

ECP

ANNUAL REPORT

Department of Educational and Counselling Psychology
Faculty of Education
McGill University

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Section I: Description of Unit

The Department of Educational and Counselling Psychology (ECP) is a scholarly and professional community whose mandate is 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 practice in the community. Our research and teaching themes fall under an umbrella of: Learning, cognition and development in typical and atypical populations across the lifespan. Within this theme we have 3 research areas: 1. Assessment and intervention ; 2. Cognitive processes and developmental neuroscience; and 3. Design and evaluation of learning environments and instructional practices.

Our clientele normally includes (but is not restricted to) students who are engaged in or aspire to careers in: academic and research settings; professional psychology (counselling and school); and specialized and innovative teaching, educational research, development and leadership at all levels (e.g., schools, colleges and universities, school boards, ministries of education), and in other settings in which the education we offer has direct applications (e.g., staff development and patient or client education in CLSCs, social services, hospitals and industry).

The uniqueness of the Department among similar departments lies in its constellation of specialties in educational and counselling psychology, in the building of strong links among its principal foci, and in its strong and balanced commitment to teaching, research and service. The Department pursues its mission with full awareness of the need to aim for the highest international standards of excellence that can be applied to all of its activities. Strong interdisciplinary partnerships exist in this department that extend internationally.

The department offers 1 Post Ph. D. Graduate Diploma; 3 Ph. D. programs, 2 M.A. programs with thesis options, one M. A. non-thesis, and an M. Ed. (non thesis) program. Two of the Ph.D. programs are accredited. The Ph.D. program in Counselling Psychology has received accreditation from both the Canadian and American Psychological Associations (CPA/APA) and the Ph.D. program in School/Applied Child Psychology has received APA accreditation. ECP also has offerings at the undergraduate level for B.Ed. students in inclusive education and a minor in the BA program. Certificate and diploma programs exist as well. Brief descriptions of major programs are provided below.

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

This graduate diploma enables holders of a doctorate in Psychology to re-specialize in School/ Applied Child Psychology, and is adapted to the background of each student.

- **Ph.D. in School/Applied Child Psychology (accredited)**

The School/Applied Child Psychology program is based on the science of psychology, with a primary foundation in the study of human development, especially during childhood and adolescence, as well as psychopathology, the study of individual differences, learning, and the theory of assessment of human performance, potential, and other characteristics. The specific choice of domains is informed by concerns of professional practice such as consultation in home and school environments, other institutions, and techniques for assisting educators and families to address difficulties in learning and behaviour, and the full range of professional concerns of psychologists working within educational and related applied environments.

- **Ph. D. in Counselling Psychology (accredited)**

Graduates of this program are prepared to assume careers in education and community settings, including faculty positions, counselling and psychological positions on the staff in universities and college mental health centres, and professional positions in psychological agencies offering preventative mental health services.

- **Ph. D. in Educational Psychology**

Students of this program acquire competencies in planning and implementing basic and applied research and developing and evaluating educational programs in various contexts. The Ph. D. is offered in several specializations including Applied Cognitive Psychology, Special Populations, Applied Developmental Psychology, and Instructional Psychology. Graduates typically pursue academic careers and professional positions such as researchers in academic, government, industry and medical settings, instructional designers, and consultants in educational matters.

- **M.A. in Counselling Psychology (Thesis Option)**

The aim of this program is to prepare graduates for research and teaching in the field of counselling psychology and to give them the foundation for doctoral studies that have an emphasis on research.

- **M.A. in Counselling Psychology (Non-Thesis Option)**

The aim of this program is to produce graduates who are trained in the major areas of Counselling Psychology, will be qualified to be counsellors in a variety of settings, have a knowledge of counselling in both the academic and applied aspects, and who have an extensive supervised internship.

- **M.A. in Educational Psychology (Thesis Option)**

Students of this program acquire competencies in a range of educational psychology specializations including Applied Cognitive Psychology, Applied Developmental Psychology, Health Sciences, Special Populations, Instructional Psychology, and School/Applied Child Psychology.

• **M.Ed. in Educational Psychology**

This program offers the opportunity to professionals to obtain advanced training in areas where psychology can make a practical contribution. These areas include General Educational Psychology, Inclusive Education, and Family Life Education.

Specific 2004-2005 Objectives

- Engaged in the strategic planning exercise and established a vision for the department that encompassed all program areas into defined research and teaching streams.
- Increased our level of publications and number of grants awarded.
- Two successful searches were conducted, one in school psychology, and a joint position with the department of integrated studies in the area of educational measurement and assessment. We are pleased to welcome Dr. Stephen Shaw to our department this August in the area of School Psychology. He has two major research areas (characterizing neuropsychological and behavioral phenotypes for rare chromosomal disorders; investigating issues related to children with borderline intelligence) both add and blend with the department's mission. Our search in the area of Educational Measurement and Assessment resulted in ECP obtaining a full position rather than a half position due to the fact that the candidate had more visible ties to research in ECP than in DISE. We are delighted to welcome Dr. Frederick Grouzet. He has 2 parallel streams of research, one specifically dealing with research in quantitative psychology, developing new research methods that can be applied to longitudinal data and cross cultural studies. His second research stream deals with social-emotional and motivational issues that influence educational psychology. Dr. Grouzet's research fits directly into 2 of the 3 research clusters in the Faculty compact, namely the learning sciences, and inclusion clusters.
- The Counselling Psychology Program had a joint re-accreditation site visit from the American and Canadian Psychological Associations (APA, CPA) and was successful in being re-accredited for another 5 years.
- Students who have successfully met the program requirements for the School Psychology Program and/or the Counselling Psychology program will automatically qualify for membership status in the Ordre des Psychologues du Quebec (OPQ).
- The Cognition and Instruction Program, with collaboration from the Centre for Medical Education, has successfully developed a Health Science stream at the M.A. thesis level. Collaboration between the Faculty of Education and the Faculty of Medicine will result in interdisciplinary opportunities for graduate students.
- Two international initiatives for graduate student and faculty exchanges are ongoing: (a) North American Academic Mobility grant; (b) European Consortium grant. The Hong Kong Baptist University Initiative with McGill to develop a McGill degree in Counselling Psychology in Hong Kong was abandoned due to staffing considerations.

Objectives 2005-2006

- To receive approval for positions in Inclusive Education, Counselling and Cognition and Instruction.
- Continue to review and trim our graduate offerings where needed and continue to assess the viability of our certificate and diploma programs.

Section II. Past Year's Activities

- The Department welcomed one new faculty member, Dr. Victoria Talwar, in the area of Applied Developmental Psychology. Her research is with typically developing children and she examines notions of deception and lying in children in relation to moral development and their theory of mind.
- Research productivity in publications and grants has increased to an average of 4 publications per active staff member. Research funding has also increased by \$641,009 from last year, bringing the average funding per active staff member to \$182,147 per year. Funding comes from a variety of sources, i.e. SSHRC, National Institute of Health, Canadian Institutes of Health Research, Fonds Quebecois Recherche en Sante Communautaire, Conseil Quebecois de Recherche Sociale and Valorisation de Research de Quebec. Much of this funding is inter-university and interdisciplinary.

Faculty Members' Highlights

- Professor **Mark Aulls** served as Co-Director of an International Conference of Teacher Researchers
- Professor **Robert Bracewell** was a Visiting Researcher at the National Institute of Education in Singapore this year. He was also invited to be on the Editorial Board of *Pedagogies: An International Journal*.
- Professor **Jake Burack** is a Guest Editor of the *Journal of Autism and Developmental Disorders*, is Chair of the Advisory Board for the Miriam foundation
- Professor **Glenn Cartwright** is Vice Chair of the Board, John Abbott college.
- Professor **Kim Cornish**, is a CRC Tier II, an Honorary Professor in the Faculty of Medicine, at the University of Nottingham, an Adjunct Professor at Zhejiang Normal University in China and an Elected member of the Scientific Board Advisors, for the 5p-Society.
- Professor **Jeffrey Derevensky** is an Associate Editor of the *Journal of Gambling Studies*, serves on the Canadian Psychological Association Program Accreditation Committee; serves on the research committee for the National Council on Problem Gambling in DC; is a member of the Program Advisory Board for the Institute for Research on Pathological Gambling at Harvard.
- Professor **Janet Donald** is a Fellow of the Royal Society of Canada, was nominated for the Woman of the Year award by the American Biographical Institute.
- Professor **Martin Drapeau** is an Adjunct Professor in the Department of Psychology at the University of Sherbrooke, Chair of the organizing committee for the Brief Psychodynamic Intervention Workshop and served on the organizing committee for the 2005 International Society for Psychotherapy Research. He has submitted a CFI proposal for infrastructure and equipment to improve the Psychoeducational and Counselling clinic space for both teaching and research.
- Professor **Frank Dumont** has been appointed as an Affiliated Member in the Faculty of Education at the University of Cambridge and will be a Visiting Fellow at Wolfson College at Cambridge in the upcoming year.
- Professor **Marilyn Fitzpatrick** was promoted to Associate Professor with Tenure this year. She is a Guest Co-editor of the *Journal of Psychotherapy Integration*.

- Professor **Carl Frederiksen** is a member of the College of Reviewers for the CRC program.
- Professor **Nancy Heath** is a William Dawson Scholar Award and a Fellow for the International Academy for Research in Learning Disabilities. She is the editor of the International Academy for Research in Learning Disabilities Update.
- Professor **Susanne P. Lajoie** is a James McGill Professor, and Fellow of the American Psychological Association. She was the Keynote Speaker at the International Congress in Psychology and Education in Times of Change in Barcelona, Spain. She will be a Visiting Professor at Stanford University in the upcoming year. She serves as an external advisor to the European Commission Network of Excellence Kaleidoscope project.
- Professor **Lynn McAlpine** received the W. J. McKeachie Career Achievement Award for Teaching, Evaluation and Development. She serves as an advisor to the Institute for Higher Education, Sunan Kalijaga, Yogyakarta, Indonesia.
- Professor **Jeeseon Park** serves as a member of the American Psychological Association Mentor-Mentee committee.
- Professor **Robert Savage** is on the Editorial Board for the Journal of Research in Reading and is a member of the Center for the Study of Learning and Performance, Literacy consultant and Advisory Board member.
- Professor **Ada Sinacore** is an Affiliated Faculty Member of the Bar Ilan University and at Haifa University in Israel. She is also a member of the International Advisory Board to Academic Freedom at Bar Ilan University.
- Professor **Ingrid Sladeczek** is a member of the Montreal Childrens' Hospital Child Development Research Group and the Centre for Research on Children and Families.
- Professor **Victoria Talwar** is the Program Chair and Newsletter Editor for Division 37 of the American Psychological Association.

A – Teaching and Learning

The department teaching evaluations are consistently high, averages close to or over 4 on a 5-point scale. ECP faculty members have won several teaching awards in the last few years and we continue to nominate members for awards.

Program Modifications: Each program within ECP has undergone a self-study to improve its course offerings and to set curriculum that best meets the needs of our students. In some programs this has meant a reduction in the number of required courses, changing comprehensive exam procedures, and downsizing the number of minors offered. ECP has an executive committee that examines all curriculum and policy changes.

The cognition and instruction area completed major program revisions this past year: an expansion of the MA (thesis program), and revision of the PhD course requirements. The expansion consisted of the preparation of a Health Sciences stream for the MA program that emphasizes educational research applicable to the health professions and ways in which educational psychology and related theories can inform design, implementation, and assessment of educational programs in the health sciences. This stream will be of interest to educational psychologists, physicians, and other health professionals and

teachers in the basic medical sciences who aspire to become leaders in the field of health sciences education, through conducting educational research, educational administration, and or curriculum development. The PhD revisions consisted of the elimination of the minor requirement, replaced by concentration options. There is also a planned reduction in course load and an integration of the comprehensive exam preparation with a course sequence that will make it more conducive to efficiency in program completion. Approval of these revisions will be sought in the Fall 2005.

The school/applied child psychology program continues its APA Accreditation status and will seek accreditation renewal in the upcoming year. They received approval for their graduates to automatically qualify for membership status in the OPQ after completion of program requirements. Changes to the doctoral comprehensive exam occurred this year.

The inclusive education/special populations program will seek renewal in the upcoming year to maintain the quality of the programs offered. The program maintains its viability but needs more core members to maintain sufficient number of course offerings and to maintain quality supervision at the graduate level. The inclusive area serves a large community. It has a significant role in the undergraduate training program as well as at the graduate level. This year the program has worked toward standardizing the procedures for off campus offerings to be consistent with McGill regulations and to increase its on-campus offerings. Private donors have contributed to the vibrancy of student life in this area, the Butters foundation contributes awards for graduate students in the program as well as funds for the John Bryant Library collection of books in the area of inclusion. The Judy Fish Award was also awarded to an MEd student contributing to the community in the area of inclusion.

The Counselling Psychology program underwent a joint re-accreditation site visit by the Canadian and American Psychological Associations for the doctoral program this spring and accreditation was renewed and awarded for another 5 years. This program continues to have large number of applicants to its Masters program and increases occurred in the Ph. D. applications this year. The program has worked diligently to streamline its program and to create a Ph.D. fast track from masters' level to Ph.D. status.

To better serve MEds across ECP a faculty member has been assigned to oversee their special activities within a course format. This assignment ensures quality supervision as well as access to other students working on special activities and hence supporting a graduate student community for part time students.

ECP does not enroll its own undergraduate degree students at this time. However, we do contribute to undergraduate teaching and 25% of our senior staff teach these courses. ECP contributes to undergraduate education through its strong ties to the Department of Integrated Studies in Education (DISE), whose primary mandate is teacher education. ECP contributes to the BEd programs by offering courses pertaining to Educational Psychology in general and Inclusive Education and Exceptionalities more specifically. We have been promoting a close integration of the Inclusive Education option with the

rest of the BEd programs. Another contribution to the BEd is through ECPs courses in areas of assessment.

Students (undergraduate and Graduate) and their success

Table 1 indicates that 71% of our full-time graduate students are funded at an average rate of \$5622. The department and faculty member research grants account for 54% of their funding, the university graduate faculty provided 8% of this funding and 9% are funded by external fellowships. ECP students have a high rate of success at obtaining external fellowships and would obtain more if they were available. ECP graduate students are successful award winners and are very active in presenting their research at conferences. To list some of the awards: Lindsey Borovay and Lisa French won awards from the American Psychological Foundation; George Carani won 1st Prize and Francesca Luconi 2nd prize for research projects in Science and Education from the Salon National de la Recherche Universitaire of Quebec; Laurie Dickson won the Dissertation Award and Isabelle Lussier the Master's Thesis Award from the National (US) Council on Problem Gambling; Elaine Laflamme won the Bill and Ginny McKeachie Award; Joanne Assaly won the Judy Fish award as well as John A. Bryant, Butters Foundation Award; Deborah Rennie and Karine Tremblay also won John A. Bryant awards. Andrea Bryne was awarded the Faculty Victor Herschell award as well as a John A. Bryant award.

We are aware of upcoming 2005 awards: Kevin Chin won a prestigious Fulbright Foundation Scholarship, Meredith Gillespie won the Canada Graduate Scholarship, Wenyan Zhou was awarded a Peabody Dean's Fellowship award from Vanderbilt University as well as an honour's fellowship, service free award and a graduate student assistantship, 11 FQRSC awards 3 SSHRCs and 1 McGill Major were awarded.

We also sent and received graduate students as part of both the International Mobility grant and the North American Mobility grants held in the department.

B – Research

ECP productivity places us at the forefront of Canadian departments in the same discipline with regard to research. The number of published items by ECP professors (Table 2) has been consistently high over the last five years with an upward trend. See Appendix 1 for a detailed list of publications. The average this year based on a headcount of reports received from 30 tenure track professors¹ is 4 publications per year. There is a dramatic increase in publication totals from 82 last year to 125 this year. The majority of publications are journal articles and book chapters. There are also a large number of in-press publications (61), number of articles that are under review (59) and in advanced state of preparation (65). The total research grant revenues for 2004/2005 is \$5,464,435 (see Table 3). This amount demonstrates an increase of \$3,734,498 from 2000/2001 to 2004/2005. As many granting agencies have suggested scholarly output and funding

¹ This headcount excludes the staff member on LTD and a retiree.

generally go hand in hand. This upward trend in research funds and publications is a good indicator of increased scholarship and recognition of our faculty in ECP. See Appendix II for a detailed listing of grants. You will note that many of the grants are interuniversity, interdisciplinary and international. Appendix III presents the list of Honours and Awards of each faculty member.

The research funds highlighted above consist of both individual grants, and collaborative projects within and outside of McGill University. Many of the researchers are working with international teams of researchers (see list of co-authors on publications to see international diversity). 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 (Carl Frederiksen, Janet Donin), CIHR (Kim Cornish), Social Work, Psychiatry (Martin Drapeau) MNI, Psychology (Kim Cornish) Centre for Medical Education (Susanne Lajoie, Cynthia Weston)

Collaborative projects outside of McGill see Robert Bracewell –Kent State University research on Workplace literacy. Center for the Study of Learning and Performance (Mark Aulls, Lynn McAlpine, Cynthia Weston, Robert Savage, Bruce Shore), Ecole Eloignee en Réseau (MEQ, CEFRIO) with Laval and Sherbrooke (Alain Breuleux); National Alliance for Autism Research, National Network for Aboriginal Mental Health Research (Jake Burack), Canadian Institutes of Health Research (Kim Cornish, Jake Burack), NIH (Kim Cornish), VRQ (Carl Frederiksen, Janet Donin, Susanne Lajoie, Lynn McAlpine, Cynthia Weston), GRITI (Carl Frederiksen, Janet Donin, Susanne Lajoie) SSHRC INE (Susanne Lajoie), North American Mobility Grant (Susanne Lajoie, Carl Frederiksen, Robert Bracewell, Janet Donin, Alenoush Saroyan) European Consortium (Alenoush saroyan), MCRI (Nancy Heath)

International collaborations exist with US, UK, Singapore, China, Spain, Mexico, France, Amsterdam, Israel, Switzerland, Germany, Belgium, Holland, South Africa, Australia, Columbia, Tanzania, New Zealand, Greece, Russia and India.

As mentioned in program highlights Professor Drapeau has applied for CFI funding that when awarded will have a major impact on the quality of the Psychoeducational and Counselling Clinic as a state of the art research and teaching facility.

C- Academic Staff

ECP had 31 full time faculty members, however 5 of these members had positions away from the department (Professor Shore, the University Dean of Students, Professor Cartwright, Associate Dean Continuing Education, Professor Lusthaus, on long term disability leave, and Professors Bracewell and McAlpine on sabbatical). There is one joint appointment (Professors Donin, DISE). Professors Donald, McAlpine, Saroyan & Weston (formally jointly appointed with CUTL) were welcomed as full time ECP faculty members in June 2004. We were delighted to welcome Dr. Victoria Talwar in August 2004 in the area of Applied Developmental Psychology. We look forward to Dr. Frederick Grouzet (Educational Measurement and Assessment) and Dr. Steven Shaw

(School Psychology) joining ECP in July/August 2005. We said goodbye to Dr. Robert Lavers who retired in August 2004 after 33 years of service to McGill. ECP anticipates one retirement in September 2005, one in 2007 and possibly 2 retirements in 2006. We will be seeking the support of the University in maintaining our viability by awarding the necessary replacements. A full list of academic staff, adjuncts, associate members and course lecturers as well as non-academic staff is found in Appendix IV. Consulting Activities are provided in Appendix V.

The department has one CRC Tier II, a James McGill Professor, and a William Dawson Scholar. These positions are in line with the faculty's strategic plan and in line with the department research clusters in the areas of a cognitive processes and developmental neuroscience; design and evaluation of learning environments and instructional practices; and assessment and intervention respectively. The department has several meritorious faculty members who have the credentials to be appointed in these key positions and we will continue to advance our candidates for these key positions so that they are not attracted elsewhere and to maintain the international recognition of our department.

D- Involvement in the community

Researchers in ECP are greatly involved in the community in both educational and clinical settings. Many of our students are placed in educational settings to work in areas pertaining to school based assessments that can lead to better learning outcomes for students encountering difficulties, be it disabilities or emotional and/or behavior problems. Many of these students are later hired as School Psychologists.

ECP deals with individuals from both typical and atypical populations and much of its community involvement is with children and adolescents who are at risk. Dr. Kim Cornish presented an Inaugural Fragile X Conference for Parents and Educators, at the Faculty of Education in October and plans to make this an annual event. She has also presented her research to in-service programs at the Lester B Pearson and Eastern Townships School Boards. She also established a volunteer training program for CEGEP students at Champlain College.

In typical populations much of the community involvement involves literacy as well as educational innovations that are being researched in schools (see Savage, Stringer, Bracewell, Breuleux, Aulls, Bramwell). ECP includes the Psychoeducational and Counselling Clinic which offers services to children, adolescents and adults, by Masters and Doctoral level students under supervision of ECP faculty members (De Stefano, Drapeau, Fitzpatrick, Park, Sinacore, Maroun). Many individual faculty members work closely with the Community to help inform parents and teachers about: risk factors, be they genetic or otherwise, preventing learning problems and identifying appropriate interventions for addiction problems as well as behavior/emotional problems. For further information see Burack, Cornish, Derevensky, Heath, Sladeczek, Talwar.

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TABLE 1
GRADUATE STUDENT FUNDING (2004-2005)

Full-Time and additional students:- 201

Part-Time students:- 82

	Sources of Funding	Number of Awards	Total Value	Value per FT student (\$)	% FT students funded
1.	<u>Individual Dept./Faculty funding</u>				
	(a) Awards, GAs, TAs, Lecturers	53	94,370	470	26
	(b) RAs / Post docs	56	665,318	3310	28
2.	<u>Graduate Faculty Funding</u>				
	(a) Differential Fee Waiver	7	26,159	130	3
	(b) Fellowships	8	40,000	199	4
	(c) Alma Mater	2	2,000	10	1
3.	<u>External Fellowships *</u>				
	(a) Canada (SSHRC)	6	92,666	461	3
	(b) Quebec (FQRSC)	10	198,000	985	5
	(c) Other (Foundations)	2	11,400	57	1
	TOTAL	144	1,129,913	5,622	71

* This category does not include all renewals

TABLE 2

Publications (5-year comparison)

Form of Publication						In Press or Accepted					Under Review					In an advanced state of preparation				
	00	01	02	03*	04*	00	01	02	03	04	00	01	02	03	04	00	01	02	03	04
Journal articles	24	33	35	52	73	21	28	30	45	52	41	21	45	57	59	13	27	28	47	60
Scholarly books and Monographs	5	0	3	2	5	3	7	3	2	0	0	0	1	1	0	4	2	4	2	1
Book Chapters	15	14	8	26	36	14	25	31	22	9	2	0	1	1	0	5	12	5	10	4
Conference Proceedings	6	2	1	2	6	0	0	0	0	0	0	0	2	2	0	0	5	2	0	0
Other Publications	0	3	0	0	5	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0
TOTALS	50	52	47	82	125	38	60	64	69	61	44	21	49	61	59	22	47	39	59	65

* Includes publications during the period of January 1, 2005 – May 31, 2005

TABLE 3
Competitive Research Funding from All Sources 2000-2004

Granting Agency	2000/01	2001/02	2002/03	2003/2004	2004/2005
FQRSC	207,985	62,985	268,000	782,666	550,233
HRDC	0	0	0	96,226	434,204
SSHRC	496,884	524,293	367,028	738,770	803,771
NSERC	40,000	117,600	30,000	0	0
FRSSC	0	0	0	67,764	0
CFI Federal	0	434,900	225,289	180,000	197,617
CANARIE	0	0	25,936	62,110	0
Canadian Foundations	0	0	27,500	208,500	1,962,260
CQRS	0	64,000	23,000	208,238	37,872
ScotiaBank	35,000	35,000	35,000	35,000	35,000
McGILL*	35,000	1,200	10,000	50,000	187,850
Gov. Quebec	0	300,000	40,000	60,800	302,733
Ontario Government	113,880	113,880	3,000	0	162,000
LOTO-Quebec	622,388	667,380	805,485	502,380	0
VRQ	0	145,000	160,000	615,000	127,000
CEFRIQ	0	0	300,000	90,000	47,000
CIHR	0	180,000	0	480,000	77,533
Foreign Foundations	58,800	295,800	556,277	645,972	513,868
CFI Quebec	0	0	125,598	0	25,494
TOTALS (Cdn \$)	1,729,937	2,941,958	3,002,113	4,823,426	5,464,435

*includes James McGill and Frank Dawson Awards

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