journal of Gambling Issues*, *Journal of Gambling Studies*; Contributing Editor for *Wellplace*; Consulting Editor *Exceptionality Education Canada*.
8. Dr. **Martin Drapeau**, was elected Vice President of the Ordre des Psychologues du Québec (OPQ); Chair of the subcommittee on Bill 21 and neuropsychological disorders. Co-chair on the committee on the review of accreditation procedures for university programs in psychology for the Quebec College of Psychologists. He holds a Chercheur Boursier Salary Award, Junior I, from the Fonds de la recherche en santé (FRSQ). He is on the editorial board for *Psychotherapy Research* and the *Open Criminology Journal*. Member of the local organizing committee for the Eastern Canada Society for Psychotherapy research convention; member of the organizing committee for the 2008 Order of Psychologists of Quebec Convention.

9. Dr. **Marilyn Fitzpatrick**, is a member of the Editorial Board for *Psychotherapy Research* and the journal *Training and Education in Professional Psychology*
10. Dr. **Tara Flanagan**, committee member for the Quebec Ministry of Education, Comité plan d'action adaptation scolaire et formation à l'enseignement.
11. Dr. **Carl Frederiksen**, is on the International Advisory Board for the *CICERO Learning Network* (Cross-disciplinary Initiative for Collaborative Efforts of Research on Learning). He was invited to present at the University of Helsinki, Finland at an International Symposium on Learning as Empowerment and at an International Workshop on Brain, Learning and Technology. He continues to serve as a member on the *College of Reviewers, Canada Research Chairs*.
12. Dr. **Nancy Heath**, was appointed as a James McGill Professor in the area of resilience and at-risk youth. She is a Fellow of the International Academy for Research in Learning Disabilities. She is a member of the conference planning committee for International Society for the Study of Self-Injury. She is member of the editorial board for *Canadian Journal of School Psychology* and *Learning Disabilities Research and Practice*.
13. Dr. **Panayiota Kendeou** is on the editorial board for *Reading Psychology*. Lead Researcher heading study for the Organisation for Economic Co-operation and Development (OECD) Programme for the International Assessment of Adult Competencies for the country of Cyprus.
14. Dr. **Annett Koerner**, was appointed as a Senior Research Associate, Segal Cancer Centre & Psychosocial Oncology Program and is an Associate Member in Oncology.
15. Dr. **Susanne Lajoie**, James McGill professor, was appointed as a Fellow of the American Educational Research Association (AERA) and is also a Fellow of the American Psychological Association (APA); she gave 2 keynotes, one sponsored by the Taiwan National Science Council, and in the UK, for the International Conference on Artificial Intelligence in Education. She was Co-Chair International Conference on Intelligent Tutoring Systems; she was Chair for the American Psychological Association (APA) Thorndike Award committee, and a member of the APA Publications Committee. She is also on the Editorial Board for *Journal of Educational Psychology*.
16. Dr. **Krista Muis** was appointed Associate Editor, *Contemporary Educational Psychology*; she is also a Member of the editorial board for the *American Educational Research Journal*, *Contemporary Educational Psychology*, *Journal of Experimental Education*.
17. Dr. **Jeeseon Park**, Co-chair of the International Mentoring and Orientation Committee of the International Section of Division 17 (Society of Counseling Psychology).

18. Dr. **Alenoush Saroyan**, Chair of the American Educational Research Association (AERA) McKeachie and Robert Menges Research Awards Committee.
19. Dr. **Robert Savage**, William Dawson Scholar for his research in the area of reading literacy; Member of The Canadian National Literacy Strategy advisory panel; Action Editor and Editorial Board Member for the *Journal of Research in Reading*, Editorial Board Member for the *Journal of Learning Disabilities*, and *International Journal of Inclusive Education*.
20. Dr. **Steven Shaw**, won the Distinguished Reviewer Award for contributions to the Buros Institute Mental Measurements Yearbook Series. Guest co-editor special issue of *Journal of Early Childhood and Infant Psychology* and guest co-editor for *Journal of Educational and Psychological Consultation*. He is a Member of the Editorial Board for *School Psychology Forum* and the *Pakistan Journal of Psychological Research*; Contributing Editor of *NASP Communiqué*.
21. Dr. **Bruce Shore**, won the *David Thomson Award for Excellence in Graduate Supervision and Teaching* as well as the *Faculty of Education Distinguished Teaching Award* this year. Member of the following Editorial Boards: *Journal of Advanced Academics*, *Exceptionality Education Canada*, *Canadian Journal of School Psychology*, *Gifted Education International* and *Gifted and Talented International*.
22. Dr. **Ada Sinacore**, nominated for the Olivia Espin Award for Social Justice Concerns in Feminist Psychology. She is on the Editorial Advisory Board, *Journal of Education and Applied Psychology*.
23. Dr. **Ingrid Sladeczek**, on the Medical Advisory Board for Yaldei Developmental Center and Zerf Productions. She is also an Editorial Board Member of *Canadian Journal of School Psychology* and the *Journal of Educational & Psychological Consultation*; *McGill Journal of Education*.
24. Dr. **Nathan Smith** won the Award for Significant Contribution to Social Justice and Advocacy, Section for Lesbian, Gay, and Bisexual Awareness, Division 17 (Society of Counseling Psychology), American Psychological Association (APA). Chair Elect for Division 17 APA and Co-Chair for APA Division 44 Public Policy Committee.
25. Dr. **Ron Stringer**, Visiting Research Fellow, University of Oxford.
26. Dr. **Victoria Talwar**, won the Award for Early Career Research Contributions to Child Development from the Society for Research in Child Development. She is the Newsletter Editor for the Section on Child Maltreatment, (Div 37), APA and Co-Program Chair for Developmental Psychology, (Div 7), APA.
27. Dr. **Cynthia Weston**, continues as Director of Teaching and Learning Services. She is on the Editorial Board for the International Journal of the Scholarship of Teaching and Learning.

C. Research:

Evidence of research leadership is evident in the substantial research funding that the department accumulates nationally and internationally each year. The department's research productivity places us at the forefront of Canadian departments in the same discipline. With regard to research and the revenues received from research grants for ECP, both are noteworthy and significant. This year, 30 major new grants were awarded to ECP faculty members, bringing the total number of grants to 102. The department is proud of the wide range of research topics covered as well as the quality and impact of the research produced. The breadth and depth of the research conducted in the department continues to be at the forefront of each researcher's respective field of study across the world. The research funding interlinks psychology, neuroscience, education and other disciplines. ECP holds grants from 36 different agencies and has increased its research funding fourfold in the last 5-10 years. The dissemination of this research in top tier journals and leading conferences are further evidence of the strength of this scholarship. Research funding is based both on quality and quantity of research productivity, excellence of research programs, and ability to recruit and retain excellent graduate students. This research effort is supported by research funding of over \$2M per year (an amount that is a fourfold increase from the amount of \$500K a decade ago).

This past year, Department members published 111 articles in high impact venues, have another 124 articles in press, and made 212 presentations in national and international forums. The granting agencies that fund the Department's wide spectrum of research come from a variety of sources, including Canadian federal and provincial agencies, international agencies, private sector organizations and foundations, and government and community organizations. Strong interdisciplinary partnerships exist in this department that extends internationally.

Our research areas of learning, cognition and development in typical and atypical populations across the lifespan are recognized worldwide. The department hosts one Canadian Research Chair, Tier 1 in the area of education and development neuroscience (Kim Cornish). Dr. Cornish's impact has been felt across the department, and gives her broad focus on developmental trajectories and education. Although, it is highly unfortunate that the Department has had to say goodbye to Dr. Cornish this year, she has taken a prestigious appointment as Professor of Psychology and Head of Discipline (Psychology) at Monash University in Melbourne, Australia. The department has two James McGill Professors, one in the area of Learning Sciences specializing in Technology Enhanced Learning (Susanne Lajoie), and one in the area of Human Development specializing in Learning Disabilities and Resilience (Nancy Heath, appointed this year), as well as a William Dawson scholar in the area of Human Development specializing in Reading Literacy (Robert Savage). Martin Drapeau holds a Chercheur Boursier Salary Award, Junior I, from the Fonds de la recherche en santé (FRSQ) which recognizes his research in psychotherapy that demonstrates a patient centered care approach to treatment and intervention in mental health.

Several faculty members won research awards this year. Victoria Talwar won the Award for Early Career Research Contributions to Child Development from the Society for Research in Child Development. Martin Drapeau won an FRSQ Award for his contributions to Quebec research. Susanne Lajoie became a Fellow of the American Educational Research Association in recognition of sustained achievement in education research.

The granting agencies that fund the department's wide spectrum of research come from a variety of sources, including Canadian federal and provincial agencies, international agencies, private sector organizations and foundations, and government and community organizations. The long and impressive list of new granting agencies and foundations that support the work of ECP faculty members are as follows:

- Canadian Language and Literacy Research Network (CLLRNet)
- Canadian Council on Learning (CCL)
- Canadian Foundation for Innovation (including Infrastructure Operating Fund)
- Canadian Institutes of Health Research (CIHR) (including Tier 1)
- Canadian Partnership Against Cancer (CPAC)
- Centre for Research on Language, Mind and Brain (CRLMB)
- College of Arts and Sciences Research Development Fund, Texas Woman's University
- College of Psychologists of Quebec
- Cyprus Research Promotion Foundation
- Deutsche Forschungsgemeinschaft – German Research Council (DFG)
- Fondation Mise Sur Toi
- Fonds de la Recherche sur la Société et Culture (FQRSC)
- Fonds de la Recherche en Santé (FRSQ)
- Fund for Psychoanalytic Research
- Health Research Council of New Zealand
- Infrastructure Operating Fund (IOF-CF)
- Initiative on the New Economy Collaborative Research Initiative (SSHRC INE)
- International Community University Research Alliances (ICURA)
- International Development Research Centre
- International Psychoanalytic Research Fund
- James McGill Research Fund
- Max Bell Foundation
- McGill Provost Fund
- Ministère d'Éducation Loisir et Sport (Quebec) (MELS)
- National Institutes of Health (NIH)
- North American Society for Psychotherapy Research
- Nova Scotia Corporation
- The Nuffield Foundation
- Office of Disability Issues
- Ontario Problem Gambling Research Centre
- Ordre des psychologues du Québec
- Provosts of the G13 universities
- Royal Canadian College of Physicians and Surgeons
- Social Sciences and Humanities Research Council (including SSHRC-CRC, CURA, and RDI)
- Scotia Bank
- The Telstra Foundation
- The Wellcome Trust

- The Weekend to End Breast Cancer (WEBC) Research Fund of the Jewish General Hospital Foundation
- William Dawson Scholar Award

Many of our researchers are working with international teams of researchers (see list of co-authors on publications to see international diversity – Appendix II). Some of the collaborative projects that ECP faculty members are involved in within McGill are the McGill Centre for Research on Language, Mind and Brain (Frederiksen, Donin, Kendeou, Savage), CIHR (Cornish), Social Work, Psychiatry (Drapeau), Montreal Neurological Institute and Hospital (MNI), Psychology (Cornish), and Centre for Medical Education (Lajoie, Weston).

Examples of collaborative projects outside of McGill are the Center for the Study of Learning and Performance (Aulls, McAlpine, Weston, Savage, Shore); U21 (McAlpine, Weston); École Éloignée en Réseau (MELS, CEFRIO) with Laval, Sherbrooke, and Université du Québec à Chicoutimi (UQAC) (Breuleux); National Alliance for Autism Research, National Network for Aboriginal Mental Health Research (Burack); Canadian Institutes of Health Research (Cornish, Burack); National Institutes of Health (NIH) (Cornish, Frederiksen); Groupe de Recherche Interuniversitaire en Tutoriels Intelligents (GRITI) (Frederiksen, Donin, Lajoie); the Social Sciences and Humanities Research Council of Canada's Initiative on the New Economy (SSHRC INE) (Lajoie); and International Society for the Study of Self-injury (ISSS) (Heath).

D. Publications:

The number of published items by ECP professors continues to be consistently high year after year. Based on ECP's 31 active tenure track faculty members, the average number of publications per person is 3.58 and an additional 4.00 publications per person in press.

Collaborations with members of the McGill community and abroad continue in impressive numbers. The international contributors to publications come from all corners of the globe, including: Australia, Belgium, China, Cyprus, Finland, France, Greece, Israel, Japan, Mexico, Netherlands, New Zealand, Norway, South Korea, Switzerland, the United Kingdom and the United States.

Please see attached Appendix I for the 2008 complete list of publications and information about co-authors. This list is also available for download at the following URL:

<http://www.mcgill.ca/edu-ecp/annualreports/>.

E. Consulting Activities:

Please see the chart below for reported departmental work in a consulting capacity. The total number of days spent consulting within the department is 184.

Name of Faculty Member	Number of Days				Explanation/ Organization(s)
	Private Sector Consulting	Public Sector Consulting	Other (please explain)	Total	
Kim Cornish	2			2	Novartis Pharmaceuticals (Research Division)
Jack De Stefano	36			36	Private
Jeff Derevensky			26	26	Multiple organizations in cities throughout Canada, in Singapore, Hong Kong, Europe, and USA.
Martin Drapeau		10		10	Ordre des Psychologues du Québec
Marilyn Fitzpatrick	48			48	Private
Susanne Lajoie			14	14	Wiley Publishers
Krista Muis			3	3	McGill University
Alenoush Saroyan			7	7	World Bank
Rob Savage			2	2	Canadian Language and Literacy Research Network
Steve Shaw			2	2	Ohio School Psychology Association & South Carolina Association of School Psychologists
Ada Sinacore	15		5	20	Coordinated Access & Agence Ometz
Ron Stringer			12	12	Esprit Psychoeducational
Victoria Talwar			2	2	Ontario Family Court

F. Involvement in the Community:

ECP was very excited to reach out to the community at large once more by holding the second Mini EdPsych Lecture Series that began in April (<http://www.mcgill.ca/edu-ecp/miniedpsych/>). The series has provided us with the opportunity to once again share the far reaching practical implications of our work with the general public. As was the case last year, our aims are to enhance the relationship between our Faculty and the community, to assist in the recruitment of students and to raise awareness about important issues in Education. This year's series was six parts in length and will air on Canal Savoir in the fall. A major part of the promotional efforts for the series saw our presenters interviewed by Mutsumi Takahashi, which aired on CTV News, as well as separate interviews on CJAD. A third series is planned for Spring 2010.

ECP was proud to host several guest lecturers. Dr. Allan Collins of Northwestern University gave a captivating lecture entitled 'The Second Educational Revolution: Rethinking Education in the Age of Technology' in March.

Dr. Burack's McGill Youth Study Team (MYST) invited a pair of speakers in January as part of the their MYST Talks. Dr. Kevin Runions of Curtin University's presented a talk entitled, 'Building a Common Framework for Familial "Capital" Investment in Children's School Readiness' and Dr. Mayada Elsabbagh of the University of London's presented her talk entitled, 'Insights into the Brain: What have we learned from baby brother and sisters of children with autism.' Both presentations were very well-received by all in attendance.

Dr. Jorge Gonzalez of Texas A&M University was invited by Dr. Savage to give a lecture entitled 'Accelerating Preschool Children's Vocabulary and Background Knowledge: The Role of Instructional Design Principles,' which took place in March of this year.

The Department of Educational and Counselling Psychology was very pleased to develop two new online courses to aid in granting teacher certification from the Ministère de l'Éducation, du Loisir et du Sport (MELS). The first two, *EDPE 304= Measurement and Evaluation*, and *EDPI 309= Exceptional Students*, were available to teachers at the elementary and secondary levels seeking certification.

In collaboration with the Bronfman Jewish Education Center (BJEC), the department offered off-campus intensive versions of both *EDPI 341- Instruction in Inclusive Schools* and *EDPE 304 – Measurement and Evaluation*, for BJEC teachers seeking to fulfill MELS course requirements. Each course filled up to capacity extremely quickly and requests are constantly received to be able to take these courses in the future.

Researchers in ECP are involved in the community in both educational and clinical settings and many have transferred their research discoveries about childhood disabilities to parents, teachers and the community. For example:

- Professor Derevensky continued his work at the Centre for Youth Gambling Problems and High-Risk Behaviors housed at McGill with his hot line for at-risk youth (i.e., those struggling with addiction, depression, etc.); Consultations to the media and to

government legislators; Dissemination of research and treatment information on youth gambling, risk-taking behaviours, and co-occurring addictive disorders through an online database and central clearinghouse; and continuation of a Quarterly online newsletter, Youth Gambling International (YGI), and online monthly news update, YGI Flash, currently distributed to over 1000 individuals and organizations.

(<http://www.youthgambling.com/>).

- Professors De Stefano, Drapeau, and Fitzpatrick head the McGill Psychotherapy Process Research Group (MPPRG), which aims to improve treatments and interventions in the field of mental health. The MPPRG provides low fee psychological services, which include psychotherapy and psychological assessment, to the community through its clinic. (<http://mpprg.mcgill.ca/index.html>).
- Professor Heath is part of an International Alliance to reduce self-injury in youth and she has established a resource website for parents, teachers and youth that provides information and support. (<http://www.education.mcgill.ca/heathresearchteam/index.htm>).
- Professor Savage continues to run ABRACADABRA (A Balanced Reading Approach for all Canadians Designed to Achieve Best Results for All), which is an online, highly interactive, evidence-based literacy tool designed for students, teachers, educators, and parents (<http://grover.concordia.ca/abra/php2006/>).
- Professor Shaw continues to run a website dedicated to the education of children at risk for school failure. This involves the production of 36 podcasts, 6 newsletters, and 6 mini-skills workshops available on line with many subscribers. (<http://www.shawpsych.com/>).
- Professor Sladeczek continues to run her support group initiative for parents of children with behavioural difficulties (<http://www.earlyinterventioncanada.com/>).
- Professor Talwar continues to head the Talwar Research Team, which is interested in children's cognitive social development. They examine children's behaviours that are pertinent to children's adaptive development, child witness testimony and professionals who work with children, as well as how children learn and develop different social behaviors such as honesty, politeness, and understanding other's feelings and beliefs. (<http://www.talwarresearch.com/index.html>).

The department is also involved in the Faculty of Education's Diversity and Equity Committee. Drs. Tara Flanagan and Nathan Smith, along with Administrative Officer, Samantha Ryan, served as members of FEDEC.

APPENDIX I: Publications

A. Publications in Calendar Year 2008

MARK AULLS

Refereed Journals

- Kalman, C., Aulls, M. W., Rohar, S., & Godley, J. (2008, March/April). Students' perceptions of reflective writing as a tool for exploring introductory textbooks. *Journal of College Science Teaching*, 37, (4), 74-81.
- Redden, K. C., Simon, R., & Aulls, M. W. (2008). Alignment in teacher education: Identifying contextually dependent student presage factors and associated learning outcomes. *Teacher Education Quarterly*, 34(3).

Books

- Aulls, M. W., & Shore, B. M. (2008). *Inquiry in education: The conceptual foundations for research as a curricular imperative*. New York: Erlbaum (Taylor and Francis).
- Shore, B. M., Aulls, M. W., & Delcourt, M. A. B. (Eds.). (2008). *Inquiry in education: Overcoming barriers to successful implementation*. New York: Erlbaum (Taylor and Francis).

Book Chapters

- Aulls, M. W. (2008). Developing students' inquiry strategies: A case study of teaching history in the middle grades. In B. M. Shore, M. W. Aulls, & M. A. B. Delcourt (Eds.), *Inquiry in education: Overcoming barriers to successful implementation* (pp. 247-269). New York: Erlbaum (Taylor and Francis)
- Manconi, L., Aulls, M. W., & Shore, B. M. (2008). Teachers' use and understanding of strategy in inquiry instruction. In B. M. Shore, M. W. Aulls, & M. A. B. Delcourt (Eds.), *Inquiry in education: Overcoming barriers to successful implementation* (pp. 1-46). New York: Erlbaum (Taylor and Francis).

BOB BRACEWELL

Conference Proceedings

- Sicilia, C., Tung, I-P., Bracewell, R. J., & Park, J. (April, 2008). *Scaffolding student collaborative interaction through socio-cultural tools: Artifact, rules, and roles*. Paper presented at the annual meeting of the American Educational Research Association, New York.

Book Chapters

- Bracewell, R. J. & Witte, S. P. (2008). The implications of activity, practice, and semiotic theory for cognitive constructs of writing. In J. Albright and A. Luke (Eds.), *Pierre Bourdieu and Literacy Education* (pp. 299-316). Mahwah, NJ: Lawrence Erlbaum Associates.

Park, J. & Bracewell, R. J. (2008). Designing a well-formed activity system for an ICTs-supported classroom. In J. Zumbach, N. Schwartz, T. Seufert, & L. Kester (Eds.), *Beyond knowledge: The legacy of competence in meaningful computer-based learning environments* (pp. 101-110). New York: Springer Science.

ALAIN BREULEUX

Conference Proceedings

Resta, P., Patru, M., Breuleux, A., Laferrière, T., Lamon, M., Davis, N. (2008). *Engaging the conversation with stakeholders on an expansive definition of e-learning*. Panel presentation at SITE (Society for Information Technology and Teacher Education).

Book Chapters

Bracewell, R.J., LeMaistre, C., Lajoie, S.P., Breuleux, A. (2008). The role of the teacher in opening worlds of inquiry-driven learning with technology. In B. Shore, M. Aulls, M. W. Delcourt (Eds.), *Inquiry in Education, Volume II* (pp. 287-299). Mahwah, NJ: Erlbaum.

Laferrière, T., Hamel, C., Allaire, S., Breuleux, A., Turcotte, S. (2008). L'école éloignée en réseau (ÉÉR): Pratiques de collaboration sur Internet pour l'apprentissage. In R. Deslandes (Ed.), *La collaboration de l'école, la famille et la communauté à l'apprentissage* (pp. 169-186). Montréal, QC: Cahiers de l'ACFAS.

JAKE BURACK

Refereed Journals

Burack, J. A., & Russo, N. (2008). On why joint attention might look atypical in autism: A case for a strong policy statement but more nuanced empirical story. *Child Development Perspectives*, 2, 46-48.

Flanagan, T., Russo, N., Flores, H., & Burack, J. A. (2008). The developmental approach to the study of Down syndrome: Contemporary issues in historical perspective. *Down Syndrome: Research and Practice*.

Monographs

Burack, J. A. (ed.). *Development at risk*. New York: Oxford University Press.

Other

Bonnel, A. C., McAdams, S., Smith, B. K., Bertone, A., Burack, J. A., Ciocca, V., & Mottron, L. (2008). Low level auditory processing of simple and complex sounds in atypical development. *Journal of the Acoustical Society of America*, 123, 35-64.

Nachsen, J., Garcin, N., Moxness, K., Tremblay, Y., Hutchinson, P., Lachance, A., Beaurivage, M., Breitenbach, M., Bryson, S., Burack, J., Caron, C., Condillac, R. A., Cornick, A., Ouellette-Kuntz, H., Joseph, S., Rishikof, E., Sladeczek, I. E., Steiman, M., Tidmarsh, L., Zwaigenbaum, L., Fombonne, E., Szatmari, P., Martin-Storey, A., & Ruttle, P. L. (2008). *Screening, Assessment, and Diagnosis of Atypical development Spectrum Disorders in Young Children: Canadian Best Practice Guidelines*. Miriam Foundation, Montreal, Quebec.

KIM CORNISH

Refereed Journals

- Bertone A, Hanck J, Cornish K.M., Faubert J. (2008). Development of static and dynamic perception for luminance-defined and texture-defined information. *Neuroreport*, 19 (2), 225-8.
- Collins, L., Moss, J., Jutley, J., Cornish, K. M. & Oliver, C.(2008). Facial expression in Cornelia de Lange and Cri du Chat syndromes. *Journal of Intellectual Disability Research*. Mar:52 (Pt 3), 207-15.
- Cornish, K. M., Li, L., Kogan, C., Jacquemont, S., Turk, J, Dalton, A .et al. (2008). Age-dependent cognitive changes in carriers of the Fragile X Syndrome. *Cortex*. Jun:44 (6), 628-36
- Cornish, K. M., Turk, J & Hagerman, R. (2008). The Fragile X continuum: new advances and perspectives. *Journal of Intellectual Disability Research*. Jun:52 (Pt 6), 469-82.
- Cornish, K. M., Wilding, J., and Hollis, C. (2008). Visual search performance in children rated as good or poor attenders: the differential impact of DAT1 genotype, IQ and chronological age. *Neuropsychology* Mar:22 (2), 217-25.
- Moss, J, Oliver, C, Wilkie, L, Berg, K, Kaur, G & Cornish, K. M. (2008). Prevalence of Autism Spectrum Phenomenology in Cornelia de Lange and Cri du Chat syndromes. *American Journal of Mental Retardation*, 113: 276-291

JEFF DEREVENSKY

Refereed Journals

- Derevensky, J., Dickson, L., Gupta, R., & Hardoon, K. (2008). Adolescent attitudes toward gambling. *Brazilian Journal of Cognitive Psychology*, 4, 17-28.
- Dickson, L., Derevensky, J., & Gupta, R. (2008). Youth gambling problems: An examination of risk and protective factors. *International Gambling Studies*, 8(1), 25-47.
- Ellenbogen, S., Jacobs, D., Derevensky, J., Gupta, R., & Paskus, T. (2008). Gambling behaviour among college athletes. *Journal of Applied Sports Psychology*, 20, 349-362.
- Monaghan, S. & Derevensky, J. (2008). An appraisal of the impact of the depiction of gambling in society on youth. *International Journal of Mental Health and Addiction*, 6, 1557-1574.
- Monaghan, S., Derevensky, J., & Sklar, A. (2008). Impact of gambling advertisements on children and adolescents: Policy recommendations to minimize harm. *International Gambling Studies*, 22, 252-274.

Book Chapters

- Derevensky, J. (2008). Gambling behaviors and adolescent substance abuse disorders. In Y. Kaminer & O.G. Buckstein (Eds.). *Adolescent substance abuse: Psychiatric comorbidity and high risk behaviors*. New York: Haworth Press, 403-433.
- Derevensky, J. (2008). Gambling. In W. A. Darity (Ed.). *International encyclopedia of the social sciences*. Vol. 3, 2nd edition. Detroit: Macmillan Reference USA, 248-250.
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NATHAN SMITH

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BRUCE SHORE

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E. Submitted for Review**MARK AULLS**

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JAKE BURACK

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JACK DE STEFANO

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JEFF DEREVENSKY

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Derevensky, J., Sklar, A., Gupta, R., & Messerlian, C. An empirical study examining the impact of gambling advertisements on adolescent gambling attitudes and behaviors. *International Journal of Mental Health and Addiction*.

Ellenbogen, S., Derevensky, J., Gupta, R., Gillespie, M., & Messerlian, C. Validation of the gambling passion scale on adolescents. *International Mental Health & Addiction*.

Felsher, J., Derevensky, J., & Gupta, R. Young adults with gambling problems: The impact of childhood maltreatment. *International Journal of Mental Health & Addiction*.

Huang, J-H., Jacobs, D., Derevensky, J., & Gupta, R. Gambling and alcohol use patteers among a national sample of U.S. college student-athletes. *Journal of Adolescence*.

Huang, J-H., Jacobs, D., Derevensky, J., & Gupta, R. Sexual risk-taking behaviors among youth problem gamblers: Empirical results from a national college athlete survey. *Archives of Sexual Behavior*.

Jardin, B. & Derevensky, J. Electronic gambling machines and harm minimization strategies: Do they work? *Journal of Gambling Issues*.

- McBride, J & Derevensky, J. Internet gambling among college students. *Journal of Gambling Issues*.
- Moubarac, J-C., Gavriel-Fried, B., & Derevensky, J. Internet, online gambling and women: An old game in a new space. *Leisure Studies*.
- Olason, D.T., Kristjansdottir, E., Einarsdottir, H., Bjarnarson, G., & Derevensky, J. Internet gambling and problem gambling among 13 to 18 year old adolescents in Iceland. *International Journal of Mental Health and Addiction*.
- Olason, D.T., Baldursdottir, K., Gretarsson, S.J., Daviosdottir, A.R., Sigurjonsdottir, A.M., & Derevensky, J. Gambling and problem gambling among Icelandic youth: a closer look at Internet gambling and students' attitudes towards risks of gambling problems. *International Gambling Studies*.
- Pagani, L., Derevensky, J., & Japel, C. Does early childhood emotional distress predict later gambling behaviour ? *Addiction*.
- Shed, W., Derevensky, J., Gupta, R., & Fong, T. Characteristics of Internet gamblers among a college sample of students. *Journal of College Student Development*.
- Sklar, A., Taylor, A., Derevensky, J., & Rothstein, A. Designing an effective model for Aboriginal youth gambling prevention in remote communities. *International Journal of Mental Health and Addiction*.

MARTIN DRAPEAU

- Drapeau, M., Thompson, K., Thygesen, K. Gender differences in defense mechanisms: Assessing the validity of the DSQ-60 and the DSM-IV Defensive Functioning Scale for men and women. *Personality and Individual Differences*
- Drapeau, M., de Roten, Y., Beretta, V., Strach, M., Koerner, A. & Despland, J.N. Flexibility in defense mechanisms and its relation to mental health. *Journal of Nervous and Mental Disease*.
- Janzen, J., Fitzpatrick, M., & Drapeau, M. Client attachment as a predictor of therapist interventions and interpersonal skills: Do trainees contrast or complement client self-schemas in early alliance-building incidents? *Psychotherapy Research*.
- Kozina, K., Grabovari, N., DeStefano, J., & Drapeau, M. Self-perceptions of Skills in Novice Counsellors and their Association with Training.
- Kramer, U., & Drapeau, M. The Cognitive Errors and Coping Action Patterns of Pedophiles as assessed by external observers. *The Open Criminology Journal*.
- Tellides, C., Fitzpatrick, M., Drapeau, M., Bracewell, R., Chamodraka, M., & Marini, N. The manifestation of transference during early psychotherapy sessions: exploring an alternate data source for therapist narratives in transference research. *Counseling and Psychotherapy Research*.

MARILYN FITZPATRICK

- Fitzpatrick, M., Kovalak, A. L., & Weaver, A. (submitted) How trainees develop an integrative theory of practice: A process model of tentative identifications. *Counselling and Psychotherapy*.

- Lewandowski, M., D'Iuso, D., Blake, E., Fitzpatrick, M., Drapeau, M. (submitted). A pilot study of the relationship between cognitive errors, coping and in session involvement in psychotherapy. *Counselling and Psychotherapy Research*.
- Morris, E., Fitzpatrick, M. & Renaud, J. (in revision for resubmission). A Review of Client Involvement in Psychotherapy. *Psychotherapy Research*.
- R-Janzen, J., Fitzpatrick, M., & Drapeau, M. (in revision). Client general attachment orientation, relationship specific attachment to therapist, perceived support, and in-session exploration. *Psychotherapy: Theory, Research, Practice, Training*.

TARA FLANAGAN

- Rocchi, J., Cortina, M., Savage, R., & Flanagan, T. (submitted). Reading between the lines: Using visual aids to improve reading comprehension for students with autism.

NANCY HEATH

- Heath, N. L., Toste, J. R., Sornberger, M. J., & Wagner, C. (under review). Teachers' perceptions of non-suicidal self-injury in the schools. *British Journal of Guidance and Counselling*.
- Soles, T., & Heath, N. L. (under review). Positive illusory bias and the self-protective hypothesis in boys with attention deficit hyperactivity disorder. *Journal of Clinical Child and Adolescent Psychology*.
- Toste, J. R., Heath, N. L., & Dallaire, L. (revise and resubmit). Perceptions of classroom working alliance and student performance. *Alberta Journal of Educational Research*.

MICHAEL HOOVER

- Aulls, M.W., Hou, D., Hong, H-J., & Hoover, M (submitted). The Effects of Students' Beliefs about Effective Instruction, Course Contexts and Sex on What Students Learn in Educational Psychology Courses.

PANAYIOTA KENDEOU

- Bohn-Gettler, C., Rapp, D. N., Kendeou, P., White, M., & van den Broek, P. (submitted). Adult and Children's Monitoring of Story Events in the Service of Comprehension. *Memory & Cognition*.
- Kendeou, P., Muis, K., & Fulton, S. (submitted). The Effects of Epistemic Beliefs and Text Structure on Reading Comprehension Processes. *Discourse Processes*.
- Kendeou, P., & Papadopoulos T. C. (submitted). Early correlates of passage comprehension in Greek. *Journal of Educational Psychology*.
- Muis, K., Kendeou, P., & Franco, G. (submitted). Physics as Metaphor: Exploring the Effects of Text Structure and Epistemic Profiles on Metacognitive Processing. *Contemporary Educational Psychology*.

ANNETT KOERNER

- Drapeau, M., Perry, J. C., & Koerner, A. (2009). *The Core Conflictual Relationship Themes (CCRT) in borderline personality disorder: An empirical examination of five models of interpersonal functioning*. Manuscript submitted for publication.
- Koerner, A.C., Albani, C., Villman, T., Pokorny, D., Drapeau, M., & Geyer, M. (2009). *Somewhere between the original CCRT and the CCRT-LU: alternative cluster structures for the Core Conflictual Relationship Theme method*. Manuscript submitted for publication.
- Perry, J. C., & Koerner, A. (2009). *Impulsive phenomena, the impulsive character (Der triebhafte Charakter) and DSM personality disorders*. Manuscript submitted for publication.

KRISTA MUIS

- Kendeou, P., Muis, K. R., & Fulton, S., (under review). *The effects of epistemic beliefs and text structure on readers' comprehension processes*. Journal of Research in Reading.
- Muis, K. R. (under review). *Examining variations in epistemic beliefs across knowledge representations in statistics*. Contemporary Educational Psychology.
- Muis, K. R., Franco, G. M., Ranellucci, J., & Crippen, K. (under review). *An achievement motivation intervention in chemistry classes*. Journal of Educational Psychology.
- Muis, K. R., Kendeou, P., & Franco, G. M. (under review). *Physics as metaphor: Exploring the effects of text structure and epistemic profiles on metacognitive processing*. Contemporary Educational Psychology.
- Muis, K. R., & Winne, P. H. (under review). *Assessing the psychometric properties of the Achievement Goals Questionnaire across task contexts*. Journal of Educational Measurement.
- Winne, P. H., & Muis, K. R. (under review). *Statistical estimates of learners' judgments about knowledge in calibration of achievement*. British Journal of Educational Psychology.

ALENOUSH SAROYAN

- Saroyan, A., Hum, G., & Rahilly, T. (under review). Exploring knowledge constructs in exemplary and poor university teaching incidents. *Instructional Science*.

ROBERT SAVAGE

- Erdoes, C., Genesee, F., & Savage, R. S. (2009). Individual differences in second language reading acquisition: A study of early French immersion students. *International Journal of Bilingualism*.
- Rocchi, J., Cortina, M., Savage, R. S., & Flanagan, T. (2009). Reading between the lines: Using visual aids to improve reading comprehension for students with autism. Paper submitted: *Focus on Autism and other Developmental Disabilities*.

STEVEN SHAW

Shaw, S. R., & Banton, R. (under review). Considering children with borderline intellectual functioning as an at-risk population: Describing and building resilience skills. *The Elementary School Journal*.

Shaw, S. R., Khing, S. L., Chui, T., & Glaser, S. (under review). Complementary and alternative medicine: Implications for school policy, service delivery, and law. *Journal of School Health*.

BRUCE SHORE

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Hua, O., & Shore, B. M. (under review). Faculty beliefs about the impact from research to teaching. *Studies in Higher Education*.

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ADA SINACORE

Mikhail, A., Sinacore, A., & Sanchez, W., *Cultural adaptation strategies of Canadian and American-born Christian-Egyptians: A qualitative study*.

Sinacore, A.L. & Mikhail, A. *Applying an integrated Feminist-Multicultural-Social Justice Framework in Consultation*.

Sinacore, A.L. & Kassan, A. *Integrating a Feminist-Multicultural Social Justice Training Model: Developing Community Portfolios as a Tool in Training Psychologists*.

INGRID SLADECZEK

Karagiannakis, A., **Sladeczek, I. E.**, Haider, M., & Heath, N. (under review). Consultants' perceptions of the consultation process. *Journal of Educational & Psychological Consultation*.

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Martel, C. A., & **Sladeczek, I. E.** (under review). Domineeringness and dominance in conjoint behavioral consultation. *School Psychology Quarterly*.

NATHAN SMITH

- Russell, G. M., Bohan, J., McCarroll, M., & Smith, N. G. (Manuscript under review). *Trauma, recovery, and community: Perspectives on the long-term impact of anti-LGBT politics*.
- Smith, N. G. (Revised and resubmitted). *Productivity in lesbian, gay, bisexual, and transgender scholarship in counseling psychology: Institutional and individual ratings for 1990-2008*.
- Vinson, C., Mollen, D., & Smith, N. G. 9 Manuscript under review). *Perceptions of childfree women: Considerations of ethnicity*.

RONALD STRINGER

- Stringer, R. (submitted). A personal journey to Métis. *Native Studies Review*.
- Stringer, R., & McCoubrey, G. (submitted). Are slow RAN performance times indicative of deficit? Evidence from a bilingual population. *Perceptual and Motor Skills*.
- Stringer, R., Tiravolas, A., Leung, O. & Linn, B. (submitted). Visual Components of RAN task performance: The contributions of fixation durations and regressions. *Scientific Studies of Reading*.

VICTORIA TALWAR

- Bala, N., Lee, K., Lindsay, R.C.L., & Talwar, V. Hearing the Voices of Children in Canada's Criminal Justice System: Recognizing Capacity and Facilitating Testimony. *Canadian Bar Review*
- Leach, A.M., Lindsay, R.C.L., Koehler, R., Beaudry, J. L., Bala, N.C., Lee, K., & Talwar, V. The reliability of confidence. *Psychology, Crime & Law*
- Talwar, V., Crossman, A, Muir, S., & Williams, S. Children's Lies: Does Practice Make Perfect? *Applied Developmental Psychology*.
- Talwar, V., Carlson, S. & Lee, K. Effects of a Punitive Environment on Children's Cool and Hot Executive Functioning: A Natural Experiment. *Social Development*.

CYNTHIA WESTON

- Leung, K., Pluye, P., Grad, R., & Weston, C. (submitted to *Medical Education*). *A reflective learning framework for continuing medical education*.
- Weston, McAlpine, Timmermans, Fairbank-Roch, Berthiaume. *Parallel transcripts: A method for understanding parallel perspectives on a shared experience*. Submitted to *Qualitative Research*.

F. In Advance Stages of Preparation

MARK AULLS

- Aulls, M. W., & Hou, D. . Teacher and students roles in effective and ineffective instructional contexts. *Teachers and Teaching*
- Aulls, M.W. & Tabatabai, D. The effects of environment, self and enactive behaviours on pre-service teachers dispositions toward teaching through and inquiry instructional approach. *Journal of Educational psychology*
- Aulls, M. W., Ibrahim, A. M., & Hou, D. OR Ibrahim, A. M., Aulls, M.W. & Hou, D. (in preparation). Conception of inquiry in International Baccalaureate schools . *International Journal of Education*. [There may be other expressions of co-authorship interest here, or complementary papers; we have many layers of data.]
- Aulls, M. W., Ibrahim, A. M., Pelaez, S., & Orjuela-Laverde, M. (under review). Discourse analysis of an educational psychology course: Single case study. *International Journal of Education*.
- Ibrahim, A. M., & Aulls, M. W. (in preparation). Discourse analysis of an educational psychology course: A longitudinal study. *International Journal of Education*.
- Aulls, M.W., Shore, B. M., & Tabatabai, D. *ABCs of inquiry education: 26 priority definitions with examples*.
- Syer, C. A., Shore, B. M., & Aulls, M. W.: *Comparison and contrast of education and psychology students' understanding of the strategic demands of engagement in inquiry*

BOB BRACEWELL

- Bracewell, R. J., Sicilia, C., Park, J., & Tung, I-P. (in preparation). Tracking adoption and non-adoption of ICT activities by teachers. Draft available at http://www.tact.fse.ulaval.ca/papers/Bracewell_aera2007.pdf.

JACK DE STEFANO

- D'Iuso, D., De Stefano, J., Fitzpatrick, M., & Drapeau, M. (in preparation). A sequential analysis of coping strategies of therapists in training: Implications for training.
- De Stefano, J. & Kerner, E. (in preparation). Single-session consults: A framework for the overextended school mental health worker.
- Gazzola, N., De Stefano, J., Theriault, A. & Audet, C. (2008). Supervision of Supervisors and the Development of Professional Identity.
- Mann-Feder, V, & De Stefano, J. (in preparation). A model for training youth workers and counsellors.

MARTIN DRAPEAU

- de Roten, Y., Despland, J.N., Drapeau, M., Beretta, V., & Fischer, M. The significance of the first session: therapist expressive and supportive interventions and early alliance building.
- Drapeau, M., & Perry, J.C. Subtypes in patterns of borderline interpersonal functioning.
- Drapeau, M., & Perry, J.C. Limitations of the DSM-IV: an empirical study of borderline personality disorder diagnostic criteria.
- Körner, A.C., Albani, C., Villman, T., Pokorny, D., Drapeau, M., & Geyer, M. Somewhere between the original CCRT and the CCRT-LU: alternative cluster structures for the Core Conflictual Relationship Theme method. *Psychotherapy Research*.

MARILYN FITZPATRICK

- Fitzpatrick, M., Foa, C., Armstrong, C., Ionita, G., & Kerner, E. (in preparation). Examining Vocal Acoustics in Psychotherapy. *Psychotherapy: Theory, Research, Practice, Training*.
- Morris, E., Fitzpatrick, M. & Bhatia, M. (in preparation). Factor Analysis and Construct Validity of a Measure of Client Involvement. *Counselling and Psychotherapy Research*.

CARL FREDERIKSEN

- Frederiksen, C.H., Roy, M., & Bedard, D. (2009, in prep.). *Tutorial discourse and the acquisition of problem-solving expertise: An example from mechanical engineering*. Paper being revised for submission, August 2009.
- Frederiksen, C.H., Donin, J., Koschman, T., & Kelson, A. (2009, in prep.). *Clinical discourse and diagnostic problem solving in medicine*. Paper in preparation.
(An earlier paper on which the new paper is based may be found at <http://www.mcgill.ca/edu-acsrgr/research/competence/>)
- Shi, Y., Muis, K., & Frederiksen, C. H. (2009, in prep.). *Context-specific self-regulation from a cross-cultural perspective*. To be submitted, June 2009.
- Zhang, Z., & Frederiksen, C.H. (2009, in prep.). *Cognitive assessment of complex performance: A Bayesian Belief Network approach*. Paper in preparation.

NANCY HEATH

- Baxter, A., Heath, N. L., Toste, J. R., & McLouth, R. (in final preparation). Help-seeking behaviour and non-suicidal self-injury among high school students.
- Heath, N. L., Roberts, E., & Toste, J. R. (in final preparation). Perceptions of academic competence: Positive illusions among adolescents with and without learning disabilities.
- Heath, N. L., Schaub, K., Toste, J. R., & Holly, S. (in final preparation). Non-suicidal self-injury, attachment, emotion regulation, and childhood trauma in university students.
- Heath, N. L., Toste, J. R., Baxter, A., McLouth, R., & Yates, T. M. (in final preparation). Prevalence of non-suicidal self-injury among high school students.
- Heath, N. L., Toste, J. R., & Ross, S. (in final preparation). School counselors' experiences with non-suicidal self-injury in the schools.

Toste, J. R., Heath, N. L., Fitzpatrick, M., Noble, R., Flores, R. D. C., & Macotela, S. (in final preparation). The role of relationship in tutorial interventions for adolescents with learning disabilities.

Toste, J. R., Heath, N. L., Grouzet, F., & Sornberger, M. J. (in final preparation). Conceptualization of self-injury as a coping strategy: A multidimensional exploration.

MICHAEL HOOVER

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PANAYIOTA KENDEOU

Kendeou, P. (in preparation). Answering the how question: Cognitive processing of refutation texts.

Kendeou, P. (in preparation). Learning from texts we read. Invited chapter in Michael J. Lawson (Flinders University) and John R. Kirby (Queen's University), *The Quality of Learning*.

Kendeou, P., van den Broek, P., Rapp, D. N., McMaster, K., White, M., & Bohn, C. (in preparation). The role of readers' working memory and text genre on reading comprehension.

Kendeou, P., Lassonde, K., van den Broek, P., & O'Brien, E. J. (in preparation). Maintaining Causal Coherence: The Interplay of Memory-Based and Constructionist Processes.

ANNETT KOERNER

Koerner, A., & Fritzsche, K. (in prep.). *Characteristics of cancer patients receiving psychotherapeutic interventions within the general hospital setting*.

Koerner, A., & Fritzsche, K. (in prep.). *Psychological interventions for melanoma patients: First appraisal of services delivered within the general hospital setting*.

Koerner, A., Drapeau, M., & Perry, J. C. (in prep.). *Core conflicts and impulsivity in treatment-refractory psychotherapy patients*.

Koerner, A., Geyer, M., Albani, C., & Brähler, E. (in prep.). *What is the norm? Personality features within the general population assessed with the short version of the NEO-FFI*.

SUSANNE LAJOIE

Spector, M. J. & Lajoie, S. P. (in progress) *Explorations in the learning sciences, instructional, systems and performance technologies*. NY, NY: Springer.

KRISTA MUIS

- Franco, G. M., Saroyan, A., & Muis, K. R. (in progress). *University professors' epistemic beliefs: The status of the knowledge base.*
- Muis, K. R. (in progress). *Constructivist versus traditional approaches to statistics instruction: The effects on students' epistemic beliefs.*
- Muis, K. R., & Edwards, O. V. (in progress). *The influence of anxiety in the regulation of students' achievement goals.*
- Muis, K. R., & Murphy, P. K. (in progress). *Bridging the gap between philosophy's epistemology and educational psychology's epistemology.*
- Muis, K. R., & Winne, P. H. (in progress). *The influence of competence feedback on the stability of learners' achievement goal orientation.*
- Shi, Y., Muis, K. R., & Frederiksen, C. (in progress). *Context-specific self-regulation from a cross-cultural perspective.*

JEESEON PARK

- Park, J., Oala, M., & Bonnell, A. (in prep.) Implications of Buddhism and meditation for clinical practice with women of color.
- Park, J., Wada, K., & Mogami, T. (in prep.) Implication of utilizing a multicultural feminist model of mentoring in working with mentees of Asian descent.
- Hunter, W. M., & Park, J. (in prep.) Counseling older adults: Current status and future directions.
- Petersen, L., & Park, J. (in prep.) Transnational families from Asia: Content analysis
- Petersen, L., & Park, J. (in prep.) A qualitative examination of Taiwanese transnational youth in Vancouver.
- Sinacore, A., Park, J., Wada, K., & Mikhail, A. (in prep.) Falling through the cracks: Analysis of the academic and career challenges faced by immigrant graduate students in Canada.

ALENOUSH SAROYAN

- Franco, G., Saroyan, A., & Muis, K. (in advanced state of preparation). *University professors' epistemic beliefs: The status of the knowledge base.*
- Saggers, R., & Saroyan, A. (in advanced state of preparation). *Theoretical and empirical foundation for best practice leadership development.*
- Saroyan, A., Gebre, E., Saggers, R., & Harley, J. (in advanced state of preparation). *Academic leadership of department chairs: A critical review.*
- Saroyan, A., Bateman, D., Hum, G., Wallace-Hodel, K., & Harley, J. (in advanced state of preparation). *Comparing teaching and learning conceptions of academics and graduate students.*
- Thomas, A., & Saroyan, A. (in advanced state of preparation). *Teaching evidence-based practice in physical therapy.*

ROBERT SAVAGE

- di Stasio, M., & Savage, R. S. (2009). Research note: A follow up study of the web-literacy intervention ABRACADABRA in grade 1. Proposed Journal: *Journal of Research in Reading*.
- Fraser, K., & Savage, R. S. (2009). Is the use of a single route to read and spell by analogy sufficient? Proposed Journal: *Child Neuropsychology*.
- Pompey, Y., & Savage, R. S. (2009). New teachers and their feelings of preparedness to teach reading. Proposed Journal: *Teacher Development: An International Journal of Teacher Professional Development*.
- Savage, R. S. (2009). The relationship between classroom environment and attainment in grade 1: The role of teacher, observer, and pupil perceptions. Proposed journal: *Journal of Educational Psychology*.
- Savage, R. S., Deault, L., Daki, J., & Aouad, J. (2009). Orthographic analogies and early reading: Evidence from a multiple clue word paradigm. Proposed Journal: *Journal of Experimental Child Psychology*.
- Savage, R. S., Erten, O., Pillay, V., Comaskey, E., & Abrami, P. et al. (2009). ABRACADABRA in the hands of classroom teachers. *Computers in Education*.
- Savage, R. S. & Rvachew, S. (2009). The structure of phonological awareness and early reading acquisition in pre-school children. Proposed Journal: *Journal of Child Language*.
- Tejarian, L., & Savage, R.S. (2009). Teacher's literacy instruction practices: Links to inclusion beliefs.

STEVEN SHAW

- Bruce, J., & Shaw, S. R. (submitted) Children with chronic illness: Tips for parents and teachers. In A. Canter, L. Paige, & S. R. Shaw (Eds.), *Helping children at home and at school: Handouts from your school psychologist* (3rd ed.). Bethesda, MD: National Association of School Psychologists.
- Canter, A. S., Paige, L., & Shaw, S. R. (Eds.). (in preparation). *Helping children at home and school III: Handouts for families and Educators* (3rd ed.). Bethesda, MD: National Association of School Psychologists.
- Ouimet, T. L., Wang, B., & Shaw, S. R. (submitted). Homebound instruction. In A. Canter, L. Paige, & S. R. Shaw (Eds.), *Helping children at home and at school: Handouts from your school psychologist* (3rd ed.). Bethesda, MD: National Association of School Psychologists.
- Rahman, A., Shaw, S. R., & Burack, J. (under revision). Developmental regression in autism: Unraveling the puzzle. *Autism*.
- Rezazadeh, S. M., Weinstein, K., & Shaw, S. R. (submitted). Medication management: A guide for parents and teachers. In A. Canter, L. Paige, & S. R. Shaw (Eds.), *Helping children at home and at school: Handouts from your school psychologist* (3rd ed.). Bethesda, MD: National Association of School Psychologists.
- Shaw, S. R., Woo, A. H., Rahman, A., Sauvé, L.-M., Valo, S., Chiu, T., Khing, S., & Wang, B. (under revision). Adaptive and maladaptive behaviour in children with Phelan-McDermid Syndrome. *Brain and Development*.

- Shaw, S. R., Ouimet, T. L., Wang, B., Bruce, J., & Brown, M. (under revision). Homebound Instruction for children with chronic illness: Reducing risk outside of the box. *Remedial and Special Education*.
- Shaw, S. R., Glaser, S., & Muis, K. (under revision). Application of time series analysis to research in developmental and behavioral pediatrics. *Journal of Developmental and Behavioral Pediatrics*.
- Shaw, S. R., Ouimet, T., Rezededah, S. M., Glaser, S., & Stern, M. (in preparation). Developing the medical liaison role in school settings. *Journal of Educational and Psychological Consultation*.
- Shaw, S. R., & Brown, M. B. (in preparation). Advances in collaboration with medical professionals: Theory and applications. *Journal of Educational and Psychological Consultation*.
- Shaw, S. R. (submitted). Academic Resilience: Supporting At-Risk Students. In A. Canter, L. Paige, & S. R. Shaw (Eds.), *Helping children at home and at school: Handouts from your school psychologist* (3rd ed.). Bethesda, MD: National Association of School Psychologists.
- Shaw, S. R. (submitted). "Slow Learners": Supporting Children at Home and School. In A. Canter, L. Paige, & S. R. Shaw (Eds.), *Helping children at home and at school: Handouts from your school psychologist* (3rd ed.). Bethesda, MD: National Association of School Psychologists.
- Shaw, S. R., Gomes, P., & Solomon, M. (submitted). Collaboration with physicians: A guide for educators. In Canter, L. Paige, & S. R. Shaw (Eds.), *Helping children at home and at school: Handouts from your school psychologist* (3rd ed.). Bethesda, MD: National Association of School Psychologists.
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- Shaw, S. R. (submitted). Children who are academically at-risk and mental health issues. In A. Canter, L. Paige, & S. R. Shaw (Eds.), *Helping children at home and at school: Handouts from your school psychologist* (3rd ed.). Bethesda, MD: National Association of School Psychologists.

BRUCE SHORE

- Casey, K. M. A., French, L. R., Irving, J. A., & Shore, B. M. (advanced draft under revision pending resubmission). The particular value of mentoring experiences for gifted students.
- Gyles, P. D. T., Walker, C. L., Leung, D. A., Shore, B. M., & Delcourt, M. A. B. (in preparation). Empowerment, self-efficacy, resilience, and perspective taking as qualities brought to, and enhanced as cognitive-affective outcomes of, gifted students' engagement in inquiry-based learning (working title).
- Irving, J. A., & Shore, B. M. (advanced draft under revision pending resubmission at the editor's invitation). The Quebec secondary mathematics curriculum: Strong enough for students of high ability? *Journal of Advanced Academics*.

- Litvack, M. S., Shore, B. M., & Ritchie, K. C. (advanced draft under revision). High- and average-achieving students' perceptions of disabilities and students with disabilities in inclusive classrooms.
- Morisano, D., Hirsch, J. B., Peterson, J. B., Pihl, R. O., & Shore, B. M. (full draft manuscript under revision pending resubmission at the editor's invitation). Personal goal setting improves academic performance in university students. *Journal of Applied Psychology*.
- Morisano, D., & Shore, B. M. (draft under revision). Can personal goal setting tap the potential of the gifted underachiever? Submission being considered to *Roeper Review*.
- Ritchie, K. C., Lajoie, S. P., & Shore, B. M. (draft under revision). Taking stock: Approaches to studying problem-solving from a social-emotional perspective.
- Walker, C. L., & Shore, B. M. (advanced draft). Theory of mind and giftedness: New connections. To be submitted to *Roeper Review*.

ADA SINACORE

- Lerner, A. & Sinacore, A.L. Homophobic Bullying: Identification and intervention.
- MacKinnon, C.J. & Sinacore, A.L. Applying counseling psychology's social justice models in palliative/end of life care.
- Sinacore, A.L., Park, J., Mikhail, A. & Wada, K. Falling through the cracks: Analysis of the academic and career challenges faced by immigrant graduate students in Canada.
- Sinacore, A.L., Kassan, A., & Mikhail, A. Multicultural competencies: Service provision to Jewish immigrants from diverse populations.

INGRID SLADECZEK

- Grobe, P., & Sladeczek, I. E. (advanced state of preparation). Child-based consultation: Empirical findings.
- Karagiannakis, A., Sladeczek, I. E., & Miodrag, N. (advanced state of preparation). Problem-solving consultation with parents, teachers and consultants for children with developmental delays and behaviour problems.
- Miodrag, N., & Sladeczek, I. E. (advanced state of preparation). *Psychological stress in parents of children with developmental disabilities: Do parent gender and child diagnosis matter?*
- Miodrag, N., Sladeczek, I. E., & Amar, D. (advanced state of preparation). *Depression in Parents with Children with Autism and Down syndrome*.
- Sladeczek, I. E., Grobe, P., Karagiannakis, A., Miodrag, N., & Saracino, J. (advanced state of preparation). Child-based problem solving consultation: Theoretical considerations.
- Sladeczek, I. E., Heath, N. L., Madden, L., & Karagiannakis, A. (under revision). Problem-solving consultation with children with developmental delays and behavior problems.
- Sladeczek, I. E., Karagiannakis, A., Amar, D., Miodrag, N., Saracino, J., & Yule, A. (under revision). Intervention models for children with developmental delays: Correlates with adaptive and maladaptive behaviours.
- Sladeczek, I. E., Karagiannakis, A., Miodrag, N., Illsley, S., & Saracino, J. (advanced state of preparation). Parent-teacher intervention project: The evaluation of three interventions for children with behaviour problems.

- Sladeczek, I. E., Karagiannakis, A., Miodrag, N., Saracino, J., Madden, L., August, P., & Blidner, A. (under revision). Attrition from problem-solving consultation: Who drops out of treatment for children with conduct problems.
- Sladeczek, I. E., Viola, T., Karagiannakis, A., Miodrag, N., & Saracino, J. (advanced state of preparation). Remediating behaviour problems in children with developmental disabilities.
- Sladeczek, I. E., Wayland, L. A., August, P. J., Gotlieb, M., Madden, L., & Blidner, A. (advanced state of preparation). Treatment of children with problem behaviors: The efficacy of conjoint behavioural consultation and the impact on parent and teacher collaboration.
- Sladeczek, I. E., Grobe, P., Karagiannakis, A., Miodrag, N., & Saracino, J. (advanced state of preparation). *Child-based problem-solving consultation: Theoretical considerations.*
- Sladeczek, I., Karagiannakis, A., Amar, D., Miodrag, N., Saracino, J., & Yule, A. (advanced state of preparation). *Intervention models for children with developmental delays: Correlates with adaptive and maladaptive behaviours.*
- Sladeczek, I. E., Karagiannakis, A., Miodrag, N., Illsley, S., & Saracino, J. (advanced state of preparation). *Parent-teacher intervention project: The evaluation of three interventions for children with behaviour problems.*
- Sladeczek, I. E., Karagiannakis, A., Miodrag, N., Saracino, J., Madden, L., August, P., & Blidner, A. (in final preparation). *Attrition from problem solving consultation: Who drops out of treatment for children with conduct problems.*
- Sladeczek, I. E., Karagiannakis, A., Miodrag, N., & Saracino, J. & Viola, T., (advanced state of preparation). *Remediating behaviour problems in children with developmental disabilities.*

NATHAN SMITH

- Smith, N. G., Edwards, L., Magyar-Moe, J., Mollen, D., & Levy, J. J. (in prep.) *Voices of early career counseling psychologists in Division 17, the Society of Counseling Psychology.* Manuscript almost completed; all data collected and analyzed.
- Smith, N. G., Vosvick, M., Chng, C.-L., & Smith, S. (in prep.) *Hope, optimism, and quality of life in HIV+ adults.* Manuscript almost completed; all data collected and analyzed.
- Strain, J. D., Smith, N. G., Cadick, A. L., & Shuff, I. M. (in prep.) *Social support and mortality among HIV-positive men.* Manuscript almost completed; all data collected and analyzed.

VICTORIA TALWAR

- Talwar, V. & Lee, K. "The effects of punitive environment on lying in young children: a naturalistic study".
- Talwar, V., & Crossman, A. "The development of children's verbal deception: adaptive and maladaptive pathways".

G. Other Scholarly Products

MARK AULLS

- Aulls, M.W. (2008) A Survey of Inquiry Teaching and Learning Experience.
- Aulls, M.W., Shore, B. Seyer, C. (2008). University students conceptualizations of inquiry: A survey.
- Aulls, M.W. & Shore, B. (2008) Created a website WWW.mcgill.ca/inquiry
- Aulls, M.W. (2008) A Dialogue Methodology for Interviewing on the Inquiry Project :FQRSC 2007-2111.
- Aulls, M. W., Ibrahim, A., Ritchie, K., Hua, O., & Hou, D. (2008, November). *Teachers' insights into successful strategies to foster cross curricular competencies*. Paper/workshop presented at the annual convention of the Quebec Provincial Association of Teachers (QPAT), Montreal, QC.
- Hou, D., & Aulls, M. W. (2008, November). *Understanding Chinese students learning in western universities*. Paper accepted for presentation at the 5th International Workshops on University Reforms, Shanghai, China.
- Hou, D., & Aulls, M. W. (2008, June). *Chinese students' conceptions of learning and their learning experiences in western universities*. Paper presented at the annual conference of Society for Teaching and Learning in Higher Education (STLHE), Windsor, ON.
- Hou, D., & Aulls, M. W. (2008, June). *Students' conceptions of learning and their correspondences to learning in western universities: A collective case study of Chinese students*. Poster presented at the annual conference of The Canadian Society for the Study of Higher Education (CSSHE), Vancouver, BC.
- Hou, D., & Aulls, M. W. (2008, March). *The relationship between students' perceptions of the importance of instructional tools and meaningful learning*. Paper presented at the annual conference of American Educational Research Association (AERA), New York, NY.

ALAIN BREULEUX

- Heo, G.M., & Breuleux, A. (2008). *Three planes of learning in communities of practice: exploring an online community of chefs at the community plane*. Paper presentation at the Annual Meeting of the American Educational Research Association (AERA), New York.

JAKE BURACK

- Burack, J. A., Cohene, K., Bain, F., Flores, H., & Shulman, C. (November, 2008). *Theoretical developmental models for individuals with Down syndrome*. Invited paper to the VII International Symposium on Early Intervention in Down syndrome and other developmental disabilities, Palma de Mallorca, Spain.
- Burack, J. A., Sousa-Pires, A., Hodgson, J., Leibovitch, F., & Flores, H. (August, 2008). *From dawn to dusk: Developing developmental frameworks for understanding persons with IDs across the life-span*. Invited address to the annual meeting of the International Association for the Scientific Study of Intellectual Disabilities, Cape Town, South Africa.

Heiman, T. & Burack, J. (June, 2008). *Risk and protective factors: Examining behavioral, social, and emotional aspects of adolescents in Northern Quebec*. Paper presented at the 12th biennial meeting of the Israel Association for Canadian Studies and the Halbert Centre for Canadian Studies: Responding to the challenge of diversity: Canada, Israel, and Beyond, Jerusalem, Israel.

GLENN CARTWRIGHT

Cartwright, Glenn F., Finkelstein, A., and Maenling, M. (2008). Caught in the Web: Internet risks for the gifted. In Shore, B. M., Aulls, M. W., & Delcourt, M. A. B. (Eds.). *Inquiry in education: Overcoming barriers to successful implementation*. Boca Raton, FL: Erlbaum-Routledge. Pps. 119-128.

Cartwright, Glenn F. (2008). Professor Lewis ("Bunny") Birch. *Wolfson College (Cambridge) Magazine, 2007-2008*. No. 32. Pp. 180-181.

Cartwright, Glenn F. (2008). Professor Lewis Bernard ("Bunny") Birch. *McGill Journal of Education*, Vol. 43, No 2.

KIM CORNISH

Cornish, K. M. (2008). Understanding the Fragile X pre-mutation and its association with cognitive difficulties in adulthood. *Fragile X Society Publications/ The Wellcome Trust, UK*.

Cornish, K. M. (October, 2008). *Translating research and practice to developmental disabilities: the case of fragile X syndrome and autism*. Learning Centre for Autism and Developmental Disability Abe Gold Learning and Research Centre. Montreal, Canada

Cornish, K. M. (February, 2008). *Recognizing and managing developmental disabilities in inclusive classrooms*. Workshop for in-service Integration Aides and Special Education Technicians. Lester B. Pearson Professional Day, Dorval, Montreal, Canada

Cornish, K. M., (2008, November). *Lifespan changes in cognition in fragile X premutation males with and without Fragile X Associated Tremor/Ataxia Syndrome (FXTAS)*. Neurosciences Victoria Seminar Series, Howard Florey Research Institute, Melbourne, Australia.

Cornish, K. M., (2008, October). *Relatives of children with Fragile X syndrome: merely carriers or subtle cognitive impairments?* Centre for Brain & Cognitive Development Winter/Spring Series, Birkbeck, University of London, UK.

Cornish, K. M., (2008, September). *The Fragile X continuum: new advances and implications for clinical and educational interventions*. Health and Wellbeing in Developmental Disabilities, Vancouver, British Columbia, Canada.

Cornish, K. M. (2008, July). *Dopamine and child cognitive development*. XXIX International Congress of Psychology, Berlin, Germany.

Cornish K. M. (2008, June). *Typical and atypical developmental trajectories of attention and perceptual functions*. Invited symposium of my research contributions to the Annual Meeting of Theoretical & Experimental Neuropsychology, Waterloo, Canada.

Cornish, K. M. (2008, April). *Exploding the myths of developmental disorders*. Human Development and Applied Psychology, OISE/University of Toronto Colloquia Series, Toronto, Canada.

- Cornish, K. M. (2008, April). *When being fragile takes on a whole new meaning*. Mini Ed-Psych seminar series. McGill University, Canada
- Cornish K. M. (2008, April). *Attention and Fragile X syndrome*. Congrès 2008 de X fragile – Europe, Turin, Italy.
- Cornish K. M. (2008, April). *Building links in our understanding of developmental disabilities: the critical role of educators and parent partnerships*. University of Mons-Hainaut, Belgium.
- Cornish K. M. (2008, April). *Defining the syndrome-specific profiles and trajectories of children with differing developmental disabilities: the case of fragile X syndrome and autism*. University of Liège, Belgium.
- Cornish, K. M. (2008, March). *Genes, brains and developmental disorders*. The Cutting Edge Royal Society Lectures in Science. McGill University, Montreal, Canada
- Cowan, J., Cole, V., Cornish, K. M., Karmiloff-Smith, A & Scerif, G. (2008, September). *Developmental trajectories of attention in childhood: the influence of concurrent perceptual and working memory development*. British Psychological Society, Oxford, UK.
- Steele, A, Scerif, S., Karmiloff-Smith, A., & Cornish, K. M., (2008, September). *Visual attention and the development of numeracy and literacy skills in typically developing children*. British Psychological Society, Oxford, UK.
- Turk, J., & Cornish, K. M.. (2008, August). *The psychiatry of fragile X syndrome: endophenotype-exophenotype correlations*. 13th World Congress of the International Association for the Scientific Study of Intellectual Disability. Cape Town, South Africa.
- Ostfield, D., Cornish, K. M., Tidmarsh, L., & Bertone, A. (2008, July). *Gaze Fixation patterns in ASD: A Pilot Investigation*. International Meeting for Autism Research (IMFAR), London, England.
- Ter-Stepanian M., Grizenko, N., Cornish, K. M., & Ridha, J. (2008, June). *Executive Functioning and Attention Deficit Hyperactivity Disorder: Do Comorbidities Matter?* American Psychological Association 117th Annual Convention, Toronto, Canada.
- Ter-Stepanian M., Grizenko, N., Cornish, K. M., & Ridha, J. (2008, June). *Executive Function in Children with ADHD and Learning Disabilities*. American Psychological Association 117th Annual Convention, Toronto, Canada.
- Williamson, M., Hayter, C., & Cornish, K. M. (2008, June). *Gender directed trajectories of visual-spatial abilities in typically developing children*. 18th Conference on Theoretical and Experimental Neuropsychology (TENNET) Annual Meeting, Waterloo, Canada.

JEFF DEREVENSKY

- Derevensky, J. (2008). *Youth gambling: What the industry needs to know*. Paper presented at the Nova Scotia Responsible Gambling Conference, Halifax, October.
- Derevensky, J. (2008). *Everyone's a winner! Youth perceptions of gambling advertisements*. Paper presented at the 7th European Association for the Study of Gambling conference, Nova Gorica, Slovenia, July.
- Derevensky, J. & Gupta, R., (2008). *The effects of gambling advertisements on adolescent behaviors*. Paper presented at the National Council on Problem Gambling annual conference, Long Beach, CA, June.

- Derevensky, J. & Gupta, R. (2008). *Youth gambling and problem gambling: Lessons learned*. Invited keynote address presented at the 10th Louisiana Council on Problem Gambling conference, Shreveport, LA, November.
- Derevensky, J. & Gupta, R. (2008). *Treating and preventing youth problem gambling: A difficult task*. Keynote address presented at the 10th Louisiana Council on Problem Gambling conference, Shreveport, LA, November.
- Derevensky, J. (2008). *Responsible gambling: Implications from youth Internet gambling studies*. Invited address presented at the Interactive Gaming Council Next Generation in Gambling conference, Montreal, July.
- Derevensky, J. (2008). *Youth gambling and problem gambling*. Invited address presented at the 7th European Association for the Study of Gambling conference, Nova Gorica, Slovenia, July.
- Derevensky, J. (2008). *Youth gambling?* Invited keynote address presented at the North American Regulators Association annual meeting, New Orleans, June.
- Derevensky, J. (2008). *Youth gambling on the Internet: Cause for concern!* Invited paper presented at the North American Regulators Association annual meeting, New Orleans, June.
- Derevensky, J. (2008). *Risk and protective factors associated with youth gambling problems: Some recent research findings*. Invited paper presented at the Massachusetts Council on Compulsive Gambling annual conference, Boston, May.
- Derevensky, J. (2008). *Youth gambling, issues, concerns, and responsibilities: An industry perspective*. Address presented at the World Lottery Association Academy seminar on responsible gambling, Lac-Leamy, Gatineau, Quebec, April.
- Derevensky, J., & Sklar, A. (2008). *Winning never looked so easy: Understanding the influence of gambling advertisement on youth gambling behaviors*. Invited paper presented at the Discovery 2008 conference on problem gambling. Responsible Gambling Council (Ontario), Ottawa, April.
- Gupta, R. & Derevensky, J. (2008). *Prevention of gambling problems: Is this really necessary?* Paper presented at the National Council on Problem Gambling annual conference, Long Beach, CA, June.
- Gupta, R., Derevensky, J., Nower, I., & Blaszczynski, A. (2008). *Problem gambling in adolescents: A preliminary examination of the Pathways Model*. Paper presented at the National Council on Problem Gambling annual conference, Long Beach, CA, June.
- McBride, J., & Derevensky, J. (2008). *Internet gambling among college students*. Invited paper presented at the National Council on Problem Gambling annual conference, Long Beach, CA, June.
- McBride, J. & Derevensky, J. (2008). *College students Internet wagering: Cause for concern?* Invited paper presented at the Discovery 2008 conference on problem gambling. Sponsored by the Responsible Gambling council (Ontario), Ottawa, April.
- McBride, J. & Derevensky, J. (2008). *Gambling among University students*. Paper presented at the Educational Graduate Students Conference, McGill University, March.
- Meerkamper, E., Cutajar, J., & Derevensky, J. (2008). *Parents as partners: Unveiling new national research on parental attitudes and behaviours toward youth gambling*. Paper presented at the Nova Scotia Responsible Gambling Conference, Halifax, October.
- Monaghan, S., Derevensky, J., & Sklar, A. (2008). *Why go to school when I can win the lottery? The impact of gambling advertisements on youth*. Paper presented at the International Gambling Conference, Auckland, New Zealand, February.

- Sklar, A., Martin, I., Gupta, R., & Derevensky, J. (2008). *Know Limits*. A game to teach youth about the risks associated with excessive gambling. Montreal: McGill University.
- Sklar, A., Martin, I., Gupta, R., & Derevensky, J. (2008). *Dés Joués*. A game to teach youth about the risks associated with excessive gambling. Montreal: McGill University.

JACK DE STEFANO

- D'Iuso, D., De Stefano, J., Fitzpatrick, M., & Drapeau, M. (2008, October). *The supervisor as a process editor?: A sequential analysis of coping strategies of therapists in training*. Paper presented at the University of Ottawa Symposium on Supervision Research, Ottawa, Canada.
- De Stefano, J. (Chair) (2008). *Addressing "women's" issues in couples therapy*. Symposium presented at the annual convention of the Canadian Psychological Association, Ottawa, June.
- Gazzola, N., De Stefano, J., Theriault, A. & Audet, C. (2008). *Supervision of Supervision and the Development of Counselor Professional Identity*. Presentation at the annual meeting of The Society for Psychotherapy Research, Barcelona, June.
- Gazzola, N., Audet, C., Theriault, A., & De Stefano, J. (2008). *Supervisors in training: the supe-of-supe experience*. Paper presented at the University of Ottawa Symposium on Supervision Research, Ottawa, Canada.

MARTIN DRAPEAU

- Bhatia, M., Stelmazczyk, K., Blake, E., Despland, J.N., Henry, M., & Drapeau*, M. (2008). *The dynamic relationship between therapist interventions and patient in-session defensive functioning*. Society for Psychotherapy Research International Convention, Barcelona, Spain, June.
- Blake, E., D'Iuso, D., & Drapeau, M. (2008). *New observer-rated methods for assessing cognitive errors and coping: introduction to the rating systems*. Society for Psychotherapy Research International Convention, Barcelona, Spain, June.
- Blake, E., Petraglia, J., & Bhatia, M., & Drapeau, M. (2008). *Cyber-counseling: A new frontier for career counsellors*. Canadian Psychological Association Annual Convention, Halifax, Canada, June.
- D'Iuso, D., DeStefano, J., & Drapeau, M. (2008). *Assessing coping action patterns (CAPs) presented by therapists: rating instructions and guidelines*. Unpublished manual: author.
- D'Iuso, D., Thompson, K., Blake, E. Fitzpatrick, M. & Drapeau, M. *An Examination of Qualitative and Quantitative Differences of Cognitive Errors and Coping Patterns in Depressed and Non-depressed Patients*. Canadian Psychological Association Annual Convention, Montreal.
- D'Iuso, D., Thompson, K., Blake, E. Fitzpatrick, M., Dobson, K., & Drapeau, M. (2008). *An Examination of Qualitative and Quantitative Differences of Cognitive Errors and Coping Patterns in Depressed and Non-depressed Patients*. Society for Psychotherapy Research International Convention, Barcelona, Spain, June.

- D'Iuso, D., De Stefano, J., Fitzpatrick, M., & Drapeau, M. (2008). The supervisor as a process editor: A sequential analysis of coping strategies of therapists in training. Counsellor Supervision Conference, Ottawa, Canada, October.
- De Roten, Y., Kramer, U., Drapeau, M., Perry, J.C., & Despland, J.N. (2008). *Coping action patterns over the course of brief psychodynamic intervention (BPI)*. Society for Psychotherapy Research International Convention, Barcelona, Spain, June.
- Deschenaux, E., Cooley, S., Baucom, D., Drapeau, M., & Lecours, S. (2008). *Change in Symptoms, Personality Variables, and Attitude Toward Creative Work in a Single-case Analysis of an Equivocally Successful Psychoanalysis*. Society for Psychotherapy Research International Convention, Barcelona, Spain, June.
- Drapeau, M. (2008). *Assessing cognitive errors and coping in vivo: The next step in facilitating process research in CBT*. Canadian Psychological Association New Researcher Award Presentation, Halifax, June.
- Drapeau, M. (2008). Discutant, symposium on evidence based practice (Dr. M. Provencher & Dr. C. Lecomte), Ordre des Psychologues du Québec Convention, October 2008.
- Körner, A., Drapeau, M., & Perry, J.C. (2008). *Understanding Anger Impulses as they relate to Interpersonal Schemas*. International Meeting of the Society for Psychotherapy Research, Barcelona, Spain, June.
- Kramer, U., Drapeau, M., Perry, J.C., Despland, J.N., Michel, L., & de Roten, Y. (2008). *Defense and coping over the course of short-term dynamic psychotherapy*. Society for Psychotherapy Research International Convention, Barcelona, Spain, June.
- Lecours, S., & Drapeau, M. (2008). *Change in Affect Verbalization and Elaboration in a Long-term Psychoanalytic Treatment*. Society for Psychotherapy Research International Convention, Barcelona, Spain, June.
- Petraglia, J., Perry, J.C., Drapeau, M., & Janzen, J. (2008). *Examining the relationship between therapist interventions, accuracy, and in-session defensive functioning of patients in open-ended psychodynamic psychotherapy*. North American Chapter of the Society for Psychotherapy Research, New Haven, USA, September.
- Petraglia, J., de Roten, Y., Beretta, V., Blake, E., Despland, J.N., & Drapeau, M. (2008). *A sequential analysis of therapist interventions and patient defensive functioning in ultra-brief psychodynamic psychotherapy*. Canadian Psychological Association Annual Convention, Halifax, Canada, June.
- Stelmaszczyk, K., Bhatia, M., Baucom, D., Lecours, S., Henry, M., & Drapeau, M. (2008). *Examining defensive functioning, experiencing, and motives across a single-case psychoanalytic treatment*. Society for Psychotherapy Research International Convention, Barcelona, Spain, June.
- Thompson, K., D'Iuso, D., Blake, E., & Drapeau, M. (2008). *The relationship of cognitive errors to the self-esteem and relational patterns of healthy individuals*. Society for Psychotherapy Research International Convention, Barcelona, Spain, June.

MARILYN FITZPATRICK

- Armstrong, C., Janzen, J., Fitzpatrick, M. & Angus, L. (2008, June) *The relationship between narrative processes and therapist interventions for critical incidents*. Poster presented at the meeting of the Canadian Psychological Association, Halifax, Canada.

- D'Iuso, D., De Stefano, J., Fitzpatrick, M., & Drapeau, M. (2008, October). The supervisor as a process editor?: A sequential analysis of coping strategies of therapists in training. Paper presented at the Counsellor Supervision Conference, Ottawa, Canada.
- Fitzpatrick, M., Gamberg, S., DeStefano, J. (2008, June). *Client views of the relationship and links to alliance theory*. Paper presented at the Society for Psychotherapy Research Conference in Barcelona, Spain.
- Gamberg, S., & Fitzpatrick, M. (2008, June). The relationship between patient attachment style and working alliance rupture. In M. Bhatia (Chair). *Psychodynamic principles in psychotherapy: An examination of key process variables*. Symposium conducted at the meeting for the Canadian Psychological Association, Halifax, Canada.
- Morris, E., & Fitzpatrick, M. (2008, June). *Client involvement in psychotherapy: Factor structure of client self and other ratings*. Poster presented at the Canadian Psychological Association conference in Halifax, NS.
- Morris, E., Fitzpatrick, M., & Armstrong, C. (2008, June). *Factor structure and convergent validity of the CSPSC-Involvement scale*. Poster presented at the Society for Psychotherapy Research Conference in Barcelona, Spain.

TARA FLANAGAN

- Flanagan, T., Brodeur, D., & Burack, J.A. (May, 2008). A Point of Departure in the Comparison of Social and Nonsocial Visual Orienting among Persons with Autism Spectrum Disorders. Poster presented at the 7th Annual International Meeting for Autism Research, London.
- Flanagan, T., & Hyslop-Margison, E. (August, 2008). Trickle-down democracy: Addressing the disconnect between access to citizenship education and to political life for persons with disabilities. Paper presented at the 21st World Congress of Rehabilitation International, Quebec city.
- Flanagan, T. (April, 2008). Re-conceptualizing transitions among ASDs. Paper presented at the Giant Steps Lecture Series, Montreal.
- Flanagan, T., & Buchanan, P. (February, 2008). FACT (Friendship and Community Ties): A Program to Increase Social Inclusion for Young Adults with Developmental Disabilities. Paper presented at the 8th annual Disability Studies in Education conference, New York.
- Flanagan, T. (2008). Manual: *Friendship and Community Ties (FACT): A socialization and Awareness Program*.
- McInnis, S., & Flanagan, T. (February, 2008). Supporting Self-determination for persons with Developmental Disabilities: Finding the link between home and school. Paper presented at the 8th annual Disability Studies in Education conference, New York.
- McInnis, S., & Flanagan, T. (June, 2008). Supporting Self-determination for persons with Developmental Disabilities: Finding the link between home and school. Poster presented at the 38th annual meeting of the Jean Piaget Society, Quebec City.
- Newman, J., & Flanagan, T. (August, 2008). Let's get our act together: Employment for Persons with Disabilities. Paper presented at the 21st World Congress of Rehabilitation International, Quebec City.

CARL FREDERIKSEN

Frederiksen, C. H. (2008, July 24). *Clinical competency as expertise in application of biomedical and clinical knowledge through medical discourse*. Paper presented at the 29th Annual Conference of the Cognitive Science Society, Symposium on Theories of expertise and measures of competence: cognitive and interactional perspectives. Washington, D.C.

NANCY HEATH

Baxter, A., Noble, R., Toste, J. R., Heath, N. L., & McLouth, R. (2008, October). *Adolescent non-suicidal self-injury: Help-seeking in school settings*. Paper presented at the New England Psychological Association annual meeting, NEPA, Springfield, MA.

Baxter, A., Toste, J. R., Heath, N. L., & McLouth, R. (2008, June). *Non-suicidal self-injury and help-seeking behavior among high school students*. Poster session presented at the annual meeting of the International Society for the Study of Self-Injury, ISSS, Cambridge, MA.

Heath, N. L., Toste, J. R., Lieberman, R., & McLouth, R. (2008, November). Prevention and intervention for non-suicidal self-injury in the schools. In N. Lofthouse (Chair), *Toward evidence-based treatment of non-suicidal self-injury among adolescents*. Clinical roundtable presented at the annual meeting of the Association of Behavioral and Cognitive Therapies, ABCT, Orlando, FL.

Heath, N. L., Toste, J. R., Swanson, L., Martinussen, R., Barnes, M., & Wade-Woolley, L. (2008, June). *Combining response-to-intervention and norm-referenced approaches to learning disability identification: Yay or Nay?* Invited roundtable presented at the annual meeting of the International Academy for Research in Learning Disabilities annual conference, IARLD, Toronto, ON.

Heath, N. L., Toste, J. R., Roberts, E., & Baxter, A. (2008, June). *Positive illusions in adolescents with learning disabilities*. Interactive poster session presented at the International Academy for Research in Learning Disabilities annual conference, IARLD, Toronto, ON.

Noble, R., Baxter, A., Roberts, E., & Heath, N. L. (2008, November). *Secondary math education and the Quebec education program*. Workshop presented at the annual Convention for the Quebec Provincial Association of Teachers, QPAT, Montreal, QC.

Noble, R., Baxter, A., Roberts, E., & Heath, N. L. (2008, November). *Secondary math education and the Quebec education program*. Workshop presented at the annual Convention for the Quebec Provincial Association of Teachers, QPAT, Montreal, QC.

Roberts, E., Toste, J. R., Heath, N. L., & McLouth, R. W. (2008, February). *An investigation of non-suicidal self-injury in high schools*. Poster session presented at the National Association of School Psychologists convention, NASP, New Orleans, LA.

Roberts, E., Noble, R., Toste, J. R., Schaub, K. M., & Heath, N. L. (2008, June). *Observing positive working alliance in tutorial interventions for adolescents with learning disabilities*. Poster session presented at the annual meeting of the Canadian Psychological Association, Halifax, NS.

Toste, J. R., Heath, N. L., Baxter, A., & McLouth, R. (2008, June). *Factors associated with risk for non-suicidal self-injury in adolescents*. Poster session presented at the annual meeting of the International Society for the Study of Self-Injury, ISSS, Cambridge, MA.

- Toste, J. R., & Heath, N. L. (2008, June). *Classroom working alliance as a predictor of students' school outcomes*. Paper presented at the annual meeting of the Canadian Psychological Association, Halifax, NS.
- Toste, J. R., Heath, N. L., & Roberts, E. (March, 2008). *Self-perceptions of academic competence: A comparison of the positive illusory bias in children and adolescents*. Poster session presented at the Society for Research on Adolescence biennial meeting, SRA, Chicago, IL.
- Toste, J. R., & Heath, N. L. (2008, February). *Fostering resilient classrooms: How classroom alliance relates to school satisfaction*. Paper presented at the National Association of School Psychologists convention, NASP, New Orleans, LA.

PANAYIOTA KENDEOU

- Elfeinbein, A., van den Broek, P., Carlson, S., Lewis, M., & Kendeou, P. (2008, July). *Eye-tracking and text-structure*. Paper presented at the Annual Meeting of the Society for Text and Discourse, Memphis, TN.
- Kendeou, P., & Papadopoulos, T. C. (2008, November). *Cognitive profiles of struggling readers: A theory-based approach to reading disabilities*. Paper presented at the Annual Meeting of the Psychonomic Society, Chicago, IL.
- Kendeou, P., & Muis, K. R. (2008, August). *Answering the how question: Text structure and epistemic beliefs in the service of conceptual change*. Paper to be presented at the 6TH International Conference on Conceptual Change, Turku, Finland.
- Kendeou, P., & Fulton, S. (2008, July). *Updating processes during reading: The role of epistemic beliefs and text structure*. Poster presented at the Annual Meeting of the Society for Text and Discourse, Memphis, TN.
- Kendeou, P., Fulton, S., Muis, K., & Franco, G. (2008, May). *The role of epistemic beliefs and text structure on readers' cognitive processes*. Paper presented at the Annual Convention of the Association for Psychological Science, Chicago, IL.
- Mensink, M., Kendeou, P., & Rapp, D. N. (2008, July). *Exposition and Engagement: How Do Introductions Influence the Processing of Scientific Explanations?* Poster presented at the Annual Meeting of the Society for Text and Discourse, Memphis, TN.
- Mensink, M., Kendeou, P., & Rapp, D. N. (2008, May). *The Consequences of Introductions on Learning from Text*. Paper presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
- Papadopoulos, T. C., & Kendeou, P. (2008, March). *Treating word reading problems in Grade 1: A comparison of two theory-driven programs*. Poster presented at the British Dyslexia Association International Conference, Harrogate International Centre, UK.
- Papadopoulos, T. C., & Kendeou, P. (2008, July). *Passage comprehension in Greek*. Paper presented at the XXIX International Congress of Psychology, Berlin, Germany.
- Peshkam, A., Kendeou, P., & Rapp, D. N. (2008, November). *Updating Causes Along a Typicality Dimension*. Paper presented at the Annual Meeting of the Psychonomic Society, Chicago, IL.
- Peshkam, A., Kendeou, P., & Rapp, D. N. (2008, July). *How typicality influences readers' endorsement of causes?* Poster presented at the Annual Meeting of the Society for Text and Discourse, Memphis, TN.

- Peshkam, A., Kendeou, P., & Rapp, D.N. (2008, May). *Do Unusual Causes Foster Careful Updating of Memory?* Paper presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, IL.
- Peshkam, A., Kendeou, P., & Rapp, D.N. (2008, May). *When We Learn About Multiple Causes, What Are the Consequences?* Paper presented at the Annual Convention of the Association for Psychological Science, Chicago, IL.
- White, M.J., van den Broek, P., McMaster, K., Rapp, D.N., Kendeou, P., Bohn, K., Carlson, S. (2008, March). *Using Cognitive Science to Inform Reading Comprehension Interventions for Struggling, Average, and Good Readers.* Poster presented at the annual meeting of the American Educational Research Association, New York, NY.

ANNETT KOERNER

- Koerner, A., Drapeau, M., & Perry, J. C. (2008, June). *Understanding anger impulses as they relate to interpersonal schemas.* Paper presented at the International Meeting of the Society for Psychotherapy Research, Barcelona, Spain.

SUSANNE LAJOIE

- Chiarella, A. & Lajoie, S. P. (2008, July). *Collaboratively signaling text with CoREAD.* Presented at the Meeting of the Society for Text & Discourse, Memphis.
- Gauthier, G., Lajoie, P. S., Naismith, L., & Wiseman, J. (2008, October). *Effectiveness of visual expert teachers' solution process on undergraduate students solving clinical cases.* Paper presented at the American Association of Medical Colleges (AAMC). San Antonio, TX.
- Lajoie, S. P. (2008, April). *Expertise development: Masters of your own domain.* McGill Mini-EdPsych Series. Montreal.
- Lajoie, S. P. (2008, October). *Technology Enriched Learning: Developing Competence across Domains.* Keynote presented at the National Taiwan Normal University conference sponsored by the Taiwan National Science Council, Taipei, Taiwan.
- Lajoie, S. P., Gauthier, G., & Lu, J. (2008). *Convergence of data sources in the analysis of complex learning environments.* Presented at the American Educational Research Association Meeting, NY.

KRISTA MUIS

- Edwards, O., & Muis, K. R. (2008). *The stability of achievement goal orientations.* Paper presented at the American Educational Research Association, New York.
- Kendeou, P., Fulton, S., Muis, K. R., & Franco, G. (2008). *The role of epistemic beliefs and text structure on readers' cognitive processes.* Paper presented at the Annual Convention of the Association for Psychological Science, Chicago, IL.
- Kendeou, P., & Muis, K. R. (2008). *Cognitive processing of refutation texts: The effects of readers' epistemic beliefs.* Paper presented at EARLI's (SIG) International Conference on Conceptual Change.

- Muis, K. R., Crippen, K., & Biesinger, K. (2008). *Scaffolding motivation through the use of worked examples*. Paper presented at EARLI's (SIG) International Conference on Motivation, Turku.
- Muis, K. R. & Foy, M. J. (2008). *The effects of teachers' beliefs on elementary students' beliefs, motivation, and achievement in mathematics*. Paper presented at the Canadian Society for the Study of Education, Vancouver.
- Muis, K. R., & Franco, G. (2008). *Epistemic profiles and self-regulated learning: Support for the consistency hypothesis*. Paper presented at the American Educational Research Association, New York.
- Muis, K. R., Foy, M. J. & Franco, G. (2008). *Setting the standards: The role that epistemic beliefs play in self-regulated learning*. Paper presented at the American Educational Research Association, New York.
- Muis, K. 2008 Workshops - American Educational Research Association's "Getting Published Professional Development Workshop."
- Muis, K. R. (2008). *Publish. Don't perish. Self-regulate your way to tenure*. Symposium presented at the American Educational Research Association, New York.
- Ranellucci, J., Nussbaumer, D., Franco, G., & Muis, K. R. (2008). *An achievement goal intervention in undergraduate mathematics and chemistry classes*. Paper presented at the Annual Meeting of the American Psychological Association, Boston.

JESEON PARK

- Bang, K., & Park, J. (2008, March). *Applying ADDRESSING model to counseling issues in South Korea*. Paper presented at the International Counseling Psychology Conference, Chicago, IL.
- Irving, J. A., Dobkin, P., & Park, J. (2009, March). *Mindfulness-based medical practice: Cultivating self-care and mindfulness in health care professionals* (preliminary results) Poster presented at the 7th annual international scientific conference for clinicians, researchers, and educators: Investigating and integrating mindfulness in medicine, health care, and society, Worcester, MA.
- Douce, L., & Park, J. (2008, August). *Mentoring international students in university and college counseling centers*. Paper presented as part of the symposium entitled, "Mentoring international students in multiple contexts," co-chaired by Y. Wang & S. Lin at the annual meeting of the American the American Psychological Association, Boston, MA.
- Park, J., Wada, K., Petersen, L., & Kuo, B. C. H. (2008, August). *Academic adaptation of international and immigrant students in professional psychology programs in Canada*. Poster presented at the annual meeting of the American the American Psychological Association, Boston, MA.
- Park, J., Nyutu, P., Conrath, J., Doh, M. H., Gemignani, M., Wada, K., & Zhang, S. (2008, March). *Mentoring and orientation programs for international students in counseling psychology programs*. Working group discussion facilitated at the meeting of the International Counseling Psychology Conference. Chicago, IL.
- Park, J., Kuo, B. C. H., Irving, J. A., & Wada, K. (2008, March). *Cultural pluralism in Canada: Implications for research, training, and practice in counseling psychology*. Paper presented at the International Counseling Psychology Conference, Chicago, IL.

Park, J. (2008, December). *Immigrants in higher education: Implications for Korean immigrants*. Invited presentation at an inaugural seminar of Korean Canadian Community Research and Enhancement Network. University of British Columbia, Vancouver, BC.

ALENOUSH SAROYAN

Saroyan, A. (2008, December). *Quality and relevance of teaching in higher education*. Invited presentation at the Quality Teaching Conference of the OECD, Barcelona, Spain.

Saroyan, A. (2008). *Quality in higher education in The Republic of Armenia: Analysis and recommendations*. (Technical Report prepared for the World Bank, 44 pages).

Zhou, Y., & Saroyan, A. (2008, June). *A journey toward becoming a faculty developer: A personal account and model*. Paper presented at the 28th Conference of the Society for Teaching and Learning in Higher Education, Windsor, CA.

ROBERT SAVAGE

Aouad, J., & Savage, R. S. (2008). Parent literacy practices and pre-reading skills in preschool children. Research Exchange Forum. Faculty of Education, McGill University. February 18th.

Daki, J., & Savage, R. S. Using Solution focused brief interventions with teenage poor readers. Research Exchange Forum. Faculty of Education, McGill University. February 18th.

Erdos, C., Genesee, F., Haigh, C., & Savage, R. S. (2008). Comment identifier et aider les élèves en immersion qui présentent des difficultés en lecture? Association Canadienne des professeurs d'immersion, Ottawa, Novembre 21st 2008.

Erdos, C., Genesee, F., & Savage, R. S. (2008). *Individual Differences in Language and Literacy Outcomes in French Immersion Students*. American Association for the Advancement of Linguistics, Washington, 29th March, 2008.

Erten, O., & Savage, R. S., (2008). *Response to Intervention: Evidence from England and Wales*. Research Exchange Forum. Faculty of Education, McGill University. February 18th.

Erten, O., & Savage, R. S. (2008). *Evaluating Inclusive Education Practices*. Paper presented at the 2nd International Special Education Conference. Marmaris, Turkey, 20th June 2008.

Savage, R. S., & Erten, O. (2008). *ABRACADABRA: An evidence-based research tool*. Paper presented at the 2nd International Special Education Conference. Marmaris, Turkey, 19th June 2008.

Savage, R. S. (2008). *ABRACADABRA: A free-access web-based reading programme*. Workshop presented at the British Dyslexia Association International Conference Harrogate, England 27th March.

Savage, R. S., & Deault, L. (2008). *What does the best evidence say about reading acquisition in majority language learners?* American Association for the Advancement of Linguistics, Washington, 29th March, 2008.

Savage, R. S., Daki, J., Deault, L., & Aouad, J (2008). *Children's use of spontaneous analogies in reading*. Poster presented at EGSS conference: Making Education Count. Faculty of Education, McGill University, March 14th – 15th.

- Savage, R. S., Zey, K., & Erten, E. (2008). *Inclusive Resource Model Research Project*. Poster presented at EGSS conference: Making Education Count. Faculty of Education, McGill University, March 14th – 15th.
- Savage, R., & Deault, L. & Burgos, G. (2008). *Effective literacy instruction: A (Quebec) Canadian perspective*. Presentation at the Florida Centre for Reading Research. Tallahassee, Florida. Paper presented 5th February.
- Savage, R. S., & Kendeou, P. (2008). *Understanding and assessing reading development: The Simple View of Reading across the lifespan*. Research Exchange Forum. Faculty of Education, McGill University. February 11th.
- Savage, R. S., (2008). Panel discussion: How simple is reading? Bridging the gap between research and practice. Research Exchange Forum. Faculty of Education, McGill University. February 20th.
- Savage, R. S. (2008). *Children's use of analogies in learning to read and spell*. End of project report to SSHRC.
- Savage, R. S., Abrami, P., Piquette-Tomei, N., Wood, E., & Delevaux, G. (2008). *ABRACADABRA: A study in the development, implementation and effectiveness of a web-based literacy resource. A research progress report*. Report of pan-Canadian research data analysis submitted to the Canadian Council for Learning and the Canadian Language and Literacy Research Network. August 31st 2008.
- Savage, R. S., Forde, V., Flanagan, T., & Dockery, K. (2008). *Transitioning to high school: Connecting and growing*. End of project report to Ministry of Education.
- Zey, K., Savage, R. S., & Erten, O. (2008). *Supporting inclusive practice in new Frontiers School Board*. End of project report to Ministry of Education.

STEVEN SHAW

- Shaw, S. R., Rahman, A., Wang, B., Bruce, B., & Sharma, A. (2008, August). *Behavioural phenotype for 22q13 deletion syndrome: Autism or schizophrenia?* Poster session presented at the annual convention of the American Psychological Association. Boston, MA.
- Shaw, S. R., Bruce, J., Sharma, A., Ouimet, T. & Wang, B. (2008, August). *Development and application of parental expertise: Advocacy and teaching roles*. Poster session presented at the annual convention of the American Psychological Association. Boston, MA.
- Shaw, S. R., Saracino, J., Holly, S., & Schaub, K. (2008, February). *Academically successful children with borderline intelligence: Cases of academic resilience*. Poster session presentation to the annual convention of the National Association of School Psychologists. New Orleans, LA.

ADA SINACORE

- MacKinnon, C.J., Sinacore, A.L., & Cohen, S.R. (2008, March). *A feminist perspective of the experience of diverse women caring for a terminally ill family member at home*. Paper presented at the annual meeting of the Association for Women in Psychology, San Diego, CA.

- Sinacore, A.L. (2008, July). Social Justice: A model for international counselling psychology. In R. Young (Chair), *Towards defining counselling psychology in a global context*. Symposium presented at the XXIX International Congress of Psychology. Berlin, Germany.
- Sinacore, A.L. (2008). Annual Report and Program Evaluation: *Community Action Program for Children: Early Identification of Children with Behavioral Challenges*, Jewish Family Services.
- Sinacore, A.L. (2008). Multicultural Competencies at the Organizational and Service Provision Level: Work Group Report. Coordinated Access, Ottawa, Ontario
- Sinacore, A.L. (2008, May). *Career Psychology and Social justice: Addressing North American and Israeli Contexts* Paper presented, School of Behavioral Sciences, Tel Aviv-Yaffo Academic College, Yaffo, Israel
- Sinacore, A.L. (2008, June). *Applying Social Justice Models of Career Psychology in Israel*. School of Behavioral Sciences, Tel Aviv-Yaffo Academic College, Yaffo, Israel

BRUCE SHORE

- Birlean, C., Asseraf Pasin, L., Shore, B. M., Redden, K. C., & Steinert, Y. (2008, June). *Formative evaluation of interprofessional education activities: Lessons learned*. Poster and paper presented at the International Conference on Interprofessional Education and Practice: *All Together Better Health*, Stockholm, Sweden.
- Fleiszer, D., Birlean, C., Posel, N., Faremo, S., Margison, J. A., Shore, B. M., Bateman, D., & Clausen, C. (2008, June). *Examining health care professionals' experiences: Documenting the outcomes from an expert interprofessional workshop*. Poster presented at the International Conference on Interprofessional Education and Practice: *All Together Better Health*, Stockholm, Sweden.
- Morisano, D., Peterson, J. B., Hirsh, J. B., Pihl, R. O., & Shore, B. M. (2008, May). *Goal setting in university students: Effects on achievement, executive functioning, and mood*. Poster presented at the annual meeting of the Association for Psychological Science, Chicago, IL, May 22-25, 2008.
- Saunders-Stewart, K. S., Tabatabai, D., & Shore, B. M. (2008, November). *Signposts of success on the road to teaching cross-curricular competencies*. Paper presented at the annual meeting of the Quebec Provincial Association of Teachers, Montreal, QC.
- Shore, B. M., Leung, D. A., Walker, C. L., Gyles, P. D. T., Leung, O., & Linn, B. (2008, November). *Advantages for all students from gifted learners' affinity for inquiry*. Paper presented at the annual meeting of the Quebec Provincial Association of Teachers, Montreal, QC.
- Shore, B. M., Gyles, P. D. T., Leung, D. A., Walker, C. L., & Delcourt, M. A. B. (2008, November). *Differentiated cognitive-affective outcomes of gifted students' engagement in inquiry-based learning*. Symposium conducted at the annual meeting of the National Association for Gifted Children, Tampa, FL.

INGRID SLADECZEK

- Miodrag, N., Sladeczek, I. E., Amar, D., Karagiannakis, A., Saracino, J., Yule, A., & Tegegne, Y. (2008, February). *Stress and symptoms of distress in parents of children with developmental disabilities receiving early intervention services*. Paper presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.
- Sladeczek, I. E., Saracino, J., Yule, A., Miodrag, N., Karagiannakis, A., Amar, D., & Tegegne, Y. (2008, February). *Early intervention for children with developmental delays: National inventory results*. Paper presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.
- Sladeczek, I. E., Amar, D., & Karagiannakis, A. (2008, September). *A Dynamic Assessment of Early Intervention Models in Children with Developmental Delays: Creating a Paradigm Shift in Early Intervention Policy and Practice*. Fifth Report submitted to the Max Bell Foundation, Calgary, Alberta
- Sladeczek, I. E. (2008, June). *Behaviour management for Children participating in Summer Camps*.

NATHAN SMITH

- Carter, L. W., & Smith, N. G. (2008, August). *Gender role, minority stress, and adjustment in lesbians and gay men*. Poster session presented at the annual meeting of the American Psychological Association, Boston, MA.
- Renwick, A. S., Vosvick, M., Chng, C.-L., & Smith, N. G. (2008, August). *Loneliness in college students: Coping, insensitivity received, and self-esteem*. Poster session presented at the annual meeting of the American Psychological Association, Boston, MA.
- Ridings, J., Vosvick, M., Chng, C.-L., & Smith, N. G. (2008, March). *Stigma, forgiveness, and depression in HIV+ women*. Poster session presented at the annual meeting of the Society of Behavioral Medicine, San Diego, CA.
- Smith, N. G. (2008, March). Becoming a leader: Integrating professional service into professional identity as an early career psychologist. In N. G. Smith (Chair), *Experiences of early career psychologists involved in professional leadership*. Symposium conducted at the International Counseling Psychology Conference, Chicago, IL.
- Smith, N. G. (2008, March). Careers in the U.S. Congress and other public policy venues. In Y. B. Chung (Chair), *Nontraditional career options for counseling psychologists*. Roundtable presented at the International Counseling Psychology Conference, Chicago, IL.
- Smith, N. G. (Chair). (2008, March). *Experiences of early career psychologists involved in professional leadership*. Symposium conducted at the International Counseling Psychology Conference, Chicago, IL.
- Smith, N. G. (2008, October). *Networking at conferences*. Invited panel presentation presented to post-graduate students at McGill University, Montreal, QC.
- Smith, N. G. (2008, February). *Introduction to data entry and analysis using SPSS*. Invited workshop presented to the Multi-Ethnic Biomedical Research Support Program, Texas Woman's University, Denton.

VICTORIA TALWAR

- Arruda, C. & Talwar, V. (June, 2008). *Decreasing lie-telling in children following a transgression: The effectiveness of verbal motivators*. Canadian Psychological Association Convention, Halifax, Nova Scotia.
- Evans, A., Talwar, V., & Lee, K. (March, 2008). *Does promising to tell the truth increase truth-telling behavior in children and adolescents*. American Psychology Law Society Conference, Jacksonville, Florida.
- Moore, J.A., Saykaly, C., Talwar, V., & Onishi, K.H. (July 2008). *The importance of multiple interviews when researching children's true and fabricated reports*. Poster presented at The Cognitive Science Institute Mind & Societies Conference, Montreal, Québec.
- Popliger, M., Talwar, V., Xu, F., & Fu, G. (June, 2008). *Are children blunt truth-tellers? An examination of children's white-lie-telling*. Jean Piaget Society Conference, Quebec City, Quebec.
- Popliger, M., & Talwar, V. (June, 2008). *Do children practice what they preach: Lie-telling behaviours and moral understanding*. Canadian Psychological Association Convention, Halifax, Nova Scotia.
- Popliger, M., Talwar, V., Na, S. (March 2008). *Parents' and children's deception in a deliberately deceitful task: How do they compare?* American Psychology Law Society Conference, Jacksonville, Florida.
- Renaud, S.J., Gulmi, J., Crossman, A.M., & Talwar, V. (March, 2008). *Pants on fire? Detecting children's lies*. American Psychology Law Society Conference, Jacksonville, Florida.
- Renaud, S.J., Talwar, V., & Lee, K. (June, 2008). *Does mother know best? Parents' detection of their lies*. Jean Piaget Society Conference, Quebec City, Quebec.
- Rufino, K., Buonaugurio, A., Arruda, C., Brunet, M., Talwar, V., & Crossman, A. M. (March, 2008). *Children's understanding of lies*. American Psychology Law Society Conference, Jacksonville, Florida.
- Saykaly, C., Talwar, V., Lindsay, R.C.L., Lee, K., & Bala, N. (2009). *The influence of Parental Coaching on Children's Testimony*. American Psychology and Law Society, San Antonion, TX.
- Talwar, V., Crossman, A.M., & Muir, S. (March, 2008). *Detecting children's lies: Does experience help?* American Psychology Law Society Conference, Jacksonville, Florida.
- Talwar, V., Saykaly, C., Lindsay, R.C.L., Lee, K., & Bala, N. (March, 2008). *Cues to children's coached fabricated reports over repeated interviews*. American Psychology Law Society Conference, Jacksonville, Florida.
- Talwar, V. (June 2008). *To Lie or Not to Lie: Children's Verbal Deceptions and its Detection*. Canadian Psychological Convention, Halifax, Nova Scotia.
- Talwar, V. (March 2008). *Children and Lying: When to believe*. American Psychology Law Society Conference, Jacksonville, Florida.

CYNTHIA WESTON

- Weston, C., Matsushita, K., Berthiaume, D., & Timmermans, J. (October 2008). *A faculty development framework to capture the impact of our work*. International Society for the Scholarship of Teaching and Learning, Edmonton, Alberta.

Weston, C., Abrami, J., & Finkelstein, A. (June 2008). *Architecture as pedagogy: (Re) Designing supportive campus environments*. Society for Teaching and Learning in Higher Education, Windsor, Ontario.

H. Other Important Achievements

MARTIN DRAPEAU

Drapeau, M. (2008). The assessment of neuropsychological disorders: guidelines.

Drapeau, M. (2008). The 2005-2010 Ministry of Health strategic plan: the position of the College of psychologists.

Drapeau, M. (2008). The Order of Psychologists of Quebec: official position relative to the assessment of learning and speech disorders.

Drapeau, M. (2008). The Order of Psychologists of Quebec: official position relative to the assessment of mental disorders (in advanced state of preparation).

Media Interviews

Newspaper/Magazine/Print

The Canadian Press – Topic: Use of virtual reality in treating mental illness, March 11, 2009

Television

Canal Savoir – Topic: Facing your fears (anxiety disorders and virtual reality), aired September 13, 14, 17 and 18, 2008.

LCN – Topic: Kidnappings: Effects of media on children, July 31, 2008.

RDI – Topic: Protecting children from abduction, July 31, 2008.

La biologie totale (Enquête, Radio Canada; January 2008); *L'épuisement chez les professionnels* (Une pilule, une petite granule Télé-Québec; October 2008).

ANNETT KOERNER

Koerner, A. (2008) Member of the steering committee of the CPAC-Action Group: “Virtual Cancer Patient Navigation” to advise the Canadian Partnership against Cancer (CPAC) on a pan-Canadian strategy for virtual cancer patient navigation

SUSANNE LAJOIE

Lajoie, S.P., (2008) Organizer and host of Mini-EdPsych Lecture Series. McGill University, Montreal, QC.

VICTORIA TALWAR

Talwar, V. (2008, October). Youth - Lying! Homecoming weekend symposium, Faculty of Education.

Talwar, V. (2008, May). Exposed: Liars, Cheats and Scams. McGill Mini-Ed Psych

Talwar, V. (2008, April). Impact on human and social development: Depriving children of education. Canadian Association of Baha'i Studies Conference, McGill University, Montreal, Quebec.

Talwar, V. (2008, February). The Human Paradox: Truth, Lies & Videotape, Maxwell Lecture Series.

Media Interviews

Television

Nightline, ABC TV, USA April 1 2008

Diverse TV, U.K., April 2008

The Agenda with Steve Paiken, TVO Ontario, March 24, 2008

Radio

KDKA Radio in Pittsburg, August 5, 2008

CKLW News/Talk Radio "Windsor Now", July 22, 2008

570 WSYR News/Talk Radio for "The Joe Galuski Show, July 21, 2008

Newspaper/Magazine/Print

Children's Voice magazine published by Child Welfare League of America

Exceptional Family, Canada's Resource Magazine for Parents of Exceptional Children

Toronto Life,

Grand Magazine

Good Housekeeping magazine,

American Baby

Redbook Magazine

APPENDIX II: Information About Co-Authors

Abrami, Philip	Professor/Director of the Centre for the Study of Learning and Performance, Concordia University, Montreal, Canada.
Aimeur, E.	Associate Professor, University of Montreal, Canada.
Albani, C.	M.D., Associate Professor of Psychotherapy, University of Leipzig, Leipzig, Germany.
Allaire, S.	Assistant Professor, Université du Québec à Chicoutimi, Canada.
Amar, Daniel	Research Director, Yaldei Developmental Center, Toronto, Canada.
Amundsen, Cheryl	Associate Professor, Simon Fraser University, Vancouver, B.C., Canada.
Andrews, Jac J. W.	Professor, University of Calgary, Calgary, AB, Canada.
Andrews, G. H.	Associate Professor, University of Alberta, Edmonton, Canada.
Aouad, Julie	MA student, McGill University, Canada.
Arruda, Cindy	MA Student, McGill University, Montreal, Canada.
Asseraf Pasin, Liliane	Lecturer, School of Physical and Occupational Therapy, McGill University, Montreal, Canada.
Arruda, C.	M.A. student, McGill University, Canada.
Audet, Crystalle	Assistant Professor, Faculty of Education, University of Ottawa, Canada.
August, P. J.	PhD Student, McGill University, Montreal, Canada.
Aulls, Mark W.	Professor, Educational Psychology, McGill University, Montreal, Canada.
Bain, Fabienne,	BA, McGill University, Montreal, Canada.
Bala, N.	Professor, Law Faculty, Queen's University, Canada.
Baldursdottir, K.,	Dr., University of Iceland, Reykjavik, Iceland.
Bang, Keeyeon	Assistant Professor, Korea Digital University, Seoul, Korea.
Banton, Rachel	Undergraduate student, McGill University, Montreal, Canada.
Barfurth, Marion A.	Educational Consultant, Gatineau, Quebec, Canada.
Bao, X,	MA student, Zhejiang University, China.
Bateman, Dianne	Research Associate, McGill University, Montreal, Canada.
Baucom, D.,	PhD., Professor of Psychology, University of NC, USA, and director of research, Lucy Daniels Foundation, USA.
Baxter, Alyssa	MA Student, McGill University, Canada.
Beaudry, J.L, PhD student,	Queen's University, Kingston, Canada.
Bédard, Denis	Associate Professor, Faculty of Education, University of Sherbrooke, Canada.
Beettam, Erin	PhD Student, McGill University, Montreal, Canada.
Berdugo Orviedo, G.	Post-doctoral fellow, McGill University, Montreal, Canada.
Beretta, V.	Dipl.-Psych.: researcher at the Institut Universitaire de Psychothérapie de l'Université de Lausanne, Université de Lausanne, Lausanne, Switzerland.
Bernard, A.	Bsc Student, McGill University, Montreal, Canada.
Berthiaume, D.	Director, Centre de soutien à l'enseignement, Université de Lausanne, Switzerland.
Bertone, Armando	Post Doc Fellow, McGill University, Montreal, Canada.
Bhatia, Maneet	PhD Student, McGill University, Montreal, Canada.
Biesinger, Kevin,	Ph.D. Clark County School District Program Evaluator, Las Vegas, USA.
Bjarnarson, G.	Dr., University of Iceland, Reykjavik, Iceland.
Blake, Emily	PhD Student, McGill University, Montreal, Canada.
Blakeslee, Jeanne	Teacher, St. Paul's School for Girls, Brooklandville, USA.
Blanchard, E.	Post Doctoral Fellow, McGill University, Canada.
Blaszczynski, Alex	Dr., University of Sydney, Australia.
Blidner, A.	Graduated Student, McGill University, Montreal, Canada.
Bloom, Elana	Graduated Student, McGill University, Montreal, Canada.

Bodenmann, G.	PhD., professor of psychology, University of Geneva, Switzerland.
Bohan, Janis,	Professor Emerita, Metropolitan State College of Denver, USA.
Bohn-Gettler, Cath.	Assistant Professor, Wichita State University, Wichita, USA.
Bonnel, Anna	PhD Student, McGill University Montreal, Canada.
Bond, M.	M.D.: Chief Psychiatrist, ICFP, and professor of psychiatry, McGill University, Canada.
Bosacki, S.	Associate Professor, Education, Brock University, St. Catherine's, Canada.
Bouchard, M.A.	PhD., Professor of Clinical Psychology, U de Montreal, Canada.
Bouchard, S.	Professor of clinical psychology, UQO, head of the CCA, Canada.
Bracewell, R.J.	Professor, McGill University, Montreal, Canada.
Braden, Jeffrey P.	Dean, North Carolina State University, USA.
Brähler, M.,	M.D., professor of psychiatry, University of Leipzig, Leipzig, Germany.
Breuleux, Alain	Associate Professor, McGill University, Montreal, Canada.
Brodeur, Darlene	Professor, Acadia University, Wolfville, Canada.
Brown, Michael	Professor, East Carolina University, USA.
Bruce, Jennifer	Graduate student, McGill University, Montreal, QC.
Brunet, M.	MA Student, University of Toronto, Toronto, Canada.
Buchanan, Patti	Program coordinator, Riverside School Board, Montreal, Canada.
Burnhill, David	PhD student, University of Maryland, College Park, USA.
Burack, Jacob	Professor, McGill University, Montreal, Canada.
Burgos, Giovanni	Associate Professor, McGill University, Montreal, Canada.
Buonaugurio, A.	MA student, John Jay College of Criminal Justice, New York, USA.
Cadick, Amber	Staff Psychologist, VA Illiana Health Care System, Danville, USA.
Canter, Andrea	Retired, Minneapolis Public Schools, St. Paul, MN, USA.
Carless, Sue	Retired Director, Learning Support Team, London Borough of Sutton, UK.
Caron, Chantal	MD, Laboratoire d'anatomo-pathologie et cytologie, Sainte-Foy, Canada.
Carter, Larry	Student, Texas Woman's University, Denton, USA.
Cartwright, Glenn	Professor, McGill University, Canada.
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