

DIALOGUES

 **McGill**
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DEPARTMENT OF EDUCATIONAL & COUNSELLING PSYCHOLOGY NEWSLETTER



Welcome to Dialogues

ECP's DEPARTMENTAL NEWSLETTER



Another semester has come to an end and I have had an opportunity to read numerous outstanding Master's theses and Doctoral dissertations. Our graduating class this year looks to be among the largest and strongest we have ever had. The graduate admissions process for the Fall is now complete and we have had an exceptionally high acceptance rate, a true testimony to the strength of our students and faculty.

Additionally, our current and incoming graduate students are beginning to receive notifications of the awarding of national and provincial fellowships and once again it looks like we will have another record year. Our faculty and graduate students have been actively presenting their peer-reviewed research at national and international conferences.

The third annual Effective Parenting Series has just concluded and the EGSS and Human Development conferences were great successes. We look forward to our annual School/Applied Child Psychology conference to be held in May.

I would like to wish all our graduates congratulations on a job well done and hope that your future endeavors will be fruitful and rewarding. May everyone enjoy a relaxing summer.

Jeffrey L. Derevensky, Ph.D.
Chair and Professor
Department of Educational and Counselling Psychology

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Childhood Anxiety & Regulation of Emotions (C.A.R.E.) Research Group

In this edition of Dialogues, the work of Dr. Tina Montreuil and her Childhood Anxiety & Regulation of Emotions (C.A.R.E.) Research Group are featured.

Dr. Tina Montreuil joined the Department of Educational and Counselling Psychology in 2015 where she currently holds the position of Assistant Professor in the School/Applied Child Psychology program and Director of the Childhood Anxiety and Regulation of Emotions (C.A.R.E.) Research Group. In addition to her role as professor and lab director, Dr. Montreuil is a Regular Investigator of the Research Unit of Children's Psychosocial Maladjustment (GRIP) at McGill and an Associate Member in the Faculty of Medicine in the Department of Psychiatry, where she also holds an appointment of Research Investigator with the Research Institute of the Montreal University Health Centre (RI-MUHC).

Dr. Montreuil completed her PhD and PsyD in Clinical Psychology at the Université de Québec à Montréal where her doctoral research focused on devising a novel manualized cognitive-behavioral therapy group intervention for social anxiety in first-episode psychosis adolescents and emerging adults. She then continued to complete a Post-Doctoral Fellowship in the Department of Psychiatry at the Douglas Research Center. Presently, Dr. Montreuil's work focuses on investigating the role of emotion regulation in the development and intergenerational transmission of psychopathology, and how symptoms of mental health problems might interfere with learning in a collaborative group context and ultimately, how it might affect educational achievement. Mediators and moderators of emotion regulation and resiliency such as the role of parental socialization of emotions on the development of emotion regulation strategies in children are also investigated. With the help of her research group and its members, Dr. Montreuil aims to improve mental health literacy for children in schools through the implementation of an emotion-regulation based prevention program entitled "*Healthy Minds, Healthy Schools: Activities and Strategies for Happy and Successful Learners*" that she has developed with Ms. Micah Tilley, a C.A.R.E. doctoral student.

As a research group, their mission is also to identify protective and risk factors that may affect children's social-emotional development in the everyday and academic context as well as to identify and bolster factors of emotional competencies that facilitate parenting practices in order to promote healthy emotional development in children.

The C.A.R.E. Research Group is comprised of Micah Tilley, Loredana Marchica, Gabrielle O'Hara, Rayna Edels (PhD students in the SACP program), Sarah Cabecinha-Alati (PhD student in Counselling Psychology), Elizabeth Leong and Heather Kennedy (MA students in the SACP program), Hagit Malikin (Research Coordinator and newly admitted MA student in the SACP program), as well as hard working volunteers (Alexander Beckford, Lauren Buchardt, Michael Naoufal, and Elsie Yan). Together, they seek to determine whether they can establish developmental profiles in children with social-functional difficulties and future onset of psychopathology on the basis of emotion self-regulatory processes. In addition to the universal emotion regulation school-based program called *Healthy Minds, Healthy Schools*, Dr. Montreuil and her C.A.R.E. team have developed a complementary parenting program called *Parenting C.A.R.E.*, which aims to improve children's outcome by coaching parents on the ways they can improve their own emotional well-being and how through more adaptive modelling, they can contribute to the development of emotion regulation strategies in their children.

Emotion regulation, the ability to manage, express and control emotions in an adaptive way has been linked to academic success in past literature.

The C.A.R.E. Research Group investigates the role of emotions in academic outcomes such as motivation and achievement. An important component in academic success is metacognitive knowledge and regulation, where knowing or being aware of which learning strategies are most effective, is seen to be related to positive emotions in the school context, such as enjoyment and students' desire to learn¹. Furthermore, a large part of Dr. Montreuil's work is focused on understanding how emotion regulation strategies such as cognitive reappraisal, the ability to reinterpret an emotional stimulus in a more positive way and, expressive suppression, the ability to hide, inhibit or reduce an emotional stimuli² affect children's anxiety. The C.A.R.E. Research Group preliminary data has shown that children who engage in metacognitive regulation strategies, such as planning, monitoring and evaluating their school work also show higher levels of anxiety and higher use of expressive suppression³. This suggests that children who engage in such strategies do so as a means to regulate their anxiety levels.





Top (Left to Right): Michael Naoufal, Dr. Montreuil, Hagit Malikin, Lauren Buchardt, Gabrielle O'Hara. Bottom (Left to Right): Rayna Edels, Elizabeth Leong, Loredana Marchica, Sarah Cabecinha-Alati, Heather Kennedy. Missing from the picture are Alexander Beckford and Elsie Yan.

The development of metacognitive strategies in children is therefore important to promote as, in addition to emotion regulation strategies, the absence of these can account for poor functioning in children.

As advocates for school-based mental health, the C.A.R.E. Research Group's manualized intervention promotes the development of emotion, self-regulation, executive functioning and metacognition in school-aged children to improve their overall social functioning⁴. Past research has shown that when emotion regulation strategies are taught in school, children show improvement in behaviour, social skills, and a decrease in externalizing difficulties such as aggression or internalizing problems such as anxiety⁵. Dr. Montreuil was awarded a Social Sciences and Humanities Research Council (SSHRC) as well as a Fonds de Recherche du Québec – Société et Culture (FRQSC) grant to evaluate the effectiveness of the C.A.R.E.'s manualized prevention program.

The *Healthy Minds, Healthy Schools* is based on techniques and principles used from cognitive-behavioural therapy, mindfulness, and metacognition and emotion regulation. For example, children are taught to identify and label emotions, implement adaptive coping strategies, identify personal strengths and skills, and engage in problem-solving behaviours. The program is currently being implemented by the C.A.R.E. team in elementary schools (Lester B. Pearson School Board), the Children's Day Program at the Jewish General Hospital and has been implemented in private schools in the greater Montreal area. Excitedly, this program has spread all the way to Newfoundland, where one of C.A.R.E.'s first students, Micah Tilley,

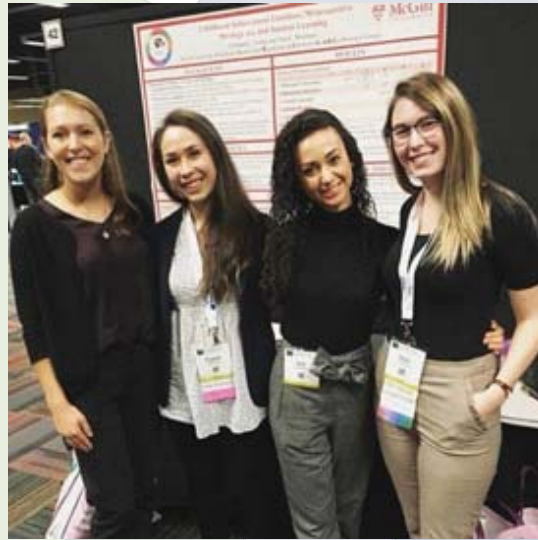
in collaboration with 10 schools in the Newfoundland and Labrador English School District, began the implementation of the program. School-based mental health is an important part of the C.A.R.E. research focus. Intervening early in the child's life is what the *Healthy Minds, Healthy Schools* aims to accomplish. By teaching grade 1 through 6 elementary students that emotions are natural and acceptable, it leaves room to also teach them how to manage and tolerate these emotions in more adaptive ways. Dr. Montreuil and her research team aim to establish the Healthy Minds, Healthy Schools program as a preventative and educational program for school-aged children. Being an advocate for the importance of school-based mental health, Dr. Montreuil is currently a member of multiple groups whose primary goals are to devise plans on how to implement and promote mental health and well-being in schools.

In addition to promoting emotional education in schools, the C.A.R.E. Research Group is interested in understanding the effect on academic achievement of group learning vs. individual learning. For instance, preliminary data revealed that high achievers reported learning better alone⁶. The C.A.R.E. team aims to understand whether this association is influenced by emotion regulation skills and/or strategies as well as to identify other variables that may affect children's learning in groups vs. alone, such as social anxiety.

Finally, the C.A.R.E. team research also focuses on investigating parental influences on child emotional well-being. In 2018, the C.A.R.E. Research Group developed a complementary parenting program called *Parenting C.A.R.E.* This program aims to improve parent emotion socialization practices, and parent emotion regulation. The main goal of this coaching program is to provide parents with instruction on emotional knowledge and strategies to promote the development of adaptive parental emotion socialization practices. Ultimately, proactive emotion socialization is thought to reduce the incidence of childhood internalizing and externalizing difficulties. The program was recently implemented at the Children's Day Program at the Jewish General Hospital in Montreal and has been renewed in 2019-2020. In addition, the C.A.R.E. Research Group will be implementing its first community-based parenting program starting fall 2019.



Micah Tilley preparing student's Healthy Minds, Healthy Schools workbook packages in Newfoundland



The C.A.R.E. team presenting research at the National Association of School Psychologists (left to right: Rayna Edels, Elizabeth Leong, Sarah Cabecinha-Alati, Micah Tilley)

The rationale for developing the *Parenting C.A.R.E.* program arose from the drive to better understand the link between parental and child emotion regulation as well as to explore the intergenerational pathways between parental regulatory abilities and children's internalizing and externalizing problems such as anxiety and aggression, respectively. For instance, parents who are able to show tolerance and can modify their own negative emotional reactions are more likely to engage in supportive strategies when it comes to responding to their children's emotions, and in turn, may teach their children more adaptive emotion regulation skills compared to parents who lack these abilities⁷. This represents an important area of research as parents are the primary emotion socializers in the child's life. By better understanding how parental emotional skills and strategies affect and impact children emotional regulation development, prevention and intervention programs can be consequently enhanced.

Throughout the year, Dr. Montreuil encourages her students to present their research around the world for a chance to learn from other experts in the field as well as promote school-based mental health worldwide. Members of the C.A.R.E. Research Group have travelled to various parts of the continental U.S.A. to present their research at the National Association of School Psychologists, across Canada to present research at the Canadian Psychological Association, as well as internationally at the International Congress of Psychological Science in Paris.

Currently, Dr. Montreuil and her students are working on multiple manuscripts to share the outcome of their work and findings with other experts in the field. In addition to disseminating knowledge to scholars, Dr. Montreuil believes in the importance of sharing information with the public. In the past year, Dr. Montreuil had the opportunity to be featured in radio and print interviews in hopes of

Publication Highlights

Montreuil, T. (2018). La santé mentale en milieu scolaire : Défis et enjeux. *Psychologie Québec*, 35(3).

Montreuil, T. & Tilley, M. (2017). *Healthy minds, healthy schools: Strategies and activities for happy and successful learners*. Canadian Scholars Press.

Montreuil, T. (2016). School and educational psychology across Canada: The best is yet to come. *Canadian Journal of School Psychology*, 31(3), 155-159.

Montreuil, T., & Goguen, S. (2016). La psychologie scolaire au Québec Français - School psychology in French Quebec. *Canadian Journal of School Psychology*, 31(3), 219-234.

helping parents and educators better understand and learn about childhood anxiety and the importance of emotion regulation, as well as provide them with tools and strategies on how to better approach their children's difficulties. As a child anxiety expert, Dr. Montreuil has been interviewed on Radio-Canada, TVA, CBC and Le Devoir and has more recently contributed as an invited expert to *Psychologie Québec*, the official periodic publication of the *Ordre des Psychologues du Québec* on a special issue entitled "School-based mental health: Current challenges and obstacles"⁸. The C.A.R.E. Research Group website also offers a number of resources for parents and teachers on various topics related to child, parent and teacher well-being.

Dr. Montreuil has been collaborating with Dr. Jeff Derevensky to investigate the importance of emotion regulation abilities in the context of gambling behavior. Preliminary findings show that the use of reappraisal may decrease participation in gambling when the use of suppression is low, indicating a potential focus on both emotion regulation strategies during interventions⁹. This stream of research is important as it provides a different perspective on interventions for problem gambling and addictions. Dr. Montreuil has also been working with scholars from France on an innovative pedagogy project funded by the Fonds de Recherche Québécois – Nature et Technologie in partnership with the France Consulat in Montreal and Science Po, which aims to improve the learning outcome of students presenting with mental health challenges in their transition from college to university.



Dr. Tina Montreuil was invited as a child/family mental health expert on Radio-Canada's Médium Large in December 2018 to discuss the topic of anxiety, alongside other renowned experts on the subject matter, Élise St-André, Sonia Lupien, and Ghassan El-Baalbaki.

Finally, as an ongoing project, Dr. Montreuil and her research group have been working to train teachers about the importance of resiliency and emotional well-being teaching practices. Additionally, the team plans to work on various related projects to further promote the importance of teacher mental health and well-being through increased mental health literacy. Moreover, the C.A.R.E. Research Group aims to expand their research by investigating emotion regulation using various technology to corroborate the current research findings by relying on biophysiological measures of emotional arousal and stress reactivity. As such, Dr. Montreuil has been collaborating with Dr. Sonia Lupien to develop an emotion-regulation module that will be added to the intervention developed by the Centres d'études sur le stress humain.

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4. Montreuil, T. & Tilley, M. (2017). *Healthy minds, healthy schools: Strategies and activities for happy and successful learners*. Canadian Scholars Press.
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7. Cabecinha-Alati, S., Tilley, M. A., O'Hara, G., & Montreuil, T. (2017, June). *The impact of parental emotion regulation and emotion socialization on children's emotion dysregulation and anxiety*. Poster presented at the 78th Annual Convention of the Canadian Psychological Association, Toronto, ON.
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9. Marchica, L., Tilley, M. A., Montreuil, T., Derevensky, J. (2017, June). *Escaping feelings: Investigating why university students gamble*. 78th Annual Convention of the Canadian Psychological Association, Toronto, ON.

Recent Graduates



February 2019 Graduates Congratulations!

Master of Education

- Alexandra Brand-Slutsky
- Veronica Carbonaro
- Sarah Naderpour
- Amanda Walbert

Doctor of Philosophy

- Tenzin Doleck
- Maryam Gholamrezaei
- Kyle Hubbard
- Lisa Jewett
- Jennifer Lavoie
- Melissa Stern

Student Awards

Student Awards: Congratulations to All

CIHR-MA Award

Heather Kennedy

Donna Kuzmarov Prize

Gabrielle Ciquier

Dr. Gauri Shankar Guha Award

Jenny Zheng

Dr. John A. Bryant Memorial Award

Stephanie Zito, Paulina Rodríguez

Graduate Excellence Fellowship

Despina Bolanis

Graduate Student Travel Award

Fauzanah El Muhammady, Shan Li, Tracy Wong

GREAT Award

Gabrielle O'Hara, Elizabeth Leong

Herschel and Christine Victor Fellowship

Shan Li

International Society for Autism Research (INSAR) Student Trainee Award

Gwenaëlle Philibert-Lignières

Jackie Kirk Fellowship

Kyla Brophy

Judy Fish Graduate Award

Jessica Wang

MUHC-RI Trainee Travel Award

Elizabeth Leong

Muriel and Harold Marsh Endowment

Emily Stubbert

Raschkowan Fellowship

Emilie Fletcher, Loredana Marchica, Jeremie Richard

SSHRC MA Award

Melissa Commissio, Hagit Malikin

Walter A. & K. Mary Marsh Fellowship

Domenico Tullo

Wilfrid-Ethier Award

Katrina Monton

Upcoming Conference

Summer Institute for School Psychology (SISP) - May 23-24, 2019

We are happy to announce that the fourth edition of the McGill Summer Institute for School Psychology will take place on May 23rd and 24th, 2019. We once again invite school psychologists, mental health professionals and students from Québec and beyond to come learn some of the most up-to-date research-based clinical practices to improve the mental health and academic achievement of children and adolescents.

This year, the conference program will feature workshops by Stephen Lewis, PhD (University of Guelph), Gerard Gioia, PhD (George Washington University School of Medicine), Jessica Bleuer, MA, Med, CCC, RDT, OPQ (Concordia University), and McGill's very own Nate Fuks, PhD (Director of McGill's Psychoeducational and Counselling Clinic). We have recruited experts in the field to provide high quality workshops in the hope to promote the development of evidence-based practices to improve the mental health and academic achievement of children. Our speakers will cover current research and provide clinical tools on topics such as non-suicidal self-injury and crisis intervention, concussion and traumatic brain injury management in schools, alternative and creative therapy techniques for students and their families, and LGBTQ sexual and gender identity development among youth. All workshops are approved for continuing education credits by the OPQ and CPA.



This is an excellent opportunity to showcase the Department of Educational and Counselling Psychology and McGill University and foster new relationships with community members. Additionally, for the third year, students were invited to submit their research for a poster session held as part of the wine and cheese reception. All accepted poster submissions are entered for the annual poster award and the winner is presented with a prize at the wine and cheese reception.

For more information or to register for the conference, visit the website at: <http://www.mcgillschoolpsychinstitute.com/>

Effective Parenting Series

The Department of Educational and Counselling Psychology again hosted a parenting seminar series from April 9-30, 2019. This informative public lecture series, featuring department professors, focused on topics of concern for parents/guardians/grandparents in our fast-paced world and digital age. The series was very successful with strong attendance and excellent feedback from attendees. Additionally, several of the speakers conducted newspaper and radio interviews including *Montreal Families*, CBC and CJAD radio. The PowerPoint presentations can be viewed at: <https://www.mcgill.ca/edu-ecp/ep2019>. Faculty presenters and topics included:



Dr. Marie-Hélène Pennestri - Sleeping through the night: From expectations to reality!



Dr. Tina Montreuil - Moving from worry to mastery: Identifying parenting behaviors that are associated with childhood anxiety



Dr. Gigi Luk - The science of bilingualism: Implications for your child's development, learning, and education



Dr. Marie-Claude Geoffroy - Understanding suicidal risk among children and adolescents

Conferences



Keynote speaker Tony Simmons



EGSS Conference Poster Presentations

Education Graduate Student Society (EGSS) Conference

The 18th Annual Education Graduate Student Society (EGSS) Conference was held on March 27, 2019. This year's conference theme was "Theory and Action: Learning in the Modern World."

The aim of this conference is to provide Faculty of Education graduate students with opportunities to promote their research, enhance their professional academic skills (e.g., integrating research, preparing presentations, facilitating discussions), and engage with a community of motivated learners comprised of other students, researchers and educators. This year's keynote speaker, Tony Simmons, Executive Director of the High School for Recording Arts (HSRA), spoke about taking students learning "to another level." The conference also featured a networking panel on innovative careers in education comprised of alumni who have knowledge of these growing fields, as well as extensive leadership skills and hands-on career experience. Students were able to meet in small groups with this panel of experts to ask individualized questions.

The EGSS Conference committee received roughly 100 student research presentation submissions this year. Additionally, at a pre-conference presentation event for Faculty of Education graduate students in February, first place winner, Gabrielle Valevicius, was given the opportunity to present her research at the EGSS Conference.



Co-chairs Amanda Argento / Oksana Caivano and program director Dr. Tara Flanagan presenting abstract awards



Students and faculty from McGill and other Quebec universities attending the Fourth Annual Human Development Conference

Human Development Conference

The Fourth Annual Human Development conference was held April 26, 2019. This one-day student-organized event featured research concerning the latest issues in Human Development from an educational perspective. The conference highlighted topics including social-emotional development, cognitive development, attention, mindfulness, self-determination theory, peer relations, parental involvement, reading comprehension, all of which revolved around a developmental theme in education. Dr. Kristen Dunfield, Associate Professor of Psychology at Concordia University, was the keynote speaker.

Chatter that Matters

Bruce M. Shore Collegiality Award



Dr. Tara Flanagan was recently awarded the Dr. Bruce M. Shore Collegiality Award for her dedication, commitment and support to her colleagues. Dr. Armando Bertone, last year's winner, presented the award to Dr. Flanagan.

EGSS Excellence in Research Proposal

At the recent EGSS conference, student Despina Bolanis received the Excellence in Research Proposal Award.

2019 AERA SIG Outstanding Publication Award

A comprehensive review publication co-authored by recent graduate Dr. Anna Sverdlik with Drs. Nathan Hall (ECP), Lynn McAlpine (Emeritus), and Kyle Hubbard (ECP graduate) has been downloaded over 5,000 times since publication in late 2018 and was selected for the 2019 Outstanding Publication Award from the AERA SIG for Graduate and Postdoctoral Education. The publication can be accessed from: <https://www.informingscience.org/Publications/4113>

Dr. Steven Shaw was featured in the following media interviews:

- "Should cell phones be banned from Montreal schools?" CTV news Montreal available at <https://montreal.ctvnews.ca/video?clipId=1637974>
- BBC Parentland podcast episode titled "Born clever?" <https://www.bbc.co.uk/programmes/p072bsz7>

Faculty in the News

Faculty Awards and Distinctions

Congratulations to the following faculty:

AERA-SRCD Fellow

Dr. Adam Dube was recently named an AERA-SRCD Early Career Fellow in Middle Childhood Education and Development. These fellows represent some of the strongest early career scholars conducting research cutting across middle childhood education and development.

CPA John C. Service Member of the Year Award

Dr. Martin Drapeau was the recipient of the Canadian Psychological Association's (CPA) 2019 John C. Service Member of the Year Award. This award acknowledges his outstanding and exemplary service to the CPA and to the science and practice of psychology.

APS Rising Star Award

Dr. Bassam Khoury was named a "Rising Star" by the Association for Psychological Science (APS).

Top Publishing Female Author

Dr. Krista Muis has been ranked among the top producing female authors in Educational Psychology. For more information, see the following journal article "Female participation as top-producing authors, editors, and editorial board members in educational psychology journals from 2009 to 2016." <https://doi.org/10.1007/s10648-018-9452-8>

Faculty Book Publications

Recent faculty books:



Dr. Karen Gazith has published a book titled: *"The mindful and purposeful teacher: Research informed practice for every student in every classroom."*

Dr. Steven Shaw and Professor Anna M. Janowska published *"Pediatric intellectual disabilities at school: Translating research into practice."*



Chatter that Matters

Dr. Marie-Claude Geoffroy Co-organizer of Colloquium

Dr. Marie Claude Geoffroy is co-organizer of a colloquium entitled *"Suicide: New scientific perspectives and importance for prevention."* This full-day colloquium with 17 presentations will convene at the Association francophone pour le Savoir (ACFAS) on May 29, 2019.

Recent Faculty Grants

Congratulations to the following faculty members:

- Dr. Nathan Hall was awarded a three-Year NSF grant with Dr. Robert Stupnisky, examining motivation, emotions, and productivity in STEM post-secondary faculty.
- Dr. Eve Marie Quintin received a research grant from the Office des personnes handicapées du Québec. The project is entitled: Evaluation of the effects of participation in a music group on school and social inclusion of students with an autism spectrum disorder.

Alumni News



Dr. Tim Rahilly (PhD in Educational and Counselling Psychology) has been appointed president and vice-chancellor of Mount Royal University in Calgary.

Dr. Eric Poitras (Learning Science graduate) received the 2019 Early Career Researcher Award from the Technology, Instruction, Cognition, & Learning SIG of the American Educational Research Association (AERA).



Research Methods Reforms

In February, 2019, Dr. Steven Shaw's work on reforming research methods to ensure that research better informs evidence-based practice and implementation in clinical psychology was featured at the National Association of School Psychologists annual conference in a presentation titled: *"Implementing innovation: Real-world evidence-based interventions in the classroom."*

Variations of this work were presented at a faculty colloquium at the University of Calgary in May and will be presented at the Canadian Psychological Association conference in June.

This work has been adopted by McGill's Centre for Medical Education and Department of Psychiatry.

Publication News

Dr. Marie-Claude Geoffroy has a publication in press in the leading *Lancet Psychiatry* journal:

Orri, M., Gunnell, D., Richard-Devantoy, S., Bolanis, D., Boruff, J., Turecki, G., & Geoffroy, MC. (in press). Developmental origins of suicide: systematic review and meta-analysis of the in utero and perinatal influences on suicide risk. *Lancet Psychiatry*.

AERA Poster Nominations

Two of Dr. Susanne Lajoie's students' posters were nominated by Division C (Learning and Instruction) of the American Educational Research Association for Outstanding Graduate Poster:

- "How and why undergraduate students regulate emotion in achievement situations" submitted by Amanda Jarrell, Susanne Lajoie and Maren Gube.
- "Effects of emotion regulation on team coordination in an academic programming competition: A multimodal analysis" submitted by Maedeh Assadat Kazemitabar and Susanne Lajoie.

Visiting Faculty Seminars



Dr. Alexander Browman, March 25, 2019

Alexander Browman is a Postdoctoral Research Fellow in the Department of Counseling, Developmental, and Educational Psychology in the Lynch School of Education and Human Development at Boston College. Dr. Browman's research aims to identify features of students' social environments that influence their academic motivation and achievement, with a focus on secondary and postsecondary students from disadvantaged backgrounds. His work is multi-method in nature, combining rigorous lab experiments and field-based studies to develop evidence-based interventions for enhancing motivation and achievement among disadvantaged students. Dr. Browman's research has been published in leading journals including *Nature Human Behaviour*, *Journal of Personality and Social Psychology*, and *Motivation Science*. Dr. Browman completed his BSc in Psychology and Biology at McGill University and both his MSc and PhD in Social Psychology at Northwestern University. Dr. Browman gave the following talks:

- Addressing socioeconomic gaps in academic motivation and achievement: The role of psychological barriers in school and society
- Fostering student learning and research development: My approach to teaching and mentoring

Dr. Camillia Matuk, February 27, 2019

Camillia Matuk is an Assistant Professor of Educational Communication and Technology at New York University. She conducts design-based research on collaborative inquiry learning among middle school learners and teachers. One focus is on how students use technology to engage with peers' ideas during science inquiry activities. A second focus is on how narrative and play can promote learning through design. This work has involved iterating on an informal workshop, in which youth explore STEM ideas through their design of story-driven games; examining a platform to support undergraduate students in developing research literacy through their design of interactive fiction; and studying playful professional development experiences that guide educators in creating game-based learning experiences for their classrooms. Dr. Matuk received a PhD in the Learning Sciences from Northwestern University, an MS in Biomedical Communication from the University of Toronto, and a BSc in Biological Sciences from the University of Windsor. Dr. Matuk gave the following talks:

- Integrating perspectives to promote collaborative inquiry learning
- Teaching, supervision and mentoring



Dr. Kristy Robinson, March 18, 2019

Kristy A. Robinson recently completed her doctorate in Educational Psychology and Educational Technology at Michigan State University. Her program of research focuses on understanding and supporting the development of achievement motivation, including students' identities, values, and competence beliefs. Her investigations of developmental trajectories and interventions to support motivational development are aimed at expanding opportunities for underrepresented students in STEM fields through research that bridges theory and practice. Dr. Robinson gave the following talks:

- How and why does motivation change over time? Broadening participation in stem from a motivation & identity development perspective
- Supporting students' individual pathways to success

Dr. Sinacore's Lab Helps Advance the Field

Canadian Counselling Psychology Conference

On October 26, 2018, several members of Professor Ada L. Sinacore's Social Justice and Diversity Research Lab attended and participated in the 2018 Canadian Counselling Psychology Conference in Calgary, Alberta. The aim of this conference was to bring together stakeholders within Canadian counselling psychology to consider the state of the discipline at the present time, and to formally expand upon the Inaugural Counselling Psychology Conference that was held in 2010 and led by Professor Sinacore. The focus of the conference was on community engagement in service of improving the outreach and advocacy work with diverse groups conducted within the field of Canadian counselling psychology.

The Social Justice and Diversity Lab maintained an active presence at the conference, with Professor Sinacore delivering the opening keynote, *Counselling Psychology at the crossroads: Discipline or social movement*. Lab member Jann Tomaro was on the conference committee, volunteering throughout the year leading up to the event and during the event itself. A number of lab members developed a symposium that was presented at the conference, including Professor Sinacore, Jann Tomaro, Samir Durrani, Stefanie Gescher, Ibukunoluwa Adekoya, Shaofan Bu, Justin Buchanan, and Asra Miller. The symposium, entitled *"Methodological considerations when conducting research with vulnerable populations"*, addressed considerations in recruitment and compensation, the use of technology in research, and the potential of negative consequences for participants when engaging with this population. The aim of this presentation was to critically analyze the influence of differing research methods on vulnerable populations, addressing the challenges and concerns faced by researchers and participants. There was a particular focus on the inadvertent negative effects research can have on the populations it is meant to support.

While Professor Sinacore facilitated a working group at the conference, *International Advocacy: Canadian Counselling Psychology in an International Context*, lab members Ibukunoluwa Adekoya, Asra Miller, Stefanie Gescher, and Jann Tomaro participated in working groups including the International Advocacy Working Group as well as the Rethinking Truth and Reconciliation Working Group. These working groups will publish the results of their discussions in the upcoming year.

Presence in Canada and Abroad

In addition to the lab's participation in the Canadian Counselling Psychology Conference, several members of the Social Justice and Diversity Research Lab have had notable successes in the past academic year. The lab's most recent doctoral graduate, Dr. Sarah Khayutin, was ranked in the top 10 in the 2018 NVIVO International Institute for Qualitative Methodology PhD Level Dissertation Award competition while the lab's most recent Master's graduate, Ibukunoluwa Adekoya, was ranked in the top 10 in the 2018 NVIVO International Institute for Qualitative Methodology Masters Level Dissertation Award competition.

In March, 2019, Professor Sinacore traveled to Chile at the invitation of the Canadian Embassy in Chile to collaborate with the Embassy and the University of Chile as an Expert Speaker on Gender Studies. As part of this collaboration, Professor Sinacore gave several scholarly presentations and workshops on topics related to gender, inclusion, and workplace safety, while also meeting with administrators, deans, and researchers to discuss best practices in gender inclusive education.

SAVE THE DATE!

Dr. Armando Bertone, Associate Professor and Director of the Summit Centre for Education, Research and Training (SCERT), invites you to attend the Inaugural SCERT Conference on Neurodevelopmental Conditions, to be held on November 1st, 2019. You can learn more at: <https://www.summit-scert.com/conference>



The Summit Centre For Education, Research, and Training Presents:

SCERT CONFERENCE ON NEURODEVELOPMENTAL CONDITIONS

NOV 1st, 2019

The Summit Centre for Education, Research, and Training invites you to our first annual Conference on Neurodevelopmental Conditions (NDCs). Our aim is to bring together leading scholars to share their knowledge on issues concerning individuals with autism spectrum disorder, intellectual disability, and other NDCs. Come join other parents, educators, scholars and professionals at this informative, community building event!

BREAKOUT SESSIONS

- ROGER GORREUT, PhD**
Sleep Difficulties in ASD and Intellectual Disability: Current and Interventions (in French)
- ISABELLE HENAUULT, PhD**
Healthy sexuality: Adaptive skills for students with ASD
- LUCYNA LACH, PhD**
Challenges Faced by Families of children with NDCs: From Diagnosis to Impact
- ISABELLE SOULIERZ, PhD**
Challenges of Cognitive Assessments in Children with NDCs (in French)

Bryna Siegel, PhD
Reconceptualizing ASD: From Diagnosis through Adulthood

Michael Wehmeyer, PhD
Autonomy, Self-Determination, and Strengths-Based Approaches

EARLY BIRD REGISTRATION:
www.summit-scert.com/conference
For more information email us at scert@summit-school.com

LOCATION: New Residence Hall
3625 ave du Parc, Montreal, QC H2X 3P8

Final Thoughts



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Upcoming Events

Summer Institute for School Psych (SISP)-4th Annual Conference May 23-24, 2019

We once again invite school psychologists, mental health professionals and students from Quebec and beyond to come learn about some of the most up-to-date research-based clinical practices to improve the mental health and academic achievement of children and adolescents. This year, the two-day conference will include a series of workshops that will cover topics such as non-suicidal self-injury, concussion and traumatic brain injury management in schools, alternative therapy techniques, and LGBTQ issues among youth. For more information see: <http://www.mcgillschoolpsychinstitute.com/>

SCERT Conference on Neurodevelopmental Conditions

November 1, 2019. For more information see: <https://www.summit-scert.com/conference>

Attention Former Graduates

We would love to hear from you!

It would be great to hear from you concerning your accomplishments and where you are currently employed. Please send us newsworthy items and keep in touch. Our alumni remain one of our strongest assets!

Please stay in touch!

*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*

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!

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