



UNIVERSITY OF
CALGARY

MONDAY MEMO

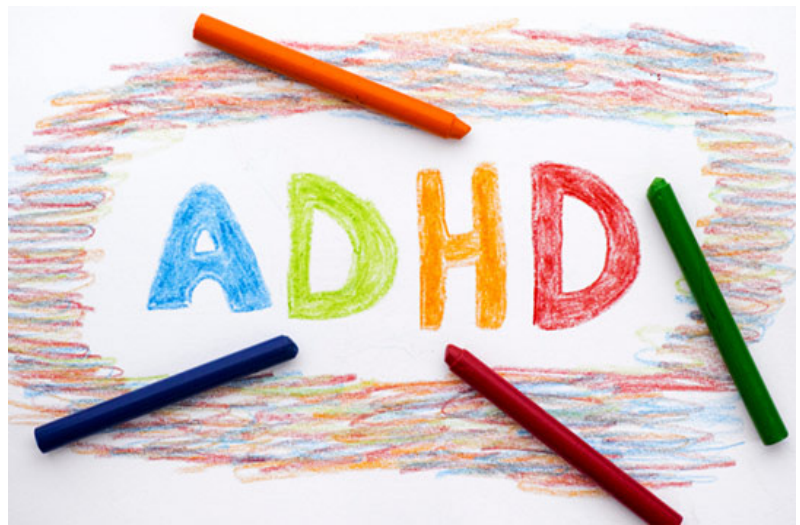
JANUARY 11, 2021

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DEPARTMENT NEWS

HIGHLIGHTED PUBLICATION



Sharma, M.J., Lavoie, S., & Callahan, B.L. (2020). A call for research on the validity of the age-of-onset criterion application in older adults being evaluated for ADHD: A review of the literature in clinical and cognitive psychology. *American Journal of Geriatric Psychiatry*. <https://doi.org/10.1016/j.jagp.2020.10.016>

Roughly 3% of adults aged 50 years or older experience significant symptoms of attention-deficit/hyperactivity disorder (ADHD). They are often diagnosed for the first time in later adulthood, because ADHD is a relatively new diagnosis with only recent awareness of later-life cases, and because many symptomatic adults have high early-life functioning due to supportive environmental and social structures. Current *Diagnostic and Statistical Manual of Mental Disorders-5* criteria require evidence of symptom onset prior to age 12, which rests on self-report in older adults for whom ancillary sources are unavailable or unreliable. In this review, we summarize evidence from several bodies of literature which suggest this criterion may be invalid in older adults. The authors hypothesize that demonstrating childhood symptom onset in older adults is not feasible (i.e., no awareness of ADHD prior to 1970; no good current ancillary sources of childhood behaviors), unreliable (i.e., severely flawed retrospective self-report) and unethical (i.e., unreasonable denial of support to people who need it, with demonstrated poor outcomes associated with untreated ADHD in adults). The authors outline additional research that is needed to establish the validity of self-reported childhood symptom onset in this understudied demographic, including the identification of contextual factors (perhaps unique to late life) that are associated with the emergence of ADHD symptoms in older adulthood; determining the impact of memory biases on recall of childhood symptoms in older adults with ADHD; quantifying self-perception deficits; and investigating the usefulness of executive functioning rating scales to complement diagnostic assessment in older adults.



RESEARCH NOTES AND ACTIVITIES

- Patton, M., Stokoe, M., Forbes, C., Nwaroh, C., Noel, M., Reynolds, K., Schulte, F.** (2020). The intergenerational transmission of chronic pain from parents to survivors of childhood cancer. *Children*, 7(11), 246-258. <https://doi.org/10.3390/children7110246>
- Huang, V., Hogan, D.B., Ismail, Z., Maxwell, C.J., Smith, E.E. & **Callahan, B.L.** (2020). Evaluating the real-world representativeness of participants with mild cognitive impairment in Canadian research protocols: a comparison of the characteristics of a memory clinic patients and research samples. *Canadian Geriatrics Journal*, 23(4):297-328. <https://doi.org/10.5770/cgj.23.416>
- Smith, A. J., Farstad, S. M., & von Ranson, K. M.** (2020). Self-reported eating disorder psychopathology prevalence in community-based male and female Albertans: Gender and age group comparisons. *International Journal of Eating Disorders*, 1-7. <https://dx.doi.org/10.1002/eat.23434>
- Exner-Cortens, D., Wright, A., Van Bavel, M., Sitter, K., Hurlock, D., Carter, R., & Krause, P.** (2020). "To be a guy is to be human": Outcomes of the WiseGuyz program through photo-based evaluation. *Health Promotion Practice*. Advance online publication. <https://doi.org/10.1177/1524839920976382>
- Eggermont, J.J.** Sonic methodologies in medicine. Chapter 13, in: Bloomsbury Handbook of sonic methodologies, Michael Bull and Marcel Cobussen (eds.). Bloomsbury Academic, New York, NY. Pp. 235-251. ISBN 978-1-5013-3875-5.
- Burles, F., & **Iaria, G.** (2020). Behavioural and cognitive mechanisms of Developmental Topographical Disorientation. *Scientific reports*, 10(1), 1-11. DOI: [10.1038/s41598-020-77759-8](https://doi.org/10.1038/s41598-020-77759-8)
- Committeri, G., Fragueiro, A., Campanile, M. M., Lagatta, M., Burles, F., **Iaria, G.**, ... & Tosoni, A. (2020). Egocentric navigation abilities predict episodic memory performance. *Frontiers in human neuroscience*, 14. DOI: [10.3389/fnhum.2020.574224](https://doi.org/10.3389/fnhum.2020.574224)
- Tosi, G., Parmar, J., Dhillon, I., Maravita, A., & **Iaria, G.** (2020). Body illusion and affordances: the influence of body representation on a walking imagery task in virtual reality. *Experimental Brain Research*, 238(10), 2125-2136. DOI: [10.1007/s00221-020-05874-z](https://doi.org/10.1007/s00221-020-05874-z)

EVENTS

WCHRI Learning Session: How to write a lay abstract

Wednesday, January 20, 11:30 AM – 1:00 PM | Zoom



Effectively communicate your grant application to non-specialists.

Learning objectives for the session will include:

- How to communicate your abstract to a group of interdisciplinary peers
- How to communicate your abstract to the public
- How to write an effective lay abstract for a grant review panel

Presented by Meghan Riddell, assistant professor in the Departments of Obstetrics and Gynecology and Physiology

Register here: <https://redcap.ualberta.ca/surveys/?s=GXFYyILBFw%20>.

If you have any questions, please contact Tanya Graves-Smith at tanya.graves-smith@ahs.ca.

Peer Beyond Graduate Research Symposium February 25 & 26

The Peer Beyond Graduate Research Conference is back! Attend the Peer Beyond Graduate Research Conference, UCalgary's multi-disciplinary graduate research conference, to present your research. This conference offers UCalgary graduate students a unique opportunity to present your research and to cultivate interdisciplinary collaborations within the graduate community.

Any graduate student at any stage of their research can present their research.

You can submit an abstract or sign-up to participate in the conference's events. Postdoctoral fellows, faculty, undergraduates and staff are welcome to attend. *Registration for the conference is free.*

Deadline to submit your abstract is **January 31, 2021 at 11:59 pm**

Register to attend or submit your abstract [HERE](#)



EVENTS Continued...

Will You Share Your Knowledge with our UR Community?

Are you ready to share your experience with allyship, diversity, equity, inclusion, accessibility, program design & mentoring in UR?

Share, learn, listen, and grow with your community at our virtual Centering Diversity, Equity, + Inclusion in UR and Creative Activity Conference, **June 23-25, 2021**.

This year has been full of twists, turns, and eye-opening conversations. Now is the time to put together what you have learned, what you are still discovering, and what you have implemented successfully to help others in the undergraduate research community to listen and grow. CUR invites all faculty, mentors, administrators, and industry partners to submit an abstract for our upcoming virtual June conference. You do not need to be a CUR member to present!



Submit an Abstract [HERE](#). **Abstract submissions close March 1, 2021.**

For questions, please email events@CUR.org

The 10th Annual Interdisciplinary Conference in Psychology: Call for Abstracts

May 13-14, 2021, Online TBD



The Interdisciplinary Conference in Psychology (ICP) is an international peer-reviewed academic conference organized each year by graduate and undergraduate students from the School of Psychology at the University of Ottawa. ICP will be celebrating its tenth anniversary on May 13th and 14th, 2021 online. ICP aims to foster reflections and discussions on the different innovative approaches towards interdisciplinary research. The conference is an event for all students, professors, and researchers. It offers a unique opportunity to showcase and discuss innovative research on all topics related to psychology. It provides a forum for interdisciplinary learning and collaboration between students and experts.

For more information about ICP, please visit our website: www.icp-cip.com.

We are accepting abstract submissions from students and professors studying topics related to psychology from **January 6th and February 15th, 2021**. Submission closes February 15th, 2021 at 11:59PM (EST)!

The **Social, Personality, and Social Development (SPSD) Psychology Research Group** gathers via Zoom **every two weeks** on Mondays from 3:00 pm – 4:30 pm. We discuss and learn about research being conducted by faculty, students, and affiliates of the University of Calgary.

Our first session for the Winter 2020 semester will be **January 18th**, where we will begin with the traditional organizational aspect, where we will decide on presenters for the rest of the semester, but we also have the pleasure of having **Dr. Deiner Exner-Cortens** present on her research titled **“Supporting adolescent development: Healthy relationships promotion and violence prevention.”**

As always, everyone is welcome to attend! You can use the following Zoom link to join the meeting during the fall semester:

<https://ucalgary.zoom.us/j/98917604481>, Meeting ID: 989 1760 4481, Password: SPSPD



Interested in Open Science?

Join the students in the Open Science Student Support Group (OSSSG) for biweekly sessions where we discuss and learn about different open science practices and support each other in implementing these practices in our own research.

The first practice we will discuss is REPRODUCIBLE CODE. We will dive into this topic over two sessions – the first will be in the week of January 25th. Stay tuned for details!

For more information on the sessions and our group, please join our [Slack](#) workspace. For questions, contact Gwen van der Wijk @ gwen.vanderwijk@ucalgary.ca



PSYCHOLOGY IN THE NEWS

Dr. Melanie Noel in UofC's ArtsCast "[Episode 6: Unrealistic depictions of pain in children's movies and TV shows](#)"

VOLUNTEER AND JOB POSTINGS

For Undergraduate/Graduate Students

Research Coordinator Position, Stress and Development Lab, Harvard University

An experienced, independent, and highly-organized individual is sought for a full-time Research Coordinator position in the Stress and Development Laboratory at Harvard University Psychology Department, run by Katie McLaughlin, PhD. The position will begin in late spring or early summer 2021. Our research examines the impact of environmental experience on children's development. Most of our studies are focused on identifying developmental mechanisms linking adverse environmental experiences to the onset of psychopathology. Under the supervision of Dr. McLaughlin, the individual in this position will be involved in managing an active research lab with several large grants and participate in many aspects of the research process, including recruitment of children and adolescents into research, preparation of IRB applications, data collection from children and caregivers, supervision of volunteer research assistants, data management, programming behavioral tasks, and maintenance of a database for participant recruitment and tracking. These duties will primarily focus on either an intensive repeated-measures fMRI study examining dynamic changes in emotion, behavior, and brain function following exposure to stress in adolescents. Data collection for this study involves acquisition of psychophysiology and MRI data in addition to assessments of mental health and exposure to stress and adversity. We strive to provide enriching opportunities for all trainees, including those from backgrounds traditionally under-represented in psychology. Please see the Join Us page on our lab website (<https://sdlab.fas.harvard.edu/>) for more details on our lab's commitment to Diversity, Inclusion, and Belonging.

Duties and Responsibilities:

- Recruitment and screening of participants
- Data collection with children, adolescents, and caregivers in multi-modal studies involving psychophysiology, neuroimaging, clinical interviews, ecological momentary assessment, passive mobile sensing (e.g. Fitbits, screen time, call/text data) and mental health assessments
- Supervise a team of research assistants in data collection and data management
- Prepare IRB applications
- Program behavioral tasks
- Clean and organize data for analysis
- Maintain databases for participant recruitment and tracking
- General administrative duties to maintain the workings of the laboratory

Qualifications:

- Bachelor's degree in a relevant academic area
- Experience working with children and adolescents (e.g. data collection or clinical experience) is preferred
- Experience with task presentation software or programming experience (e.g., Psychopy, Eprime, R, Python, Javascript) is preferred but not required
- Experience in collecting and/or analyzing neuroimaging data (i.e., MRI, fMRI, DTI) and comfort working in a command-line environment (e.g., Linux) is preferred but not required

Please click the link to apply: https://harvard.az1.qualtrics.com/jfe/form/SV_aeDQCciaMwolyW9

If you have any further questions please feel free to reach out to our lab at sdlab@fas.harvard.edu.

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://arts.ucalgary.ca/psychology/news/monday-memo>

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