

DIALOGUES

DEPARTMENT OF EDUCATIONAL & COUNSELLING PSYCHOLOGY NEWSLETTER



Welcome to Dialogues

A MESSAGE FROM THE CHAIR



There is much truth in the saying that 'time flies'. In a very short period of time our newsletter has reached hundreds of former graduates all over the world. As we look forward to the holiday period I want to congratulate all our faculty, staff, graduate students and alumni for a job very well done! Looking back at all our accomplishments since our last newsletter is indeed impressive. Our faculty and graduate students continue to receive awards and acknowledgements from multiple professional organizations for their many outstanding achievements. We welcomed two new colleagues, Dr. Caroline Temcheff and Dr. Dennis Wendt; Drs. Martin Drapeau and Victoria Talwar were named Fellows of the Royal Society of Canada, Academy of

Arts, Humanities and Sciences in the New Scholar Category; the School Psychology Summer Institute was once again a great success; we had multiple guest lectures and visiting faculty; Dr. Nancy Heath was named Associate Dean, Graduate Studies in the Faculty of Education; we had a record number of graduate students enrolled in our programs; and the Chair's Halloween Costume contest drew some pretty scary entries. Dr. Marilyn Fitzpatrick retired after serving as Counselling Psychology Program Director for many years and Dr. Rob Savage left to become Professor of Psychology and Head of the Department for Psychology and Human Development at the Institute of Education, London.

The University cyclical review committee highlighted our exceptional academic commitment, research, supervision, and teaching excellence. Their evaluation, benchmarked against some of the best Universities throughout North America, once again highlights our many successes.

With the continued support of Dean Dilson Rassier and Provost Christopher Manfredi we are currently recruiting for several new academic positions.

Happy reading and wishing you all a wonderful holiday season.

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Where's the science in evidence-based practice?

In this edition of Dialogues, we feature an opinion article written by Dr. Martin Drapeau of McGill's Educational & Counselling Psychology Department.



I began my career as a psychotherapy researcher, with an interest more specifically in process and outcome. Put simply, what I wanted to know is what makes psychotherapy work - what is it that psychotherapists do to help their clients or patients get better? More importantly perhaps, how do they do it, and how do they know when to do it? Needless to say that this research, like research in many other fields, is by definition quite obsessional. It involves spending large sums of research money, recruiting patients and clients, clinicians, students and research assistants to spend countless hours scrupulously analyzing what happens in a therapy session and across multiple sessions. This work is complex but very gratifying because it translates well into clinical practices. My research, and the work of countless other researchers such as the members of the International Society for Psychotherapy Research, should hence be of interest to anyone who practices psychotherapy, perhaps even more so when these psychotherapy providers are psychologists. Psychology, unlike numerous other disciplines, was born in research then, with time, migrated toward professional practice. From its very beginning, psychology was thus rooted in science, and the statements on evidence-based practice (EBP) of organizations such as the American (APA) and the Canadian (CPA) psychological associations, and the codes of ethics of regulatory bodies in psychology, are there to remind us of the importance of science in psychology. Given this, and because we spend considerable time examining what therapies are most effective, when and for whom, and identifying clinical processes that can maximize or hinder treatment outcomes, clinicians should devour our research papers and use this knowledge to improve their practices. At least, that's the theory.

In practice, it is unfortunately quite different; the gap between research and practice in psychotherapy is often nothing short of abysmal, and sometimes, we are reminded of this quite brutally. For example, just a few years ago, a widely cited report stated that the current state of affairs in psychotherapy is similar to where medicine was a century ago, when clinicians were practicing in a so-called pre-scientific manner, based on gut feeling rather than evidence. The situation has certainly improved over the years, in part perhaps because the CPA and APA published position statements on evidence-based practice, stating that:

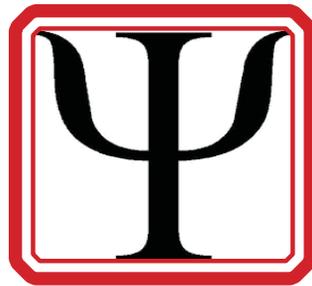
EBP of psychological treatments involves the conscientious, explicit, and judicious use of the best available research evidence to inform each stage of clinical decision-making and service delivery. This requires that psychologists apply their knowledge of the best available research in the context of specific client characteristics, cultural backgrounds, and treatment preferences.

While such statements reiterate the importance of research in clinical practice, they often do not have the full effect one would hope for. The reason for this might seem quite simple, at least at first look: psychotherapists who do not have a doctoral degree, and thus have little experience in research, may not have the skills needed to effectively identify, retrieve, and review studies relevant to their practice. Even for those with experience in research, it may be unreasonable to expect that they will, in the few minutes they have between two appointments, identify a clinical question, retrieve meta-analyses or systematic reviews, or even primary studies, then assess the quality of these studies to determine to what extent they may, or may not, inform their clinical decisions. Medicine was faced with a similar problem; one of the solutions they found to address it was to devote time and resources to the production of practice guidelines. Practice

guidelines involve syntheses of multiple studies on a given topic, an assessment of the quality of those studies, and the formulation of clinical recommendations grounded in science. While early guidelines in medicine were of low quality, many medical guidelines are now of acceptable or high quality and have a positive impact on practice, including on treatment outcomes. In recent years, psychology has also invested in the development of practice guidelines. Numerous organizations, including the APA, CPA and provincial regulatory bodies, now produce guidelines for practitioners. While some of these are of acceptable quality, others, unfortunately, are of questionable quality, which means that service users are not getting the services they are entitled to. This is a troubling finding that came across quite clearly in the research conducted by my team. For example, we have reviewed the quality of the practice guidelines produced by the Order of psychologists of Quebec (OPQ), amongst others. This organization is a very important one because its mandate is to protect the public, which means that it oversees the quality of the services offered by the close to 9000 psychologists in Quebec. As such, the OPQ is the entity that takes action against psychologists who do not practice according to best practices, which may lead to a fine, to mandatory supervision or additional training, or to a suspension of the right to practice. The OPQ considers its practice guidelines as science-based, and as a depiction of what state-of-the-art practice should look like. Sadly, our review of the practice guidelines produced by the OPQ suggests otherwise; they are in fact of dubious quality, they are not adequately based on science, and the methods used for their development are not up to standard according to best practices in knowledge synthesis and dissemination.

Unfortunately, the OPQ is not the only organization in this situation. It is no surprise, then, that clinicians have difficulty using science to inform their clinical decisions, despite the dissemination of the CPA and APA's position statements on EBP. Given the low uptake of evidence-based practices in psychology, and more specifically in

psychotherapy, many have pointed fingers solely at practitioners, claiming that they are insufficiently trained to use research evidence in their practice and thus should receive additional training, or that they do not put sufficient effort in using science and hence prefer to rely exclusively on their past experience or their intuition. While this may in part be true, we must not forget that clinical practice is complicated and demanding, and that practitioners simply do not have the time to conduct systematic reviews or other structured literature reviews when confronted with a new case or situation. Part of our mandate, as academics and researchers, is to stay up to date with regards to research in our area. Despite the hours we devote to this, it is challenging, if not simply impossible, to keep up with all the research that is produced today. My research team also conducts reviews, including systematic reviews; for each review, many researchers are involved, over periods of many months. It is simply not reasonable to expect practitioners to do the same. Practitioners should instead, and rightfully so, be able to rely on rigorous practice guidelines produced by credible organizations. Unfortunately, many of these organizations are simply not there yet. Until this problem is addressed, it is probably at them that we



should be pointing fingers, with one caveat perhaps: many of the well-established methods that are used to develop guidelines in medicine are less useful in psychology and in social services. In fact, some are simply not useable, which may be one of the reasons why organizations in psychology struggle to produce high quality clinical guidance.

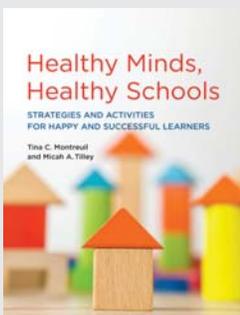
In light of this, my research team launched a large research project with colleagues from different universities and hospitals in Quebec, with the hope of understanding what gets in the way of producing high quality guidelines. Our aim, ultimately, is to design a method for guideline development that is rigorous, cost effective and, perhaps more importantly, well adapted to psychology. When dealing with such complicated matters as research methodology, clinical practice, and knowledge synthesis and dissemination, clinicians, policy makers and academics must work hand in hand. A good practice guideline is always developed collaboratively; a good method to develop guidelines should be developed the same way. Hopefully, this work will lead to improved guidance for practitioners, and to improved services for those who seek our support.

Reference

Dozois, D.J.A., Mikail, S., Alden, L., Bieling, P., Bourgon, G., Clark, D.A., Drapeau, M., Gallson, D., Greenberg, L. Hunsley, J., & Johnston, C. (2014). The CPA Presidential Task Force on Evidence-Based Practice of Psychological Treatments, *Canadian Psychology*, 55(3), 153-160.

Dr. Martin Drapeau, Counselling Psychology & Psychiatry

New Healthy Minds, Healthy Schools Book



A new book authored by Dr. Tina Montreuil and Micah Tilley titled, *Healthy Minds, Healthy Schools: Strategies and Activities for Happy and Successful Learners*, is now available from Canadian Scholars' Press.

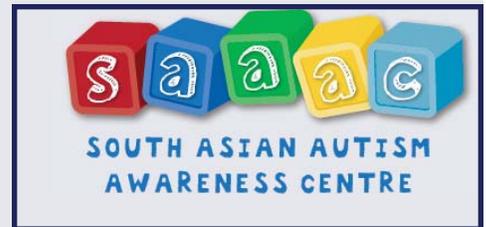
The book, which is to be implemented as a universal school-based mental health and well-being resource, aims at improving the social, emotional, behavioural and academic functioning of children at the elementary school level. 16 lessons include strategies to combat stress and depression, for example, and advocate for a policy-oriented approach to school-based mental health. This resource seeks to help children improve their academic performance, develop increased social skills and cognitive flexibility, and improve their attention and inhibition.

Volunteering

Working with the South Asian Autism Awareness Center

Shalini Sivathasan, MA, PhD Student in School/Applied Child Psychology Program

One of the first experiences I have had working with individuals with Autism Spectrum Disorder (ASD) was as a volunteer at Toronto's South Asian Autism Awareness Center (SAAAC) in 2013. I had just completed my master's degree in psychology and realized I wanted to work with young people with mental health and/or developmental disabilities. Also, I was looking to gain additional experience working with ASD children and their families. I learned about SAAAC, an organization where individuals with ASD and their families can receive services and respite. I immediately thought this was a place I would want to get involved, given that stigma and a lack of awareness about ASD and the services and supports that are available is high in various ethnic minority groups, including the South Asian community.



I was unsure what to expect in terms of the number of families using SAAAC's free services, and was overwhelmed by seeing the number of children and young adults and their families. I spent the next two years volunteering on a weekly basis. I began as a one-to-one volunteer in the after-school program, working with children of various ages on academic (e.g., math) or adaptive (e.g., hand washing) skill development based on their individual needs. I was fortunate to learn Applied Behaviour Analysis (ABA) techniques through volunteer training workshops offered by SAAAC. Eventually, when I felt comfortable with the skills I had learned, I was able to train new volunteers as well. I also learned to work with individuals with behavioural challenges, with the appropriate use of positive reinforcements and specific intervention techniques, and to learn to take note of why difficult behaviours occurred, in order to support the individuals' needs in a better way.

I had the opportunity to work with children on their social skills development through song and play, help implement a program-wide method for tracking progress toward each individual's unique goals, assist with program-wide events and outings, and learn about different types of technology that can be used to support communication. I also gained a great deal of insight into the challenges faced by families simply by speaking with them about their experiences, many of whom face additional difficulties being recent immigrants or refugees to Canada.

There is a great need for increased awareness of and access to culturally sensitive services for children with ASD. As a future psychologist, my goal is to be able to provide assessment and intervention services to children with ASD, as well as continue to do scientific research towards finding the best evidence-based practices and policies which will support these families. I would not be on my way to becoming a psychologist and pursuing research towards benefiting individuals with ASD without having had such important learning opportunities as being a volunteer at SAAAC, and I hope to be involved in the SAAAC community again in the future.

Through my experiences at SAAAC, I knew I wanted to be able to work with children with ASD and their families in some way in my career. In 2015, I began my PhD in School/Applied Child Psychology at McGill University, and am now finishing up my second year in the Behaviour, Autism, and NeuroDevelopment (BAND) Research Group, under the supervision of Dr. Eve-Marie Quintin, and the McGill Youth Study Team, under the supervision of Dr. Jacob Burack. Our research looks at how children with ASD are able to perceive emotion through music, an activity that many children with ASD enjoy and have an affinity for. Ultimately, the long-term goal of this research is to be able to inform strengths-based approaches to intervention, for example, by potentially using music education to teach emotional awareness and social skills in school or through music therapy.



Welcome to the New Faculty Members



Dr. Caroline Temcheff is an Associate Professor in Counselling Psychology at McGill University and a Quebec Research Scholar (Fonds de Recherche du Québec – Santé, Chercheur Boursier Junior 1). Directly in line with the priorities and strategic plan of the Ministère de la santé et des services sociaux (MSSS), the overarching goal of Dr. Temcheff’s research programme is to identify pathways and mechanisms which link childhood conduct problems in girls and boys to developmental trajectories of medical service utilization and mental health problems (particularly depression and addiction) from childhood through to early adulthood.

Dr. Dennis C. Wendt joined our department as an Assistant Professor after completing his post-doctoral work at the University of Washington. Dr. Wendt’s research focuses on partnering with Indigenous communities in exploring, developing, and evaluating culturally relevant interventions pertaining to mental health, substance use, and community wellness. He is also interested in evidence-based practice considerations for substance use disorders, as well as philosophical aspects of clinical psychology and research methods. Clinically, Dr. Wendt has an integrative theoretical orientation—combining the best available research with a humanistic interpersonal style and a sociocultural lens. He comes to us having received specialized training and experience in motivational interviewing, group psychotherapy, and prolonged exposure therapy.



LEADS (Learning Environments Across Disciplines) Conference

On May 8-9th, 2017, the 6th Annual Meeting of the Learning Environments Across Disciplines (LEADS) SSHRC partnership directed by Dr. Sue Lajoie met in Montreal. The conference was attended by 40 researchers, faculty and students from Canada, the United States and Germany. Researchers met to discuss the relationship between learning and emotion and how it could be studied in the context of technology-rich learning environments (TREs). The meeting included a workshop on “Learner Modelling: Identifying and Adapting Learning to Users’ Characteristics”, as well as a student poster session.



LEADS Conference Attendees



LEADS Conference Poster Session

Faculty Awards and Distinctions

David Thomson Award for Graduate Supervision and Teaching

Dr. Victoria Talwar received the notable 2017 David Thomson Award for Graduate Supervision and Teaching. This award acknowledges outstanding contributions in promoting graduate student excellence through supervision and teaching by a faculty member who has been supervising students for 10 years or more.

Faculty of Education Distinguished Teaching Award

Dr. Ada Sinacore was the recipient of the 2017 Faculty of Education Distinguished Teaching Award. This award honours excellence in teaching over a period of years, acknowledges distinguished teaching in all its forms and recognizes commitment to the development of excellence in teaching at McGill and beyond.

Heather Reisman and Gerald Schwartz Award for Excellence in Teaching

Dr. Eve-Marie Quintin received the 2017 Heather Reisman and Gerald Schwartz Award for Excellence in Teaching recognizing outstanding teaching by a professor in the Faculty of Education.

National Council Problem Gambling Lifetime Research Award

In July, Dr. Jeffrey Derevensky was awarded the Lifetime Research Award by the U.S. National Council on Problem Gambling (NCPG), in recognition of his exceptional achievements in the field of gambling research. This Lifetime Research Award, bestowed only in exceptional times and circumstances, is an honour reserved for "individuals who exemplify at least twenty years of research in the field of gambling studies" whose work has had a "profound impact on the study of gambling".

FRQSC New Researcher (Releve Professorale) Award

Drs. Bassam El-Khoury, Chiaki Konishi and Tina Montreuil all received FRQSC New Researcher (Releve Professorale) Research Awards.

Outstanding International Research Collaboration Award

Dr. Sue Lajoie was the recipient of the 2017 Outstanding International Research Collaboration Award sponsored by the Technology, Instruction, Cognition, and Learning SIG of the American Educational Research Association. This award recognizes international research collaborators who make substantial scholarly contributions to the intersection of the four disciplines: Technology, Instruction, Cognition and Learning.

Sigmund Koch Early Career Contribution Award

In August, 2017, Dr. Dennis Wendt received the Sigmund Koch Early Career Contribution Award from the Society for Theoretical and Philosophical Psychology (Division 24 of the American Psychological Association). This award is presented to an excellent young psychologist who has made promising contributions to theoretical or philosophical psychology.

World Council for Gifted and Talented Children's (WCGTC) 2017 International Award for Research

In July, Professor Bruce Shore received the World Council for Gifted and Talented Children's (WCGTC) International Award for Research. The award is conferred upon a researcher who "must have international recognition in gifted education and made significant contributions through research in establishing gifted education as a recognized field of study in education, in extending the knowledge base of gifted education, and in improving the practice of gifted education."

In Memoriam - Professor Patricia Cranton



We remember Patricia Cranton who passed away. She touched the lives of many students and faculty over the years and was a renowned scholar in adult education with dozens of books and hundreds of publications to her name. In 2016, she was named to the Order of Canada. She is greatly missed by her friends and family.

Recent Graduates



Recent Graduates (Since May 2017) Congratulations!

Master of Arts

- Janet Amos
- Rebecca Atkins
- Ariunaa Bayarsaikhan
- Leah Beaulieu
- Veronica Blackburn
- Erinn Brown
- Marc Cabral
- Emma Clark
- Cristina Cuffaro
- Evette Dainow
- Gregory Davies
- Leah Dayan
- Chad DuMond
- Melissa Fernandez
- Julia Hassan
- Dema Hussain
- Christopher Kalogeropoulos
- Jenna Labell
- Erica Lane
- Isabelle Leduc-Cummings
- Tia Maric
- Eleanor McGroarty
- Jessica Mettler
- Jason Middleton
- Jerry Middleton
- Carlin Moxley Haegert
- Pooja Nagar
- Kristin Norget
- Gwenaëlle Philibert-Lignières
- Jenny Ann Phillips
- Kailey Rombola
- Emma Schmelefske
- Cara Singh
- Christina Spinelli
- Emily Stubbart
- Jann Tomaro
- Ayano Tsuda

Master of Arts (Cont'd)

- Gianni Verelli
- Stephanie Williams
- Yukwal Wong
- Yaxi Zhao

Master of Education

- Julia Adams-Whittaker
- Rachael Ampofo
- Michael Andonovski
- Dimitra Argyropoulos
- Marisa Asmaklis
- He Bai
- Bilun Boke
- Thomai Bournakis
- Annessa Cadogan Charles
- Samantha Colatriano
- Raquel Di Tirro
- Meighan Diggle
- Lilian Elsa Escudero Vizarraga
- Ling Fang
- Anna Maria Gabrielli
- Stephanie Gaudreau Duval
- Sarah Gentleman
- Kellie George-Bernard
- N Farhin Hassan
- Shimeng He
- Melanie Hughes
- Deborah Jaskolka
- Megan Johnson
- Catherine Karvelas
- Gabriela Kassel Gomez
- Binish Khan
- Alisia Lecaldare
- Amanda Mazzanti
- Ashley Menarik
- Joanna Miceli

Master of Education (Cont'd)

- Jennifer Nichols
- Thuy-Vi Pham
- Vanessa Ponzo
- Katerina Pysk
- Vanessa Racz
- Melanie Reis Carreira
- Suzanne Robinson
- Isabella Scurfield
- Mara Sokol-Rubenstein
- Lei Tong
- Alessandra Traversari
- Kristen Whalen
- Victoria Wlodarczyk
- Cassandra Wong
- Fan Yang
- Sarah Zelensky
- Yichen Zhang

Doctor of Philosophy

- Sara Antunes-Alves
- Stacy Bradley
- Colin Campbell
- Victoria Doobay
- David Lemay
- Devin Mills
- Chiara Perico
- Sukhbinder Sanghera-Sidhu
- Deborah Schwartzman
- Tara Tressel
- Boris Vukovic
- Keeley White

Conferences



EGSS Conference Organizers

EGSS Conference

The 16th annual EGSS Conference took place on March 30-31, 2017, entitled, "Culture and Community in Canada: Education for All". Through this theme, the conference sought to serve as an avenue to highlight research concerning various cultural and community groups' experiences within the Canadian educational context, through a lens of social justice and advocacy, and informed by evidence-based research. The conference was a great success, with over 50 presentations, workshops, and posters exhibited from students within the Faculty of Education and neighbouring universities, and over 100 attendees. We were also pleased to welcome two keynote speakers for this event. Dr. Yuka Nakamura (York University) opened up the conference discussing ethnic identity in physical education and sport, and Dr. Suzanne Stewart (University of Toronto) closed the conference discussing Indigenous knowledge of education and mental health for Canadians. For conference proceedings visit <https://egssconference.wordpress.com/>. We hope to see you at this year's conference!

Summer Institute

The Department of Educational and Counselling Psychology in partnership with the McGill Faculty of Education presented the second annual McGill Summer Institute for School Psychology (SISP) in August. This annual conference was designed to expand knowledge mobilization to professionals providing services to school-aged children, including school psychologists, educators, educational policy makers, counsellors, clinical psychologists, social workers, graduate students, and other related personnel.

This two-day conference held on the McGill University campus welcomed internationally renowned speakers: Dr. Peg Dawson, who is well-known for her work on executive functioning interventions for children and adolescents, and Dr. Elizabeth Laugeson, who spoke about the PEERS program, a social skills training intervention for youth with social difficulties. Dr. Sonia Lupien discussed strategies for identifying and reducing stress in children and adolescents, and McGill's Dr. William Harvey discussed the influence of physical activity on schools and their communities.

New to this year's conference was a student poster session that included 14 posters presented by undergraduate and graduate students from universities across Canada. The poster award went to Katherine Andrews, a doctoral student in the School/Applied Child Psychology Program at McGill.

Canada's first event dedicated solely to the practice of school psychology, the Summer Institute provided the only opportunity in Eastern Canada for practicing school psychologists, related professionals, and graduate students to receive detailed information on modern evidence-based practices from international leaders in the field. Dr. Steven Shaw worked closely with the dynamic student committee that included Marie-Michelle Boulanger, Catherine Archambault, Loredana Marchica, Micah Tilley, Ida Foster, Emily Stubbert, Hadas Dahary, Samantha O'Brien, and Jenilee-Sarah Napoleon.



SISP Conference Organizers with Dr. Peg Dawson



SISP Conference Organizers with Dr. Lupien



SISP Conference Organizers with Dr. Harvey

Conferences



Human Development Conference Team

Human Development Conference

The Second Annual Human Development Conference was held this past April. The one-day event featured a keynote address by Dr. Linda Pagani from L'Université de Montréal (and former ECP graduate). Dr. Pagani's keynote addressed research promoting academic adjustment from a brain health perspective. Following the keynote presentation, four selected graduate students in the Human Development Program presented their research in a Pecha-Kucha format. Students presented their research in 20 slides with a time limit of 20 seconds per slide. PhD Student Asma Batool presented her research on universal design for learning. Recent PhD graduate Dr. Devin Mills' research highlighted needs frustration and video-game engagement. PhD student Aishwarya Nair's research featured her commentary on a multi-site longitudinal intervention study, and Master's student Kedi Zhao's talk centered on children's moral evaluations of school bullying. Additionally, a total of 32 poster presentations were featured in the interactive session that showcased a wide variety of research topics in Human Development Psychology. The Human Development Student Committee is organizing the Third Annual Human Development Conference for Spring 2018. It is definitely a conference worth attending

Student Awards: Another Terrific Year

Brain Child Partners Conference

Travel Award

Hadas Dahary, Shalini Sivathanan

CPA Brain and Cognition Sciences

Student Travel Grant

Hadas Dahary

Edith Ellen Grubb Stansfield

Fellowship

Stephanie Beck

Fullbright Scholarship

Jennifer Lavoie

FRQS-Doctoral Awards

Stephanie Gumuchian, Gwenaëlle Philibert-Lignières, Domenico Tullo

FQRSC Awards

Carla Julieta Aguilera Vasquez, Leah Beaulieu, Michael Clyde, Joseph D'Intino, Melissa De Riggi, Tenzin Doleck, Mark-Damyan Edwards, Paul Gomes, Maren Gube, Isabelle Leduc-Cummings, Evelyne Marciel, Jessica Mettler, Jerry Middleton, Charlie Ohayon, Yukwal Wong

Graduate Student Enhancement Award for Research Development

Hadas Dahary

Joseph-Armand Bombardier CGS Doctoral Scholarship

Shalini Sivathanan

K.B. Jenkes Prize (Convocation)

Deborah Schwartzman

SSHRC CGS Awards

Emily Beaudoin, Kayla Brophy, Sarah Cabecinha-Alati, Maxime Cousineau-Perusse, Hadas Dahary, Gabrielle O'Hara, Nesma Etoubashi

SSHRC CGS Awards

Katherine Andrews, Leah Beaulieu, Shalini Sivathanan

SSHRC Awards

Catherine Archambault, Christopher Kalogeropoulos, Jerry Middleton, Johanna Querengesser, Constantina Stamoulos

Tomlinson Doctoral Fellowship

Jessica Mettler

Walter A. & K. Mary Marsh Fellowship

Gabrielle O'Hara

Congratulations to All!

Chatter that Matters

Dean Rassier Co-Chairs Annual Centraide Campaign

Dr. Dilson Rassier, Dean of the Faculty of Education, was Co-Chair of McGill's annual Centraide campaign alongside Deputy Provost Ollivier Dyens. Last year's campaign was an unqualified success, surpassing the goal of \$500,000 and eventually raising \$513,493 for Centraide of Greater Montreal.

Royal Society of Canada Inductees

In September 2017, The Royal Society of Canada announced 70 new members to the College of New scholars, Artists and Scientists. ECP's Drs. Martin Drapeau and Victoria Talwar were among these new inductees. Congratulations on this significant achievement!

Visiting Scholars

- The Connections Lab under the supervision of Dr. Steven Shaw is hosting Graduate Research Trainee Ana Carolina Lima Neiva Bitencourt from the Federal University of Bahia – UFBA (Brazil) from September 15 through December 15. She is an expert in the neuroscience of learning and resilience.
- The ECP department hosted Dr. Kei Yan Poon from the Education University of Hong Kong from September 29 through October 5. Dr. Poon is an expert researcher in the area of ADHD, aggression, and adolescent delinquency.

American Mensa Award

The following publication received a 2017 American Mensa Education and Research Foundation and Mensa International Limited Award for Excellence for Research on Human Intelligence and Intellectual Giftedness:

Masden, C. A., Leung, O. N., Shore, B. M., Schneider, B. H., & Udvari, S. J. (2015). Social-perspective coordination in gifted adolescent friendships. *High Ability Studies*, 26, 3-38.

Drs. Masden and Leung are alumni of McGill's Department of Educational and Counselling Psychology. Catherine Masden received her PhD in School/Applied Child Psychology in 2004, while Olivia Leung received her PhD in School/Applied Child Psychology in 2015.

Barry Schneider (OISE-University of Toronto and University of Ottawa) and Steve Udvari (formerly of OISE-University of Toronto) were co-collaborators. Dr. Bruce Shore is Emeritus Professor with the Department of Educational and Counselling Psychology (ECP). This is the sixth such award for papers published by Professor Shore and his students.

Nathan Hall in the Press

In September, French-language magazine *Nouveau Projet* published an article titled "Le rire jaune de l'université" featuring Dr. Nathan Hall. The article describes Dr. Hall's work with social media as academic labour advocacy.

In October, Dr. Hall was interviewed by Acfas (Association francophone pour le savoir) regarding the use of social media by academics. In the interview, conducted by Marie-Pierre Cossette and published online, Dr. Hall shares some tips on how academics can use social media tools to promote their research, develop their academic identity and to express their personal opinions.

Dr. Nancy Heath Appointed Associate Dean



On June 1, 2017, Dr. Nancy Heath was appointed as the Associate Dean of Research and Graduate Studies in the Faculty of Education. In this new position, Dr. Heath will be facilitating the development of research programs while also working to promote and coordinate academic support for graduate students within the faculty.

Chatter that Matters

Faculty Honours

Congratulations to:

- Dr. Martin Drapeau on being appointed to the Scientific Advisory Committee of the Council of Canadian Academics.
- Dr. Tina Montreuil on being named one of “150 Leading Canadians in Mental Health” as part of the Centre for Addiction and Mental Health’s Difference Makers initiative.

Dr. Pennestri Receives AQSMN Grant

Dr. Marie-Hélène Pennestri received a grant from the Association Québécoise pour la Santé Mentale des Nourrissons (AQSMN). In May, she was awarded the Bourse Professionnelle Yvon-Gauthier on behalf of the AQSMN.

This award will allow her to continue her research for the project titled “Développement du sommeil du nourrisson, dans le contexte de la transition à la parentalité: qu’en pensent maman et papa?” (Establishment of the sleep-wake cycle in infants and transition to parenthood: what do mothers and fathers think about it?)

Congratulations!

Congratulations to the following students on their conference awards:

- Maren Gube, Doctoral student working with Dr. Susanne Lajoie, won the jury-selected first prize, as well as the popular vote, for her poster presentation at the Gender Summit North America 2017, hosted by NSERC and FRQSC.
- Loredana Marchica, Doctoral student, was Third prize winner for the 2017 Educational and School Psychology Section of the CPA Poster Competition.

Healthy Development Lab Launches Website

Dr. Caroline Temcheff’s Healthy Development Laboratory (www.mcgill.ca/healthydev) has launched a website. This research laboratory is a collaborative effort between our department and Université de Sherbrooke’s Département de psychoéducation.

The Healthy Development Laboratory’s goal is to identify how factors such as mental health, stigma and neighbourhood shape and are affected by health and education service utilization. Research at the lab takes a lifespan approach to understand how individual vulnerabilities, such as conduct problems or sexual minority identity, shape health and school-based mental health service usage, and how, in turn, service usage shapes outcomes among vulnerable populations.

New Baby!

Congratulations to Dr. Tina Montreuil and her family on the birth of their new son William-Eliott.

Dr. Steven Shaw Editor Elect



Dr. Steven Shaw has been named editor elect of the *Canadian Journal of School Psychology*. His term as editor begins January 1, 2018.

Faculty Fun

Chair's Halloween Award

The Chair's annual Halloween Costume contest for faculty, staff and their children received a record number of entrants this year. Judging was completed by an independent panel and the triumphant winners were "Mad Hatter" Addison Foy (daughter of Dr. Krista Muis), "Malo the Bear" son of Emelia Triplet (Administrative and Student Affairs Coordinator), and Audrey the "Sleepy Rhino" daughter of Brian Kuan (Frontline Student Affairs Coordinator). All costumes were AMAZING and really everyone was a winner!



Batgirl-Paige Foy



Maleficent-Krista Muis



Muis-Foy Family



Mad Hatter-Addison Foy



Malo the Bear-Triplet Family



Sleepy Rhino-Kuan Family



Cinderella-Pennistri Family



Dupont-Pennistri Family



Angel-Pennistri Family



"Mario" Sr. & Jr, and Witch-Wendt Family

Final Thoughts



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



Upcoming Events

EGSS Conference

The EGSS Conference will take place on March 27-28th, 2018. The theme for this year's conference is "Let's Get Learning – The Importance of Mental Health and Well-Being in Education." For more information, see <https://egssmcgill.wordpress.com/conference/2018-conference/>.

Human Development Conference

The Human Development Conference will take place in Spring 2018. Check back here for more details in the coming months.

Parenting Series

The department is organizing a parenting series designed for parents and the general public in April 2017. Stay tuned for more information about this amazing series.

Summer Institute

The Department of Educational and Counselling Psychology is pleased to present the third annual McGill School Psychology Summer Institute, which will be held May 31-June 1, 2018 at McGill. The Summer Institute aims to offer high level professional development experiences for school psychologists across North America. The two-day Institute will include a series of workshops presented by renowned North American scholars. This is an excellent opportunity for our community to network with fellow professionals and academics in the fields of school psychology and education.

Please stay in touch!

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

Happy Holidays
Everybody!