

University of Regina

PSYCHOLOGY

ACADEMIC UNIT REVIEW SELF STUDY REPORT

2017 - 2018

The University of Regina is predominately situated in Treaty 4 Territory with a presence also in Treaty 6 Territory. Treaty 4 is the traditional territory of the Cree, Saulteaux, Nakota, Lakota and Dakota peoples, and is the homeland of the Métis people.

1. BACKGROUND

Psychology Department History

The University of Regina began as Regina College in 1910. In 1925, Regina College became a junior college of the University of Saskatchewan, and by 1961 it converted to a degree-granting institution as the Regina Campus of the University of Saskatchewan. In 1974, the University of Regina finally became an independent institution.

Psychology was first taught on the Regina Campus of the University of Saskatchewan by Duncan Blewett, PhD in 1961. He served as area and then department head until 1970. In 1965, Psychology was officially designated a department within the Faculty of Arts and Science. By the end of the 1960s, the Psychology department had grown to 16 faculty members (Connors, 2014).

With the expansion of the Psychology department, a new clinical graduate program was started following guidelines established by the Saskatchewan Psychological Association (SPA). There was also some discussion about developing an Institute for Psychology Study on campus to serve the community, as well as being a training centre for clinical students. Unfortunately, this proposal never panned out. However a Counselling Centre for serving all students on campus was developed under the direction of the Psychology department (initially supervised by psychology faculty member Chuck Jillings), but later moved to Student Services in 1993 (directed by psychology faculty member Dr. Brian Sveinson). Over the years, numerous clinical psychology students have trained in the Counselling Centre. Our department award for best clinical student performance during their first internship is named after Chuck Jillings, made available due to an endowment from his family and friends.

The clinical psychology graduate program underwent a preliminary site visit under the leadership of Dr. Thomas Hadjistavropoulos and became accredited by the Canadian Psychological Association in 2003, under the leadership of Dr. Heather Hadjistavropoulos, and with the strong support of their psychology department colleagues. The clinical psychology graduate program had successful re-accreditation reviews/site-visits in 2009 and 2015, with the longest period for re-review (seven years) granted after the last site-visit.

With the CPA accreditation of our clinical psychology graduate program, the non-clinical psychology faculty members became motivated to develop their own more-structured graduate program, to replace the ad hoc General Psychology and Cognitive Behavioural Science (CBS) programs that previously existed. To represent the broad research interests of the non-clinical psychology faculty, the Experimental and Applied (EAP) psychology graduate program was developed, with the first graduates in 2006.

Due to public inquiries during student recruitment drives, the Dean of Arts requested that the Psychology department investigate the development of Bachelor of Science programs, in addition to the existing BA programs. This task was undertaken under the leadership of Drs. Chris Oriet and Laurie Sykes Tottenham. The Psychology department began new BSc and Honours BSc programs in 2013, with enthusiastic support from the department itself, and the Faculties of Arts and Science, respectively.

The SunLife Financial Psychology Training Clinic opened November 7, 2014 after the arduous lobbying efforts (beginning in 2010), and under the leadership of Dr. Heather Hadjistavropoulos. This clinic was established with generous funding from SunLife Financial Services, the Faculty of Arts, the Provost VP Academic, some anonymous private donors, and the Psychology Department itself. The long-time departmental goal of developing a training clinic for clinical psychology graduate students on campus was finally achieved.

Psychology Department Structure & Governance

The Psychology department is managed by a Head, elected by faculty members & student representatives, and appointed by the Board of Governors. The Head receives a two course teaching release in order to perform their duties. He/she is also assisted by two clerical positions who provide administrative support for the department, SunLife Financial Psychology Training Clinic, faculty members, graduate, and undergraduate students. There is some division of labour between these two positions, but their duties largely overlap. There are also two faculty members who serve as coordinators for the Clinical Psychology and EAP graduate programs, respectively. These two coordinators work quite cooperatively in selecting students for teaching assistants and scholarships, etc. There is a course teaching release for the Director of Clinical Training (DCT), and also a course release for the Clinical Placement Coordinator.

The Psychology department has four standing committees for the Clinical & EAP graduate programs, the Undergraduate & Honours Committee (UHC), and the Curriculum (scheduling) committee. These committees are made-up of interested faculty members (sometimes elected by their peers), and headed by a Chair selected by the committee members. There was once a colloquium committee, but now it is inactive due to lack of budgetary resources. When speaker opportunities arise (e.g., departmental visitors), colloquia are arranged. Many of our outside speakers are now sponsored by the Centre on Aging & Health (directed by Dr. Thomas Hadjistavropoulos). We also sometimes strike ad hoc subcommittees as the occasion warrants (such as for CPA accreditation).

The Federated Colleges also have psychology faculty members. The relationship of the colleges to the University is often described as being “administratively independent, but academically integrated”. The 3 faculty members in Champion College and 1 in Luther College (with a 2nd in the process of being replaced), attend Psychology department meetings, serve on departmental committees & subcommittees, supervise honours & graduate students, and serve on graduate student thesis/dissertations committees.

Student Associations in Psychology

The **Psychology Student Association (PSA)** is the self-governing body for all undergraduate students studying psychology at the University of Regina. There are 17 board members of PSA elected by their peers, 9 of whom hold executive positions: President, Vice-President, Treasurer, Secretary, Internal Communications, External Communications, Student Outreach Coordinator, Honours Representative, and Research Lab Representative. There are also two committees: Student Outreach, and Events committees with additional representatives. One faculty member serves as the liaison for the PSA (currently Dr. Laurie Sykes Tottenham).

The **Psychology Graduate Student Association (PGSA)** represents all graduate students in the Psychology department at the University of Regina. There are 17 executive members of the PGSA elected by their peers: President, Past President, Vice President, Secretary/Treasurer, Department Meetings /Curriculum Committee Representative, Clinical Committee Representative, EAP Program Representative, Union Steward, GSA Representative. Social Representative, External Relations, Webmaster, CPA Representative, APA Representative, First year EAP Representative, First Year Clinical Representative, and PSA Representative. One faculty member serves as the liaison for the PGSA (currently Dr. Jeff Loucks).

Student Awards in Psychology

Leonard Schein Honours Prize - \$1,600 & Plaque

Honours Symposium Award - Plaque

Psychology Graduate Entrance Scholarship - \$1,000

Jilling's Clinical Internship Award - \$2,500

Campion - Reverend John C. Molloy Memorial Scholarship in Psychology - \$2,500

Campion - Emond Scholarship in Religious Studies, with a minor in Psychology - \$2,000

Campion - Reverend Joseph Schner, S.J. Bursary in Psychology - \$1,000

Luther - Honours Psychology Scholarship (A) - \$1,000

Luther - Honours Psychology Scholarship (B) - \$900 for a student with clinical aspirations

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Indigenization Efforts in Psychology

1. Several Psychology faculty members have attended various university workshops on Aboriginal Awareness.
2. The Canadian Psychological Association requires clinical psychology students to receive training in **cultural awareness** in general. This is covered in several of our graduate courses, but most extensively in **Ethics of Professional Practice**.
3. Psychology offers introductory psychology courses in Prince Albert supported by FNUC.
4. At the request of the Faculty of Social Work, the Psychology Department offers an introductory psychology course in Saskatoon to support their Indigenous Social Work program.
5. We have also offered introductory psychology courses at the request of NORPAC/NORTEP in La Ronge, Sask.
6. Dr. Mary Hampton (Luther College) is a prominent researcher on First Nations issues (End-of-life and Intimate Partner Violence in First Nations). She also uses First Nations approaches in her teaching.
7. Dr. Shadi Beshai is interested in cross-cultural approaches to clinical psychology in general and depression in particular. He is expanding his research into understanding the needs of First Nations people with respect to depression and clinical psychology. He recently completed a research project on campus on First Nation Students and Depression. He is currently seeking funding to do further research in this area.
8. Dr. Bridget Klest has worked extensively with Native Americans in the US Veteran Affairs system (Oregon, Washington & California) and done research on the Indigenous people of Hawaii. Her research examines effects of ethnicity on the impact of PTSD.
9. The Online Therapy, headed by Dr. Heather Hadjistavropoulos, treats clients in some of the remote areas of the province, some of who would not have access to therapy otherwise. So far they have assessed 3,850 clients and treated 2,550 clients (clients not treated are referred to alternative services). Of their clients, 5.7% self-identify as First Nations.
10. The Centre on Aging and Health, headed by Dr. Thomas Hadjistavropoulos, has identified Aboriginal Issues in Aging and Health as an area of strategic priority. For instance, they invited the Director of the CIHR Institute of Aboriginal People's Health to come to the U of R and speak about the institute's research initiatives on Feb. 2, 2018.
11. In his former role as President of the Canadian Psychological Association, Dr. Thomas Hadjistavropoulos helped develop a new CPA section on Aboriginal Psychology, which is currently thriving.

STAFFING AND RESOURCES

2.1. Staffing - faculty, instructors, lab instructors, technicians, and support staff

Name	Position and Rank	Start Date, PhD Institution
1. Richard MacLennan	Professor & Head	1988, Western
2. Thomas Hadjistavropoulos	Professor	1994, Saskatchewan
3. William Smythe	Professor	1995, Toronto
4. Donald Sharpe	Associate Professor	1997, Manitoba
5. Heather Hadjistavropoulos	Professor	2001, British Columbia
6. Gordon Asmundson	Professor	2002, Manitoba
7. Lynn Loutenhizer	Associate Professor	2003, Saskatchewan
8. Chris Oriet	Professor	2005, Waterloo
9. Laurie Sykes Tottenham	Associate Professor	2006, Saskatchewan
10. Kristi Wright	Associate Professor	2007, Dalhousie
11. Nicholas Carleton	Professor	2010, Regina
12. Bridget Klest	Associate Professor	2012, Oregon
13. Jeff Loucks	Associate Professor	2012, Oregon
14. Shadi Beshai	Assistant Professor	2015 Calgary
15. Jennifer Gordon	Assistant Professor	2015, 5 yr. term position, McGill
16. Jaime Williams	Assistant Professor	2016, 2 yr. term position, Regina
17. Mary Hampton	Professor, Luther	1992, Harvard
18. Katherine Arbuthnott	Professor, Campion	1997, Saskatchewan
19. Katherine Robinson	Professor, Campion	2000, Alberta
20. Tom Phenix	Associate Professor, Campion	2004 Saskatchewan
21. Dr. Swati Mehta	CIHR Post-Doctoral Fellow	Supervised by H. Hadjistavropoulos
22. Brenda Yung	Support Staff	
23. Lucille Henderson	Casual Support Staff	
24. Catherine Hologroski	Support Staff on leave	

Adjunct Faculty and Associate Members

Name	Position	Location
Kim Dorsch	Associate Member	Faculty of KHS
Sandeep Mishra	Associate Member	Faculty of Business Administration
Angelina Baydala	Adjunct Professor	Private Practice, Edmonton
Heather Price	Adjunct Professor	CRC Tier II, Thompson River U.
Regan Hart	Adjunct Professor	Saskatoon Psychologist
Michelle McCarron	Adjunct Professor	Researcher, RQHR
Greg Kratzig	Adjunct Professor	RCMP Depot Division Researcher
Jason Pebbles	Adjunct Professor	RCMP F Division Psychologist
Jennifer St. Onge	Adjunct Professor	Neuropsychologist, RQHR
Katherine Owns	Adjunct Professor	Psychologist, RQHR

2.2. Resources

2.2.1. Teaching Space

Room	Capacity	Function
College West 020	20	SunLife Financial Psychology Training Clinic
AdHum 345.5	6	Multi-purpose room (TAs/Sessionals, etc.)

2.2.2. Research Space

Room	Function	Principal Investigators	Funding agency
CW 123-CW126	Internet-delivered cognitive behaviour therapy	Dr. Heather Hadjsitavropoulos	CIHR & Saskatchewan Health applicable
CL 206-CL 216	Health Psychology Lab (plus 3 other small rooms)	Dr. Thomas Hadjsitavropoulos	CIHR, SHRF and the AGE WELL
AH 350	Social Context, Health, and Trauma Lab	Dr. Bridget Klest	SHRF
AH 350	Child and Family Research Group	Dr. Lynn Loutzenhiser	Saskatchewan Ministry of Health
CL 419	Faculty member and Honours students	Dr. Donald Sharpe	Internal grants
RI 115	Cognitive psychology	Oriet, Arbuthnott, Hepting (Science)	CFI
Campion 416	Faculty member and Honours students	Dr. Tom Phenix	Internal Grants
RIC 434	steroid hormone enzyme immunoassay lab	Dr. Laurie Sykes Tottenham	CFI
RIC 408.3	cognitive & behavioural neuroscience testing	Drs, Laurie Sykes Tottenham & Jennifer Gordon	CFI (partial funding)
CKHS	Anxiety And Illness Bahviour Lab	Dr. Gordon Asmundson	CIHR & others

2.2.3. Specialized teaching equipment and instrumentation

Equipment/Instrumentation	Location	Notes
Audio-Visual cart	AH 345	Cart with projector and laptop (with DVD player)
NCS OP scan 6 Scanner	AH 345.5	Scanner for multiple-choice exams & student evaluations
1 data projector	CW 020	SunLife Financial Psychology Training Clinic
7 LCD Television monitors	CW 020	SunLife Financial Psychology Training Clinic
8 PTZ Wall or Ceiling Mount Cameras	CW 020	SunLife Financial Psychology Training Clinic
1 VAULT Server shared with Faculty of Education	CW 020	SunLife Financial Psychology Training Clinic
8 Speakers	CW 020	SunLife Financial Psychology Training Clinic

2.2.4. Research equipment and instrumentation

Equipment/Instrumentation	Location	Funding agency	Notes
GaitRite Sensor Mat	CL 206	CIHR	Thomas Hadjistavropoulos' lab
Medoc Thermal Pain Stimulator	“	“	“
Wireless Psychophysiological Eq.	“	“	“
10 Computers	“	“	“
The Observer Software Suite	“	“	“
The FaceReader Software Suite	“	“	“
Eyelink II eyetracker	RI 115	CFI	Shared by several faculty
Two Laptops & Eprime Software	Cmp 416	Internal	Tom Phenix's lab
Enzyme Immunoassay Equipment	RIC 434	CFI	many pieces of equipment
Behavioural Neuroscience testing Eq.	RIC 403.8	CFI/Intrnl	many pieces of equipment.
Tobii X60 eyetracker	Campion	CFI	Katherine Robinson's lab
Tobii EyeX portable eyetracker	“	“	“
7 x 4C portable eyetrackers	“	“	“
Multiple computers and cameras	“	“	“

2.2.5. Research institutes, clusters, or specialized labs

Health Psychology Lab, Dr. Thomas Hadjistavropoulos, The lab is currently funded by CIHR, SHRF and the AGE WELL Network of National Centres of Excellence. The lab space was renovated with funds from CFI and Innovation SK.

Anxiety Illness and Behaviour Lab (AIBL), Dr. Gordon Asmundson

Regina Integrative Cognitive Experimentation (RICE) Lab, Dr. Chris Oriet, Dr. Katherine Arbuthnott, and Dr. Daryl Hepting (Computer Science)

Online Therapy Unit for Service, Education and Research, Dr. Heather Hadjistavropoulos. This internationally recognized unit delivers and conducts research on the reach, effectiveness and implementation of Internet-delivered cognitive behaviour therapy.

Canadian Institute for Public Safety Research & Treatment (CIPSRT), Dr. Nicholas Carleton

Social Context, Health and Trauma (SCHT) Lab, Dr. Bridget Klest. We study interrelationships among social context factors (e.g., economic status, gender, ethnicity), health (including chronic conditions and disability), and traumatic stress.

Child and Family Research Group, Dr. Lynn Loutzenhiser

Community Psychology Research Team, Dr. Mary Hampton

Early Cognitive Development Lab, Dr. Jeff Loucks. This lab is focused on infants' and children's cognitive development. Specific foci include infant perception, early social cognition, and infant motor development.

Saliva and Psychology Investigative Team (SPIT) Lab, Dr. Laurie Sykes Tottenham. The SPIT lab is a facility in which enzyme immunoassays are performed to quantify hormone concentrations (cortisol, testosterone, estradiol, progesterone) in saliva and urine samples.

Behavioural Neuroscience Research (BNR) Lab, Drs. Laurie Sykes Tottenham & Jennifer Gordon. The BNR lab is used to conduct behavioural neuroscience research. It is comprised of 5 private testing rooms, a larger group testing room, and a saliva collection room.

Child Health, Learning, and Development (CHLD) Lab, Drs. Kristi Wright, Heather Price, & Katherine Robinson. This lab facilitates the exploration and advancement of child functioning. CFI funded.

Interactive Media, Poetics, Aesthetics, Cognition, and Technology (IMPACT) lab, Drs. Katherine Robinson & Chris Riegel

Mathematical Cognition Lab, Dr. Katherine Robinson, initially NSERC now internally funded

3. SCHOLARLY OUTPUT

3.1.1. Statistical summary of published and accepted scholarly work over the last ten years

	Number	Notes
Refereed journal articles	573	Peer-reviewed journals
Refereed conference proceedings	318	
Technical reports	11	Government & NGO research reports
Book chapters	103	
Books	5	
Professional creative activity (specify):	42	Solo/group shows, performances, residencies
Other scholarly output (specify):	4	Encyclopedia Entries
	4	Book Reviews
	2	Non-peer-reviewed publications

3.1.2. Grants and Contracts

Principal Investigator(s)	Funding Agency	Total Amount (% Assigned To Unit)	Date Awarded or Date Effective
Asmundson, Gordon	Canadian Institutes of Health Research (CIHR)	\$90,000.00	04-Mar-09
Asmundson, Gordon	Canadian Institutes of Health Research (CIHR)	\$559,116.00	08-Jul-13
Beshai, Shadi	Saskatchewan Health Research Foundation (SHRF)	\$34,028.00	01-Mar-17

Carleton, Nicholas	Canadian Institutes of Health Research (CIHR)	\$467,499.00	12-Feb-13
Carleton, Nicholas	Canadian Institutes of Health Research (CIHR)	\$300,000.00	27-Jun-14
Carleton, Nicholas	Public Safety Canada	\$195,000.00	08-Sep-16
Carleton, Nicholas	Royal Canadian Mounted Police	\$8,885,836.00	30-Nov-17
Carleton, Nicholas	Saskatchewan Health Research Foundation (SHRF)	\$73,750.00	28-Jun-10
Carleton, Nicholas	Saskatchewan Health Research Foundation (SHRF)	\$19,500.00	28-Jun-10
Carleton, Nicholas	Saskatchewan Health Research Foundation (SHRF)	\$39,959.00	12-Feb-16
Carleton, Nicholas	Canadian Institute for Public Safety Research, Government of Canada	\$20,000,000	2018-2023
Carleton, Nicholas	Internet Cognitive Behavioural Therapy National Pilot, Government of Canada	\$10,000,000	2018-2023
Gordon, Jennifer	Banting Research Foundation Discovery Award	\$24,830.00	30-Jun-17
Gordon, Jennifer	Saskatchewan Health Research Foundation (SHRF)	\$119,985.00	27-Jun-16
Gordon, Jennifer	Saskatchewan Health Research Foundation (SHRF)	\$250.00	02-Aug-17
Gordon, Jennifer	Saskatchewan Health Research Foundation (SHRF) Sprout Grant	\$159,630	19-Jan-18
Gordon, Jennifer	Sask. Centre for Patient-Oriented Research (SCPOR) Trainee Award	\$15,000	08-Mar-18
Hadjistavropoulos, Heather	Canadian Institutes of Health Research (CIHR)	\$400,000.00	23-Dec-09
Hadjistavropoulos, Heather	Canadian Institutes of Health Research (CIHR)	\$294,118.00	27-Jun-13
Hadjistavropoulos, Heather	Canadian Institutes of Health Research (CIHR)	\$971,552.00	15-May-17
Hadjistavropoulos, Heather	CBT Management	\$200,000.00	09-Feb-16
Hadjistavropoulos, Heather	Co-operators Life Insurance Company	\$35,000.00	15-Jun-17
Hadjistavropoulos, Heather	Ministry of Health	\$356,000.00	24-Oct-16
Hadjistavropoulos, Heather	Rx&D Health Research Foundation	\$294,118.00	03-Sep-13
Hadjistavropoulos, Heather	Saskatchewan Health	\$200,000.00	01-Feb-16
Hadjistavropoulos, Heather	Saskatchewan Health Research Foundation (SHRF)	\$100,000.00	23-Dec-09
Hadjistavropoulos, Heather	Saskatchewan Health Research Foundation (SHRF)	\$120,000.00	27-Jun-13
Hadjistavropoulos, Heather	Saskatchewan Ministry of Health	\$356,000.00	01-Apr-17
Hadjistavropoulos, Heather	Sun Life Assurance Company of Canada	\$35,500.00	01-Jun-17
Hadjistavropoulos, Heather	Saskatchewan Ministry of Health	\$200,000	22-Feb-18
Hadjistavropoulos, Thomas	Anonymous	\$250,000.00	31-Mar-10
Hadjistavropoulos, Thomas	Canada Foundation for Innovation (CFI)	\$59,687.00	20-Jun-13
Hadjistavropoulos, Thomas	Canadian Institutes of Health Research (CIHR)	\$25,050.00	22-Jul-09
Hadjistavropoulos, Thomas	Canadian Institutes of Health Research (CIHR)	\$26,350.00	01-Sep-10
Hadjistavropoulos, Thomas	Canadian Institutes of Health Research	\$26,350.00	18-Apr-12

	(CIHR)		
Hadjistavropoulos, Thomas	Canadian Institutes of Health Research (CIHR)	\$397,147.00	04-Jul-14
Hadjistavropoulos, Thomas	Health Quality Council	\$535,000.00	2017-03-17
Hadjistavropoulos, Thomas	Networks of Centers of Excellence (NCE)	\$71,399.00	01-Apr-15
Hadjistavropoulos, Thomas	Networks of Centers of Excellence (NCE)	\$129,628.00	01-Apr-16
Hadjistavropoulos, Thomas	Networks of Centers of Excellence (NCE)	\$52,514.00	01-Apr-17
Hadjistavropoulos, Thomas	Regina Qu'Appelle Health Region	\$125,000.00	01-May-08
Hadjistavropoulos, Thomas	Regina Qu'Appelle Health Region	\$15,000.00	09-Dec-13
Hadjistavropoulos, Thomas	Regina, University of	\$100,000.00	01-May-08
Hadjistavropoulos, Thomas	Saskatchewan Advanced Education and Employment	\$59,687.00	03-Sep-13
Hadjistavropoulos, Thomas	Saskatchewan Health Research Foundation (SHRF)	\$2,408,501.00	19-Mar-08
Hadjistavropoulos, Thomas	Saskatchewan Health Research Foundation (SHRF)	\$717,881.00	09-Dec-13
Hadjistavropoulos, Thomas	Saskatchewan, University of	\$12,500.00	01-May-08
Hadjistavropoulos, Thomas	Saskatchewan, University of	\$22,500.00	09-Dec-13
Hampton, Mary	Canadian Institutes of Health Research (CIHR)	\$20,000.00	11-Jun-07
Hampton, Mary	Canadian Institutes of Health Research (CIHR)	\$99,096.00	31-May-11
Hampton, Mary	Prairieaction Foundation	\$3,110.00	29-Jun-09
Hampton, Mary	Prairieaction Foundation	\$7,500.00	02-Jul-09
Hampton, Mary	Prairieaction Foundation	\$9,022.00	03-Mar-16
Hampton, Mary	Prince Albert Safe Shelter for Women	\$7,500.00	31-Jul-08
Hampton, Mary	Saskatchewan Health Research Foundation (SHRF)	\$2,500.00	25-Feb-09
Hampton, Mary	Social Sciences and Humanities Research Council (SSHRC)	\$65,000.00	01-May-07
Hampton, Mary	Social Sciences and Humanities Research Council (SSHRC)	\$30,000.00	01-Apr-08
Hampton, Mary	Social Sciences and Humanities Research Council (SSHRC)	\$30,000.00	08-Aug-08
Hampton, Mary	Social Sciences and Humanities Research Council (SSHRC)	\$30,000.00	04-Dec-08
Hampton, Mary	Social Sciences and Humanities Research Council (SSHRC)	\$2,200.00	01-Sep-09
Hampton, Mary	Social Sciences and Humanities Research Council (SSHRC)	\$20,000.00	01-Mar-10
Hampton, Mary	Social Sciences and Humanities Research Council (SSHRC)	\$1,000,000.00	01-Mar-11
Hampton, Mary	Social Sciences and Humanities Research Council (SSHRC)	\$135,000.00	01-Jul-15
Hampton, Mary	University of Manitoba	\$57,000.00	31-Oct-12
Klest, Bridget	Saskatchewan Health Research Foundation (SHRF)	\$119,891.00	26-Jun-14
Klest, Bridget	Sask. Centre for Patient-Oriented	\$18,000	08-Mar-18

	Research (SCPOR) Trainee Award		
Loucks, Jeff	Natural Sciences and Engineering Research Council (NSERC)	\$123,900.00	08-Apr-15
Loucks, Jeff	Social Sciences and Humanities Research Council (SSHRC)	\$60,260.00	01-Jun-13
Loutzenhiser, Lynn	Saskatchewan Health Research Foundation (SHRF)	\$50,364.00	13-Jul-07
Loutzenhiser, Lynn	Saskatchewan Health Research Foundation (SHRF)	\$39,455.00	12-Feb-16
Loutzenhiser, Lynn	Saskatchewan Ministry of Health	\$200,000.00	22-Feb-18
Loutzenhiser, Lynn	SK Interprofessional Education for Collaborative Patient-Centred Practice	\$20,000.00	2006-2007
MacLennan, Richard	Social Sciences and Humanities Research Council (SSHRC)	\$150,000.00	27-Feb-08
MacLennan, Richard	Royal Canadian Mounted Police	\$37,850.80	19-Sep-13
Mehta, Swati	Canadian Institutes of Health Research (CIHR) Post-Doctoral Fellowship	\$90,000.00	28-Apr-17
Mehta, Swati	Saskatchewan Health Research Foundation (SHRF)	\$20,000.00	05-Jul-17
Oriet, Chris	Natural Sciences and Engineering Research Council (NSERC)	\$120,000.00	30-Mar-11
Oriet, Chris	Natural Sciences and Engineering Research Council (NSERC)	\$125,000.00	01-Apr-17
Price, Heather	Natural Sciences and Engineering Research Council (NSERC)	\$90,000.00	01-Apr-09
Price, Heather	Natural Sciences and Engineering Research Council (NSERC)	\$5,000.00	06-Jan-12
Price, Heather	Natural Sciences and Engineering Research Council (NSERC)	\$20,000.00	02-Jul-15
Price, Heather	Social Sciences and Humanities Research Council (SSHRC)	\$194,410.00	01-Apr-14
Pugh, Nicole	Canadian Institutes of Health Research (CIHR)	\$7,500.00	13-Dec-11
Robinson, Katherine	Natural Sciences and Engineering Research Council (NSERC)	\$30,000.00	28-Mar-08
Sevigny, Phillip	Movember Foundation	\$24,219.00	30-Jun-16
Sykes-Tottenham, L.	CFI Leader Opportunities Fund (LOF) and matching funds	\$193,315	17-Dec-08
Sykes-Tottenham, L.	CFI Infrastructure Operating Grant	\$23,198	April/May 2011
Teale Sapach, Michelle	Canadian Institutes of Health Research (CIHR)	\$15,000.00	01-May-16
Thibodeau, Michel	Canadian Institutes of Health Research (CIHR)	\$15,000.00	24-May-11
Wright, Kristi	Canada Foundation for Innovation (CFI)	\$73,131.00	17-Nov-09
Wright, Kristi	Children's Hospital Foundation of Saskatchewan	\$94,270.00	16-Mar-17
Wright, Kristi	Saskatchewan Advanced Education and Employment	\$73,131.00	13-Jul-10
Wright, Kristi	Saskatchewan Health Research Foundation (SHRF)	\$79,570.00	27-Jun-11
TOTAL		\$53,211,257.80	

4. COMMUNITY SERVICE INITIATIVES

Nick Carleton, Jennifer Gordon, Richard MacLennan, Chris Oriet, Laurie Sykes Tottenham and several PhD students participated as judges in the Canada Wide Science Fair, held in Regina 2017.

The Online Therapy Unit at the University of Regina has provided screening for depression anxiety for over 4,200 clients and provided Internet-delivered cognitive behaviour therapy to over 2,800 clients. The clients range in age from 18 to 81 and come from across the province with over 50% being from small cities or rural and remote areas.

The SunLife Financial Psychology Training Clinic provides low cost psychological assessment and treatment to residents of Regina.

Nick Carleton gave several government briefings on PTSD in Public Safety Personnel for the: Hon. Kent Hehr, Minister of Veteran Affairs & Assoc. Minister of Dept. Nat. Defence, Hon. Ralph Goodale, Minister of Public Safety, Hon. Jane Philpott, Minister of Health, Ontario Minister of Labour Kevin Flynn, Saskatchewan Ministry of Justice Corrections & Policing, and Public Safety Canada.

Tom Phenix participates in Campion Colleges's Orientation, teaching a mock lecture to new students. He also gives talks on Psychology in local high-schools and the Ministry of Health.

Katherine Robinson, Kristi Wright, and Laurie Sykes Tottenham regularly act as "Resource Women" at the Regina Business and Professional Women's Organization annual "Careers Unlimited" event (a career information night for female high-school students).

Heather Hadjistavropoulos, Kristi Wright, and Laurie Sykes Tottenham presented a talk called "UR Psych-ed" at Winston Knoll high-school in 2009 to tell them about our programs and research.

Laurie Sykes Tottenham has also spoken with several groups of high-school students, parents, and teachers about careers or research in neuroscience (she provided a lab tour to one high-school group in 2014). In addition, she has been a public speaker for Brain Awareness Week functions a couple times.

Jaime Williams, Richard MacLennan, Laurie Sykes Tottenham, Chris Sykes Tottenham, Brenda Yung, and student Nabhan Refaie participated in a fund-raiser for the Canadian Mental Health Association (a Mini-Indy car race), and won the award for most funds raised.

5. PROGRAMS OFFERED

5.1. Programs

BA in Psychology (3 cr. hrs. each unless noted): PSYC 101, 102, 204, 210, 220, 230, 255, 270, 305, four additional 300- or 400-level PSYC courses, 10 Faculty of Arts core requirements, 17 more open electives – *120 credit hours in total*

Honours BA in Psychology (3 cr. hrs. each unless noted): PSYC 101, 102, 204, 210, 220, 230, 255, 270, 305, 400AA, 400AB, 405; PSYC 406 or 407; five additional 300- or 400-level PSYC courses; one additional 400-level PSYC course; 10 Faculty of Arts core requirements, 11 more open electives – *120 credit hours in total*

BSc in Psychology (3 cr. hrs. each unless noted): PSYC 101, 102, 204, 210, 220, 230, 255, 270, 305, one additional 300- or 400-level PSYC course, 3 more Psychology options from an approved list (currently substituted for 3 more 300-400 level Psychology electives), MATH 103 or 110, BIOL 100, BIOL 101, CHEM 104, CS 110, 6 Science options from an approved list, ENGL 100, 110; 4 electives in Arts or Fine Arts; 6 electives in Science, Arts, or Fine Arts; 4 more open electives – *120 credit hours in total*

Honours BSc in Psychology (3 cr. hrs. each unless noted): PSYC 101, 102, 204, 210, 220, 230, 255, 270, 305, 400AA, 400AB, 405; 406 or 407; one additional 400-level PSYC course, 3 more Psychology options from an approved list (currently substituted for 3 more 300-400 level Psychology electives), MATH 103 or 110, BIOL 100, BIOL 101, CHEM 104, CS 110, 6 Science options from an approved list, ENGL 100, 110; 4 electives in Arts or Fine Arts; 6 electives in Science, Arts, or Fine Arts – *120 credit hours in total*

MA in Experimental & Applied Psychology (3 cr. hrs. each unless noted): PSYC 801, 802 or 805, 807, 1 more Psychology graduate course, 900AA (MA seminar 2 cr. hrs.), 901 (16 thesis research cr. hrs.) – *30 credit hours in total*

PhD in Experimental & Applied Psychology (3 cr. hrs. each unless noted): PSYC 800, 3 more Psychology graduate courses, 865-EA (Comps. Exam 1 cr. hr.), 901 (48 thesis research cr. hrs.) – *61 credit hours in total*

MA in Clinical Psychology (3 cr. hrs. each unless noted): PSYC 801, 802, 806, 832, 850, 860, 876 (internship 1 cr. hr.), 900AA (MA seminar 2 cr. hrs.), 901 (16 thesis research cr. hrs.) – *37 credit hours in total*

PhD in Clinical Psychology (CPA Accredited): PSYC 800 or 824 or 826, 803, 851, 861, 1 more Psychology elective, 865-CL (Comps. Exam 1 cr. hr.), 870 (practica 1 cr. hr.), 871 (practica, 1 cr. hr.), 880AB (Residency 3 cr. hrs.), 900AB (Doctoral clinical seminar 1 cr. hr.), 901 (44 thesis research cr. hrs.) – *66 credit hours in total*

See Appendix II (Undergraduate) and Appendix III (Graduate) for course descriptions.

5.2. Service teaching in support of other programs

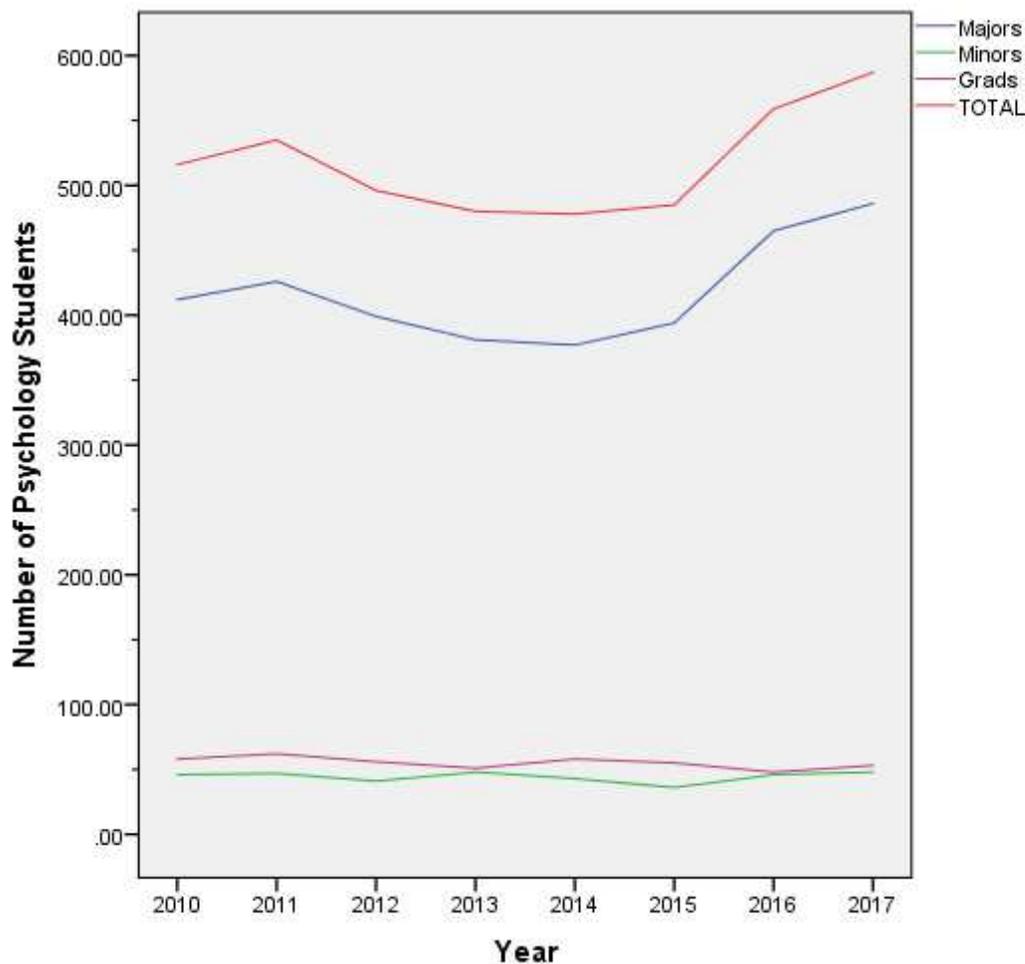
Describe your unit's contribution to service teaching in support of programs offered by other units, if applicable.

The Department of Psychology cooperates in teaching service courses for several Arts departments and other faculties. Within the Faculty of Arts, we teach service courses for the Environment Studies program, Justice Studies, and Women & Gender Studies. In addition, we teach service courses in developmental psychology for the Faculties of Nursing and Education (the Nursing course is delivered televised from a classroom in Regina to Saskatoon also). We were asked to develop and teach a course for the Faculty of Engineering on Issues in Professional Leadership. In addition, we were asked to reserve some spots in our Abnormal Psychology course for the Faculty of KHS' Therapeutic Recreation major. Most recently we were asked to offer our introductory course Psychology 101 in Saskatoon to support the Faculty of Social Work's Indigenous Social Work Program.

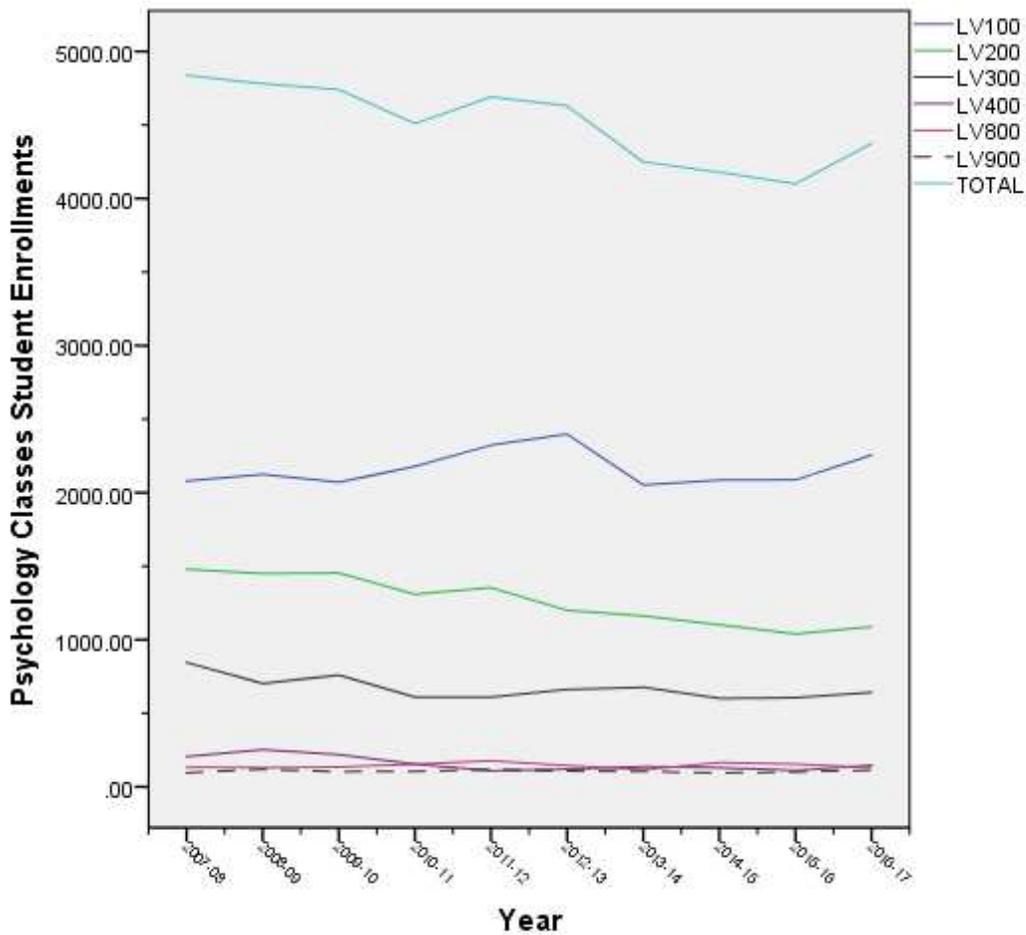
The Department of Psychology also supports the University's flexible learning initiative in their Strategic Plan, *peyak aski kikawinaw* "We are one with Mother Earth". Psychology offers several courses through CCE, including: at the regional colleges, online, televised, evening, and spring/summer. We recently received funding to update online courses for PSYC 101 (Introductory Psychology from a social science perspective), and PSYC 230 (Personality). We have also introduced a series of general interest courses (PSYC 388AA-ZZ) with minimal prerequisites in order to appeal to non-majors. One such course in development by one of our graduate students, Nichole Faller, is "Mental Health in the Workplace".

5.3. Enrollment trends

Our number of majors has been progressively increasing over the past few years (29% since 2014). This is because we have been actively recruiting students with a letter writing campaign to those who earn 80% or higher in our introductory courses. In addition, we have published an ad in the local newspaper congratulating our graduates for the past couple of years (e.g., see Appendix V).



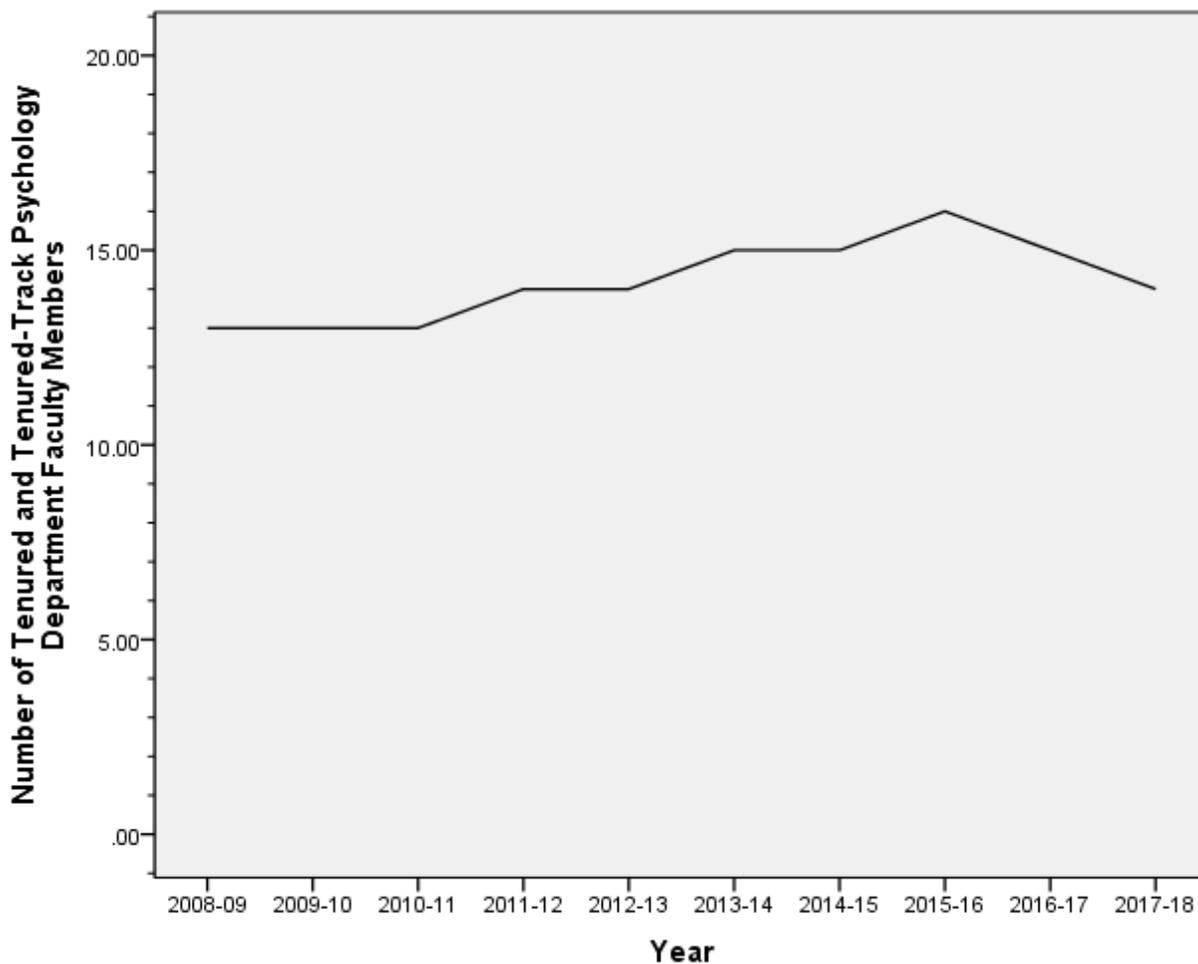
Year	2010	2011	2012	2013	2014	2015	2016	2017
Grads	58	62	56	51	58	55	48	53
Minors	46	47	41	48	43	36	46	48
Majors	412	426	399	381	377	394	465	486
TOTAL	516	535	496	480	478	485	559	587



Year	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
LV900	96	119	103	105	118	107	104	95	101	113
LV800	133	130	135	153	177	144	116	165	155	130
LV400	205	253	218	154	109	119	138	130	111	147
LV300	845	703	760	610	610	662	677	601	606	641
LV200	1,479	1,451	1,454	1,309	1,354	1,200	1,162	1,102	1,040	1,088
LV100	2,080	2,125	2,071	2,179	2,323	2,398	2,052	2,086	2,087	2,256
TOTAL	4,838	4,781	4,741	4,510	4,691	4,630	4,249	4,179	4,100	4,375

Faculty Staffing Levels:

We have recently lost two tenure-track positions without replacement. There is a third faculty member who will be retiring in June. A tenure-track position was also lost at Luther College, but they are in the process of trying to hire a replacement. We have a 5-year term position, Dr. Jennifer Gordon, who has been nominated for a CRC, and we are hopeful that she is successful, so we can convert her to a tenure-track position. In addition, the Faculty of Arts has supported our request to hire a Director of the Psychology Training Clinical, but this has to be approved at the University-level, which is very dependent upon the provincial budget.



Year	08-09	09=10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Faculty*	13	13	13	14	14	15	15	16	15	14

*Tenured & tenure-track, excluding: federated colleges, term positions, & sessional instructors

Current compliment of Psychology faculty at Federated Colleges:

Campion College (3) – Drs. Katherine Arbuthnot, Tom Phenix, and Katherine Robinson
Luther College (1) – Dr. Mary Hampton, and in the process of replacing Dr. Phil Seigny

5.4. Student Successes

Katherine Gerry, M.Ed. HR, Regina
 Mark Adkins, Quantitative Psych., York
 Andrea Scerbe, Clinical, U. of Sask.
 Stacy Taylor, Counselling, Western
 Selena Hodsmen, Clinical, Windsor
 Olivia Philippon, Medicine, U. of Sask.
 Emilie Kossick, EAP, Regina
 Taysa-Rhea Mise, Positive Psych., Brock
 Tori Owens, Clinical, Regina
 Jennifer St. Onge, Neuroscience, UBC
 Janel Fergusson, Mem. & Cognition, UBC
 Sarena Poets, Speech Pathology, U. of AB
 Murray Abrams, Clinical, Regina
 Jill Robinson, MA Psych, Okanogan UBC
 Kirsti Walker, Clinical, Regina
 Stephanie Engel, Social Work, Laurier
 Aaron Brown, Cognitive Psych., Calgary
 Janey Ekong, PhD Psych., Calgary
 Michael Vogt, Public Health, Sweden
 Jamie Partyka, I/O Psych. Western Florida
 Makiko Nambu, Grad. School, Japan
 Omorowa Eguakun, Appl. Soc. Psy, Guelph
 Tina Marissen, Education, U. of Sask.
 Samantha Oscar, Counseling. Wash. State
 Chantelle Zimmer, KHS, Regina
 Nathon Baron, EAP, Regina
 Caitlin Hunter, Medicine, U. of Sask.
 Janine Reynard, Neurobiology, Calgary
 Jacqueline Harrison, Child Clinical, Calgary
 Daniel Devoe, Health Science, Calgary
 Ashlee Joice, Neuroscience, Carleton
 Lindsay Cheriawsky, Pharmacy, U. of Sask.
 Anthony Selles, Psych Language, Edinburgh
 Michael Paul, Environmental St., U. of SK
 Steph Kaiser, Criminology, SFU
 Jolene Schweitzer, Ed. Counseling, Regina
 Leah Allerdings, Occup. Therapy, Toronto
 Connie Heidt, Clinical, U. of Saskatchewan
 Dawn Bremner, Child Psychology, Calgary
 Kayla Demars Krentz, Law, U. of Manitoba
 Layla Gould, Psychology BBS, U. of Sask.
 Kirby Maguire, MA Exp. Psychology, SFU
 Saghar Chahar Mahali, EAP, U. of Regina
 Janine Beahm, Sociology, U. of So. Florida
 Rebecca Lescue, Physiotherapy, U. of Sask.
 Eleni Gardikiotis, M.Ed., U. of Regina
 Lindsay Cheriawsky, Pharmacy, U. of Sask.
 Heather Eritz, Clinical, U. of Regina
 Anna Maslany, Psychology, U. of Sask.
 Kirsten Gullickson, Psychology, UNB
 Rana Shearer, M.Ed., U. of Regina
 Christina Mutchler, Clinical, Ryerson
 Katherine Mazenc, Clinical, Regina
 Miranda Reid, Child Studies, Concordia
 Nicole Alberts, St. Jude's Children's Hosp.
 Amy Claude Janzen, MH Clinic, RQHR
 Michelle Bourgrault-Fagnou, RCMP Psych.
 Greg Kratzig, RCMP Training Academy
 Michelle McCarron, Research, RQHR
 Lachlan McWilliams, U. of Saskatchewan
 Ryan Fitzgerald, U. of Portsmouth, UK
 Katherine Owens, MH Clinic, RQHR
 Adam Dube, McGill, Montreal
 Paulette Hunter, U. of Saskatchewan
 Jason Peebles, RCMP F Division
 Heather Switzer, Child Services, RQHR
 Tom Robinson, FRP Clinic, RQHR
 Gitte Jensen, Research, Brandon Police
 Kaila Bruer, Post. Doc. Fellow, Toronto
 Diane LaChapelle, U. of NB, Fredericton
 Michelle Gagnon, U. of Saskatchewan
 Amanda Lints-Martindale, U. of Manitoba
 Sheryl Green, St. Joseph's Hosp., Hamilton
 Jaime Williams, U. Of Regina
 Phil Sevigny, U. of Alberta, Edmonton
 Katherine McMillan, MH Care, Saskatoon
 Kim Zorn, Private Practice, Calgary
 John Brand, Dartmouth College, NH
 Bianca Hatin, U. of Western Scotland
 Mamata Pandey, Research, RQHR
 Clair Barefoot, Post-Doc Fellow, Texas
 Holly Parkerson, Coastal Health, Van. BC

6. UNIT BUDGET

2016-2017 Fiscal Year – From FAST

Account	Total Activity to Year End
Internal Cost Recoveries	*1,478.10
External Cost Recoveries	*769.60
Total Cost Recoveries	*2,247.70
Academic Salaries	2,080,172.00
Student Academic Support	46,992.46
Project Staff (Website)	4,591.05
Administrative Stipend (Head)	5,250.00
Benefits	288,856.73
Benefits (Parental Leave)	17,862.52
Undergraduate Awards	1,299.90
Total Labour	2,445,024.66
General Materials & Supplies	2,393.18
Clinical Supplies	18.09
Food	1,909.79
Postage	1,057.54
Promotional Material	1,505.43
Printing & Duplication	11,718.95
Advertising	91.63
Legal & Other Professional Fees	75.00
Courier Charges	29.50
Telephone/Fax	1,938.35
Sponsorship – student groups/events	1,500.00
Book Subscriptions Paper Format	185.15
Dues & Memberships	105.00
General Alterations	29.54
Computer Maintenance & Repairs	260.00
Recruiting	589.15
Miscellaneous	99.54
Total Non-Capital Expenditures	23,505.84
Work by Facilities Management	177.68
Equipment General	653.85
Total Capital Expenditures	831.53
Transfer from General Operating	-7,763.79
Transfer from Research (Teaching Release Stipend)	-16,940.00
Transfer to Sundry Projects (CSBBCS 2017 Meeting)	1,000.00
Total Transfers	-23,703.79
TOTAL ALL EXPENSES	\$2,445,658.24

*Not included in total.

7. SWOT ANALYSIS (STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS)

Undergraduate Student Responses to SWOT Survey Summarized by Mitch Alexis (53 respondents).

Strengths:

The responses to strengths of the department had the most similar responses. The most popular response by an overwhelming majority was the support for the professors. 45 responses with every positive variation of “great” and “knowledgeable” one can think of. The second most popular response was positivity towards the courses. There were twenty responses complimenting the quality, variety and uniqueness of our psychology classes, and happiness that both BA and BS degrees are offered. The third most popular response was the feeling of support the undergrads have. They feel that the university, and more specifically the psychology department is respectful and empathetic to students’ needs. The last major topic that the students touched on is research. They enjoy taking part in research, both as participants and research assistants, and overall are proud of the interesting research the faculty are working on.

Weaknesses:

The responses to the weaknesses of department were much more varied but thematically broke out into three major topics; problems with classes, after graduation anxiety, and lackluster events. Even though the variety of classes was praised in the strengths section it was what was brought up the most in the weakness section. Students specifically want more opportunities for clinical, forensic, industrial organizational, higher level social psychology, as well as more psychological science classes in general. Students also feel there is a lack of options for class times, having overlap for a lot of the more interesting classes offered. Many asked for more online or night options. This all adds up to general anxiety on how to go through a four-year degree, with necessary higher classes only offered once every year or two.

The second main selection was anxiety about the future. While students want guidelines on how to most efficiently go through their degree they are also yearning for direction after their degrees. Both BA and BS students have brought up the fear of finding a career with only a bachelor degree. Students feel they are not being taught any ‘real world skills’ to take to the job market. Students suggest adding more career path classes or a way to have internships or practicum time. One student suggested that the information you receive in Psych 400aa should be introduced much earlier in the degree because it opens your mind to many possibilities. Another student suggested a seminar for lower level students to see what type of careers a bachelor degree allows you to access. This ties nicely into students’ anxieties about honors and grad school. Students would like more information about honors requisites earlier, so it is less stressful applying and the workload is not as surprising once they are accepted. Students would also like to bring a problem with the website to your attention; the link to honors information is broken.

For the final weakness students would like more interaction with the professors. Namely there are not many psychology events where the faculty are present. There are other problems with the events that are put on, such as poor advertising and low turnout but there is not much the department can do about it. The students would like to see more representation of the psych department in opening week events as well as some type of seminar or introduction to the professors in an attempt to sell themselves and what subjects they are teaching in an attempt to gain more students as psych majors.

Opportunities:

For opportunities the students mainly focused on the fact that the faculty have the ability to build students that are psychologically aware. The students are encouraged by the thought of being able to contribute to the field of psychology and for this department's ability to build psychologists. Not only that but they see opportunities for general outreach and awareness of mental health issues. The students also see an opportunity to grow the department. Whether that is feasible is another topic; the idea of hiring more professors was the basis for several of the students' ideas. With more professors the students believe that would give more opportunities for courses; having smaller classes with different options for times (night and online were brought up again), and a variety of instruction methods. They also believe that more professors teaching classes will cater to students' research interests for both BA and BS courses. Also, if classes taught useful skills to make students counsellors by graduation this would greatly increase the number of career paths available to them. The students would also like to see an expanded honors program, more ways to earn the bonus 3% in 200 level classes, and more guest speakers brought to the school for seminars on psychology.

Threats:

As one may expect reading through the weakness and opportunity sections, the students brought up lack of class time options, lack of perceived career options, and loss of good staff in downsizing as the most prominent threats to this department.

The students see a lack of interest within psychology leading to a lower number of psych majors as well as students only taking the required courses and nothing more. They also bring up concerns of competition from the other social sciences as a threat to the enrollment numbers. This could be explained by lack of engagement, as the students pointed out in several different ways that classes which lack an interesting hook will decrease the motivation to continue. It was brought up several times in varying levels of eloquence that unprofessional sessional professors who are not engaged with the material and just read off the slides which are directly lifted from the textbook is a large frustration to students.

The threat of budget cuts has lead the students to worry about losing resources that help set this department apart, such as great professors and a large subscription portfolio to psychological journals for research. The students also worry about low morale and fear of saying something wrong, politically incorrect, or what is perceived to be insensitive which will get them reprimanded for stepping out of line. Students also brought up the lower GPA of BS students making it more difficult for grad school acceptance. One student also brought up the loss of clinical residency in RQHR as a threat.

High tuition coupled with cuts to scholarships was a theme that leads into the question of is majoring in psychology worth it. A few students state that they feel psychology is great supplementary information but not a focus for skills and employability. Especially when coupled with free online resources that do a fine enough job of giving an overview of the basics.

Graduate Student Responses to SWOT Survey Summarized by Victoria Owens (20 respondents),

Strengths		
Theme	Example Student Quotation	#
Quality of research supervision	<i>We have opportunities to participate in several research projects under supervisors with strong research outputs.</i>	16
Supportive Department	<i>Support from some of the faculty. Some of the faculty members go above and beyond their duties as professors to provide support for students (who they supervise and to other students as well).</i>	9
Collegiality among grad students	<i>Connection between faculty members and students. There has also been recent efforts by students to increase support and connection among fellow students, which is wonderful and strongly needed in order to increase mental health among graduate students</i>	6
Presence of SunLife Clinic	<i>Having on onsite training clinic for both practicum opportunities and "hands-on" course work.</i>	5
Administrative Staff	<i>Support from the administrative assistants within the psychology department is much appreciated. When we need help, they are able to provide us with that help or, if they do not know, with guidance on who to contact.</i>	4
Quality of teaching/Coursework	<i>Quality of the clinical psychology program. Individuals I talked to in the community recognize the excellence in training and teaching of the program</i>	4
Diverse Training	<i>Graduate students have opportunity to build competency across different areas, including teaching, research and diverse clinical experiences</i>	3
EAP Program	<i>The EAP faculty represent a significant strength of the department. Generally speaking, they are available for consultation and mentorship, knowledgeable, approachable, generous with their time and resources, and create a positive atmosphere.</i>	3
Flexibility	<i>flexibility in terms of the graduate experience (i.e., the mix of practical experience, clinical experience, teaching and research if largely up to the student, so each of us can spend our time doing what's important to us)</i>	2
Quality of Community Supervision	<i>The clinical supervisors in the community provide students with excellent supervision. I feel like I have received high quality training in my placement(s).</i>	1
Weaknesses		
Theme	Example Student Quotation	#
Clinical Placements	<i>Opportunities for clinical placements in the Clinical Psychology Program have become scarce, which threatens student's ability to be competent when applying for residency and the program's ability to attract high-quality students.</i>	8
Training Opportunity	<i>Considering program evaluation is a required component of the clinical psychology program, there have not been regular and consistent opportunities to fulfill this requirement. This year there were two students left out of the program evaluation opportunity</i>	8
Funding	<i>I can see the stress that students who have not received funding are under and I believe it is a serious distraction from their studies and research. Even though I am currently funded, I also find myself worrying about how I will cope if I do not receive funding next year</i>	8
Lack of Support	<i>In my experience, our program has not been as receptive to constructive feedback as it could be. In fact, there have been times when feedback has been actively discouraged. This can be disheartening because many students have great ideas for strengthening the program but don't feel comfortable coming forward as they fear this feedback will not be well received.</i>	7
Inconsistency in Resources & Opportunities	<i>Resources are distributed disproportionately, especially teaching positions with the same students receiving numerous positions while many others that want that experience repeatedly apply without success.</i>	7

Mental Health Resources	<i>Accessibility to mental health services is limited. We are not able to access services from Counselling Services at the U of R or other similar services because of a potential future conflict of interest (e.g., we cannot get therapy from a psychologist who could potentially provide us with clinical supervision). However, we have not been provided with an acceptable alternative for services. We have been told that we can access services from Family Catholic Services; however, there is an associated fee and not everyone is comfortable getting services with an organization associated with Catholicism.</i>	4
Admin Problems	<i>The ethics approval process is exceedingly slow right now</i>	2
Lack of collegiality	<i>The broad interests of the faculty make it sometimes seem like there is a divide (eg. between clinically minded and experimentally minded individuals)</i>	2

Opportunities

Theme	Example Student Quotation	#
Expansion of Training Opportunities	<i>Continue expanding student exposure to modalities of treatment beyond CBT.</i>	11
Increased Student Support	<i>I would like to see more surveys such as this one (e.g., annual). It would provide graduate students with an outlet to discuss ideas and concerns within the program. If the survey could be truly anonymous, that would be even better.</i>	7
Collaborative efforts	<i>There could be greater collaboration between faculty for research endeavors. Greater collaboration could lead to new avenues of research and more opportunities for larger grants.</i>	7
Mental Health Resources	<i>More support for graduate student mental health, and less stigma. The department should, at the very least, provide graduate students with a comprehensive list of available mental health services not connected to the university.</i>	5
Funding	<i>Aggressively seek out funding sources for all graduate students in the psychology program. Guaranteed minimum funding of \$20,000 dollars per year or more is standard across many or most clinical psychology graduate programs in Canada. Cost of living in Regina is higher than many cities in Canada, and tuition is not appreciably lower.</i>	3
Collegiality	<i>I enjoy the idea of the Fall reception, but I think there is opportunity to make it an even better event that allows for opportunities to network and socialize with other students and faculty. I would like more opportunities to do so outside of classes</i>	2
Reputation	<i>Encourage all faculty members to publish research to attract high-quality students and funding.</i>	1

Threats

Theme	Example Student Quotation	#
Instability with, and lack of, clinical placements and residency	<i>We have lost an alarming number of placements this year, and many students are worried about obtaining the clinical hours that they need to apply for residency... I think we need to find ways to improve relationships with community supervisors to encourage them to take more students.</i>	15
Lack of guaranteed funding	<i>Lack of funding is a huge threat facing students right now...Students really are struggling to get by. This is no doubt affecting the recruitment of new students as well.</i>	13
Lack of access to mental health resources	<i>Not addressing the lack of access to mental health concerns. It is very stigmatizing and makes progress in the program more difficult than it needs to be.</i>	3
Enrollment rates	<i>Low numbers of incoming graduate students</i>	3
Limited opportunities in academia/jobs in future	<i>Difficulty for students to get teaching positions (for ex., due to lack of clarity on the selection process) may make it difficult for students to get academic jobs in the future</i>	2
Admin Issues	<i>For the size of the department, two administrative staff may not be enough.</i>	2
Department's lack of receptiveness to feedback	<i>Graduate students do not always feel that their opinions regarding how the program and department could improve are heard, which tends to create disenchantment.</i>	2
Other	<i>Graduate student competitiveness. Focus should be on promoting a supportive environment in terms of student cohort cohesiveness and supportive relationships.</i>	2

Faculty Members Responses to SWOT Survey summarized by Richard MacLennan, with the assistance of Don Sharpe (17 respondents).

Strengths		
Theme	Example Faculty Quotation	#
Research	<i>Our research productivity. Undoubtedly the best in the University, We do bring in considerable revenue for indirect-costs-of-research, but do not benefit directly. There should be more sharing of the wealth, especially when we contribute to it.</i>	10
Collegiality	<i>Our department is extremely collegial, whether compared to other departments in the University or other psychology departments. We get along, we care about each other, we look out for each other.</i>	11
Graduate Programs	<i>Our two graduate programs. Our students are very successful in tri-council funding because of our active research programs. We have had more Vanier scholarship holders than any other department. Our students have good TA opportunities and University Teaching Fellowships.</i>	13
Faculty/Staff	<i>We have been blessed over the years with great support staff. We have done exceeding well at maintaining and even growing our faculty numbers (certainly compared to some departments that have not had new hires in decades). We have great new faculty, many of whom have been willing to and very capable at teaching introductory level classes.</i>	6
Undergraduate Programs	<i>Our undergraduate programs. We have very high enrollments in our 4 degree streams (BA, BA Hons., BSc., BSc. Hons.) suggesting that we are garnering a great deal of student interest, and we are continually working to revise the programs to address issues as they arise.</i>	5
Undergraduate & Graduate Programs	<i>Strong undergraduate and, in particular, graduate training programs, the latter of which are sought by local, national, and (increasingly) international applicants.</i>	4

Weaknesses		
Theme	Example Faculty Quotation	#
Faculty/Staff	<i>Loss of two tenure-track faculty positions with no replacements.</i>	6
Graduate Programs	<i>It's very problematic that we don't guarantee funding for our graduate students. We need guaranteed funding to attract high-quality students to a less-desirable city like Regina. Also, it's very difficult for junior faculty members to build their lab when they're constantly worried about finding funding for their students.</i>	12
Collegiality	<i>The social life of the department could be improved.</i>	2
Research	<i>Again, as part of the Faculty of Arts, we are subject to policies that are antithetical to research. For example, restrictions research travel based on number of teaching hours missed does not facilitate attendance and presentation at conferences or invited speaking engagements that are frequently requested from (and necessary a necessary part of being) international leaders. Likewise, it is a considerable weakness that our faculty does not include research and graduate training -- two of our strengths -- in the vision and priorities document for the faculty.</i>	4
Undergraduate Programs	<i>We have stopped doing introductory level "labs", which I think were very helpful. We might also benefit from more symposia and more diverse symposia for students to attend.</i>	5
Undergraduate & Graduate Programs	<i>We might be able to better prepare our students, not only for graduation with their undergraduate degree by demonstrating "sale-ability" for the workplace, but also for honours and for graduate studies given increasingly competitive environments they are facing.</i>	2

Opportunities		
Theme	Example Faculty Quotation	#
Faculty/Staff	<i>A number of faculty are on the verge of retiring. One faculty member has left for other opportunities. If the fiscal situations ease up, we may be in a position in a few years to hire a number of new faculty/</i>	4
Fit in Arts	<i>The psychology department needs to reconsider its position within the University. It may be a better fit in other faculties such as Science or Kinesiology and Health Studies. The University would be open to such a re-organization should both the outgoing and the receiving academic unit are in agreement.</i>	3
Other	<i>We have growing positive reputations in several areas – based on excellence – that we should better “sell”, to the admin, to the students, to the public, and to potential donors.</i>	1
Research	<i>With the continuing research success of our faculty, we have an ongoing opportunity to strengthen our reputation within and beyond the University even further.</i>	4
Graduate Programs	<i>The Psychology Clinic is a great space that could be used more fully to provide a training site for our Clinical Psychology students if we could secure funding for a clinic director.</i>	13
Undergraduate Programs	<i>Review undergraduate program and look for opportunities to improve courses as well as practical experiences for students.</i>	11
Undergraduate & Graduate Programs	<i>There is a strong appetite for Forensic Psychology among both undergraduate and graduate students. Work experiences for EAP students such as research internships in government agencies and NGOs (much like the U. of S. Applied Social Psychology Program).</i>	1
Threats		
Theme	Example Faculty Quotation	#
Graduate Programs	<i>If our clinical graduate program is unable to find sites for clinical graduate students, clinical graduate students could reduce in number and, ultimately, clinical faculty may be less likely to stay in Regina.</i>	15
Faculty/Staff	<i>The major threat stems from declining financial support due to the funding crisis in higher education in our province, which threatens our ability to replace vacant faculty positions in the future.</i>	11
Collegiality	<i>Division within the Department: Like mentioned, I think we are collegial for the most part, but sometimes there are faculty divisions along very clear lines. If some of the weaknesses discussed in part 2 are addressed, I think we can overcome such (minor) divisions. All in all, everyone here is very respectful, and "conflicts" (if I may even call them that) are quickly dealt and respectfully with.</i>	2
Research	<i>Teaching loads are antithetical to research.</i>	1
Fit in Arts	<i>There are policies within the Faculty of Arts that are antithetical to research (e.g., high undergraduate teaching load expectations, inadequate TA support for upper year classes), no teaching credit for graduate thesis supervision, serious restrictions on research travel during the academic term, a Vision and Priorities statement that has excluded research and graduate education.</i>	5
Undergraduate Programs	<i>Increased emphasis on first-year teaching instead of support of the continued strengthening of the overall program and working on increasing the number of majors by offering courses at all levels.</i>	7



Appendix I

Curriculum Vitae

Gordon J. G. Asmundson

Professor

gordon.asmundson@uregina.ca, (306) 337-2473

Education and Professional Development

2005-2009	University of Regina Psychological Service Clinic/Anxiety and Mood Disorders Program (176 weeks: 3010 hours). Supervisor: Heather D. Hadjistavropoulos, Ph.D., R. Psych. Direct clinical assessment and treatment of patients with a variety of psychiatric disorders and health psychology issues.
2015-present	Editor-in-Chief, Journal of Anxiety Disorders
2018-present	Editor-in-Chief, Clinical Psychology Review

Employment History

2008 – present	Professor, Department of Psychology, Faculty of Arts, University of Regina
2009 – present	Associate Member, Faculty of Kinesiology and Health Studies, University of Regina
2003 – 2008	Professor, Faculty of Kinesiology and Health Studies, University of Regina

Teaching History

2011	Clinical psychology graduate practicum, University of Regina
2010	Psychological Measurement, doctoral level course, Department of Psychology, University of Regina
2009 – present	Honours Research Seminar, undergraduate level course, Department of Psychology, University of Regina
2008 – present	Research Design and Methodology in Psychology, graduate level course, Department of Psychology, University of Regina
2003 - 2008	Research Design and Methods in Kinesiology and Applied Health Sciences, graduate level course, Faculty of Kinesiology and Health Studies, University of Regina

Student Supervision

Name	Position	Dates of supervision
Rachel Krachauer	Master's Student in Clinical Psychology	2017-present
Julia Mason	Doctoral Student in Clinical Psychology	2017-present
Jamie Lewis	Honours Thesis Supervision	2017-present
Sheena Hatcher	Honours Thesis Supervision	2017-present

Kelsey Amorengen	Master's Student in Clinical Psychology	2016-present
Chloe Rudichuk	Honours Thesis Supervision	2016-2017
Julia Mason	Master's Student in Clinical Psychology	2015-2017
Audur Thorisdottir	Doctoral Student in Clinical Psychology	2015-present
Daniel LeBouthillier	Doctoral Student in Clinical Psychology	2014-present
Audur Thorisdottir	Master's Student in Clinical Psychology	2014-2015
Gabrielle Desgagne	Honours Thesis Supervision	2014-2015
Jill Robinson	Honours Thesis Supervision	2013-2014
Christina DiAmbrosio	Master's Student in Clinical Psychology	2013-2016
Holly Parkerson	Doctoral Student in Clinical Psychology	2013-2017
Blaine Marchuk	Honours Thesis Supervision	2012-2013
Sophie Duranceau	Master's Student in Clinical Psychology	2012-2014
Daniel LeBouthillier	Master's Student in Clinical Psychology	2012-2014
Holly Parkerson	Master's Student in Clinical Psychology	2011-2013
Samantha Horswill	Master's Student in Clinical Psychology	2011-2013
Michel Thibideau	Doctoral Student in Clinical Psychology	2011-2015
Mathew Fetzner	Doctoral Student in Clinical Psychology	2011-2015
Katherine McMillan	Doctoral Student in Clinical Psychology	2011-2017
Patrick Welch	Doctoral Student in Clinical Psychology	2010-2012
Myriah Mulvogue	Master's Student in Clinical Psychology	2010-2012
Leah Allerdings	Honours Thesis Supervision	2010-2011
Alisha Petterson	Honours Thesis Supervision	2010-2011
Daniel Peluso	Doctoral Student in Clinical Psychology	2009-2013
Michel Thibideau	Master's Student in Clinical Psychology	2009-2011
Mathew Fetzner	Master's Student in Clinical Psychology	2008-2014
Katherine McMillan	Master's Student in Clinical Psychology	2008-2010

University Service

2017	Member, Canada Research Chair Search Committee, Department of Psychology, University of Regina
2014	Member, Clinical Search Committee, Department of Psychology, University of Regina
2013 – 2015	Clinical Selection Committee, Department of Psychology, University of Regina
2011	Member, Clinical Search Committee, Department of Psychology, University of Regina
2010 – 2013	Member, Committee on Fellows and Awards, Canadian Psychological Association
2009 – 2017	Chair, Undergraduate and Honours Committee, Department of Psychology, University of Regina
2008 – present	Member, Clinical Committee, Department of Psychology, University of Regina

Scholarly Research

In past 10 years, 174 peer-refereed articles and 48 book chapters. Recent selections from >380 articles and book chapters. *denotes postdoctoral, graduate, or undergraduate trainee

- 1) Asmundson, G. J. G. & LeBouthillier, D. (in press). Somatic symptom and related disorders. In D. C. Beidel & B. C. Freuh (Eds.), *Adult psychopathology and diagnosis* (eighth edition). New York: Wiley.
- 2) Asmundson G. J. G. & Fergus, T. (in press). The concept of health anxiety. In E. Hedman (Ed.), *Health anxiety: Diagnosis, mechanisms and effective psychological treatment*. Elsevier.
- 3) Asmundson, G. J. G. & Asmundson, A. J. N. (in press). Are anxiety disorders publications continuing on a trajectory of growth? A look at Boschen's (2008) predictions and beyond. *Journal of Anxiety Disorders*, 00, 000-000
- 4) *Mason, J. E., Asmundson, G. J. G. (in press). A single bout of either sprint interval training or moderate intensity continuous training reduces anxiety sensitivity: A randomized controlled trial. *Journal of Mental Health and Physical Activity*, 00, 000-000.
- 5) Abdollahi, A., *LeBouthillier, D. M., Najafi, M., Asmundson, G. J. G., Hosseinian, S., Shahidi, S., Carlbring, P., Kalhori, A., Sadeghi, H., & Jalili M. (2017). Effect of exercise augmentation of cognitive behavioral therapy for the treatment of suicidal ideation and depression. *Journal of Affective Disorders*, 219, 58-63.
- 6) *LeBouthillier, D. M., & Asmundson, G. J. G. (2017). The efficacy of aerobic exercise and resistance training as transdiagnostic interventions for anxiety-related disorders and constructs: A randomized controlled trial. *Journal of Anxiety Disorders*, 52, 43-52.
- 7)*McMillan, K. A., Asmundson, G. J. G., & Sareen, J. (2017). Comorbid PTSD and social anxiety disorder: Associations with quality of life and suicidality. *Journal of Nervous and Mental Disease*, 205, 732-737.
- 8) *Thorisdottir, A. S., Villadsen, A., *LeBouthillier, D. M., Rask, C. U., Wright, K. D., Walker, J. R., Feldgaier, S., & Asmundson, G. J. G. (2017). Measurement invariance across genders on the Childhood Illness Attitude Scales (CIAS). *Journal of Psychosomatic Research*, 98, 34-39.
- 9) Adams, G. C, Balbuena, L., Meng, X. F., & Asmundson, G. J. G. (2016). When social anxiety and depression go together: A population study of comorbidity and associated consequences. *Journal of Affective Disorders*, 196, 87-96.
- 10) Asmundson, G. J. G., *LeBouthillier, D. M., *Parkerson, H. A., & Horswill, S. C. (2016). Trauma-exposed community dwelling women and men respond similarly to the DAR-5 Anger Scale: Factor structure invariance and differential item functioning. *Journal of Traumatic Stress*, 29, 214-220.
- 11) Bakhshai, J., Ditre, J. W., Langdon, K. J., Asmundson, G. J. G., Paulus, D. J., & Zvolensky, M. J. (2016). Pain intensity and smoking behaviour among treatment seeking smokers. *Psychiatry Research*, 237, 67-71.
- 12) *Horswill, S. C., *Desgagné, G., *Parkerson, H. A., Carleton, R. N., & Asmundson, G. J. G. (2016). A psychometric evaluation of hierarchical and oblique versions of five variants of the Posttraumatic Growth Inventory. *Psychiatry Research*, 246, 438-446.
- 13) *LeBouthillier, D. M., *Fetzner, M. G., & Asmundson, G. J. G. (2016). Lower aerobic fitness is associated with greater reduction in PTSD symptoms and anxiety sensitivity following aerobic exercise. *Mental Health and Physical Activity*, 10, 33-39.
- 14) Logsetty, S., Shamlou, A., Gawaziuk, J., March, J., Doupe, M., Chateau, D., Hoppensack, M., Khan, S., Medved, M., Leslie, W. D., Enns, M. W., Stein, M. B., Asmundson, G., & Sareen, J. (2016). The mental health outcomes of burn injury: A longitudinal population-based cohort of adults hospitalized for burns. *Burn*, 42, 738-744.

Katherine Arbuthnott

Professor

Katherine.arbuthnott@uregina.ca; (306) 359-1239

Education and Professional Development

University of Saskatchewan:

Sept, 1969 - May, 1974: Bachelor of Education (with distinction)

Sept, 1976 - May, 1978: Masters of Education (Educational Psychology)

Sept, 1991 - May, 1995: Doctor of Philosophy (Experimental Psychology)

Employment History

2006-present: Champion College, University of Regina; professor

2004-2006: Champion College, University of Regina; associate professor

2001-2004: University of Regina; associate professor

1997-2001: University of Regina; assistant professor

Teaching History

Undergraduate classes: introductory psychology B (102) research methods (204), emotion & motivation (338), environmental psychology (340), issues in leadership (388)

Graduate classes: advanced information processing (881), cognitive neuroscience of emotion & emotion regulation (890AA), conservation psychology (890BO)

Student Supervision

Name	Position	Dates of supervision
Chet Hembroff	Honours, MA, PhD	2012-2013; 2013-2015; 2015-present
Tansi Summerfield	MA, PhD	2014-2016; 2016-present
Jamie Wallace	Honours, MA, PhD	2013-2014; 2014-2016; 2016-present
Greg Kratzig	PhD	2010-2015
Tricia Lawrie	MA, PhD	2008-2010; 2010-2016
Andrea Scerbe	MA	2012-2014
Janelle Gerard	Honours	2017-2018
Calum Neill	Honours	2017-2018
Annora Borgeault	Honours	2015-2016
Linda Duarte	Honours	2014-2015
Janean Lowenberger	Honours	2014-2015
Aeliesha Brooks	Honours	2013-2014
Dan Devoe	Honours	2011-2012
Connie Heidt	Honours	2011-2012
Holly Parkerson	Honours	2010-2011
Leonard Cote	Honours	2009-2010
Rana Shearer	Honours	2009-2010

Amanda Sockett	MA	2006-2009
Veronica Hutchings	PhD	2003-2009
Jade Schierle	Honours	2007-2008
Amanda McIntyre	Honours	2007-2008

University Service

I was Assistant Dean of Campion from 2007-2016, which involved membership in all university committees related to curriculum and student affairs (CCUAS, APDC(arts), A&S (science), ASD(MAP), student appeals, high school transition).

In addition I served on several Campion committees (student recruitment & retention, sessional appointments, academic review, research, scholarship, sustainability

Scholarly Research

Brooks, A.M., Ottley, K.M., Arbuthnott, K.D., & Sevigny, P. (2017). Nature-related mood effects: Season and type of nature contact. *Journal of Environmental Psychology*, 54, 91-102. Doi: 10.1016/j.jenvp.2017.10.004

McMartin, D.W., Sammel, A.J., & Arbuthnott, D. (in press). Community response and engagement during extreme water events in Saskatchewan, Canada and Queensland, Australia. *Environmental Management*.

Arbuthnott, K.D., & **Scerbe, A.** (2016). Goal framing in public issue and action decisions. *Analyses of Social Issues and Public Policy*, doi: 10.1111/asap.12119

Arbuthnott, K.D., & **Scerbe, A.** (2016). How do money and time restrictions influence self-constraining behavior in polluting the commons? *Organization & Environment*, 1-15., doi: 10.1177/1086026616652667

Heidt, C.T., Arbuthnott, K.D., & Price, H.L. (2016). The effects of distributed learning on enhanced cognitive interview training. *Psychiatry, Psychology, and Law*. 23, 47-61. doi: 10.1080/13218719.2015.1032950

Arbuthnott, K.D., & **Krätzig, G.P.** (2015). Effective teaching: Sensory learning styles versus general memory processes. *Innovative Teaching*, 4, 1-10. Doi: 10.1466/06.IT.4.2

Arbuthnott, K.D., & **Devoe, D.** (2014). Understanding of biodiversity among western Canadian university students. *Human Ecology*, 42, 147-158.

Arbuthnott, K.D., Sutter, G.C., & **Heidt, C.T.** (2014). Natural history museums, parks, and connection with nature. *Museum Management and Curatorship*, DOI: 10.1080/09647775.2014.888818

Arbuthnott, K.D., & Dolter, B. (2013). Escalation of commitment to fossil fuels. *Ecological Economics*, 89, 7-13.

- Arbuthnott, K.D., **Devoe, D., & Lawrie, T.** (2012). Economic development and environmental interactions: A comment on Liu and Sibley (2011). *Analyses of Social Issues and Public Policy, 12*, 209-215.
- Arbuthnott, K.D. (2012). Sustainable consumption: Attitudes, actions, and well-being. *Analyses of Social Issues and Public Policy, 12*, 204-208.
- Arbuthnott, K.D. (2010). Taking the long view: Environmental sustainability and delay of gratification. *Analyses of Social Issues and Public Policy, 10*, 4-22.
- Dolter, B. & Arbuthnott, K. (2010). Any risk is unacceptable: Cultural identity, ethics and support for the nuclear industry in Saskatchewan. *Prairie Forum, 35*, 79-112.
- Hepting, D.H., **Spring, R., Maciag, T.,** Arbuthnott, K., & Slezak, D. (2010). Classification of facial photograph sorting performance based on verbal descriptions. *RSCTC 2010 Proceedings*.
- Hepting, D.H., **Maciag, T., Sprint, R.,** Arbuthnott, K., & Slezak, D. (2010). A rough sets analysis of facial similarity judgments. Special issue of *TRS (RSFDGrC09)*.
- Campbell, J.I.D., & Arbuthnott, K.D. (2010). Effects of mixing and cuing simple addition and multiplication. *European Journal of Cognitive Psychology, 22*, 422-442.
- Arbuthnott, K.D., & **Brown, A.A.** (2009). The use of autobiographical knowledge in age estimation. *Memory, 17*, 279-287.
- Arbuthnott, K.D. (2009). The representational locus of spatial influence on backward inhibition. *Memory and Cognition, 37*, 522-528.
- Krätzig, G.P.,** & Arbuthnott, K.D. (2009). Metacognitive learning: The effect of item-specific practice and age on metamemory calibration and planning. *Metacognition and Learning, 4*, 125-144.
- Arbuthnott, K.D. (2009). Education for sustainable development: Beyond attitude change. *International Journal of Sustainability in Higher Education, 10*, 152-163.
- Arbuthnott, K.D. (2008). The effect of task location and task type on backward inhibition. *Memory & Cognition, 36*, 534-543.
- Arbuthnott, K.D. (2008). Asymmetric switch cost and backward inhibition: Carryover activation and inhibition in switching between tasks of unequal difficulty. *Canadian Journal of Experimental Psychology, 62*, 91-100.
- Arbuthnott, K.D., **Kealy, K.L.K., & Ylioja, S.** (2008). Judgment of childhood memories. *Applied Cognitive Psychology*.
- Jackiw, L.B.,** Arbuthnott, K.D., Pfeifer, J.E., Marcon, J.L., & Meissner, C.A. (2008). Examining the cross-race effect in lineup identification using Canadian and First Nations samples. *Canadian Journal of Behavioural Science, 40*, 52-57.

Shadi Beshai, Ph.D., R. Psych.

Assistant Professor

shadi.beshai@uregina.ca, (306) 585 4026,

Education and Professional Development

Ph.D. in Clinical Psychology, University of Calgary (Alberta, Canada), 2015

M.Sc. in Clinical Psychology, University of Calgary (Alberta, Canada), 2010

B.A. Hon. in Psychology (Summa Cum Laude), York University (Ontario, Canada), 2008

Employment History

Assistant Professor, 2015 – Present

Department of Psychology, Faculty of Arts, University of Regina, Regina, SK, Canada.

Honorary Research Fellow, 2013 – 2014

Psychology, College of Life and Environmental Sciences, University of Exeter, Exeter, UK. EX4 4QG.

Teaching History

Total Courses Taught: 13; Total Undergraduate: 10, Total Graduate: 3

PSYC 101 - Introduction to Psychology (University of Regina) taught from Winter 2016 to Present (x5 courses).

PSYC 385 and 333 – Abnormal Psychology (University of Calgary and University of Regina) taught Fall 2012 and Fall 2016 (x2).

PSYC 496BB – Cross Cultural Psychopathology (x1, Winter 2017)

PSYC 490 – Cognition and Psychopathology (University of Regina) taught Winter 2016 (x1)

PSYC 433 – Clinical Psychology (University of Calgary) taught Fall 2014 (X1)

PSYC – 850 – Adult Assessment I (University of Regina) taught Winter 2016 and Winter 2018 (x2)

PSYC – 851 Adult Assessment II (University of Regina) taught Fall 2017 (x1).

Student Supervision

Student Name	Academic Level	Starting and Expected Completion Dates
Mabel Yu	Master's – Clinical Psychology	Sept 2016 – August 2018
Adam Iskric	Master's – Clinical Psychology	Sept 2017 – August 2019
Seghar (Helia) Chahar Mahali	Master's – Experimental and Applied Psychology	Sept 2017 – August 2019
Amanda Wuth (Co-Supervised with Sandeep Mishra)	Master's – Experimental and Applied Psychology	Sept 2017 – August 2019
Nabhan Refaie (Co-Supervised with Sandeep Mishra)	Master's – Experimental and Applied Psychology	Sept 2017 – August 2019
Student Name	Academic Level	Starting and Completion Dates
Lindsay Shumay	Honours – 4 th Year	Sept 2015 – Aug 2016
Priya Parmar	Independent Study – 4 th Year	Sept 2015 – Aug 2017
Tyler Meadows	Independent Study – 4 th Year	Sept 2015 – Aug 2017
Fakhra Shahid	Honours – 4 th Year	Sept 2016 – Aug 2017

Brooklyn Hammond	Honours – 4 th Year	Sept 2017 – Aug 2018 (Expected)
Sarah Nykiforuk	Honours – 4 th Year	Sept 2017 – Aug 2018 (Expected)

University Service

Name of Committee	Position on Committee	Faculty/Department	Start and End Dates
Organizational Behaviour/Human Resources Management (OB/HR) Search Committee	External Committee Member	Faculty of Business Administration	October 2016-April 2017
International Advisory Committee	Member	Faculty of Arts	April 2017 – March 2020
Indigenous Research Day – Proposal Adjudication Committee	Member	Administration	February 2017 – October 2017

Scholarly Research

PEER-REVIEWED ARTICLES (PUBLISHED, ACCEPTED, SUBMITTED): Total: 23 (most recent 10 shown here).

1. **Beshai, S.**, Watson, L., Meadows, TJS, & Soucy, JN. (revisions invited). Public Perceptions of Cognitive Behavioural Therapy for Depression: Perceptions of Treatment Credibility, not Acceptability, Appear Malleable. *Social Science & Medicine*.
2. Carleton, R. N., Afifi, T. O., Turner, S., Tailieu, T., LeBouthillier, D. M., Duranceau, S., Sareen, J., Ricciardelli, R., MacPhee, R. S., Groll, D., Hozempa, K., Brunet, A., Weekes, J. R., Griffith, C. T., Abrams, K. J., Jones, N. A., **Beshai, S.**, Cramm, H. A., Dobson, K. S., Hatcher, S., Keane, T. M., Stewart, S. H., & Asmundson, G. J. G. (accepted). Suicidal Ideation, Plans, and Attempts Among Public Safety Personnel in Canada. *Canadian Psychology*.
3. **Beshai, S.**, & Parmar, P. (accepted). Trait Mindfulness May Buffer Against the Deleterious Effects of Childhood Abuse in Recurrent Depression: A Retrospective Exploratory Study. *Clinical Psychologist*.
4. **Beshai, S.**, Mishra, S., Mishra, S., & Carleton, R.N. (accepted). Emotional Social Comparisons Associated with Symptoms of Fibromyalgia and Functional Gastrointestinal Disorders: The Mediating Role of Stress. *PLoS one*.
5. **Beshai, S.**, Prentice, J. L., & Huang, V. (in press). Building Blocks of Emotional Flexibility: Self-Compassion and Trait Mindfulness are Associated with Positive and Negative Mood Shifts. *Mindfulness*. Doi: 10.1007/s12671-017-0833-8
6. Carleton, R. N., Afifi, T. O., Turner, S., Tailieu, T., LeBouthillier, D. M., Duranceau, S., Sareen, J., Ricciardelli, R., MacPhee, R. S., Groll, D., Hozempa, K., Brunet, A., Weekes, J. R., Griffith, C. T., Abrams, K. J., Jones, N. A., **Beshai, S.**, Cramm, H. A., Dobson, K. S.,

- Hatcher, S., Keane, T. M., Stewart, S. H., & Asmundson, G. J. G. (in press). Mental Disorder Symptoms Among Public Safety Personnel in Canada. *Canadian Journal of Psychiatry*.
7. Pereverseff, R, **Beshai, S.**, & Dimova, M. (in press). First Episode Indices Associated with Lifetime Chronicity of Depression Among Formerly Depressed Participants: An Exploratory Study. *Journal of Mental Health*, 1-7.
 8. Huang, V., **Beshai, S.**, Korol, S., Carleton, R.N. (2017). Configural and Scalar Invariance of the Centre for Epidemiological Studies Depression Scale in Egypt and Canada: Differential Symptom Emphasis Across Cultures and Genders. *Psychiatry Research*, 250, 244-252.
 9. **Beshai, S.**, Mishra, S., Meadows, T., Parmar, P., & Huang, V. (2017). Minding the gap: Subjective Relative Deprivation and Depression. *Social Science & Medicine*, 173, 18-25.
 10. Huang, V., **Beshai, S.**, & Yu, M. (2016) The effects of the gender-culture interaction on self-reports of depressive symptoms: cross-cultural study among Egyptians and Canadians. *PeerJ* 4:e2783 <https://doi.org/10.7717/peerj.2783>

BOOK CHAPTERS AND BOOK REVIEWS: Total 3 (only most recent 1 shown)

Beshai, S., & Kuyken, W. (forthcoming). Collaborative Case Conceptualization: Bridge Between Science and Practice. In Sona Dimidjian (ed.) *Cognitive Behavioral Therapy in Action*.

PEER-REVIEWED PRESENTATIONS (Total: 27; only most recent 5 shown)

1. Klieman, S., Muroff, J., Williams, M., **Beshai, S.**, Shipherd, J., & Chapman, K. (2017). *Strategies for Providing Effective Training in CBT with Diverse Populations*. Clinical Roundtable at the 51st Annual Association for Behavioral and Cognitive Therapies Convention (ABCT), San Diego, CA, United States.
2. Lack, C., Rosemarin, D., **Beshai, S.**, Pearce, M., & Robb, H. (2017). *Using Evidence-Based Practices for Specific Religious and Non-religious Populations*. Clinical Roundtable at the 51st Annual Association for Behavioral and Cognitive Therapies Convention (ABCT), San Diego, CA, United States.
3. **Beshai, S.**, & Wolfe, W. L. (2017). *Well-being among Indigenous Populations: Mindfulness and Self-Compassion Protocols as Potential “Antidote” against Stress and Anxiety*. Paper Presented at the 2nd Annual Indigenous Research Day Conference, University of Regina, Regina, Canada.
4. **Beshai, S.**, & Watson, L. (2017). *Promotion and Marketing of Evidence-Based Psychological Treatments: Public Perceptions of Cognitive Behavioural Therapy and Medication for Depression*. Presented at the Mood Disorders Centre’s Think Tank, University of Exeter, Devon, UK.
5. **Beshai, S.**, Watson, W., & Meadows, T. J. (2017). *Explanatory Models of Depression Predict Perceptions of Cognitive-Behavioural Therapy*. Poster accepted at the 78th Annual Canadian Psychological Association Convention, Toronto, ON.

R. Nicholas Carleton

Professor

nick.carleton@uregina.ca, (306) 337-2473

Education and Professional Development

Ph.D. in Clinical Psychology, University of Regina, 09/2005 to 10/2010; Trauma, pain, and fear: Using the startle paradigm to explore the relationship between PTSD and chronic pain.

Canadian Association of Cognitive and Behavioural Therapies (CACBT-ACTCC) Certification in Cognitive Behavioural Therapy (2015).

Training Courses, 2017: Serving Social Justice & Pedagogical Innovation with Open Educational Practices, University of Regina Centre for Teaching and Learning (CTL), Oct 30; Terms of Engagement, CTL Apr 13

Employment History

Jul 2017-present Professor, Department of Psychology, University of Regina

Jul 2016-present Scientific Director, Canadian Institute for Public Safety Research and Treatment

Teaching History

Psyc 101: Intro A (7 Classes; 2008 [2]; 2012 [2]; 2013 [1]; 2014 [2])

Psyc 102: Intro B (18 Classes; 2008 [2]; 2009 [2]; 2010 [1]; 2011 [2]; 2012 [4]; 2013 [2]; 2014 [2]; 2015 [1]; 2016 [1]; 2017 [1])

Psyc 305: Statistics in Psychology (8 Classes; 2008 [2]; 2011 [1]; 2012 [1]; 2013 [3]; 2014 [1])

Psyc 803: Psychometrics (1 Class; 2014 [1])

Psyc 806: Ethics in Professional Practice (1 Class; 2011 [1])

Student Supervision

Name	Position	Dates of supervision
Rachel Krakauer	MA student, Clinical Psychology, Primary Supervisor	2017-present
Stephanie Korol	PHD student, Clinical Psyc, Primary Supervisor	2016-present
Isaac Hahn	MA student, Clinical Psyc, Primary Supervisor	2015-present
Michelle Teale-Sapach	PHD student, Clinical Psyc, Primary Supervisor	2015-present
Sophie Duranceau	PHD student, Clinical Psyc, Primary Supervisor	2014-present
Dallas Novakowski	MA student, Clinical Psyc, Co-Supervisor	2015-2017
Samantha Horswill	PHD student, Clinical Psyc, Primary Supervisor	2013-2017
Sabine Soltani	MA student, Clinical Psyc, Primary Supervisor	2014-2016
Michelle Teale-Sapach	MA student, Clinical Psyc, Primary Supervisor	2013-2015
Sophie Duranceau	MA student, Clinical Psyc, Primary Supervisor	2012-2014
Samantha Horswill	MA student, Clinical Psyc, Primary Supervisor	2011-2013
Myriah Mulvogue	MA student, Clinical Psyc, Primary Supervisor	2010-2012
Sean Barschel	Honours's student, Psyc, Primary Supervisor	2014-2015
Zeinab Ramadan	Honours's student, Psyc, Primary Supervisor	2013-2014
Cori L. Carey	Honours's student, Psyc, Primary Supervisor	2012-2013

Jennifer Hackl	Honours's student, Psyc, Primary Supervisor	2011-2012
Michelle Teale-Sapach	Honours's student, Psyc, Primary Supervisor	2010-2011
Kelsey Vig	MA student, Clinical Psyc, Thesis Cte. Member	2017-present
Tori Owens	MA student, Clinical Psyc, Thesis Cte. Member	2016-present
Luke Schneider	PHD student, Clinical Psyc, Thesis Cte. Member	2015-present
Hollyanne Parkerson	PHD student, Clinical Psyc, Thesis Cte. Member	2013-2017
Kirstie Walker	PHD student, Clinical Psyc, Thesis Cte. Member	2014-2017
Sarah Reiser	PHD student, Clinical Psyc, Thesis Cte. Member	2014-2016
Jamie Wallace	MA student, Experimental Psyc, Thesis Cte. Member	2014-2016
Andreea Tamaian	MA student, Clinical Psyc, Thesis Cte. Member	2014-2016
Christina D'Ambrosio	MA student, Clinical Psyc, Thesis Cte. Member	2013-2016
Bethany Lee Gelinas	PHD student, Clinical Psyc, Thesis Cte. Member	2013-2015
Lindsay Friesen	PHD student, Clinical Psyc, Thesis Cte. Member	2013-2015
Oriana Mosca	PHD student, Psyc, University of Rome, Thesis Cte. Member	2013-2015
Ashley Viklund	MA student, Clinical Psyc, Thesis Cte. Member	2013-2015
Heather Eritz	PHD student, Clinical Psyc, Thesis Cte. Member	2010-2014
Michel A. Thibodeau	PHD student, Clinical Psyc, Thesis Cte. Member	2011-2014
Daniel LeBouthillier	MA student, Clinical Psyc, Thesis Cte. Member	2012-2014
Hollyanne Parkerson	MA student, Clinical Psyc, Thesis Cte. Member	2011-2013
Michel A. Thibodeau	MA student, Clinical Psyc, Thesis Cte. Member	2010-2011
Omeed Ghandehari	MA student, Clinical Psyc, Thesis Cte. Member	2010-2011

University Service

2017-2018	University of Regina Faculty of Arts Representative to Faculty of Business
2012-present	Collaborative Centre for Justice and Safety Development Team
2013-present	Canadian Institutes of Health Research Advisory University of Regina Committee
2011-2017	University of Regina Faculty of Arts Budget Advisory Committee, Chair
2014-2015	University of Regina Research Impacts Subcommittee
2013-2014	Health Information Management Graduate Degree Program Development Team
2011-2014	Faculty of Graduate Studies and Research Scholarship and Awards Committee
2010-2013	University of Regina Nominations Committee, Chair

Scholarly Research

- Carleton, R. N., Afifi, T. O., Turner, S., Taillieu, T., LeBouthillier, D. M., Duranceau, S., ... Asmundson, G. J. G. (in press). Suicidal ideation, plans, and attempts among public safety personnel in Canada. *Canadian Psychology*.
- Carleton, R. N., Afifi, T. O., Turner, S., Taillieu, T., Duranceau, S., LeBouthillier, D. M., ... Asmundson, G. J. G. (2018). Mental Disorder Symptoms Among Public Safety Personnel in Canada. *Canadian Journal of Psychiatry*, 63, 54-64. doi: 10.1177/0706743717723825
- Carleton, R. N., & Horswill, S. C. (in press). Traumatic Changes in Human Psyche: A Brief History. In R. Ricciardelli (Ed): *Multidisciplinary Perspectives of Post-Traumatic Stress: Causes, Consequences and Responses*. Routledge.
- Carleton, R. N., Afifi, T. O., Turner, S., Taillieu, T., El-Gabalawy, R., Sareen, J., & Asmundson, G. J. G. (2017). Chronic Pain Among Public Safety Personnel in Canada. *Canadian Journal of Pain*, 1, 237-

246. doi: 10.1080/24740527.2017.1410431
- Carleton, R. N., Duranceau, S., McMillan, K., & Asmundson, G. J. G. (2017). Trauma, Pain, and Psychological Distress: Attentional Bias and Autonomic Arousal in PTSD and Chronic Pain. *Journal of Psychophysiology*. doi: 10.1027/0269-8803/a000184
- Carleton, R. N. (2016). Into the Unknown: A review and synthesis of contemporary models involving uncertainty. *Journal of Anxiety Disorders*, 39, 30-43. doi: 10.1016/j.janxdis.2016.02.007
- Carleton, R. N., Duranceau, S., Shulman, E. P., Zerff, M., Gonzales, J., & Mishra, S. (2016). Self-Reported Intolerance of Uncertainty and Behavioural Decisions. *Journal of Behavior Therapy and Experimental Psychiatry*, 51, 58-65. doi:10.1016/j.jbtep.2015.12.004
- Carleton, R. N. (2016). Fear of the unknown: One fear to rule them all? *Journal of Anxiety Disorders*, 41, 5-21. doi: 10.1016/j.janxdis.2016.03.011
- Carleton, R. N., Teale Sapach, M. J. N., Oriet, C., & LeBouthillier, D. (2016). Online attention modification for social anxiety disorder: A randomized controlled trial. *Cognitive Behaviour Therapy*. doi: 10.1080/16506073.2016.1214173
- Carleton, R. N., Mulvogue, M. K., & Duranceau, S. (2015). PTSD personality subtypes in women exposed to intimate partner violence. *Psychological Trauma: Theory, Research, Practice, and Policy*, 7, 154-161. doi: 10.1037/tra0000003
- Carleton, R. N., Teale Sapach, M. J. N., Oriet, C., Duranceau, S., Lix, L. M., Thibodeau, M. A., ... Asmundson, G. J. G. (2015). A randomized controlled trial of attention modification for social anxiety disorder. *Journal of Anxiety Disorders*, 33, 35-44. doi: 10.1016/j.janxdis.2015.03.011
- Carleton, R. N., Mulvogue, M. K., & Duranceau, S. (2015). PTSD personality subtypes in women exposed to intimate partner violence. *Psychological Trauma: Theory, Research, Practice, and Policy*, 7, 154-161. doi: 10.1037/tra0000003
- Carleton, R. N., Teale Sapach, M. J. N., Oriet, C., Duranceau, S., Lix, L. M., Thibodeau, M. A., Horswill, S. C., Ubbens, J. R., & Asmundson, G. J. G. (2015). A randomized controlled trial of attention modification for social anxiety disorder. *Journal of Anxiety Disorders*, 33, 35-44. doi: 10.1016/j.janxdis.2015.03.011
- Carleton, R. N., Duranceau, S., Freeston, M. H., Boelen, P. A., McCabe, R. E., & Antony, M. M. (2014). "But it might be a heart attack": Intolerance of uncertainty and panic disorder symptoms. *Journal of Anxiety Disorders*, 28, 463-470. doi: 10.1016/j.janxdis.2014.04.006
- Carleton, R. N., Thibodeau, M. A., Weeks, J. W., Teale Sapach, M. J. N., McEvoy, P. M., Horswill, S. C., & Heimberg, R. G. (2014). Comparing Short Forms of the Social Interaction Anxiety Scale and the Social Phobia Scale. *Psychological Assessment*, 26, 1116-1126. doi: 10.1037/a0037063
- Carleton, R. N., Thibodeau, M., Osborne, J. W., Taylor, S., & Asmundson, G. J. G. (2014). Revisiting the fundamental fears: Towards establishing construct independence. *Personality and Individual Differences*, 63, 94-99. doi: 10.1016/j.paid.2014.01.040
- Carleton, R. N., Hackl, J. L., Fetzner, M. G., & McEvoy, P. (2013). Intolerance of uncertainty as a contributor to fear and avoidance symptoms of panic attacks. *Cognitive Behavior Therapy*, 42, 328-341. doi: 10.1080/16506073.2013.79210
- Carleton, R. N. (2012). The intolerance of uncertainty construct in the context of anxiety disorders: Theoretical and practical perspectives. *Expert Review of Neurotherapeutics*, 12, 937-947. doi: 10.1586/ern.12.82
- Carleton, R. N., Parkerson, H. A., & Horswill, S. C. (2012). Assessing the publication productivity of clinical psychology professors in CPA-accredited Canadian psychology departments. *Canadian Psychology/Psychologie Canadienne*, 53 (3), 226-237. doi: 10.1037/a0027731

Jennifer L. Gordon

Assistant Professor

jennifer.gordon@uregina.ca, (306) 585-4389,

Education and Professional Development

Postdoctoral Fellowship in Women's Reproductive Mood Disorders	2012-2015
The University of North Carolina at Chapel Hill, Department of Psychiatry	
Ph.D. in Clinical Psychology, McGill University	2007-2012
B.Sc. in Psychology, McGill University	2004-2007

Employment History

Assistant Professor at the University of Regina, Psychology	2015-current
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Teaching History

PSYC 102 Introductory Psychology, University of Regina, 2015
PSYC 388 Health Psychology, University of Regina, 2015, 2016, 2017, 2018
PSYC 388 Women's Reproductive Mood Disorders, University of Regina, 2018

Student Supervision

Name	Position	Dates of supervision
Tianna Sauer	Undergraduate honours student	Sept 2017-current
Julie Ziemer	Undergraduate honours student	Sept 2017-current
Ashley Ethier	Master's student	Sept 2016-current
Julia Grummisch	Doctoral student	Sept 2016-current
Raschell Wozniak	Undergraduate honours student	Sept 2016-April 2017
Alexis Pelletier	Undergraduate honours student	Sept 2015-April 2016

University Service

Department of Psychology Undergraduate Honours Committee (2017-current)
 Equity Committee (2016-current)
 Undergraduate Summer Research Award Selection Committee (2017)
 Canada Wide Science Fair Judge (2017)
 CIHR Master's Awards Selection Committee (2016)
Ad hoc reviewer for: *Annals of Behavioral Medicine*, *International Journal of Hypertension*,
Journal of Behavioral Medicine, *Journal of Women's Health*, *Psychophysiology*, *Psychosomatic Medicine*, *PLOS One*

Scholarly Research

Publications

- Gordon, J.L.**, Rubinow, D.R., Eisenlohr-Moul, T.A., Xia, K., Schmidt, P.J., Girdler, S.S. (2018), Transdermal estradiol and intermittent micronized progesterone in the prevention of depressive symptoms in the menopause transition and predictors of treatment benefit: a randomized clinical trial. *JAMA Psychiatry*. 75(2), 149-157.
- Stébenne, P., Bacon, S.L., Austin, A., Paine, N.J., Arsenault, A., Laurin, C., Meloche, B., **Gordon, J.L.**, Dupuis, J., Lavoie, K.L. (2017). The association between positive and negative affect and chest pain perception in relation to ischemia during exercise stress testing. *Psychosomatic Medicine (IF =4)*. 79(4), 395-403.

3. **Gordon JL**, Johnson J, Nau S, Mechlin B, Girdler SS. (2017). The role of chronic psychosocial stress in explaining racial differences in stress reactivity and pain sensitivity. *Psychosomatic Medicine (IF = 4)*. 79(2), 201-212.
4. **Gordon JL**, Eisenlohr-Moul TA, Rubinow DR, Schrubbe L, Girdler SS. (2016). Naturally occurring changes in estradiol concentrations in the menopause transition predict morning cortisol and negative mood in perimenopausal depression. *Clinical Psychological Science (IF = 4)*. 4(5), 919-935. **Gordon JL**, Rubinow DR, Thurston RC, Paulson J, Schmidt PJ, Girdler SS. (2016). Cardiovascular, hemodynamic, neuroendocrine, and inflammatory markers in women with and without vasomotor symptoms *Menopause (IF = 3)*. 23(11), 1189-1198. Citations: 2
5. **Gordon JL**, Rubinow DR, Eisenlohr-Moul TA, Leserman J, Girdler SS. (2016). Estradiol variability, stressful life events and the emergence of depressive symptomatology during the menopause transition. *Menopause (IF = 4)*. 23(3), 1-10.
6. **Gordon JL**, Girdler SS, Meltzer-Brody S, Stika CS, Thurston RC, Clark CT, Prairie BA, Moses-Kolko E, Joffe H, Wisner KL. (2015). Response to “Depression and insulin resistance: additional support for the novel heuristic model in perimenopausal depression. *American Journal of Psychiatry (IF = 15)*. 172(8): 797-797.
7. **Gordon JL**, Girdler SS, Meltzer-Brody S, Stika CS, Thurston RC, Clark CT, Prairie BA, Moses-Kolko E, Joffe H, Wisner KL. (2015). Ovarian hormone fluctuation, neurosteroids and HPA axis dysregulation in perimenopausal depression: a novel heuristic model. *American Journal of Psychiatry (IF = 15)*. 172(3), 227-236.
8. Eskenasi N, Girdler SS, **Gordon JL**. (2015). Sleep quality, depressive symptoms and altered stress reactivity in perimenopausal women. *Journal of Psychology and Behavioral Sciences*. 24: 43-48.
9. **Gordon JL**, Girdler SS. (2014). Hormone replacement therapy in the treatment of perimenopausal depression. *Current Psychiatry Reports (IF = 3)*. 16(12), 517-520.
10. Brandon AR, Crowley SK, **Gordon JL**, Girdler SS. (2014). Non-pharmacologic treatments for depression related to reproductive events. *Current Psychiatry Reports (IF = 3)*. 16 (12), 526-529. Austin AW,
11. **Gordon JL**, Lavoie KL, Arsenault A, Dasgupta K, Bacon SL. (2014). Differential association of insulin resistance with cognitive and somatic symptoms of depression. *Diabetic Medicine (IF = 3)*. 31 (8), 994-1000.
12. **Gordon JL** & Girdler SS. (2014). Mechanisms underlying hemodynamic and neuroendocrine stress reactivity at different phases of the menstrual cycle. *Psychophysiology (IF = 3)*. 51(4): 309-18.
13. Rossi A, Davies E, Lavoie KL, Arsenault A, **Gordon JL**, Meloche B, Bacon SL. (2013). The impact of metabolic syndrome and endothelial dysfunction on exercise-induced cardiovascular changes. *Obesity (IF = 4)*. 21, E143-148.

14. **Gordon JL**, Ditto B, D'Antono, B. (2012). Cognitive depressive symptoms associated with delayed heart rate recovery following interpersonal stress in healthy men and women. *Psychophysiology* (*IF* = 3), 49, 1082-1089.
15. **Gordon JL**, Lavoie KL, Arsenault A, Ditto B, Campbell TS, Bacon, SL. (2012). The relationship between multiple health behaviours and brachial artery reactivity. *International Journal of Hypertension* (*IF* = 2). 2012: 1-9.
16. **Gordon JL**, Lavoie KL, Pelletier R, Arsenault A, Ditto B, Bacon SL. (2011). The effect of major depression on post-exercise cardiovascular recovery. *Psychophysiology* (*IF* = 3). 48, 1605-1610.
17. Bacon SL, Lavoie KL, Arsenault A, Dupuis J, Pilote L, Laurin C, **Gordon JL**, Gautrin D, Vadeboncoeur A. (2011). The research on endothelial function in women and men at risk for cardiovascular disease (REWARD) Study: Methodology. *BMC Cardiovascular Disorders* (*IF* = 2). 11, 1-9.
18. Ditto B, Lavoie KL, Campbell TS, **Gordon JL**, Arsenault A, Bacon SL. (2010). Negative association between resting blood pressure and chest pain in people undergoing exercise stress testing for coronary artery disease. *Pain* (*IF* = 5). 149(3): 501-505. Citations: 5
19. Pelaez S, Lavoie KL, **Gordon JL**, Arsenault A, Bacon SL. (2010). Social networks and exercise in coronary heart disease patients. *Journal of Cardiopulmonary Rehabilitation and Prevention* (*IF* = 2). 30(5): 324-428. Pelletier R, Lavoie KL, **Gordon JL**, Arsenault A, Bacon SL. (2009). The role of mood disorders in exercise-induced cardiovascular reactivity. *Psychosomatic Medicine* (*IF* = 4). 71: 301-307.
20. **Gordon JL**, Lavoie KL, Arsenault A, Ditto B, Bacon, SL. (2008). Health behaviors and endothelial function. *Journal of Behavioral Medicine* (*IF* = 3). 31:5-21. Citations: 24

Book Chapter

1. **Gordon JL**, Lavoie KL, Arsenault A, Ditto B, Bacon SL. (2012). Mood disorders and cardiovascular disease. In M. Jurueña (Ed.), *Mood disorders*, Croatia: Intech.

Peer-Reviewed Abstracts (*Accepted as an oral presentation)

1. **Gordon, J.L.**, Rubinow, D.R., Eisenlohr-Moul, T.A., Xia, K., Girdler, SS. (2017) Antidepressant effects of transdermal estradiol in the menopause transition are moderated by reproductive stage and stressful life events: a randomized clinical trial. *Menopause*. 24(12), 42.
2. **Gordon JL**, Rubinow DR, Girdler SS. (2014). Estradiol fluctuation, stress sensitivity and depressed mood in the menopause transition. *Menopause*. 21(12), 1341.
3. **Gordon JL**, Rubinow DR, Watkins LL, Leserman J, Girdler SS. (2014). Characteristics of an abuse history predict different stress reactivity phenotypes in perimenopausal women. *Psychosomatic Medicine*. 76:A22.

+ 22 other conference abstracts

Heather Hadjistavropoulos, Professor
hadjista@uregina.ca, (306) 585-5133

Education and Professional Development

Ph.D. Clinical Psychology, University of British Columbia, Vancouver, BC, 1995
 M.A. Clinical Psychology, University of British Columbia, Vancouver, BC, 1992
 Saskatchewan College of Psychologists – (1996 - #228)
 Registered Psychologist Canadian Register of Health Service Providers in Psychology (#5560)
 Certificate of Professional Qualification in Psychology (#3087)
 Certified Cognitive Behaviour Therapist – Can Association of Cognitive and Behavioural Therapies (# 456)

Employment History

July 2005 to present Professor, Department of Psychology, University of Regina

Teaching History

<i>Psychological Assessment I (850)</i>	2009 – 2015, 2017
<i>Psychological Assessment II (851)</i>	2009, 2011, 2013, 2015
<i>Doctoral Seminar (900)</i>	2007, 2008, 2011, 2013, 2015, 2017
<i>Psychology Training Clinic Supervision</i>	2008-2018 (2-3MA and 3-4 PhD students per year)
<i>Applied Psychology (460)</i>	2009, 2011, 2012, 2013, 2018

Student Supervision

Name	Position	Dates of supervision
Swati Mehta	Postdoctoral Fellow	2017-Present
Vanessa Peynenburg	MA student	2017-Present
Nichole Faller	PhD student	2017-present
Michael Edmonds	MA student	2016-present
Victoria Owens	MA and PhD student	2015- present
Joelle Soucy	MA and PhD student	2014-present
Dale Dirkse	MA and PhD student	2012-present
Luke Schneider	MA and PhD student	2011- present
Lindsay Friesen	MA and PhD student	2010-2016
Nicole Alberts	MA and PhD student	2009-2015
Nicole Pugh	MA and PhD student	2008-2014
Christina Drost	PhD student	2012-2016
Shannon Jones	PhD student	2009-2014
Amy Janzen	PhD student	2007-2011
Michelle Bourgault-Fagnou	PhD student	2005-2010
Allisson Quine	PhD student	2003-2009

Melissa Kehler	PhD student	2006-2013
Danielle Earis	Honours Supervisor	2017-2018
Kristen Klassen	Honours Supervisor	2016-2017
Catherine Couture	Honours Supervisor	2016-2017
Victoria Owens	Honours Supervisor	2014-2015
Chantalle Fuchs	Honours Supervisor	2013-2014
Kirsten Gullickson	Honours Supervisor	2010-2011
Alyssa Counsell	Honours Supervisor	2009-2010

University Service

April 2010- present	Founder and Director, Online Therapy Unit, Dept. of Psych.
May 2015-present	Clinical Committee Member, Dept. of Psych.
May 2002 – May 2015	Director of Clinical Training, Dept. of Psych.
July 2002- May 2015	Founder and Director, Psych. Training Clinic, Dept. of Psych.
Fall 2016	Dean's observer, Sociology term appointment
2009, 2010, 2012	Member, Campus Promotion Committee, U of R
July 2010-2015	Psychology Lead, Interprofessional Education on Pain Committee (events organized 2011-2105), U of S/U of R Collaboration
July 2009-2014	Associate, Western Regional Training Centre in Health Services Research
May 2010-2012	Member, Executive of the U of R Council
2008-2012	Member, Faculty of Graduate Studies and Research Council
2010-2011	Member, President's Advisory Committee, Administrative and Organizational Review, U of R
2012, 2014-2015	Member, Clinical Search Committee, Dept. of Psych.
2013-Present	Member, eTherapy Steering Committee and subsequently Collaborative for e-Mental Health, Mental Health Commission of Canada
2015-2016	Member, Scientific Organizing Committee, 8th conference of the International Society for Research on Internet Interventions, Seattle
2013-2015	Member at Large, Canadian Mental Health Association –Sask. Division
2012	Member, Anxiety/Depression Clinical Pathway Group, Sask. Health
2012	Chair, Health Services Research Advisory Panel, Sask. Health Research Foundation
2010-2013	President-Elect (2010-2011), President (2012), Past-President (2013), Canadian Association for Cognitive and Behavioural Therapies
2010-2012	Member, Canadian Psychological Association Nominating Committee
2010-2012	Member, Advisory Council for Clinical Education, Sask. Academic Health Sciences Network
2010-2013	Member, Collaborative Grants and Awards Committee, Sask. Health Research Foundation

Scholarly Research Last 10 Years – selected publications listed below

<i>Peer-reviewed publications: 65</i>	<i>Books: 2</i>
<i>Refereed Conference Presentations: 87</i>	<i>Chapters: 11</i>

1. **Hadjistavropoulos, H. D.**, Schneider, L. H., Edmonds, M., Karin, E., Nugent, M. N., Dirkse, D., Dear, B., Titov, N. (2017). Randomized controlled trial of Internet-delivered cognitive behaviour therapy comparing standard weekly versus optional weekly therapist support. *Journal of Anxiety Disorders*, 52, 15-24.
2. **Hadjistavropoulos, H. D.**, Nugent, M., Dirkse, D. & Pugh, N. (2017). Implementation of Internet-delivered cognitive behavior therapy within community mental health clinics: A process evaluation using the consolidated framework for implementation research. *BMC Psychiatry*, 17:331
3. **Hadjistavropoulos, H. D.**, Pugh, N.*, Hesser, H., & Andersson, G. (2017). Therapeutic alliance in therapist-assisted Internet-delivered cognitive behavior therapy for depression and anxiety. *Clinical Psychology and Psychotherapy*. 24, 451-461.
4. **Hadjistavropoulos, H. D.**, Nugent, M., Alberts, N.* , Staples, L., Dear, B., & Titov, N. (2016). Transdiagnostic Internet-delivered cognitive behaviour therapy in Canada: An open trial comparing results of a specialized online clinic and nonspecialized community clinics. *Journal of Anxiety Disorders*, 42, 19-29.
5. **Hadjistavropoulos, H. D.**, Pugh, N.* , Hesser, H., & Andersson, G. (2016). Predicting response to therapist-assisted Internet-delivered cognitive behavior therapy for depression or anxiety within an open dissemination trial. *Behavior Therapy*, 47, 155-165.
6. **Hadjistavropoulos, H. D.**, Juckes, K., Dirkse, D.* , Cuddington, C., Walker, K., Bruno, P., White, G., Ruda, L., Pitzel-Bazylewski, M. (2015). Student evaluations of an interprofessional education workshop on pain management. *Journal of Interprofessional Care*, 29, 73-75
7. **Hadjistavropoulos, H. D.**, Pugh, N. E.* , Nugent, M., Hesser, H., Andersson, G., Marchildon, G. P., et al. (2014). Therapist-assisted Internet-delivered cognitive behaviour therapy for depression and anxiety: Evidence to practice. *Journal of Anxiety Disorders*, 28, 884-893.
8. **Hadjistavropoulos, H. D.**, Alberts, N.* , Nugent, M., Marchildon, G. (2014). Improving access to psychological services through therapist-assisted Internet cognitive behaviour therapy. *Canadian Psychology*, 55, 303-311.
9. **Hadjistavropoulos, H. D.**, Janzen, J. A.* , Kehler, M. D.* , Leclerc, J. A.* , Sharpe, D., & Bourgault-Fagnou, M. D.* (2012). Core cognitions related to health anxiety in self-reported medical and non-medical samples. *Journal of Behavioural Medicine*, 32, 167-178.
10. **Hadjistavropoulos, H. D.**, Thompson, M., Klein, B., & Austin, D. (2012). Dissemination of therapist-assisted Internet cognitive behaviour therapy: Development and open pilot study of a workshop. *Cognitive Behaviour Therapy*, 40-230-240.
11. **Hadjistavropoulos, H. D.**, Thompson, T., Ivanov, M., Drost, C.* , Butz, C., Klein, B., & Austin, D. (2011). Considerations in the development of a therapist-assisted Internet cognitive behavior therapy service. *Professional Psychology: Research and Practice*, 42, 463-471.
12. **Hadjistavropoulos, H. D.**, Kehler, M.* , & Hadjistavropoulos, T. (2010). Training graduate students to be clinical supervisors: A survey of canadian professional psychology programmes. *Canadian Psychology*, 51, 206-212.
13. **Hadjistavropoulos, H. D.**, Kehler, M. D.* , Peluso, D., Loutzenhiser, L., & Hadjistavropoulos, T. (2010). Case Presentations: A key method for evaluating core competencies in clinical psychology? *Can Psych*, 51, 269-275.
14. **Hadjistavropoulos, H. D.**, Garratt, S., Janzen, J. A.* , Bourgault-Fagnou, M. D.* , & Spice, K. (2009). Development and evaluation of a continuity of care checklist for improving patient discharge from hospital. *Journal of Orthopaedic Nursing*, 13, 183-193.
15. **Hadjistavropoulos, H.**, Biem, H., Sharpe, D., Bourgault-Fagnou, M.* , & Janzen, J.* (2008). Patient perceptions of hospital discharge: Reliability and validity of a patient continuity of care questionnaire. *International Journal of Quality in Health Care*, 20(5), 314-323.

Thomas Hadjistavropoulos, Ph.D., R.D. Psych., ABPP

Editor-in-Chief, Ethics & Behavior

President (2007-2008), Canadian Psychological Association

Fellow of the Canadian Psychological Association, American Psychological Association, Canadian Association for Cognitive and Behavioural Therapies and Canadian Academy of Health Sciences

thomas.hadjistavropoulos@uregina.ca; (306) 585 4457

Education and Professional Development

2016-present	Editor-in-Chief , Ethics & Behavior
2009	Elected Fellow of the Canadian Academy of Health Science
2006-2009	Past President , Canadian Psychological Association
2016	Certified in Cognitive Behaviour Therapy by the Canadian Association for Cognitive and Behavioural Therapies (CACBT)
1991	Ph.D. in Clinical Psychology , University of Saskatchewan (APA/CPA accredited)
1989	Predoctoral Internship in Clinical Psychology, University Hospital – UBC (APA/CPA accredited)
1987	M.A. in Clinical Psychology, University of Saskatchewan
1985	B.A. with First Class Honours , Psychology, McGill University

Employment History

2010-present	Research Chair in Aging and Health
2000-present	Professor (with tenure), Dept. of Psychology, University of Regina
1993-present	Part-time psychological and consulting practice

Teaching History

Psychology 860: Interventions I (taught annually since 2010)

Hadjistavropoulos' Research Chair provides the Faculty of Arts Funding against one full-time faculty replacement salary (term-appointee).

Student Supervision

Name	Position	Dates of supervision
Erin Browne	Ph.D. (Doctoral Student)	2015-present
Natasha Gallant	M.A. Ph.D. (Doctoral Student)	2014-present
Delaine Shackleton	M.A./Ph.D. (Doctoral Student)	2014-present
Rhonda Stopyn	M.A. Thesis (Grad Student)	2016-present
Ainsley MacIntyre	M.A. Thesis (Grad Student)	2016-present
Reihaneh Ahmadi	Honours Thesis (Student)	2017-present
Kristie Newton	Honours Thesis (Student)	2017-present
Amy Hampton	Ph.D./M.A. (Doctoral Student)	2012-present
Lemmie Tan	Honours Thesis (Medical School)	2015-2016
Michelle Gagnon	M.A./Ph.D. Assistant Prof., U of S)	2010-2017
Ashley Viklund	M.A. (Psychologist, Ranch Erhlo)	2011-2015
Heather Eritz	M.A./ Ph.D (Psychologist, Regina Child and Youth Services)	2007-2014
Theresa Fitzgerald	M.A./Ph.D. (Private Practice)	2005-2013
Sarah Chan	M.A./Ph.D. Psychologist (Regina Mental Health)	2007-2013

Sarah Zwakhalen	Post-Doctorate (Professor, Maastricht University)	2009
Paulette Hunter	Ph.D. (Associate Prof, U of S)	2008-2012
Kirstie Walker	M.A. (Doctoral Student)	2010-2012
Clair Barefoot	M.A. (Unknown)	2009-2011
Omeed Ghandehari	M.A./Ph.D. (Doctoral Student)	2009-present
Amanda Lints-Martindale	Ph.D. Psychologist/Assistant Prof (Psychiatry, U Manitoba)	2006-2010
Jaime Williams	Post-Doctorate (Assistant Prof, U of R)/Ph.D.	2011-2013 2003-2008
Katherine Owens	Ph.D. (Psychologist, Regina Mental Health)	2004-2008
Shannon Fuchs-Lacelle	Ph.D. (Private Practice)	2003-2007

University Service

- 2002-present **Founding Director**, Centre on Aging and Health, U. of Regina
- 2015-present **Special Advisor** to Vice President of Research, U. of Regina
- 2003-present **Member**, Research and Grad Studies Committee, Faculty of Arts, U. of Regina
- 2009-present **Member** (Chair for 3 years), Curriculum Committee, Dept. of Psychology, U. of Regina

Scholarly Research

Lifetime # of Publications: 332 (150 articles, 36 chapters, 6 books, 4 book reviews, 136 published abstracts)

PARTIAL LIST OF KEY GRANTS

- 2014-2017 **Canadian Institutes of Health Research (CIHR)** (\$318,000.00 over 3 years) Principal Investigator: Development of an Automated System for Pain Detection and Monitoring in Older Adults with Dementia
- 2014-2017 **SK Health Research Foundation** (\$717,881.00), Principal Investigator: Research and Community Alliance for Quality of Life in Older Adults
- 2013 **Canada Foundation for Innovation** (\$149,217.00), Principal Investigator: The Pain and Aging Laboratory: Prevention, Rehabilitation and Structure Experimentation
- 2008-2014 **Saskatchewan Health Research Foundation** (\$2,408,501.00), Principal Investigator: Research and Community Alliance for Quality of Life in Long-Term Care
- 2005-2008 **CIHR Operating Grant** (\$204,228.00 over 3 years), Principal Investigator: The Impact of Fear of Pain and Fear of Falling Among Seniors with Moderate to Severe Dementia
- 2002-2007 **CIHR New Emerging Team Operating Grant** (\$947,000.00 over 5 years), Principal Investigator: Implementation of a pain assessment and treatment program for seniors

PUBLICATIONS (last 10 years only; trainees in bold print)

BOOKS

- Hadjistavropoulos, T. & Hadjistavropoulos, H. (Eds.) (2015). *Fundamentals of Health Psychology*. Don Mills, Ontario: Oxford University Press.
- Hadjistavropoulos, T. & Hadjistavropoulos, H. (Eds.) (2008). *Pain management in older adults: A self-help guide*. Seattle: IASP Press.

SELECTED REFEREED PAPERS

- Hadjistavropoulos, T., **Browne, M.E.**, et al. (in press). Pain in severe dementia: A comparison of a fine-grained assessment approach to an observational checklist designed for clinical settings. *European Journal of Pain*.
- Gagnon, M.**, Hadjistavropoulos, T., & MacNab, Y. (2017). Contextual influences on pain communication in couples with and without a partner with chronic pain. *Pain*, 158, 1960-1970.
- Ammaturo, D.**, Hadjistavropoulos, T., & Wililams, J. (2017). Pain in dementia: Use of observational pain assessment tools by people who are not health professionals. *Pain Medicine*, 18, 1895-1907.

- Gallant, N.**, & Hadjistavropoulos, T. (2017). Experiencing pain in the presence of others: A structured laboratory investigation of older adults. *The Journal of Pain*, *18*, 456-467.
- Tan, L.O.**, Hadjistavropoulos, T., & MacNab, Y. (2017). The Catastrophic Thoughts About Insomnia Scale (CTIS): Development and validation. *Cognitive Therapy and Research*, *41*, 143-154.
- Gagnon, M.**, Hadjistavropoulos, T., et al. (2016). A systematic review of knowledge translation (KT) in pediatric pain: Focus on health care providers. *Clinical Journal of Pain*, *32*, 972-990.
- Hadjistavropoulos, T., et al. (2016). Increasing the frequency and timeliness of pain assessment and management in long-term care: Knowledge transfer and sustained implementation. *Pain Research and Management*, vol. 2016, Article ID 6493463, 13 pages.
- Eritz, H.**, Hadjistavropoulos, T., et al. (2016). A life history intervention for individuals with dementia: A randomized controlled trial of nursing staff empathy, perceived patient personhood and aggressive behaviours. *Ageing & Society*, *36*, 2061-2089.
- Hampton, A. J. D.**, Hadjistavropoulos, T., **Gagnon, M.**, et al. (2015). The effects of emotional regulation strategies on the pain experience: A structured laboratory investigation. *Pain*, *156*, 868-879.
- Hadjistavropoulos, T., et al. (2014). Pain assessment in older adults with dementia. *The Lancet Neurology*, *13*, 1216-1227.
- Hadjistavropoulos, T., et al. (2014). Improving pain assessment practices and outcomes in long-term care facilities: A mixed methods investigation. *Pain Management Nursing*, *15*, 748-759.
- Chan, S.**, Hadjistavropoulos, T., **Williams, J.** & **Lints-Martindale, A.** (2014). Evidence-based development and initial validation of the Pain Assessment Checklist for Seniors with Limited Ability to Communicate-II (PACSLAC-II). *Clinical Journal of Pain*. *30*, 816-824.
- Hunter, P. V.**, Hadjistavropoulos, T., et al. (2013). The personhood in dementia questionnaire (PDQ): Establishing an association between beliefs about personhood and health providers' approaches to person-centred care. *Journal of Aging Studies*, *27*, 276-287.
- Hadjistavropoulos, T. (2013). "Stop the fraud!" What is the effect of social deception priming on health professionals? *Pain*, *154*, 185-186.
- Gagnon, M. M.**, Hadjistavropoulos, T., & **Williams, J.** (2013). Development and mixed methods evaluation of a pain assessment video training program for long-term care staff. *Pain Research & Management*, *18*(6), 307-312.
- Lints-Martindale, A.**, Hadjistavropoulos, T., et al. (2012). A comparative investigation of observational pain assessment tools for older adults with dementia. *Clinical Journal of Pain*, *28*, 226-237.
- Hadjistavropoulos, T., et al. (2011). A biopsychosocial formulation of pain communication. *Psychological Bulletin*, *137*, 910-939.
- Hadjistavropoulos, T, et al. (2011). Pain assessment in adults and children with limited ability to communicate. In D.C. Turk & R. Melzack (Eds.) *Handbook of pain assessment (3rd Edition)* (pp. 260-280). New York: Guilford Press.
- Eritz, H.** & Hadjistavropoulos, T. (2011). Do informal caregivers consider non-verbal behavior when they evaluate pain in people with dementia? *Journal of Pain*, *12*, 331-339.
- Fuchs-Lacelle, S.**, Hadjistavropoulos, T. & Lix, L. (2008). Pain assessment as intervention: A study of seniors with severe dementia. *Clinical Journal of Pain*. *24*, 697-707.
- Hadjistavropoulos, T., et al. (2007). An interdisciplinary expert consensus statement on assessment of pain in older persons. *Clinical Journal of Pain, Supplement 1*, S1-S43.

Due to space limitations, an additional: 1 book, 75 articles, 25 chapters, 71 published abstracts, and 54 presentations without published abstracts completed in the past 10 years could not be listed.

Bridget Klest

Associate Professor

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Education and Professional Development

B.A. (June 2002), M.A. (December 2003), Ph.D. (June 2010), Psychology, University of Oregon

Registered Doctoral Psychologist, Saskatchewan College of Psychologists, 2013-present

Employment History

Assistant Professor, Department of Psychology, University of Regina, 2012-2016

Associate Professor (tenured), Department of Psychology, University of Regina, 2016-present

Postdoctoral Fellow, VA Puget Sound Healthcare System, Seattle, WA, 2011-2012

Postdoctoral Fellow, UW Rehabilitation Psychology, Seattle, WA, 2010-2011

Psychology Intern, UCSD/San Diego VA, San Diego, CA, 2009-2010

Teaching History

- University of Regina

Interventions II (graduate level), Fall 2014, Fall 2016

Advanced Psychopathology (graduate level) Fall 2013

Abnormal Psychology, Spring 2013, Fall 2013, Winter 2014, Winter 2015, Winter 2017

Perspectives on Personality, Winter 2013, Winter 2014, Fall 2014, Winter 2015, Fall 2016, Winter 2017

- University of Oregon

Psychology of Trauma, Summer 2008

Psychology of Gender, Summer 2005, Summer 2006, Summer 2007, Fall 2008

Statistical Methods in Psychology, Winter 2006, Spring 2006, Fall 2006, Winter 2007, Spring 2007, Fall 2007, Winter 2008, Winter 2009, Spring 2009

Student Supervision

Name	Position	Dates of supervision
Emily Boughner	PhD program supervisor	2016-present
Seint Kokokyi	PhD program supervisor	2016-present
Andreea Tamaian	PhD program supervisor	2015-present
Hannah Anstey	MA program supervisor	2017-present
Seint Kokokyi	MA program supervisor	2014-2016
Andreea Tamaian	MA program supervisor	2013-2015
Kayla Lett	Honours program supervisor	2017-present
Miranda Reid	Honours program supervisor	2016-2017
Katherine Mazenc	Honours program supervisor	2014-2015
Olivia Philippon	Honours program supervisor	2014-2015
Christina Mutschler	Honours program supervisor	2013-2014

University Service

- Acting Dir. of Clinical Training, Clinical Psychology Graduate Program, University of Regina, 2017-2018
- University of Regina Faculty Association (URFA) Equity Officer, University of Regina, 2017-present
- Member, URFA Council of Representatives, University of Regina, 2017-present
- Member, Faculty of Arts Stapleford Lecture Committee, University of Regina, 2017-present
- Member, Undergraduate and Honours Committee (UHC), Department of Psychology, University of Regina, 2014-present
- Member, URFA Equity Committee, University of Regina, 2016-2017
- Member, Employment Equity Consultative Committee, University of Regina, 2014-2017
- Member, Registration Committee, Saskatchewan College of Psychologists, 2014-2015
- Faculty Advisor to the Board, Student Energy in Action for Regina Community Health (SEARCH), 2014-2015
- Mentor, Student Energy in Action for Regina Community Health (SEARCH), 2013-2015

Scholarly Research

- Kendall-Tackett, K.A., & Klest, B. (2009) Editorial: Causal mechanisms and multi-directional pathways between trauma, dissociation, and health, *Journal of Trauma & Dissociation* 10(2), 129-134.
- Kendall-Tackett, K.A., & Klest, B. (Eds.). (2009) Trauma, dissociation, and health [Special Issue]. *Journal of Trauma & Dissociation*, 10(2).
- Freyd, J.J., Klest, B., & DePrince, A.P. (2010). Avoiding awareness of betrayal: Comment on Lindblom and Gray (2009). *Applied Cognitive Psychology*, 24, 20-26.
- Allard, C.B., Nunnink, S., Gregory, A.M., Klest, B. & Platt, M. (2011). Military Sexual Trauma Research: A Proposed Agenda. *Journal of Trauma & Dissociation*, 12(3), 324 - 345.
- Klest, B. (2012). Childhood trauma, poverty, and adult victimization. *Psychological Trauma: Theory, Research, Practice, and Policy*, 4, 245-251.
- Klest, B., Freyd, J.J., Hampson, S.E., & Dubanoski, J.P. (2013). Trauma, socioeconomic resources, and self-rated health in an ethnically diverse adult cohort. *Ethnicity and Health*. 18, 97-113.
- Klest, B., Freyd, J.J., & Foynes, M.M. (2013). Trauma exposure and posttraumatic symptoms in Hawaii: Gender, ethnicity, and social context. *Psychological Trauma: Theory, Research, Practice, and Policy*, 5, 409-416.
- Mackelprang, J. L., Klest, B., Najmabadi, S. J., Valley-Gray, S., Gonzalez, E. A., & Cash, R. E. (2014). Betrayal trauma among homeless adults: Associations with revictimization, psychological wellbeing, and health. *Journal of Interpersonal Violence* 29(6), 1028–1049.
- Klest, B., & Philippon, O. (2015). Trust in the Medical Profession and Patient Attachment Style. *Psychology, Health & Medicine*, 1-8.
<http://www.tandfonline.com/doi/full/10.1080/13548506.2015.1120328>
- Klest, B., Tamaian, A., & Mutschler, C. (2016). Betrayal Trauma, Healthcare Relationships, and Health in Patients with a Chronic Neurovascular Condition. *Journal of Aggression, Maltreatment, and Trauma*, 1-16.
- Klest, B., Mutschler, C., & Tamaian, A. (2016). Factors Affecting Surgery Decision Making in Patients with a Chronic Neurovascular Condition. *Journal of Clinical Nursing*.
- Tamaian, A., Klest, B., & Mutschler, C. (2016). Patient Dissatisfaction and Institutional Betrayal in the Canadian Medical System: A Qualitative Study. *Journal of Trauma and Dissociation*, 1-20.
- Hampson, S. E., Edmonds, G. W., Goldberg, L. R., Barckley, M., Klest, B, Dubanoski, J. P., & Hillier, T. A. (2016). Lifetime Trauma, Personality Traits, and Health: A Pathway to Midlife Health Status. *Psychological Trauma: Theory, Research, Practice, and Policy*.
- Edmonds, G. W., Hampson, S. E., Côté, H. C. F., Hill, P. L., & Klest, B. (in press). Childhood Personality, Betrayal Trauma, and Leukocyte Telomere Length in Adulthood: A Lifespan Perspective on Conscientiousness and Childhood Betrayal Traumas as Predictors of a Biomarker of Cellular Aging. *European Journal of Personality*.
- Tamaian, A., & Klest, B. (2017). Institutional betrayal in the Canadian medical system: Reliability and validity of a self-report questionnaire. *Journal of Aggression, Maltreatment & Trauma*.
doi:10.1080/10926771.2017.1294638

Jeff Loucks

Associate Professor

jeff.loucks@uregina.ca, (306) 585 4033,

Education and Professional Development

Ph.D. in Psychology, University of Oregon, Eugene	2009
M.S. in Psychology, University of Oregon, Eugene	2003
B.A.H in Psychology, Queen's University, Kingston	2002

Employment History

Associate Professor, Department of Psychology, University of Regina	2016-Present
Assistant Professor, Department of Psychology, University of Regina	2012-2016
Research Associate, Department of Psychology, University of Washington	2009-2012
Instructor, Department of Psychology, University of Oregon	2003-2009

Teaching History

Developmental Psychology, University of Regina	2012-present
Child Development, University of Regina	2013-present
Infant Development, University of Regina	2014-present
Cognitive Development, University of Washington	2012
Statistical Methods in Psychology, University of Oregon	2004-2008

Student Supervision

Name	Position	Dates of supervision
Denee Buchko	Master's student	2017 - present
Bindu Senthil Kumar	Doctoral student	2014 - 2017
Jaspreet Singh	Honour's student	2017 - present
Stephanie Seilman	Honour's student	2016 - 2017
Denee Buchko	Honour's student	2015 - 2016
Matthew Pechey	Honour's student	2014 - 2015
Megan Carroboung	Honour's student	2013 - 2014
Jason Dooley	Honour's student	2009 - 2010
Kenneth Hartline	Honour's student	2008 - 2009

University Service

University Service

Occupational Health and Safety, University of Regina	2017 - present
Woodrow Lloyd Lecture Committee, University of Regina	2017-present
Executive of Council, University of Regina	2015-2017
NSERC Masters Award Selection Committee, University of Regina	2016, 2017
NSERC Doctoral Award Selection Committee, University of Regina	2016, 2017
SSHRC Doctoral Award Selection Committee, University of Regina	2013

Department Service

Undergraduate and Honours Committee, University of Regina	2014-present
Curriculum Committee, University of Regina	2016-present
Graduate Selection Committee, University of Regina	2014-present

Scholarly Research

Refereed Publications

- Loucks, J., & Sommerville, J. A. (2018). Developmental change in human action perception: Is motor experience the cause? *Infancy*, 1-19.
- Loucks, J., Mutschler, C., & Meltzoff, A. N. (2017). Children's representation and imitation of events: How goal organization influences 3-year-old children's memory for action sequences. *Cognitive Science*, 41, 1904-1933.
- Loucks, J., & Pechey, M. (2016). Human action perception is consistent, flexible, and orientation dependent. *Perception*, 45, 1222-1239.
- Loucks, J., & Sommerville, J. A. (2013). Attending to what matters: Flexibility in adults' and infants' action perception. *Journal of Experimental Child Psychology*, 16, 856-872.
- Loucks, J., & Meltzoff, A.N. (2013). Goals influence memory and imitation for dynamic human action in 36-month-old children. *Scandinavian Journal of Psychology*, 54, 41-50.
- Loucks, J., & Sommerville, J. A. (2012). The role of motor experience in understanding action function: The case of the precision grasp. *Child Development*, 83, 801-809.
- Loucks, J., & Sommerville, J. A. (2012). Developmental changes in the discrimination of dynamic human actions in infancy. *Developmental Science*, 15, 123-130
- Loucks, J. (2011). Configural information is processed differently in human action. *Perception*, 40, 1047-1062.
- Loucks, J., & Baldwin, D. (2009). Sources of information for discriminating dynamic human actions. *Cognition*, 111, 84-97.
- Loucks, J., & Baldwin, D. (2008). Sources of information in human action. In B. C. Love, K. McRae, & V. M. Sloutsky (Eds.), *Proceedings of the 30th Annual Conference of the Cognitive Science Society* (pp. 121-126). Washington, DC: Cognitive Science Society.

Book Chapters

- Loucks, J., & Sommerville, J. A. (2013). Human action perception across development. In M.D. Rutherford & V. A. Kuhlmeier (Eds.), *Social Perception* (pp. 351-381). Cambridge: The MIT Press.
- Sommerville, J. A., Upshaw, M. B., & Loucks, J., (2012). The nature of goal-directed action representations in infancy. In J. B. Benson (Series Ed.), F. Xu, & T. Kushnir (Vol. Eds.), *Advances in Child Development and Behavior: Vol 43. Rational Constructivism in Cognitive Development* (pp. 351-387). Boston: Academic Press.
- Loucks, J., & Pederson, E. (2011). Linguistic and non-linguistic categorization of complex motion events. In J. Bohemeyer & E. Pederson (Eds.), *Event Representations in Language and Cognition* (pp. 108-133). Cambridge: Cambridge University Press.
- Baldwin, D., Loucks, J., & Sabbagh, M. A. (2008). Pragmatics of human action. In T. F. Shipley & J. M. Zacks (Eds.), *Understanding Events: From Perception to Action* (pp. 96-129). New York: Oxford University Press.

Refereed and Conference Presentations

- Loucks, J. (2017, June). Speed perception is enhanced for human actions. Talk presented at the annual conference of the Canadian Society for Brain, Behaviour, and Cognitive Sciences, Regina, SK.
- *Seilman, S., & Loucks, J. (2017, June). Effects of motor involvement on memory performance for pictorial and 3D objects. Poster presented at the annual conference of the Canadian Society for Brain, Behaviour, and Cognitive Sciences, Regina, SK.
- *Buchko, D., & Loucks, J. (2017, June). Pupil dilation as a measure of action prediction. Poster presented at the annual conference of the Canadian Society for Brain, Behaviour, and Cognitive Sciences, Regina, SK.
- Loucks, J., & Meltzoff, A. N. (2016, August). Higher-level goals structure children's action memory. Talk presented at the annual meeting of the Cognitive Science Society, Philadelphia, PA. in symposium "Higher-level goals in the processing of human action events", chair Jeff Loucks.
- *Buchko, D., & Loucks, J. (2016, June). Pupil dilation as a measure of action prediction. Poster presented at the annual conference of the Canadian Society for Brain, Behaviour, and Cognitive Sciences, Ottawa, ON.
- *Pechey, M., & Loucks, J. (2015, June). Human action perception: The effects of goals and inversion. Poster presented at the annual conference of the Canadian Society for Brain, Behaviour, and Cognitive Sciences, Ottawa, ON.
- Loucks, J. (2015, March). Memory for hierarchical goal structure facilitates imitation of novel actions in 3-year-old children. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Loucks, J., & Meltzoff, A. N. (2013, October). How goal inferences structure young children's memory and imitation for novel action sequences. Talk presented at the biennial meeting of the Cognitive Development Society, Memphis, TN.

* = student author

Lynn Loutzenhiser

Associate Professor

lynn.loutzenhiser@uregina.ca, (306) 585 4078,

Education and Professional Development

Education:

- 2001 Doctor of Philosophy, Clinical Psychology, University of Saskatchewan, Saskatoon, SK
- 1992 Masters of Arts, Applied Social Psychology, University of Guelph, Guelph, ON
- 1984 Bachelor of Arts (Honours), University of Saskatchewan, Saskatoon, SK

Professional Training Certificates:

- 2017 Telemental Health Counseling and Ethics Training, Online, Self-Study, Certificate of Completion, Telehealth Certification Institute, LLC
- 2018 TeleSupervision, Online, Self-Study Certificate of Completion, Telehealth Certification Institute, LLC

Courses and Workshops:

- 2012 CPA Site Accreditation Workshop
- 2009 Clinical Supervision Workshop
- 2008 CPA Site Accreditation Workshop
- 2007 Clinical and Research Training Workshops Autism Diagnostic Observation Schedule
- 2006 P-CITE Problem Based Learning Workshop
- 2006 Interprofessional Education Intensive Workshop
- 2006 Advanced Problem Based Learning Workshop

Employment History

- 2009- Associate Professor (Tenured), Department of Psychology, Faculty of Arts, University of Regina, Regina, Saskatchewan
- 2004 Parental Leave of Absence
- 2003 Assistant Professor (Tenure-track), Department of Psychology, Faculty of Arts, University of Regina, Regina, Saskatchewan

Teaching History

In the last 10 years, I have consistently taught the following graduate level courses: Psyc 806 Ethics and Standards of Professional Practice, Psyc 850 Psychological Assessment I, Psyc 851 Psychological Assessment II, Psyc 870 Practica in Clinical Psychology. I have also taught Psyc 210 Developmental Psychology at the undergraduate level.

Student Supervision

Name	Position	Dates of supervision
Sarah Elizabeth Ivens	MA and PhD Student	<i>2013-present</i>
Katherine Mazenc	MA and PhD Student	<i>2015-present</i>
Shanelle Waitish	Honours Student	<i>2016-2017</i>
Nicole Storm	Honours Student	<i>2014-2015</i>
Kelcie Novak	Honours Student	<i>2012-2013</i>
Alana Dalrymple	Honours Student	<i>2012-2013</i>
Nikolina Vracar	Honours Student	<i>2011-2012</i>
Erin Summers	Honours Student	<i>2009-2010</i>
Amanda Neirinck-George	Honours Student	<i>2007-2008</i>
Nathalie Berard	PhD Student	<i>2007-2014</i>
Phillip Sevigny	MA and PhD Student	<i>2006-2014</i>
Maureen Thompson	Honours and MA Student	<i>2006-2008</i>
Angela Bathgate	Honours and MA Student	<i>2005-2008</i>
Julianne Wile	Honours Student	<i>2005-2006</i>
Lisa Zelensky	Honours Student	<i>2004-2005</i>
Glenda Cockburn	Honours Student	<i>2004-2005</i>

University Service

During the past 10 years, I have participated extensively in both the University of Regina community and in my professional community. At the departmental level, I have held two administrative positions in the Clinical Psychology Program. I was the Clinical Placement Co-ordinator from 2007 to 2015, and I have served as the Director of Clinical Training since 2015. I have also been a member of a number of department committees including the Curriculum Committee, the CPA Awards Committee and the Clinical Committee. At the faculty level, I have been a member of the Faculty of Arts, Space Allocation Committee, Performance Review Committee, Community Research Unit Advisory Committee and the Faculty Representative at Luther College. At the University level, I have been a member of the Association for the Research on Mothering, the Faculty of Graduate Studies and Research Special Case Ph.D. Committee, the Executive Council, various search committees for faculty positions in other faculties, and the Transdisciplinary Committee for the Development of the Child Studies Program. In my professional capacity, I have been a member of committees at the local, provincial and national level. I have been a member of the Regina Qu'Appelle Health Region, Clinical Frameworks Reference Committee, the Saskatchewan Association of Health Sciences Network Advisory Committee on Clinical Placement Issues (Member representing the Vice-President Academic, University of Regina), the Saskatchewan Association of Health Sciences Network Advisory Council on Clinical Education (Member representing the Vice-President Academic, University of Regina), the KIDS First Program Evaluation Advisory Committee (2007-2008), the P-CITE Steering Committee (Interprofessional Development), a Saskatchewan Health Research Foundation Review Committee, the Chair of the Chair, Professional Practice and Ethics Committee for the Saskatchewan College of Psychologists, the Ad Hoc Committee on Competence (2005) and a Member at Large, Executive Council for the College of Psychologists. At the national level, I have been a member of CIHR review committees as well as an accredited site visitor for the Canadian Psychological Association.

Berard, N., **Loutzenhiser, L.**, Sevigny, P.R., Alfano, D. (2017). Executive Function, Social Emotional Learning, and Social Competence in School-Aged Boys with Autism Spectrum Disorder. *Canadian Journal of Psychology*, 32, 265-281.

Sevigny, P., **Loutzenhiser, L.**, & McAuslan, P. (2016). Development and validation of the Fathering Self-Efficacy Scale. *Psychology of Men & Masculinity*, 17, 92-102. DOI: [10.1037/a0039659](https://doi.org/10.1037/a0039659)

Loutzenhiser, L., McAuslan, P. and Sharpe, D. P. (2015). The trajectory of maternal and paternal fatigue and factors associated with fatigue across the transition to parenthood. *Clinical Psychologist*, 19, 15–27. doi: 10.1111/cp.12048

Giallo, R., Seymour, M., Dunning, M., Cooklin, A., Loutzenhiser, L., & McAuslan, P. (2015). Factors associated with the course of maternal fatigue across the early postnatal period. *Journal of Reproductive and Infant Psychology*, doi:10.1080/02646838.2015.1021769

Loutzenhiser, L., Hoffman, J. & Beatch, J. (2014). Parental Perceptions of the effectiveness of graduated extinction in reducing infant night-waking. *Journal of Reproductive and Infant Psychology*, 32(3), 282-291, DOI: 10.1080/02646838.2014.910864

Loutzenhiser, L., Ahlquist, A. & Hoffman, J. (2011). Infant and Maternal Factors Associated with Maternal Perceptions of Infant Sleep Problems, *Journal of Reproductive and Infant Psychology*, 29(5), 460-471.

Hadjistavropoulos, H.D., Kehler, M.D., Peluso, D., **Loutzenhiser, L.**, Hadjistavropoulos, T. (2010). Case Presentations: A Key Method for Evaluating Core Competencies in Professional Psychology? *Canadian Psychology*. 51(4):269-276.

Swami, V., Frederick, D.A., et al. (2010). The attractive female body weight and female body dissatisfaction in 26 countries across 10 world regions: Results of the International Body Project I. *Personality and Social Psychology Bulletin*, 36(3), 309-25.

Sevigny, P. R. & **Loutzenhiser, L.** (2010). Predictors of parenting self-efficacy in mothers and fathers of toddlers. *Child: Care, Health and Development*, 36, 179-189.

Loutzenhiser, L. & Hadjistavropoulos, H. (2008) Enhancing inter-professional patient-centered practice for children with Autism Spectrum Disorders: A pilot project with pre-licensure health students, *Journal of Interprofessional Care*, 22(4), 429-431.

Loutzenhiser, L. & Sevigny, P. (2008). Infant Sleep and Family Functioning In First-Time Parents of Three-Month-Old Infants, *Fathering*, 6(1), 2-19.

Richard Neil MacLennan

Professor, Head

richard.maclennan@uregina.ca, (306) 585-4458,

Education and Professional Development

Ph.D. – Psychology: October, 1989; University of Western Ontario (UWO), Psychometrics & Statistics

M.A. - Psychology, UWO, 1981 – 1983

Honours B.A. - Psychology, UWO, 1977-1981

Employment History

Head, Department of Psychology, University of Regina, 2009-Present

Coordinator, Police Studies Program, University of Regina, 2004-2007

Assistant, Associate & Full Professor, Psychology, 1988-Present

Teaching History

Psychology 802 – Applied Multivariate Statistics 2009-2017

Psychology 900 – MA Research Seminar 2009-2018

Psychology 803 – Psychometrics - biannually 2009-2018

Psychology 405 – Advanced Statistics in Psychology 2008

Psychology 400 – Honours Seminar 2008

Student Supervision

Name	Position	Dates of supervision
Clair Barefoot	PhD Co-supervisor	2014-2016
Adriana Knoll	Honours Supervisor	2014-2015
John Dufton Lewis	PhD Supervisor	2009-2013
Andrea Scheske	Honours Supervisor	2011-2012
Mary Aspirall	Honours Supervisor	2010-2011
Kim Buchanan	PhD Supervisor	2006-2009

University Service

Coordinated *National Summer Institute (NSI) for Statistical and GIS Analysis of Statistics Canada Datasets*, with SSHRC funding, \$150,000, 2008-2010.

Member of Faculty of Arts Budget Advisory Committee, 2008-2015

Chaired Performance Review Committee for Department Heads, 2014, 2017

Hosted statistical training workshops for representatives from Malawi (2009) and China (2014)

Coached teams of graduated students in Canadian Evaluation Society national case competition, 2008-2011, 2017-2018

Invited address on Saskatchewan Crime Statistics. Saskatchewan Police Commissioners & Chiefs, 2010.

Chaired selection committee to hire 5 nurses for new Faculty of Nursing, 2010

Presented invited Computer Science Colloquium on analyzing crime data and using computer simulation in police training, 2013

Taught pro bono workshop to United Way members on Statistical Analysis with SPSS & PSPP, 2015

Judge for 3 Minute Thesis (3MT) competition, 2016

Judge for Canada-Wide Science Fair, 2017

Returning Officer for University of Regina Faculty Association (count ballots), 2014-Present

Scholarly Research

Paunonen, S. V., & MacLennan, R. N. (in press). Douglas N. Jackson. In B. J. Carducci (Editor-in-Chief) & A. Di Fabio, D. H. Saklofske, & C. Stough (Vol. Eds.), *The Wiley-Blackwell encyclopedia of personality and individual differences: Vol. III. Personality processes and individual differences*. Hoboken, NJ: John Wiley & Sons.

Knoll, A. & MacLennan, R. (2017). Prevalence and Correlates of Depression in Canada: Findings from the Canadian Community Health Survey. *Canadian Psychology*. 58(2), 116–123

MacLennan, R. & Switzer, H. (March 28, 2016). Review of Search and Rescue (SAR) Services in Saskatchewan. *Collaborative Centre for Justice & Security*.

MacLennan, R., Switzer, H. & Fetzner, M. (Dec. 2014) Stage One Report: A Review of Search and Rescue (SAR) Services in Saskatchewan; *RCMP Internal Report*,

MacLennan, R. & Switzer, H. (May 15, 2012). The Development and Evaluation of Relevant Outcome Measures for SCEP Centre Early Intervention and Training Services. *SCEP*.

MacLennan, R. & Switzer, H. (May 10, 2011). SAID Interrater Reliability Project. *Saskatchewan Ministry of Social Services*.

MacLennan, R. & Switzer, H. (September 12, 2011). SAID Psychometric Analysis Project. *Saskatchewan Ministry of Social Services*.

- MacLennan, R. & Switzer, H. (December 31, 2011). SAID Norming & Validation Project. *Saskatchewan Ministry of Social Services*.
- Hunter, P. V., MacLennan, R. & Hadjistavropoulos, T. (May, 2010). Factor structure of the Alzheimer Disease Related Quality of Life inventory in a sample of Canadian long-term care residents with moderate to severe dementia. *CIHR Poster Competition, Winnipeg*.
- MacLennan, R. N. (June, 2010). Training on a Computerized Firearms Simulator. Poster presented at the annual convention of the Canadian Psychological Association, in Toronto, Ont. *Canadian Psychology, 51:2a*.
- MacLennan, R. N. & Partyka, J. C. (2009). Exclusive Training on a Computerized Firearms Simulator Does Transfer to Live-Fire Performance. *RCMP Technical Report 02-2009*.
- Partyka, J. C., MacLennan, R. N., & Brand, J. (2009). Simulator Adaptation Syndrome in a Computerized Driving Simulator. *RCMP Technical Report 01-2009*.
- Hodsman, S. & MacLennan, R. (June, 2009). Physiological Recording of RCMP Cadets' Responses to Stress in Simulation Training. Poster presented at the annual convention of the Canadian Psychological Association, in Montreal, Que. *Canadian Psychology, 50:2a*.
- Brand, J., Partyka, J., & MacLennan, R. (June, 2009). Simulator Adaptation Syndrome in a Computerized Driving Simulator. Poster presented at the annual convention of the Canadian Psychological Association, in Montreal, Que. *Canadian Psychology, 50:2a*.
- Partyka, J. & MacLennan, R. (June, 2009). Quantitative and Qualitative Evaluation of a Computerized Firearms Simulator. Poster presented at the annual convention of the Canadian Psychological Association, in Montreal, Que. *Canadian Psychology, 50:2a*.
- MacLennan, R. N. (2008). Preliminary analysis of baseline firearms training data at the RCMP training academy ("Depot"). *RCMP Technical Report 01-2008*.
- Partyka, J. C. & MacLennan, R. N. (2008). Lessons learned from implementation of simulated firearms training for RCMP cadets: A qualitative analysis. *RCMP Technical Report 02-2008*.
- MacLennan, R. N. (2008). Comparison of RCMP cadets' performance pre- and post-implementation of a computerized firearms simulator. *RCMP Technical Report 03-2008*.
- MacLennan, R. N. (June, 2008). Research and Analyses for Bias Free Policing. Invited paper presented at the annual convention of the Canadian Psychological Association in Halifax, Nova Scotia. *Canadian Psychology, 49:2a, 77-78*.

Also published 17 other articles in peer-reviewed journals, 14 other RCMP technical reports, and 24 technical reports for the Department of National Defence.

Chris Oriet

Professor

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Education and Professional Development

Ph.D. (October 2003)

Cognition and Perception (Experimental Psychology)
 University of Waterloo (Waterloo, Ontario, Canada)

M.A. (October 2000)

Cognition and Perception (Experimental Psychology)
 University of Waterloo (Waterloo, Ontario, Canada)

B.Sc. (June 1999)

Psychology
 McMaster University (Hamilton, Ontario, Canada)

Employment History

Professor (July 2015 – present)
 Department of Psychology
 University of Regina (Regina, Saskatchewan, Canada)

Associate Professor (July 2008 – June 2015)
 Department of Psychology
 University of Regina (Regina, Saskatchewan, Canada)

Assistant Professor (July 2005 – June 2008)
 Department of Psychology
 University of Regina (Regina, Saskatchewan, Canada)

Teaching History

PSYC 204 – Research Methods in Psychology; PSYC 270 – Human Information Processing;
 PSYC 305 – Statistics in Psychology; PSYC 373 – Human Reasoning; PSYC 375 – Perception;
 PSYC 400 – Honours Thesis in Psychology; PSYC 405 – Advanced Statistics in Psychology;
 PSYC 807 – Research Ethics; PSYC 881 – Advanced Cognitive Psychology; PSYC 890AX –
 Visual Perception; 890BE Metacognition

Student Supervision

Name	Position	Dates of supervision
Rebecca Corpuz	Honours student	May 2017 - present
Candice Giesinger	Honours student	May 2016 – April 2017
Omorowa Eguakun	Honours student	May 2015 – April 2016
Jingyu Li	Honours student	May 2015 – April 2016
Mark Adkins	Honours student	May 2014 – April 2015
Nathan Baron	Honours student	May 2014 – April 2015
Kadie Hozempa	Honours student	May 2013 – April 2014
Deena Arthur	Honours student	May 2012 – April 2013
Rabab Aboudheir	Honours student	May 2012 – April 2013

Catherine Beaudoin	Honours student	Sept. 2009 – Dec. 2010
Brittany Whiting	Honours student	Sept. 2009 – April 2010
Rebecca Rackow	Honours student	May 2009 – April 2010
M. Jolene Schweitzer	Honours student	Sept. 2009 – Dec. 2009
Won-II Kim	Honours student	May 2008 – April 2009
Ryan Fitzgerald (w/ H. Price)	Honours student	May 2008 – April 2009
Lindsey Roney	Honours student	May 2008 – April 2009
Anthony Selles	Honours student	May 2008 – April 2009
John Brand	Honours student	May 2007 – April 2008
Rachelle Novak	Honours student	May 2007 – April 2008
Craig Scott (w/ L. Sykes Tottenham)	Honours student	May 2007 – April 2008
Mamata Pandey	Master's student	Sept. 2006 – August 2008
Bianca Hatin (w/ L. Sykes Tottenham)	Master's student	Sept. 2007 – December 2010
John Brand	Master's student	Sept. 2008 – August 2010
Ryan Fitzgerald (w/ H. Price)	Master's student	January 2010 – August 2011
Nathan Baron	Master's student	Sept. 2015 – present
Alyssa Adams (w/ H. Price)	Master's student	Sept. 2017 – present
Jordan Nixdorf (w/ H. Price)	Master's student	Sept. 2017 – present
Mamata Pandey	Ph.D student	Sept. 2008 – April 2013
Ryan Fitzgerald (w/ H. Price)	Ph.D. student	Sept. 2011 – December 2014
Patrick Welch	Ph.D. student	Sept. 2013 – present

In addition to these, I have supervised 8 NSERC USRA students, 1 co-op student, and trained dozens of volunteer and paid research assistants. I have also served on the thesis committees of approximately 30 students, in addition to those I supervise(d).

University Service

Currently, I chair the President's Committee on Animal Care and serve as co-chair for the United Way Steering Committee. I have served as the Graduate Coordinator for the Experimental and Applied Psychology graduate program for the past 11 years. In addition, I currently serve as: Faculty of Graduate Studies and Research council (Arts representative); Faculty of Science (Arts representative); Research and Graduate Studies committee (Faculty of Arts); Undergraduate and Honours Committee (Department of Psychology); SSHRC doctoral scholarship selection committee. In addition to these current commitments, I have served on the Faculty of Arts Performance Review Committee (one year as chair), the SSHRC, NSERC CGS and USRA, CIHR, and Vanier scholarship selection committees (frequently as chair).

Scholarly Research

Oriet, C., & Fitzgerald, R. F. (in press). The single lineup paradigm: A new way to manipulate target presence in eyewitness identification experiments. Law and Human Behavior.

Oriet, C., Pandey, M., & Kawahara, J.-I. (2017). Attention capture without awareness in a non-spatial selection task. Consciousness and Cognition, *48*, 117 – 128.

Carleton, R. N., *Teale Sapach, M. J. N., **Oriet, C.**, & *LeBouthillier, D. (in press). Online attention modification for social anxiety disorder: A randomized controlled trial. Cognitive Behaviour Therapy.

- Oriet, C.**, & *Hozempa, K. (2016). Incidental statistical summary representation over time. Journal of Vision, 16, 3. doi: 10.1167/16.3.3
- *Fitzgerald, R. J., **Oriet, C.**, & Price, H. L. (2016). Change blindness and eyewitness identification: Effects on accuracy and confidence. Legal and Criminological Psychology, 21, 189 – 201. DOI: 10.1111/lcrp.12044.
- *Fitzgerald, R. J., **Oriet, C.**, & Price, H. L. (2015). Suspect-filler similarity in eyewitness lineups: A literature review, a novel manipulation, and a policy discussion. Law and Human Behavior, 39, 62 – 74.
- Carleton, R. N., *Teale Sapach, M. J. N., **Oriet, C.**, *Duranceau, S., Lix, L. M., *Thibodeau, M. A., *Horswill, S. C., *Ubbens, J. R., & Asmundson, G. J. G. (2015). A randomized controlled trial of attention modification for social anxiety disorder. Journal of Anxiety Disorders, 33, 35 – 44.
- *Brand, J., **Oriet, C.**, Johnson, A.P., & Wolfe, J. (2014). Flexible cue combination in the guidance of attention in visual search. Acta Psychologica, 153, 129 – 138. (1.816)
- *Fitzgerald, R. J., Price, H.L., & **Oriet, C.** (2013). Intentionally forgetting other-race faces: Costs and benefits? Journal of Experimental Psychology: Applied, 19, 130 – 142. (2.355)
- Oriet, C.** & *Brand, J. (2013). Size averaging of irrelevant stimuli cannot be prevented. Vision Research, 79, 8 – 16. (1.776)
- *Fitzgerald, R. J., Price, H. L., **Oriet, C.**, & Charman, S. D. (2013). The effect of suspect-filler similarity on eyewitness identification decisions: A meta-analysis. Psychology, Public Policy, and Law, 19, 151 – 164.
- *Hatin, B. D., Sykes Tottenham, L., & **Oriet, C.** (2012). The relationship between pseudoneglect and collisions: Is it right? Cortex, 48, 997 – 1008.
- *Brand, J., **Oriet, C.**, & Sykes Tottenham, L. (2012). Size and emotion averaging: Costs of dividing attention after all. Canadian Journal of Experimental Psychology, 66, 63 – 69.
- *Fitzgerald, R.J., **Oriet, C.**, & Price, H. L. (2011). Change detection inflates confidence on a subsequent recognition task. Memory, 9, 879 – 890.
- Corbett, J. E., & **Oriet, C.** (2011). The whole is indeed more than the sum of its parts: Perceptual averaging in the absence of individual item representation. Acta Psychologica, 138, 289 – 301.
- *Whiting, B. F., & **Oriet, C.** (2011) Rapid averaging? Not so fast!. Psychonomic Bulletin & Review, 18, 484 – 489.
- Oriet, C.**, & Enns, J. T. (2010). The role of temporal synchrony in perceptual object formation and updating. Visual Cognition, 18, 1179 - 1213.
- Oriet, C.**, & Jolicœur, P. (2008). Differential central resource demands of memory scanning and visual search: The role of consistent and varied mapping. Visual Cognition, 16, 514 – 551.

Tom Phenix, Ph.D.
Assistant Dean, Champion College

tom.phenix@uregina.ca; (306) 359-1220

Education

2004	Ph.D. in Experimental Psychology, University of Saskatchewan
2002	M.A. in Experimental Psychology, University of Saskatchewan
1985	B.A. (Honours), Psychology, University of Regina

Employment History

2016-present	Assistant Dean, Champion College
2013-present	Associate Professor (with tenure)
2013-2015	Champion Department Head
2005-2013	Assistant Professor
2004	Term Position in Psychology, Champion College
2002-2003	Sessional Instructor, University of Saskatchewan
1999-2001	Graduate Teaching Assistant

Teaching History

Psych 102 (Introduction to the Natural Science Aspects of Psychology)
 Psych 102 (Introduction to the Natural Science Aspects of Psychology) - ONLINE
 Psych 210 (Developmental Psychology) – Co-taught with Dr. Arbuthnott
 Psych 220 (Social Psychology)
 Psych 270 (Cognitive Psychology)
 Psych 371 (Learning)
 Psych 372 (Memory)
 Psych 382 (Consciousness)
 Psych 490 (Advanced Memory)
 Psych 881 (Skill Acquisition)

Student Supervision

Name	Position	Dates of supervision
Tony Ta	Honours	2017
Kaiden Stewart	Honours	2016
Saheba Bajwah	Honours	2015
Mhmoud Essalah	Honours	2013
Tyler Hutchinson	Honours	2012
Sabrina Jackobs	Honours	2012
Chelsea Walters	Honours	2011
Breanna Hayes	Honours	2010
Lenni Gardikiotis	Honours	2009
Julia Bewyck	Honours	2009
Nicole Brown	Honours	2009

Amanda Moisuk	Honours	2008
Andrea Scerbe	Honours	2008
Ashley Marshi	Honours	2008
Janine Reynard	Honours	2007
Angie Wild	Honours	2007
Janel Ferguson	Honours	2007
Simona Fiege	Honours	2006
Natasha Pandilla	Honours	2006

University Committee Service (last 10 Years)

2007-2010	Academic Advising Committee, Campion College
2007-2009	Integrated Marketing Committee, Campion College
2007	Campion Away Day Planning Committee
2007-present	Student Retention and Orientation Committee
2008-2009	Campion Christmas Party Committee
2009	English Position Search Committee, Campion
2009-2010	Campion College Representative to the Faculty of Education
2009-present	Department of Psychology Participant Pool Coordinator
2010-2013	Centre for Teaching and Learning Committee/Strategic Teaching & Learning Committee
2011	University of Regina Faculty Association Nominating (URFA) Committee
2011-2015	URFA Executive Committee
2011-2015	URFA Internal Management Committee
2011-2015	URFA, Treasurer
2013-2016	CAUT Defense Fund Trustee
2013-2015	URFA Chair of the Job Action Committee
2013	Negotiator with COPE, representing URFA
2013	Chief Negotiator with Campion College, representing URFA
2015	Chief Negotiator with Campion College, representing URFA
2015-2017	Chief Negotiator with APT, representing URFA
2016	Liberal Arts Benefits Committee, Faculty of Arts
2016-present	URFA Budget Advisory Committee
2016-present	URFA Trust Fund Trustees Committee
2016-present	Academic Program and Development Committee, Faculty of Arts
2016-present	Associate Deans (Academic) Committee
2016-present	Council Committee on Undergraduate Admissions and Studies, University of Regina
2016-present	University of Regina Transitions Committee
2016-present	President's Advisory Board, Campion College
2016-present	Academic Leadership Group, University of Regina
2016-present	Faculty of Media, Art and Performance Admissions, Studies and Procedures
2016-present	Faculty of Science Admissions, Studies and Procedures

RESEARCH FUNDING (last 10 years)

2007-2008 SSHRC President's Fund (University of Regina)	\$4,200
Phenix, T. & Price, H. "The Impact of Retrieval-Induced Forgetting on Grade-School Students"	
2010 Teaching Enhanced Learning Grant to develop Psyc 102 into an online course.	\$8000
2011 – 2012 SSHRC President's Fund (University of Regina)	\$3,863
Phenix, T. & Price, H. "Investigating Retrieval-induced forgetting for repeated events."	

PUBLICATIONS (last 10 years)

1. Bruer, K., Price, H. & **Phenix, T.** (2016). The 'magical' effect of integration on event memory. *Applied Cognitive Psychology*, 30, 591 – 599.
2. Price, H. & **Phenix, T.** (2015). True (but not false) memories are subject to retrieval-induced forgetting in children. *Journal of Experimental Child Psychology*, 133, 1 – 15.
3. **Phenix, T.** & Price, H. (2012). Applying Retrieval-Induced Forgetting to Children's Testimony. *Applied Cognitive Psychology*, 26, 796 – 801.
4. Campbell, J.I.D. & **Phenix, T.** (2009). Target strength and retrieval-induced forgetting in semantic recall. *Memory & Cognition*, 37, 65 - 72.

- **Plus 20 Conference Presentations since 2007**

AWARDS

- Recipient of the Canadian Psychological Association's Academic Excellence Award for Dissertation (2004)
- Recipient of the Alpha Sigma Nu Professor of 2009 medal

Katherine M. Robinson
Professor, Campion College @ the University of Regina

Katherine.robinson@uregina.ca (306) 359-1248

Education and Professional Development

1993 - 1999: Ph.D., Psychology, University of Alberta
1991 - 1993: M.Sc., Psychology, University of Alberta
1988 - 1991: B.A. (Honours), Psychology, Bishop's University

Employment History

2015 -: Head, Department of Psychology, Campion College at the University of Regina
2012 - : Professor, Department of Psychology, Campion College at the University of Regina
2005 - 2009: Head, Department of Psychology, Campion College at the University of Regina
2004 - 2012: Associate Professor, Campion College at the University of Regina

Teaching History

Psychology 204: Research Methods
Psychology 210: Lifespan Development
Psychology 310: Child Development
Psychology 311: Adolescent Development
Psychology 388: The Psychology of Evil
Psychology 496: Infant Cognition
Psychology 496: Aging & Cognition
Psychology 496: Holocaust Studies (cross-listed with English 342)
Psychology 807: Research and Applied Ethics
Psychology 810: Advanced Developmental Psychology
Psychology 890: Special Topics in Child Development

Student Supervision

2016 - 2017: Supervisor, Krissie Klisowski, BA Honours student
2015 - : Supervisor, Jill Price, PhD student
2015 - 2016: Supervisor, Ocean Matyjanka, BA Honours student
2014 - 2015: Supervisor, Jordan Nixdorf, BA Honours student
2014 - 2015: Supervisor, Priya Parmar, BA Honours student
2013 - 2015: Supervisor, Jill Price, MA student
2013 - 2014: Supervisor, Jill MacDonald, BA Honours student
2012 - - 2013: Supervisor, Jill Price, BA Honours student
2011 - 2013: Supervisor, William Edwards, MA Student
2011 - 2012 : Supervisor, Brendan Demyen, BA Honours Student
2010: Supervisor, Anna Maslany, Undergraduate NSERC Research Award
2010 - 2011: Supervisor, Shylo Cliff, BA Honours student
2010 - 2011: Supervisor, Jacqueline Harrison, BA Honours student
2010 - 2011: Supervisor, Chantelle Zimmer, BA Honours student

- 2010: Supervisor, Jacqueline Harrison, Undergraduate NSERC Research Award
 2009 - 2010: Supervisor, Tenille Ulmer, BA Honours student
 2009 - 2010: Supervisor, Anna Maslany, BA Honours student
 2009: Supervisor, Anna Maslany, Undergraduate NSERC Research Award
 2008 - 2012: Supervisor, Adam Dube, Ph.D. student **Governor General=s Gold Medal Award Recipient, University of Regina President=s Medal Award Recipient**
 2008 -: Supervisor, Jennifer Gibson, BA Honours student

University Service

University of Regina

- 2016 -: Chair, University of Regina Research Ethics Board
 2014 - 2016: Mentor, University fo Regina Research Ethics Board Mentor Programme
 2012 - 2015: Faculty of Graduate Studies and Research Doctoral Committee
 2009 - 2011: Department of Psychology Graduate Selection Committee
 2009 -: University of Regina Research Ethics Board
 2009: University of Regina Faculty Association Past Chair
 2009 : University of Regina Faculty Association Internal Management Committee
 2008 - 2009: University of Regina Faculty Association Chair

Campion College

- 2016 -: Academic Review Committee
 2016 -: Sessional Appointments and Research Committee
 2016 -: Campion Representative to the Faculty of Education at the University of Regina
 2016 - 2017: Campion Representative to the Faculty of Social Work at the U of Regina
 2015 - 2016: Campion Representative to La Cité Universitaire Francophone at the U of Regina
 2013 - 2014: Academic Review Committee
 2009 - 2011: Research Committee

External Community Service

- 2015: Volunteer, Unions of Regina Christmas Community Dinner
 2014 -: Foster, emergency transport, home checks for Hull=s Haven Border Collie Rescue
 2014 -: Co-Founder, The 100 KM Club (free run club for kids to promote physical activity)
 2013 - 2017: Co-Race Director, local Ultraraces (all entry fees donated to charities)
 2012 - 2015: Guest speaker in high school psychology classes
 2011 - : The Regina Business and Professional and Women=s Organization Guest Speaker
 2010 - 2014: Formation and Steering Committee, George Reed Centre for Visual Language
 2007 - 2009: Canadian Cancer Society Volunteer Fundraiser

Scholarly Research

Book Chapters

- Robinson, K.M. (2017). Children's conceptual understanding of multiplication and division. In D.C.Geary, D.B. Berch, R. Ochsendorf, & K.M. Koepke (Eds.), *Acquisition of complex arithmetic skills and higher order concepts*. Academic Press.

Contributions to a collective work

Robinson, K. M. (2009). Mathematical development in middle childhood. In *The Canadian Language and Literacy Research Network Encyclopedia*.

Journal Articles

- Dubé, A.K., & Robinson, K. M. (accepted). Children's understanding of multiplication and division: Insights from a pooled analysis of 7 studies conducted across 7 years. *Brit. J. Dev'tal Psychology*.
- Robinson, K. M., Price, J.A.B., & Demyen, B. (2018). Understanding arithmetic concepts: Does operation matter? *Journal of Experimental Child Psychology*, 166, 421-436.
- Riegel, C., Robinson, K.M., & Herman, A. (2017). Harnessing quantitative eye tracking data to create art: Interdisciplinary collaboration and data visualization. *Body, Space, Technology Journal*, 16.
- Robinson, K.M., Dubé, A.K., & Beatch, J.-A. (2017). Children's understanding of additive concepts. *Journal of Experimental Child Psychology*, 156, 16-28.
- Robinson, K.M., & Beatch, J.-A. (2016). Conceptual knowledge of arithmetic for Chinese- and Canadian-educated adults. *Canadian Journal of Experimental Psychology*, 70, 335-342.
- Robinson, K.M., Dubé, A.K., & Beatch, J.-A. (2016). Children's multiplication and division shortcuts: Increasing shortcut use depends on how the shortcuts are evaluated. *Learn & Ind Dif.*, 49, 297-304.
- Riegel, C., & Robinson, K.M. (2014). Literary language and eye tracking: What eye movements tell us about how we read poetry. In *Communicating futures: Connecting interdisciplinary design practice in arts/culture, academia and the creative industries*. DRHA: Greenwich, UK.
- Robinson, K. M., & Dubé, A. K. (2013). Children's addition concepts: Promoting understanding and the role of inhibition. *Learning and Individual Differences*, 23, 101-107.
- Benedicenti, L., Petty, S., Riegel, C., & Robinson, K.M. (2012). Frameworks for effective screen-centred interfaces. In *Advanced Information Technology in Education*, pp.295-301. Berlin: Springer
- Petty, S., Benedicenti, L., Riegel, C., & Robinson, K.M. (2012). New theories and methods for screen-centred interfaces: A pilot study. *Scholarly and Research Communication*, 3.3.
- Robinson, K. M., & Dubé, A. K. (2012). Children's use of arithmetic shortcuts: The role of attitudes in strategy choice. *Child Development Research*, 2012, 10 pages.
- Robinson, K. M. & LeFevre, J. (2012). The inverse relation between multiplication and division: Concepts, procedures, and a cognitive framework. *Educ. Studies in Mathematics*, 79, 409-428.
- Dubé, A. K., & Robinson, K. M. (2010). Accounting for individual differences in inversion shortcut use. *Learning and Individual Differences*, 20, 687-693.
- Dubé, A. K., & Robinson, K. M. (2010). The relationship between adults' conceptual understanding of inversion and associativity. *Canadian Journal of Experimental Psychology*, 64, 60-66.
- Robinson, K. M. & Dubé, A. K. (2009a). The multiplication and division inversion concept: Relationships between procedural, conceptual, and factual knowledge. *Cognitive Development*, 24, 310-321.
- Robinson, K. M., & Dubé, A. K. (2009b). Children's understanding of addition and subtraction concepts. *Journal of Experimental Child Psychology*, 103, 532-545.
- Robinson, K. M., & Dubé, A. K. (2009c). A microgenetic study of the multiplication and division inversion concept. *Canadian Journal of Experimental Psychology*, 63, 193-200.
- Robinson, K. M., & Dubé, A. K. (2008). A microgenetic study of simple division. *Canadian Journal of Experimental Psychology*, 62, 156-162.

Conference Presentations (n=39 paper or poster presentations at national and international conferences for specified time period but not listed due to space constraints)

Donald Sharpe
 Associate Professor
sharped@uregina.ca, (306) 585-4312

Education and Professional Development

PhD University of Manitoba (1992)

Employment History

Associate Professor of Psychology, University of Regina

Teaching History

PSYC 204 (Research Methods)
PSYC 220 (Social Psychology)
PSYC 305 (Statistics in Psychology)
PSYC 320 (Advanced Social Psychology)
PSYC 405 (Advanced Statistics)
PSYC 820 (Advanced Social)

Student Supervision

Name	Position	Dates of supervision
Gitte Richards	Masters and PhD	2008+
Samantha Oscar	Honours	2007
Alexis Johnson	Honours	2008
Dawn Bremner	Honours	2008
Amy Chartier	Honours	2009
Stacy Taylor	Honours	2010
Makiko Nambu	Honours	2010
Rebecca Lascue	Honours	2011
Cory Hamel	Honours	2011
Taysa-Rhea Mise	Honours	2011
Sarah Sangster	Honours	2012
Michael Paul	Honours	2012
Stephanie Engel	Honours	2012
Sarena Poets	Honours	2015
Allison Owens	Honours	2016
Carly Guenther-Powell	Honours	2016
Taylor Ward	Honours	2018
Alexis Urszula	Honours	2018

University Service

- Psychology Undergraduate and Honours Committee, Chair (2007-2009)
- Participant Research Pool Coordinator (1997-2009)
- Acting Associate Dean of Arts (Graduate and Research) (2012-2013)
- Co-Coordinator, Health Studies Program (2005-2013)
- Acting Associate Dean of Arts (Undergraduate) (2009-2010) (2011 April-August) (2015-July, 2016-July, 2017-July)
- Dean's Executive (2005-2013)
- Budget Advisory Committee (2009-2010, 2012-2013, 2015-2016, 2016-2017, 2017-present Chair)
- Student Appeals Committee (2009-2010, 2015-2016, 2017-2018 Chair)
- Performance Review Committee (2008, 2009 Chair)
- Faculty of Graduate Studies and Research Council (2012-2013, 2016-present)
- Ph.D. Committee, Faculty of Graduate Studies and Research (1999-2003, 2009-2013, 2015-2016, 2017-2018 Chair)
- University of Regina Research Ethics Board (2004-present)
- Executive of Council (2013-present)

Scholarly Research

Sharpe, D., McElheran, J., & Whelton, W. J. (in press). Assessing the factor structure of the Integrative Hope Scale. *Assessment*.

Sharpe, D., & Poets, S. (2017). Canadian psychology department participant pools: Closing for the season? *Canadian Psychology, 58*, 168-177.

Jones, N., Ruddell, R., & **Sharpe, D.** (2017). Does place shape perceptions of the police? A comparison of university students and community members. *Annual Review of Interdisciplinary Justice Research, 6*, 140-167.

Sharpe, D., & Whelton, W. J. (2016). Frightened by an old scarecrow: The remarkable resilience of demand characteristics. *Review of General Psychology, 20*, 349-368.

Parkerson, H., Kehler, M., **Sharpe, D.**, & Hadjistavropoulos, H. D. (2016). Coping with Multiple Sclerosis Scale (CMSS): Reconsidering the factor structure. *International Journal of MS Care, 18*, 192-201.

Major, R., Whelton, W., Schimel, J., & **Sharpe, D.** (2016). Older adults and the fear of death: The protective function of generativity. *Canadian Journal on Aging, 35*, 261-272

Hooper, J., **Sharpe, D.**, & Roberts, S. (2016). Are men funnier than women, or do we just think they are? *Translational Issues in Psychological Science, 2*, 54-62.

Sharpe, D. (2015). Your chi-square test is statistically significant: Now what? *Practical Assessment, Research & Evaluation, 20*(10).

Loutzenheiser, L., McAuslin, P., & **Sharpe, D.** (2015). The trajectory of maternal and paternal fatigue and factors associated with fatigue across the transition to parenthood. *Clinical Psychologist, 19*, 15-27.

Wright, K., Walker, J., Feldgaier, S., Furer, P., Delparte, C., Reiser, S., & **Sharpe, D.** (2015). Confirmatory factor analysis of the Childhood Illness Attitude Scale. *Children's Health Care, 44*, 322-340.

McWilliams, L. A., Kowal, J., **Sharpe, D.**, & Dick, B. D. (2014). Psychometric evaluation and refinement of the Pain Response Preference Questionnaire. *Pain Research and Management, 19*, 42-48.

Sharpe, D. (2013). Why the resistance to statistical innovations? Bridging the communication gap. *Psychological Methods, 18*, 572-582.

Wright, K. D., Finley, G. A., Lee, D. J., Raazi, M., & **Sharpe, D.** (2013). [Letter] A snapshot: Practices of anaesthesiologists in alleviating anxiety in children and adolescents in Canada. *Canadian Journal of Anesthesia, 60*, 1161-1162.

Salmon, D., Harrison, M. F., **Sharpe, D.**, Candow, D., Albert, W. J., & Neary, J. P. (2013). Exercise therapy for improved neck muscle function in helicopter aircrew. *Aviation, Space and Environmental Medicine, 84*, 1046-1054.

Alberts, N., Hadjistavropoulos, H. D., Jones, S. L., & **Sharpe, D.** (2013). The Short Health Anxiety Inventory: A systematic review and meta-analysis. *Journal of Anxiety Disorders, 27*, 68-78.

Dunn, J. C., Whelton, W. J., & **Sharpe, D.** (2012). Retreating to safety: Testing the social risk hypothesis model of depression. *Evolution and Human Behavior, 33*, 746-758.

Pugh, N., Hadjistavropoulos, H. D., & **Sharpe, D.** (2012). The Reassurance Questionnaire: Comparison of the latent structure in university, community and medical samples. *Psychology, Health and Medicine, ifirst*.

Williams, J., Hadjistavropoulos, T., Malloy, D., Gagnon, M., **Sharpe, D.**, & Fuchs Lacelle, S. (2012). A mixed methods investigation of the effects of ranking ethical principles on decision making: Implications for the Canadian Code of Ethics for Psychologists. *Canadian Psychologist, 53*, 204-216.

Hadjistavropoulos, H. D., Janzen, J.A., Kehler, M. D., Leclerc, J. A., **Sharpe, D.**, & Bourgault-Fagnou, M. D. (2012). Core cognitions related to health anxiety in self-reported medical and non-medical samples. *Journal of Behavioral Medicine, 35*, 167-178.

Salmon, D., Harrison, M., **Sharpe, D.**, Candow, D., Albert, W. & Neary, P. (2011). The effect of neck muscle exercise training on self-reported pain in CH0146 Griffon helicopter aircrew. In A. B. Aiken & S. A. H. Belanger (Eds.), *Shaping the future: Military and veteran health research* (pp. 79-105). Kingston, ON: Canadian Defense Academic Press.

Alberts, N. M, **Sharpe, D.**, Kehler, M. D., & Hadjistavropoulos, H. (2011). Health anxiety: Comparison of the latent structure in medical and non-medical samples. *Journal of Anxiety Disorders, 25*, 612-614.

Teneycke, T. L., Hoshino, J., & **Sharpe, D.** (2009). The bridge drawing: An exploration of psychosis. *Arts in Psychotherapy, 36*, 297-303.

Sharpe, D., & Faye, C. (2009). A second look at debriefing practices: Madness in our methods? *Ethics and Behavior, 19*, 432-447.

Plus 9 additional Publications and 34 Conference Presentations since 2007

William E. Smythe

Professor of Psychology
william.smythe@uregina.ca, (306) 585 4219

Education and Professional Development

Ph.D. Psychology, 1985, University of Toronto, Toronto, Canada.
 M.A. Psychology, 1977, University of Toronto, Toronto, Canada.
 B.A. (Hon.) Psychology, 1976, University of Western Ontario, London, Canada.

Employment History

2007 – present: Professor (tenured), Department of Psychology, University of Regina.
 2001 – 2009: Professor (tenured) & Head, Department of Psychology, University of Regina.

Teaching History

Psychology 204: Research Methods in Psychology
 Psychology 374: Psycholinguistics
 Psychology 406: History of Psychology
 Psychology 407: Systems in Psychology
 Psychology 800: History, Theory and Systems in Psychology
 Psychology 900: Graduate Seminar in Psychology

Student Supervision

Name	Position	Dates of supervision
Trevor Miller	B.A. (Hon.) Thesis	2014-2015
Lynn Sheldon	M.A. Thesis (co-supervision)	2015 (incomplete)
Tammy Kirichendo	Ph.D. Thesis	2014 (incomplete)
Greta Chan	M.A Thesis, Ph.D. Dissertation	2008-210 (Ph.D. incomplete)
Erin Rumpel	Ph.D. Dissertation	2011-2012 (incomplete)
Michelle McCarron	Ph. D. Dissertation	2008-2010
Amanda Leontowitz	B.A. (Hon.) Thesis	2008-2009
Kimberly Lipinski	B.A. (Hon.) Thesis	2008-2009
Tina Marissen	B.A. (Hon.) Thesis	2008-2009
Jamie Partyka	B.A. (Hon.) Thesis	2007-2008

University Service

University of Regina Committees:

University: Centre on Aging and Health (2005 – present); Teaching and Learning Advisory Group (2014 – 2015); Executive of Council (2011 – 2013); President's Committee Animal Care, University of Regina (2007 – 2009).

Faculty of Arts: Dean's Advisory Committee on Linguistics (1996 – present); Ad hoc Arts Committee on Teaching (2013 – 2014); Dean's Executive Committee (2001 – 2009).

Department of Psychology: Curriculum Committee (2016 – present); (EAP) Program Committee (2004 – present); EAP Graduate Student Selection Committee (2009 – 2012); Ad hoc Student Appeals Committee (2011); Graduate Student Selection Committee (2001 – 2009).

Community Service:

Research Ethics Board, Saskatchewan Polytechnic (from 2010); UR Toastmasters (to 2015); Aid to Scholarly Publications Committee, Canadian Federation for the Humanities and Social Sciences (2010 – 2014)

Scholarly Research

Refereed Journal Articles:

Smythe, W. E. (2017). The prospects for fictionalist inquiry in psychology. *New Ideas in Psychology*, 47, 1-9. <http://dx.doi.org/10.1016/j.newideapsych.2017.03.002>

Smythe, W. E. (2015). An ethics of engagement. *Journal of Theoretical and Philosophical Psychology*, 35, 128-131. <http://dx.doi.org/10.1037/teo0000014>

Smythe, W. E. (2013). The Dialogical Jung: Otherness within the Self. *Behavioral Sciences*, 3, 634-646. doi:10.3390/bs3040634

Hunter, P. V., Hadjistavropoulos, T., **Smythe, W. E.**, Malloy, D. C., Kaasalainen, S., & Williams, J. (2013). The Personhood in Dementia Questionnaire (PDQ): Establishing an association between beliefs about personhood and health providers' approaches to person-centred care. *Journal of Aging Studies*, 27 276–287. (Available online at: <http://dx.doi.org/10.1016/j.jaging.2013.05.003>)

Smythe, W. E. (2012). Archetypal hermeneutics as an approach to the psychology of religion. *Religious Studies and Theology*, 31, 147-163. doi: 10.1558/rsth.v31i2.147

Baydala, A., & **Smythe, W. E.** (2012). Hermeneutics of continuity: Theorizing psychological understandings of ancient literature. *Theory & Psychology*, 22, 842-859. doi: 10.1177/0959354312446648

Smythe, W. E., & Baydala, A. (2012), The hermeneutic background of C. G. Jung. *Journal of Analytical Psychology*, 57, 57–75. doi: 10.1111/j.1468-5922.2011.01951.x

Goertzen, J. R., & **Smythe, W. E.** (Eds.) (2010a). Theorizing pluralism [Special issue]. *New Ideas in Psychology*, 28.

Goertzen, J. R., & **Smythe, W. E.** (2010b). Introduction [Special issue on Theorizing pluralism]. *New Ideas in Psychology*, 28, 199–200.

Smythe, W. E., & MacKenzie, S. A. (2010). A vision of dialogical pluralism in psychology. *New Ideas in Psychology*, 28, 227–234. doi: 10.1016/j.newideapsych.2009.09.016

Refereed Book Chapters:

- Smythe, W. E.** (2014). The dialogical Jung: Otherness within the self. In L. Huskinson (Ed.), *The behavioural sciences in dialogue with the theory and practice of analytical psychology* (pp. 69-81). Basel, Switzerland: MDPI. (Reprint of Smythe, 2013)
- Smythe, W. E., & Chan, G.** (2009). Jungian archetypes and evolutionary psychology. In Teo, T., Stenner, P., Rutherford, A., Park, E., & Baerveldt, C., *Varieties of theoretical psychology: International philosophical and practical concerns* (pp. 289-298). Concord, ON: Captus University Publications.

Refereed Encyclopedia Articles:

- Smythe W. E.** (2014). Fiction. In: Teo T. (Ed.), *Encyclopedia of Critical Psychology* (pp. 727-730). New York: SpringerReference. (available online at: www.springerreference.com. Heidelberg: Springer-Verlag Berlin. doi: 10.1007/SpringerReference_304763 2012-12-11 11:49:04 UTC)
- Smythe W. E.** (2014). Myth. In: Teo T. (Ed.), *Encyclopedia of Critical Psychology* (pp. 1211-1214). New York: SpringerReference. (available online at: www.springerreference.com. Heidelberg: Springer-Verlag Berlin. doi: 10.1007/SpringerReference_304846 2013-02-08 11:18:54 UTC)

Book Reviews:

- Smythe, W. E.** (2016). Evolutionary ethics by way of Aristotle. *Theory & Psychology, 26*, 832-834. doi:10.1177/0959354316669023
- Smythe, W. E.** (2015). Science and persons. *Theory & Psychology, 25*, 403-405. doi:10.1177/0959354314526652
- Smythe, W. E.** (2015). Deep History. *PsycCRITIQUES, 60(16)*. <http://dx.doi.org/10.1037/a0039133>
- Smythe, W. E.** (2013). Finding meaning in meaning research. *PsycCRITIQUES, 58(12)*. doi:10.1037/a0031686. <http://psycnet.apa.org/critiques/58/12/2.html>

Published Abstracts:

- Smythe, W. E.** (2012). The nature and limits of a fictionalist epistemology in psychology. *Canadian Psychology, 53:2a*, 79.
- Smythe, W. E.** (2011). The unknown other in the dialogical and archetypal self. *Canadian Psychology, 52:2a*, 280.
- Smythe, W. E.** (2010). Psychology's future as a pluralistic discipline. *Canadian Psychology, 51:2a*, 91.
- Smythe, W. E.** (2010). C. G. Jung's hermeneutics. *Canadian Psychology, 51:2a*, 96.
- McCarron, M. C. E., & **Smythe, W. E.** (2010). Harmonizing qualitative inquiry: A preconceptual model for qualitative data analysis. *Canadian Psychology, 48:2a*, 205.

Non-refereed Publications:

- Smythe, W. E.** (2009). A Brief History of the Western Canadian Theoretical Psychologists (WCTP). *History and Philosophy of Psychology Bulletin, 30*, 6-7.
- McCarron, M. C. E., & **Smythe, W. E.** (2009). A preconceptual approach to qualitative data analysis [Methodological review]. *Newsletter of the CPA Section on Women & Psychology, 35(3)*, 15-1

Laurie Sykes Tottenham

Associate Professor

sykes1la@uregina.ca, (306) 585 4194

Education and Professional Development

Degrees

2007 Ph.D. in Psychology, Basic Behavioural Science Program, University of Saskatchewan

2001 Bachelor of Arts Honours in Psychology, University of Regina

Professional Training Certificates:

Chemical and Laboratory Safety (U of R 2016, 2013, 2010, 2006; U of S 2004); Workplace Hazardous Materials Information System training (WHMIS; U of R 2016, 2013, 2010, 2006; Laurentian 2005; U of S 2004); Red Cross first aid and CPR C (required for wet-lab managers; 2016, 2013, 2010); Biomedical Safety (2015); Biosafety (U of R 2015 & 2012; U of S 2004); Basic & Intermediate E-Prime and Introduction to E-Prime Scripting (all 2014); Salimetrics Spit Camps I (2009) & II (2014; advanced training on saliva analysis); Autoclave (2010); Toastmasters International Competent Leader (2009) & Competent Communicator (2008); Aboriginal Awareness Training (2008); Faculty Certificate Program on Teaching and Learning in Higher Education (2006); Scholarship of Teaching and Learning (U of S; 2005); Laboratory Animal Care (U of S 2003); Introduction to Ethics and Integrity (U of S 2003).

Employment History

University of Regina, Department of Psychology

Associate Professor (July 2016-present), Assistant Professor (July 2006- June 2016)

Tenure awarded 2012, Merit Increment awarded 2009

Teaching History

Selected Topics in Behavioural Neuroscience: Hormones & Behaviour (PSYC 847); taught 4 times in past 10 years.
 Selected Topics in Behavioural Neuroscience: Psychoactive Drug Effects on Brain & Behaviour (PSYC 455); taught 5 times in past 10 years.

Human Neuropsychology (PSYC 356); taught 9 times in past 10 years.

Biological Foundations of Behaviour (PSYC 255); taught 13 times in past 10 years.

Research Methods in Psychology (PSYC 204); taught 6 times in past 10 years.

Introductory Psychology B (PSYC 102); taught 5 times in past 10 years.

Student Supervision

Name	Position	Dates of supervision
Clair Barefoot	Completed PhD in Clinical	2015-2017 (primary co-supervisor)
Bianca Hatin	Completed PhD in EAP	2011-2017 (supervisor)
Emilie Kossick	Completed MA in EAP	2007-2013 (primary co-supervisor)
Bianca Hatin	Completed MA in EAP	2007-2010 (co-supervisor)
Denis Gavigan	EAP MA in progress	2015-present (on leave) (supervisor)
Alexandra Ennis	Completed BA hon's thesis	2016-2017 (supervisor)
Alexander Cameron	Completed BSc hon's thesis	2015-2016 (supervisor)
Denis Gavigan	Completed BA hon's thesis	2014-2015 (supervisor)
Shea O'Bertos	Completed BA hon's thesis	2013-2014 (supervisor)
Galilee Thompson	Completed BSc hon's thesis	2013-2014 (supervisor)
Caitlin Hunter	Completed BA hon's thesis	2012-2013 (supervisor)
Holly McCrindle	Completed BA hon's thesis	2011-2012 (supervisor)

Michael Vogt	Completed BA hon's thesis	2011-2012 (supervisor)
Layla Gould	Completed BA hon's thesis	2010-2011 (supervisor)
Jessica Yelland	Completed BA hon's thesis	2010-2011 (supervisor)
Janine Beahm	Completed BA hon's thesis	2009-2010 (supervisor)
Lyndsay Cherniawsky	Completed BA hon's thesis	2009-2010 (supervisor)
Adina Rudrick	Completed BA hon's thesis	2008-2009 (supervisor)
Ashley Andrews	Completed BA hon's thesis	2008-2009 (supervisor)
Dominique Dupuis	BSc Hons Thesis in progress	2017-2018 (supervisor)
Clair Barefoot	Completed PhD clinical	2012-2014 (supervisory committee member)
Theresa Dever-Fitzgerald	Completed PhD clinical	2008-2013 (supervisory committee member)
Omeed Ghandehari	Completed MA clinical	2010-2011 (supervisory committee member)
Heather Eritz	Completed MA clinical	2008-2009 (supervisory committee member)
Julia Grummish	Clinical MA in progress	2016-present (supervisory committee member)
Ashley Ethier	Clinical MA in progress	2016-present (supervisory committee member)

University Service

During the past 10 years I have served on 8 departmental, 5 faculty, and 6 university level committees, 5 of which I chaired. I've also served on 2 faculty association committees and participated in 22 university and community professional volunteer service activities.

Scholarly Research

Note: Authors who were under my supervision/co-supervision at the time the work was conducted are listed in italics.

Ennis, A., Sykes Tottenham, L., & Cameron, A. (June, 2017). Sex differences in the effects of stress on emotion recognition.

Poster presented at the annual meeting of the Canadian Society for Brain, Behaviour, and Cognitive Sciences, Regina.

Hatin, B., Sykes Tottenham, L., & Oriet, C. (June, 2017). Comparing the effects of vertical elevation and horizontal position on line bisection biases in peripersonal and extrapersonal space. Poster presented at the annual meeting of the Canadian Society for Brain, Behaviour, and Cognitive Sciences, Regina.

Macdonald, J.C., & Sykes Tottenham, L. (June, 2017). Emotion recognition: Dynamic versus static images. Poster presented at the annual meeting of the Canadian Society for Brain, Behaviour, and Cognitive Sciences, Regina.

Sykes Tottenham, L., & Vogt, J.M. (2017). Effects of emotion cues on sex differences in spatial perception tasks [Abstract]. *Canadian Psychology, 58*(1a), 138.

Hatin, B., & Sykes Tottenham, L. (2016). The relationship between line bisection performance and emotion processing: Where do you draw the line? Laterality, 21, 709-731.

Hatin, B., & Sykes Tottenham, L. (2016). What's in a line? Verbal, facial, and emotional influences on the line bisection task. Laterality, 21, 689-708.

Cameron, A. J., & Sykes Tottenham, L. (2016). Stress effects on facial and auditory emotion recognition [Abstract]. Canadian Psychology, 57(2a), 100.

Sykes Tottenham, L., & Gould, L. (2016). Morning cortisol levels related to emotion recognition in men [Abstract]. *Canadian Psychology, 57*(2a), 103.

Gavigan, D., & Sykes Tottenham, L. (2015). Do stress responses mediate the relationship between math anxiety and math performance? [Abstract]. Canadian Journal of Experimental Psychology, 69(4), 338.

Hatin, B., & Sykes Tottenham, L. (2015). What's in a line? The influence of valence, faces, and language on pseudoneglect [Abstract]. Canadian Journal of Experimental Psychology, 69(4), 338.

Hatin, B., & Sykes Tottenham, L. (2014). Painting a picture of how hemispheric asymmetries are related to artwork [Abstract]. Canadian Journal of Experimental Psychology, 68, 281.

Thompson, G., Sykes Tottenham, L., O'Bertos, S., & Hatin, B. (2014). Sex differences in spatial performance? Roles of task type, stimulus type, and testosterone [Abstract]. Canadian Journal of Experimental Psychology, 68, 285.

O'Bertos, S., Sykes Tottenham, L., Thompson, G., & Hatin, B. (2014). Emotion from a different angle: Facial threat signals affect female spatial processing [Abstract]. Canadian Journal of Experimental Psychology, 68, 285.

- Hatin, B., & Sykes Tottenham, L. (2013). Fire the lazars! Performing line bisection in extrapersonal space [Abstract]. *Canadian Journal of Experimental Psychology*, 67, 307.
- Hunter, C., & Sykes Tottenham, L. (2013). Effects of stimulus type, testosterone, and strategy on sex differences in mental rotation accuracy [Abstract]. *Canadian Journal of Experimental Psychology*, 67, 306.
- Kossick, E., Sykes Tottenham, L., & Alfano, D. (2013). Prenatal sex hormone estimator correlated with empathy and facial mimicry in women [Abstract]. *Canadian Journal of Experimental Psychology*, 67, 306-307.
- Hatin, B., Sykes Tottenham, L., & Oriet, C. (2012). The relationship between collisions and pseudoneglect: Is it right? *Cortex*, 48(8), 997-1008.
- Brand, J., Oriet, C., & Sykes Tottenham, L. (2012). Size and emotion averaging: Costs of dividing attention after all. *Canadian Journal of Experimental Psychology*, 66(1), 63-69.
- Hatin, B., & Sykes Tottenham, L. (2012). Here's looking at you: Visuospatial biases can influence judgements of faces and art [Abstract]. *Canadian Journal of Experimental Psychology*, 66, 269.
- Hatin, B., Sykes Tottenham, L., & Oriet, C. (2012). Hall versus wall doorway collisions: Why aren't they right? [Abstract]. *Canadian Journal of Experimental Psychology*, 66, 284.
- Heidt, C.T., Rudrick, A.N., & Sykes Tottenham, L. (2012). Bodies are special: Stimulus type and strategy affect sex differences in mental rotation accuracy [Abstract]. *Canadian Journal of Experimental Psychology*, 66, 268.
- McCrinkle, H.M., Sykes Tottenham, L., Yelland, J. M., & Hatin, B. (2012). Oral contraceptives mediate the relationship between sex hormones and emotion recognition across the menstrual cycle [Abstract]. *Canadian Journal of Experimental Psychology*, 66, 299.
- Allerdings, L., Sykes Tottenham, L., & Arbuthnott, K. (2011). Effects of regulatory priming and sex on emotion recognition [Abstract]. *Canadian Psychology*, 52(2a), 18.
- Beahm, J., & Sykes Tottenham, L. (2011). Fetal testosterone exposure and emotion recognition in adults [Abstract]. *Canadian Psychology*, 52(2a), 7.
- Cherniawsky, L., & Sykes Tottenham, L. (2011). The face of cerebral lateralization: A hands on study [Abstract]. *Canadian Psychology*, 52(2a), 7.
- Gould, L., & Sykes Tottenham, L. (2011). Testosterone and emotion recognition in men: Individual differences and diurnal fluctuations [Abstract]. *Canadian Journal of Experimental Psychology*, 65(4), 297.
- Hatin, B., Sykes Tottenham, L., & Oriet, C. (2011). Alexithymia: Right hemisphere dysfunction or interhemispheric transfer deficit? [Abstract]. *Canadian Psychology*, 52(2a), 7.
- Pandey, M., Hatin, B., Sykes Tottenham, L., & Oriet, C. (2011). Hindsight bias and emotional intelligence [Abstract]. *Canadian Psychology*, 52(2a), 23.
- Sykes Tottenham, L., & Hatin, B. (2011). Gender role, sex, and sexual orientation related differences in emotional intelligence [Abstract]. *Canadian Psychology*, 52(2a), 274.
- Yelland, J., & Sykes Tottenham, L. (2011). The effects of oral contraceptives on emotion processing [Abstract]. *Canadian Journal of Experimental Psychology*, 65(4), 297.
- Brand, J., Oriet, C., & Sykes Tottenham, L. (2010). Rapid averaging: Two means cannot be computed in parallel without cost [Abstract]. *Canadian Journal of Experimental Psychology*, 64(4), 312.
- Bemister, T., & Sykes Tottenham, L. (2009). Emotion recognition, empathy and prenatal testosterone [Abstract]. *Canadian Psychology*, 50(2a), 63.
- Andrews, A., & Sykes Tottenham, L. (June, 2009). *Prenatal sex hormone effects on emotion recognition: Does sex of the expresser matter?* Poster presented at the annual meeting of the Theoretical and Experimental Neuropsychology Network, Montreal.
- Hatin, B., Sykes Tottenham, L., & Oriet, C. (June, 2009). *The effect of attention on pseudoneglect-induced collisions.* Poster presented at the annual meeting of the Theoretical and Experimental Neuropsychology Network, Montreal.
- Rudrick, A., & Sykes Tottenham, L. (June, 2009). *The effects of stimulus type on sex differences in mental rotation accuracy.* Poster presented at the annual meeting of the Theoretical and Experimental Neuropsychology Network, Montreal.
- Sykes Tottenham, L. (2008). 2D:4D ratio differentially related to emotion recognition in adult men and women [Abstract]. *Canadian Psychology*, 49(2a), 130.
- Scott, C., Oriet, C., & Sykes Tottenham, L. (2008). Inhibition of return and affective devaluation [Abstract]. *Canadian Journal of Experimental Psychology*, 62(4), 292

Jaime Williams

Assistant Professor (term appointment)

jaime.williams@uregina.ca, (306) 337-2911,

Education and Professional Development

Master of Fine Arts (MFA) Interdisciplinary Art; Sept 2015	Simon Fraser University; Vancouver, BC
Bachelor of Fine Arts (BFA) Sept 2011	Nova Scotia College of Art and Design; Halifax, NS
Doctor of Philosophy (Ph.D.) (Clinical Psychology); June 2008	University of Regina; Regina, SK
Master of Arts (M.A.) (Clinical Psyc); May 2003	University of Regina; Regina, SK
Bachelor of Arts (B.A.) High Honours; May 2001	University of Regina; Regina, SK

Employment History

January 2016-present
Assistant Professor (3.5 year term); Department of Psychology, University of Regina, Regina, SK
 2014-December 2015
Research Associate; Centre on Aging and Health, University of Regina, Regina, SK
 2011-2013
Postdoctoral Fellow; Centre on Aging and Health, University of Regina, Regina, SK
 2009-2011
Psychologist and Assistant Professor (affiliated); Queen Elizabeth II Health Sciences Centre and
 Department of Psychiatry, Dalhousie University, Halifax, NS
 2008-2009
Assistant Professor (tenure-track); Dept of Psychology, University of Saskatchewan, Saskatoon, SK

Teaching History

Regular Teaching Assignment at the University of Regina, Regina, SK

2018	Abnormal Psychology; Professional Ethics (Graduate)
2017 (2 terms)	Abnormal Psychology; Advanced Research Methods; Psychology & Contemporary Art; Psychology of Women; Research Methods
2016 (2 terms)	Abnormal Psychology (2 terms); Personality Psychology; Psychology of Women

Regular Teaching Assignment at the University of Saskatchewan, Saskatoon, SK

2008 – 2009 (3 terms)	Social and Emotional Development (laboratory and lecture-based class); Advanced Behavioural Pathology (co-taught with Dr. Margaret Crossley, Graduate); Ethics and Professional Practice (Graduate)
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Sessional Teaching

2017	Psychology & Contemporary Art; Continuing Studies Division (Lifelong Learning Centre; not for credit); University of Regina, Regina, SK
2016	Psychological and Creative Perspectives on Life History and Autobiography Continuing Studies Division (Lifelong Learning Centre; not for credit); University of Regina, Regina, SK
2013	Visual Art Studio in Aging and Health (not for credit); Continuing Studies Division (Lifelong Learning Centre); University of Regina, Regina, SK
2010 – 2011	Abnormal Psychology: Specific Disorders (2 terms); Abnormal Psychology: History and Systems; Saint Mary's University, Halifax, NS

University Service

Service to the University includes participation in department and clinical committee meetings, both during my time at the University of Regina (U of R; 2016-present) and while at the University of Saskatchewan (U of S; 2008-2009). Further, I served as a member of the Behavioural Research Ethics Board at the U of S during 2008-2009 and I am currently the Faculty of Arts representative to Luther College at the U of R. I further participated in academic and hospital rounds (Department of Psychiatry) while at Dalhousie University.

Service to the community involves being registered as a psychologist, both in Saskatchewan (2008-2009; 2016-present) and Nova Scotia (2009-2011). In this capacity, I have served as a community presenter for the Schizophrenia Society of Saskatchewan (2016-2015). I have also taught three art/psychology classes pro bono for the Lifelong Learning Centre at the University of Regina.

Further community service includes volunteer work serving food to people of low socioeconomic status in Regina (Souls Harbour Rescue Mission), Halifax (Saint Matthew's United Church), and Vancouver (Carmichael Outreach).

Scholarly Research

*In the past 10 years, I have been a co-author of **22 peer-reviewed articles, 3 book chapters, and 17 published abstracts**. I have further participated in **4 artist residencies, presented 4 lecture-performances at academic conferences, had my work exhibited in 3 solo shows, 8 group shows, and 23 performances**.*

Selected Peer-Reviewed Publications

- Martin, R. R., Hadjistavropoulos, T., Williams, J., & Hadjistavropoulos, H.D. (in press). Pain and psychology. In Hadjistavropoulos, T. & Hadjistavropoulos, H. (Editors). *Pain management in older adults: A self-help guide* (2nd Edition). Philadelphia: Wolters Kluwer
- Ammaturo, D., Hadjistavropoulos, T. & Williams, J. (2017). Pain in dementia: Use of observational pain assessment tools by people who are not health professionals. *Pain Medicine, 18*, 1895-1907.
- Eritz, H, Hadjistavropoulos, T., Williams, W., Kroeker, K, Martin, R., Lix, L., & Hunter, P. (2016). A life history intervention for individuals with dementia: A randomized controlled trial of nursing staff

- empathy, perceived patient personhood and aggressive behaviours. *Ageing & Society*, 36, 2061-2089.
- Dever Fitzgerald, T., Hadjistavropoulos, T., Williams, J., Lix, L., Zahir, S., Alfano, D. & Scudds, R. (2016). The impact of fall risk assessment on nurse fears, patient falls, and functional ability in long-term care. *Disability and Rehabilitation*, 38, 1041-1052. doi: 10.3109/09638288.2015.1085102
- Hadjistavropoulos, T., Williams, J., Kaasalainen, S., Hunter, P.V., Savoie, M. & Wickson-Griffiths, A. (2016). Increasing the frequency and timeliness of pain assessment and management in long-term care: Knowledge transfer and sustained implementation. *Pain Research and Management*, vol. 2016, Article ID 6493463, 13 pages. doi:10.1155/2016/6493463
- Williams, J., Hadjistavropoulos, T., Ghandehari, O.O., Malloy, D.C., Hunter, P.V., Martin, R. R. (2016). Resilience and organisational empowerment among long-term care nurses: Effects on patient care and absenteeism. *Journal of Nursing Management*, 24, 300-308.
- Hampton, A. J. D., Hadjistavropoulos, T., Gagnon, M., Williams, J. & Clark, D. (2015). The effects of emotional regulation strategies on the pain experience: A structured laboratory investigation. *Pain*, 156, 868-879. doi: 10.1097/j.pain.000000000000126.
- Williams, J., Hadjistavropoulos, T., Ghandehari, O. O., Yao, X., & Lix, L. (2015). An evaluation of a person-centred care program for long-term care facilities. *Ageing & Society*, 35, 457-488. 6
- Williams, J. & Richmond, C. (2015). Cross-cultural issues in health psychology (pp.296-314). In T. Hadjistavropoulos & H. Hadjistavropoulos (Eds.), *Fundamentals of health psychology*. Don Mills, Ontario: Oxford University Press.
- Maxan, E., Kinley, J. L., Williams, J., & Reyno, S. M. (2013). Intensive group psychotherapy: fostering resilience in patients with axis I and axis II disorders. *International Journal of Mental Health Promotion*, 15(2), 121-130.
- Williams, J., Hadjistavropoulos, T., Malloy, D., Gagnon, M., Sharpe, D., & Fuchs-Lacelle, S. (2012). A mixed methods investigation of the effects of ranking ethical principles on decision making: Implications for the Canadian Code of Ethics for Psychologists. *Canadian Psychology*, 53, 204-216. doi: 10.1037/a0027624
- Williams, J., Kaasalainen, S., Hadjistavropoulos, T., Scudds, R., Thorpe, L., Neville, S., Tremeer, J. & Andersen, D. (2011). A qualitative investigation of injurious falls in long-term care: Perspectives of staff members. *Disability and Rehabilitation*, 33, 423-432.
- Williams, J., Kinley, J.L., Bauld, M.C., Crosby, D., Cumby, J.M., Eames, J.C. & Kavanaugh, M. (2011). A qualitative methodology for theory elucidation, explication, and development applied within an intensive group psychotherapy program. *International Journal of Integrative Psychotherapy*, 2, 19-33.
- Kaasalainen, S., Williams, J., Hadjistavropoulos, T., Thorpe, L., Whiting, S., Neville, S. & Tremeer, J. (2010). Creating bridges between researchers and long-term care homes to promote quality of life for residents. *Qualitative Health Research*, 20(12), 1689-1704.

Lecture-Performances

- Williams, J. & Smythe, W. (2017). *Knowing the Unknowable*. Improvisation and Mobility Interdisciplinary Conference and Festival. University of Regina, Regina, SK
- Williams, J. (2016). *"Blood memory": Embodied Subversion in Indigenous and Non-Indigenous Contemporary Dance Practices*. Indigenous Research Day. University of Regina, Regina, SK
- Williams, J. (2016). *In Camera: The Digital Footprint of Embodied Collaboration*. Humanizing Data on the Prairies. University of Regina, Regina SK.

Kristi D. Wright, Ph.D., R.D.Psych.

Associate Professor

kristi.wright@uregina.ca; (306) 585-4180

Education and Professional Development

Institution:	Dalhousie University, Halifax, Nova Scotia, Canada
Dates:	09/02 to 10/06
Degree Obtained:	Doctor of Philosophy in Clinical Psychology
Institution:	University of Regina, Regina, Saskatchewan, Canada
Dates:	09/00 to 10/02
Degree Obtained:	Masters of Arts in Psychology
Institution:	University of Regina, Regina, Saskatchewan, Canada
Dates:	09/95 to 05/00
Degree Obtained:	Bachelor of Arts Honours (Major: Psychology)

Employment History

2013-present	Associate Professor, Department of Psychology, University of Regina (tenured)
2010-present	Private Clinical Practice, Small clinical practice (0-4 hours/week)
2009-2012	Assistant Professor, Department of Psychology, University of Regina, (tenure-track)
2007-2009	Assistant Professor, Department of Psychology, University of Regina (term)
2007-2013	Consultant Psychologist, Child and Youth Services, Regina Qu'Appelle Health Region
2007-2010	Consultant Psychologist, Adolescent Inpatient Unit, Regina Qu'Appelle Health Region

Teaching History

2008, 2010-present	Advanced Psychopathology (Psych 832)
2008-present	Introduction to Psychology (Psych 101)
2008, 2010-2012/2018	Assessment I (Psych 850)
2007-2015	Abnormal Psychology (Psych 333)
2007 & 2017	Assessment II (Psych 851)

Student Supervision

Name	Position	Dates of supervision
Ms. Shelby Shivak	Honours Student in Psychology	2017-present
Ms. Jessica Williams	Honours Student in Psychology	2016-2017
Ms. Brooke Hoffman	Honours Student in Psychology	2015-2016
Ms. Amanda Oliver	Honours Student in Psychology	2015-2016
Ms. Megan Adams-Lebell	Honours Student in Psychology	2012-2013
Ms. Rachelle Jeworski	Honours Student in Psychology	2012-2013
Ms. Sarah Reiser	Honours Student in Psychology	2010-2011
Mr. Dillon Brown	Honours Student in Psychology	2009-2010
Ms. Whitney Taylor	Honours Student in Psychology	2009-2010
Mr. Dan Lee	Honours Student in Psychology	2008-2009
Ms. Katharine Gerry	Honours Student in Psychology	2008-2009
Ms. Stephanie Kaiser	Honours Student in Psychology	2008-2009
Ms. Tamara Ruzic	Honours Student in Psychology	2007-2008
Ms. Hilary Powers, B.A. Hons.	MA Student in Clinical Psychology	2017-present
Ms. Kirstie Walker, B.A. Hons.	MA Student in Clinical Psychology.	2012-2014

Ms. Sarah J. Reiser, B.A. Hons.	MA Student in Clinical Psychology.	2011-2013
Ms. Bethany Gelinias, B.A. Hons.	MA Student in Clinical Psychology	2010-2012
Ms. Chelsea Delparte, B.A. Hons.	MA Student in Clinical Psychology	2009-2011
Ms. Kim Audette, M.A.	PhD Student in Clinical Psychology	2016-present
Ms. Kaila Bruer, M.A.	PhD Student in Clinical Psychology	2016-2017
Ms. Kirstie Walker, M.A.	PhD Student in Clinical Psychology	2014-present
Ms. Sarah J. Reiser, M.A.	PhD Student in Clinical Psychology	2013-present
Ms. Bethany Gelinias, M.A.	PhD Student in Clinical Psychology	2012-2016
Ms. Chelsea Delparte, M.A.	PhD Student in Clinical Psychology	2011-2016
Ms. Sarah Ivens, M.A.	Practicum Student	2017
Ms. Andreea Tamaian, M.A.	Practicum Student	2016
Ms. Melissa Wuerch, M.A.	Practicum Student	2016
Ms. Holly Parkerson M.A.	Practicum Student	2015
Ms. Kirstie Walker, M.A.	Practicum Student	2015
Ms. Heather Eritz M.A.	Practicum Student	2011
Ms. Christina Drost, M.A.	Practicum Student	2011
Ms. Kellsey Collimore, M.A.	Practicum Student	2010
Mr. Dufton Lewis, M.A.	Practicum Student	2010
Ms. Amanda Lints-Martindale, M.A.	Practicum Student	2008
Mr. Atif Shujah, M.A.	Practicum Student	2008

University Service

2015-present	Clinical Placement Coordinator, Department of Psychology
2014-present	Performance Review Committee (2 terms; currently Chair-2017-2018, Faculty of Arts
2009-2012	Chair, Scheduling and Curriculum Committee, Department of Psychology
2009	Ad-hoc Committee on Non-Text Thesis and Dissertation Formats
2008-12, 2015, 2018	Clinical Psychology Graduate Program Selection Committee, Dept. of Psych
2008-2012	Psychology Graduate Student Association (PGSA) Faculty Liaison, Dept. of Psych
2007-2009	Scheduling and Curriculum Committee Member, Department of Psychology
2007-2017	Undergraduate Honours Program Committee Member, Department of Psychology

Scholarly Research

Peer-reviewed Articles *Underlined indicates author under the supervision of Dr. Kristi Wright

1. Oliver, A. M., Wright, K. D., Kakadekar, A., Pharis, S., Pockett, C., Bradley, T. J., Tomczak, C. R., & Erlandson, M. (2018). Health anxiety and associated constructs in children and adolescents with congenital heart disease: A CHAMPS cohort study. *Journal of Health Psychology*. Epub ahead of print doi:10.1177/1359105318755263
2. Thorisdottir, A. S., Villadsen, A., LeBouthillier, D. M., Rask, C. U., Wright, K. D., Asmundson, G. J. G. (2017). Measurement invariance across genders on the Childhood Illness Attitude Scales (CIAS). *Journal of Psychosomatic Research*, 98, 34-39. doi: 10.1016/j.jpsychores.2017.05.006
3. Wright, K. D., Raazi, M., & Walker, K. L. (2017). Internet-delivered, preoperative, preparation program (I-PPP): Development and effectiveness. *Journal of Clinical Anesthesia*, 39, 45-52. doi: 10.1016/j.jclinane.2017.03.007
4. Walker, K. L., Ammaturo, D. A., & Wright, K. D. (2017). Are We Assessing Temperament Appropriately? The Emotionality Activity Sociability and Impulsivity (EASI) Temperament Scale: A systematic psychometric review. *Canadian Psychology*, April 17. doi: 10.1037/cap0000108.
5. Walker, K., & Wright, K. D. (2017). SNAP® for schools: Impact on internalizing symptoms. *In Education*, 23, 26-40.
6. Wright, K. D., Adams Lebell, M. A. N., & Carleton, R. N. (2016). Intolerance of uncertainty, anxiety sensitivity, health anxiety, and anxiety disorder symptoms in youth. *Journal of Anxiety Disorders*, 41, 35-42. doi: 10.1016/j.janxdis.2016.04.011

7. Wright, K. D., Reiser, S. J., & Delparte, C. A. (2015). The relationship between childhood health anxiety, parent health anxiety and associated constructs. *Journal of Health Psychology, 22*, 617-626. doi: 10.1177/1359105315610669
8. Gelinias, B. L., Delparte, C. A., Wright, K. D., & Hart, R. (2015). Problematic eating behaviors among bariatric surgical candidates: A psychometric investigation and factor analytic approach. *Eating Behaviors, 16*, 34–39. doi: 10.1016/j.eatbeh.2014.10.018
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10. Wright, K. D. (2014). Commentary: Individualised education reduces anxiety levels in children over 4 years undergoing elective surgery. *Evidenced-Based Nursing*. doi: 10.1136/eb-2014-101909
11. Wright, K. D., Stewart, S. H., Finley, G. A., & Raazi, M. (2014). A sequential examination of parent-child interactions at anesthetic induction. *Journal of Clinical Psychology in Medical Settings, 21*, 374–385. doi: 10.1007/s10880-014-9413-4
12. Reiser, S. J., McMillan, K. A., Wright, K. D., & Asmundson, G. J. G. (2014). Adverse childhood experiences and health anxiety in adulthood. *Child Abuse and Neglect, 38*, 407-413. doi: 10.1016/j.chiabu.2013.08.007
13. Wright, K. D., Finley, G. A., Lee, D., Raazi, M., & Sharpe, D. (2013). A snapshot: practices of Canadian anesthesiologists in alleviating preoperative anxiety in children and adolescents. *Canadian Journal of Anesthesia, 60*, 1161-1162. doi: 10.1007/s12630-013-0018-4
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18. Wright, K. D., Stewart, S. H., & Finley, G. A. (2010). Preoperative anxiety in children: When is parental presence helpful? *Canadian Journal of Anesthesia, 57*, 751–758. doi: 10.1007/s12630-010-9333-1
19. Wright, K. D., Eisner, A., Stewart, S. H., & Finley, G. A. (2009). Measurement of preoperative anxiety in young children: Self-report versus observer-rated. *Journal of Psychopathology and Behavioral Assessment, 32*, 416–427. doi: 10.1007/s10862-009-9158-9

Conference Presentations (Note: 5 additional conference and 33 conference poster presentation since 2008)

1. Reiser, S. J. & Wright, K. D. (2017, June). Fetal health anxiety: Development and psychometric properties of the Fetal Health Anxiety Index. Oral presentation in C. Raske & K. D. Wright (chairs) *Different aspects of health anxiety* at the 5th Annual Scientific Conference of the European Association of Psychosomatic Medicine, Barcelona, Spain.
2. Wright, K. D., Oliver, A., Erlandson, M., & Tomczak, C. (2016, June). Health anxiety and associated constructs in children and adolescents with congenital heart defects. Presented as an oral presentation at the 8th World Congress of Behavioural and Cognitive Therapies, Melbourne, Australia.

Appendix II

**Proposed Revisions for
Undergraduate Course Descriptions
(Pending Approval)**

PSYC 101 3:3-0

Introduction to the Social Science Areas of Psychology

An introduction to the social science aspects of psychology, including the study of adjustment, disorders, development, personality and the social environment of the person.

PSYC 102 3:3-0

Introduction to the Natural Science Areas of Psychology

An introduction to the natural science aspects of psychology, including the study of brain and behaviour, perception, learning, memory, cognition, motivation and emotion.

PSYC 204 3:3-0

Research Methods in Psychology

An examination of research methods used in psychology. Psychology majors should take this course early in their programs, as it is relevant to all areas of psychology and is a prerequisite for many upper year courses.

*** Prerequisite: PSYC 101 and PSYC 102 ***

PSYC 210 3:3-0

Developmental Psychology

A study of developmental processes across the lifespan; the interaction between environmental and biological processes; maturational and learning factors; how these interact with social influences in the developing person.

*** Prerequisite: PSYC 101 and PSYC 102 ***

PSYC 220 3:3-0

Social Psychology

The study of human behaviour in its social context dealing with the impressions we form of others and emphasizing the influence of group membership and interactions upon important psychological processes.

*** Prerequisite: PSYC 101 and PSYC 102 ***

PSYC 230 3:3-0

Personality Psychology

A survey of theory and research related to individual differences in thinking, feeling, and behaving.

*** Prerequisite: PSYC 101 and 102 ***

PSYC 255 3:3-0

Biological Foundations of Behaviour

An introduction to the structure and function of the nervous system and the cells that comprise it. Emphasis is placed on neuroplasticity, by examining how the brain effects and is affected by normal and abnormal behaviour.

Prerequisite: PSYC 101 and PSYC 102

Note: Students who have completed BIOL 407 may not take this course for credit

PSYC 270 3:3-0

Human Information Processing

A survey of theory and research findings in the areas of thought, skills, problem-solving, and expertise.

*** Prerequisite: PSYC 101 and 102 ***

PSYC 305 3:3-0

Statistics in Psychology

An examination of statistical principles and their application to ~~the~~ solving of research problems in psychology. This course reviews descriptive statistics and emphasizes univariate inferential statistics.

Prerequisite: PSYC 204 or SOST 201

Note: Students who have completed both STAT 100 and 200 or STAT 160 may not take this course for credit. STAT10 and 200 or STAT 160 will fulfill the major requirement.

PSYC 310 3:3-0

Child Development

An in-depth study of prenatal, infancy, early and middle childhood developmental stages, and the relationship of these stages to pertinent caregivers.

*** Prerequisite: PSYC 210 ***

PSYC 311 3:3-0

Adolescent Psychology

An in-depth study of adolescent development with special reference to adolescent identity from a female and male perspective, and with attention to the relationship of physiological, cognitive, and sociological dimensions.

*** Prerequisite: PSYC 210 ***

PSYC 320 3:3-0

Advanced Topics in Social Psychology

An examination of selected topics, key issues, and current debates in social psychology.

*** Prerequisite: PSYC 220 ***

PSYC 321 3:3-0

Forensic Psychology

An overview of the field of forensic psychology – the intersection of psychology and the law. Topics include: psychology of police investigations, deception, eyewitness testimony, child victims and witnesses, juries, mental illness in court, sentencing and parole, domestic violence, sexual offenders, psychopathy, risk assessment, and special offender populations.

Prerequisite: PSYC 101 and PSYC 102 and completion of 60 credit hours

Declared majors in Justice Studies may register with PSYC 101 OR 102 and completion of 60 credit hours

Must not have previously received credit for PSYC 320 as a forensic course

PSYC 330 3:3-0

Psychology of Women

An examination of the major theories, research methodologies, and data in the field of the psychology of women. Philosophical values of feminism, ~~and~~ the psychological impact of women's historical roles in society, and cultural perspectives pertaining to women will be considered throughout.

*** Prerequisite: PSYC 101, 102, and two 200 level courses in the social sciences, or permission of the instructor ***

PSYC 333 3:3-0

Abnormal Psychology

A comparative study of the nature and development of normal and disordered patterns of personality and behaviour.

*** Prerequisite: PSYC 230 ***

PSYC 335 3:3-0

Psychology of Individual Behaviour and Interpersonal Relations

A study of the relationship between the self-concept and social behaviour in terms of the theoretical formulations of motivation, attitude formation, and group process.

*** Prerequisite: PSYC 220 and 230 ***

PSYC 336 3:3-0

Humanistic Psychology

A comprehensive examination of the major theorists and key issues in humanistic psychology.

*** Prerequisite: PSYC 230 ***

PSYC 337 3:3-0

Psychodynamic Psychology

An examination of theories and issues in psychodynamic psychology.

*** Prerequisite: PSYC 230 ***

PSYC 338 3:3-0

Motivation and Emotion

A survey of theory and research findings in the areas of motivation and emotion.

*** Prerequisite: PSYC 204 and 230 ***

PSYC 340 3:3-0

Psychology and Environmental Change

Mismatch between human activities and ecological maintenance processes causes many environmental problems. Psychology can thus be an important contributor to developing sustainable environmental practices. This class will review psychological theory and research on factors that influence environmentally responsible or irresponsible behaviour.

*** Prerequisite: Psychology 101 or 102 and completion of 45 credit hours or permission of the instructor ***

PSYC 355 3:3-0

Brain Mechanisms and Behaviour

An examination of the neural mechanisms underlying a broad range of normal and abnormal behaviours. Emphasis is placed on the neural mechanisms underlying motivation and arousal, learning and memory, and mental disorders.

*** Prerequisite: PSYC 204 and 255 ***

Rationale: PSYC 204 (Research Methods in Psychology) has been added as a prerequisite because PSYC 355 has a heavy research focus and typically has included in-class research exercises and a research report assignment.

PSYC 356 3:3-0

Human Neuropsychology

An examination of human brain-behaviour relationships and the effects of brain damage on behaviour. Topics may include: neuropsychological assessment and research methods in behavioural neuroscience; laterality; neuroplasticity; and neural mechanisms underlying emotion, sensory, and motor processing.

*** Prerequisite: PSYC 204 and 255 ***

Rationale: The course description has been revised to provide more information about the content of this course. Further, PSYC 204 (Research Methods in Psychology) has been added as a prerequisite because PSYC 356 has a heavy research focus and frequently includes in-class research exercises and a research report assignment.

PSYC 371 3:3-0

Learning

A survey of theory and research findings in the areas of human and animal learning.

*** Prerequisite: PSYC 204 and 270***

Rationale: The PSYC 305 prerequisite has been removed as statistics knowledge is not required for an understanding of the course content.

PSYC 372 3:3-0

Memory

A survey of theory and research findings in the area of memory and attention.

*** Prerequisite: PSYC 204 and 270, ~~and 305~~ ***

Rationale: The PSYC 305 prerequisite has been removed as statistics knowledge is not required for an understanding of the course content.

PSYC 373 3:3-0

Human Reasoning

Examines how people use, misuse, and fail to use available information in reasoning and decision-making with emphasis on theoretical, interdisciplinary approaches to understanding human reasoning and applications in everyday life. Discussion of contemporary issues will complement “hands-on” experience in designing and executing an empirical research study.

*** Prerequisites: PSYC 204 and 270 ***

Note: PSYC 220 is recommended.

PSYC 374 3:3-0

Psycholinguistics

A survey of theory and research findings in the areas of language acquisition and use.

*** Prerequisite: PSYC 101, 102, and 270 ***

PSYC 375 3:3-0

Perception

A survey of theory and research findings in the areas of sensation and perception.

*** Prerequisite: PSYC 204, 270, and 305 ***

PSYC 382 3:3-0

Consciousness Studies

An in-depth examination of consciousness as it is viewed from the cognitive and neuroscience perspectives. This is not a survey course.

*** Prerequisite: PSYC 270, and at least one additional 200-level PSYC course, or permission of the Department Head ***

PSYC 383 3:3-0

Health Psychology

A general interest course in Health Psychology examining how stress and social experiences influence health across the lifespan, the psychological ramifications of chronic and terminal illnesses (e.g. heart disease, cancer, diabetes) and common interventions used by health psychologists to foster psychological and physical wellbeing.

*** Prerequisite: PSYC 101 and 102, or permission of the Department Head. ***

* Note: Formerly numbered PSYC 388AD. Students may receive credit for only one of PSYC 388AD or PSYC 383. *

PSYC 388 3:3-0

Special Topics an AA to ZZ series

Current interest topics and occasional offerings. Designed for students with minimal background in psychology.

Prerequisite: PSYC 101 or PSYC 102 or permission of the department head and completion of 60 credit hours

PSYC 388AA - Political Psychology

This course introduces students to the field of political psychology. Drawing on social, personality and cognitive theories in psychology, this course explores psychological understandings of a variety of political issues such as voter behavior, leadership, political conflict, reconciliation, terrorism and extremism.

Prerequisite: PSYC 101 and 102

PSYC 388AB - Positive Psychology

This course will include historical and philosophical foundations of positive psychology while reviewing related disciplines and discussing their contributions to the field. Some areas of focus will be: well-being, virtues, values, strengths, self-actualization, love and friendships, resilience, positive affect, optimism and hope, gratitude, lifespan, and organizations. ***Prerequisite: PSYC 101 and 102***

PSYC 388AC - Cross Cultural Psychology

In order to better understand how clinical psychology seeks to investigate and apply concepts of disorder to other cultures, it is important to examine the factors in western culture that contribute to the development of these concepts in the first place. This course will review how psychological/psychiatric disorders are derived, which then allows for a fuller understanding of the extent to which these disorders apply across cultures. ***Prerequisites: PSYC 101 or PSYC 102 or permission of the department head AND completion of 60 credit hours***

PSYC 388AE - Issues in Professional Leadership

Leadership involves competence in discipline-specific problem solving and management of people, which is enhanced by knowledge of human nature. This course will discuss psychological knowledge of attention, communication, motivation, and decision-making relevant to professional leadership contexts to enhance success in building relationships for purposes such as managing problem-solving teams and communicating with policy-makers and the public.

Prerequisite: Psych 101 or 102 or permission of the department head & completion of 60 credit hours

PSYC 388AF - Psychology of Evil

Using examples from psychological research and historical events such as the Stanford Prison Experiment, residential schools, and the Holocaust, this course will examine the processes that lead humans to commit and/or tolerate large scale acts of evil. ***Prerequisites: PSYC 101 and 102 or permission of the department head and completion of 60 credit hours.***

PSYC 388AG - Women's Reproductive Mood Disorders

A general interest course exploring the phenomenology of women's reproductive mood disorders - mood disorders that are triggered by female reproductive events. The characteristics, causes and consequences of premenstrual dysphoric disorder, depression during pregnancy, postpartum depression and perimenopausal depression will be a particular focus. ***Prerequisite: PSYC 101 or PSYC 102 or permission of the department head and completion of 60 credit hours*** PSYC 400 6:3-0

PSYC 400 Honours Thesis in Psychology - an AA-CC series.

A research thesis in psychology.

*** Prerequisite: Completion of 90 credit hours including all Arts core (BA) or Science cognate (BSc) courses, all required 200 level psychology courses, and PSYC 305. PSYC 404 or 405 must either precede or be taken concurrently with PSYC 400. At the time of registration for the course, a student must have a GPA of at least 75% in all psychology courses and 70% in all courses that form part of the degree program. ***

** Registration is subject to the availability of thesis supervisors and must be approved by the Honours Committee. **

* Note: The required 6 credit hours must be spread equally over two consecutive semesters (PSYC 400AA/AB). *

Rationale: The wording of the prerequisite has been revised to be more specific and to reflect recent changes that have been made in the psychology honours program, which have already been approved and incorporated into the general calendar. Additionally, “PSYC 404” has been removed from the description as it is no longer in the general calendar.

PSYC 405 3:3-1.5

Advanced Statistics in Psychology

Examination of models of analysis appropriate to psychology and related disciplines, emphasizing analysis of variance and regression, and other topics in data analysis in psychology. Labs will introduce students to data analysis using statistical packages such as SPSS and R.
*** Prerequisite: PSYC 204 and 305. A minimum grade of 65% in PSYC 305 is required to register in PSYC 405 or permission of instructor ***

Rationale: PSYC 405 is a required course for the honours program in psychology. Students who achieve less than 65% in the introductory statistics course (PSYC 305) will struggle in an advanced statistics course (PSYC 405). However, a student who receives a grade of less than 65% in PSYC 305 can ask the course instructor for permission to take PSYC 405. We are deleting the requirement of "one additional 300-level course in psychology" because PSYC 405 is taken by senior students, all of whom have many more than one additional 300-level course in psychology. Thus, this requirement serves no purpose.

PSYC 406 3:3-0

History of Psychology

A survey of the origins of modern psychology.
*** Prerequisite: Two 300-level courses in psychology ***

PSYC 407 3:3-0

Systems in Psychology

An examination of a variety of theoretical approaches and methodologies in contemporary psychology.
*** Prerequisite: Two 300-level courses in psychology ***

PSYC 415 3:3-0

Selected Topics in Developmental Psychology - an AA-ZZ series.

A seminar course dealing with current topics in developmental psychology.
*** Prerequisite: PSYC 210 ***

PSYC 415AD - Infant Development

This course will survey the psychological development of the human infant, from the prenatal period to approximately 2 years of age. We will examine research into infants' physical, cognitive, and social development, and consider the relative influence of biological and environmental factors in early development. ***Prerequisite: PSYC 310***

PSYC 420 3:3-0

Selected Topic in Social Psychology

seminar on a selected topic in social psychology.

*** Prerequisite: PSYC 320 or permission of the instructor ***

PSYC 455 3:3-0

Selected Topics in Behavioural Neuroscience - an AA-ZZ series.

An advanced seminar course on a selected topic in behavioural neuroscience.

*** Prerequisite: PSYC 355 or 356 ***

PSYC 460 3:3-0

Introduction to Clinical Psychology

An introduction to Clinical Psychology, which is a broad field of practice and research concerned with the application of psychological principles to alleviate distress and promote wellbeing. Clinical psychologists deal with a wide range of mental and physical health problems and engage in a range of professional activities (e.g., assessment, diagnosis, therapy, research).

*** Prerequisite: Two 300-level courses in psychology

PSYC 461 3:3-0

Tests and Measurement

A survey of psychological tests and measurement. Topics include: ethics and social consequences of testing, norms, reliability, validity, and representative tests in the cognitive and affective domains. This course is invaluable to students who may wish to go on in psychology in clinical and educational settings.

*** Prerequisite: PSYC 204 and 305 ***

PSYC 490 3:3-0

Directed Reading and Research - an AA-ZZ series.

Courses designed for individual students.

** Permission of the Instructor and the Department Head is required to register. **

PSYC 490AC – Family Dynamics & Personality Development

Examination of family systems, dynamics, and cycles, and how these affect the developing personalities of children.

PSYC 490BE – Advance Study of Neurobehavioural Disorders

Advanced investigation of neurological & physiological mechanisms.

PSYC 490BW - Psychology of Eyewitness Processes

This course will examine the various psychological theories regarding eyewitness memory and accuracy. Special attention will be paid to examining research on improving eyewitness accuracy as well as examining race as it relates to eyewitness reliability. ***Permission of the Instructor and the Department Head is required to register.***

PSYC 490CA - Persuasion, Attraction and Aggression

Course will review the theory and studies relating to persuasion when one person stands alone against the group or argues against a popular position.

PSYC 490CE - Advanced Research Methods

This independent reading course follows on a first semester where student(s) has written a research proposal. This independent study will facilitate student(s) conducting the research, and writing and honours-equivalent thesis.

PSYC 490CF - Memory (Advanced)

Advanced studies in Memory. A survey of theory and research findings in the area of memory and attention. ***Prerequisites: Permission of Instructor and Department Head***

PSYC 490CG - Personal Mythology

This course offers an in-depth exploration of the relevance of themes from world mythology for psychological functioning in everyday life. Included are opportunities for phenomenological self-exploration of mythological structures of human imagination. **Permission of the Instructor and the Department Head is required to register**

PSYC 490CH - Psychopathology and Cognition

This course will focus on facets of cognition (e.g., information processing, thoughts, attention, memory, etc.) and how they relate to health and disorder, in particular depression. ***Prerequisites: PSYC 101, PSYC 333, PSYC 204, PSYC 305***

PSYC 491 3:3-0

Directed Reading and Research - an AA-ZZ series.

Courses designed for individual students.

** Permission of the Instructor and the Department Head are required to register. **

PSYC 496 3:3-0

Current Topics in Psychology - an AA-ZZ series.

Courses designed as required for groups of senior undergraduates.

*** The prerequisite will vary depending on the topic. ***

PSYC 496AA - Neurobehavioural Disorders

An examination of behavioural and mental disorders in relation to pathologies of the nervous system. Emphasis is placed on a clinical neuropsychological approach to the study of brain-behaviour relationships. *** Prerequisite: PSYC 355 or PSYC 356

PSYC 496AC – Psychology & Criminal Justice System

This course reviews basic psychological principles and theories as they relate to the criminal justice system including police investigations, eyewitness identification, interviewing/interrogation, and criminal trial and sentencing procedures.

PSYC 496AH - Infant Cognition

A survey of theories and research of infant (i.e., birth to toddlerhood) learning and cognition. *** Prerequisite: PSYC 210 and PSYC 270, or permission of department head. ***

PSYC 496AN - Human Reasoning and Decision Making

Class will explore human reasoning and decision making processes from a cognitive psychology perspective. Topics include formal reasoning, heuristics, algorithms, creativity, flexibility in decision making, errors in human reasoning, the origins of such errors, affective forecasting, discounting, and the exploitation of reasoning errors and inference by unscrupulous advertisers and others. *** Prerequisite: PSYC 270 and PSYC 305 ***

PSYC 496AX - Children and the Law

This course examines the role of children in the justice system. Readings will include empirical articles and legal commentary on issues related to child victims/witnesses.

***Prerequisite: PSYC 220 minimum grade 70% ***

PSYC 496AZ - Qualitative Research Methods in Psychology

A comprehensive overview of qualitative methods in psychology, focusing on the main methodological approaches to qualitative inquiry, their foundations, and their applications. ***Prerequisite*** PSYC 204

PSYC 496BA - Psychology and Contemporary Art

An examination of the intersection between contemporary art practice and current psychological theory and research. ***Prerequisite: One 300-level PSYC course and permission from the instructor*** *Note: This course is also open to students in the Faculty of Media, Art, and Performance, who require permission from the instructor and department head.*

PSYC 496BB - Cross-Cultural Psychopathology

An examination of abnormal behaviour and clinical disorders across different cultures. Course will also survey methods used to conduct research that examines clinical disorders across cultures. ***Prerequisite: PSYC 204 and PSYC 333.***

Appendix III

Graduate Course Descriptions

PSYC 800 - History, Theory, & Systems of Psychology

A consideration of current theories and theory building. A review and examination of current advances in psychology. Integration of knowledge and research findings from various fields of psychology.

PSYC 801 - Research Design & Methodology

A critical examination of issues involved in the planning, conducting, and evaluation of research in psychology with emphasis on clinically-relevant areas.

PSYC 802 - Applied Multivariate Statistics

A survey of multivariate research methods in psychology. Topics may include: Multiple regression, ANOVA, and ANCOVA using MR, discriminant analysis, MANOVA, profile analysis, principal components and factor analysis, structural equation modelling, path analysis, and time series.

PSYC 803 - Psychological Measurement

Psychometric theory and quantitative aspects of psychological testing. Topics may include scaling and norms, classical test theory, reliability, validity, factor analysis, extraneous response components, item response theory, subject operating characteristics curves, suppresser and moderator variables, modal profile analysis.

PSYC 804 - Advanced Experimental Psychology

A critical study of methods and research findings in the field of experimental psychology.

PSYC 805 - ANOVA Designs

Students are introduced to more complex models of analysis variance, including: factorial designs, between- and within- subject designs, and co-variates. Also discussed will be some commonly used planned and host-hoc comparison procedures.

PSYC 806 - Ethics in Prof. Practice

This course will provide an intensive examination of philosophical, legal and particularly ethical issues of these affect the practising psychologist.

PSYC 807 - Research and Applied Ethics

This course will provide an intensive examination of ethical issues in research, teaching, and applied fields of psychological study.

PSYC 810 - Advanced Developmental Psychology

An examination of life span developmental psychology with reference to recent theoretical and experimental advances.

PSYC 811 - Psychology of Aging

A study of the specific developmental changes related to the aging process with special reference to recent models and major issues.

PSYC 820 - Advanced Social Psychology

Review and assessment of theory and research in social psychology.

PSYC 822 - Community Psychology

An examination of the methods of community-based psychological intervention and evaluation.

PSYC 823 - Program Develop & Evaluation

An advanced seminar on approaches and techniques relevant to the development and evaluation of mental health programmes.

PSYC 824 - History of Psychology

A survey of the origins of modern psychology.

PSYC 826 - Systems in Psychology

An examination of a variety of theoretical approaches and methodologies in contemporary psychology.

PSYC 830 - Personality Theory

An in-depth and comparative study of various personality theories.

PSYC 831 - Advanced Child Psychopathology

An examination of current theories and research concerning psychological disturbances of children and adolescents.

PSYC 832 - Advanced Psychopathology

An examination of current theories and research concerning psychological disturbances of adults.

PSYC 845 - Theory Res Clinical Application Neuropsychology

An introduction to the field of clinical neuropsychology. Theory and research regarding brain-behavior relationships will be comprehensively and critically examined with regard to their applications to applied/clinical problems and issues.

PSYC 846 - Neuropsychological Assessment

A hands-on course dealing with the administration and interpretation of selected clinical neuropsychological tests. The role of clinical neuropsychology as both a clinical and a research oriented discipline will be emphasized.

PSYC 847 - Selected Topics Behavioural Neuropsychology

An advanced seminar course dealing with current theories and research concerning neural organization and behavior.

PSYC 848 - Health Psychology

An introduction to the history, development and current status of the field of health psychology.

PSYC 850 - Psychological Assessment I

An examination of clinical psychological assessment with an emphasis on aptitude and abilities testing with adults and children.

PSYC 851 - Psychological Assessment II

Introduction to the theory of personality assessment with an emphasis on the administration and interpretation of common personality tests for children and adults.

PSYC 852 - Psychological Assessment III

An examination of the application of projective techniques with children and adults, with review of the theoretical assumptions underlying this approach to assessment.

PSYC 853 - Psychological Assessment IV

An examination of the process of diagnostic interviewing and psychological test selection, with an emphasis on psychometric theory, the integration of assessment information, and the conceptualization of clinical problems. This course is co-taught by members of the faculty and associates of the Department.

PSYC 860 - Psychological Interventions I

An introduction to theory, research, and practice in the areas of individual adult, child and group psychotherapies.

PSYC 861 - Psychological Interventions II

A more in-depth examination of selected methods of psychological intervention for individual adults and children. *** Prerequisite: Psychology 860 with a minimum grade of 70. ***

PSYC 862 - Group Therapy

An intensive study of the theoretical bases and practical applications of various models of group psychotherapy.

PSYC 863 - Family Therapy

An examination of the theory and practice of various family therapies.

PSYC 865CL - Comprehensive Exam in Clinical Psychology

Students are comprehensively examined in areas related to research, ethics, and their area of specialization in psychology. This course is intended for Clinical Psychology Doctoral students. The examinations are conducted by graduate program faculty and can take an oral or written format or a combination of both. Prerequisite: Taken after the completion of required course work and with approval of the Director of Training; completion of 18 credit hours.

PSYC 865EA - Comprehensive Examination in Experimental and Applied Psychology

Students are comprehensively examined in areas related to research, ethics, and their area of specialization in psychology. This course is intended for Experimental and Applied Psychology Doctoral students. The examinations are conducted by graduate program faculty and can take an oral or written format or a combination of both. Prerequisite: Taken after the completion of required course work and with approval of the Director of Training; completion of 18 credit hours

PSYC 870 - Practicum Clinical Psychology

A combination of instruction and supervised psychological experience in a variety of applied/clinical settings. Several practica may be taken. ** Permission of the Director and Department Head (or equivalents) required to register. **

PSYC 871 - Practicum Clinical Psychology

A combination of instruction and supervised psychological experience in a variety of applied/clinical setting. Several practica may be taken. ** Permission of the Director and Department Head (or equivalents) required to register. **

PSYC 872 - Practicum Clinical Psychology

A combination of instruction and supervised psychological experience in a variety of applied/clinical settings. Several practica may be taken. ** Permission of the Director and Department Head (or designates) required to register. **

PSYC 873 - Practicum Clinical Psychology

A combination of instruction and supervised psychological experience in a variety of applied/clinical settings. Several practica may be taken. ** Permission of the Director and Department Head (or equivalents) required to register. **

PSYC 874 - Practicum Clinical Psychology

A Combination of instruction and supervised psychological experience in a variety of applied/clinical settings. Several practica may be taken.

PSYC 875 - Practicum Clinical Psychology

A combination of instruction and supervised psychological experience in a variety of applied/clinical settings. Several practica may be taken.

PSYC 876 - Internship in Clinical Psychology

A combination of instruction and supervised psychological experience in an applied/clinical setting conducted over a four-month period. ** Permission of the Department Head and Director required to register. **

PSYC 877 - Internship in Clinical Psychology

A combination of instruction and supervised psychological experience in an applied/clinical setting conducted over a four-month period.

PSYC 878 - Internship in Clinical Psychology

A combination of instruction and supervised psychological experience in an applied/clinical setting conducted over a four-month period.

PSYC 879 - Internship in Clinical Psychology

A combination of instruction and supervised psychological experience in an applied/clinical setting conducted over a four-month period.

PSYC 880 – Pre-doctoral Intern Clinical Psychology

A twelve-month internship placement in an applied/clinical setting. Students in the initial stages of research, preparation, application and interview may register in section AA. Students actually commencing a twelve month internship will register in AB.

PSYC 880AA – Pre-doctoral Residency in Clinical Psychology (Preparation)

A twelve-month internship placement in an applied/clinical setting. Students in the initial stages of research, preparation, application and interview may register in section AA. Students actually commencing a twelve-month internship will register in AB.

PSYC 880AB – Pre-doctoral Residency in Clinical Psychology

A twelve-month internship placement in an applied/clinical setting. Students in the initial stages of research, preparation, application and interview may register in section in AA. Students actually commencing a twelve-month internship will register in AB.

PSYC 881 - Advanced Human Information Processing

The objective of this course is to examine some selective topics in the study of cognitive processes. Students are required to design and conduct experimental or modeling studies on topics in visual perception, attention, memory or reasoning.

PSYC 890 - Directed Readings in Psychology

Directed readings in selected topics in Psychology.

PSYC 890AA - Cog Neuro Emotion & Regulation

The purpose is to examine current cognitive and neuropsychological resources relevant to the issues of emotional expression, perception and regulation.

PSYC 890AQ - Aging Cognition

A survey course of theories and research on learning and cognition in the elderly. The mark will be on the basis of the research design and a literature review.

PSYC 890AR - Char & Prediction of Sexual Offender

This class will focus on two topics related to sexual offenders: 1) a review of current literature with respect to risk factors and psychological profiles associated with committing a sexual offence 2) applying cognitive behavioural theory to risk factors and profiles to provide a theoretical model for sexual offenders.

PSYC 890AS - Forensic Social Psychology

This course will examine issues related to the application of social psychological theories and research to the legal system. Concentration will be on a deeper understanding of forensic issues in Canada.

PSYC 890AT - Research in Sport Neuropsychology

Will review the extant research literature on concussion (mild traumatic brain injury) in sport, with particular emphasis on neuropsychological contributions.

PSYC 890AU - Women in Academia

A critical examination of the literature on women working in academic settings, including, but not limited to, the purported psychological impact on women.

PSYC 890AV - Adult Mental Health

To provide and observe adult psychological assessments. Develop knowledge and understanding of codes and statues governing testing and record keeping, develop knowledge of, and ability to, score and interpret a range of personality, intelligence, memory and cognitive functioning testing instruments.

PSYC 890AW - Psychology of Language

An exploration of the psychology of language from the perspectives of cognitive psychology, cultural psychology and modern technology.

PSYC 890AX - Visual Perception

Contemporary and classical models of visual perception will be reviewed, with particular emphasis on the role of attention, knowledge, and experience on perceptual processing. Other stimulus modalities will be discussed as they pertain to vision.

PSYC 890AY - Structural Equation Modeling

A review of theory and applications pertaining to structural equation modeling including path analysis and confirmatory and exploratory factor analysis.

PSYC 890AZ - Research in Clinical Neuropsychology

Review of literature on mild traumatic brain injury; statistical analysis of archival data base; preparation of one manuscript suitable for submission for refereed publication.

PSYC 890BB - Neuroscience of Sport

Will conduct independent supervised reading and research on contemporary issues in the neuroscience of sport.

PSYC 890BC - Advanced Cognitive Development

This course will be a directed readings course in the area of cognitive development with a specialization in the development of academic skills. Current research and theory will be discussed and analyzed. The student will develop a research proposal and an REB ethics application for a research project to be conducted after the end of the course.

PSYC 890BD - Qualitative Research Methods from an Inter-/Cross-Disciplinary Perspective

The goal of the course is to expose students to the wide range of qualitative research approaches available so that informed choices may be made regarding their use. Hands-on experience will be gained in proposing and conducting qualitative research.

PSYC 890BE - Metacognition: Thinking about thinking

Metacognition is thinking about thinking. People are quite accurate at assessing their own cognitive processes in some domains (e.g., estimating our score on an exam) and surprisingly inaccurate in others, greatly overestimating or underestimating their cognitive capacities. This course will critique recent literature in this growing area of inquiry.

PSYC 890BF - Narrative Psychology

An in depth study of the psychology of narrative, focussing on recent theories of the multi-voiced, dialogical self.

PSYC 890BG - Applied Neuropsychological Research on Special Populations

Supervised archival neuropsychological research on social, emotional, behavioural, and cognitive aspects of adolescents and adults with complex psychological disorders

PSYC 890BH - Special Update on Ethics/Interventions/Psychopathology

Consists of three reading lists and three exams with three instructors to update a student's knowledge in psychological interventions (PSYC 860), ethics (PSYC 806) and psychopathology (PSYC 832). The three exams can be completed in any order. The instructor of each component should be contacted to decide on an agreed upon date for the exam.

PSYC 890BI - Directed Readings in Psychology: Special Topics in Law and Psychology

Focus on developing an understanding of the law of evidence in Canada and how procedural and evidence law related to eyewitness evidence in Canada relates to other countries around the world. The student will be expected to review criminal and case law regarding the procurement and admittance of eyewitness evidence from an international perspective.

PSYC 890BJ - Human Reasoning

Students will review recent literature from a variety of disciplines that showcase applications of human reasoning (e.g., psychology, education, business). Weekly meetings will be held to discuss readings. Periodic interaction with concurrent undergraduate class is expected.

PSYC 890BK - Child Development

A review of current theories, methodologies, and findings in child developmental psychology. Course readings will focus on 2 or more areas of special interest, of the students' choosing, within the domain of child development.

PSYC 890BL - Current Controversies in Quantitative Methods

A review of current controversies in quantitative methods as used in psychology.

PSYC 890BM - Directed Readings in Psychology: Special Topics in Law and Psychology

The reading class will be focused on developing an understanding of the international legal practices related to children under the age of 12. The student will be expected to review criminal statutes, case law, and guidelines regarding the involvement of very young children in the justice system (under approx. 12 years of age). The student will select at least 4 countries from Canada, US, UK, Israel, Australia, Sweden, Norway, Denmark, and South Africa for review.

PSYC 890BN - Advanced Topics in Child Development

This course focuses on advanced child development topics including cognitive development, theory of mind, moral development, and social influences on child development.

PSYC 890BO - Conservation psychology in the prairies: A case study approach

This class will examine the field of conservation psychology through the lens of a specific case study of prairie conservation. Cases can include programs (e.g., PFRA), organizations (e.g., Nature Saskatchewan), or public action groups (e.g., Prairie Conservation Action Plan, shorebird conservation).

PSYC 890BP - The Neuropsychology of Women's Reproductive Mood Disorders

In this course, students will gain an in-depth understanding of the most up-to-date literature examining the neurobiological basis of women's reproductive mood disorders: premenstrual dysphoric disorder, postpartum depression and perimenopausal depression.

PSYC 890AY - Structural Equation Modeling

A review of theory and applications pertaining to structural equation modeling including path analysis and confirmatory and exploratory factor analysis.

PSYC 900 - Graduate Seminar in Psychology

A series of seminars for graduate students in psychology.

PSYC 900AA - M.A. Seminar in Psychology

A Seminar for M.A. students in psychology devoted to the study of special topics, professional issues, and reports on research projects by graduate students, faculty, and associates of the department.

PSYC 900AB - Ph.D. Seminar in Clinical Psychology

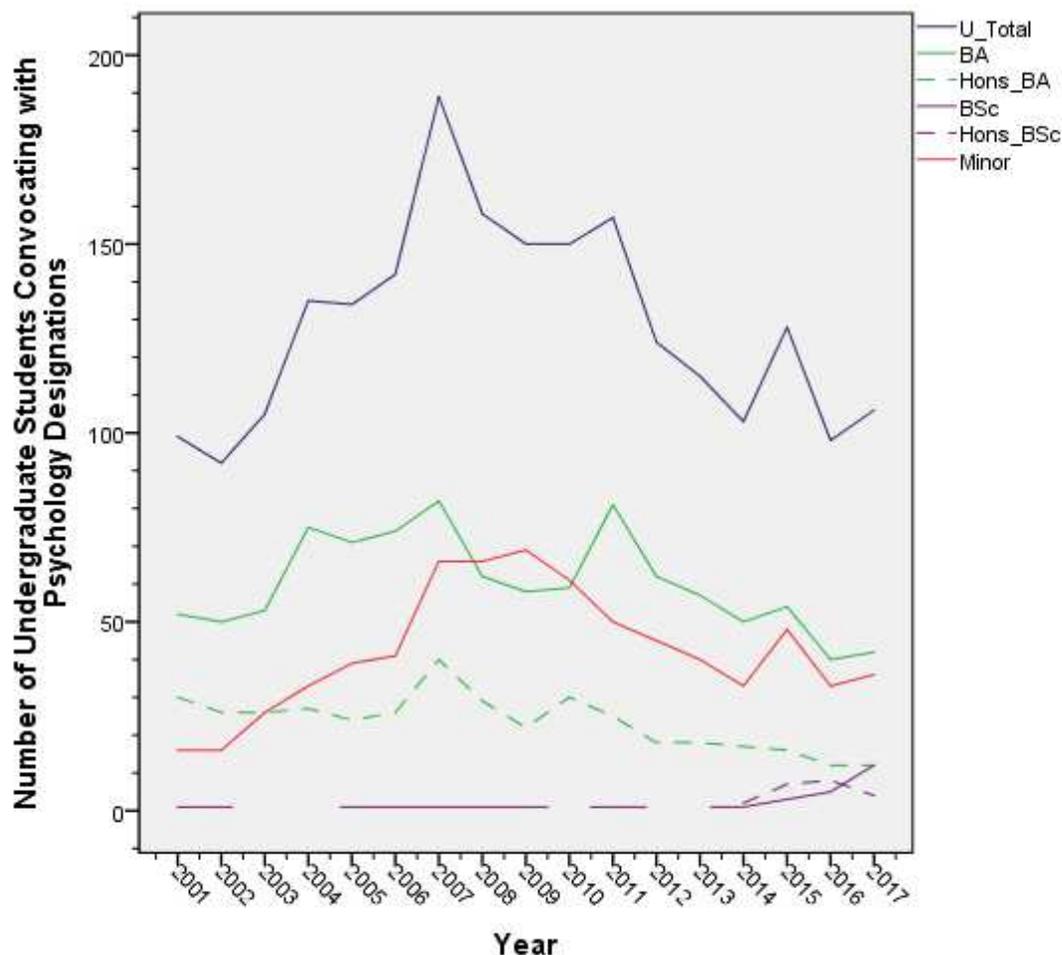
A seminar offered to Ph.D. students in clinical psychology devoted to the study of special topics, professional issues, and reports on research projects by graduate students, faculty and associates of the department.

PSYC 901 - Thesis Research

Thesis research.

Appendix IV

Other Data Tables & Plots



Year	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
BA	52	50	53	75	71	74	82	62	58	59	81	62	57	50	54	40	42
HBA	30	26	26	27	24	26	40	29	22	30	25	18	18	17	16	12	12
BSc	1					1	1	1	1		1			1	3	5	12
HBSc														2	7	8	4
Minor	16	16	26	33	39	41	66	66	69	61	50	45	40	33	48	33	36
U_Tot	99	92	105	135	134	142	189	158	150	150	157	124	115	103	128	98	106

BA = BA (4 yrs.), BA Co-op, BA Ordinary (3 yrs.), & BA double major (inc. Psych)

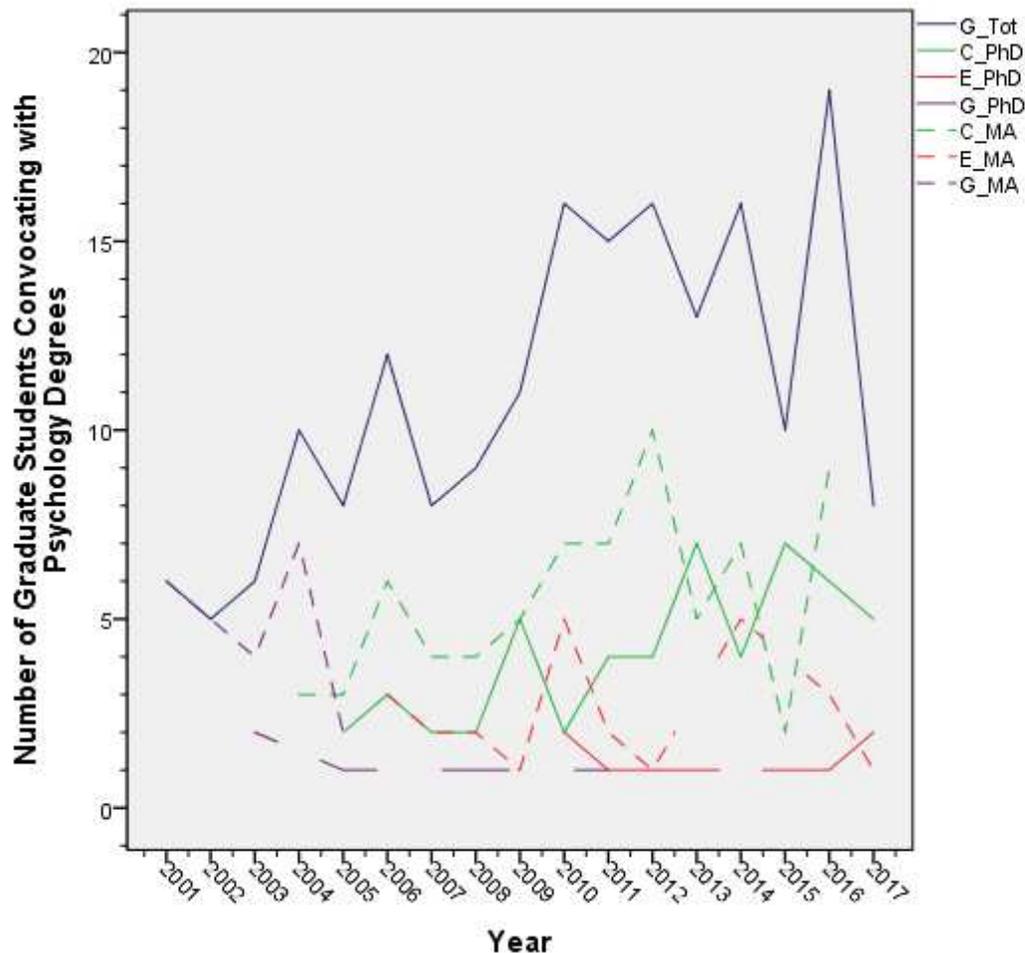
HBA = Honours BA, Honours BA Co-op, & Honours Certificate

BSc = BSc, BSc Co-op, & BSc double major (inc. Psych)

HBSc = Honours BSc & Honours BSc Co-op

Minor = Any other degree with Psychology as a minor, Adv. Cert. in Arts, & Liberal Arts Dipl.

U_Tot = Total undergraduate students convocating with Psych designation (i.e., all of the above)



Year	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
C_PhD					2	3	2	2	5	2	4	4	7	4	7	6	5
E_PhD										2	1	1	1		1	1	2
G_PhD			2		1			1			1						
C_MA				3	3	6	4	4	5	7	7	10	5	7	2	9	
E_MA						3	2	2	1	5	2	1		5		3	1
G_MA	6	5	4	7	2												
G_Tot	6	5	6	10	8	12	8	9	11	16	15	16	13	16	10	19	8

C_PhD = PhD Psychology (Clinical) & Clinical Psychology PhD (after 2011)

E_PhD = PhD Psychology (EAP) & Experimental & Applied Psychology PhD (after 2011)

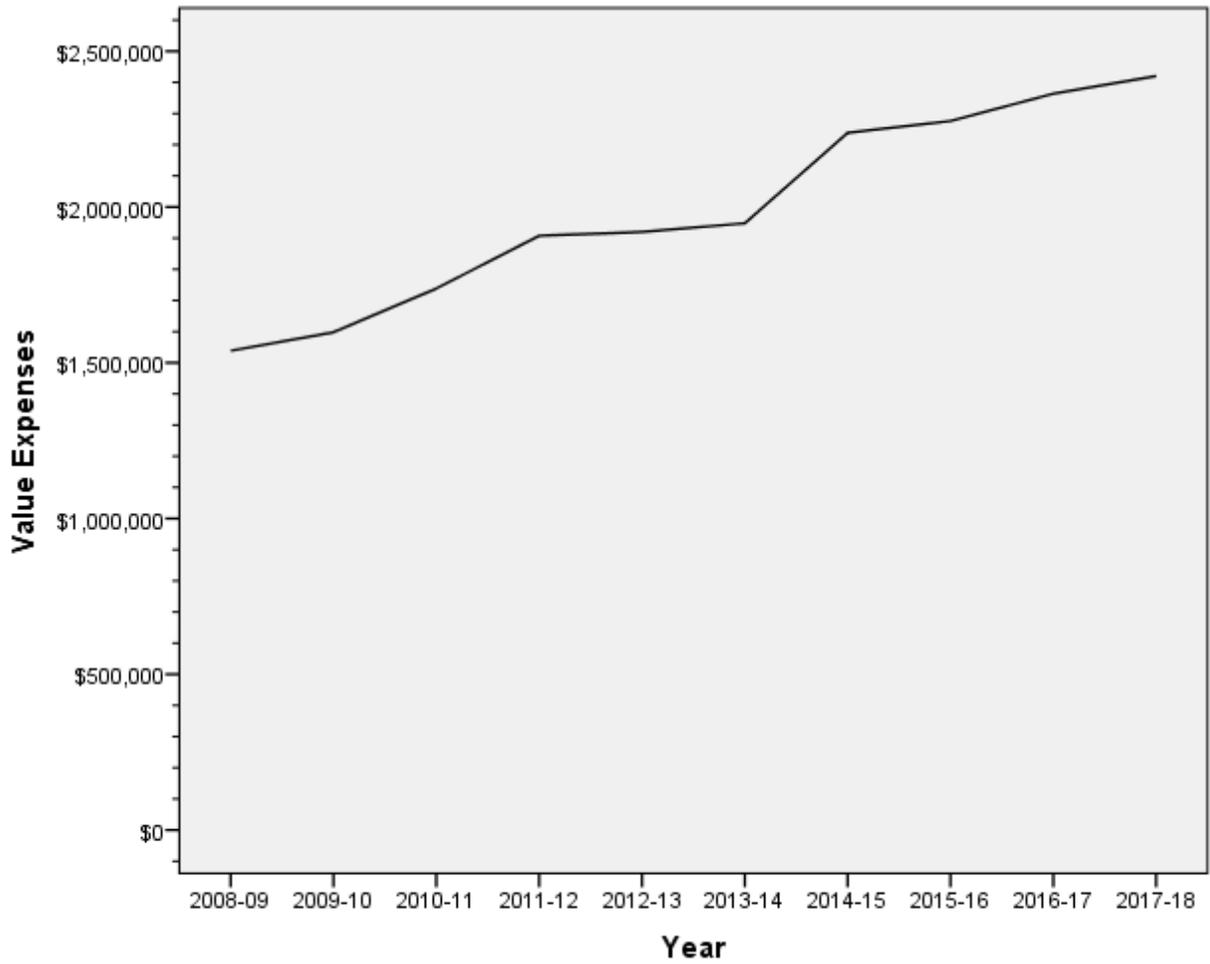
G_PhD = PhD Psychology (General) or not designated

C_MA = MA Psychology (Clinical) & Clinical Psychology MA (after 2011)

E_MA = MA Psychology (EAP) & Experimental & Applied Psychology (EAP) MA (after 2011)

G_MA = MA Psychology (General) or not designated

G_Tot = Total of graduate students convocating with a psychology degree



Year	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Expenses	1,539	1,598	1,739	1,908	1,920	1,948	2,238	2,276	2,364	2,420

x \$1,000

Appendix V

Leader-Post Ad Congratulating our 2017 Graduates



Thought | Emotion | Behaviour
PSYCHOLOGY

The faculty members, staff, and fellow students in the Department of Psychology, University of Regina, would like to congratulate the 61 students who graduated with Psychology degrees at the Spring Convocation on June 8, 2017. You, your family, and friends should be proud of this major accomplishment. We apologize if we misspelled or omitted any of your names.

PHD CLINICAL

Gagnon, Michelle
McMillian, Katherine
Parkerson, Holly
Zorn, Kim

MA EXPERIMENTAL & APPLIED

Summerfield, Tansi

BACHELOR OF ARTS

Bereziak, Taylor
Boucher, Nicholas
Chan, Roanna
Churko, Kimberly
Farahani, Jasmine
Filippatou, Niki
Foreman, Karmyn
Gadd, Katie
Gagnon, Pascale
Goodman, Calla
Hansen, John
Hiebert, Breanne
Hutchinson, Victoria
Moroz, Sharayah
Patton, Allison
Pechey, Christina
Pennington, Rebecca
Polk, Mary
Re, Alison
Reoch, Haley
Sarty, Kyla
Schirr, Jeni
Selenski, Ericka
StandingReady, Arielle
Surtie, Raesa
Wirth, Jaren

BACHELOR OF ARTS HONOURS

Adams, Alyssa
Buchko, Denee
Byrne-Watson, Tori
Courtire, Catherine
Ennis, Alexandra
Harvey, Madison
Klassen, Kristen
Llewelyn-Williams, Jessica
Mahali, Saghar
Reid, Miranda
Seilman, Stephanie
Stewart, Kaiden
Waiting, Shanelle
Wozniak, Rashell

BACHELOR OF SCIENCE

Adams, Hanifa Zain
Borstmayer, Shelby Angela
Bute, Kristina Lavada
Edmunds, Delaney Audrey Joan
Howie, Joshua James
Kent, Mackenzie Rae
Lillie, Garrett Richard
Lowe, Sydney Rose Marjorie
Romanuk, Alissa Ann
Siasang, Crystal
Tran, Kimberly

BACHELOR OF SCIENCE HONOURS

Giesinger, Candice Brittany
Hamilton, Ashley Nicole
Kisowsky, Krissie Sherrie Lee
Rudichuk, Chloe Mikayla
Shahid, Fakhra



HONOURS PSYCHOLOGY STUDENTS

FRONT ROW L-R: Chloe Rudichuk, Shanelle Waiting,
Alexandra Ennis, Tori Byrne-Watson

SECOND ROW L-R: Krissie Kisosky, Madison Harvey, Candice

Giesinger, Miranda Reid, Saghar Mahali

THIRD ROW L-R: Fakhra Shahid, Kristen Klassen, Catherine

Courtire, Jessica Llewelyn-Williams, Alyssa Adams

BACK ROW L-R: Stephanie Seilman, Kaiden Stewart, Ashley Hamilton,

Rashell Wozniak

PHOTO: LAURIE SYKES TOTTENHAM