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Chair's Corner

by Dr. Jean-Paul Boudreau,
Department of Psychology Chair



On April 14th, our first *Thesis Poster Day*, showcasing the excellent work of twenty-four Honours students, I had to leave early to get to OCAD for a SSHRC meeting. But as I was walking down Dundas to hail a cab, I had one of those epiphanies: our department **had truly "arrived"**. While we have witnessed tremendous building success in the department over the past five years (three new programs,

eighteen hires, staff recruits, new research facilities, prestigious grants, graduate students, to name but a few), seeing those twenty-four beaming faces standing next to sophisticated thesis posters was a pinnacle that also fundamentally grounds us.

On May 25th, when we host the inaugural *Psychology Student Research & Awards Celebration* at the historic Arts and Letters Club of Toronto, we bring together our undergraduate and graduate students in a united awards event, thereby publicly underscoring our commitment to program integration and the building of intellectual synergies. Of course, with such events we also continue to raise

our lively Psychology spirit.

Later this summer we welcome two new faculty members to the team: Dr. Janice Kuo (Stanford University School of Medicine) and Dr. Lili Ma (University of British Columbia); more detailed announcements will be posted to the web.

Finally, on July 1st, Dr. Carla Cassidy, Dean of Arts, will assume the position of Vice-President, Research & Innovation. While we will take time to acknowledge her work this summer, I would like to pause here and simply say: Carla, **we couldn't have done it without your inspired leadership, and we'll miss you in Jorgenson Hall.** ♡

Jean-Paul-

Encouraging First Generation Scientists & First Generation University Students

by Dr. Colleen Carney, Director, SAD Lab



On March 16, 2010, 40 young people stepped foot **on Ryerson's campus** to tour the PRTC and start visualizing themselves on a university campus.

This was part of an exciting day for our Department; a collaboration with Regent Park community group **Pathways to Education, Ryerson's Tri-mentoring Program** and a Ministry of Research and Innovation sponsored outreach from our Sleep and Depression (SAD) Laboratory. This collabora-

tion was part of the First Generation Project; a project that invites those who have not had any family members attend university, to tour a university and begin to view it as a possible career path for them. They are connected with mentors, some

of whom were originally from the same neighborhood so that they can picture themselves on a university campus and in particular, in a science career.

Approximately 40 high school students took time during their March Break to participate in a **day on Ryerson's campus**, which included an hour at the PRTC. While at the PRTC, they participated in two experiments run by Faculty mentor and SAD Lab Director, Dr. Colleen Carney, graduate students, Andy Harris and Taryn Moss, as well as psychology practicum student, Molly Atwood and psychology thesis student, Oren Weiner. Gabe Nespoli also provided 2 impromptu, engaging tours of the SMART Lab. The SAD Lab talked about what they found exciting about sleep, depression, psychology, science and going to university.



This event was sponsored by Dr. **Carney's Early Researcher Award** from the Ministry of Research and Innovation.

While the PRTC might be considered the jewel of our Department; arguably our greatest asset in the Department is our people. The SAD Lab members worked hard on preparing for this event and **put the Department's infectious enthusiasm for science on display. All who participated couldn't help but be intrigued by what is possible at University.** ♡



GRADUATE PROGRAM UPDATES



Dr. Martin M. Antony,
Director of Graduate Program



Dr. Candice Monson,
Director of Clinical Training



Dr. Frank Russo,
Director of Psychological
Science Training

With our third year of graduate training coming to an end, we would like to mark a number of recent accomplishments by our graduate students. First, congratulations to our graduate students for securing a *CPA Clinical Section Student Grant*. This competitive award is given out once per year and is designed to help students extend their educational experience through organizing educational activities (e.g., workshops, lectures, round tables). The \$1000 award will be used to fund a workshop on May 19, 2010 on dialectical behaviour therapy, presented by Drs. Shelley McMains and Andrew Ekblad. Thanks to Sarah Royal, Val Vorstenbosch, Jenny Rogojanski, and Rachel Strimas for preparing the successful application.

Congratulations to Stéphanie Marion & Debra Soh, who were both successful in the national competition for the SSHRC Michael Smith Foreign Supplement Award. Stéphanie will be studying with Dr. Maryanne Garry at Victoria University Wellington, New Zealand **this summer on her project, "The misinformation effect in line-up identifications."** Debra will be studying with Dr. Anthony Beech at

the University of Birmingham, UK. Her project is titled *"Functional magnetic resonance imaging (fMRI) of violent sexual offenders."*

Congratulations as well to Madelaine Burley & Leanne Wilkins, who both received the CIHR Michael Smith Foreign Supplement Award. Maddy will be studying this summer with Dr. Jimmy Jensen at Oslo University, **Norway. Her project is titled "An fMRI investigation of differential hippocampal and amygdalar activation to emotional imagery in schizotypy."** Leanne will be studying with Dr. Valerie Curran at University College London, **UK. Her project is titled "The effect of acute ketamine administration on spatial memory."**

In addition, Andrea Harris, Taryn Moss, & Anne Wagner won awards for research they presented at the November meeting of the Association for Behavioral and Cognitive Therapies. Brian Mainland recently received the *Jack Brown Life Award* for his research on memory in older adults. Heather Hood was appointed to the position of *American Psychological Association of Graduate Students (APAGS) Advocacy Coordinator* for Canada. In this role, Heather will coordinate the activities

for APAGS campus representatives across the country. Caitlin Davey was awarded the University of Toronto/McMaster University Indigenous Health Research Development Program (IHRDP) Graduate Scholarship funded through the CIHR - Institute of Aboriginal People's Health. Finally, congratulations to Brian Mainland & Ronak Patel who each received a 3-year PhD scholarship from the Ontario Mental Health Foundation, starting next year. They are the first students in our department to receive funding from OMHF.

Many important projects and developments are on the horizon for this summer, including preparing for CPA accreditation, reviewing and updating our program curriculum, and supporting our soon-to-be 2nd year PhD students as they plan the first doctoral dissertations in our program. Finally, individuals who are considering applying for graduate studies in Psychology at Ryerson should mark the evening of October 21, 2010 in their calendars. This will be the date of our annual Open House for applicants to our MA and PhD programs. More information will soon be posted on our website. Ψ

Lab Feature: DCN Lab

by Dr. Meg Moulson, Director, DCN Lab



The goal of research in the Developmental Cognitive Neuroscience Lab is to understand how early experiences in infancy and childhood shape the development of perceptual and cognitive abilities.

Current research in the DCN Lab focuses on face perception, a fundamental perceptual ability that plays an important role in later social and emotional development. An important feature of research in the DCN Lab is the use of multiple methods. Our studies generally combine behavioural methods and tools from cognitive neuroscience – specifically, event-related potentials (ERPs), a measure of the electrical activity of the brain in response to external stimuli. Using multiple methods allows us to understand how changes in the brain give rise to

changes in behaviour. With infants, kids and adults, we investigate questions like: 1) What strategies do people use to recognize faces from categories that they are familiar with (e.g., own-race faces) vs. faces from categories that they are unfamiliar with (e.g., other-race faces)? 2) How does impoverished early experience affect the development of face perception? 3) How do the neural correlates of emotion perception change over the first year of life, and how do **these changes relate to infants' developing understanding of others' emotions?**

Our lab is small, but growing! Currently, two undergraduate research assistants are working on projects related to the questions above. Megan Baird, a 4th year honours Psychology student, is investigating how early



From left: Meg Moulson, Danielle Varadi-Starer, & Megan Baird

adverse experiences (specifically, growing up in institutions for orphaned and abandoned children) affect the ability to recognize other **people's emotions at 8 years of age.** Danielle Varadi-Starer, a 3rd year honours Psychology student, is helping design a study examining **young infants' sensitivity to social cues.** Ψ

PGSA *updates*

by Brian Mainland, PGSA President



The PGSA is midway through its third year since being officially launched in the Fall of 2008. Our current committee has been hard at work organizing new initiatives that we hope will

add to the “Graduate Experience” for all of our students in the Psychology graduate program. In February, we launched our new “PGSA Forum”, a social networking site allowing current students and guests to discuss topics related to social events, course material, or other issues relevant to student life. In the near future, we plan to launch an online polling system that will allow students to vote on future PGSA social and academic events that they would like us to organize.

We have also initiated planning for our 2nd Annual PGSA Research Symposium, scheduled for October 21st, 2010. Our keynote speaker will be Dr. Jordan Peterson, author of “Maps of Meaning: The Architec-

2009-2010 EXECUTIVE TEAM

From Left:

Brian Mainland (MA2)

President

Bethany Gee (MA2)

Treasurer/Secretary

Syb Pongracic (MA1),

Clinical Psych. rep-at-large;

Lisa Chan (MA2)

Vice-President

Lucy McGarry (MA1)

Psych. Sci. rep-at-large



ture of Belief”, and we will again be highlighting current students’ research projects. Our first symposium was very successful and we aim to carry on the tradition. We are also organizing a summer mini-workshop series that will feature presentations from Ryerson faculty members on topics ranging from “Preparing for Practicum Interviews” to “The Use of Event Related Potentials in Psychological Research”. We have also decided to augment our signature PGSA socials by adding “Games Nights”, which will

include games such as Nintendo Wii, Trivial Pursuit, Cranium, and other fun entertainment as a way of bringing our students together for some fun and a break from work. Finally, the PGSA would like to encourage comments and ideas from all students, staff and faculty for how we can improve our events and connection with the student body. We look forward to another year of informative and entertaining PGSA-driven events and we hope to see you all out to join us! ♪

Undergraduate Program Updates

by Dr. John Turtle, Undergraduate Program Director



The biggest news from the undergraduate program is that our graduating class this spring is going to be about 65 students, as opposed to just eight from last year. That’s of

course because this is officially the fourth year of our program, so our first full cohort of students from 2006 are eligible to graduate, compared to the very small number who came into the program with a year or so of courses already under their belts. Convocation for the Faculty of Arts, including our undergraduate and graduate programs, is on Friday, June 18 at 2:30pm. We expect a fair number of students to graduate in the Fall as well (on October 20), after wrapping up a few courses in the spring and summer sessions.

Another major event is the inaugural Psychology Student Awards & Research Celebration on Tuesday May 25th, from 4:30

to 7pm, at the Arts and Letters Club (14 Elm Street). Of course we’ve presented student awards since our program started, but this is the first time we’re not doing a combined event with the other social science programs. We enjoyed celebrating alongside our Arts colleagues for the past few years, but all of the programs are much larger now, and there is no shortage of accomplishments to fill up the schedule for just our own event. It also allows us to combine awards for both the undergraduate and graduate programs. The Awards Committee, with Dr. Trevor Hart as Chair and Lisa Vuong as Administrative Coordinator, is planning an “informal celebration of our students’ achievements in academics, research, and community involvement.”

The other most relevant update for this time of year concerns our incoming class for next year. Again, we received over 3,000 applications for about 120 spots, which is among the top two or three applicants-to-

spots ratios at Ryerson, so the Office of Admissions is currently working their way through the list of offers to the best candidates. An event that helps students decide on our program is the spring installment of Discover Ryerson, which was held on March 18. Thanks to the many people in the Office of Undergraduate Admissions & Recruitment for organizing another successful event, and to Lisa Vuong and Dr. Michelle Dionne for representing our program. In addition to our new program students who are recent graduates from high school, we accepted about 25 new psychology majors who transferred from the other social science programs in Arts (two students went in the other direction). We look forward to welcoming all of our new students in the new academic year, and to celebrating the accomplishments of our current students on May 25 and our graduating class at convocation on June 18. ♪

BA Thesis Stream

by Dr. Michelle Dionne, BA Thesis Coordinator



Over the past eight months, 24 students in our undergraduate thesis stream have been dutifully poring over psychological literature, devising clever experimental protocols,

writing research reviews, defending their proposals, spending hours collecting data, and spending more hours analyzing it.

They've submitted numerous drafts and had countless meetings with their faculty advisors -- and now they're ready to submit the thesis.

These same students recently presented their research at our first annual Undergraduate Poster Day on April 15th at a noon-time session held at the Psychology Research and Training Centre at 105 Bond Street. (See *photo.*) The topics were diverse and covered a wide range of student and faculty interests. Just to give a random sampling of some topics, Tina Azarbad looked at "The Extrapolation of Motion Information from Visual Scenes in Older and Younger Adults"; Flavia Spiriou studied "The Impact of Beliefs Concerning Deception on Perceptions of Nonverbal Behavior"; **Teresa Mejia's** work was on



Dr. Dionne with the 2009-2010 Honours Thesis Stream Students

Assessing the Specificity of the Association between Intolerance of Uncertainty and **Worry**"; and Ahlexxi Jelen asked the question "Exercise as a Risk Behaviour: Do Elevated Anxiety Levels Promote Food Consumption in Obligatory Exercisers?"

For most students, this was the first opportunity to do their own research from conception of the idea through data collection, analysis and presentation. These students -- who are some of the best senior students in our program-- applied for chance to be accepted into

the thesis stream almost a year ago.

The application process for next year has now concluded but we are looking forward to another excellent group of students in the fall. If you are a Psychology student going into third year in September, join us for a thesis information session to learn more about **this opportunity and to see if it's right for you.** You can also read more about the thesis in psychology on our website:

ryerson.ca/psychology/undergraduate/thesis

Towards a better balance between teaching and research

by Dr. Stephen Want



Four-and-a-half years into this job, I still spend much more time on teaching than I do on research. So, here are some thoughts on why teaching often weighs more heavily on my time than research, with hopefully some ideas for leveling the scales.

One #1: Good teaching requires a lot of preparation – and so does good research, but the payoff for investing in teaching is more immediately obvious (the class goes well the following week) than the investment in research (the paper gets published...if you're lucky...in perhaps 2-3 years' time). So, the demands of teaching often seem more pressing than those of

research. Lately, I've been trying to keep on track with research projects by committing to working with others. If I know that a colleague, graduate student, or research assistant is waiting for me to write a proposal or a paper, design a methodology, or analyze some data, my hope is that this will act as a counterweight to the more immediate demands of teaching.

Two #2: Good research requires solid blocks of time – good writing and clear thinking take sustained effort. Unfortunately, the demands of teaching (class prep, stand-up hours, office hours, e-mails, mental downtime after class) often create a "broken" schedule and it's hard to do research in

the gaps. In an ideal world, I'd double my teaching load in the Fall or Winter semester, free-ing up the other semester for dedicated research! Back in the real-world, the only way around this problem is to try to create dedicated research days, confining all those teaching demands to specific days (e.g. by scheduling office hours and writing e-mails to students only on the same days that you teach).

Three #3: Good teaching is exhausting – Related to the above, I'm learning to accept that there will inevitably be some mental downtime after teaching a class and trying to fill it with something that's useful, but not too mentally taxing. (Data entry? Answering e-mails? Writing articles for UP?) **ψ**

n = 1

by Dr. Ben Dyson



Often people see a marked division between teaching and research. Either as a startling feat of synergistic thinking or perhaps because I have lost the ability to maintain mental categories as a cumulative result of the semester, teaching is starting to look like a lot like research. With hindsight, it seems I recently carried out an accidental investigation into

whether the plastic casing of my USB stick was robust enough to withstand a podium lid being slammed down on top of it (for further details see the forthcoming Dyson [2010] *Journal of Motor Incompetence*, 4, 71-75). Elsewhere, the optimistically minded among us might wish to recast specific unsuccessful teaching episodes as examples of one-trial learning: a test that does not require replication. If anyone has ever wondered whether it is possible to conduct an experiment on motion after-effect with a group of graduate students on the subway, the PS8526 class from last semester will be happy to **fill you in. Just don't ask to see any data. And I still think we're missing someone at Davisville.** Anyway, here are a few abstracts relating to informal research I've been collecting during teaching:

1 Preference for small versus large scale teaching. Here the null hypothesis is refuted in favour of big classes. This may seem counterintuitive and, indeed, a caveat is necessary. Big classes are better than **small classes only during Tim Hortons' Roll-up-the-Rim-to-Win competition period.** Indeed, my post-teaching routine (cleverly disguised under the old adage 'leave the room as you found it') largely consists of examining un-rolled coffee cups in the vain hope of winning a muffin. And as we all know, bigger sample sizes increase the likelihood of finding a result. Additional experiments suggest themselves including recording levels of guilt in claiming prizes of anonymous individuals relative to known students.



2 Short-term benefits for chalkboard versus whiteboard use. A bit random, but I side on chalkboard simply because chalk is an excellent hair styling product. There is also a board x time interaction in that the need for hair products is exponentially increased when 8am classes are scheduled. **At that time, I'm lucky if I've managed to put my trousers on the right way round, let alone sculpted my bonnet into an impressive Richard Serra style structure.** Speaking of which:

3 Effects of 8am versus 9am teaching on mood. Somewhat of a floor effect here, but finishing a 3 hour slot begun at 8am wins out only because you feel absolutely amazing precisely between the times 11:00am and 11:03am. The introspection goes something like: **look at all these idiots slouching round looking like they've just woken up. It's 11am! I've been teaching for 3 hours already and the day has just begun.** This will be the most productive day of my life and I am truly invincible. Resulting in:



4 Comfort levels of reclining chair versus office bean-bag as related to post-lunch dip kinaesthetic sensitivity. No significant difference (possible ceiling effect, requiring further investigation). Ψ

Lab Feature: IMPACT Lab

by Dr. Candice Monson, Director, IMPACT Lab



Welcome to the Investigating Methods to Prevent, Assess, and Care for Trauma (IMPACT) Lab. Did you know that about 75% of Canadians are exposed to a traumatic event such as a car crash, violent assault, natural disaster, or combat in their lifetime? While most people recover from these events and move on with their lives, about 10% face roadblocks along the natural path to recovery. The IMPACT lab is actively investigating these roadblocks and different ways to facilitate recovery.

Poor social support in the aftermath of trauma is one of the most potent risk factors for PTSD. In line with the prevention part of our lab name, we are invested in examining the role of interpersonal factors in the aftermath of trauma. We plan to develop an interpersonally-oriented early intervention strategy to ward off traumatic stress-related symptoms.

Related to the assessment activities of our lab, we are currently developing methods to assess PTSD symptoms as they play out in intimate relationships (e.g., not sleeping together because of nightmares). We are also in the early stages of developing a PTSD malingering measure.



Dr. Monson with IMPACT Lab members

Further, we have developed and are currently testing a couple-based therapy for trauma survivors (Cognitive-Behavioral Conjoint Therapy for Posttraumatic Stress Disorder). Our randomized controlled clinical trial offers people treatment and care, with the double benefits of reducing PTSD and improving their relationship (www.couplestherapyforptsd.com). Our lab is also pursuing a line of research related to the training of mental health clinicians in evidence-based treatments for PTSD. We are curious about factors that predict uptake of our couple therapy for PTSD, as well as barriers to provider's implementation of treatment protocols.

In a mere seven months, our lab has grown from empty rooms to a busy research site comprised of PhD, MA and undergraduate students collaborating on multiple projects. Stay tuned as our lab continues to grow and IMPACT academic, clinical, and community circles. Ψ

Featured

View the [FULL](http://www.ryerson.ca/psychology/accolades.html) listing of faculty and student accolades in our *Psychology Research & Achievement Report* at: www.ryerson.ca/psychology/accolades.html

Awards, Honours, & Appointments

Martin Antony, Leslie Atkinson, & Frank Russo have each won a 2009 Faculty SRC Award and were honoured on April 16th at a special SRC research function.

Tae Hart was appointed as an adjunct research faculty member in the Department of Psychiatry at Mount Sinai Hospital.

Frank Russo was elected to the Board of Directors of the Society for Music Perception and Cognition.

Faculty & Student Grants / Scholarships

Leslie Atkinson (Designated Project Leader), **Martin M. Antony**, **Colleen Carney**, **Todd Girard**, **Stacey Hart**, **Trevor Hart**, **Lupien, S.**, **Meaney, M.**, **Frank Russo**, & **Julia Spaniol** (Principal Users), **Beitchman, J.**, **Jean-Paul Boudreau**, **Chisholm, V.**, **Ducharme, J.**, **Ben J. Dyson**, **Kennedy, J.**, **Naomi Koerner**, **Leviton, R.**, **Matthews, S.**, **Schmidt, L.**, **Kristin Vickers**, & **Voss, A.** (Other Users). *Institute for Stress, Health, and Intervention*. Ontario Research Fund - Ministry of Research & Innovation (\$418,512); Ryerson University (\$538,464), Amount: \$956,976 (Feb 2010).

Jenna Belanger was awarded the CIHR Institute of Gender and Health Travel Award to attend the 31st annual meeting of the Society of Behavioral Medicine in Seattle, WA. Amount: \$2,500.

Madelaine C. Burley was awarded the Michael Smith Foreign Study Supplement, Canadian Institutes of Health Research (CIHR). Project title: *"An fMRI investigation of differential hippocampal and amygdalar activation to emotional imagery in schizotypy."* Oslo University (Oslo, Norway). Award: \$6,000 (Aug-Oct 2010).

Danielle Culp received a Clinical and Population Health Research Ph.D. Studentship for one year from the MS Society of Canada Annual Research Grants Competitions (2009-2010).

Tae Hart (PI) was awarded a pilot grant from the Multiple Sclerosis Scientific Research Foundation, *"Illness Uncertainty, Relationship Dynamics, and Distress in Couples Facing MS."* Amount: \$30,250.

Loutfy, M.R. (PI), **Trevor A. Hart** (Co-PI), **Mohammed, S.S.**, **Su, D.**, **Ralph, E.D.**, **Walmsley, S.L.**, **Soje, L.C.**, et al., for the Ontario HIV Fertility Research Team (2009). *"Fertility desires and intentions of HIV-positive women of reproductive age in Ontario, Canada: A cross-sectional study."* PLoS ONE, 4 (12), e7925. This article is the first from the study Survey to Assess the Fertility Desires and Needs of Ontario HIV-Positive Women of Reproductive Age.

Brian Mainland received the LIFE Institute Jack Brown Award, \$1000, as well as the CIHR Health Professional Student Research Award, \$2125.50 (April 2010).

Ronak Patel was awarded the Ontario Mental Health Foundation Studentship award for the next 3 years. Amount: \$16,000 per year.

Wade Pickren (CI) & **Rutherford, A.**, won a SSHRC grant for work on *"Imagining Gender in the 20th Century: The Uneasy Relationship of Psychology and Feminism."* Amount: \$83,000, (2010).

Sarah Royal, **Jenny Rogojanski**, **Rachel Strimas**, & **Valerie Vorstenbosch**. *"Dialectical Behaviour Therapy for difficulties with emotion regulation."* Awarded the CPA Clinical Section Student Grant to finance the organization of an educational clinical workshop within the department. Amount: \$1,000 (Feb 2010).

Debra Soh was awarded the SSHRC Michael Smith Foreign Study Supplement. She will be working with Dr. Tony Beech at the University of Birmingham, U.K. on "Functional Magnetic Resonance Imaging (fMRI) of Violent Sexual Offenders," (May-Aug 2010).

Lixia Yang (NPI), **Julia Spaniol** (CI), & **Lynn Hasher** (CI). *"Aging, Culture, and Memory Binding: A Cross-Cultural Comparison between China and Canada."* Canadian Institutes of Health Research (CIHR) and the National Natural Science Foundation of China (NSFC), China-Canada Joint Health Research Initiative, Amount: \$150,000 CIHR & CNY; \$450,000 NSFC. (Jan 2010-Dec 2012).

Leanne Wilkins received a CIHR (FSS) Foreign Supplement Study Award to go to University College London for three months this summer to study the acute effects of ketamine on spatial memory.



Massimo Di Domenico, 4th yr BA student, won the Dennis Mock Student Leadership Award, (April 2010).

Spotlight!

A special congratulations to our BA students who were successful with their applications to the new Undergraduate Research Opportunities (URO) Scholars Program! Of the 26 awards open to the entire Ryerson student body, 10 Psychology students were awarded with a \$5000 summer research opportunity working with our Psychology faculty. Congratulations to: **Andreea Andrei**, **Molly Atwood**, **Jennifer Belus**, **Patryce Bowling**, **Michael Brienza**, **Meghan George**, **Dana Greenbaum**, **Gabriela Kostova**, **Chris Lachine**, and **Jessica Sutherland**!

Journal Articles & Publications

Alison, L.J., **Alasdair M. Goodwill**, **Almond, L.**, **van den Heuvel, C.** & **Winter, J.** (2010). *"Pragmatic solutions to offender profiling and behavioural investigative advice."* *Legal & Criminological Psychology*, 15, 115-132.

Carleton, R.N., **Collimore, K.C.**, **Asmundson, G.J.G.**, **McCabe, R.E.**, **Rowa, K.**, & **Antony, M.M.** (2010). SPINning factors: Factor analytic evaluation of the Social Phobia Inventory in clinical and nonclinical undergraduate samples. *Journal of Anxiety Disorders*, 24, 94-101.

Colleen E. Carney, **Andrea L. Harris**, **Taryn G. Moss**, & **Edinger, J.D.** (In Press). Distinguishing Rumination From Worry In Clinical Insomnia. *Behaviour Research and Therapy*.

Accolades

Psychology Faculty Members are highlighted in **RED**.
Psychology Graduate Students are highlighted in **GREEN**.

Ben. J. Dyson & Cohen, R. (2010). Translations: Effects of viewpoint, feature and naming on identifying repeatedly copied drawings. *Perception*, 39, 157-172.

Maria Gurevich, & **Helen Bailey** (2009). Querying theory and politics: The epistemic (dis)location of bisexuality within queer theory. *Journal of Bisexuality*, 9, 235-257.

Candice M. Monson, Taft, C.T., & Fredman, S.J. (2009). Military-related PTSD and intimate relationships: From description to theory-driven research and intervention development. *Clinical Psychology Review*, 29, 707-714.

Lixia Yang (in press). Review of the book "Aging and Cognition: Research methodologies and empirical advances" (Eds. Bosworth & Hertzog, 2009). *Canadian Psychology*.

Anne C. Wagner, **Trevor A. Hart**, Mohammed, S., Ivanova, E., Wong, J., & Loutfy, M.R. (2010). Correlates of HIV stigma in HIV-positive women. *Archives of Women's Mental Health*. (in press).

Books & Book Chapters

Colleen E. Carney & Manber, R. (Nov 2009). *Quiet Your Mind and Get to Sleep: Solutions to Insomnia for those with Depression, Anxiety and Chronic Pain*. New Harbinger Press: Oakland, CA.

Todd Girard (2010). The Intelligence Quotient. In I. B. Weiner & W. E. Craighead (Eds.), *Corsini's Encyclopedia of Psychology* (4th ed.): Volume II (pp. 838-839). John Wiley and Sons: Hoboken, NJ.

Conference & Poster Presentations

Holly Bowen, **Ronak Patel**, & **Julia Spaniol**. (Nov 2009). "Arousal-Enhanced Recollection and Familiarity: Evidence From ROCs and Remember-Know Judgments." The Psychonomics Society, 50th Annual Meeting; Boston, MA.

Amy Brown-Bowers (Feb 2010). "This is why I have sex. This is why I don't have sex: Fluid and ongoing sexual decision-making in sexually active young Canadian women." Poster presented at the 2010 Association of Women in Psychology Annual Conference, Portland, OR.

Katie A. Fracalanza, **Naomi Koerner**, & **Martin M. Antony** (June 2010). "The impact of varied imaginal exposure on symptoms of generalized anxiety disorder." Poster to be presented at the World Congress of Behavioral and Cognitive Therapies, Boston, MA.

Bethany A. Gee, **Katie A. Fracalanza**, **Valerie Vorstenbosch**, **Farvolden, P.**, **Martin M. Antony**, van Mierlo, T. (Nov 2009). "Web-Based Cognitive Behavioral Therapy for Depression: Patterns of Use and Effectiveness." Poster presented at the Association for Behavioural and Cognitive Therapies, New York, NY.

Niusha Ghazban & **Jean-Paul Boudreau**. (March 2010). "Tunnelling Vision": Exploitation of Perceptual Information by

9.5-Month-Old Infants in Search and Retrieval Tasks." Poster presented at the XVIIth International Conference on Infant Studies, Baltimore, MD.

Danielle Labine & **Jean-Paul Boudreau**. (March 2010). "Live from Toronto": A developmental study of 9- to 12-month old infants' learning from televised video." Poster presented at the XVIIth International Conference on Infant Studies, Baltimore, MD.

Dianne Lam, **Maureen J. Reed**, Kennett, D. J. (June 2010). "Creating a tool to understand students' unique motivations for attending higher education." Poster session presented at the annual meeting of the Society for Teaching and Learning in Higher Education, Toronto, ON.

Stéphanie B. Marion & **Tara M. Burke** (March 2010). "Would You Lie for Me? Alibi Corroboration Between Strangers and Non-Strangers." Paper presented at the annual meeting of the American Psychology-Law Society, Vancouver, BC.

Sarah Radtke (2010). "Human female mating strategies: Evolution, personality and fluidity." Paper presented at the North Eastern Evolutionary Psychology Society, New Paltz, NY.

Jenny Rogojanski, **Lisa C. Vettese**, **Vikhman, F.**, **Martin M. Antony**, and **Li, W.L.** (April 2010). "The role of symptom-focused anxiety in responsiveness to mindfulness vs. suppression strategies for coping

with smoking cravings." Poster to be presented at the 8th Annual International Scientific Conference for Clinicians, Researchers and Educators, Worcester, MA.

Valerie Vorstenbosch, **Heather Hood**, **Farvolden P.**, **Martin M. Antony**, & van Mierlo, T. (June 2010). "The Utility of an Online Support Group for Treatment Adherence to a Web-Based CBT for Panic Disorder." Poster to be presented at the World Congress of Behavioral and Cognitive Therapies, Boston, MA.

Sonya Wanklyn, **Ashley K. Ward**, **Nicole Cormier** & **David M. Day**. (March 2010). "Childhood predictors of sexual versus nonsexual offending." Poster presented at the annual American Psychology-Law Society Conference, Vancouver, BC.

Andrea Wilkinson & **Lixia Yang** (April 2010). "Cognitive Plasticity of Inhibition in Older Adults: Does Feedback Matter?" Poster presented at the Cognitive Aging Conference, Atlanta, GA.

Media / Invited Talks / Other

David Day. "Spanking may lower a child's IQ: Study." Interviewed for the *Edmonton Journal*, (Jan 4, 2010).

Sarah Royal was an Invited Speaker at the Toronto General Hospital Eating Disorders Program Research Rounds (Jan 2010).

Frank Russo's Emoti-chair ranked 6th in *Toronto Life Magazine's* list of "The top 25 ideas that are changing the world," (Dec 2009). www.torontolife.com/features/25-ideas-are-changing-world/



Niusha Ghazban won Best Research Poster at the PGSA Research Symposium (Oct 2009).

Students & Health Care Activism

by Anne Wagner, PhD1 Student



Having been active in Darfur advocacy for over four years, and visiting internally displaced persons camps in the region twice, the support of the Stand Canada team, my passion for the people of Darfur, and on a larger scale, my outrage regarding the crime of genocide, has kept me inspired.

This fall, I had the opportunity to integrate for the first time in a professional context my work in health care and my passion for activism. I was invited to speak at the Canadian Undergraduate Conference on Health Care in Kingston, Ontario. I spent a lot of time applying the lessons from my

work with Stand to application within health care, and came up with the following reasons why students are Perfectly situated to serve as advocates for the causes that concern them most.

Students have: the knowledge to back up the argument (and the ability to know where to look to find it); the critical perspective to analyze information; the flexibility to integrate new information; the ability to seek advice and counsel; the connection to mentors and leaders; the proximity to other students; the mechanisms to be heard; the ability to be flexible with their time and the novelty of being a student who has a voice and a perspective. Most importantly, I realized

why I advocate:

- ◆ I advocate because for me, genocide is the worst thing in the world.
- ◆ I advocate because knowledge is not enough for change.
- ◆ I advocate because I can.
- ◆ I advocate because I will not be a bystander.

Sharing this information with a group of motivated and eager students who were willing to integrate these concepts into their own lives, and advocate for the issues they found the most compelling in the world, was inspiring. ♡

**save
the
date!**

PSYCHOLOGY STUDENT RESEARCH & AWARDS CELEBRATION

Please join us for an informal and fun celebration of Psychology students' achievements in academics, research, and community involvement. Check out the latest student research. Come and eat, drink, chat, and unwind with friends. All Psychology students are invited.



The Department of Psychology is pleased to present the inaugural

Psychology Student Research & Awards Celebration
Tuesday, May 25th, 2010, 4:30 pm - 7:00 pm
The Arts and Letters Club of Toronto
14 Elm Street, Toronto

RSVP by May 14 to Lisa Vuong at: lisa.vuong@ryerson.ca or 416-979-5000 x6193

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