



**McGill**

**Faculty of Education**

**Department of Educational and Counselling Psychology**

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**ANNUAL REPORT**

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## **TABLE OF CONTENTS**

<b>Section I</b> .....	3
Mission .....	3
Objectives of unit .....	3
<i>Preamble</i> .....	3
<i>Objectives</i> .....	4
Nominative List of Academic Staff .....	8
Executive Summary .....	11
<b>Section II: Summary of achievements</b> .....	12
Teaching and Learning (Graduate and Undergraduate).....	12
Extraordinary student success .....	14
Honours, awards, prizes, conferred to academic and non-academic staff and students.....	16
<i>Faculty teaching and graduate supervision awards and nominations</i> .....	16
<i>Faculty research awards and recognition</i> .....	16
<i>Faculty recognition for service to the community</i> .....	17
<i>Support staff recognition</i> .....	17
<i>Student awards and recognition</i> .....	17
Research.....	18
<i>List of funding sources</i> .....	19
<i>Publications</i> .....	20
Involvement in the community and professional organizations.....	20
<i>Public lecture</i> .....	20
<i>Contributions to school boards, universities, hospitals, and other institutions</i> .....	20
<i>Department members Service Advisory Roles</i> .....	21
<i>Scientific advisor/organizer, professional organizations and conferences</i> .....	22
<i>Adjudication panel member for granting agencies</i> .....	23
<i>Editorial board member (excludes ad hoc reviewer role)</i> .....	23
<i>Accreditation and site visits on behalf of professional and international organizations</i> ...	24
<b>Appendix I: Publications</b> .....	25
<b>Appendix II: List of co-authors</b> .....	77

## **SECTION I**

### ***Mission***

The mission of the Department of Educational and Counselling Psychology (ECP) is the advancement of scientific knowledge through research in education and psychology and the application of this knowledge to the development of progressive practices and policies locally, nationally and internationally.

ECP programs and research examine the interplay between complex human systems (cognitive, social, emotional, behavioural and biological) to maximize: (a) learning, (b) wellness (mental and physical), and (c) human development in multiple settings and throughout the lifespan. More specifically, with both typical and atypical populations in mind, they examine issues pertaining to assessment and intervention, cognitive processes and developmental neuroscience, and the design and evaluation of learning environments and instructional practices. While ECP's primary disciplinary bases are psychology and education, it contributes to and is enriched by extended interdisciplinary collaborations with, among others, medicine and other health professions, neurosciences, computer science, science, social work and policy, and law.

### **OBJECTIVES OF THE UNIT**

#### ***Preamble***

ECP offers 3 Ph.D. programs (Educational Psychology, School/Applied Child Psychology and Counselling Psychology, the former with two streams in the Learning Sciences and Human Development), an M.A. program with thesis option (Educational Psychology) with four streams (The Learning Sciences, Health Professions Education, School Psychology, and Human Development), two M.A. non-thesis programs (Counselling Psychology, with a choice between a Research Project and an Internship/Professional concentrations), and an M.Ed. (non-thesis) program with three streams (Learning Sciences, Inclusive Education, and General Education). The School/Applied Child Psychology program is accredited by the American Psychological Association (APA) and the Ordre des Psychologues du Québec (OPQ). With the policy change of the APA to extend accreditation to only US based institutions as of 2015, this program is applying for accreditation by Canadian Psychological Association (CPA).

The Counselling Psychology Doctoral Program is accredited by the APA, CPA and OPQ while the M.A. non-thesis program (Internship/Professional Concentration) is accredited by the Ordre des conseillers et conseillères d'orientation et psychoéducateurs et psychoéducatrices du Québec (OCCOPPQ).

In addition to its graduate programs, ECP offers courses that are required in the Bachelor of Education and the Master of Teaching and Learning degrees offered by the Department of Integrated Studies in Education (DISE). Moreover, it provides service courses (statistics and advanced quantitative techniques for data treatment, qualitative research, and research methods) to sister departments in the Faculty of Education.

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

### **Objectives**

- **ECP's primary objective is to deliver an educational experience to our students that is of utmost quality and relevance, as measured by the highest international standards.** We aim to achieve this objective through constant monitoring of: (a) our programs - to ensure that content is current and reflects a diversity of perspectives; (b) our teaching - to ensure that innovative pedagogies are used in all our courses and by our full-time academics as well as part-time course lecturers; (c) our supervision and mentoring practices - to ensure that our graduates succeed in realizing their professional potential and personal aspirations; (d) our scholarship and research - to ensure that we continue making significant contributions to both advancing the fields we represent collectively and that our research findings inform our teaching, enhance practice and inform policy.

Specific objectives in this regard are:

- ***Prepare for and succeed in the accreditation reviews of our professional programs:*** Our School/Applied Child Psychology PhD program is in the process of preparing documentation for its self-study report and will be hosting a joint site visit from APA/CPA in the fall of 2011 as it applies for APA re-accreditation and CPA accreditation. This follows a similar exercise, conducted last year for our Counselling PhD program, which went through the review process for reaccreditation by the APA and CPA. We have recently learned that CPA has granted the Counselling program a 4-year accreditation. We expect to receive APA's decision soon. Even though we are aware that this body will suspend the accreditation of non-US based programs as of 2015, going forward, our Counselling Psychology program will be systematically considering and implementing, to the extent possible, recommendations made by both CPA and APA.
- ***Implement a formal mentoring process and integration in research clusters within and across programs:*** ECP realizes that the professional success of its academics is highly dependent on its capacity to mentor its new faculty for tenure as well as to mentor its tenured faculty toward promotion. We are aiming to formalize our existing mentoring program by specifying the processes involved, the frequency and nature of interactions between mentors and mentees, the responsibilities of mentors, and indicators that we can use to monitor and evaluate performance in general and mentoring effectiveness, in particular. As new faculty join ECP, we will ensure that they are integrated into the culture of the ECP by presenting them with collaborative opportunities for research, supervision, co-supervision, committee work, etc. across programs.
- ***Provide a conducive research environment:*** A strong research culture requires sustained and reliable infrastructure and support. We intend to explore ways in which a portion of the indirect cost of research, in particular contract research, can flow back to the Department to support research related initiatives.
- ***Continue to monitor our efficient delivery of programs and graduate supervision:*** As in the past, we will continue to carefully monitor and adjust our course offerings to maximize enrolments without jeopardizing time to completion. Moreover, we will be carefully analyzing the results of a systematic review currently under way to examine the progress of our doctoral

students and their time to completion. Our goal is to identify common factors that contribute to delay in progress and to remove those obstacles which are due to quality of supervision and to a limited extent, those that are due to financial constraints.

- **Adopt a fiscally responsible model for funding graduate students:** Despite the fiscal challenges that GPS's new graduate student funding policy may present for ECP and other departments in the Humanities and Social Sciences, we are looking forward to the opportunity of recruiting and retaining top applicants. Our objective is to enable our programs to position themselves against their respective competition and to pursue their recruitment strategies in a fiscally responsible way that yields results. In the coming year, we will be monitoring the outcome of the decisions made with regards to graduate student funding for the 2011-2012 intake.
- **Enhance communication and information dissemination processes:** We are aware that the generation of students who apply to our programs utilize primarily the internet to inform themselves of educational options. The restructuring of our website has been hampered by the University's promise to provide guidance in this regard. To achieve our goal of attracting the best students, we will move ahead with the redesign of our website as well as the preparation of a consolidated ECP Handbook for our current as well as prospective students.
- **Contribute to our community and to policy that enhances the lives of individuals:** ECP faculty have always taken interest in the lives of individuals in our immediate community. Their research has informed interventions in schools, hospitals, communities as well as public policy. In addition to on-going involvements, in the coming year, we intend to utilize our strong ties with the local aboriginal communities to explore ways in which our expertise can assist in helping these communities realize their aspirations.

In the last several years, ECP has been continuously consolidating its program offerings and research clusters to reflect both international trends that characterize our programs and to ensure that our resources are used judiciously to yield the highest possible impact. As a result, we now have a nascent Human Development program instead of Special Populations and Applied Development Psychology, and a Learning Sciences program instead of Instructional Psychology and Applied Cognitive Science.

Moreover, our research clusters have been redefined in terms of Learning, Wellness, and Human Development, which afford us greater collaborative opportunities with disciplinary and interdisciplinary colleagues.

These measures have been essential to address the critical loss in the number of tenure track positions and those that are being allocated to ECP. Since 2005, ECP has lost a total of 19.5 FTE positions (18.5 since 2006) to retirements, resignations, long-term leave, and secondments to administrative positions. Table 1 displays the data for position losses since 2005.

**Table 1:** ECP position losses since 2005

Retirements	Resignations		Long-Term Leave	Secondments	
	Pre-tenure	Tenured		Full-time	Part-time/ Dean's area
Donald (05)	Grouzet (07)	Cornish (10)	Lusthaus (since 2003)	Weston (TLS-since 2005)	Bracewell (2005-09)
Maroun (05)	Kendeou (09)			Shore (Dean-2001-2006)	Talwar (2009-10)
Bramwell (06)	Park (09)				Derevensky (2009-10)
Dumont (06)					Sladeczek (2010-11)
Hanrahan (06)					Derevensky (Jan. 2011 -)
Donin (08)					
McAlpine (08)					
Cartwright (09)					
Shore (10)					
Aulls (10)					
Frederiksen (10)					
11 FTE	3 FTE	1 FTE	1 FTE	2 FTE	1.5 FTE
<b>GRAND TOTAL LOSS SINCE 2005 = 19.5 FTE until 2006 and 18.5 since 2006</b>					

During this period, ECP has also had the opportunity to recruit new faculty but these positions have been primarily replacements for pre-tenure departures. Table 2 displays this information.

**Table 2:** ECP positions gained since 2005

Appointments Since 2005	
Replacements for pre-tenure departures	New positions
Muis (07- x Grouzet)	Cornish (Faculty CRC) (2002-2010)
Hall (10 - x Kendou)	Shaw (2005)
Spanierman (10 - x Park)	Smith (2008)
	Flanagan (2008)
	Koerner (2008)
	Azevedo (2010 - Faculty CRC candidate- x Cornish)
	<b>Currently authorized to recruit for 2 positions</b>

A loss in faculty positions has coincided with a consistent growth in our graduate student enrolments as reflected in Table 3.

**Table 3:** ECP enrollments (2005-2010)

ECP	Status	2005	2006	2007	2008	2009	2010
<b>DEPARTMENT TOTAL</b>	APPLIED	369	358	340	344	385	430
<b>DEPARTMENT TOTAL</b>	ACCEPTED	107	124	129	128	144	162
<b>DEPARTMENT TOTAL</b>	REGISTERED	90	93	99	95	106	113

Retrieved from <http://www.mcgill.ca/pia/mcgillfactbook/>

In the Fall of 2009, **364 graduate students** (Master's -191/PhD -97/ Graduate Certificate and Diplomas -76) were enrolled in our 4 programs, three of which have professional accreditation and require that a specific faculty/student ratio be maintained in the program (our accrediting bodies have found both programs to be below the average of similar programs found in other institutions).

ECP recognizes that position replacements are not automatic; that the Faculty is allocated a complement and vacated positions revert back to the Faculty and are redistributed to Departments by the Dean. ECP's strategic plan (2009), prepared by the previous Chair, Professor Lajoie, was developed with this knowledge, taking into account growth in enrollment and a manageable and sustainable supervision load. **Our second most important objective is to ensure that we have a critical mass in our faculty numbers to be able to sustain the high quality performance of our programs and students while maximizing the potential of our Department. We will be asking that the promise of 4 positions with starting date of 2012-2013 be respected.**

Specific objectives in this regard are:

- **Continue the strengthening of our clusters of expertise:** With the new orientation given to our Learning Sciences program and the staffing dynamics that have benefited it (majority of ECP departures in this area, new Canada Research Chair (CRC) candidate affiliated with the program (Azevedo), the appointment of Muis (hired in 2007 to replace pre-tenured departure of Grouzet) and Hall (hired in 2010 to replace pre-tenured departure of Kendeou), this program is poised to become a leading force in the emerging field of the Learning Sciences, in particular in the areas pertaining to advanced learning technologies, meta-cognition, self-regulated learning and motivation. We will be looking forward to attracting and retaining the best candidates for graduate and postdoctoral work to this program, maximizing our collaboration with colleagues

nationally and internationally with a range of disciplines that are complementary to the Learning Sciences (e.g., medicine, computer science, engineering, anthropology) for research initiatives, and publicizing and disseminating the accomplishments of this program as widely as possible.

The appointment of Dr. Spanierman (hired in 2010 to replace pre-tenured departure of Park) in our Counselling Psychology program was an important step but it has not addressed the staffing deficit of this program, a point also underscored in the most recent report of the CPA.

Currently, we have been authorized to recruit two colleagues and ECP has allocated these to the desperately short-staffed areas of School/Applied Child Psychology and Human Development. We fully expect to have individuals in place starting September 2011. One of these positions is the first new position authorized from the Faculty complement since 2008.

- **Acquire authorization for 4 positions and recruit for a 2012-2013 start date.** Going forward and in line with our strategic planning document, our objective will be to recruit 4 more promised positions to achieve a critical mass in our programs, to maintain acceptable ratios as our enrolments increase (applicant pool for 2011-2012 is up by 25%), to provide adequate supervision, and to reduce the number of required part-time course lecturer teaching staff.
- **Acquire authorization to reinstate 1 vacated clerical position.** Our support staff comprise the backbone of our operation. Last year, we were fortunate to promote the Department/Chair Secretary, Mr. Alexander Nowak to the position of Program Advisor/Administrative Assistant and hire Ms. Sally Crawford as our new Departmental/Chair Secretary. At this point and despite reorganization and implementation of efficiency measures, it is evident that Department business is placing huge demands on our staff to the extent that the day does not come to an end for them at 5:00 p.m. Two current examples of tasks that have placed a heavy burden on staff are preparation for the accreditation exercise (3 years in a row) and the preparation of applicant files for the 2011-2012 intake (286 applications submitted only to our Counselling Psychology program alone). Our objective is to ensure that we have adequate resources in place to ensure that ECP performance surpasses its own standards and becomes a model in the University. We will be looking for authorization to reinstate the clerical position of Student Affairs Coordinator vacated by the retirement of Ms. Bernier in 2008.
- **Maximizing faculty and staff potential:** Following Dean Perrault's suggestion, the dossiers of Drs. Lajoie and Talwar have been forwarded for consideration as CRC candidates (Tier I and Tier II, respectively). We fully expect their success in this process and will make every effort to reclaim the James McGill Professor award position that will be vacated if Dr. Lajoie's dossier is successful, through nominating very highly qualified ECP candidates for the James McGill award.

## NOMINATIVE LIST OF ACADEMIC STAFF

### **Emeritus Professors**

Janet G. Donald ( <i>joint appt. with Centre for University Teaching and Learning</i> )	retired
Lynn McAlpine ( <i>joint appt. with Centre for University Teaching and Learning</i> )	retired
Eigil Pedersen	retired
Bruce Shore	retired May 31, 2010
Howard A. Stutt	retired
Frank Dumont	retired

### **Retired Professors**

Mark. W. Aulls	retired May 31, 2010
Glenn F. Cartwright	retired August 15, 2009
Carl H. Frederiksen	sabbatic leave from September 1, 2009 to May 31, 2010 retired June 1, 2010

### **Professors**

Roger Azevedo ( <i>active since September 1, 2010</i> )	active
Robert J. Bracewell	active
Jacob A. Burack	active
Kim Cornish ( <i>active until June 30, 2009</i> )	inactive
Jeffrey L. Derevensky	sabbatic leave from September 1, 2010 to August 31, 2011
Nancy L. Heath ( <i>James McGill Professor</i> )	active
Susanne P. Lajoie ( <i>James McGill Professor</i> )	sabbatic leave from September 1, 2009 to August 31, 2010
Alenoush Saroyan ( <i>Chair</i> )	active
Cynthia B. Weston ( <i>Director, Teaching and Learning Services</i> )	

### **Associate Professors**

Alain Breuleux	active
Martin Drapeau	sabbatic leave from September 1, 2009 to August 31, 2010
Marilyn Fitzpatrick	active
Michael L. Hoover	active
Evelyn Lusthaus	on leave
Robert Savage ( <i>William Dawson Scholar</i> )	sabbatic leave from September 1, 2009 to August 31, 2010
Ada L. Sinacore	active
Ingrid E. Sladeczek	sabbatic leave from September 1, 2009 to August 31, 2010
Lisa Spanierman ( <i>active since August 1, 2010</i> )	active
Ronald Stringer	active
Victoria Talwar	sabbatic leave from September 1, 2010 to August 31, 2011

### **Assistant Professors**

Tara Flanagan	active
Nathan Hall ( <i>active since September 1, 2010</i> )	active
Panayiota Kendeou ( <i>active until March 15, 2009</i> )	inactive
Annett Koerner	active
Krista Muis	active
Jeeseon Park ( <i>active until December 31, 2009</i> )	inactive
Steven Shaw	active
Nathan Smith	active

### **Faculty Lecturers**

Jack De Stefano	active
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### **Assistant Professors (Non-Tenure Stream)**

Valerie Ruhe ( <i>joint with Medical Education</i> )	active until May 31, 2011
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### **Associate Professors (Non-Tenure Stream)**

Renée Stevens ( <i>part-time</i> )	active until August 2010
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### **Professional Associates**



Isabelle Martin  
Alissa Sklar

*active until September 2009*  
*active until January 2010*

**Research Associates**

Rina Gupta *active*  
Jasvinder Magon *active*  
Diana Tabatabai *active*

**Associate Members**

Reut Gruber (*Department of Psychiatry, Douglas Hospital*) *active*  
Daniel Levitin (*Department of Psychology, McGill University*) *active*  
Mary Maguire (*Department of Integrated Studies, McGill University*) *active*  
Laura Winer (*Teaching and Learning Services*) *active*

**Adjunct Professors**

Dermot Bowler (*Department of Psychology, City University, London*) *active*  
Yves de Roten (*Unités départementales du DP & Laboratoire de psychologie du développement, conseil et Intervention, Université de Lausanne*) *active*  
Karen Gazith-Cohen (*Bronfman Jewish Education Centre*) *active*  
Judith Gradinger (*Centre for Child Development & Mental Health, Jewish General Hospital*) *active*  
Calvin Kalman (*Department of Physics, Concordia*) *active*  
Judith McBride (*private practice*) *active until May 2010*  
Katherine Moxness (*West Montreal Readaption Centre*) *active*  
Judith Norton (*private practice*) *active until August 2010*  
Rhoda Root (*West Montreal Readaption Centre*) *active*  
Erica Shoshana Ross (*private practice*) *active*  
David Shore (*Department of Psychology, McMaster University*) *active*  
Anastassios Stalikas (*Department of Psychology, Panteion University, Greece*) *active*  
Helen-Maria Vasiliadis (*Département science de la santé communautaire, Université de Sherbrooke*) *active*  
Harold J. Wynne (*Wynne Resources Ltd.*) *active*

**Part-time Instructors (Fall 09, Winter 10, Summer 10, Fall 10)**

Gus Appignanesi  
Shawna Atkins  
Maureen Baron  
Dianne Bateman  
Andrew Patrick Bennett  
Antonio Bernardelli  
Camelia Birlean (*doctoral candidate*)  
Sam Bruzzese  
Scott Conrod  
Debora D'Iuso (*doctoral candidate*)  
Nadia D'Iuso  
Ozlem Erten (*doctoral candidate*)  
Lisa French  
Susan Gamberg (*doctoral candidate*)  
Karen Gazith-Cohen  
Carlos Gomez-Garibello (*doctoral candidate*)  
Reut Gruber  
David Hoida  
Ahmed Ibrahim (*doctoral candidate*)  
Julie Irving (*doctoral candidate*)  
Yasaman Jalali-Kushki (*doctoral candidate*)  
Marian Jazvac Martek (*doctoral candidate*)  
Ralph Kachanoff  
Susan Kerwin-Boudreau  
Elaine Laflamme (*doctoral candidate*)  
Laura Naismith (*doctoral candidate*)

Judith Norton  
Sandra Pelaez  
Loris Peternelli  
Jonathan Petraglia (*doctoral candidate*)  
Monica Oala (*doctoral candidate*)  
Sarah-Jane Renaud (*doctoral candidate*)  
Elizabeth Roberts (*doctoral candidate*)  
Vera Romano  
Linda Snell  
Tamara Soles (*doctoral candidate*)  
Caroline Temcheff (*postdoctoral fellow*)  
Roberta Thomson  
Caroline Zanni-Dansereau

***Non-Academic Staff***

Samantha Ryan (*Administrative Officer*)  
Alexander Nowak (*Program Advisor/Administrative Assistant*)  
Geri Norton (*Program Coordinator*)  
Dean Thomson (*Program Coordinator*)  
Claudia Weijers (*Administrative Coordinator*)  
Sally Crawford (*Departmental & Chair Secretary*)

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

## EXECUTIVE SUMMARY

Highlights of the Educational and Counselling Psychology (ECP) Department and the achievements of its students, faculty and staff included the following:

- ECP welcomed three new faculty in 2010 following 6 vacated positions (3 retirements and 3 departures). One of the additions was the Faculty CRC Tier I position. The dossiers of two colleagues are under consideration for CRC Tier I and Tier II positions.

### *Student Success*

- Two years in a row, ECP graduate students garnered the highest number of SSHRC scholarships among all McGill Departments. Among these were 1 Vanier, 3 Banting and Charles Best Award, a total of 14 CGS and 2 SSHRC awards, 7 Joseph Armand Bombardier Awards. Graduate students were equally successful in other competitions including CIHR, FQRSC, and FRSQ as well as garnering 2 Tomlinson Fellowships, and a Victor Fellowship awards.

### *Teaching and Graduate Supervision*

- ECP offers around 92 courses to 364 graduate students enrolled in its 4 programs as well as provides courses for B.Ed. and the MATL degrees offered through the Department of Integrated Studies in Education. **The overall mean student course rating of all its instructors for the reporting period was 4.17.**
- ECP faculty were the recipient of several teaching awards including the **2009 Principal's Prize for Excellence in Teaching** (Full Professor Category), the **2009 David Thomson Award for Graduate Teaching & Supervision**, the **2009 as well as the 2010 Faculty of Education Distinguished Teaching Award.**
- The **Counselling Psychology** program received **reaccreditation by the Canadian Psychological Association for 4 years** and the decision of the American Psychological Association is pending. The School/Applied Child Psychology program is preparing for accreditation by CPA and reaccreditation by APA in 2012.

### *Research*

- ECP faculty published **117 articles in peer-reviewed journals, 52 book chapters, and 22 conference proceedings**, the majority of which are co-authored with graduate students. Faculty authored/edited, co-authored/co-edited **9 books** and presented more than **200 papers** at **scholarly conferences.**
- **11 faculty** members were **recognized for their outstanding contribution to scholarship** and were the recipient of research awards by our discipline's foremost professional associations (APA, CPA, AERA).
- Funding in **support of research for the reporting period was &1,177,2996.17, obtained from 31 different sources** including highly competitive tri-Council agencies (CIHR and SSHRC), provincial funding agencies (FRSQ and FQRSC), US and international granting councils (NSF and NIE), Foundations, and private entities.

### *Service*

- ECP faculty served on **51 editorial boards**; as **advisors and expert consultants** to community based organizations including school boards, hospitals; international and national organizations such as the **World Bank, the OECD, the NSF, the INE, governments, and professional associations.** They were equally active on **University committees and task forces, Senate, MAUT** and contributed to **governance and administration through secondments.**

## SECTION II: SUMMARY OF ACHIEVEMENTS

### TEACHING AND LEARNING (GRADUATE AND UNDERGRADUATE)

ECP prides itself in innovative, high quality teaching and graduate supervision. In the last year, 5 of our colleagues (Smith, Bracewell, Flanagan, Bruzzese, and Baron) asked specifically to have their courses be assigned to the Active Learning classroom in the Education Building room 627, to implement new pedagogies that this environment affords.

ECP's student course evaluation ratings during the report period remain high and consistent with past performance. (The Department mean ratings for the previous reporting period was 4.11). Data are provided in the Table 4 below.

Table 4: ECP student course ratings per term, with an overall mean of 4.17.

Term	Year	Mean
Summer	2010	4.2
Fall	2010	4.1
Winter	2010	4.1
Summer	2009	4.4
Fall	2009	4.1
Winter	2009	4.1

ECP academics were the recipient of 4 teaching awards, listed in the following section.

We graduated our first cohort from the our Master's Program in Health Professions Education, offered jointly with the Faculty of Medicine and are delighted to report that from 2 applications in 2007, this program has received 11 applications from health professionals (physicians, P and OT, nursing) for 2011-2012.

High teaching evaluations did not deter our faculty from participating in and contributing to teaching development workshops offered by TLS.

For a third year in a row, ECP faculty showcased their subject and pedagogical expertise through the Mini-EdPsych Series, a teaching forum for the public (<http://www.mcgill.ca/edu-ecp/miniedpsych/>). Last spring, more than 100 individuals participated in the series. In response to the question: **What did you like best about the MCGILL MINI-EDPSYCH program?**, participants' comments included: *The speakers; Variety of topics; Interesting topics and relevancy to daily lives; Well done presentations, appropriate for the audience; Connection of topics to one another; First class presenters and content.*

We have made a concerted effort to provide pedagogical development experiences to our advanced doctoral candidates. Once they complete our graduate course on university teaching and learning (EDPH 689 – Teaching and Learning in Higher Education), to the extent possible, we assign them to teach selected undergraduate and 500 level courses and provide them with concurrent mentoring during this assignment. Our goal is to ensure that our doctoral students who are aiming for academic careers gain formative experience by teaching at least one course prior to graduation.

Two new initiatives were implemented in our professional programs. The *McGill Psychoeducational*

*and Counselling Clinic* took a series of steps and specific actions (e.g., formal internal risk assessment by the office of Risk Management and Insurance) towards being recognized as a formal entity. At the same time it prepared the necessary documentation to change its name to the *McGill School and Counselling Psychology Clinic* to more accurately reflect its mandate. These documents are now going through the appropriate channels for approval. Moreover, to strengthen its governance, the Clinic has now put in place an advisory committee structure to provide guidance to its Director, Dr. Jack De Stefano.

The Assessment Library Committee was reinstated, under the leadership of Professor Annett Koerner. An aspect of the mandate of this committee is to monitor the quality of service provided to graduate students enrolled in our School and Counselling Psychology programs and to ensure that the inventory of test kits and disposable materials (tests) are replenished in a timely manner and record keeping follows guidelines outlined by the accrediting bodies as well as by McGill Financial Services.

ECP continued to scrutinize its course offering with diligence. To this end, where possible and when not disruptive to timely graduation, we have been able to schedule courses in a three-term rotation. With advanced planning and mentoring, where possible, we have been assigning part-time teaching (undergraduate and 500 or introductory level graduate courses) to our advanced doctoral candidates.

## EXTRAORDINARY STUDENT SUCCESS STORIES

ECP students have enjoyed tremendous success in provincial and national funding competitions for a number of years. For example, in the last two years, ECP has had the highest number of doctoral students winning SSHRC awards compared to all other McGill departments.

Below is a table summarizing awards won by our students for major fellowship competitions during this reporting period.

<b>STUDENT AWARDS FOR 2010-11 ACADEMIC YEAR</b>		
<b>STUDENT</b>	<b>DEGREE</b>	<b>START DATE</b>
<b>SSHRC: Joseph-Armand Bombardier Canada Graduate Scholarship</b>		
DUGAS, Kevin	Master's	September 2010
DUGGAN, Jamie	Master's	September 2010
MacPHEE, Shannon-Dell	Master's	September 2010
POTHIER, Brittany	Master's	September 2010
TAKAGI, Anna	Master's	September 2010
TREVORS, Gregory	Master's	September 2010
<b>SSHRC: Canada Graduate Scholarship</b>		
BRUCE, Jennifer	Doctoral	May, 2010
CRUZ PANESSO, Ilian	Doctoral	September 2010
HUA, Olivia	Doctoral	September 2010
WALKER, Cheryl	Doctoral	September 2010
WILLIAMS, Shanna	Doctoral	September 2010
<b>CIHR: Frederick Banting and Charles Best Canada Graduate Scholarships</b>		
CZAJKOWSKA, Zofia A	Master's	February, 2010
STELMASZCZYK, Kelly	Doctoral	September 2010
<b>CIHR: Master's Award</b>		
MILLETTE, Katherine	Master's	September 2010
<b>CIHR: Autism Training Program Fellowship</b>		
QUIRKE, Sara	Doctoral	September 2010
<b>FQRSC: Doctoral Awards</b>		
FOA, Clare	Doctoral	September 2010
GYLES, Petra	Doctoral	September 2010
LERNER, Alexandra	Doctoral	September 2010
NAISMITH, Laura	Doctoral	September 2010
OVERINGTON, Louise	Doctoral	September 2010
RANELLUCCI, John	Doctoral	September 2010
SHI, Yongchao	Doctoral	September 2010
WILLIAMS, Shanna	Doctoral	September 2010
<b>FRSQ: Master's Scholarship</b>		

CZAJKOWSKA, Zofia A	Master's	September 2010
KONIECZNA, Karolina	Master's	September 2010
RADIOTIS, George	Master's	September 2010
<b>SSHRC: Doctoral Scholarship</b>		
McBRIDE, Jessica	Doctoral	September 2010
NAISMITH, Laura	Doctoral	May, 2010
OUIOMET, Tiale	Doctoral	September 2010
<b>MUHC: The Cedars Cancer Institute - Henry R. Shibata Fellowship</b>		
ROBERTS, Nicole	Doctoral	September 2010
<b>Victor Fellowship in Education Award</b>		
MANSOUR, Sandra	Doctoral	September 2010
<b>STUDENT AWARDS FOR 2009-10 ACADEMIC YEAR</b>		
<b>SSHRC: Joseph-Armand Bombardier Canada Graduate Scholarship</b>		
SAMPASIVAN, Lavanya	Doctoral	September 2009
<b>SSHRC: Vanier Canada Graduate Scholarship</b>		
POLOTSKAIA, Anna	Doctoral	September 2009
<b>SSHRC: Canada Graduate Scholarship</b>		
BAXTER, Alyssa	Doctoral	September 2009
DUFFY, Melissa C.	Master's	September 2009
DUGAS, Kevin M.	Master's	September 2009
DUPASQUIER, Marina	Master's	September 2009
OVERINGTON, Louise C.	Master's	September 2009
RADIOTIS, George	Master's	September 2009
RENAUD, Sarah-Jane E.	Doctoral	September 2009
RITZEMA, Anne M.	Master's	September 2009
SOBEL, Hailey	Master's	September 2009
<b>SSHRC: Doctoral Scholarship</b>		
D'IUSO, Debora	Doctoral	September 2009
THOMPSON, Katherine L.	Doctoral	September 2009
<b>FRSQ: Doctoral Scholarship</b>		
MacKINNON, Christopher	Doctoral	September 2009
POLOTSKAIA, Anna	Doctoral	September 2009
<b>FRSQ: Doctoral Award for Licensed Professionals</b>		
D'IUSO, Debora	Doctoral	September 2009
<b>CIHR: Frederick Banting and Charles Best Canada Graduate Scholarships</b>		
KONIECZNA, Karolina	Master's	September 2009
<b>Tomlinson Doctoral Fellowship</b>		
FUKS, Oleksandr	Doctoral	September 2009
NAISMITH, Laura	Doctoral	September 2009

## HONOURS, AWARDS, PRIZES CONFERRED TO ACADEMIC AND NON-ACADEMIC STAFF AND STUDENTS

Our faculty, support staff, and students were recognized for their contributions in the following ways:

### *Faculty teaching and graduate supervision awards and nominations:*

- Professor **Shore** was the recipient of the **2009 Principal's Prize for Excellence in Teaching**, Full Professor Category, and the **2009 David Thomson Award for Graduate Teaching & Supervision**; and the **2009 Faculty of Education Distinguished Teaching Award**.
- Professor **Shaw** was the recipient of the **2010 Faculty of Education Distinguished Teaching Award**.
- Professor **Drapeau** was **nominated for the Carrie Derick Award for Graduate Teaching & Supervision**.
- Professor **Shaw** was **nominated to the David Thomson Award for Graduate Teaching & Supervision**.
- Professors **Aulls** and **Muis** were **nominated for the 2010 Faculty of Education Distinguished Teaching Award**.
- Professors **Shaw** and **Muis** (Assistant), **Fitzpatrick** (Associate), and **Aulls** (Full) were **nominated for the Principal's Prize for Excellence in Teaching** in their respective categories.

### *Faculty research awards and recognition:*

- Professors **Azevedo** was inducted as a **Fellow of the American Psychological Association (APA)**.
- Professor **Burack** was recognized by the Consortium national de recherche sur l'integration sociale as the **second most published researcher on developmental disorders during 2004-2009** originating from Quebec.
- Professor **Drapeau** was the recipient of the **Fonds de la recherche en santé (FRSQ) Chercheur Boursier Salary Award**; the **L'Université du Québec à Montréal (UQAM) Award for Exceptional Contribution to Psychology**; and was nominated for the **Canadian Psychological Association (CPA) Early Career Scientist Practitioner Award**.
- Professor **Koerner** has been shortlisted and interviewed for the **2011 Fonds de la recherche en santé (FRSQ) Career Award** (pending final decision).
- Professor **Hall** was the recipient of the **Canadian Psychological Association (CPA) 2011 President's New Researcher Award**.
- Professor **Heath** was **elected as the President of the International Society for the Study of Self-Injury**.



- Professor **Lajoie** was inducted as a **Fellow of the American Educational Research Association (AERA)**.
- Professor **Muis** was the recipient of the **American Psychological Association (APA) Division 15 Early Career Research Award**; **The Canadian Society for the Study of Education New Scholar Fellowship for Outstanding Research Paper** and was a **Featured Researcher on Metacognition** by the **Rotman School of Management**.
- Professors **Shore** was inducted as a **Fellow of the American Educational Research Association (AERA)**.
- Professor **Smith** was designated as an **American Psychological Association (APA) Fellow** (award for outstanding and unusual contribution to lesbian, gay, bisexual and transgender psychology).
- Professor **Weston** was the recipient of the **Society for Teaching and Learning, Chris Knapper Lifetime Achievement Award**.

***Faculty recognition for service to the community:***

- Professor **Sinacore** was the recipient of the **Olivia Espin Award for Social Justice Concerns in Feminist Psychology, Immigration and Gender**.
- Professor **Shore** was the recipient of the **2009 Golden Key International Honour Society's Regional Advisor of the Year (Canada)**.
- Professor **Talwar** was nominated for the **Women's Christian Association (YWCA) Woman of Distinction 2010 Award** in the Education category.

***Support staff recognition:***

- Ms. **Samantha Ryan**, ECP Administrative Officer was nominated for the **2008-2009 and 2009-2010 Principal's Awards for Administrative and Support Staff**. She was also nominated for **2009-2010 Award for Excellence in Service to Graduate & Postdoctoral Studies**.

***Student awards and recognition:***

Students from ECP are consistently recognized by numerous professional, academic, and community organizations. Below is merely a sampling of the various honours and awards earned and contributions made by our students this year.

- **Cheryl L. Walker** is serving as the **McGill Graduate Student Representative** on the **Executive Committee of the Centre for the Study of Learning and Performance** for 2010-2011.
- **Shanna Williams** was one of only five students to receive the '**Best Student Paper**' Award by **Division 7** (Developmental Psychology) of the **American Psychological Association**.
- **Kaori Wada** won the **American Psychological Association's Thesis Award** from the

**Section for Advancement of Women of Division 17** (Counselling Psychology) of the APA.

- Both **Cheryl Walker** and **Petra Gyles** are **Co-Chairs** of the **Students Committee of the National Association for Gifted Children**.
- **Laura Naismith** won the **Martial Vivet Prize for Best Doctoral Track Paper** at the **Artificial Intelligence in Education Conference**.
- Jessica Toste was the recipient of the **Faculty of Education's Fellowship in Teaching and Learning** and **Graduate and Postdoctoral Studies' Delta Upsilon Scholarship**.
- **Jennifer Saracino** was invited as **Journal Reviewer** for the **Journal of Early Intervention** and **Jessica McBride** served as **Journal Reviewer** for **CyberPsychology and Behavior**.
- **Calli Armstrong** is currently serving as the **Vice-President** of the **Canadian Counselling and Psychotherapy Association**, a volunteer position typically held by an experienced clinician or university researcher. She also directed the **McGill AUTS** theatre production of **Kiss of the Spider Woman** and was nominated for a **Scarlet Key** award.
- **Tammy Dawkins** was awarded a "**TEACCH internship**" at the **University of North Carolina** TEACCH center, the preeminent clinical internship on autism in the world, of which only one position is made available each year.
- **Jamie Duggan** won the **Faculty EGSS Student Research Award**.
- **Cheryl Scaife McDonald, Chrissy Mohammed, and Ana Maria Gonzalez** were all winners of the **Dr. Jon A. Bryant Award** in 2010.

## RESEARCH

In 2009-2010, ECP continued its strong research performance. Drs. Lajoie and Heath continued their tenure as James McGill Professors and Dr. Savage as a William Dawson Scholar. We were fortunate to see the addition of Dr. Roger Azevedo (CRC Tier I candidate) to our Department.

Drs. Lajoie and Talwar's dossiers are currently under review for CRC positions (Tier I and Tier II, respectively).

Dr. Azevedo has proven to be a considerable asset to the Department. His presence has been complementary to the work of other colleagues across ECP programs and has fortified our Learning Sciences cluster both in its research direction and program delivery. With the addition of two recent appointments (Muis and Hall), this program has been able to carve a significant niche in international educational research arena on metacognition, self-regulated learning, motivation and advanced learning technologies. In less than 6 months, Dr. Azevedo has created a vibrant laboratory (Laboratory for the Study of Metacognition and Advanced Learning Technologies – <http://smartlaboratory.ca/>) with more than 10 graduate students and a postdoctoral fellow, all engaged in research in advanced learning technologies. His research collaborations and new grant applications with colleagues within ECP and those in medicine, engineering, and computer science has contributed in substantial ways to the advancement of the mission of the Department and Faculty to promote human development, health, and wellness through multi-disciplinary research.

The success of ECP in research is also measured by the ability of its academics to acquire research

funding. During this annual reporting period, 75% of our faculty held research funding for a total value of \$1,777,296.17.<sup>1</sup> Sources of funding (listed below) include Tri-Council agencies, the Quebec Government, Foundations, contracts, and other sources.

***List of Funding Sources in Alphabetical Order***

- Academics for Higher Education and Development
- Alberta Rural Development Network Grant
- American Psychological Association
- American Psychological Association, State Leadership Early Career Psychologist
- Canadian Partnership Against Cancer
- CFI
- CIHR
- Cyprus Research Promotion Foundation
- Economic and Social Research Council of the UK
- FQRSC
- FRSQ
- Mary H. Brown Endowment Fund
- Max Bell Foundation
- McGill Internal Grants
- MELS
- MELS- Entente Quebec-Canada
- MELS/CEFRIO
- Ministère de la santé et services sociaux
- Ministère des relations internationales du Québec
- Ministère du Développement économique, de l'innovation et de l'Exploration
- Network for Aboriginal Mental Health Research/CIHR
- National Institutes of Health
- National Science Foundation
- Nuffeld Foundation, UK
- Ontario Problem Gambling Research Centre
- SSHRC
- SSHRC RDI Internal Grant
- Telstra Foundation
- The Self-Injury Foundation
- The Weekend to End Breast Cancer Research Fund of the JGH Foundation
- University of Illinois Campus Research Board

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<sup>1</sup>Data provided by Financial Services.

## ***Publications***

The list of publications is available from Appendix I and at <http://www.mcgill.ca/edu-ecp/about/report/>. Information about co-authors is presented in Appendix II.

## **INVOLVEMENT IN THE COMMUNITY AND PROFESSIONAL ORGANIZATIONS**

### ***Public Lecture***

The Department's 2010 Mini-EdPsych Lecture Series theme was 'Living Well in the Modern World: Insights from Educational Psychology.' The lectures discussed such topics as career transitions in tough economic times, motivation and stress reduction, and goals and values for the modern world. Several of our faculty members participated, including; Dr. Heath, Dr. Muis, Dr. Sinacore, Dr. Bracewell, Dr. Fitzpatrick, and Professor Dumont, Emeritus Professor of ECP. Full schedule and individual lecture information, including links to Webcasts and Podcasts, can be found online via our Departmental website (<http://www.mcgill.ca/edu-ecp/miniedpsych/>).

### ***Contributions to school boards, universities, hospitals, and other institutions***

- Dr. Jacob Burack serves on the Advisory Board for both the Merck Scholars Pre-Doctoral Support & Training Program and the Post-Doctoral Training Program in Mental Retardation of the **Waisman Centre, University of Wisconsin –Madison**.
- Dr. Tara Flanagan has instituted the STARS program (School-based Transitions for At-Risk Students) at **Chambly Academy** on the South Shore of Montreal which is aimed at youth who are at a high statistical risk for dropping out of high school. She has also instituted a post-secondary inclusive program called 'Friendship and Community Ties' at **Champlain Regional College St. Lambert** for young adults with developmental disabilities, aimed at increasing social inclusion through authentic friendships and mutual community awareness. She visited **Chile** this past year and at the **University of Bío-Bío** instituted an advocacy program for students with disabilities and worked with professors on universal design and on reducing stigma for students with disabilities. Dr. Tara Flanagan participates in a program at the **Miriam Foundation of Montreal** which aims at equipping support workers with the necessary tools to work effectively with individuals with developmental disabilities. As well, with the help of her lab SPARC (Social Policy, Advocacy, Research & Community), she co-sponsored and co-hosted with **McGill's Institute for Health and Social Policy**, the **International Day for People with Disabilities Gala** in December 2010.
- Dr. Nancy Heath provides workshops and resources around self-injury for those communities and their members who work with youth in protective custody at the **Batshaw Department of Youth Protection**. Batshaw Youth and Family Centres is a non-profit organization which is part of the Quebec Health and Social Services network. Dr. Heath also provide talks on

understanding, preventing, assessing and intervening with non-suicidal self-injury in the schools and the community to a variety of different audiences: **Centre local de services communautaires au Québec (CLSC) nurses, Quebec school board psychologists and counsellors**, and numerous **media outlets**. As well, in conjunction with her senior graduate student, Jessica Toste, and a school board colleague, is working on the development, evaluation and distribution of a program for the enhancement of student-teacher relationship the **Lester B. Pearson School Board (LBPSB)** of Montreal. Dr. Heath is also collaborating with the **English Montreal School Board (EMSB)** and **Sir Wilfrid Laurier School Board (SWLSB)** to identify transition to high school stressors and develop an evidence-based stress management program for high school and final year elementary students.

- Dr. Annett Koerner contributes to the *Melanoma Research and Journal Club* at the **McGill University Health Centre (MUHC)**, and as a Steering committee member, advises the Strategic Action Group. She is also a member of the Steering committee of the Strategic Action Group “Virtual Cancer Patient Navigation” of the **Canadian Partnership against Cancer (CPAC)**, an independent organization funded by the federal government to accelerate action on cancer control with a current budget of \$250 million over 5 years.
- Dr. Robert Savage and his research lab offered and ran professional training and support for technology-based reading programs (particularly with ABRACADABRA, a web-based literacy system) at **Summit School** in Ville St Laurent.
- Dr. Steven Shaw has consulted with the **Montreal Alouettes** of the **Canadian Football League (CFL)** as they develop new school outreach, leadership development, and mentorship programs. Dr. Shaw and the members of his lab have developed many aspects of the program designed to improve the academic and social achievements of adolescents at high risk for school failure and risky behaviours. The pilot program in five Montreal area schools began in January 2011. An expanded program will begin in the fall of 2011 and is sponsored by **Canadian National (CN) Railway**.
- Drs. Ada Sinacore and Victoria Talwar served as a volunteer instructors in the Distance Education Psychology Program at **Bahá’í Institute for Higher Education (BIHE)**, in Tehran, Iran.
- Dr. Victoria Talwar was a guest speaker/ trainer at the **Upper Canada Law Society’s** meeting, *Family Law - The Voice of the Child 2010*.
- Dr. Victoria Talwar was an invited guest and trainer for Second Annual General Conference on the future of family law at the **Ontario Chapter of Association for Family Council and Conciliation Courts** in Fall 2010.

#### ***Department Members Service in Advisory Roles***

- Adam’s PACE Steering Committee
- Argyle Institute of Human Relations
- Centre Quebécois d’excellence pour le traitement et la prevention

- Columbia University Center for Abuse Prevention
- Early Career Member on the Executive of Division 7 of APA
- EGALE “Equality for Gays and Lesbians Everywhere” Canada– Advancing Equality and Justice for LGBT people and their families across Canada
- G4 Global Gaming Guidance Group- Amsterdam
- Golden Key International Honour Society
- Greater Montreal Community Development Initiative – Employability and Education Council
- Harvard Medical School and Cambridge Hospital, International Master’s of Gaming Law
- Institute for Research on Gambling Disorders and the National Center for Responsible Gaming
- International Responsible Gaming Organization- UK
- Lester B. Pearson – Drop out prevention program/ program evaluator and consultant
- McGill Institute of Health and Policy
- National Council on Problem Gambling, Washington DC
- Ordre des conseillers et conseillères d’orientation et de psychoéducateurs et psychoéducatrices du Québec (OCCOPPQ)
- Organisation for Economic Co-operation and Development (OECD)
- Ordre des psychologues de Québec (OPQ), Member of the Task Force on Bill 21 (The act to amend the Professional Code and other legislative provisions in the field of mental health and human relations.)
- University of Alberta- Canadian National Centre for Gambling Studies Canadian Centre on Substance Abuse
- Yaldei Development Centre
- Zerf Productions

***Scientific advisor/organizer – professional organizations and conferences***

- Dr. Azevedo co-chaired the **Association for the International Advancement of Artificial Intelligence 2010 Fall Symposium** on Cognitive and Metacognitive Educational Systems.
- Dr. Burack co-organized with Dr. Louis Schmidt of McMaster University, the **39<sup>th</sup> Annual Meeting of the Jean Piaget Society** on Development at Risk: Typical and Atypical Developmental Pathways. The meeting was hosted in Park City, Utah in June 2009.
- Dr. Drapeau was elected for the third time as vice president of the Executive Committee for the **Ordre des psychologues du Québec (OPQ)**. As well, Dr. Drapeau served as a member on both the organizing committee and review committee for the 2010 OPQ convention.
- Dr. Fitzpatrick and Dr. Drapeau served as co-chairs of the organizing committee for **(CASPR) conference** for the Society for Psychotherapy Research: Canadian Division.
- Dr. Lajoie served at the Program committee member on the **Royal College Simulation Summit** which discussed the latest changes in simulation-focused learning opportunities. The conference was hosted in Toronto in September of 2010. Dr. Lajoie also served as a program committee member at the **Fifth European Conference on Technology Enhanced Learning**.
- Dr. Muis served as a mentor for the **Graduate student Mentoring Program of Division C of the American Educational Research Association** starting April, 2010.
- Dr. Savage has been serving as the coordinator of the forthcoming **Society for the Scientific Study of Reading International conference** which will take place in Montreal in 2012.

- Dr. Sinacore founded, chaired and organized the **Inaugural Canadian Counselling Psychology conference** in November 2010, hosted at McGill University. This was Canada's first independent conference held in the discipline of Counselling Psychology.
- Dr. Sladeczek accepted the offer to be Scientific chair of the **International School Psychology Association (ISPA) Annual Conference** for July 2012, which McGill University will host.
- Dr. Talwar held the title as Program chair for **Division 7, Developmental Psychology** of the **American Psychological Association (APA)** during 2009-2010.

***Adjunction panel member for granting agencies***

- Institute of Educational Sciences, USA
- National Science Foundation, USA
- The Netherland's Organization for Health Research (ZonMw)
- Social Sciences and Humanities Research Council of Canada (SSHRC) Committee 17
- Fonds de recherche sur la société et la culture (FQRSC), Chair

***Editorial board member (excludes ad hoc reviewer role)***

- Psychology, Editor in Chief
- Down Syndrome Quarterly, Editor
- School Psychology Forum, Editor Elect
- Contemporary Educational Psychology, Associate Editor
- Journal of Educational Psychology, Associate Editor
- International Gambling Studies, Co-editor
- Journal of Research on Reading, Action Editor
- Addiction Research and Theory, Editorial Board Member
- American Educational Research Journal, Editorial Board Member
- Anuario de Psicología, Editorial Board Member
- Archives of Psychiatry and Psychotherapy, Editorial Board Member
- BASIS: The Brief Addiction Science Information Sources, Editorial Board Member
- Canadian Journal of School Psychology, Editorial Board Member
- Canadian Journal of School Psychology, Editorial Board Member
- Cognitive Science, Editorial Board Member
- Contemporary Educational Psychology, Editorial Board Member
- Development and Psychopathology, Editorial Board Member
- Educational Psychologist, Editorial Board Member
- Educational Psychology Review, Editorial Board Member
- Educational Technology Research & Development, Editorial Board Member
- Encyclopedia of the Sciences of Learning, Editorial Board Member
- Frontiers in Educational Psychology, Editorial Board Member
- Gaming Law Review and Economics, Editorial Board Member
- Gifted Education International, Editorial Board Member
- IEEE Learning Technologies, Editorial Board Member
- Instructional Science, Editorial Board Member
- International Journal for Academic Development, Editorial Board Member
- International Journal of Inclusive Education, Editorial Board Member
- Journal of Advanced Academics, Editorial Board Member

- Journal of Applied School Psychology, Editorial Board Member
- Journal of Counseling Psychology, Editorial Board Member
- Journal of Education and Applied Psychology, Lapi, Nigeria
- Journal of Educational and Psychological Consultation, Editorial Board Member
- Journal of Experimental Education, Editorial Board Member
- Journal of Gambling Issue, Editorial Board Member
- Journal of Gambling Studies, Editorial Board Member
- Journal of Learning Disabilities, Editorial Board Member
- Journal of Neurodevelopment Disorders, Editorial Board Member
- McGill Journal of Education, Editorial Board Member
- Metacognition and Learning, Editorial Board Member
- National Council on Measurement in Education's (NCME) Educational Measurement: Issue and Practice, Editorial Board Member
- Nordic Journal of Digital Literacy, Editorial Board Member
- Pakistan Journal of Psychological Research, Editorial Board Member
- Pedagogies: An International Journal, Editorial Board Member
- Psychotherapy Research, Editorial Board Member
- Research and Practice in Technology Enhanced Learning, Editorial Board Member
- School Psychology Forum, Editorial Board Member
- Teaching in Higher Education, Editorial Board Member
- The Open Criminology Journal, Editorial Board Member
- Training and Education in Professional Psychology, Editorial Board Member
- Written Communication, Editorial Board Member

***Accreditation and site visits on behalf of professional and international organizations***

- Counselling Psychology Accreditation Review Committee, Chair
- University of Rhode Island Psychology Program - American Psychological Association (APA)
- University of Campinas, Brazil – Organization for Economic Co-Operation and Development (OECD)



## **APPENDIX I: PUBLICATIONS**

### **A. Publications in Calendar Year 2010**

#### **ROGER AZEVEDO**

##### **Journals**

- Azevedo, R., Moos, D., Johnson, A., & Chauncey, A. (2010). Measuring cognitive and metacognitive regulatory processes used during hypermedia learning: Issues and challenges. *Educational Psychologist, 45*(4), 210-223.
- Azevedo, R., Moos, D., Johnson, A., & Chauncey, A. (2010). La misurazione dei processi di regolazione cognitive e metacognitive durante lo studio con gli ipermedia [Challenges and Issues in the measurement of cognitive and metacognitive regulatory processes used during hypermedia learning]. *Tecnologie Didattiche, 49*(1), 4-12.
- El Saadawi, G., Azevedo, R., Castine, M., Payne, V., Medvedeva, O., Tseytlin, E., Legowski, E., Jukic, D., & Crowley, R. (2010). Factors affecting feeling-of-knowing in a medical intelligent tutoring system: The role of immediate feedback as a metacognitive scaffold. *Advances in Health Sciences Education, 15*, 9-30.
- Greene, J.A., & Azevedo, R. (2010). The measurement of learners' self-regulated cognitive and metacognitive processes while using computer-based learning environments. *Educational Psychologist, 45*(4), 203-209.
- Greene, J. A., Torney-Purta, J., & Azevedo, R. (2010). Empirical evidence regarding relations among a model of epistemic and ontological cognition, academic performance, and educational level. *Journal of Educational Psychology, 102*(1), 234-255.

##### **Conference Proceedings**

- Azevedo, R., & Feyzi-Behnagh, R. (2010). Dysregulated learning with advanced learning technologies. In R. Pirrone, R. Azevedo, & G. Biswas (Eds.), *Proceedings of the AAAI Fall Symposium on Cognitive and Metacognitive Educational Systems* (pp. 5-10). Menlo Park, CA: Association for the Advancement of Artificial Intelligence (AAAI) Press.
- Azevedo, R., Johnson, A., Burkett, C., Fike, A., Lintean, M., Cai, Z., & Rus, V. (2010). The role of prompting and feedback in facilitating students' learning about science with MetaTutor. In R. Pirrone, R. Azevedo, & G. Biswas (Eds.), *Proceedings of the AAAI Fall Symposium on Cognitive and Metacognitive Educational Systems* (pp. 11-16). Menlo Park, CA: Association for the Advancement of Artificial Intelligence (AAAI) Press.
- Pirrone, R., Azevedo, R., & Biswas, G. (Eds.). (2010). *Proceedings of the AAAI Fall Symposium on Cognitive and Metacognitive Educational Systems*. Menlo Park, CA: Association for the Advancement of Artificial Intelligence (AAAI) Press.

##### **Book Chapters**

- Azevedo, R., Johnson, A., Chauncey, A., & Burkett, C. (2010). Self-regulated learning with MetaTutor: Advancing the science of learning with MetaCognitive tools. In M. Khine & I. Saleh (Eds.), *New*

*science of learning: Computers, cognition, and collaboration in education* (pp. 225-247).  
Amsterdam: Springer.

Greene, J. A., Torney-Purta, J., Azevedo, R., & Robertson, J. (2010). Using cognitive interviewing to explore elementary and secondary school students' epistemic and ontological cognition. In L. D. Bendixen & F. C. Feucht (Eds.), *Personal epistemology in the classroom: Theory, research, and implications for practice* (pp. 368-406). Cambridge University Press.

#### **Other**

Azevedo, R. & Greene, J.A. (2010). Measuring cognitive and metacognitive self-regulatory processes during learning with computer-based learning environments. *Educational*

### **ALAIN BREULEUX**

#### **Journals**

Laferrière, T., Montané, M., Gros, B., Alvarez, I., Bernaus, M., Breuleux, A., Allaire, S., Hamel, C., Lamon, M. (2008). Partnerships for knowledge building: An emerging model. *Canadian Journal of Learning Technologies*, 36(1). Retrieved February, 7, 2011, from <http://www.cjlt.ca/index.php/cjlt/article/view/578>.

Turcotte, S., Laferriere, T., Hamel, C., & Breuleux, A. (2010). Multilevel innovation in remote networked schools. *Systemic Practice and Action Research*, 23(4), 285-299.

### **JAKE BURACK**

#### **Journals**

Bonnel, A., McAdams, S., Smith, B., Berthiaume, C., Bertone, A., Ciocca, V., Burack, J. A., & Mottron, L. (2010). Enhanced pure-tone pitch discrimination among persons with autism but not Asperger syndrome. *Neuropsychologia*, 48, 465-475.

Huizinga, M., Burack, J.A., & van der Molen, M. W. (2010). Age-related change in shifting attention between global and local levels of hierarchical stimuli. *Journal of Cognition and Development*, 11, 408-436.

Lieras, A., Porporino, M., Burack, J. A., & Enns, J. T. (2010). Rapid resumption of interrupted search is independent of age-related improvements in visual search. *Journal of Experimental Psychology*, 23, 1-15.

#### **Book Chapters**

Burack, J. A., Russo, N., Dawkins, T., & Huizinga, M. (2010). Development and regressions in rule use: The case of Zenadine Zidane. In B. W. Sokol, J. Carpendale, U Müller, A. Young, & G. Iarocci (Eds.). *Self- and social-regulation: Exploring the relations between social interaction, social cognition, and the development of executive functions* (pp. 111-129) New York: Oxford University Press.

## **JEFF DEREVENSKY**

### **Journals**

- Brezing, C., Derevensky, J., & Potenza, M. (2010). Non-substance addictive behaviors in youth: Pathological gambling and problematic internet use. *Child and Adolescent Psychiatric Clinics of North America*, 19, 625-641.
- Derevensky, J., Sklar, A., Gupta, R., & Messerlian, C. (2010). An empirical study examining the impact of gambling advertisements on adolescent gambling attitudes and behaviors. *International Journal of Mental Health and Addiction*, 8, 21-34.
- Derevensky, J., Shek, D., & Merrick, J. (2010). Youth gambling. *International Journal of Adolescent Medicine and Health*, 22(1), 1-2.
- Felsher, J., Derevensky, J., & Gupta, R. (2010). Young adults with gambling problems: The impact of childhood maltreatment. *International Journal of Mental Health & Addiction*, 8, 545-556.
- Huang, J-H., Jacobs, D., & Derevensky, J. (2010). Sexual risk-taking behaviors among youth problem gamblers: Empirical results from a national college athlete survey. *Archives of Sexual Behavior*, 39(3), 706-713.
- Moubarac, J-C., Shead, N. W., & Derevensky, J. (2010). Bingo playing and problem gambling: A review of our current knowledge. *Journal of Gambling Issues*, 24, 164-184.
- Pagani, L., Derevensky, J., & Japel, C. (2010). Does early childhood emotional distress predict later gambling behaviour? *Canadian Journal of Psychiatry*, 55, 159-165.
- Shead, N.W., Derevensky, J., & Gupta, R. (2010). Risk and protective factors associated with youth problem gambling. [\*International Journal of Adolescent Medicine and Health\*](#), 22(1), 39-58
- [Sklar, A., Gupta, R., & Derevensky, J. \(2010\). Binge gambling behaviors reported by youth in a residential drug treatment setting: A qualitative investigation.](#) *International Journal of Adolescent Medicine and Health*, 22(1), 153-162.

### **Book Chapters**

- Derevensky, J., Gupta, R., & Csiernik, R. (2010). Problem gambling: Current knowledge and clinical perspectives. In R. Csiernik & W. Rowe (Eds.). *Responding to the oppression of addiction: Canadian social work perspectives, Second edition* (pp. 359-378). Toronto: Canadian Scholars' Press.

### **Other**

- Gupta, R., Derevensky, J., & Sklar, A. (2010). Youth gambling problems: Practical information for health professionals. Development of a multimedia tool kit. Montreal: McGill University.
- Gupta, R., Derevensky, J., & Sklar, A. (2010). Youth gambling problems: Practical information for professionals in the criminal justice system. Development of a multimedia tool kit. Montreal: McGill University.
- Maitland, S., Wiebe, J., Arnett, J., Davey, A., & Derevensky, J. (2010). *Developmental Transitions and the Impact of Gambling in Adolescence and Emerging Adulthood: Establishing the Baseline*. Report prepared for the Ontario Problem Gambling Research Center, Ontario, 89 pp.
- Maitland, S., Wiebe, J., Arnett, J., Davey, A., & Derevensky, J. (2010). *Confirmatory Factor Analysis of the Canadian Adolescent Gambling Index in the Developmental Transitions in Youth and*

*Emerging Adulthood study*. Report prepared for the Ontario Problem Gambling Research Center, Ontario, 48 pp.

Sklar, A., Derevensky, J. & Gupta, R. (2010). *Selling the Game: A Teen-Focused Analysis of Gambling Advertisements*. Report prepared for the Social Science and Humanities Research Council of Canada, 26 pp.

## DE STEFANO

### Journals

- De Stefano, J., Mann-Feder, V. & Gazzola, N. (2010). A qualitative study of client experiences working with novice counsellors. *Counselling and Psychotherapy Research, 10*, 139-146.
- Kozina, K., Grabovari, N., De Stefano, J. & Drapeau, M. (2010). Measuring changes in counselor self-efficacy: Further validation and implications for training and supervision. *The Clinical Supervisor, 29*, 117-127.

## MARTIN DRAPEAU

### Journals

- Drapeau, M. (2010). Le plan d'action 2010-2105 du Ministère et les psychologues œuvrant dans le domaine de la santé. *Les Actualités Psycho-Médicales de la Santé, 7*, 1-2.
- Drapeau, M. (2010). Résumé des recommandations faites par les groupes les plus souvent consultés sur la question de l'efficacité des traitements de la dépression. *Cahiers Recherche et Pratique, La dépression: considérations autour des choix de traitements, 1(2)*, 15-17. Disponible à [www.ordrepsy.qc.ca](http://www.ordrepsy.qc.ca).
- Drapeau, M. (2010). Données probantes et traitements soutenus empiriquement. *Cahiers Recherche et Pratique, La dépression: considérations autour des choix de traitements, 1(2)*, 15. Disponible à [www.ordrepsy.qc.ca](http://www.ordrepsy.qc.ca).
- Drapeau, M. (2010). Les traitements alternatifs et complémentaires. *Cahiers Recherche et Pratique, La dépression: considérations autour des choix de traitements, 1(2)*, 18. Disponible à [www.ordrepsy.qc.ca](http://www.ordrepsy.qc.ca).
- Drapeau, M. (2010). Le choix d'un traitement et les préférences des patients. *Cahiers Recherche et Pratique, La dépression: considérations autour des choix de traitements, 1(2)*, 20-21. Disponible à [www.ordrepsy.qc.ca](http://www.ordrepsy.qc.ca).
- Drapeau, M., Perry, J.C., & Koerner, A. (2010). Are specific interpersonal behaviors related to borderline personality disorder? An empirical study using the core conflictual relationship theme standard categories. *Archives of Psychiatry and Psychotherapy, 3*, 5-10.
- Janzen, J., Fitzpatrick, M.R., Drapeau, M., & Blake, E. (2010). The relationship between client attachment and therapist interventions in client-nominated relationship-building incidents. *Canadian Journal of Counselling and Psychotherapy, 44(4)*, 363-382.
- Kozina, K., Grabovari, N., DeStefano, J., & Drapeau, M. (2010). Measuring changes in counsellor self-efficacy: Further validation and implications for training and supervision. *The Clinical Supervisor, 29*, 117-127.

Kramer, U., de Roten, Y., & Drapeau, M. (2010). Change in defense mechanisms and coping over the course of short-term dynamic psychotherapy for adjustment disorder. *Journal of Clinical Psychology, 66*(12), 1232-1241.

## **MARILYN FITZPATRICK**

### **Journals**

Fitzpatrick, M. & Armstrong, C. (2010). Beyond the tip of the iceberg: Exploring the potential of the MEM and aftercare e-mail themes. *Psychotherapy Research, 20*, 86-89.

Fitzpatrick, M., Kovalak, A. L., & Weaver, A. (2010). How trainees develop an integrative theory of practice: A process model of tentative identifications. *Counseling and Psychotherapy Research, 10*(2), 93-102.

Janzen, J., Fitzpatrick, M., Drapeau, M., & Blake, E. (2010). The relationship between client attachment and therapist interventions in client-nominated relationship building incidents. *Canadian Journal of Counselling, 44*(4), 363-382.

Lewandowski, M., D'Iuso, D., Blake, E., Fitzpatrick, M., Drapeau, M. (2010). A pilot study of the relationship between cognitive errors, coping and in session involvement in psychotherapy. *Counseling and Psychotherapy Research: Linking with practice, Online first November 25, 2010*.

### **Other**

Fitzpatrick, M. & Bedi, R. (2010, October). Counselling, training and supervision. Discussion Group Inaugural Canadian Counselling Psychology Conference, Montreal, QC.

Mayo, L.L., Fitzpatrick, M. & Whitely, B. (2010, June). University of British Columbia: Site visitor report to Canadian Psychological Association & American Psychological Association. Ottawa, ON: Canadian Association.

## **NATHAN HALL**

### **Journals**

Goetz, T., Cronjaeger, H., Frenzel, A. C., Ludtke, O., & Hall, N. C. (2010). Academic self-concept and emotion relations: Domain specificity and age effects. *Contemporary Educational Psychology, 35*, 44-58.

Goetz, T., Frenzel, A. C., Stoeber, H., & Hall, N. C. (2010). Antecedents of everyday positive emotions: An experience sampling analysis. *Motivation and Emotion, 34*, 49-62.

Hall, N. C., Chipperfield, J. G., Heckhausen, J., & Perry, R. P. (2010). Control striving in older adults with serious health problems: A 9-year longitudinal study of survival, health, and well-being. *Psychology and Aging, 25*(2), 432-445.

Perry, R. P., Stupnisky, R. H., Hall, N. C., Chipperfield, J. G., & Weiner, B. (2010). Bad starts and better finishes: Attributional retraining and initial performance in competitive achievement settings. *Journal of Social and Clinical Psychology, 29*(6), 668-700.

## **NANCY HEATH**

### **Journals**

- Bloom, E. L., & Heath, N. L. (2010). Recognition, expression, and understanding facial expressions of emotion in adolescents with nonverbal and general learning disabilities. *Journal of Learning Disabilities, 43*(2), 180-192.
- Bloom, E. L., Toste, J. R., & Heath, N. L. (2010). The role of the school psychologist in fostering classroom working alliance for students with learning disabilities. *Psychologie Québec, 27*(6), 32-35.
- Heath, N. L., Baxter, A. L., Toste, J. R., & McLouth, R. (2010). Adolescents' willingness to access school-based support for non-suicidal self-injury. *Canadian Journal of School Psychology, 25*(3), 260-276.
- Heath, N. L., Toste, J. R., Sornberger, M. J., & Wagner, C. (2010). Teachers' perceptions of non-suicidal self-injury in the schools. *School Mental Health*, Online First October 5, 2010.
- Toste, J. R., & Heath, N. L. (2010). School response to non-suicidal self-injury. *The Prevention Researcher, 17*(1), 14-17.
- Toste, J. R., Heath, N. L., & Dallaire, L. (2010). Perceptions of classroom working alliance and student performance. *Alberta Journal of Educational Research, 56*(4), 371-387.

### **Book Chapters**

- Heath, N. L., Toste, J. R., & MacPhee, S.-D. (2010). Prevention of non-suicidal self-injury. In M. Nock (Eds.), *Oxford Handbook of Suicide and Self-Injury*. New York, NY: Oxford University Press.
- Heath, N. L., Toste, J. R., Moore, T., & Symons, F. J. (2010). Self-injury. In T. K. McInerney, H. M. Adam, D. E. Campbell, D. M. Kamat, T. G. DeWitt, & J. M. Foy (Eds.), *American Academy of Pediatrics Textbook of Pediatric Care*. Elk Grove Village, IL: American Academy of Pediatrics.

## **ANNETT KOERNER**

### **Journals**

- Körner, A., Roberts, N., & Zschocke, I. (2010). L'efficacité du coût des interventions psychoncologiques. *Psychologie Québec, 27*(3), 27.

### **Conference Proceedings**

- Ernst, J., Richter, D., Czajkowska, Z., Schmidt, R., Körner, A., Weis, S., & Brähler, E. (2010). Quality of life of parents with cancer. *Psycho-Oncology, 19* (2), 251.
- Girouard, L., Loïselle, G., Körner, A., Wiljer, D., Fitch, M. (2010). Capturing the oncology interactive navigator (OIN) contributions to Individuals' experiences with cancer: A pilot study. *Psycho-Oncology, 19* (2), 180-181.
- Körner, A., Radiotis, G., & Fritzsche, K. (2010). Psychosomatic consultation-liaison services for patients with melanoma at the general medical hospital – A comprehensive cancer care approach. *Psycho-Oncology, 19* (2), 218-219.

Roberts, N., Körner, A., Czajkowska, Z., Radiotis, G. (2010). Coping strategies in patients with non-melanoma skin cancer. *Psycho-Oncology*, 19 (2), 261-262.

### **Other**

Körner, A., Radiotis, G. (2010). French version of the Skin Cancer Index by Rhee and colleagues. Montreal: McGill University.

Körner, A., Radiotis, G. (2010). French version of the Ways of Giving Support Questionnaire. Montreal: McGill University.

Körner, A., Radiotis, G. (2010). Revised English version of the Ways of Giving Support Questionnaire. Montreal: McGill University.

## **SUSANNE LAJOIE**

### **Journals**

Lu, J., Lajoie, S.P., & Wiseman, J. (2010). Scaffolding problem based learning with CSCL tools. *International Journal of Computer supported collaborative learning*, 5(3), 283-299.

### **Conference Proceedings**

Blanchard, E.G., Wiseman, J., Naismith, L., Hong, Y.-J., & Lajoie, S.P. (2010). The online deteriorating patient: An adaptive simulation to foster expertise in emergency decision-making. In V. Aleven, J. Kay, & J. Mostow (Eds.), *Proceedings of the 10th International Conference On Intelligent Tutoring Systems, LNCS 6095* (pp. 269-271). Berlin/Heidelberg: Springer.

Chiarella, A. & Lajoie, S. (2010). Social annotation: Emergent text signals through self-organization. *In Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2010* (pp. 1456-1462). Chesapeake, VA: AACE.

McCurdy, N., Naismith, L., & Lajoie, S. P. (2010). Using metacognitive tools to scaffold medical students developing clinical reasoning skills. *Proceedings of the 2010 AAAI Fall Symposium on Cognitive and Metacognitive Educational Systems* (pp. 52-56). Menlo Park, CA: AAAI Press.

Naismith, L., & Lajoie, S.P. (2010). Using expert models to provide feedback on clinical reasoning skills. In V. Aleven, J. Kay, & J. Mostow (Eds.), *Proceedings of the 10th International Conference On Intelligent Tutoring Systems, LNCS 6095* (pp. 242-244). Berlin/Heidelberg: Springer.

Poitras, E., Lajoie, S., Hong, Y. (2010). Using a bottom-up approach to design computers as metacognitive tools to enhance learning of history. *Proceedings of the 2010 AAAI Fall Symposium on Cognitive and Metacognitive Educational Systems* (pp.81-86). Menlo Park, CA: AAAI Press.

### **Book Chapters**

Blanchard, E. G., Mizoguchi, R. & Lajoie S. P. (2010). Structuring the cultural domain with an upper ontology of culture. In E. G. Blanchard & D. Allard (Eds.), *Handbook of Research on Culturally-Aware Information Technology: Perspectives and Models*, (pp. 179-212). Hershey, PA: IGI Global.

Chiarella, A. & Lajoie, S. P. (2010). A self-organizing systems approach to history-enriched digital objects. In D. Ifenthaler, P. Pirnay-Dummer, & N. M. Seel (Eds.). *Computer-Based Diagnostics and Systematic Analysis of Knowledge* (pp. 131-158). New York: Springer.

## **LYNN MCALPINE**

### **Journals**

McAlpine, L. (2010). Fixed-term researchers in the social sciences: Passionate investment yet marginalizing experiences. *International Journal of Academic Development*, 15(3), 229-240.

McAlpine, L., & Asghar, A. (2010). Enhancing academic climate: Doctoral students as their own developers. *International Journal of Academic Development*, 15(2), 167-178.

### **Books**

McAlpine, L., & Akerlind, G. (2010). *Becoming an academic: Empirical and theoretical perspectives on developing an academic career*. London: Palgrave Macmillan.

### **Book Chapters**

Akerlind, G., & McAlpine, L. (2010). Rethinking preparation for academic careers: Privileged versus neglected aspects of academic practice. In L. McAlpine & G. Akerlind (eds.). *Becoming an academic: International Perspectives* (pp. 155-170). London: Palgrave Macmillan.

McAlpine, L., & Akerlind, G. (2010). Academic practice in a changing international landscape. In L. McAlpine & G. Akerlind (eds.). *Becoming an academic: International Perspectives* (pp. 1-17). London: Palgrave Macmillan.

McAlpine, L., Amundsen, C., & Jazvac-Martek, M. (2010). Living and imagining academic careers. In L. McAlpine & G. Akerlind (eds.). *Becoming an academic: International Perspectives* (pp. 125-154). London: Palgrave Macmillan.

### **Other**

McAlpine, L. (January, 2010). *Why should teaching count?* Invited keynote at Conference on 'Teaching in academic practice'. Berlin, Germany.

McAlpine, L. (July, 2010). *Development needs of fixed-term researchers in the social sciences: Does current provision match them?* Invited panel speaker at ESRC Research Methods Festival, St. Catherine's College, Oxford, UK.

McAlpine, L. (November, 2010). *Integrating teaching into your academic practice: Instruction as an intellectual pursuit*. Invited workshop for postdoctoral researchers at the European University Institute, Florence, Italy.

## **KRISTA MUIS**

### **Journals**



Greene, J., Muis, K. R., & Pieschl, S. (2010). Modeling, measuring, and fostering interactions between epistemic beliefs and self-regulated learning in computer-based learning environments. *Educational Psychologist, 45*, 245-257.

Muis, K. R., & Franco, G. (2010). Epistemic profiles and metacognition: Support for the consistency hypothesis. *Metacognition and Learning, 5*, 27-45.

### **Book Chapters**

Muis, K. R., & Foy, M. J. (2010). The effects of teachers' beliefs on elementary students' beliefs, motivation, and achievement in mathematics. In L. D. Bendixen & F. Haerle (Eds.), *Personal Epistemology in the Classroom: Theory, Research, and Implications for Practice* (pp.435-469). NY: Cambridge University Press.

## **ALENOUSH SAROYAN**

### **Journals**

Frenay M., Saroyan A., Taylor K., Bédard, D., Clement, M., Rege-Colet, N., Paul, JJ., & Kolmos, A. (2010). Accompagner le développement pédagogique des enseignants universitaires à l'aide d'un cadre conceptuel original. *Revue française de pédagogie, 172*, 63-76.

Thomas, A., Saroyan, A., & Dauphinee, W. D. (2010). Evidence-based practice: A review of theoretical assumptions and effectiveness of teaching and assessment interventions in the health professions. *Advances in Health Sciences Education (DOI: 10.1007/s10459-010-9252-6 online first)*.

### **Books**

Saroyan, A., & Frenay, M. (Eds.) (2010). *Building teaching capacity in universities: From faculty development to educational development*. Sterling, VA: Stylus.

### **Book Chapters**

Frenay, M., & Saroyan, A. (2010). A comparative study of faculty development in Europe and Canada. In A. Saroyan & M. Frenay (Eds.) *Building teaching capacities in universities: From faculty development to educational development* (pp. 111-135). Sterling, VA: Stylus.

Saroyan, A., & Frenay, M. (2010). Preface: Context – FACDEV project. In A. Saroyan & M. Frenay (Eds.) *Building teaching capacities in universities: From faculty development to educational development* (pp. xi-xx). Sterling, VA: Stylus.

Saroyan, A. (2010). Applications of research on student learning to university teaching. In J. Mighty & J. Christensen (Eds.), *Taking stock: Research on reaching and learning in higher education* (pp. 95-110). Montreal, CA: McGill-Queen's Press.

### **Other**

Saroyan, A. (2010). *Quality Teaching at the State University of Campinas, Brazil*. Analysis and Recommendations. (Site visit report prepared for the OECD/IMHE, 33 pages.)

## **ROBERT SAVAGE**

## **Journals**

- Di Stasio, M., Savage, R. S., & Abrami, P. (2010). A follow up study of the ABRACADABRA web-literacy intervention in grade 1. *Journal of Research in Reading*. DOI: 10.1111/j.1467-9817.2010.01469.x. Paper published online first in Wiley Early view.
- Daki, J., & Savage, R. S. (2010). Solution-focused brief therapy: Impacts on academic and emotional difficulties. *Journal of Educational Research*, 103(4), 309-326.
- Savage, R. S., Erten, O., Abrami, P., Hipps, G., Comaskey, E., & van Lierop, D. (2010). ABRACADABRA in the hands of teachers: The effectiveness of a web-based literacy intervention in grade 1 language arts programs. *Computers and Education*, 55, 911-922.
- Erdos, C., Genesee, F., Savage, R. S., & Haigh, C. A. (2010). Individual differences in second language reading acquisition: A study of early French immersion students. *International Journal of Bilingualism*. Paper published in IJB 'OnlineFirst' September 14. 2010: DOI: 10.1177/1367006910371022.

## **Book Chapters**

- Savage, R. S., & Deault, L. (2010). Understanding and supporting children experiencing dyslexia and ADHD: The challenge of constructing models incorporating constitutional and classroom influences. In Littleton, K., Wood, C., & Staarman, J. K., *International Handbook of Psychology in Education* (pp. 569-608). Bingley, UK: Emerald..
- Abrami, P.C., Savage, R.S., Deleveau, G., Wade, A., Meyer, E. & Lebel, C. (2010). The Learning Toolkit: The design, development, testing and dissemination of evidence-based educational software. In P. Zemliansky & D. M. Wilcox (Eds.), *Design and implementation of educational games: Theoretical and practical perspectives* (pp. 168-187). Hershey, PA: IGI Global. DOI:10.4018/978-1-61520-781-7.ch012

## **Other**

- Savage, R. S., Aouad, J., Daki, J., Erten, O., & Di Stasio, M. (2010). Book review: Sainsbury, M., Harrison, C. & Watts, A. *Assessing Reading: From theories to classrooms* (2010). Slough: NFER. *Journal of Research in Reading*, 33(4), 431-434.

## **STEVEN SHAW**

### **Journals**

- Shaw, S. R., Glaser, S. E., Chiu, T., Khing, S., & Ouimet, T. (2010). Complementary and alternative medicine: Implications for special education policy and school psychology service delivery. *School Psychology Forum*, 4(3), 38-49.
- Shaw, S. R., & Glaser, S. (2010). School psychology forum: NASP's frontier for bridging research to practice. *School Psychology Forum*, 4(4), 50-56.

### **Books**

- Canter, A. S., Paige, L., & Shaw, S. R. (Eds.). (2010). *Helping children at home and school III*. Bethesda, MD: National Association of School Psychologists. ISBN: 9780932955-73-9
- McCabe, P., & Shaw, S. R. (Eds.), (2010). *Psychiatric disorders: Current topics and interventions for educators*. Thousand Oaks, CA: NASP/Corwin Press. ISBN: 1412968755
- McCabe, P., & Shaw, S. R. (Eds.), (2010). *Genetic and acquired disorders: Current topics and interventions for educators*. Thousand Oaks, CA: NASP/Corwin Press. ISBN: 1412968712
- McCabe, P., & Shaw, S. R. (Eds.), (2010). *Pediatric disorders: Current topics and interventions for educators*. Thousand Oaks, CA: NASP/Corwin Press. ISBN: 1412968739

### **Book Chapters**

- Bruce, J., Quirke, S., & Shaw, S. R. (2010). Families of children with genetic disorders. In P. McCabe, & S. R. Shaw (eds.), *Genetic and acquired disorders: Current topics and Interventions for educators* (pp. 59-67). Thousand Oaks, CA: Sage/Corwin Press.
- Bruce, J., Solomon, M., & Shaw, S. R. (2010). Reintegration of students from hospital or Homebound services (S6H27). In A. Canter, L. Paige, & S. R. Shaw (Eds.), *Helping children at home and at school* (3<sup>rd</sup> ed.). Bethesda, MD: National Association of School Psychologists.
- Glaser, S. E., Ouimet, T., & Shaw, S. R. (2010). Collaboration between educators and medical professionals: Models, barriers, and implications (pp. 8-21). In P. McCabe, & S. R. Shaw (eds.), *Pediatric disorders: Current topics and interventions for educators*. Thousand Oaks, CA: Sage/Corwin Press.
- McCabe, P., & Shaw, S. R. (2010). Advances in health care and medical science: presenting new challenges for schools. In P. McCabe & S. R. Shaw (eds.), *Genetic and acquired disorders: Current topics and interventions for educators* (pp. 2-7). Thousand Oaks, CA: Sage/Corwin Press.
- McCabe, P., & Shaw, S. R. (2010). Developments in neuropsychiatric treatment: New challenges and old problems. In P. McCabe & S. R. Shaw (eds.), *Psychiatric disorders: Current topics and interventions for educators* (pp. 2-7). Thousand Oaks, CA: Sage/Corwin Press.
- McCabe, P., & Shaw, S. R. (2010). Trends in health care delivery: The increased burden on schools as health care providers. In P. McCabe, & S. R. Shaw, (eds.), *Pediatric disorders: Current topics and interventions for educators* (p. 2-7). Thousand Oaks, CA: Sage/Corwin Press.
- Rezazadeh, S. M., & Shaw, S. R. (2010). Rare chromosomal disorders. In P. McCabe, & S. R. Shaw (eds.), *Genetic and acquired disorders: Current topics and interventions for educators* (pp. 20-29). Thousand Oaks, CA: Sage/Corwin Press.
- Shaw, S. R. (2010). Academically at-risk students and mental health issues (S5H1). In A. Canter, L. Paige, & S. R. Shaw (Eds.), *Helping children at home and at school* (3<sup>rd</sup> ed.). Bethesda, MD: National Association of School Psychologists.
- Shaw, S. R. (2010). "Slow learners": Supporting children at home and school (S11H24). In A. Canter, L. Paige, & S. R. Shaw (Eds.), *Helping children at home and at school* (3<sup>rd</sup> ed.). Bethesda, MD: National Association of School Psychologists. (Spanish language translation).
- Shaw, S. R. (2010). "Slow learners": Supporting children at home and school (S2H23). In A. Canter, L. Paige, & S. R. Shaw (Eds.), *Helping children at home and at school* (3<sup>rd</sup> ed.). Bethesda, MD: National Association of School Psychologists.

- Shaw, S. R. (2010). Academic resilience: Supporting at-risk students (S3H3). In A. Canter, L. Paige, & S. R. Shaw (Eds.), *Helping children at home and at school* (3<sup>rd</sup> ed.). Bethesda, MD: National Association of School Psychologists.
- Shaw, S. R., & Dawkins, T. (2010). Atypical antipsychotics and autism. In P. McCabe, & S. R. Shaw (eds.), *Psychiatric disorders: Current topics and interventions for educators* (pp. 51-60). Thousand Oaks, CA: Sage/Corwin Press.
- Shaw, S. R., Khing, S., & Chiu, T. (2010). Grief and bereavement: Roles for educators. In P. McCabe, & S. R. Shaw (eds.), *Pediatric disorders: Current topics and interventions for educators* (pp. 7-17). Thousand Oaks, CA: Sage/Corwin Press.
- Weinstein, K., & Shaw, S. R. (2010). HIV/AIDS: Information for teens (S10H10). In A. Canter, L. Paige, & S. R. Shaw (Eds.), *Helping children at home and at school* (3<sup>rd</sup> ed.). Bethesda, MD: National Association of School Psychologists.

### **Other**

- Shaw, S. R. (2010). Review of *Test of Memory and Learning: Second Edition*. In J. F. Spies, J. F. Carlson, & K. F., Geiseinger (Eds.), *The eighteenth mental measurements yearbook* (pp. 647-649). Lincoln, NE: Buros Institute of Mental Measurements.
- Shaw, S. R. (February, 2010). Rescuing students from the slow learner trap. *Principal Leadership*, 12-16.
- Shaw, S. R. (November, 2010). Selecting manuscripts for publication. *School Psychology Forum. NASP Communiqué*, 37.
- Shaw, S. R. (November, 2010). Preview of the fall 2010 *School Psychology Forum. NASP Communiqué*. 37-38.
- Shaw, S. R. (2010). Review of *Peabody Picture Vocabulary Test: Fourth Edition*. In J. F. Spies, J. F. Carlson, & K. F., Geiseinger (Eds.), *The eighteenth mental measurements yearbook* (pp. 398-400). Lincoln, NE: Buros Institute of Mental Measurements.
- Shaw, S. R., Glaser, S. E., Stern, M., Sferdenschi, C., & McCabe, P. (March, 2010). Responding to chronic illness in the schools: Keeping ahead of the curve. *Principal Leadership*, 32-36.

## **BRUCE SHORE**

### **Journals**

- Henshon, S. E. (with B. M. Shore). (2010). A journey toward excellence: An interview with Bruce M. Shore. *Roeper Review*, 32, 74-77.
- Morisano, D., Hirsh, J. B., Peterson, J. B., Pihl, R. O., & Shore, B. M. (2010). Setting, elaborating, and reflecting on personal goals improves academic performance. *Journal of Applied Psychology*, 95, 255-264. doi:10.1037/a0018478
- Morisano, D., & Shore, B. M. (2010). Can personal goal setting tap the potential of the gifted underachiever? *Roeper Review*, 32, 249-258.

### **Conference Proceedings**

- Shore, B.M. (2010). Giftedness, inquiry, and expertise: Leading with new connections. *Proceedings of the biennial meeting of the Korean Association for Canadian Studies* (pp. 52-68). Seoul, Korea: Korean Association for Canadian Studies
- Shore, B.M. (2010). A key message from gifted education: Inquiry must be part of learning. *Proceedings of the annual meeting of the Korean Society for the Gifted* (pp. 9-22). Seoul, Korea: Korean Society for the Gifted.

### **Books**

- Ormrod, J. E., Saklofske, D. H., Schwean, V. L., Andrews, J. J. W., & Shore, B. M. (2010). *Principles of educational psychology* (2nd Canadian ed.). Toronto, ON: Pearson.

### **ADA SINACORE**

#### **Other**

- Sinacore, A. (2010, May) The inaugural canadian counselling psychology conference. *Newsletter of the Counselling Psychology Section of the Canadian Psychological Association*, 4-5.
- Sinacore, A.L. (2010, April). *Career transitions in tough times*. Mini-Education Series, Faculty of Education, McGill University, Montreal, Quebec, Canada.
- Sinacore, A.L. (2010, June). *Career transitions in middle adulthood*, Cote St Luc Library. Montreal, Quebec, Canada
- Sinacore, A & Kerner, E. (2010, May) Report from the Counselling Psychology Accreditation Standards Committee. *Newsletter of the Counselling Psychology Section of the Canadian Psychological Association*, 2-3.

### **NATHAN SMITH**

#### **Journals**

- Vosvick, M., Martin, L., Smith, N. G., & Jenkins, S. R. (2010). Gender differences in HIV-related coping and depression. *AIDS and Behavior*, 14, 390-400. doi: 10.1007/s10461-008-9490-1
- Vinson, C., Mollen, D., & Smith, N. G. (2010). Perceptions of childfree women: The role of perceivers' and targets' ethnicity. *Journal of Community and Applied Social Psychology*, 20, 426-432. doi: 10.1002/casp.1049
- Smith, N. G. (2010). Productivity in lesbian, gay, bisexual, and transgender scholarship in counseling psychology: Institutional and individual ratings for 1990 through 2008. *The Counseling Psychologist*, 38, 50-68. doi: 10.1177/0011000009345533
- Russell, G. M., Bohan, J. S., McCarroll, M. C., & Smith, N. G. (2010). Trauma, recovery, and community: Perspectives on the long-term impact of anti-LGBT politics. *Traumatology*. Advance online publication. doi: 10.1177/1534765610362799

#### **Book Chapters**

Smith, N. G. (2010). Contributing content expert for *The Taylor Study Method TSM2.0* (2nd ed.). Coeur d'Alene, ID: Taylor Study Method.

Smith, N. G. (2010). Bisexuality. In I. B. Weiner & W. E. Craighead (Eds.), *The Corsini encyclopedia of psychology* (4th ed., pp. 242-244). Hoboken, NJ: Wiley.

## **LISA SPANIERMAN**

### **Journals**

Poteat, V. P., & Spanierman, L. B. (2010). Do the ideological beliefs of peers predict the prejudiced attitudes of individuals in the group? *Group Processes & Intergroup Relations*, *13*, 495-514.

Soble, J. R., Spanierman, L. B., & Liao, H.-Y. (2010, December 13). Effects of a brief video intervention on white university students' racial attitudes. *Journal of Counseling Psychology*. Advance online publication. doi: 10.1037/a0021158

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## **RONALD STRINGER**

### **Book Chapters**

Stringer, R. Bobrow, B. & Linn, B. (2010) A canadian case study. In P. Anderson, *International Case Studies in Dyslexia*. Elsevier.

## **VICTORIA TALWAR**

### **Journals**

Bala, N., Lee, K., Lindsay, R.C.L. & Talwar, V. (2010). The competency of children to testify: Psychological research informing canadian law reform. *International Journal of Children's Rights*, *18*, 53 - 77.

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### **Books**

Schleifer, M. & Talwar, V. (Eds) (2009). *Science and Religion in Education*. Calgary, AB: Detselig Enterprises.

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### **Book Chapters**

Talwar, V. (2010). Moral Behavior. In S. Goldstein (Ed) *Encyclopedia of child behavior and development*. New York: Springer

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## **CYNTHIA WESTON**

### **Journals**

Leung, K., Pluye, P., Grad, R. & Weston, C. (2010). Reflective learning framework to evaluate CME effects on practice reflection. *Journal of Continuing Education in the Health Professions, 30*(2), 78-88.

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## **MARK AULLS**

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Peláez, S., Aulls, M. W., & Bacon, S. L. (2009). Describing coaches' experiences regarding moral issues. *Journal of Sport and Exercise Psychology, 31*(Supplement), 132-133.

Shore, B. M., Birlean, C., Walker, C. L., Ritchie, K. C., LaBanca, F., & Aulls, M. W. (2009). Inquiry literacy: A proposal for a neologism. *Learning Landscapes, 3*(1), 139-155.

## **ALAIN BREULEUX**

### **Book Chapter**

Heo, G.M., & Breuleux, A. (2009). Roles of initiators and interaction patterns: exploring an informal online community at the interpersonal plane. In C. O'Malley, D. Suthers, P. Reimann, A. Dimitracopoulou. (Eds.) *Computer Supported Collaborative Learning Practices - CSCL2009 Conference Proceedings*, Lulu.com.

## **JACOB BURACK**

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## **JEFFREY DEREVENSKY**

### **Journals**

Gavriel-Fried, B., & Derevensky, J. (2009). The gestation and birth of the law prohibiting the sale of lottery tickets to Israeli minors (Amendment to the Penal Code): Some social policy issues. *International Gambling Studies*, 9, 135-150.

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### **Other**

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## **MARTIN DRAPEAU**

### **Journals**

Bhatia, M., Gil Rodriguez, M., Fowler, D., Godin, J., Drapeau, M. & McCullough, L. (2009).

Desensitization to conflicted feelings: Using the ATOS to measure early change in a single-case affect phobia therapy treatment. *Archives of Psychiatry and Psychotherapy, 1*, 31-38.

D'Iuso, D., Blake, E., Fitzpatrick, M., & Drapeau, M. (2009). Cognitive errors, coping patterns, and the therapeutic alliance: a study of in-session process. *Counseling and Psychotherapy Research, 9*(2), 108-114.

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### **Other**

Gazzola, N., Drapeau, M., Horvath, A., Page, L., Synard, J., & Toukmanian, S. (2009). *The Psychotherapeutic Professions in Canada*. Report submitted to the Society for Psychotherapy Research.

## **MARILYN FITZPATRICK**

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### **Book Chapters**

Stalikas, A., Fitzpatrick, M., Tsagarakis, M., & Seryianni, C.H. (2009). Positive emotions and learning; Implications for higher education. In G. Rott, M. Katzsteiner, E. Vos (Eds.) *Professional Challenges: Guidance and counselling within the European Higher Education Area. 9<sup>th</sup> Fedora Congress* (pp.94-107). Aarhus, Denmark: Counselling and Support Centre, University of Aarhus.

### **Other**

Fitzpatrick, M. (2010, October). Building Bridges Between Research and Practice. Closing Address at CASPR meeting, Montreal, Quebec.

## **NANCY HEATH**

### **Journals**

Heath, N. L., Ross, S., Toste, J. R., Charlebois, A., & Nedecheva, T. (2009). Retrospective analysis of social factors and non-suicidal self-injury among young adults. *Canadian Journal of Behavioural Science, 41*(3), 180-186.

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Ungar, M., Toste, J. R.\*, & Heath, N. L. (2009). Self-efficacy and resilience measures. In E. Mpofu & T. Oakland (Eds.), *Rehabilitation and Health Assessment: Applying ICF Guidelines* (pp. 473-492). New York, NY: Springer.

## **ANNETT KOERNER**

### **Journals**

Fitzpatrick, M., Körner, A., & Drapeau, M. (2009). Building bridges between research and practice. Canadian-SPR in Montreal: a new approach, an astounding success! *NASPR Newsletter*, 9, 3-4.

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## **SUSANNE LAJOIE**

### **Journals**

Lajoie, S. P., Gauthier, G., & Lu, J. (2009). Convergence of data sources in the analysis of complex learning environments. *Research and Practice in Technology Enhanced Learning*, 4(3), 195-219.

### **Conference Proceedings**

Blanchard, E. G., Volfson, B., Hong, Y.-J., Lajoie, S. P. (2009, July). Affective AIED: From detection to adaptation. In V. Dimitrova, R. Mizoguchi, B. du Boulay, A. Graesser (Eds.) *Artificial Intelligence in Education Building Learning systems that Care: from Knowledge Representation to Affective Modeling* (pp. 81-90). Amsterdam: IOS Press.

Blanchard, E. G., Roy, M., Lajoie, S. P., & Frasson, C. (2009, July). An evaluation of sociocultural data for predicting attitudinal tendencies. In V. Dimitrova, R. Mizoguchi, B. du Boulay, A. Graesser (Eds.) *Artificial Intelligence in Education Building Learning systems that Care: from Knowledge Representation to Affective Modeling* (pp. 399-408). Amsterdam: IOS Press.

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Gauthier, G., & Lajoie, S. P. (2009, July). Validating and representing case based knowledge. In V. Dimitrova, R. Mizoguchi, B. du Boulay, A. Graesser (Eds.) *Artificial Intelligence in Education Building Learning systems that Care: from Knowledge Representation to Affective Modeling* (pp. 779-780). Amsterdam: IOS Press.

- Lajoie, S. P. (2009). Can computers teach you to think and care? Revisiting the modeling debates with an eye to the future. In V. Dimitrova, R. Mizoguchi, B. du Boulay, A. Graesser (Eds.) *Artificial Intelligence in Education Building Learning systems that Care: from Knowledge Representation to Affective Modeling* (p. 3). Amsterdam: IOS Press.
- Lu, J., Lajoie, S. P., Wiseman, J. (2009). Scaffolding collaboration in simulated medical emergencies. In S.C. Kong, H. Ogata, H.C. Arnseth, C.K.K. Chan, T. Hirashima, F. Klett, J.H.M. Lee, C.C. Liu, C.K. Looi, M. Milrad, A. Mitrovic, K. Nakabayashi, S. L. Wong, , S.J.H. Yang (Eds.). *Proceedings of the 17th International Conference on Computers in Education [CDROM]*. Hong Kong: Asia-Pacific Society for Computers in Education.
- Naismith, L., Blanchard, E. G., Ranellucci, J., & Lajoie, S. P. (2009, July). EAGLE: An intelligent tutoring system to support experiential learning through video games (Poster). In V. Dimitrova, R. Mizoguchi, B. du Boulay, A. Graesser (Eds.) *Artificial Intelligence in Education Building Learning systems that Care: from Knowledge Representation to Affective Modeling* (pp. 719-721). Amsterdam: IOS Press.
- Naismith, L., & Lajoie, S. P. (2009, July). Learning from feedback in BioWorld. In V. Dimitrova, R. Mizoguchi, B. du Boulay, A. Graesser (Eds.) *Artificial Intelligence in Education Building Learning systems that Care: from Knowledge Representation to Affective Modeling* (pp. 781-782). Amsterdam: IOS Press.
- Ranellucci, J. & Lajoie, S. P. (2009, July). The effect of mood on medical students' diagnostic performance: Is one patient's bad news another patient's worse news? In V. Dimitrova, R. Mizoguchi, B. du Boulay, A. Graesser (Eds.) *Artificial Intelligence in Education Building Learning systems that Care: from Knowledge Representation to Affective Modeling* (pp. 773-774). Amsterdam: IOS Press.

### **Book Chapters**

- Lajoie, S. P. (2009). Developing professional expertise with a cognitive apprenticeship model: Examples from avionics and medicine. In K. A. Ericsson (Ed.). *Development of Professional Expertise: Toward Measurement of Expert Performance and Design of Optimal Learning Environments* (pp.61-83). Cambridge University Press.

### **LYNN MCALPINE**

#### **Journals**

- Amundsen, C. & McAlpine, L. (2009). Learning supervision: Trial by fire? *Innovations in Education and Teaching International*, 46(3), 331-342.
- Beauchamp, C., Jazvac-Martek, M., & McAlpine, L. (2009). Studying doctoral education: Using activity theory to shape methodological tools. *Innovations in Education and Teaching International*, 46(3), 265-277.
- Gonsalves, A., Harris, D., & McAlpine, L. (2009). The zones framework for both teaching and learning: Application to graduate student teaching assistants. *Journal of Further and Higher Education*, 33(3), 205-218.

- Ives, C., McAlpine, L., & Gandell, T. (2009). A systematic approach to evaluating teaching and learning initiatives in postsecondary education. *Canadian Journal of Higher Education*, 39(2), 45-76.
- McAlpine, L., & Amundsen, C. (2009). Identity and agency: Pleasures and collegiality among the challenges of the doctoral journey. *Studies in Continuing Education*, 31(2), 107-123.
- McAlpine, L., Amundsen, C., Clement, M., & Light, G. (2009). Rethinking our underlying assumptions about what we do and why we do it: Academic Development as a case. *Studies in Continuing Education*, 31(3), 261-280.
- McAlpine, L., & Hopwood, N. (2009). Third spaces: A useful developmental lens? *International Journal of Academic Development*, 14(2), 159-162.
- McAlpine, L., Jazvac-Martek, M., & Hopwood, N. (2009). Doctoral student experience: Activities and difficulties influencing identity development. *International Journal for Researcher Development*, 1(1), 97-112. Retrieved from <http://www.researcherdevelopmentjournal.org/>.
- McAlpine, L., & Wisker, G. (2009). Innovations in Education and Teaching International. *Special issue: Embracing contraries in research on doctoral education*, 46(3) 317-330.

### **Book Chapters**

- Pare, A., Starke-Meyering, D., & McAlpine, L. (2009). The dissertation as multi-genre: Many readers, many readings. In C. Bazerman, D. Figueiredo, & A. Bonini, (Eds.). *Genre in a Changing World* (pp. 179-193). West Lafayette, IN: Parlor Press and WAC Clearinghouse.

### **Other**

- Doctoral student experience: Making sense of the ups and downs of academic work.* (March, 2009). Invited seminar at University of Lancaster, Lancaster, UK.
- Designing for learning: Preparing for academic practice.* (March 2009). Invited workshop for doctoral students at the European University Institute, Florence, Italy.
- The next generation of social scientists: Contrasting private and public discourses.* (May, 2009). Invited keynote at the Research Staff Forum, University of Oxford, UK.
- Designing for learning: Integrating teaching in your academic profile.* (November 2009). Invited workshop for postdoctoral researchers at the European University Institute, Florence, Italy.
- Shaping Academic Work: the next ten years.* (November, 2009). Invited keynote at Conference on 'Preparing for an academic life'. University of Kent, UK.
- What does it mean to develop a career in Academia today?* (Dec 2009). Invited fireside chat at SRHE Junior Researcher Conference, Bangor, UK.

## **KRISTA MUIS**

### **Journal Articles**

- Crippen, K., Biesginer, K., Muis, K. R., & Orgill, M. K. (2009). The role of goal orientation and self-efficacy in learning from web-based worked examples. *Journal of Interactive Learning Research*, 20, 385-403.

- Muis, K. R., & Edwards, O. V. (2009). Examining the stability of achievement goal orientations. *Contemporary Educational Psychology, 34*, 265-277.
- Muis, K. R., & Franco, G. (2009). Epistemic beliefs: Setting the standards in self-regulated learning. *Contemporary Educational Psychology, 34*, 306-318.
- Muis, K. R., Winne, P. H., & Edwards, O. (2009). Modern psychometrics for assessing achievement goal orientation: A Rasch analysis. *British Journal of Educational Psychology, 79*(3), 547-576.

## **ALENOUSH SAROYAN**

### **Journals**

- Laflamme, E., & Saroyan, A. (2009). Graduate students as consultants. *International Journal of Learning, 16*, 7-24.
- Saroyan, A., Dagenais, J., & Zhou, Y. (2009). Doctoral students' conceptions of learning and teaching: Formation for change. *Instructional Science, 37*, 6, 579-600.

## **ROBERT SAVAGE**

### **Journal Articles**

- Aouad, J., & Savage, R. S. (2009). The component structure of pre-literacy skills: Further evidence for the Simple View of Reading. *Canadian Journal of School Psychology, 24*(2), 183-200.
- Comaskey, E. M., Savage, R. S., & Abrami, P. (2009). A randomized efficacy study of a web-based literacy intervention among disadvantaged urban kindergarten children. *Journal of Research in Reading, 32*(1), 92-108.
- Deault, L., Savage, R. S., & Abrami, P. (2009). Inattention and response to the ABRACADABRA web-based literacy intervention. *Journal of Research in Effective Intervention, 2*, 1-37.
- Kendeou, P., Savage, R. S., & Van den Broek, P. (2009). Revisiting the simple view of reading. *British Journal of Educational Psychology, 79*(9), 353-370.
- Savage, R. S., Abrami, P., Higgs, G., & Wade, A. (2009). A randomized control study of the ABRACADABRA reading intervention program in grade 1. *Journal of Educational Psychology, 101*(3), 590-604.
- Savage, R. S., Carless, S., & Erten, O. (2009). The long term effects of reading interventions delivered by experienced teaching assistants. *Support for Learning, 24*(2), 94-101.

### **Book Chapters**

- Irannejad, S., & Savage, R. S. (2009). The cerebellar deficit theory of developmental dyslexia: Evidence and implications for intervention. In Wood, C. & Connelly, V. (Eds.), *Contemporary Perspectives on Reading and Spelling* (pp. 254-270). London: Routledge.

### **Other**

- Savage, R. S. (2009d). ABRACADABRA listed and described as one of 33 items in article "From Eureka to your world: 33 ways that McGill research saves lives, kills weeds, nabs thieves and

more...". *Headway*, 4, 1, 10-21. (Item 8). This can be viewed at:

<http://publications.mcgill.ca/headway/2009/09/04/from-eureka-to-your-world/>

Savage, R. S. (2009e). *Methods for understanding literacy improvements*. Article contribution to Canadian Language and Literacy Network website (Article published on the Literacy Encyclopaedia website).

<http://literacyencyclopedia.ca/index.php?fa=items.show&topicId=279>

## **STEVEN SHAW**

### **Journals**

Shaw, S. R., Khing, S., Chiu, T., Stern, M., & Rezazadeh, S. M. (2009). Misuse and abuse of prescription medications: Prevalence, risk, and effects. *Journal of Early Childhood and Infant Psychology*, 5, 101-120.

Shaw, S. R., Bruce, J., Sharma, A., Ouimet, T., & Glaser, S. (2009). Children with autistic spectrum disorders and atypical anti-psychotic medications: Debate, differences and dual diagnosis. *Journal of Early Childhood and Infant Psychology*, 5, 37-55.

Shaw, S. R., & McCabe, P. (2009). The evolution of medication use and misuse for young children and infants: How the roles of early childhood specialists and educators are changing to meet new challenges and concerns. *Journal of Early Childhood and Infant Psychology*, 5, 1-11.

## **ADA SINACORE**

### **Journals**

Sinacore, A.L., Mikhail, A., Lerner, A., & Kassan, A. (2009). Cultural transitioning of Jewish immigrants: Education, employment and integration. *International Journal for Educational and Vocational Guidance*, 9(3), 157-176. DOI 10.1007/s10775-009-9166-z.

### **Book Chapters**

Sinacore A. (2009). Le sfide che le organizzazioni e l'impiego devono affrontare per risolvere la questione della diversità nel posto di lavoro. [Organizational and employment challenges to addressing diversity in the workplace]. In Nota L. & Soresi S. (Eds.), *Nuove sfide per l'orientamento scolastico-professionale*. [New Challenges for Vocational Guidance] Firenze, Italia: Organizzazioni Speciali-Giunti.

## **INGRID SLADECZEK**

### **Book Chapters**

Karagiannakis, A., & Sladeczek, I. E. (2009). Class wide Peer Tutoring: Improving the academic and behavioural functioning of children with behaviour problems in inclusive classrooms. In P.

Cooper & C. Cefai, *Engaging Children and Young Persons: Effective Interventions for Students with SEBD*.

### **Conference Proceedings**

Miodrag, N., & Sladeczek, I. E. (2009). Parental well-being: Comparing stress profiles in mothers and fathers of children with autism and Down syndrome. In V. Prasher (Ed.), *Proceedings of the 13th Royal Congress International Association of Scientific Studies and Intellectual Disabilities Meeting: Los Angeles, CA*: Nova Press.

### **VICTORIA TALWAR**

#### **Journals**

Leach, A.M, Lindsay, R.C.L, Koehla, R., Beaudry, J.L., Bala, N., Lee, K., & Talwar, V. (2009). The reliability of lie detection performance. *Law and Human Behaviour*. 33, 96-109.

Rasmussen, C., Talwar, V., & Wyper, K. (2009). The relation between theory of mind and executive functions in children with fetal alcohol spectrum disorders. *Research Canadian Journal of Clinical Pharmacology*, 16,370-380

Talwar, V., Crossman, A.M., Renaud, S-J., Williams, S. (2009). Pants on fire? Detecting children's lies. *Applied Developmental Psychology*, 13, 119-129.

#### **C. In Press**

### **ROGER AZEVEDO**

#### **Journals**

Azevedo, R., Cromley, J.G., Moos, D.C., Greene, J.A., Winters, F.I. (in press). Adaptive content and process scaffolding: A key to facilitating students' self-regulated learning with hypermedia. *Psychology Science Quarterly*.

Greene, J. A., Moos, D.C., & Azevedo, R. (in press). Learning with hypermedia. *New Directions in Teaching and Learning*.

Lintean, M., Rus, V., & Azevedo, R. (accepted pending revisions). Automatic detection of student mental models during prior knowledge activation in MetaTutor. *International Journal of Artificial Intelligence and Education*

### **JACOB BURACK**

#### **Journals**



- Bertone, A., Bonnel, A., & Burack, J. A. (in press). Complexities in interpreting perceptual profiles among persons with autism spectrum disorders: Examples from research on auditory and visual processing. *McGill Journal of Medicine*.
- Flanagan, T. D., Iarocci, G., D'Arrisso, A., Mandour, T., Tootoosis, C., Robinson, S., & Burack, J. A. (in press). Reduced ratings of physical and relational aggressions for youths with a strong cultural identity: Evidence from the Naskapi People. *Journal of Adolescent Health*.
- Landry, O., & Burack, J. A. (in press). Visual orienting among persons with atypical development spectrum. *McGill Journal of Medicine*.
- Stewart, M. E., Russo, N., Banks, J., Miller, L., & Burack, J. A. (in press). Sensory characteristics in autism spectrum disorders. *McGill Journal of Medicine*.

### **Book**

- Burack, J. A., Hodapp, R. M., Iarocci, G., & Zigler, E. (Eds.) (in press). *Handbook of intellectual disability and development, 2nd edition*. New York: Oxford University Press.

### **Book Chapters**

- Burack, J. A., Cohene, K., & Flores, H. (in press). Developmental models as frameworks for early intervention with children with down syndrome. In J. A. Rondal, J. Perera, & D. Spiker (Eds.), *Neurocognitive rehabilitation of Down syndrome: The early years*. Cambridge, UK: Cambridge University Press.
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## **TARA FLANAGAN**

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## **SUSANNE LAJOIE**

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## **LYNN MCALPINE**

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## **STEVEN SHAW**

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## **ADA SINACORE**

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## **INGRID SLADECZEK**

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## **NATHAN SMITH**

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## **LISA SPANIERMAN**

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## **VICTORIA TALWAR**

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## **CYNTHIA WESTON**

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## **MARK AULLS**

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## **ROGER AZEVEDO**

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## **JACOB BURACK**

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## **JACK DE STEFANO**

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## **MARTIN DRAPEAU**

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## **MARILYN FITZPATRICK**

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## **NANCY HEATH**

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## **NATHAN HALL**

### **Journals**

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## **ANNETT KOERNER**

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- Ernst, J., Götze, H., Brähler, E., Flechtner, H.H., & Körner, A. (submitted). Quality of life of parents diagnosed with cancer – Change over time and influencing factors. *Onkologie*.
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## **SUSANNE LAJOIE**

### **Journals**

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## **KRISTA MUIS**

### **Journals**

- Franco, G. M., Muis, K. R., Kendeou, P., Wang, X., Ranellucci, J., & Sampasivam, L. (under review). Beyond refutational text: The role of knowledge representation and epistemic beliefs in conceptual change. *Learning and Instruction*.
- Muis, K. R., Franco, G. M., Ranellucci, J., & Crippen, K. (under review). An achievement motivation intervention in chemistry classes. *Learning and Instruction*.
- Muis, K. R., & Winne, P. H. (under review). Assessing the psychometric properties of the Achievement Goals Questionnaire across task contexts. *Journal of Educational Measurement*.
- Ranellucci, J., Muis, K. R., Wang, X., Duffy, M., Sampasivam, L., & Franco, G. M. (under review). To master or perform? Exploring Relations Between Achievement Goals and Conceptual Change Learning. *British Journal of Educational Psychology*.

## **STEVEN SHAW**

### **Journals**

- Ouimet, T., & Shaw, S. R. (under review). The relationship between gestures and language skills in children with autism and 22q13 deletion syndrome. *Journal of Autism and Developmental Disorders*.
- Shaw, S. R., & Rahman, A. (accepted-minor revisions). Behavioural profiles in Phelan-McDermid Syndrome: Focus on mental health. *Journal of Mental Health Research in Intellectual Disabilities*.
- Sharma, A., & Shaw, S. R. (under review). Effectiveness of risperidone treatment in autistic spectrum disorder: A meta analysis. *Journal of Pediatric Health Care*.

## **ALENOUSH SAROYAN**

### **Journals**

- Thomas, A., Saroyan, A., & Lajoie, S. P. (submitted). Creation of an evidence-based practice reference model: Findings from occupational therapy. *Journal of Disability and Rehabilitation*.

## **ROBERT SAVAGE**

### **Journals**

- Andrews, A., Wood, E., Piquette-Tomei, N., Savage, R. S., & Mueller, J. (2010). Evaluating the impacts of just-in-time instructional support for teachers introducing a web-based reading program for primary grade children. *Journal of Teaching and Teacher Education*.

Erdos, C., Genesee, F., Savage, R. S., & Haigh, C. (2010). Predicting risk for oral and written language learning difficulties in students educated in a second language. *Journal of Speech Language and Hearing Research*.

Wolgemuth, J., Savage, R. S., Helmer, J., Bottrell, C., Emmett, S., Lea, T., Harper, H., & Abrami, P. (2010). Using computer-based instruction to improve indigenous early literacy in Northern Australia: A quasi-experimental study. *Australasian Journal of Educational Technology*.

## **BRUCE SHORE**

### **Journals**

Syer, C. A., Chichekian, T., Shore, B. M., & Aulls, M. W. (under review). Learning about inquiry through teaching or doing research: A comparison of student teachers' and psychology seniors' perceptions of the strategic demands of inquiry. Submitted to the *Journal of Teacher Education*

Shore, B. M., Chichekian, T., Syer, C. A., Aulls, M. W., & Frederiksen, C. H. (under review). The NB (nuts and bolts) of inquiry learning: McGill strategic demands of inquiry questionnaire. Submitted to the *International Journal of Science and Mathematics Education*.

### **Book Chapters**

Walker, C. L., & Shore, B. M. (invited, submitted). Five gifted ways to lose your creative intelligence. In D. Ambrose & R. J. Sternberg (Eds.), *How dogmatic beliefs harm creativity and higher-level thinking*. New York, NY: Routledge.

## **ADA SINACORE**

### **Journals**

Kassan, A., & Sinacore, A.L. (2010). Multicultural counselling competencies with adolescents: A qualitative examination of client experiences. Manuscript submitted for publication.

Lerner, A. & Sinacore, A.L. (2010). Lesbian mother heterosexual daughter relationships: A postmodern feminist analysis. Manuscript submitted for publication.

Mikhail, A., Sinacore, A., & Sanchez, W. (2010) Cultural adaptation strategies of Canadian and American-born Christian-Egyptians: A qualitative study. Manuscript submitted for publication.

Sinacore, A.L. & Lerner, A. (2010). An analysis of the cultural transitioning and educational challenges faced by first generation immigrant undergraduate students in Canada. Manuscript submitted for publication

Sinacore, A.L., Park, J., Mikhail, A. & Wada, K. (2010) Falling through the cracks: Analysis of the academic and career challenges faced by immigrant graduate students in Canada. Manuscript submitted for publication

## **INGRID SLAECZEK**

### **Journals**

- Lanovaz, M. J. & Sladeczek, I. E. (Under review). Vocal stereotypy in individuals with autism spectrum disorders: A review of behavioral interventions.
- Lanovaz, M. J., Sladeczek, I. E., & Rapp, J. T. (Under review). Effects of auditory stimulation on vocal stereotypy and toy manipulation.
- Ritzema, A. M., & Sladeczek, I. E. (Under review). Stress in parents of children with developmental disabilities over time.
- Sladeczek, I. E., Ghosh, S., Karagiannakis, A., Ritzema, A., & Manay-Quian, N. (Under review). Improving outcomes for children with developmental disabilities through the enhancement of communication and collaboration between school psychologists and physicians.

## **NATHAN SMITH**

### **Journals**

- Bergen, M., Mollen, D., & Smith, N. G. (under review). The relationship between feminist identity and sexuality. *Journal of Gender Studies*.
- Long, S., Mollen, D., & Smith, N. G. (revised and resubmitted). Attitudes toward sex workers in a university setting. *Sex Roles*.
- Paul, R., Smith, N. G., Mohr, J., & Ross, L. (under review). Measuring dimensions of bisexual identity. *Journal of Counseling Psychology*.
- Smith, N. G., Keller, B., Mollen, D., Bledsoe, M., Buhin, L., Edwards, L. M., Levy, J. J., Magyar-Moe, J. L., & Yakushko, O. (currently revising for resubmission). Voices of early career counseling psychologists in Division 17, the Society of Counseling Psychology. *The Counseling Psychologist*.

## **LISA SPANIERMAN**

### **Journals**

- Beard, J. C., Spanierman, L. B., & Todd, N. R. Psychosocial Costs of Racism to Whites: Examining Gender Differences in Types. *Submitted to the Journal of Diversity in Higher Education*.
- Lewis, J., Neville, H. A., & Spanierman, L. B. Examining the influence of campus diversity experiences and color-blind racial ideology on students' social justice attitudes. *Revised and resubmitted to the Journal of Student Affairs Research and Practice*.
- Lewis, J., Neville, H. A., & Spanierman, L. B. Examining the influence of campus diversity experiences and color-blind racial ideology on students' social justice attitudes. *Revised and resubmitted to the Journal of Student Affairs Research and Practice*.
- Mayfield, J., Spanierman, L. B., Neville, H. A., Soble, J. R., Aber, M., & Khuri, L. Participation in living learning communities: Influence on students' sense of community. Submitted to *Journal of College Student Development*.

Poteat, V. P., & Spanierman, L. B. The effects of social dominance, authoritarianism, and color-blind racial ideologies on racial group differences in modern racism attitudes. *Submitted to Journal of Applied Social Psychology*.

Todd, N., Spanierman, L. B., & Poteat, V. P. Examining change in costs of racism to Whites. *Submitted to Journal of Counseling Psychology*.

## **VICTORIA TALWAR**

### **Journals**

Bosacki, S., Moore, K., Talwar, V. & Saltzman-Park, J. (submitted). Preadolescents' gendered spiritual identities and self-regulation. *Journal of Beliefs and Values: Studies in Religion and Education*.

Brunet, M.K., Evans, A.D., Talwar, V., Lindsay, R.C.L., Bala, N.C., & Lee, K. Why bullying victims are not believed: Differentiating between children's true and fabricated reports of stressful and non-stressful events. (submitted). *Legal and Criminological Psychology*.

Crossman, A., Talwar, V., Arruda, C., Brunet, M.K., & Gulimi, J. Children's moral evaluations of lies told to friend or foe. (submitted). *Journal of Applied Social Psychology*.

Gomez-Garibello, C., Saykaly, C., Moore, K. & Talwar, V.(under review). Educators' ability to detect true and false bullying statements. *School Psychology Review*.

Popliger, M., Talwar, V., Crossman, A. Predictors of children's prosocial lie-telling: Motivation, socialization variables, and moral understanding. (submitted). *Journal of Child Experimental Psychology*.

Saykaly, C., Talwar, V., Lindsay, R.C.L., Bala, N., Lee, K., Bertrand, M. & Nugent, S. (revise and resubmit). Adults' ability to detect deception of stressful and non-stressful stories of children. *Psychology, Crime & Law*.

Talwar, V., Rasmussen, C., Zwaigenbaum, L., Manji, S., & Loomes, C. Lie-telling behavior in children with autism: Relation between Theory of Mind and executive functioning. (revise and resubmit). *Autism: Journal of International Research and Practice*.

### **E. In Advance Stages of Preparation**

## **MARK AULLS**

### **Journals**

Aulls, M. W., & Ibrahim, A. (December 2010, Accepted). Pre-service teachers' perceptions of effective inquiry instruction. *Journal of Instructional Science*.

### **Conference Proceedings**

Aulls, M., Ibrahim, A., Pelaez, S., Wang, X., Orjuela-Laverde, M. (2010, Accepted). What happens as learning during asynchronous text-based discussions in an online Learning system?. *LINC Conference Proceedings, MIT, Boston Massachusetts*.



## **ROGER AZEVEDO**

### **Books**

Azevedo, R., & Aleven, V. (Eds.). (in prep). *International handbook of metacognition and learning technologies*. Amsterdam, The Netherlands: Springer.

## **ALAIN BREULEUX**

Heo, G.M., & Breuleux, A. (in preparation). A descriptive framework for communities of practice: exploring an online community of chefs.

## **JAKE BURACK**

### **Journals**

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

## **JACK DE STEFANO**

De Stefano, J., Atkins, S., & **Noble, R.** *Trainee perspectives on clients who self-injure*.

Gazzola, N., De Stefano, J., Audet, C., & Theriault, A. A qualitative analysis of the challenges of novice clinical supervisors.

D'Iuso, D., De Stefano, J., Fitzpatrick, M., & Drapeau, M. (2008, October). The supervisor as a process editor?: A sequential analysis of coping strategies of therapists in training.

## **MARILYN FITZPATRICK**

### **Journals**

Atkins, S., & Fitzpatrick, M. (in preparation). A qualitative study of the development of multicultural awareness of white counsellors.

Chamodraka, M., & Fitzpatrick, M. (in preparation). A grounded theory of the development of hope in psychotherapy.

Kerner, E. & Fitzpatrick, M. (in preparation). Developing a work identity: A grounded theory of amotivated adolescents' career development.

Overington, L. & Fitzpatrick, M. (in preparation). The Influence of trainees' skills on client emotional experiencing.

## **NANCY HEATH**

### **Journals**

Heath, N. L., Toste, J. R., Baxter, A., Duggan, J. M., & McLouth, R. (in final preparation). Prevalence of non-suicidal self-injury among high school students.

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

Soles, T., & Heath, N. L. (under revision). Positive illusory bias and the self-protective hypothesis in boys with attention deficit hyperactivity disorder.

Sornberger, M. J., Heath, N. L., & Toste, J. R. (in final preparation). Gender and NSSI in young adults.

Sornberger, M. J., Heath, N. L., Toste, J. R., & McLouth, R. (in final preparation). NSSI and gender: Patterns of prevalence, methods, and locations among female and male adolescents.

Sornberger, M. J., Heath, N. L., Toste, J. R., & Smith, N. (in final preparation). Non-suicidal self-injury, coping strategies, and sexual orientation.

Toste, J. R., Bloom, E. L., & Heath, N. L. (in final preparation). Differential role of classroom working alliance in predicting school-related outcomes for students with and without special needs.

Toste, J. R., & Heath, N. L. (under revision). Exploring the relationship between school satisfaction and teacher-student alliance.

Toste, J. R., Heath, N. L., & Connor, C. M. (in final preparation). Construct validity of the Classroom Working Alliance Inventory.

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

## **NATHAN HALL**

### **Journals**

Hall, N. C., Perry, R. P., Goetz, T., & Musu-Gillette, L. E. (2011). Attributional retraining and self-esteem: "Robin Hood" effects on academic achievement. Manuscript in preparation.

Musu-Gillette, L. E., Hall, N. C., & Heckhausen, J. (2011). The effects of peer goal similarity on academic adjustment and achievement in college students. Manuscript in preparation.

Pekrun, R. H., Hall, N. C., & Perry, R. P. (2011). Achievement emotions and academic performance: Testing a bidirectional effects model for students' boredom. Manuscript in preparation.

Stupnisky, R. H., Pekrun, R., Hall, N. C., Frenzel, A., & Perry, R. P. (2011). The stability of first-year college students' academic achievement emotions. Manuscript in preparation.

## **ANNETT KOERNER**

### **Journal**

Thombs, B.D., & Körner, A. (accepted). Is there evidence that depression screening benefits patients with chronic medical illness? Should physicians routinely screen for depression in the absence of evidence? [German]. *Verhaltenstherapie*.

### **Scholarly Article**

Czajkowska, Z., Roberts, N., Radiotis, G., & Körner, A. (data analysed and manuscript drafted). Psychosocial needs in patients with skin cancer.

Radiotis, G., Roberts, N., Czajkowska, Z., & Körner, A. (data analysed and manuscript drafted).  
Quality of life in patients with skin cancer.

## **SUSANNE LAJOIE**

### **Book Chapter**

Lajoie, S., Hong, Y. J., Naismith, L., Poitras, E., Panesso, I., Ranellucci, J. & Wiseman, J. (in prep.).  
Technology rich tools to support self-regulated learning and performance in medicine. In R.  
Azevedo & V. Aleven (Eds.). *International Handbook of Metacognition and Learning  
Technologies*. New York, NY: Springer.

## **LYNN MCALPINE**

### **Journals**

McAlpine, L., & Lucas, L. (accepted). Different places, different specialisms: Similar questions of  
doctoral identities under construction *Teaching in Higher Education*.

McAlpine, L., Paulson, J., Gonsalves, A., & Jazvac-Martek, M. (accepted). 'Untold' doctoral stories in  
the social sciences: Can we move beyond cultural narratives of neglect? *Higher Education  
Research and Development*.

McAlpine, L., & Lucas, L. (accepted). Different places, different specialisms: Similar questions of  
doctoral identities under construction *Teaching in Higher Education*.

McAlpine, L., Paulson, J., Gonsalves, A., & Jazvac-Martek, M. (accepted). 'Untold' doctoral stories in  
the social sciences: Can we move beyond cultural narratives of neglect? *Higher Education  
Research and Development*.

### **Books**

McAlpine, L., & Amundsen, C. (forthcoming). *Supporting the doctoral process: Research-based  
strategies for doctoral students, supervisors and administrators*. Amsterdam: Springer.

### **Book Chapters**

Amundsen, C., & McAlpine, L. (forthcoming). Moving from evidence to action. In L. McAlpine & C.  
Amundsen (eds.). *Doctoral education: Research-based strategies for doctoral students,  
supervisors and administrators*. Amsterdam: Springer.

Amundsen, C., & McAlpine, L. (forthcoming). New academics as supervisors: A steep learning curve  
accompanied by challenges, tensions and pleasures. In L. McAlpine & C. Amundsen (eds.).  
*Doctoral education: Research-based strategies for doctoral students, supervisors and  
administrators*. Amsterdam: Springer.

Hopwood, N., Alexander, P., Harris-Huemmert, S., & McAlpine, L., & Wagstaff, S. (forthcoming). The  
hidden realities of life as a doctoral student. In V Mallan & A Lee (Eds) *International  
perspectives on doctoral education: a resource for supervisors and students*. Serdang, Malaysia:  
Universiti Putra Malaysia Press.

- Jazvac-Martek, M., Chen, S., & McAlpine, L. (forthcoming). Tracking doctoral student experience over time: Cultivating agency in diverse spaces. In L. McAlpine & C. Amundsen (eds.). *Doctoral education: Research-based strategies for doctoral students, supervisors and administrators*. Amsterdam: Springer.
- McAlpine, L., & Amundsen, C. (forthcoming). Challenging the taken-for-granted: How research might inform doctoral education policy and practice. In L. McAlpine & C. Amundsen (eds.). *Doctoral education: Research-based strategies for doctoral students, supervisors and administrators*. Amsterdam: Springer.
- McAlpine, L., & Amundsen, C. (forthcoming). Making meaning of diverse experiences: Constructing an identity through time. In L. McAlpine & C. Amundsen (eds.). *Doctoral education: Research-based strategies for doctoral students, supervisors and administrators*. Amsterdam: Springer.
- McAlpine, L., & Amundsen, C., (forthcoming). To be or not to be? The challenges of doing academic work. In L. McAlpine & C. Amundsen (eds.). *Doctoral education: Research-based strategies for doctoral students, supervisors and administrators*. Amsterdam: Springer.
- McAlpine, L., & Amundsen, C. (forthcoming). Supporting the doctoral process: Research-based strategies for doctoral students, supervisors and administrators. Amsterdam: Springer.

## **KRISTA MUIS**

### **Journals**

- Johnson, M., Muis, K. R., & Edwards, O. V. (2010). Growth trajectories of task-value and self-efficacy across an academic semester.
- Muis, K. R. (in progress). Constructivist versus traditional approaches to statistics instruction: The effects on students' epistemic beliefs.
- Muis, K. R. (in progress). The multidimensional epistemic beliefs survey: A validation study.
- Muis, K. R., & Cohen, L. (in progress). The influences of epistemic beliefs and achievement orientation on problem-solving in math and English undergraduates.
- Muis, K. R., & Winne, P. H. (in progress). The influence of competence feedback on the stability of learners' achievement goal orientations.
- Muis, K. R., & Gierus, B. (under review). Testing the TIDE: Differences across knowledge representations in physics.
- Ranellucci, J., Muis, K. R., Duffy, M., Wang, X., Sampasivam, L. & Franco, G. M. To master or perform? Exploring relations between achievement goals and conceptual change learning.
- Shi, Y., Muis, K. R., & Frederikson, C. (accepted with revisions). Context-specific self-regulation from a cross-cultural perspective. *Educational Psychologist*.
- Winne, P. H., & Muis, K. R. (accepted). Statistical estimates of learners' judgments about knowledge in calibration of achievement. *Metacognition and Learning*.

## **ROBERT SAVAGE**

- Erten, O., Savage, R. S. & Slee, R. (2010). Stakeholders views of inclusive education practices: Dynamic explorations of the effects of inclusive practices on the attainment, friendship, and bullying in typical and atypical children. Proposed Journal: *International Journal of Inclusive Education*.
- Savage, R. S. & Rvachew, S. (2010). The structure of phonological awareness and early reading acquisition in pre-school children. Proposed Journal: *Journal of Child Language*.
- Pompey, Y., & Savage, R. S. (2010). New teachers and their feelings of preparedness to teach reading. Proposed Journal: *Teacher Development: An International Journal of Teacher Professional Development*.
- Irannejad, S., & Savage, R.S. (2010). Is a cerebellar deficit the cause of reading disabilities? Proposed journal: *Journal of Learning Disabilities*.
- Savage, R. S. Deault, L., & Di Stasio, M. (2010). The relationship between classroom environment and attainment in grade 1: Converging evidence from teacher, observer, and pupil perceptions. Proposed journal: *Scientific Studies of Reading*.
- Savage, R. S., Abrami, P., Piquette-Tomei, N., Wood, E., & Deleveaux, G. (2010). A pan-Canadian cluster randomized control effectiveness trial of the ABRACADABRA web-based literacy program. Proposed journal: *Journal of Educational Psychology*.
- Wolgemuth, J., Savage, R. S., Helmer, J., Bottrell, C., Emmett, S., Lea, T., Harper, H., & Abrami, P. (2010). A randomised control trial of the ABRACADABRA computer-based in Northern Australia. Proposed journal: *Journal of Educational Psychology*.

## **STEVEN SHAW**

### **Journals**

- Jankowska, A. M., & Shaw, S. R. (in preparation). Borderline intellectual functioning and mental health issues: Building resilience in a multisystem framework.
- Jankowska, A. M., & Shaw, S. R. (in preparation). International responses to students with low academic achievement: Problems, policy, and pedagogy.

## **BRUCE SHORE**

### **Journals**

- Birlean, C., Asseraf Pasin, L., Shore, B. M., Ritchie, K. C., & Steinert, Y. (advanced draft). Formative evaluation of interprofessional education initiatives.
- Birlean, C., & Shore, B. M. (advanced draft pending resubmission). Novice versus expert teachers' planning and evaluation of elementary school students' inquiry-based science projects. *The Science Educator*.
- Borovay, L. A., & Shore, B. M. (advanced draft). High and average achieving students' experiences of Flow as an outcome of engagement in inquiry-based learning.
- Casey, K. M. A., French, L. R., Irving, J. A., & Shore, B. M. (advanced draft). The particular value of mentoring experiences for gifted students.

- Chichekian, T., Savard, A., & Shore, B. M. (advanced draft). French-English lexicon of key inquiry terminology. To be submitted simultaneously in French and English to *La Vie Pédagogique* and *LEARNing Landscapes* respectively.
- Chichekian, T., Hua, O., & Shore, B. M. (advanced draft). Chemistry professors' perceptions of undergraduate research experiences.
- Gyles, P. D. T., & Shore, B. M. (advanced draft). Teachers' inquiry experience matters: Predicting student outcomes.
- Gyles, P. D. T., Walker, C. L., Leung, D. A., Shore, B. M., & Delcourt, M. A. B. (advanced draft pending resubmission). Socio- and cognitive-affective outcomes of inquiry: Potential insights from gifted education. *Gifted Education International*.
- Hua, O., & Shore, B. M. (conditionally accepted, under revision). Faculty beliefs about the impact from research to teaching. *Higher Education Research and Development*.
- Irving, J. A., & Shore, B. M. (advanced draft under revision pending resubmission at the editor's invitation). The Quebec secondary mathematics curriculum: Strong enough for students of high ability? *Journal of Advanced Academics*.
- Masden, C. A., Leung, O., Shore, B. M., & Schneider, B. H. (advanced draft). Social-perspective coordination in gifted adolescent friendships.
- Ritchie, K. C., Lajoie, S. P., & Shore, B. M. (advanced draft). Taking stock: Approaches to studying problem-solving from a social-emotional perspective.
- Saunders-Stewart, K., Gyles, P. D. T., Shore, B. M., & Bracewell, R. J. (advanced draft). Student identification of inquiry outcomes.
- Saunders-Stewart, K. S., Gyles, P. D. T., & Shore, B. M. (under revision, resubmission invited). Student outcomes in inquiry instruction: A literature-derived checklist. *Journal of Advanced Academics*.
- Shore, B. M. (accepted). Gifted-program provision is at least as serious a challenge as identification. Comment on F. Gagné, Academic talent development and the equity issue in gifted education. *Talent Development and Excellence*.
- Walker, C. L., & Shore, B. M. (under revision, resubmission invited). Myth busting: High-performance students rarely prefer to work alone. *Gifted Child Quarterly*.

## **ADA SINACORE**

### **Journals**

- Kassan, A., & Sinacore, A.L., The role of relationship in the cultural transitioning experiences of Argentinean Jewish immigrants to Canada.
- Sinacore, A.L. & Jaghori, B. University students and the sex trade: A case study.
- Sinacore, A.L. & Mikhail, A. Culturally competent consultation: Applying an integrated social justice model in consultation.
- Sinacore, A. & Titus, J. Occupational and cultural transitioning experiences of female students: A relationship analysis.

## **INGRID SLADECZEK**

## **Journals**

- Karagiannakis, A., Sladeczek, I. E., Yule, A., & Miodrag, N. (accepted, pending revisions). Problem-solving consultation with parents, teachers and consultants for children with developmental delays and behaviour problems
- Sladeczek, I. E., & Grobe, P. (in advanced stage of preparation). Child-based consultation with children who have severe behaviour disorders.
- Sladeczek, I. E., Heath, N. L., Madden, L., & Karagiannakis, A. (in advanced stage of preparation). Problem-solving consultation with children with developmental delays and behavior problems.
- Sladeczek, I. E., Karagiannakis, A., Miodrag, N., Illsley, S., & Saracino, J. (in advanced stage of preparation). Parent-teacher intervention project: The evaluation of three interventions for children with behaviour problems.
- Sladeczek, I. E., Karagiannakis, A., Miodrag, N., Saracino, J., Madden, L., August, P., & Blidner, A. (in advanced stage of preparation). Attrition from problem-solving consultation: Who drops out of treatment for children with conduct problems.
- Sladeczek, I. E., Karagiannakis, A., Amar, D., Miodrag, N., Saracino, J., & Yule, A. (in advanced stage of preparation). Intervention models for children with developmental delays: Correlates with adaptive and maladaptive behaviours.
- Sladeczek, I. E., Viola, T., Karagiannakis, A., Miodrag, N., & Saracino, J. (advanced stage of preparation). Remediating behaviour problems in children with developmental disabilities.

## **NATHAN SMITH**

### **Journals**

- Foster, K., Johanson, C. M., Hart, C. L., Simmons, A., & Smith, N. G. (in preparation). Differences in perceived and actual levels of rape myth acceptance and victim empathy. *The Journal of Sex Research*.
- Jenkins, S. R., Guarnaccia, C. A., & Smith, N. G. (in preparation). Relations between cognitive appraisal and coping with anticipated HIV infection in test site clients: Two studies.
- MacKinnon, C. J., Smith, N. G., Henry, M., Berish, M., Koerner, A., Milman, E., Chochinov, H. M., & Cohen, S. R. (in preparation). The search for meaning in the context of bereavement: Implications for counseling psychology.
- Smith, N. G., & Bouba-Dalaymbe, K. (in preparation). The relationship between career interests and openness to cultural diversity.
- Smith, N. G., Guschlbauer, A., & Moody, C. (in preparation). Content and methodology in lesbian, gay, bisexual, and transgender research in counseling psychology: 2000-2010.
- Smith, N. G., & Russell, G. M. (in preparation). The role of coping in adapting to political campaigns that aim to limit the rights of LGBT persons.
- Smith, N. G., Stabb, S. D., Belsky, L., Lindsay, N., Maynard, A., Pogge, S., Erwin, K. M., & Johanson, C. (in preparation). Experiences of adolescents who have a parent or parents with HIV.
- Smith, N. G., Vosvick, M., Chng, C.-L., & Smith, S. (in preparation). Hope, optimism, and quality of life in HIV-positive adults.

Smith, N. G., Walsh, K., Guschlbauer, A., Bouba-Dalaymbe, K., Fuks, N., MacKinnon, C. & Moody, C. (in preparation). Research productivity in counseling health psychology.

Sornberger, M. J., Heath, N. L., Toste, J. R., & Smith, N. G. (in preparation). Non-suicidal self-injury, coping strategies, and sexual orientation.

Strain, J. D., Smith, N. G., Cadick, A. L., & Shuff, I. M. (in preparation). Social support and mortality among HIV-positive men.

## **LISA SPANIERMAN**

### **Books Chapters**

Neville, H. A., Spanierman, L. B., & Lewis, J. (forthcoming). The expanded psychosocial model of racism: A new model for understanding and disrupting racism and white privilege. In N. Fouad (Ed.), *APA Handbook of Counseling Psychology*. Washington, DC: American Psychological Association.

Spanierman, L. B., Garriott, P., & Clark, D. A. (forthcoming). Whiteness and social class: Intersections and implications. In W. M. Liu (Ed.), *The Oxford Handbook of Social Class in Counseling*. New York, NY: Oxford University Press.

## **RONALD STRINGER**

### **Book Chapters**

Paci, C. Derejko, K., & Stringer, R. (in revision). A met is metric for social development.

## **VICTORIA TALWAR**

### **Journals**

Gomez- Garibello, C., Saykaly, C., Moore, K., & Talwar, V. (submitted). Educators' ability to detect true and false bullying statements.

Talwar, V., & Arruda, C. Honesty is the best policy: The effects expected punishment and appeals to tell the truth on children's truth-telling behavior.

Talwar, V., Carlson, S. & Lee, K. (accepted) Effects of a punitive environment on children's cool and hot executive functioning: A Natural experiment. *Social Development*.

Talwar, V. & Crossman, A. (accepted). Little liars: The dual nature and role of verbal deception in children. *Advances in Child Development and Behavior*.

Williams, S., Talwar, V., Lindsay, R.C.L., Bala, N., Lee, K. Is the truth in your words? Distinguishing children's deceptive and truthful statements.

### **Books**

Talwar, V., Schleifer, M., Harris, P. (accepted, forthcoming, Fall 2011) *Children and Death: From the biological to the spiritual*. New York: Cambridge University Press



## **F. Other Scholarly Products**

### **ROBERT BRACEWELL**

Lies, damned lies, and statistics: Fear and loathing of numbers in judgment and decision making. Public lecture in the Mini-Ed-Psych series, *Living well in the modern world: Insights from educational psychology*. McGill University.

### **NATHAN HALL**

#### **Research Address**

Hall, N. C. (2009, September 23). Center seminar series, Department of Human Development, University of Maryland, College Park, MD, USA. N Y Research Address

Hall, N. C. (2009, November 3). Department of Human Development, University of Maryland, College Park, MD, USA. N Y Research Address

Hall, N. C. (2010, March 3). Counseling Center, University of Maryland, College Park, MD, USA. N Y Research Address

Hall, N. C. (2010, June 15). Department of Empirical Education Research, University of Konstanz, Germany. NY Research Address

Hall, N. C. (2010, July 6). Institute of Educational Psychology, University of Munich, Germany. N Y Workshop Address

#### **Workshop Address**

Hall, N. C. (2009, November 10). Child Development Professional Development Seminar, Department of Human Development, University of Maryland, College Park, MD, USA. N Y Workshop Address

Hall, N. C. (2010, November 24). "ABCs of the PhD" Professional Development Seminar, Faculty of Education, McGill University, Montreal. N Y Research Address / Guest Lecture

Hall, N. C. (2010, November 9). EDPE 655, Faculty of Education, McGill University, Montreal.

### **LYNN MCALPINE**

#### **Disciplinary Periodical**

McAlpine, L. (2009). The next generation of social scientists: Private and public discourses at cross purposes? *Research Intelligence*, Issue 108, 14.

### **ROBERT SAVAGE**

Savage, R. S., Aouad, J., Daki, J., Erten, O., & Di Stasio, M. (2010). Book review: Sainsbury, M., Harrison, C. & Watts, A. *Assessing Reading: From theories to classrooms* (2010). Slough: NFER. *Journal of Research in Reading*, 33, 4, 431-434.

## **STEVEN SHAW**

### **Handout**

Shaw, S. R., Clayton, M., Dodd, J., & Rigby, B. T. (May, 2009). Collaborating with physicians: A guide for school leaders. NASP Communiqué, reproducible handout.

## **ADA SINACORE**

### **Technical Report**

Sinacore, A.L. (2009). Multicultural competencies at the organizational and service provision level: Full report. Coordinated Access, Ottawa, Ontario.

## **G. Other Important Achievements**

## **MARTIN DRAPEAU**

### **Media Interviews**

Drapeau, M. (2010). L'Actualité Médicale interviews Dr. Drapeau on psychotherapy, psychopharmacology and depression in December 2010.

Drapeau, M. (2010). VideoClip of Dr. Drapeau discussing les données probantes et la psychothérapie (Evidence based psychotherapy). Videoclip for licensed psychologists, College of Psychologists of Quebec, Available for download in the members section of [www.ordrepsy.qc.ca](http://www.ordrepsy.qc.ca).

Drapeau, M. (2010). VideoClip of Dr. Drapeau discussing le traitement de la dépression (The treatment of depression). Videoclip for licensed psychologists, College of Psychologists of Quebec, Available for download in the members section of [www.ordrepsy.qc.ca](http://www.ordrepsy.qc.ca).

Drapeau, M. (2010). La Presse interviews Dr. Drapeau on the DSM-V in May 2010.

Drapeau, M. (2010). Journal Le Métro interviews Dr. Drapeau on psychotherapists in Quebec on April 8, 2010.

Drapeau, M. (2010). Radio Quebec CHRC interviews Dr. Drapeau live on use of antidepressant medication in Quebec on January 8, 2010.

## **ROBERT SAVAGE**

## **Interviews**

- Savage, R. S. (2010). *CTV Newsmaker Lunchtime show* “McGill Professor Robert Savage on literacy rates: Mitsumi Takahashi talks to McGill professor Robert Savage about a recent survey that found that only 13% of Quebecers can be considered to have a high level of literacy” 15<sup>th</sup> September 2010.
- Savage, R. S. (2010). ‘*Cultivating the magic of reading*’ Feature article on our work on ABRACADABRA in the Montreal Gazette ‘raise a reader’ campaign September 29<sup>th</sup> 2010.
- Savage, R. S. (2010). *What is action research?* Presentation to the educational consultants of EMSB, SWLSB, and LBPSB 28<sup>th</sup> September 2010.
- Savage, R. S. (2010). *What is action research?* Presentation to selected teachers from EMSB, SWLSB, and LBPSB 28<sup>th</sup> September 2010.
- Savage, R. S. (2009) Interviewed for the Canadian Language and Literacy Research Network magazine on ABRACADABRA reading interventions. Article appears as: Dawes, M. “Magical desk” provides scientific grounding for early literacy development, *Clarity*, 6. 4-8, Spring 2009.
- Savage, R. S. (2009g). *The Effective Reading Teacher: Literacy for Life*. Canadian Language and Literacy Research Kit for Educators. I was on the expert committee that advised on the construction of this report on best literacy practices. I have made ‘expert’ video contributions to this resource as well as traditional writing and editing. This resource is now being disseminated across Canada: <http://www.cllrnet.ca/knowledge/projects> (Resource available on request).
- Savage, R. S., (2009f). Interviewed for the CTV evening show on literacy issues and effective intervention (April 8<sup>th</sup> 2009) and by CBC Radio 1 lunchtime show (and phone-in) on effective reading interventions (April 21<sup>st</sup>). My LOLA presentation (described below) is now broadcast on Canal Savoir television.

## **VICTORIA TALWAR**

### **Media Interviews**

- Talwar, V. (2010). *As it Happens* show on CBC interviews Dr. Talwar on May 18, 2010.
- Talwar, V. (2010). Dr. Talwar interviewed in the documentary “Life at Five”, Heiress Films, Australia, ABC1 TV in 2010.
- Talwar, V. (2010). *Family Circle* magazine interviewed Dr. Talwar in May, 2010.
- Talwar, V. (2010). *Headway*, McGill’s research magazine interviewed Dr. Talwar in August, 2010.
- Talwar, V. (2010). *Fox News* interviewed Dr. Talwar for an on-line news interview on June 11, 2010.
- Talwar, V. (2010). *Canadian Family* magazine interviewed Dr. Talwar in March 2010.
- Talwar, V. (2010). *The Wall Street Journal* interviewed Dr. Talwar on June 5 2010,
- Talwar, V. (2010). *The Link* a CBC Radio show interviewed Dr. Talwar on October 20, 2010.
- Talwar, V. (2010). *Huffington Post* interviewed Dr. Talwar in November, 2010.
- Talwar, V. (2010). *Calcalist* a financial times magazine interviewed Dr. Talwar on August 17, 2010

Talwar, V. (2010). Dagbladet magazine interviewed Dr. Talwar in June, 2010.

Talwar, V. (2010). Family Anatomy website interviewed Dr. Talwar for internet radio on April, 12, 2010.

Talwar, V. (2010). MomsLikeMe magazine interviewed Dr. Talwar in September 2010.

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