

MONDAY MEMO



JULY 20, 2020

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DEPARTMENT NEWS

HIGHLIGHTED PUBLICATION



O'Neill, T. A., Boyce, M. A., & McLarnon, M. J. W. (2020). Team health is improved when peer evaluation scores affect grades on team projects. *Frontiers in Education*, Vol 5, Article 49, p. 1-10. doi: [10.3389/feduc.2020.00049](https://doi.org/10.3389/feduc.2020.00049)

The use of team projects is common in higher education. Teamwork offers an avenue to help students learn to collaborate and develop the interpersonal skills needed for career success. However, student teams are not always effective, which may undermine learning, growth, and development. In the current research, we integrate accountability, valence, motivation, and social loafing theories to advance an understanding of the role of peer evaluations conducted at the end of a team project. We use a state-of-the-art peer feedback system that allows students to assess and evaluate each other on five competencies critical to teamwork. We also used the system for the assessment of overall team functioning. Finally, grades on team projects were collected as a measure of team performance. Over three cohorts and using a total sample size of 162 teams and 873 students, we found that the use of peer evaluations for grading purposes, compared to a control group, promoted effective team member behavior, overall team health, and higher grades on team projects (i.e., team performance). Future research is needed to further investigate the optimal use of peer evaluations in a variety of contexts using a variety of methods.



RESEARCH NOTES AND ACTIVITIES

Guadagni, V., Drogos, L. L., Tyndall, A. V., Davenport, M. H., Anderson, T. J., Eskes, G. A., **Longman, R. S.**, ... Poulin, M. J. (2020). Aerobic exercise improves cognition and cerebrovascular regulation in older adults. *Neurology*. doi:10.1212/wnl.0000000000009478

Delaloye, N. J., Tobler, K., **O'Neill, T.**, Kotsakis, A., Cooper, J., Bank, I., & Gilfoyle, E. (2020). Errors during resuscitation: The impact of perceived authority on delivery of care. *Journal of Patient Safety*, 16, 73-78. doi: 10.1097/PTS.0000000000000359

O'Neill, T. A., Boyce, M. A., & McLarnon, M. J. W. (2020). Team health is improved when peer evaluation scores affect grades on team projects. *Frontiers in Education*, Vol 5, Article 49, p. 1-10. doi: 10.3389/educ.2020.00049

O'Neill, T. A., Hancock, S., McLarnon, M. J. W., & Holland, T. (2020). When the SUIT fits: Constructive controversy training in face-to-face and virtual teams. *Negotiation and Conflict Management Research*, 13, 44-59. doi: 10.1111/ncmr.12154

Patton M, Dobson K (2020) Proposal for the extension of medical assistance in dying (MAID) to mature minors in Canada. *Canadian Psychology*. <https://psycnet.apa.org/doi/10.1037/cap0000219>

Wroot H, Azal A, **Russell KB**, Forbes C, Trépanier L, **Patton M**, Fidler-Benaoudia M, Reynolds K, **Schulte F** (2020) Fear of cancer recurrence among survivors of childhood cancer. *Psycho-Oncology*. <https://doi.org/10.1002/pon.5387>

EVENTS

Emotional Wellness: Learning How to Be Attentive to Both Positive and Negative Feelings

Date: Tuesday, July 21, 2020 / Time: 10:30 - 11:45 a.m. / Location: Online via Zoom

Stress and struggles are inevitable and often manageable. However, what about those days when you feel rattled, anxious and unbalanced? We will explore principles of emotional regulation that enhance our ability to successfully handle life's stressors and adapt to change and difficult times. A general sense of well-being can be realized in the physical, social, occupational, spiritual, financial, and environmental aspects of our lives. This session will increase awareness of how to maintain a sense of emotional wellness and contentment through intentional daily practices, relaxation techniques, resilience skills and lifestyle modifications.



<https://conted.ucalgary.ca/search/publicCourseSearchDetails.do?method=load&courseId=55506169&expandSectionId=55506169&parentSite=TI>

**The Taylor Institute for Teaching and Learning and the Campus Mental Health Strategy are presenting a series of wellness webinars to build resilience and compassion as we work through extremely challenging events. Learn more and register for the upcoming webinars [HERE](#)*

COVID-19: Your Health, Your Relationships (REB20-0499)

Are you Canadian and 18 or over? Click on the link below to help Canadian researchers understand how COVID is affecting your relationships. This study explores the effects of the COVID-19 (coronavirus) pandemic on Canadians' relationships with members of their social networks (i.e., romantic partners, family, friends, coworkers, neighbours, etc.) and is part of an international research project being conducted in 30 countries worldwide.

https://survey.ucalgary.ca/jfe/form/SV_doQL7atePePa1sV

Students please note participating in this study will **not count towards your research participation credits*

PSYCHOLOGY IN THE NEWS

Dr. Penny Pexman, Dr. Sheri Madigan, & Lorraine Reggin in Big News Network
“8 summer activities to promote kids’ healthy development during COVID-19”



VOLUNTEER AND JOB POSTINGS

For Graduate Students, Faculty, & Staff

Masters in Experimental Psychology with Specialization in Wearable Technology

The Healthy Families Lab at the University of Calgary is advertising for a **MSc or PhD student** in an experimental psychology with an interest in exercise and sleep during the transition to parenthood. The student would become part of an innovative line of research investigating interventions to improve and preserve health behaviours (e.g., sleep and exercise) during the transition to parenthood and the role of digital and wearable technology in both assessment and health promotion. Primarily supervised at the University of Calgary, the student would have the opportunity to be a part of the wearable technology program and to collaborate with the Behavioural Medicine Lab at the University of Victoria.

Interested students are encouraged to reach out to Dr. Tomfohr-Madsen for more details. <https://www.healthyfamilieslab.com/>

Part-Time Contract Psychologist

OCD and Anxiety Psychological Services is expanding and looking for a motivated, enthusiastic, **registered (or provisional) contract psychologist** to join the team. It is known as a reliable referral resource in Calgary that provides evidence-based CBT treatment to clients of all ages suffering from Obsessive Compulsive Related Disorders and Anxiety Disorders.

Qualifications:

- Doctoral degree in Clinical Psychology from a recognized university or Masters degree in Clinical Psychology with a minimum of 3-5 years related experience
- Registered as a Psychologist (preferred) or Provisionally Registered Psychologist in good standing with the College of Alberta Psychologists
- Professional liability insurance
- Experience and proficiency in CBT theory and application
- Be willing to accept 10-20 hours/week contract work depending on current intake load
- Will be available to work Fridays; some morning hours; and weekend and evening availability an asset
- Ability to work independently as well as collaboratively
- Experience in private practice an asset
- Confident in your abilities as a psychologist
- Strong organizational and time-management skills
- Ability to work with children and/or teens an asset

If you are interested in this unique opportunity, please send a cover letter and your CV to info.oaps@gmail.com

Post Doctoral Fellowship Opportunity

The **Anxiety Treatment and Research Clinic (ATRC)** at **St. Joseph's Healthcare Hamilton** is seeking a post doctoral fellow to receive specialized training in the assessment and treatment of anxiety and related disorders with a start date of September 2020. The position tenure is one year, with a possible renewal for a 2nd year. The successful applicant will also have the opportunity to collaborate on a number of research projects as well as develop personal research interests. Research time will be balanced with clinical service. There will also be opportunities for teaching and supervision.

The successful applicant will have the following qualifications:

- Ph.D. in Clinical Psychology from an APA or CPA accredited graduate program (or equivalent)
- Registered, or eligible for registration, through the College of Psychologists of Ontario
- Clinical experience in a specialized mental health clinic for individuals with anxiety and related disorders
- Possess competency and experience with an appropriate range of psychological tests, measures, and assessment techniques with specific competency and experience in semi-structured and diagnostic interviews (e.g., SCID, MINI) and specialized anxiety assessment techniques.
- Possess specific competency and experience in cognitive behavioral therapy (CBT) and CBT applications for anxiety and related disorders.
- Teaching and supervisory experiences at the undergraduate and graduate level
- An established track record of academic productivity (e.g., peer-reviewed funding, peer reviewed publications, presentations at professional meetings)
- Demonstrated ability to work effectively as a member of a multidisciplinary team, to collaborate with community resources and services, and to advocate for the needs of clients.
- Advanced oral and written communication skills required for assessment reports, scholarly presentations, and scholarly publications

Interested applicants may send their cover letter and CV to Dr. Karen Rowa, Clinical Director, Anxiety Treatment and Research Clinic, St. Joseph's Healthcare Hamilton via email: krowa@stjoes.ca. Applicants should also forward (or arrange for) 2 letters of reference to krowa@stjoes.ca. Applications will be accepted until the position is filled.

VOLUNTEER AND JOB POSTINGS Continued...

Position in Clinical Psychology in the Department of Psychology, McGill University

The **Department of Psychology at McGill University** invites applications at the rank of **Assistant Professor (Clinical Education)**. Note that this position is a Contract Academic Staff (CAS) position and not a tenure track position, nor can it transition to the tenure track. The incumbent will lead the newly founded training clinic in the Department of Psychology. This training clinic is being developed to support a CPA- and PCSAS-accredited PhD program in Clinical Psychology. The appointment is to be 1-year in the first instance, with the possibility of longer term renewal.

We invite applicants who (a) have a doctoral degree in clinical psychology from a CPA-, APA-, or, PCSAS-accredited program, (b) have been trained in evidence-based assessment and therapy techniques, (c) are licensed psychologists (or immediately license eligible) in Quebec, (d) have experience in directing a clinic, and (e) have at least five years of post-doctoral clinical experience.

The successful candidate will work closely with faculty to collaboratively design and implement training and supervision activities. This is a non-tenure track position that can be renewed based on performance and available funding with a start date of Sept 1, 2020. Responsibilities include providing clinical supervision for graduate students engaged in evidence-based professional practice across a variety of assessment and intervention strategies and presenting problems, providing leadership to the training clinic in the Department of Psychology, including managing staff and the clinic budget and coordinating with other professionals and students across the department, teaching courses in their area of expertise, and provision of direct services

Applicants should submit a curriculum vitae, a statement of vision for the training clinic, a diversity and inclusion statement, and contact information for three reference providers who can attest to the applicant's professional qualifications to clinical-search@psych.mcgill.ca. Review of applicants will begin on July 18, 2020 and may continue until the position is filled. Please address any questions to Blaine.ditto@mcgill.ca

Tenure-track position in Clinical Child Neuropsychology at SFU

The **Department of Psychology** in the Faculty of Arts and Social Sciences at **Simon Fraser University (SFU)** invites applications for one **tenure-track faculty position at the rank of Assistant Professor in Clinical Child Neuropsychology** to begin as early as January 1, 2021.

Applicants must have completed a Ph.D. with a focus on clinical child neuropsychology from a CPA- or APA-accredited institution by the time of appointment or shortly thereafter. Successful candidates must be eligible for registration with the College of Psychologists of British Columbia, must initiate the registration process within the first 12 months of hire and subsequently maintain registration throughout their employment.

The successful candidate will be expected to participate in graduate training and departmental activities and service, and to fill undergraduate teaching needs in developmental psychopathology and other areas related to clinical child neuropsychology as well as graduate teaching in child neuropsychology and neuropsychological assessment, biological bases of behaviour, and child assessment and treatment more broadly. Interest in and ability to provide clinical supervision is desirable. The candidate will be a member of the clinical psychology faculty within the Department of Psychology.

Application materials should be submitted electronically, via email to psyceclin@sfu.ca. Please provide a cover letter, curriculum vitae, research and teaching statements, copies of representative publications, and arrange for three referees to submit letters of reference. Applications will be reviewed as they are received until the position is filled, with priority given to completed applications received prior to October 1, 2020. Inquiries should be directed to: Dr. Deb Connolly (debc@sfu.ca).

RESOURCES



Mindfulness-integrated CBT Training for Mental Health Professionals

The North American Chapter of the MiCBT institute is pleased to announce that **registration is now open** for the 2020/2021 Online **Mindfulness-integrated Cognitive Behaviour Therapy Foundation Course** (details [here](#)). This Foundation Course is approved by the *Canadian Psychological Association*. If you would like apply a structured approach to mindfulness in your clinical work, or complete an intensive mindfulness course for your own well-being, experience MiCBT through the Foundation Course, where you will be supported in going through the 4 stages of MiCBT yourself, including sustaining a twice daily meditation practice and developing a sound understanding of MiCBT **principles, theory and practice**. This course will not only support your **personal and professional well-being**, but serves as the first step in the MiCBT certification pathway. Following this course, you are eligible to enrol in the [Applied Course](#), where you will learn to implement MiCBT with your clients.

Date: Fridays - September 11, 2020 - November 27, 2020 (No classes October 16 and November 20)

Time: 10:00am - 1:00pm PST

Trainer: Dr. Alia Offman

Registration: <https://mindfulness.net.au/BookingRetrieve.aspx?ID=322570>

Fees: **Regular:** \$1460; **Early Bird:** \$1360 / **Student:** \$1360; **Student Early Bird:** \$1260

(Fees are in CAD & are subject to 13% HST. Early Bird ends Aug 11, 2020 for September course and March 9, 2021 for April course.)

*There are a maximum of 10 registrants (minimum of 6), so please register early to avoid disappointment and ensure discounted pricing.

Happy Monday!

Congratulations to everyone included in the Monday Memo! The department recognizes your hard work and dedication. Keep it up!



Do you have something you would like to include in the Monday Memo newsletter? Please send it to pnguy@ucalgary.ca before Thursday at noon.

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<https://psyc.ucalgary.ca/home/monday-memo>

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