



UNIVERSITY OF
CALGARY

MONDAY MEMO

June 7, 2021

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DEPARTMENT NEWS

HIGHLIGHTED PUBLICATION



Murry, A.T., Barnabe, C., Foster, S., Taylor, A.S., **Atay, E.J.**, Henderson, R. & Crowshoe, L. (2021). Indigenous mentorship in the health sciences: Actions and approaches of mentors. *Teaching and Learning in Medicine*, <https://doi.org/10.1080/10401334.2021.1912610>

Phenomenon: Indigenous and non-Indigenous scholars have called for mentorship as a viable approach to supporting the retention and professional development of Indigenous students in the health sciences. In the context of Canadian reconciliation efforts with Indigenous Peoples, we developed an Indigenous mentorship model that details behavioral themes that are distinct or unique from non-Indigenous mentorship.

Approach: We used Flanagan's Critical Incidents Technique to derive mentorship behaviors from the literature, and focus groups with Indigenous faculty in the health sciences associated with the AIM-HI network funded by the Canadian Institutes of Health Research. Identified behaviors were analyzed using Lincoln and Guba's Cutting-and-Sorting technique.

Findings: Confirming and extending research on mainstream mentorship, we identified behavioral themes for 1) basic mentoring interactions, 2) psychosocial support, 3) professional support, 4) academic support, and 5) job-specific support. Unique behavioral themes for Indigenous mentors included 1) utilizing a mentee-centered approach, 2) advocating on behalf of their mentees and encouraging them to advocate for themselves, 3) imbuing criticality, 4) teaching relationalism, 5) following traditional cultural protocols, and 6) fostering Indigenous identity.



RESEARCH NOTES AND ACTIVITIES

- Musick, G., O'Neill, T., Schelble, B., McNeese, N., & Henke, J. (2021). Human-Autonomy Teaming: What Happens When Humans Believe Their Teammate is an AI?. *Computers in Human Behavior*, 106852. <https://doi.org/10.1016/j.chb.2021.106852>
- Murry, A. T., & James, K. (2021). Reconciliation and industrial–organizational psychology in Canada. *Canadian Journal of Behavioural Science / Revue canadienne des sciences du comportement*, 53(2), 114–124. <https://doi.org/10.1037/cbs0000237>
- Murry, A.T., Barnabe, C., Foster, S., Taylor, A.S., Atay, E.J., Henderson, R. & Crowshoe, L. (2021). Indigenous mentorship in the health sciences: Actions and approaches of mentors. *Teaching and Learning in Medicine*, <https://doi.org/10.1080/10401334.2021.1912610>
- Williamson, T. M., Rouleau, C. R., Aggarwal, S. G., Arena, R., Hauer, T., & Campbell, T. S. (2021). The Impact of Patient Education on Knowledge, Attitudes, and Cardiac Rehabilitation Attendance among Patients with Coronary Artery Disease. *Patient Education and Counseling*. <https://doi.org/10.1016/j.pec.2021.04.024>.
- Allman, A.E.S., Klein, D.N., & Kopala-Sibley, D.C. (in press). Bidirectional and Transactional Relationships Between Parenting Styles and Child Symptoms of ADHD, ODD, Depression, and Anxiety. *Development and Psychopathology*.
- Kopala-Sibley, D. C., Stein, J. A., Bray, S. L., & McGirr, A. (2021). Integrating dynamic interactionism into the brain–stress–psychopathology relationship. *Canadian Psychology/Psychologie canadienne*, 62(2), 181. <https://doi.org/10.1037/cap0000282>
- Stein, J. A., Tomfohr-Madsen, L. M., Bray, S., MacMaster, F. P., & Kopala-Sibley, D. C. (2021). Self-acceptance and nonreactive observing predict adolescent psychopathology over and above the big five. *Current Psychology*, 1-15. <https://link.springer.com/article/10.1007/s12144-020-01291-1>
- McArthur, B. A., Browne, D., McDonald, S., Tough, S., & Madigan, S. (2021). Longitudinal Associations Between Screen Use and Reading in Preschool-Aged Children. *Pediatrics*, 147(6). <https://pediatrics.aappublications.org/content/147/6/e2020011429>
- Moon, B., Lee, N. M.-H., & Bourdage, J. S. (2021). Personalized and socialized need for power: Distinct relations to employee traits and behaviors. *Canadian Journal of Behavioural Science*. Advance online publication. <https://doi.org/10.1037/cbs0000279>

EVENTS

Weekly EDI Events for June 2021

- June 10-11. University of British Columbia: [National Forum on Anti-Asian Racism](#)
- June 12, 9:30 a.m. - 1:30 p.m. MST. Equity in Medicine: [2021 Virtual Conference: Overcoming Barriers in Medicine](#)
- June 14, 10:00-11:00 a.m. MST. OADR Grant Development Office: [How to Incorporate Equity, Diversity and Inclusion into your Research Grant Proposals](#)

Upcoming
Equity, Diversity,
and Inclusion
(EDI) Events

Hot Summer Movie Nights: Grad Pan Psych Partnership (GPPP)

Join us for our monthly movie nights this summer!



Thursday June 17, 7:00PM - Theme: Pride month

Thursday July 22, 7:00PM - Theme: Canada Day Celebrations

Thursday August 19, 7:00PM - Theme: Women's Equality & Empowerment

Zoom information: Meeting ID: 922 2961 1073 / Passcode: GPPP

Summer Wellness Series

During the summer months, the Taylor Institute for Teaching and Learning and the Campus Mental Health Strategy present a series of wellness webinars featuring UCalgary experts. Three sessions from June – August offer insights and discussion on pertinent themes in mental health in teaching and learning, incorporating practical mental health support in each session.

Learn more and register: <https://taylorinstitute.ucalgary.ca/series/summer-wellness>



PSYCHOLOGY IN THE NEWS



Psychology alumna Sydney Seidel in UToday “[Faculty of Arts alumna named Top Five winner in national Storytellers competition](#)”

FEATURED: [Not “Fresh off the Boat”: An EDI Committee Blog Post Series](#)

“Oh, they’re *fresh off the boat*” - an expression that many people of immigrant (often Asian) descent have heard at least once in their lives. Whether one is South, East, or Southeastern Asian; biracial or mixed-race; and/or a first- or even fourth-generation Asian-Canadian, this four-word expression reinforces a connotation of Asians *being different or not belonging* in Canada, despite being considered the “model minority”.

In honour of [Asian Heritage Month](#), members of the Psychology Department’s Equity, Diversity, and Inclusion (EDI) Committee will be offering a four-part blog post series for the month of May. This series will explore four perspectives on what it means to be Asian-Canadian and provide insight on how we, as individuals, can be better proponents of anti-racist work.

Check out the following topics:

1. [Asian Solidarity](#)
2. [“What are you?”: Experiences of the Biracial, Mixed, and Racially Ambiguous](#)
3. [The Myth of the Model Minority](#)
4. [A Perspective on Education](#)

NEW Check out the final blog post of the EDI Committee’s Blog Post Series: [Not “Fresh off the Boat” – A Perspective on Education](#)

VOLUNTEER AND JOB POSTINGS

For Graduate Students, Faculty, & Staff

Sessional Faculty Job Posting for June 15th start – Ambrose University

POSITION SUMMARY:

Ambrose University invites applications for sessional faculty positions in the Social Sciences starting September 2021.

COURSES:

BHS 410: Multivariate Analysis course and lab; PS 441: Drugs and Behaviour course

DUTIES INCLUDE:

Preparation and teaching of undergraduate-level lectures and if applicable, labs.

QUALIFICATIONS AND SKILLS:

Candidates should have a Master’s degree in a relevant field by the time of appointment. The successful candidate will be committed to high quality teaching and be student centered. We seek candidates whose teaching interests complement and strengthen the Psychology program and the interdisciplinary Social Sciences department at Ambrose University. Preference will be given to candidates with undergraduate teaching experience.

ADDITIONAL INFORMATION

- Compensation will be commensurate with education and experience.
- Employment is contingent upon satisfactory criminal background check and academic transcripts.

APPLICATION PROCESS:

To Apply: Send a letter of application, complete curriculum vitae, a statement of teaching philosophy, and the names and contact information of three referees to Ambrose University c/o ssylvester@ambrose.edu, indicating “Sessional faculty Positions in Social Sciences” in the subject line. Review of applications begins on June 15th; however, the positions will remain open until filled.

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.

Department of
Psychology

University of
Calgary

Administration
Building,
Room AD 255

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

Phone: (403) 220-3600

Fax: (403) 282-8249