

## Appendix C

### FACULTY RESEARCH INTERESTS AND THESIS TOPICS

#### **Ben BAUER (OSHAWA)**

My research interests fall under the rubric of Human Vision Science and its Applications. At the basic level, I study human vision and attention. The goal of this area of research is to identify properties of visual objects that allow them to be found efficiently (accurately and rapidly) in cluttered visual scenes. Using these properties I am validating a simple decision-rule model for visual detection. Practical applications of the model are location and tracking of symbology on visual displays, conspicuousness and camouflage for objects in various environments and image compression.

#### **Relevant References:**

- Bauer, B., & Patrick, A.S. (2004). A Human Factors Extension to the Seven-Layer OSI Reference Model. <http://www.andrewpatrick.ca/OSI/10layer.html>
- Bauer, B., Jolicoeur, P., & Cowan, Wm. (1999). A test of the convex hull hypothesis in visual search for colour targets. *Vision Research*, 39, 2681-2695.
- Bauer, B., Jolicoeur, P., & Cowan, Wm. (1998). The linear separability effect in colour visual search: Ruling out the additive-colour hypothesis. *Perception & Psychophysics*, 60, 1083-1093.
- Bauer, B., & McFadden, S. (1997). Linear separability and redundant colour coding in visual search displays. *Displays*, 18, 21-28.

#### **Possible Thesis Topics:**

- Adaptive colour/spatial coding for visual displays.
- Thresholds of acceptability for network based application components.
- Visual properties supporting rapid detection and location.
- Attentional modulation of cognition.

#### **Fraser A. BLEASDALE (LHS C136; 748-1011 x-7614)**

My main research interests are in the area of cognition, and concern word and sentence comprehension, as well as recognition, memory and comprehension processes in both uni- and bilinguals. This research most often involves computer-based studies using lexical decision, naming, free association and free recall tasks. A second area of interest is in the interplay of cognition and emotion, including the appraisal, identification, and expression of emotion and its relationship to variables such as music training and bilingualism. Typically this work involves the administration of a battery of tests, followed by multivariate analyses.

#### **Relevant References:**

- Bleasdale, F. A. (1987). Concreteness-dependent associative priming: Separate lexical organization for concrete and abstract words. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, 13, 582-594.
- Levy-Drori, S., & Henik, A. (2006). Concreteness and context availability in lexical decision tasks. *American Journal of Psychology*, 119 (1), 45-65.
- Resnicow, J. E., Salovey, P., & Repp, B. H. (2004). Is recognition of emotion in music performance an aspect of emotional intelligence? *Music Perception*, 22 (1), 145-158.

#### **Possible Thesis Topics:**

- The recognition and mental representation of concrete and abstract words and sentences. (Pre- or Co-requisite: PSYC 3015Y(315); Relevant courses: PSYC 2450H(202H), 2400H(225H), PSYC 3450H(307H), 3430H(352H), 3220H(376H)
- Music training and emotional traits. (Pre- or Co-requisite: PSYC 3015Y(315); Relevant courses: PSYC 2300H(240H), 3420H(303H), 337H, 3300H(341H)
- Bilingualism and emotional traits. (Pre- or Co-requisite: PSYC 3015Y(315); Relevant courses: PSYC 2300H(240H), 3420H(303H), 337H, 3300H(341H)

**Liana E. BROWN (LHS C116; 748-1011 x-7238)**

Many everyday activities require that we interact skillfully with the environment. My research is focused on discovering how sensation, perception and movement performance work together as we perform simple, everyday tasks. I focus on four major questions: 1) Can we use our hands to improve vision and/or attention? 2) How do we keep track of where our limbs are in space? 3) How do our motor capabilities influence cognition? 4) Can we learn a new motor skill by watching others perform? The goal of this research program is to understand both what and how information is exchanged between the motor and sensory systems, and the neural bases of this exchange.

**Relevant References:**

Brown, L. E., Doole, R., & Malfait, N. (2011). The role of motor learning in spatial adaptation near a tool. PLoS ONE, 6: e28999.

Brown, L. E., Wilson, E. T., Obhi, S. S., & Gribble, P. L. (2010). Effect of trial order and error magnitude on motor learning by observing. Journal of Neurophysiology, 104, 1409-16.

Brown, L. E., Rosenbaum, D. A., & Sainburg, R. L. (2003). Limb position drift: Implications for control of limb position and movement. Journal of Neurophysiology, 90, 3105-18.

**Possible Thesis Topics (Prerequisites: Psyc 3220H (376H) and/or Psyc 3460H (366H))**

Hand placement and vision, changes in visual-spatial performance following motor learning, motor learning by observing (visual observation or hand-over-hand training), proprioception and reaching.

**Michael CHAN-REYNOLDS (LHS C119; 748-1011 x-7534)**

I am interested in how people utilize information in their environment during everyday situations. I am presently conducting research on how people read / study and how things in our environment capture (or fail to capture) our attention.

**Relevant References:**

Reynolds, M. G., & Besner, D. (2008). Contextual effects on reading aloud: Evidence for pathway control. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, 34, 50 – 64.

Malcolmson, K. A., Reynolds, M. G., & Smilek., D. (2007). Collaboration during visual search. *Psychonomic Bulletin & Review*, 14, 704 -709.

Reynolds, M., & Besner, D. (2006b). Reading aloud is not automatic: Phonological recoding and lexical activation use central processing capacity. *Journal of Experimental Psychology: Human Perception and Performance*, 32, 799 - 810.

**Possible Thesis topics include:**

Individual differences in reading ability.

Digital technologies and reading.

Attentional biases things in our environment.

## **Rory COUGHLAN (LHS C135; 748-1011 x-7779)**

My approach to social and health psychology is multi-disciplinary. I support social scientific attempts to preserve the inter-relationship of individual subjectivity with social processes and culture. I prefer to use qualitative investigative methodologies capable of assessing individual experiences as inter-penetrated by interaction, ideology and contextualized by societal institutions. My main area of specialty is the investigation of health experiences, interactional processes in health encounters and the development of health policy. I am also interested in understanding "personal agency" and the social and cultural factors that contribute to negotiations in everyday situations, particularly for those who experience oppression. Also, how power relations develop in social settings with a special interest in bullying in different institutional settings.

### **Relevant References**

Coughlan, R. (2009). The inadequacy of mainstream Cartesian theory of perception and the problematic effects on psychological understandings of communication and personal agency. In Baron, Byrne & Watson (Eds.) *Exploring Social Psychology* (4th Canadian edition). Toronto. Pearson.

Coughlan, R. & Ward, L. (2007) Experiences of Recently Relocated Residents of a Long-Term Care Facility in Ontario: Assessing Quality Qualitatively. *International Journal of Nursing Studies*, 7,44, 47-57.

Coughlan, R. (2006) The Socio-politics of Technology & Innovation: Problematizing the "Caring" in Healthcare? *Social Theory & Health*, 4, 4, 334-352.

Coughlan, R. (2006). The Social Psychology of Health Care: Consumerism, Technology & Public Good. *McMasterUniversityMedical Journal*, 3, 1, 52-56.

Coughlan, R. & Jung, K. E. (2005) New Mothers' Experiences of Agency During Prenatal and Delivery Care: Clinical Practice, Communication & Embodiment. *Journal of Prenatal and Perinatal Psychology & Health*. 20, 2, 99-119

### **Possible Thesis Topics:**

Patient experiences with clinical practices & institutions, Cross-cultural topics, Personal agency, Pregnancy Interaction, power & bullying in different insituational settings,

*Relevant courses for these thesis topics include PSYC 2700H(272H); 3750H(343H); 3590H(308H); 3740H(304H); Anth 348; 309; Soc 220; 345; 363*

## **Teresa L. DeCICCO (OSHAWA)**

My research interests are dreams and dreaming and self psychology and they relate to applied practice. In particular, my research focuses on how these are related to therapy and clinical practice such as decreasing nightmares or coping with negative imagery related to severe illness.

### **Relevant References:**

DeCicco, T.L. (2009). *The Giant Compass: Navigating Your Life with Your Dreams*. South Carolina, USA: Malito Press.

DeCicco, T, L. (2007). What is the story telling? Examining discovery with The Storytelling Method (TSM) and testing with a control group. *Dreaming*. Vol 17, p.227-237.

DeCicco, T.L., Lyons, T., Pannier, Wright. C. (2010). The dreams of women with breast cancer: Content Analysis and Discovery. *International Journal of Dream Research*. Vol 3(2), 104-110.

DeCicco, T.L. & Stroink, M.L. (2007). A third model and measure of self-construal: The Metapersonal Self. *International Journal of Transpersonal Studies*. 26, 82-104.

### **Possible Thesis Topics**

1. Investigating the effectiveness of dream therapy.
2. How dream imagery is related to waking life in terms of anxiety, depression, trauma, relationships.

### **Terry P. HUMPHREYS (LHS C114; 748-1011 x-7773)**

My research interests intersect human sexuality and social psychology. More specifically, current research focusses on: (1) cognitive and behavioural aspects of first sexual experiences; (2) sexuality and technology (e.g., Internet use, sexting); (3) sexual resourcefulness; (4) sexual consent / negotiating sexual interactions (i.e., sexual (mis)communication and sexual coercion).

#### **Relevant References:**

Humphreys, T.P., & Brousseau, M. (2010) The Sexual Consent Scale-Revised: Development, reliability, and preliminary validity. *Journal of Sex Research, 47*, 420-428.

Humphreys, T.P., & Kennett, D. (2010). The reliability and validity of instruments supporting the sexual self-control model. *The Canadian Journal of Human Sexuality, 19*, 1-13.

Kennett, D., Humphreys, T.P., & Patchell, M. (2009). The role of learned resourcefulness in helping female undergraduates deal with unwanted sexual activity. *Sex Education, 9*, 341-353.

Humphreys, T.P., & Newby, J. (2007). Initiation of new sexual behaviours in heterosexual relationships. *Canadian Journal of Human Sexuality, 16*, 77-88.

#### **Possible Thesis Topics:**

Factors impacting first sexual experiences (i.e., personality, safer sex, relationship quality)  
Sexting behaviour in young adult populations  
Sexual resourcefulness and related variables  
Factors influencing sexual consent attitudes and behaviours.  
Sexual communication in young adult couples

### **Nancie IM-BOLTER (OSHAWA)**

My research interests focus on language and its relationship with other domains of functioning in both normal and atypical development. This is a broad research area that includes different types of language (e.g., structural, pragmatic), cognitive (e.g., working memory, inhibition), and social cognitive (e.g., theory of mind) functions. My research involves a diverse population of children, including those with normal development as well as children with a range of disorders or exceptionalities, including psychiatric disorders, learning disabilities and language impairments. I am currently investigating the cognitive, social cognitive and social emotional characteristics of children with language impairment in an attempt to determine the underlying mechanisms of this disorder. A second line of inquiry involves understanding how language is used as a tool for the representation/internalization of life experiences, and for affect regulation and adaptive functioning. Although most of my research involves children my interest in the relationship between language and cognition is across the life span of development.

#### **Relevant References:**

Cohen, N. J., Vallance, D. D., Barwick, M., Im, N., Menna, R., Horodezky, N., & Isaacson, L. (2000). The interface between attention deficit hyperactivity disorder and language impairment: An examination of language, achievement, and cognitive processing. *Journal of Child Psychology and Psychiatry, 41*(3),353-362.

Im-Bolter, N., & Cohen, N. J. (2007). Language impairment and psychiatric co-morbidities. *Pediatric Clinics of North America (Language, Communication, and Literacy: A Pediatric Primer on Pathologies and Treatment), 54*(3), 525-542.

Im-Bolter, N., Johnson, J., & Pascual-Leone, J. (2006) Processing limitations in children with specific language impairment: The role of executive function. *Child Development, 77*, 1822-1841.

Yaghoub Zadeh, Z., Im-Bolter, N., Cohen, N.J. (2007) Social cognition and externalizing psychopathology: An investigation of the mediating role of language. *Journal of Abnormal Child Psychology, 35*, 141-152.

**Deborah J. KENNETT (LHS C132; 748-1011 x-7770)**

I am interested in health promotion with special emphasis on program development and on the personal and social factors influencing lifestyle practices. Research I have completed supports the view that variables such as stress appraisal, motivation, self-efficacy, situational factors, social factors, physiological factors and personal skills play a complex and interactive role in goal attainment.

**Example References:**

Kennett, D.J., Humphreys, T.P., & Patchell, M. (2009). The role of learned resourcefulness in helping female undergraduates deal with unwanted sexual activity. *Sex Education, 9*.

Kennett, D.J., Worth, N., & Forbes, C. (2009). The contributions of Rosenbaum's Model of Self-Control and the Transtheoretical Model to the prediction of exercise frequency. *Psychology of Sport and Exercise, 10*, 602-608.

Kennett, D.J., & Reed, M.J. (2009). Factors influencing academic success and retention following a first year post-secondary success course. *Educational Research & Evaluation, 15*, 153-166.

Kennett, D.J., O'Hagan, F.T., & Cezer, D. (2008). Learned resourcefulness and the long-term benefits of a chronic pain management program. *Journal of Mixed Methods Research, 2*, 317-339.

**Example Thesis Topics:**

Factors influencing lifestyle changes and their successful implementation  
Sexual resourcefulness and relationship satisfaction  
Acceptance and coping with chronic pain

**Leslie KERR (DNA B108.2; 748-1011 x-7435)**

**Psycho-oncology** is my primary research interest. My students and I examine how psychosocial factors mediate physiological mechanisms underlying illness and disease. Primarily, we examine behavioural, neurophysiological, and physiological (e.g. hormonal) and cellular (e.g. receptor or oncogene expression) mechanisms that may mediate the effects of early social environments and caregiving experiences on normal and malignant mammary gland growth in mice. Our main goal is focused on breast cancer prevention.

In addition to my primary area of research, a colleague and collaborative partner in the Psychology Department, Dr. Elaine Scharfe, and I are examining a similar question in a human-based study. In this study, we are indirectly examining, via online questionnaires, the influences of different care-giving styles and infants' psychological development and breast cancer risk and treatment outcomes. This avenue of research will aid in the development of models that identify individuals at risk based on family history, personality, and related health behaviours and will allow for the development of comprehensive health promotion practices aimed at increasing the likelihood of cancer prevention and early detection.

**Relevant References**

Boyd, A., Salleh, A., Humber, B., Yee, J., Tomes, L. & Kerr, L. R. (2010). Neonatal experiences differentially influence mammary gland morphology, estrogen receptor alpha protein levels, and carcinogenesis in BALB/c mice. *Cancer Prevention Research 3(11)*:1398-1408.

Kerr, L.R., Andrews, H.N., Strange, K.S., Emerman, J.T., & Weinberg, J. (2006). Temporal factors alter effects of social housing conditions on responses to chemotherapy and hormone levels in a Shionogi mammary tumor model. *Psychosomatic Medicine, 68*,966-75.

Kerr, L.R., Hundal, R., Silva, W.A., Emerman, J.T. & Weinberg, J. (2001). Effects of social housing condition on chemotherapeutic efficacy in a Shionogi Carcinoma (SC115) mouse tumor model: influences of temporal factors, tumor size, and tumor growth rate. *Psychosomatic Medicine, 63*, 973-984.

**Possible Thesis Topics:**

Examining the influences of early -life environments, stress, and coping on anxiety - and depressive-like behaviours and cancer risk using both human (via online surveys) and animal models.

Thesis students will collaborate on projects exploring specific psychological or physiological factors that may play a role in increasing breast cancer risk and/or influencing treatment outcome.

### **Hugo LEHMANN (LHS C117; 748-1011 x-7236)**

The primary focus of my research program is to determine the contributions of different brain structures to learning, memory, and emotion. Specific aims are to: 1) understand the neural circuits involved in acquiring, storing, and retrieving memory; 2) delineate the mechanisms involved in long-term consolidation and temporally graded retrograde amnesia; and 3) determine how deficits in emotion may undermine mnemonic function. Related research projects normally involve assessing whether surgical lesions and pharmacological manipulations in rats cause anterograde and/or retrograde amnesia as well as changes in fear and anxiety in several types of behavioural paradigms.

A second focus of my research program is to examine the means to reverse or attenuate cognitive deficits, such as memory loss, by promoting regeneration of damaged brain circuitry. Projects examine the effects of promoting neurogenesis with different treatments (e.g., growth factor, enriched environment) on recovery of mnemonic function from a cellular to a behavioural level.

#### **Relevant References:**

- Lehmann, H., & McNamara, K. C. (2011). Repeatedly reactivated memories become more resistant to hippocampal damage. *Learning & Memory, 18*(3), 132-135.
- Lehmann, H., Sparks, F. T., Spanswick, S. C., Hadikin, C., McDonald, R. J., & Sutherland, R. J. (2009). Making context memories independent of the hippocampus. *Learn Mem, 16*, 417-420.
- Spanswick, S. C., Lehmann, H., & Sutherland, R. J. (2011). Does the regeneration of hippocampal neurons offer hope for the treatment of cognitive deficits? *Regen Med, 6*(1), 1-3.
- Sutherland, R. J., Sparks, F. T., & Lehmann, H. (2010). Hippocampus and retrograde amnesia in the rat model: a modest proposal for the situation of systems consolidation. *Neuropsychologia, 48*(8), 2357-2369.

#### **Possible Thesis Projects:**

- Memory reactivation and neural distribution of the engram
- Resistance of memory to brain damage
- The effects of slow progressive damage to the hippocampus on memory
- Strengthening memory with emotion

### **Mowei LIU (LHS C121; 748-1011 x-7472) (on leave 2012)**

My general research interests are in social development from a cultural perspective. Specifically, I am interested in child and adolescent peer relationships, friendship networks, and parental socialization processes (e.g., belief systems, disciplinary styles) in children's social and emotional development. Among various factors that may contribute to individual social development, I am particularly interested in parenting styles and parental socialization goal-oriented behaviors and their relations to children's social, emotional and school adjustment in Chinese and Canadian children. Both within-culture and cross-culture approaches have been taken in my research to understand the impact of cultural context on human development.

#### **Relevant References:**

- Liu, M., & Chen, X. (2003). Friendship networks and social, school and psychological adjustment in chinese junior high school students. *Psychology in the Schools. Special Issue: Psychoeducational and Psychosocial Functioning of Chinese Children, 40*(1), 5-17. doi:10.1002/pits.10066
- Liu, M., Chen, X., Rubin, K. H., Zheng, S., Cui, L., Li, D., . . . Wang, L. (2005). Autonomy- vs. connectedness-oriented parenting behaviours in chinese and canadian mothers. *International Journal of Behavioral Development, 29*(6), 489-495. doi:10.1080/01650250500147063
- Liu, M., Chen, X., Zheng, S., Chen, H., & Wang, L. (2009). Maternal autonomy- and connectedness-oriented parenting behaviors as predictors of children's social behaviors in china. *Social Development, 18*(3), 671-689. doi:10.1111/j.1467-9507.2008.00501.x
- Liu, M., & Guo, F. (2010). Parenting practices and their relevance to child behaviors in canada and china. *Scandinavian Journal of Psychology, 51*(2), 109-114. doi:10.1111/j.1467-9450.2009.00795.x

#### **Possible Thesis Topics:**

Parental achievement orientation and children's learning behaviours in Canada and China (relevant courses: PSYC 2500H(281H), 3610H(323H), 3560H(384H))

Acculturation and adaptation (relevant courses: PSYC 2500H(281H), 4530H(430H))

**Geoffrey S. NAVARA (LHS C129; 748-1011 x-7539)**

I have two general streams of research: 1) the impact that cross-cultural interactions have on human development; and, 2) the psychology of religion – specifically how religious orientation impacts motivation and behavior. Over the years I have had the opportunity to be involved in, and supervise students doing diverse research projects including: the exploration of cultural-bound mental health disorders within certain Canadian immigrant populations; the psychological and relational impact of cross-cultural relocation on individuals and families; the dynamics of parent-child bilateral influence; issues of prejudice and stereotype activation with dominant and immigrant populations; and, developing a psychological model of people's construction of evil (specifically the concept of sacrilege). I am currently a co-investigator on a research grant from the Ontario Ministry of Health Promotion exploring the impact of community-based recreation programs on health in 15 remote First Nations communities in Ontario. In my research, I often utilize a combination of quantitative and qualitative methodologies.

**Relevant References:**

Burris, C.T & Navara, G.S. (in press). What's my motive?: Thoughts on the state of religious orientation research. In Wulff, D. (Ed.) *Handbook of Psychology of Religion*.

James, S., Fernandes, M., Navara, G. S., Harris, S., & Foster, D. (2009). Problemas de Nervos: A multivocal symbol of distress for Portuguese immigrants. *Transcultural Psychiatry*, 46(2), 285- 299.

Kuczynski, L., Navara, G.S., & Boiger, M. (in press). The social relational perspective on family acculturation. In Chuang, S. S., & Moreno, R. P. (Eds.). *On New Shores: Understanding Immigrant Children in North America*. Lanham, MD: Lexington Books.

Navara, G.S., & Lollis, S. (2009). How the adolescent children of African-Jamaican immigrants living in Canada perceive and negotiate their roles within a matrifocal family. *Family Process*, 48(3), 441-458.

**Possible Thesis Topics:**

- Religious orientation as a predictor for various behaviours/attitudes
- Parent/child dynamics – specifically looking at bidirectionality in socialization
- Transmission of cultural values and beliefs

**Prerequisite:** PSYC 2500H(281H) and either PSYC 3510H(381H) or 3560H(384H)

**Fergal O'HAGAN (LHS C134; 748-1011 x-7086)**

My research interests lie in the domain of work and health and, more specifically factors influencing occupational adaptation following the onset of chronic illness. Some of my present projects include the role of illness representations in recovery from occupational injury, health trajectories and coping in injured workers with permanent impairments, the role of acceptance and resourcefulness in occupational adaptation following disabling injury.

**Relevant References:**

O'Hagan, F.T., Thomas, S.G. (2011). Work adjustment in cardiovascular disease: Job characteristics and social support. *Journal of Cardiopulmonary Rehabilitation and Prevention*, 31, 1-7

Kennett, D.J., O'Hagan, F. T., & Cezer, D. (2008). Learned resourcefulness and the long-term benefits of a chronic pain management program. *Journal of Mixed Methods Research*, 2, 317-339.

**Possible Thesis Topics:**

Biomedical representations and recovery trajectories of chronic pain patients  
Health behaviour trajectories in cardiac patients  
The role of fear/avoidance behaviour and catastrophization in work adjustment following disabling cardiac illness  
Occupational role adaptation in bariatric surgery patients  
Psychosocial adaptation among weight loss surgery patients  
Opioid use and pain rehabilitation

**James D. A. PARKER (LHS C249; 748-1011 x-7935) (on leave 2012-13)**

I have been involved in a number of research projects on personality and affect regulation. During the past 2 decades research from a variety of fields has generated growing interest in the development of affect regulation and in the consequences for personality development, psychopathology and wellness when there are deficits in these abilities. I am particularly interested in studying the relationship between constructs like alexithymia and emotional intelligence and various outcome variables (particularly academic achievement, leadership, and various mental and physical health problems). Another longstanding research interest involves work on psychometric tools for assessing constructs like alexithymia and emotional intelligence.

**Relevant References:**

Parker, J. D. A., Keefer, K. V., & Wood, L. M. (2011). Towards a brief multidimensional assessment of emotional intelligence: Psychometric properties of the Emotional Quotient Inventory- Short Form. *Psychological Assessment, 23*, 762-777.

Parker, J. D. A., Eastabrook, J. M., Keefer, K. V., & Wood, L. M. (2010). Can alexithymia be assessed in adolescents? Psychometric properties of the 20-Item Toronto Alexithymia Scale in younger, middle, and older adolescents. *Psychological Assessment, 22*, 798-808.

Parker, J. D. A., Taylor, R. N., Eastabrook, J. M., Schell, S. L., & Wood, L. M. (2008). Problem gambling in adolescence: Relationships with internet misuse, gaming abuse and emotional intelligence. *Personality and Individual Differences, 45*, 174-180.

Stough, C., Saklofske, D. H., & Parker, J. D. A. (2009). *Assessing emotional intelligence: Theory, research and applications*. New York: Springer.

**Possible Thesis Topics:**

How long-lasting are emotional intelligence's effects on educational attainment and vocational outcomes?

What are the links among addiction-related behaviours (specifically problem gambling, internet misuse, and problematic video/computer game addiction) and dimensions of emotional and social competency in adults?

*Relevant courses for these research topics include PSYC 2310H(236H) and 337H and PSYC 2300H(240H) and 3300H(341H).*

**Kevin PETERS (LHS C115; 748-1011 x-7795) (on leave 2012-13)**

My current research interests cover two main areas:

1. *Neuroethics of Cognitive Enhancement*: I have recently become interested in how people define cognitive enhancement and what factors are related to one's willingness to use pharmaceuticals to enhance their cognitive performance and other aspects of psychological functioning. □
2. *Perceptions and Realities of Mild Cognitive Impairment and Dementia*: I am interested in the critical examination of how well we can reliably and validly predict the onset of dementia (e.g., Alzheimer disease or AD). I am also interested in what the members of the public think about the risk for developing AD □ and their views on how effective the current treatments are for AD.

**Relevant References**

Forlini, C., & Racine, E. (2009). Autonomy and coercion in academic "cognitive enhancement" using methylphenidate: Perspectives of key stakeholders. *Neuroethics, 2*, 163-177.

Katz, S., & Peters, K. R. (2008). Enhancing the mind? Memory medicine, dementia, and the aging brain. *Journal of Aging Studies, 22*(4), 348-355.

Riis, J., Simmons, J. P., & Goodwin, G. P. (2008). Preferences for Enhancement Pharmaceuticals: The Reluctance to Enhance Fundamental Traits. *Journal of Consumer Research, 35*, 495-508.

**Possible Thesis Topics**

An examination of how students define "cognitive enhancement" and/or an investigation into the factors that are associated with one's willingness to use a drug to enhance different psychological traits/abilities (Prerequisites: preferably PSYC 2010H, 2200H, 2400H)

An examination of the information that is currently available online about different cognitive enhancing drugs (Prerequisites: preferably PSYC 2010H, 2200H, 2400H)

**Elaine SCHARFE (LHS C130; 748-1011 x-7354)**

Research Interests: Influence of relationships on health emotional development across the lifespan.

John Bowlby (1969/1982) defined attachment as the instinct to form relational bonds with others and the development of strategies to seek and maintain proximity to these attachment figures when distressed, ill, or afraid. These strategies are internalized into representations or internal working models that help to guide interpretation of and reactions to social situations from infancy to old age. Although attachment representations are proposed to be relatively stable, a key challenge to attachment researchers is to identify conditions under which attachment patterns are likely to change. I am currently exploring mechanisms of continuity and change of attachment in the context of life transitions (e.g., school transitions, transition to parenthood). In addition, I am interested in the influence of attachment behaviours on ways of coping with stress during transitions, health outcomes during transitions, and cognitive reappraisals of attachment representations during transitions. My current research focuses on how early caregiving relationships impacts on individuals' physical and psychological development.

**Relevant References**

Scharfe, E. (2007). Cause or consequence?: Exploring causal links between attachment and depression. *Journal of Social and Clinical Psychology, 26*, 1050-1066.

Scharfe, E., & Cole, V. (2006). Stability and change of attachment representations during emerging adulthood: An examination of mediators and moderators of change. *Personal Relationships, 13*, 363-374.

Scharfe, E., & Eldredge, D. (2001). Associations between attachment representations and health behaviors in late adolescence. *Journal of Health Psychology, 6*, 287-299.

**Possible Thesis Topics**

**\* not accepting honours thesis students for the 2012-13 academic year**

Prerequisite: at least one of PSYC 3730H(300H), 3750H(343H) and/or 3560H(384)H.

- (1) Influence of relationships on coping with chronic disease
- (2) Health and wellness in the family

**Brenda SMITH-CHANT (LHS C128; 748-1011 x-7780)**

I am interested in cognitive development from the perspective that the experience, education and social programs have a fundamental influence on how information is organized in memory and the resulting behaviour. Accordingly, my research follows three main streams: 1) How children acquire basic math and literacy skills, particularly the influence that their preschool learning environment has on their performance; 2) How social programs influence cognition and behaviour; and 3) Community-based initiatives to support cognitive and behavioural change.

Currently, I am involved in three major research initiatives: "Count Me In!", examining long-term predictors of math performance in Canadian Children; the "Cuba/Canada Initiative", a cross-cultural exploration of the impact of preventative vs a traditional 'medical' model for health and social programs on children's development; and "An valuation of the Aboriginal Community Activator Pilot Program", a evaluation of a community-based approach to developing social programs.

**Relevant References:**

Smith-Chant, B.L. (2009). Early childhood education and health. In D. Raphael's *Social Determinants of Health: Canadian Perspectives, Second Edition*. Toronto: Scholar's Press Inc, 143-155.

LeFevre, J., Skwarchuk, S.L., Smith-Chant, B.L., Fast, L., Kamawar, D. & Bisanz, J. (2009). Home Numeracy Experiences and Children's Math Performance in the Early School Years. *Canadian Journal of Behavioural Science, 41*, 55-66.

Sénéchal, M., LeFevre, J., Smith-Chant, B.L., & Colton, K. (2001). On refining theoretical models of emergent literacy: The role of empirical evidence. *Journal of School Psychology, 39*, 439-460.

**Possible Thesis Topics:**

Parent teaching and it's relation to the development of children's early math skills.

The impact of social programs (recreation, health, and service integration) on individual and community development.

Aboriginal and environmental perspectives on lifespan development, cognition and behaviour.

## **Laura SUMMERFELDT (LHS C120; 748-1011 x-7526)**

I have several areas of research interest, bridged by the common theme of personality and psychopathology, with particular focus upon obsessive-compulsive conditions and social anxiety. These include the following: 1) Personality dimensions and psychopathology in clinical and nonclinical populations, 2) Points of continuity (e.g., cognition, emotional regulation and competencies) across clinical and subclinical anxiety conditions and their associations with adaptive behaviour, 3) Models of heterogeneity of obsessive-compulsive disorders, and 4) Diathesis-stress models of cause and perpetuation. A specific focus for me has been upon a particular feature of obsessive-compulsive experience - the feeling that things are "not just right" - and its links with other psychological variables (i.e., cognition, personality).

### **Relevant References:**

Summerfeldt, L.J., Kloosterman, P.H., Antony, M.M., McCabe, R.E., & Parker, J.D.A. (2011). Emotional intelligence in social phobia and other anxiety disorders. *Journal of Psychopathology and Behavioral Assessment, Volume 33, Number 1, 69-78.*

Summerfeldt, L.J. (2004). Understanding and treating incompleteness in obsessive-compulsive disorder. *Journal of Clinical Psychology, 60, 1155-1168.*

Summerfeldt, L.J., Richter, M.A., Antony, M.M., & Swinson, R.P. (1999). Symptom structure in obsessive-compulsive disorder: A confirmatory factor-analytic study. *Behaviour Research and Therapy, 37, 297-311*

### **Possible Thesis Topics:**

Capturing "not just right" experiences: The relationship between obsessive-compulsive-related subdimensions and everyday behaviours, preferences, and information processing.

Social anxiety and social and emotional competencies: Etiology and functional implications.

*Relevant courses for these research topics include PSYC 2310H(236H) and 337H and PSYC 2300H(240H) and 3300H(341H).*

## **Beth VISSER (OSHAWA)**

My interest is broadly around human individual differences and the behaviours these variables predict. I am also interested in the extent to which there may be sex differences in these characteristics and their correlates. My recent research has been focused on psychopathic traits, self-perceived characteristics, personality and cognitive abilities, as well as scale development.

### **Relevant References:**

Visser, B. A., Pozzebon, J. A., Bogaert, A. F., & Ashton, M. C. (2010). Psychopathy, sexual behavior, and esteem: It's different for girls. *Personality and Individual Differences, 48, 833-838.* doi:10.1016/j.paid.2010.02.008

Visser, B. A., Bay, D., Cook, G., & Myburgh, J. (2010). Psychopathic and antisocial, but not emotionally intelligent. *Personality and Individual Differences, 48, 644-648.* doi:10.1016/j.paid.2010.01.003

Visser, B. A., Ashton, M. C., & Vernon, P. A. (2008). What makes you think you're so smart? Measured abilities, personality, and sex differences in relation to self-estimates of multiple intelligences. *Journal of Individual Differences, 29, 35-44.* doi:10.1027/1614-0001.29.1.35

Ashton, M. C., Lee, K., Pozzebon, J. A., Visser, B. A., & Worth, N. (2010). Status-Driven Risk Taking and the Major Dimensions of Personality. *Journal of Research in Personality, 44, 734-737.* doi:10.1016/j.jrp.2010.09.003

### **Possible Thesis Topics:**

Development of a psychopathy scale specific to female manifestations of psychopathy  
Psychopathy-related sex differences in the expression and purpose of various sexual behaviours  
Does Machiavellianism + impulsivity = sub-clinical psychopathy?  
The role of personality, ability, and intrinsic/extrinsic life goals in academic performance