Welcome to Dialogues
ECP’s Departmental Newsletter

Welcome to the Spring issue of Dialogues. Our faculty, graduate students and support staff continue to work at an extremely productive pace. As part of the university’s cyclical review process, our department has submitted a self-study document outlining among other things our policies, enrolment information, course offerings, staffing and faculty data. This process had not been completed for many years and through the diligent work of numerous individuals, the well-prepared document was submitted for review. In March, a site visit team will meet department representatives and tour the department. We look forward to their constructive suggestions as to how we may improve the delivery of our many programs.

We are working hard to streamline our multiple programs and processes with a focus on increased efficiency and student engagement. In order to facilitate these objectives, we are expanding our administrative staff through one replacement position and a new hire. Additionally, as we continue to diversify the department’s offerings and increase our academic reach, we are actively engaged in hiring several new faculty members in the areas of Counselling Psychology, Mental Health, and Indigenous Psychology.

Our faculty and students remain at the forefront of their fields; receiving highly competitive research grants, publishing widely in internationally respected journals and presenting their innovative research findings at conferences nationally and internationally.

We look forward to upcoming conferences within the department and Faculty including: Education Graduate Student Society Culture and Community in Canada: Education for All in March; the Human Development Conference in April; and the Second Annual Summer Institute for School Psychology in August.

In this edition of Dialogues, we have added a new ‘Student Spotlight’ section intended to highlight student research and activities. Finally, we wish our graduating students well as they embark upon new chapters in their lives. As always, we welcome input and updates from our past alumni.

Jeffrey L. Derevensky, Ph.D.
Chair and Professor
Department of Educational and Counselling Psychology
In this edition, the research of Dr. Tara Flanagan and her SPARC (Social Policy, Advocacy, Research Community) team is featured. SPARC’s mandate is to promote social inclusion among individuals with disabilities and other equity-seeking groups by emphasizing self-determination, community, and a shared responsibility for successful outcomes.

Dr. Flanagan is the director of SPARC (Social Policy, Advocacy, Research, Community), a research group that is comprised of graduate students from diverse backgrounds and having an array of strengths and interests. Past and present team members include students from Human Development and Law programs, a fellow at the McGill Institute of Health and Social Policy, and teachers, practitioners, and students with disabilities. SPARC’s mandate is to promote social inclusion among individuals with disabilities and other equity-seeking groups by emphasizing self-determination, community, and a shared responsibility for successful outcomes. SPARC was featured in November of 2009 in the McGill Equity Research Calendar 2009-2010 as well as in the McGill Reporter in February of 2011.

Dr. Flanagan is currently supervising 14 students in MA, MEd, and PhD programs who are actively involved in projects that promote equity, inclusion, and empowerment. SPARC graduates are working in a diversity of settings to promote inclusive and empowering practices for people with disabilities, who identify as LGBTQ, and/or for other equity-seeking groups.

Dr. Flanagan’s research interests stem from her front-line work in the disability field that began in 1997. She worked with children, adolescents, and adults with diverse abilities, disabilities, and needs in both inclusive and specialized educational and residential settings. She designed and implemented educational programs that promoted development in numerous areas while advocating for the rights and needs of individuals. This front-line work introduced her to some of the best practices in Inclusive Education that guide the main foci of her research. For example, she noticed that her work with people with a variety of abilities and disabilities was far more successful and rewarding when she made an effort to actively involve them in planning the tasks, when she offered choices, and when she incorporated their needs, interests, and strengths into the task design.

This initial intuitive use of needs assessments and self-determination (Wehmeyer, 2007) is now formalized in the design of all of her research, in which the main stakeholders (the research participants) play an active role in her applied research aimed at improving their lives. Eleven of her grants have supported her applied research projects in authentic (rather than laboratory) settings.

Her applied research designs involve working with collaborators in real-world settings, assessing stakeholder needs, designing program curricula, and implementing and evaluating the various programs. Though applied research is time-consuming and often labor-intensive, it aligns best with her...
primary research goal of doing work that is empowering and that has a positive impact on the lives of individuals.

Three of these applied research projects took place at McGill with the purpose of improving the experiences of students. The first, Transition to Work for Pre-Service Teachers Identifying with the LGBTQ Community, was funded by McGill’s Mary H. Brown Endowment Fund (2009-2010). The data were collected during applied workshops held at McGill to assess pre-service teachers’ concerns regarding queer identity and their imminent transition from school (BEd program) into the workforce as teachers. The findings from this project were published in the Journal of Homosexuality (Benson, Smith & Flanagan, 2014) and highlight the need to plan for transitions and to create inclusive post-transition environments. In addition, the format of the workshops served as a model for Dr. Flanagan’s later work on supporting university students with disabilities with field placements necessary for their professional programs.

The second project, also supported by the Mary H. Brown Endowment Fund (2009-2010), called Toward Better Support for McGill’s Students with High-Functioning Autism: An Intra-university Initiative, aimed to better support the students with ASDs (autism spectrum disorders) on campus. This project stemmed from Dr. Flanagan’s collaboration with the Office for Students with Disabilities (OSD) and their desire to better support people with ASDs who were transitioning into new student roles. This project entailed a needs-assessment phase followed by a mentoring phase in which students with ASDs were provided with the supports that they requested. The impact of this small project was quite significant as it helped to change service provisions at the OSD by outlining a set of student needs. Also, it provided a foundation for a larger follow-up study that queried the entire student population receiving OSD services about their needs and experiences in relation to professional programs. These data are highlighted in two publications (Benson, Flanagan & Fovet, 2013) in Communiqué (a peer reviewed publication for disability service providers published by the Canadian Association of College and University Student Services) and (Flanagan, Benson & Fovet, 2014) in Collected Essays on Learning and Teaching (a peer-reviewed journal that publishes scholarly and practice-based articles) that discuss the environmental barriers to student success in professional programs as well as offering practical suggestions to service providers. The impact of this project was also the impetus for a student-run club of the Student Society of McGill University, Neurodiverse Space.

The third project, a transition support program for young adults with autism spectrum disorders, addressed a significant gap in ASD support services for young adults. Dr. Flanagan and her colleague Dr. Nadig developed a novel project that addressed the needs of young adults with ASDs by including an initial assessment of needs that was used to guide, on a group-by-group basis, the format and curriculum of ten two-hour group sessions. These sessions focused on communication, self-determination, and working with others. The
project, funded by the Max Bell Foundation (2011-2015) took place at McGill and involved more than thirty individuals with ASD over the four year period. A major component of the project, following the mandate of the Max Bell Foundation, was involving stakeholders and partnering with autism organizations, service providers, and governmental and social service offices in Québec to ultimately inform public policy. Diverse stakeholders were included in the model from the inception of the project; starting with curriculum design around participants’ expressed needs, then with two stakeholder conferences that were held at McGill (November, 2012 & January, 2016). This project culminated in a McGill website that contains an action document that has been signed by more than 500 people urging the promotion of inclusion.

In addition to pursuing their own research endeavours in areas of equity, inclusion, advocacy, and empowerment, SPARC members are engaged in a variety of Action Research projects in the community. The team is working with two schools for students with intellectual disabilities on projects to promote self-determination through a vocational program for adolescents and young adults. The program is flexible and individualized based on students’ needs and is aimed at working on vocational skills while incorporating choices and personal empowerment. As students with moderate to severe intellectual disabilities are rarely given opportunities to express themselves and their interests, these collaborations are proving to be crucial opportunities in the community. SPARC is also involved in a project that promotes inclusive education across Canada. We, along with researchers across Canada, are engaged in a multi-year examination of pre-service teachers’ attitudes and experiences related to inclusive education with the larger aim of improving educational practices across the country.
Mindfulness
Practical Applications

Dana Carsley, BEd, MEd, Tomlinson Scholar, PhD Student in Human Development, McGill University

Mindfulness is a concept that generates a lot of buzz, but there is considerable ambiguity around what it does, and what it means. There are various approaches to explaining mindfulness, however, Mindfulness-based Stress Reduction program creator Jon Kabat-Zinn’s secular definition of mindfulness guides our research as it simply includes the awareness and acceptance of the present moment, on purpose, and without judgment of thoughts and feelings. Ultimately, mindfulness is the act of paying attention to our immediate experiences. Mindfulness practices vary from breathing exercises, guided meditations, body scans, and eating activities, amongst others. Interestingly, these practices can be delivered through various mediums (e.g., apps, videos, recordings, scripts) and for differing lengths of time (e.g., 2 minutes, 10 minutes, 45 minutes, etc.). Research has found that practicing mindfulness is associated with reduced anxiety, stress, depression, self-injury, and increases in school adjustment and overall psychological well-being. The evidence overwhelmingly suggests that mindfulness is beneficial, and recently, there has been a major focus on the benefits of including mindfulness in the education system.

The use of mindfulness in various educational settings has become increasingly important given the academic and social pressures associated with school. Many schools have incorporated mindfulness programs into their curricula, as school (along with its accompanying stresses and anxieties) is where students spend most of their time. As a member of Dr. Nancy Heath’s Development and Intrapersonal Resilience Research team, I have been involved in several projects that integrate mindfulness activities and exercises in the classroom to support students’ mental health. Our work considers the effectiveness of the popular mindfulness-based colouring activities for test anxiety in students from elementary school to university, and looks at the benefits of incorporating programs with brief mindfulness practices for high school students, as well as medical residents and mental health professionals. For instance, in collaboration with Dr. Khoury, our team is currently developing a mindfulness-training workshop to help mental health professionals develop their own mindfulness practice and integrate it both in their personal life and clinical work.

The mindfulness applications that we provide to participating students, residents, educators, and mental health professionals include brief mindfulness-based structured colouring activities, short body scans and breathing meditations in which participants can focus their attention on their body and their breath, walking meditations, and mindful eating practices. Participants are guided through the various mindfulness practices and are encouraged to continue these practices at home. Through our research, we have learned that practicing mindfulness can provide students with an opportunity to maintain awareness of their present moment experiences, rather than worrying about upcoming challenges and stresses. We have learned that including mindfulness activities in the classroom is also helpful for educators, as it enables them to practice with their students and experience the associated mindfulness benefits.

Mindfulness is both a process and an outcome. When students and teachers practice mindfulness, they actively seek to be mindful, focused, and aware in their present-moment experiences. Providing schools with opportunities to practice and experience mindfulness enables us to support students’ and teachers’ health in a simple, positive, and ongoing way.
Upcoming Conferences

EGSS Conference - March 30-31, 2017

The Education Graduate Students’ Society (EGSS) Conference is an annual student-organized initiative taking place Thursday March 30th and Friday March 31st, 2017. Now in its 16th year, the EGSS Conference provides an opportunity for graduate and undergraduate students across departments (ECP, KPE, DISE) to broaden their knowledge of research conducted within the Faculty of Education, as well as from neighbouring faculties and universities. Furthermore, it provides students with an avenue to present their own peer-reviewed research findings in a supportive environment as well as opportunities to develop collaborations with other students and researchers in the field.

The theme of the 16th annual EGSS conference is Culture and Community in Canada: Education for All. The goal of this year’s conference is to raise awareness about the challenges and barriers to fostering integration and inclusivity in the Canadian educational context. We are thrilled to have as keynote speakers Dr. Suzanne Stewart from the University of Toronto “Education and Mental Health: Indigenous Knowledge for Canadians” and Dr. Yuka Nakamura from York University “Bringing a Soccer Ball to a Knife Fight?”, “The Relevance of Sport and Social Inclusion Within a Context of Growing Racism and Hate”, as well as workshops, oral presentations, a student poster session, and an elevator pitch-style competition, where students present their research in 3 minutes or less! Additionally, several student awards will be granted to support emerging scholars and encourage rigorous scholarship of education-related research, which will be presented at our wine and cheese awards reception on Friday March 31st at 4PM, at Thomson House. We invite all students, staff, and faculty to attend and support the great research being conducted in and around the Faculty of Education. For more information, visit www.egssconference.wordpress.com

Human Development Conference - April 21, 2017

The Second Annual Human Development conference will be held on April 21, 2017. This one day event features research highlighting the latest topics centered on Human Development Psychology in Education. Organized by students enrolled in the Human Development program, the conference invites students (both graduate and undergraduate) to present their research in a highly stimulating environment while receiving valuable feedback from members of faculty, professional researchers, and other graduate students. This year, the Keynote Speaker is Dr. Linda Pagani (an ECP alumna), whose work focuses on the social and health factors that affect children’s behaviour and adaptation potential.

This conference is a great opportunity to share your research with the community. Our goal is to motivate students to further their studies and continue to create impactful, innovative, and pioneering research. For more information, visit https://www.mcgill.ca/education/channels/event/2017-human-development-conference-266530.

Summer Institute - August 23-24, 2017

The second annual McGill Summer Institute for School Psychology will take place on August 23 and 24, 2017. This is Canada’s first event dedicated solely to the practice of school psychology and it will give participants a platform to exchange ideas, discover novel opportunities, reacquaint with colleagues, meet new friends, and broaden their knowledge.

The conference program will feature workshops by Peg Dawson, Ed.D. (Centre for Learning and Attention Disorders), Elizabeth Laugeson, Psy.D. (University of California, Los Angeles Semel Institute), Sonia Lupien, Ph.D. (Université de Montréal), as well as William Harvey, Ph.D., a faculty member of McGill’s Department of Kinesiology and Physical Education. This professional conference brings together school psychologists and students from across North America, and consists of a series of high quality professional development workshops for school psychologists, conducted by experts in the field. This is an excellent opportunity for our community to network with fellow professionals and academics in the fields of school psychology and education. The audience for these workshops include school psychologists, educators, educational policy makers, counsellors, clinical psychologist, social workers, graduate students and other related personnel. This year, we have expanded our conference to include a poster session enabling researchers and graduate students in the field to share their expertise. Workshops will be applied in nature and contribute to the continuing education of attendees, as mandated by their professional order. For more information, visit http://www.mcgillschoolpsychinstitute.com/
Recent Faculty & Student Research and Publications

Spotlight Research
Domenico Tullo, PhD student in the Perceptual Neuroscience Laboratory (PNLab) for Autism and Development, is currently conducting research with high school students with learning disabilities using a cognitive training system called NeuroTracker. NeuroTracker is a modernized Multiple Object Tracking paradigm, an accurate measure of sustained, selective and divided attention. This training program has been shown to improve students’ attention levels. This study is being conducted by a team of researchers in the PNLab under the supervision of Dr. Armando Bertone, in partnership with CogniSens, the company that markets cognitive training systems such as NeuroTracker.

Some Recent Publications


Recent Faculty & Student Research and Publications

Publications - Continued


---

**In Memoriam - Professor Howard Stutt**

In January, Professor Howard Stutt, former Chair, Associate Dean and Interim Dean of Education passed away. We will always remember Howard for his many contributions, his passion and leadership in helping advance psychological services in Quebec and his commitment to McGill’s Department of Educational and Counseling Psychology.
McGill Student Association for Collaborative Mental Health (CMH)

In the summer of 2016 ECP Counselling Psychology Graduate student, Eleanor McGroarty, founded the McGill Student Association for Collaborative Mental Healthcare (CMH). Recognizing the benefits of interdisciplinary collaboration in the mental health fields, and the lack of interdisciplinary spaces for McGill students, Eleanor set out to fill this gap. CMH creates spaces on campus for students from various fields of study related to mental health, such as medicine, social work, nursing, neuroscience, global health, occupational therapy, counselling, clinical and school psychology to come together, exchange knowledge and create projects related to clinical and research applications of mental healthcare. CMH strives to forge bonds and networks between students who are pursuing careers related to mental healthcare in order to optimize, examine and ultimately reimagine current healthcare systems. Workshops, networking events and advocacy projects are designed and carried out in a way to reflect the pillars of CMH: collaboration, interdisciplinary networks, idea generation and contribution. Moreover, CMH actively promotes its philosophies of open mindedness, respect, critical reflection, growth and empowerment to foster positive interdisciplinary relationships and impacts on the mental health fields.

The CMH core group consists of 30 students who meet every second week for two hour meetings at Thomson House. CMH ECP members include: Chelsea Moran, Emily Wasylenko, Erinn Brown, Gabrielle O’Hara, Sarah Cabecinha-Alati and Stephanie Gumuchian. Erinn Brown, Gabrielle O’Hara, Eleanor McGroarty are on the CMH executive team, alongside David Benrimoh (PGY1 psychiatry), Jocelyne Whitehead (PhD neuroscience), Kirsten Neprily (BSc psychology), Matteo Peretti (Msc family medicine).

Core group activities include multi-disciplinary case studies, mini presentations and open dialogue. The CMH core group also hosts talks and workshops. For example, Dr. Calli Armstrong led a workshop on Drama Therapy and Dr Norman Hoffman gave a talk on the state of student mental health. Additionally, CMH hosts events for the entire McGill community. Last semester CMH held a workshop on interdisciplinary case studies during Community Engagement Day and Dr. Michael Berry led a workshop on topics related to sex in clinical settings. In January 2017, CMH held a panel presentation for SSMU Mental Health Awareness Group titled “Who’s Who in Mental Health”. In February, CMH hosted a workshop led by Daina Crafa and Sumin Na titled “Cultural Considerations in Mental Healthcare” and a Speed Networking event for undergraduate students interested in pursuing further education in mental health fields. CMH will be hosting its first conference on March 25th at Thomson House. The CMH conference will serve as a space to develop the mental healthcare network in the McGill community, and to foster connections across the various mental healthcare professions. The CMH conference will be an inclusive event for students and for professional community members. CMH has been supported by the Mary H. Brown Fund and EGSS.

Student Awards

<table>
<thead>
<tr>
<th>Student Awards: Congratulations to All!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>American Psychological Foundation’s 2017 Elizabeth Munsterberg Koppitz Graduate Student Fellowship</strong></td>
</tr>
<tr>
<td>Jennifer Lavoie</td>
</tr>
<tr>
<td><strong>Canadian Institutes of Health Research (CIHR) - Michael Smith Foreign Study Supplement Doctoral Award</strong></td>
</tr>
<tr>
<td>Adina Coroiu</td>
</tr>
<tr>
<td><strong>ECP Graduate Excellence Fellowship for International Students</strong></td>
</tr>
<tr>
<td>Xi Tao</td>
</tr>
<tr>
<td><strong>Quebec Inter-University Centre for Social Statistics (QICSS) Entrance Scholarship Award</strong></td>
</tr>
</tbody>
</table>
Dr. Bertone Interviewed in Le Soleil

In January, Dr. Bertone was interviewed in Le Soleil and on the CHOI Radio X station regarding his study involving the NeuroTracker system in a project at Samuel-De Champlain secondary school in Beauport, Quebec. Read the story at:


Congratulations!

Congratulations to Kian Habib, doctoral student working with Dr. Bertone, on having received the best overall presentation award at the EGSS Speaker Series event on February 21, 2017.

Citations, Citations

On New Year’s eve, the Mottron, Dawson, Hubert, Soulieres, & Burack (2006) paper entitled, “The enhanced perceptual functioning model of autism” that was published in the Journal of Autism and Developmental Disorders, reached 1000 citations on Google Scholar. This article by Jake Burack and colleagues from the University of Montreal and the University of Quebec at Montreal is an extension of an earlier chapter by Mottron and Burack (2001) in which the authors introduced the Enhanced Perceptual Functioning model, now considered one of the seminal frameworks for understanding the functioning of persons with ASD.

Alumni News

Julie Timmermans, PhD 2012, Learning Sciences has accepted the position of Senior Lecturer in the Higher Education Development Centre Institution at the University of Otago, Dunedin, South Island, New Zealand

After 5 years at the University of Waterloo, where Julie was an instructional developer at the Centre for Teaching Excellence, she has accepted this new faculty position. She will be moving to New Zealand with her family this spring. Julie continues her pioneering research on threshold concepts.

Dr. Talwar Receipient of David Thomson Award

Congratulations to Dr. Victoria Talwar on being the recipient of the 2017 David Thomson Award for Graduate Supervision and Teaching. Well done!!

Summer Institute School Psychology Posters and Reviewers

New this year, the SISP Conference Committee has announced that they are accepting submissions of posters for the upcoming conference. Posters should be submitted by May 20, 2017. For more information, see www.mcgillschoolpsychinstitute.com/

Additionally, the SISP committee is seeking faculty and PhD candidates to review the 2017 SISP poster submissions. For more information, please contact Loredana Marchica at loredana.marchica@mail.mcgill.ca.

MYST and the Welcome Hall Mission

Jake Burack and members of the McGill Youth Study Team (MYST) spent a “frigid” morning volunteering at the Welcome Hall Mission food bank. Graduate students Emily Stubbert, Vanesa Weva, Jenilee-Sarah Napoleon, Carlin Haegert, and volunteers William Lum and Chris Walton spent the morning in a large walk-in freezer re-boxing packages of frozen chickens that were distributed to families who access the food bank. The session was the second volunteering experience organized by Emily along with administrators from the Welcome Hall Mission, with whom Jake and MYST have initiated a project on the predictors of well-being among homeless youth in downtown Montreal.

Congratulations!

Congratulations to Kian Habib, doctoral student working with Dr. Bertone, on having received the best overall presentation award at the EGSS Speaker Series event on February 21, 2017.
Recent Faculty Seminars

Dr. Amy Bombay, February 15, 2017
Amy Bombay is an Assistant Professor in the Department of Psychiatry and the School of Nursing at Dalhousie University. Amy is a member of Rainy River First Nation and completed her MSc and PhD in Psychology and Neuroscience at Carleton University, followed by a postdoctoral fellowship at the University of Ottawa Institute of Mental Health Research. Her research focuses generally on issues related to the health and well-being of Indigenous peoples. Dr. Bombay gave the following talks:

• Reframing Indigenous Health Inequality: Resilience and well-being in the context of Historical Trauma and the intergenerational effects of colonization
• A Class in Social-Emotional Development Cultural identity throughout development: A focus on Indigenous peoples in Canada

Dr. Caroline Temcheff, March 7, 2017
Dr. Temcheff is currently an Associate Professor (tenured) in the Département de psychoéducation at the Université de Sherbrooke and a holder of a Chercheur Boursier Award from the Fonds de Recherche du Québec- Santé (FQR-S). Her programme of research centers around themes related to pathways towards and trajectories of medical service utilization and mental health problems of children with early clinically-significant conduct problems. Dr. Temcheff gave the following talks:

• A Longitudinal Study of Medical Service Utilization and Mental Health Problems of Boys and Girls with and without Conduct Problems in Childhood
• The Good CBT Therapist

Dr. Dennis Wendt, March 8, 2017
Dennis C. Wendt, PhD, is a postdoctoral fellow with the Department of Psychiatry and Behavioral Sciences at the University of Washington School of Medicine. He completed his doctorate in clinical psychology at the University of Michigan, and was a clinical resident with the Veterans Healthcare Administration and Indian Health Service in Albuquerque, New Mexico. His primary research interests pertain to substance use disorder treatment, with a focus on Indigenous populations and evidence-based psychotherapy considerations. Dr. Wendt gave the following talks:

• Community-Based, Culturally-Relevant Interventions for Indigenous Populations
• Indigenous in the City: Identity, Community, Health, and Spirituality

Dr. Gentiana Sadijaj – March 9, 2017
Dr. Gentiana Sadijaj holds a post-doctoral fellowship at the McGill University Psychology Department. She completed a Master’s of Science in Mental Health Counseling at Western Washington University and subsequently completed a Ph.D. in Clinical Psychology at McGill University, including pre-doctoral clinical internship at the Massachusetts General Hospital. Dr. Sadijaj’s research program examines factors that contribute to interpersonal dysfunction among distressed individuals. Dr. Sadijaj gave the following talks:

• The Mechanisms and Costs of Perceiving Others Inaccurately
• Conceptualizing and Measuring Emotion Dysregulation in Daily Life

Dr. Catherine Malboeuf-Hurtubise – Tentatively March 27-28, 2017
Dr. Catherine Malboeuf-Hurtubise, clinical psychologist, is a professor of child and adolescent development at Université du Québec en Outaouais in the Department of Educational Sciences. Her research specializes in clinical interventions for children and adolescents, both in schools and in clinical settings. Specifically, her expertise lies in mindfulness-based interventions (MBIs) for youth. She studies the impact of MBIs within the self-determination theory, positive psychology and existential psychology frameworks. Dr. Catherine Malboeuf-Hurtubise will give the following talks:

• Applications of Mindfulness-Based Interventions with Children and Adolescents in School-Based Settings
• Positive Psychology: Clinical Applications for Youth

Dr. Rachel Langevin – March 23, 2017
Dr. Langevin completed her BSc and PhD/Psy.D. degrees in psychology at Université du Québec à Montréal. She is currently a post-doctoral fellow in the Psychology Department at Concordia University and Centre for Research in Human Development. Her main research interests are in child development and understanding risk and protective factors for psychopathology, as well as mechanisms for the intergenerational transfer of risk in vulnerable populations, with an emphasis on interpersonal trauma victims. Dr. Langevin will give the following talks:

• Developmental Implications of Interpersonal Violence
• Child Sexual Abuse
Upcoming Faculty & Student Presentations


Student Activities

EGSS Holiday Party Fun

SPSA Activities

SPSA Bingo Nite
Final Thoughts

To join our email list or if you have a story or suggestions for future publications we’d like to hear from you.
Email us at: newsletter.ecp@mcgill.ca

McGill University
Department of Educational & Counselling Psychology
Room 614
Education Building
3700 McTavish Street H3A1Y2
Montreal, Quebec
Tel.: 514-398-4242
Fax: 514-398-6968
www.mcgill.ca/edu-ecp

Please stay in touch!

Upcoming Events
Brown Bag- Student Run Seminars
Upcoming speakers:
• March 24: Timothy Swiffen - Assistive Technologies
  (Presented by the McGill Office for Student with Disabilities)
• April 7th: Blueberry Project (Projet Bleuet)
  Workshop on recognizing discrimination in children

Collaborative Mental Health Conference
March 25, 2017

EGSS Conference
March 30-31, 2017

Human Development Conference
April 21, 2017 from Noon-4:00PM

SISP Poster Submissions
Poster submission deadline for Summer Institute for School Psychology (SISP) conference is May 20, 2017

Summer Institute for School Psych (SISP)-2nd Annual Conference

We Value Your Support
Gifts from our alumni and friends provide valuable support for our department. However you choose to support the department, your generosity is much needed and greatly appreciated. Every gift makes a difference!
For more information contact:
Melissa Margles, Development Officer, Faculty of Education
3700 McTavish, Room 205
Montreal, Québec H3A 1Y2
514-398-1666
Melissa.margles@mcgill.ca

Many thanks to Loredana Marchica and Micah Tilley for their invaluable contributions